

# Furman Alternative High School

## School Accountability Report Card



### GRADES 9-12

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Daniel J. Lindstrom, Principal

2010-11 School Accountability Report Card  
Published During the 2011-12 School Year

### Principal's Message

The past six years working as Principal for Furman High have been great. The students that attend Furman are unique, challenging, and great to work with all at the same time. The success we enjoy in helping them meet their goals is very rewarding. We have the privilege of working one-on-one with your child. I believe this is a powerful strategy to make a connection with students and to allow a trust to grow that is important for their success. Our school is made up of strong teachers who care about their students. I encourage all parents to get involved with our school by participating on our School Site Council (SSC), volunteering to tutor, attending our Back to School night, or just calling and talking with their child's teacher. All these things will help your child know you care and really want them to be successful.

The strength of Furman High Schools Independent Studies delivery method is the individualized learning plan that every student is put on. Our teachers have the ability to really get to know the students and to design the learning interventions with their particular needs in place. We work very hard to not only complete the courses and requirements that are missing but also to do it in a way that is meaningful to the student.

Our priorities for student achievement are in the areas of math and English language arts. We provide direct instruction in Algebra I, Geometry, Algebra II, Physical Science, Biology, Software Applications, and Computer Graphics. These labs are typically 1.5 hours two times a week. We have two paraprofessionals working with our EL students every morning. We provide a school-wide writing program and direct instruction for California High School Exit Examination (CAHSEE) preparation as well as interventions through our Plato Lab.

The major challenges facing Furman are getting our students to complete Algebra I and getting more of our students to complete at least 90 days in our program. We are also working hard to bring more parents onto our campus for the special events listed above, as well as just being able to improve communication regarding their child's educational needs.

Furman High School has enjoyed steady growth in our Academic Performance Index (API) score. Over the past five years our score has grown over 150 points. Last year we also received word that Furman High had met the AYP criteria, so that is two years in a row we have been off Program Improvement (PI) status. This is truly one of our major accomplishments and we are going to continue to work hard so that we never have to go under the PI status again.

### School Mission Statement

Furman High School, in partnership with parents and community, provides equal opportunity for all students to acquire the knowledge, values, and skills that foster responsible choices in a diverse and changing society.

### School Vision Statement

Follows District Vision Statement - Madera Unified School District will be widely recognized throughout California as a leader in education, where the futures of children are driven by their aspirations, not bound by their circumstances.

### The Mission of Madera USD

*The Madera Unified School District will be widely recognized throughout California as a leader in education, where the futures of children are driven by their aspirations, not bound by their circumstances.*

### Madera Unified School District

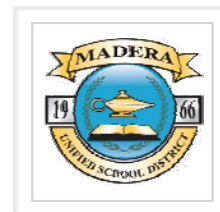
1902 Howard Road  
Madera, CA 93637

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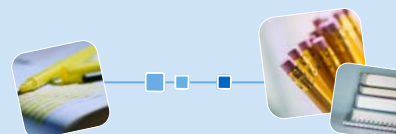
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[www.madera.k12.ca.us](http://www.madera.k12.ca.us)

Gustavo Balderas  
Superintendent



In accordance with State and federal requirements, the School Accountability Report Card (SARC) is put forth annually by all public schools as a tool for parents and interested parties to stay informed of the school's progress, test scores and achievements.



### Furman Alternative High School



### School Facility Items Inspected

The table shows the results of the school's most recent inspection using the Facility Inspection Tool (FIT) or equivalent school form. The following is a list of items inspected.

- **Systems:** Gas Systems and Pipes, Sewer, Mechanical Systems (heating, ventilation, and air conditioning)
- **Interior:** Interior Surfaces (floors, ceilings, walls, and window casings)
- **Cleanliness:** Pest/Vermin Control, Overall Cleanliness (school grounds, buildings, rooms, and common areas)
- **Electrical:** Electrical Systems (interior and exterior)
- **Restrooms/Fountains:** Restrooms, Sinks/Drinking Fountains (interior and exterior)
- **Safety:** Fire Safety Equipment, Emergency Systems, Hazardous Materials (interior and exterior)
- **Structural:** Structural Condition, Roofs
- **External:** Windows/Doors/Gates/Fences, Playgrounds/School Grounds

### School Facility Good Repair Status

This inspection determines the school facility's good repair status using ratings of good condition, fair condition, or poor condition. The overall summary of facility conditions uses ratings of exemplary, good, fair, or poor condition. At the time of this school facility inspection, no deficiencies were found.

School Facility Good Repair Status			
Items Inspected	Repair Status	Items Inspected	Repair Status
Systems	Good	Restrooms/Fountains	Good
Interior	Good	Safety	Good
Cleanliness	Good	Structural	Good
Electrical	Good	External	Good
Overall Summary of Facility Conditions			Exemplary
Date of the Most Recent School Site Inspection			08/31/2011
Date of the Most Recent Completion of the Inspection Form			08/31/2011

### School Facilities

Furman High School has 20 classrooms and an administration building. The main campus was built in 1998. The joint Furman High School/Madera Adult School campus consists of four separate buildings or "wings" located on approximately five acres. Each wing is a one-story building that looks from the outside like a number of linked modular units. One of the buildings houses administration and support services for both schools. Two of the buildings house the Adult School classrooms. The fourth is referred to as the Furman Building. Most of the instruction for Furman High School takes place here.

All buildings on campus have heating, cooling, windows that open, window blinds, and adequate lighting. All rooms have telephones with outside lines. All buildings have security and fire alarm systems. Master keys are assigned to administration, security, custodians, and counselors. Security cameras are located on the wall outside Room 301 and on a pole between the campus and the parking lot shared by Furman/Adult and Madera South High School. These cameras are able to monitor the campus and their signal is monitored in our security office on campus 24 hours a day.

The Furman Building is a large, open "classroom without walls" which has been subdivided by bookcases and movable partitions into four general work areas or bays. Each bay has three teaching stations as well as tables and chairs where students can study. Teachers work hard to make their teaching stations attractive and welcoming to students. Student work, posters, decorative items, and educational aids are evidenced throughout. Each teacher has a desk with several student desks surrounding it and a computer for both the student and the teachers use.

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### School Facilities

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There are four metal exterior doors for easy exit and entrance from the teaching areas. All have push bars. There are no internal doors in the teaching area. The far west corner of the Furman Building houses a computer lab for FHS students. At the east corner of the building is a special education teacher's area. The teacher break area and a separate room that houses the resource room/materials storage and security office are also at this side of the building.

All classrooms have doors that open to the outside. The campus is clean and well maintained. District maintenance staff ensures that repairs necessary to keep the school safe and in good working order are completed in a timely manner. Madera Unified has maintenance teams that routinely visit sites and make needed repairs. A work order process is used to ensure efficient repairs. Emergency repairs are given the highest priority. Student restrooms and eating area with tables, benches, and vending machines are located in the central space between the four buildings. There are small landscaped beds with low-profile flowering shrubs between each wing of the campus. Furman students also use one of the computer labs and the flex room in the Adult School Wing for academic labs, registration, and other activities.

The campus is accessible to persons with disabilities. It is a regular stop for the Madera Municipal bus system (MAX); the campus includes a fenced parking lot.

The District participates in the State School Deferred Maintenance Program, which provides state matching funds on a dollar-for-dollar basis, to assist school districts with expenditures for major repair or replacement of existing school building components. Typically, this includes roofing, plumbing, heating, air conditioning, electrical systems, interior or exterior painting, and floor systems. For the 2011-12 school year, the District budgeted \$658,464 for the Deferred Maintenance Program. This represents 0.48% of the District's general fund budget.



## Textbooks and Instructional Materials

Textbooks and Instructional Materials List		
Subject	Textbook	Adopted
English-Language Arts	<i>Literature and Language 3rd Course</i> , Holt, Rinehart, and Winston	2006
English-Language Arts	<i>Literature and Language 4th Course</i> , Holt, Rinehart, and Winston	2006
English-Language Arts	<i>Literature and Language 5th Course</i> , Holt, Rinehart, and Winston	2007
English-Language Arts	<i>Literature and Language 6th Course</i> , Holt, Rinehart, and Winston	2008
English-Language Arts	<i>Expository Reading &amp; Writing Course; Semester One &amp; Two A Text-Based Grammar for Expository Reading and Writing</i> Long Beach: California State University Press	2009
English-Language Arts	<i>The Bedford Reader</i> , Bedford/St. Martins	2000
English-Language Arts	<i>Perrine's Literature: Structure and Sense</i> , Harcourt Brace	2000
English-Language Arts	<i>Language of Composition</i> , VHPS	2007
English Language Development Reading	<i>Hampton Brown Edge: Reading, Writing, and Language for High School National Geographic</i> , 2009	2010
Mathematics	<i>Algebra Readiness: California Algebra Readiness: Concepts, Skills, &amp; Problem Solving</i> , Glencoe/McGraw Hill	2008
Mathematics	<i>California Mathematics, 2008-Algebra I</i> , Holt, Rinehart and Winston	2008
Mathematics	<i>Geometry</i> , McDougal Littell	2005
Mathematics	<i>Algebra 2</i> , McDougal Littell	2001
Mathematics	<i>Trigonometry 8th</i> , Prentice Hall	2006
Mathematics	<i>PreCalculus with Limits, 2<sup>nd</sup> Edition</i> , Houghton Mifflin, 2011	2010
Mathematics	<i>Calculus of a Single Variable/Calculus with Analytical Geometry</i> , 9th Edition, Brooks/Cole Cengage Learning	2010
Mathematics	<i>CAHSEE Math: Conquering the CAHSEE</i> , Math Teachers Press, Inc.	2003
Mathematics	<i>Understanding Statistics, 8th Edition</i> , Houghton Mifflin, 2006	2006
Science	<i>Biology</i> , McDougal Littell, 2008	2007
Science	<i>Chemistry</i> , Prentice Hall, 2005	2005
Science	<i>Earth Science</i> , Prentice Hall, 2006	2011
Science	<i>Physical Science: Concepts in Action with Earth and Space Science</i> , Prentice Hall, 2006	2007
Science	<i>Mader's Understanding Human Anatomy &amp; Physiology</i> , 6th Edition, McGraw Hill, 2008	2007
Science	<i>Human Anatomy &amp; Physiology, 7th Edition</i> , Pearson, 2007	2007
Science	<i>Honors Physics, 6th Edition</i> , Pearson Prentice Hall, 2005	2006
Science	<i>Biology, 7th Edition</i> , Benjamin Cummings, 2005	2005

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## Textbooks and Instructional Materials

Madera Unified School District places a high priority on ensuring that there are sufficient textbooks and instructional materials to support each school's instructional program. Textbook selection is done by District subject area committees coordinated by the Director of Curriculum, Instruction and Assessment. All K-8 textbooks and instructional material must be selected from the most recently approved State matrices. Since the State does not provide approved lists of instructional materials for grades 9-12, the District requires that all textbooks and instructional materials being recommended for purchase be aligned with State Standards. Textbook purchases are consistent with the content cycles of the curriculum frameworks as District IMF and other funding sources permit. The Governing Board gives final approval for all core textbook and instructional materials used by students in MUSD.

It is the intent of MUSD to purchase Standards-aligned textbooks each year with new adoption cycles per core area for grades K-12. However, many textbooks at the high school level fall outside the adoption cycles. The reason for this is as follows.

- These texts are still valuable instructional resources in use by teachers and students,
- All are correlated to the academic content standards for delivery of the curriculum, and
- Some may be in areas that do not have explicit academic core content standards (such as anatomy/physiology, electives, etc.).



## Currency of Textbook Data

This table displays the date when the textbook and instructional materials information was collected and verified.

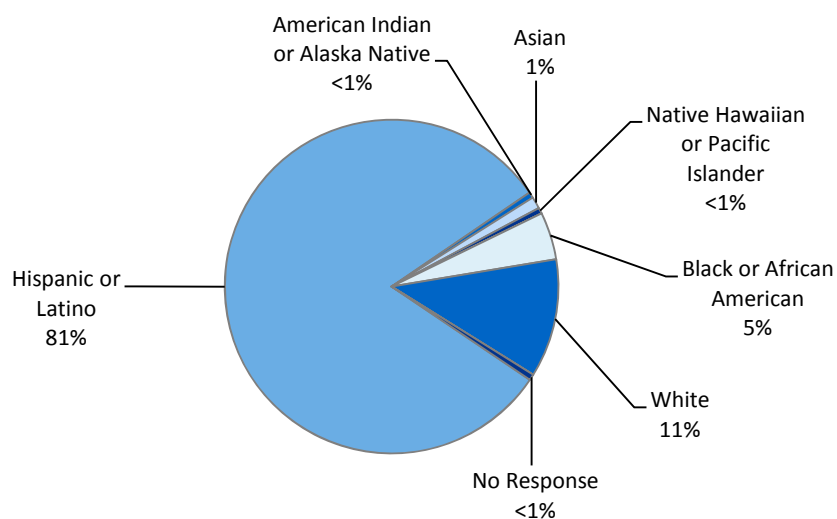
Furman Alt. HS	
Currency of Textbook Information	
Data Collection Date	08/2011

**Textbooks and Instructional Materials** - Continued from page 3

Textbooks and Instructional Materials List		
Subject	Textbook	Adopted
Science	<i>Chemistry, 8<sup>th</sup> Edition</i> , Brooks/Cole Cengage Learning, 2007	2002
History-Social Science	<i>Modern World History-Patterns of Interaction</i> , McDougal Littell	2007
History-Social Science	<i>The Americans-Reconstruction to the 21st Century</i> , McDougal Littell	2005
History-Social Science	<i>The American Pageant-AP Placement Edition</i> , Houghton Mifflin	2007
History-Social Science	<i>United States Government: Democracy in Action</i> , Glencoe/McGraw Hill	2008
History-Social Science	<i>Economics: Principles in Action</i> , Prentice Hall	2007
History-Social Science	<i>Psychology, 7th Edition</i> , Prentice Hall	2003
History-Social Science	<i>Sociology and You</i> , Glencoe McGraw Hill	2003
History-Social Science	<i>Invitation to Psychology</i> , Prentice Hall	2003
Foreign Language	<i>Expresate Level I</i> , Holt, Rinehart, & Winston	2005
Foreign Language	<i>Expresate Level II</i> , Holt, Rinehart, & Winston	2007
Health	<i>Intro to Health</i> , Glencoe/McGraw Hill	1999

**Enrollment and Demographics**

The total enrollment at the school was 174 students for the 2010-11 school year.\*



✧ Not applicable.

\* Enrollment data was gathered from DataQuest and is accurate as of May 2011.

**Availability of Textbooks and Instructional Materials**

The following lists the percentage of pupils who lack their own assigned textbooks and instructional materials:

Furman Alt. HS	
Subject	Percent Lacking
Reading/Language Arts	0%
Mathematics	0%
Science	0%
History-Social Science	0%
Visual and Performing Arts	0%
Foreign Language	✧
Health	✧
Science Laboratory Equipment (Grades 9-12)	✧

**Quality of Textbooks**

The following table outlines the criteria required for choosing the textbooks and instructional materials.

Furman Alt. HS	
Quality of Textbooks	Yes/No
Are the textbooks adopted from the most recent state-approved or local governing board approved list?	Yes
Are the textbooks consistent with the content and cycles of the curriculum frameworks adopted by the State Board of Education?	Yes
Does every student, including English Learners, have access to their own textbooks and instructional materials to use in class and to take home?	Yes

**Student Enrollment by Group**

Furman Alt. HS	
Socioeconomically Disadvantaged	78.7%
English Learners	27.6%
Students with Disabilities	1.7%



## Professional Development

The Furman Staff meets weekly for the purpose of collaborative planning, information, and professional development training. Our focus is the development of a Professional Learning Community (PLC) through the Cycle of Inquiry (COI) model. We cover all aspects of improving our independent delivery model in the core curriculum subjects. They are addressed specifically by our curriculum committees. The curriculum committees then write up a COI around their questions and plans for interventions to the whole group and administration. From these, whole group discussions plans are put into place to improve student achievement.

Furman High has made math (Algebra I) our top priority due to the large number of students not progressing at an acceptable rate. In addition, we are focusing on English Language Arts California Standards Test (CST) scores, CAHSEE, and improving writing across the school. All Furman teachers have the opportunity to attend in-services and training sessions offered by Madera Unified School District. Our teaching staff is also going through training to improve questioning skills to create higher levels of thinking for our students using Bloom's Taxonomy as our guide. We will continue to utilize buy-back days as long as they are available. Our efforts for 2011-12 will be to connect to the District's educational specialist in the areas of math, reading, and English Language Learners.

Our staff needs to feel support from the District level and these individuals already work with the other high schools in our District so we want to find ways to bring this staff support to Furman High. We will also continue to bring in District Office Educational Specialist to assist us in this work.

For the 2008-09 school year, we dedicated nine days for professional development. In 2009-10 and 2010-11, there were eight days dedicated for professional development each year.

## Suspensions and Expulsions

This table shows the rate of suspensions and expulsions (the total number of incidents divided by the school's total enrollment) for the most recent three-year period.

Suspension and Expulsion Rates						
	Furman Alt. HS			Madera USD		
	08-09	09-10	10-11	08-09	09-10	10-11
<b>Suspension Rate</b>	0.024	0.015	0.006	0.182	0.162	0.138
<b>Expulsion Rate</b>	0.000	0.005	0.000	0.017	0.009	0.004

## School Safety

The School Safety Plan for Furman High School will be updated in November 2011. The committee will include an administrator, a teacher, the head custodian, a security guard, and a parent. The plan will be reviewed by the entire Furman faculty. Key elements of the plan include a goal statement, descriptions of the school, the characteristics of students and staff, the physical environment, the social environment, and the school culture. The plan includes a brief list of specific concerns and actions to be taken to address those concerns. Our goals this year include a more defined schedule for safety drills and safety supervision including all staff on campus.

## California Physical Fitness Test

Each spring, all students in grades 5, 7, and 9 are required to participate in the California Physical Fitness (PFT). The *Fitnessgram*® is the designated PFT for students in California public schools put forth by the State Board of Education. PFT measures six key fitness areas:

1. Aerobic Capacity
2. Body Composition
3. Flexibility
4. Abdominal Strength and Endurance
5. Upper Body Strength and Endurance
6. Trunk Extensor Strength and Flexibility

Encouraging and assisting students in establishing lifelong habits of regular physical activity is the primary goal of the *Fitnessgram*®. To protect student privacy, scores are not shown when the number of students tested is 10 or less. Therefore, no data is available for Furman Alternative High School. For more detailed information on the California PFT, visit [www.cde.ca.gov/ta/tg/pf/](http://www.cde.ca.gov/ta/tg/pf/).

## Parental Involvement

We have several areas which parents can get involved. Our School Site Council (SSC) is one very good way for parents to really be on the frontline when major decisions are being made about our school. This group meets five times a year and is responsible for the spending of our Title I, Economic Impact Aid (EIA), and parent participation monies. We need to have at least four members to match the number of staff and students on the SSC. Sometimes we have difficulty reaching this quorum.

Furman High School had a Back to School night in October which enjoyed a tremendous increase in the number of students and parents attending. But we have a long way to go in reaching our goal for this event. This event is designed to help parents understand our program and ways that they can help at home where most of the work is done. This was our second year to give out progress reports at this event, and the number of parents and students attending really jumped from previous years. Our goal is to keep this momentum going.

The other opportunities are a Senior Night Dinner provided by the Breakfast Lions in May. This always gets lots of parents out which is great. Our graduation is very well attended and it's wonderful to see the parents at both these functions. Parents are always welcome to come to our school and talk to the principal, counselor, or teacher about their child's progress at our school.

Our greatest success for improving parent involvement comes through our COST program which starts with teachers concerns regarding student success in our program. Our structure for this intervention is to have the Principal and Counselor meet with the parents, student, and teachers to look at everything that has been done to see possible next steps to keep the student in our program. Sometimes we have to let the student transfer to an everyday program but often we find a change in schedule or a refocusing of effort really helps turn the student around towards a successful experience here at Furman.

For more information on how to become involved, contact Dan Lindstrom, Principal, at (559) 675-4482 or [lindstrom\\_d@madera.k12.ca.us](mailto:lindstrom_d@madera.k12.ca.us).

### STAR Results for All Students: Three-Year Comparison

The Standardized Testing and Reporting (STAR) results are evaluated and compared to state standards using the following five performance levels: **Advanced** (*exceeds state standards*); **Proficient** (*meets state standards*); **Basic**; **Below Basic**; and **Far Below Basic**. Students scoring at the Proficient or Advanced level meet state standards in that content area. The tables show the percentage of students that scored at Proficient or Advanced levels in English-language arts, mathematics, science, and history-social science.

Percentage of Students Scoring at Proficient or Advanced Levels

	Furman Alt. HS			Madera USD			California		
	08-09	09-10	10-11	08-09	09-10	10-11	08-09	09-10	10-11
English-Language Arts	22%	28%	18%	39%	41%	41%	49%	52%	54%
Mathematics	6%	7%	7%	39%	40%	40%	46%	48%	50%
Science	24%	23%	21%	37%	42%	44%	50%	54%	57%
History-Social Science	23%	23%	15%	36%	36%	39%	41%	44%	48%

### STAR Results by Student Group: English-Language Arts, Mathematics, Science, and History-Social Science

Percentage of Students Scoring at Proficient or Advanced Levels

Group	Spring 2011 Results			
	English-Language Arts	Mathematics	Science	History-Social Science
All Students in the District	41%	40%	44%	39%
All Students at the School	18%	7%	21%	15%
Male	19%	11%	28%	17%
Female	17%	3%	17%	13%
Black or African American	❖	❖	❖	❖
American Indian or Alaska Native	❖	❖	❖	❖
Asian	❖	❖	❖	❖
Filipino	❖	❖	❖	❖
Hispanic or Latino	19%	7%	23%	15%
Native Hawaiian or Pacific Islander	❖	❖	❖	❖
White	11%	12%	❖	0%
Two or More Races	❖	❖	❖	❖
Socioeconomically Disadvantaged	16%	7%	23%	16%
English Learners	❖	❖	❖	8%
Students with Disabilities	❖	❖	❖	❖
Students Receiving Migrant Education Services	❖	❖	❖	❖

❖ Scores are not shown when the number of students tested is 10 or less, either because the number of students tested in this category is too small for statistical accuracy or to protect student privacy.

### Standardized Testing and Reporting Program

The Standardized Testing and Reporting (STAR) Program aims to identify strengths and weaknesses to improve student learning. STAR consists of several key tests that are designed for the student's age and individual needs. These tests include: the California Standards Test (CST), California Modified Assessment (CMA), and California Alternate Performance Assessment (CAPA).

The CSTs are multiple choice tests in English-language arts, mathematics, science, and history-social science for varying grade levels. Some grade levels also participate in an essay writing test. The CSTs are used to determine students' achievement of the California Academic Content Standards. These standards describe the knowledge and skills that students are expected to learn at each grade level and subject.

The CMA is a modified assessment for students with disabilities who have an individualized education program (IEP). It is designed to assess those students whose disabilities prevent them from achieving grade-level proficiency on an assessment of the content standards with or without accommodations.

The CAPA is an alternate assessment for students with significant cognitive disabilities who are unable to take the CST with accommodations or modifications or the CMA with accommodations.

For more information on the STAR program including tests, participation, groups, and scores by grade level, please visit <http://star.cde.ca.gov/>.



## Academic Performance Index

The Academic Performance Index (API) is an annual measure of the academic performance and progress of the schools within California. API is measured on a scale from 200 to 1,000. This score reflects the school, district or a student group's performance level, based on the results of statewide testing. The state has set an API score of 800 as the statewide target.

The annual API reporting cycle consists of the Base and Growth API. The Base API data is released one year after testing occurs (i.e. The 2010 Base is calculated from results of statewide testing in spring 2010, but is not released until May 2011). Growth API, released following the Base API, calculates test results taken from the most recent school year (i.e. The Growth API is calculated from results of statewide testing in spring 2010 and released in August 2010). Therefore, for the 2010-2011 API reporting cycle, the 2010 Base indicator and 2011 Growth indicator are used.

To learn more about API, please visit the API information guide at [www.cde.ca.gov/ta/ac/ap/documents/infoguide11.pdf](http://www.cde.ca.gov/ta/ac/ap/documents/infoguide11.pdf) and the API overview guide at [www.cde.ca.gov/ta/ac/ay/documents/overview11.pdf](http://www.cde.ca.gov/ta/ac/ay/documents/overview11.pdf).

## API Ranks

API Ranks — Three Year Comparison

	2008	2009	2010
Statewide API Rank	*	*	*
Similar Schools API Rank	*	*	*

## API Testing

Assessment data is reported only for *numerically significant* groups. To be considered numerically significant for the API, the group must have either: (1) at least 50 students with valid STAR Program scores who make up at least 15% of the total valid STAR Program scores, or (2) at least 100 students with valid STAR Program scores.

## API Ranks

Schools are ranked in ten categories of equal size, called deciles, from 1 (lowest) to 10 (highest) based on their API Base reports. A school's "statewide API rank" compares its API to the APIs of all other schools statewide of the same type (elementary, middle, or high school). A "similar schools API rank" reflects how a school compares to 100 statistically matched similar schools. This table shows the school's three-year data for statewide API rank and similar schools API rank, for which information is available.

## API Growth by Student Group

This table displays, by student group, first, the 2011 Growth API at the school, district, and state level followed by the actual API change in points added or lost for the past three years.

API Growth by Student Group — 2011 Growth API and Three Year Comparison

Group	2011 Growth API						Furman Alt. HS — Actual API Change		
	Furman Alt. HS		Madera USD		California				
	Number of Students	Growth API	Number of Students	Growth API	Number of Students	Growth API	08-09	09-10	10-11
All Students	54	649	14,077	734	4,683,676	778	9	18	-27
Black or African American	3	■	338	672	317,856	696	■	■	■
American Indian or Alaska Native	1	■	91	743	33,774	733	■	■	■
Asian	0	■	164	846	398,869	898	■	■	■
Filipino	0	■	33	856	123,245	859	■	■	■
Hispanic or Latino	43	653	11,895	724	2,406,749	729	■	■	■
Native Hawaiian or Pacific Islander	0	■	9	■	26,953	764	■	■	■
White	6	■	1,431	807	1,258,831	845	■	■	■
Two or More Races	0	■	40	809	76,766	836	■	■	■
Socioeconomically Disadvantaged	42	650	11,709	719	2,731,843	726	■	■	■
English Learners	10	■	7,430	698	1,521,844	707	■	■	■
Students with Disabilities	2	■	1,553	603	521,815	595	■	■	■

\* The school is an Alternative Schools Accountability Model (ASAM) school. Schools participating in the ASAM do not currently receive statewide or similar schools rankings on this report in recognition of their markedly different educational missions and populations served.

■ Data are reported only for numerically significant groups.

### Adequate Yearly Progress

The No Child Left Behind (NCLB) Act requires that all schools and districts meet Adequate Yearly Progress (AYP) requirements. California public schools and districts are required to meet or exceed criteria in these four target areas:

1. Participation rate on statewide assessments in English-language arts and mathematics
2. Percentage of students scoring proficient on statewide assessments in English-language arts and mathematics
3. API scores
4. Graduation rate for high schools

The table displays whether or not the school and district met each of the AYP criteria and made overall AYP for 2010-11. For more information, visit [www.cde.ca.gov/ta/ac/ay/](http://www.cde.ca.gov/ta/ac/ay/).

Adequate Yearly Progress Criteria				
	Furman Alt. HS		Madera USD	
Met Overall AYP	No		No	
AYP Criteria	English-Language Arts	Mathematics	English-Language Arts	Mathematics
Participation Rate	Yes	Yes	Yes	Yes
Percent Proficient	Yes	Yes	No	No
API	No		Yes	
Graduation Rate	Yes		Yes	

### Federal Intervention Program

Districts and schools receiving Title I funding that fail to meet AYP over two consecutive years in the same content area (English-language arts or mathematics) or on the same indicator (API or graduation rate) can enter into Program Improvement (PI). Each additional year that the district or schools do not meet AYP results in advancement to the next level of intervention. This table displays the 2011-12 Program Improvement status for the school and district. For more information, please visit [www.cde.ca.gov/ta/ac/ay/](http://www.cde.ca.gov/ta/ac/ay/).

Federal Intervention Program		
	Furman Alt. HS	Madera USD
Program Improvement Status	Not In PI	In PI
First Year of Program Improvement	✧	2004-2005
Year in Program Improvement	✧	Year 3
Number of Schools Identified for Program Improvement	20	
Percent of Schools Identified for Program Improvement	76.9%	

✧ Not applicable.

### Types of Services Funded

We have two 19 hours per week instructional aides paid through our available categorical funds. Both of these staff members work with students in the mornings at the direction of a certificated staff member. Their work is invaluable to the success of our students. Both aides provide the necessary link for our students to find success. Students are comfortable with these instructional aides, and it really shows in how busy they both are throughout the mornings working with our students. In addition we have a Math Tutor working with our students 4-5 days per week. They work with students at all levels of Math from Integrated Math up to Trigonometry.



### Public Internet Access

Internet access is available at public libraries and other locations that are publicly accessible (i.e., the California State Library). Access to the Internet at libraries and public locations is generally provided on a first-come, first-served basis. Other use restrictions include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available at a workstation, and the ability to print documents.

### MUSD Aims For...

- ... The Highest Student Achievement
- ... A Safe and Orderly Learning Environment
- ... Financially Sound and Effective Organization

**"RESPECT, RESPONSIBILITY, RESILIENCY = RESULTS"**



### Completion of High School Graduation Requirements

This table shows the percentage of students (who began the 2010-11 school year in the 12th grade) who met all local graduation requirements for receiving a high school diploma including having passed both the English-language arts and mathematics portions of the CAHSEE or received a local waiver or state exemption. Please note state results are not available. For more information, please visit [www.cde.ca.gov/ta/tg/hs](http://www.cde.ca.gov/ta/tg/hs).

Completion of High School Graduation Requirements		
Group	Graduating Class of 2011	
	Furman Alt. HS	Madera USD
All Students	29.0%	84.6%
Black or African American	28.6%	81.0%
American Indian or Alaska Native	❖	❖
Asian	❖	❖
Filipino	❖	❖
Hispanic or Latino	31.4%	84.9%
Native Hawaiian or Pacific Islander	❖	❖
White	10.5%	82.7%
Two or More Races	❖	❖
Socioeconomically Disadvantaged	28.0%	82.5%
English Learners	18.2%	72.7%
Students with Disabilities	#DIV/0!	91.0%

### Graduates and Dropouts

This table displays the graduation and one-year dropout rates for the most recent three-year period for which data is available. Note: The National Center for Education Statistics graduation rate as reported in AYP is provided in this table.

Graduate and Dropout Rates						
	Graduation Rate			1-year Dropout Rate		
	07-08	08-09	09-10	07-08	08-09	09-10
Furman Alt. HS	75.50%	75.24%	80.69%	27%	21.1%	21.2%
Madera USD	75.46%	75.24%	80.69%	5.5%	5.1%	3.7%
California	80.21%	78.59%	80.44%	4.9%	5.7%	4.6%

❖ Scores are not shown when the number of students tested is 10 or less, either because the number of students tested in this category is too small for statistical accuracy or to protect student privacy.

### Advanced Placement Courses

No information is available for Furman Alternative High School regarding advanced placement (AP) courses offered.



*"We are also working hard to bring more parents onto our campus for the special events listed above, as well as just being able to improve communication regarding their child's educational needs."*



### California High School Exit Exam Results

The table displays the percentage of students scoring at Proficient or Advanced levels for the most recent three-year period. Note: The score a student must achieve to be considered Proficient is different than the passing score for graduation requirement.

Percentage of Students Scoring at Proficient or Advanced Levels

	English-Language Arts			Mathematics		
	08-09	09-10	10-11	08-09	09-10	10-11
Furman Alt. HS	26%	32%	31%	17%	22%	27%
Madera USD	36%	42%	52%	42%	41%	45%
California	52%	54%	59%	53%	54%	56%

### California High School Exit Exam Results

The California High School Exit Exam (CAHSEE) is primarily used as a graduation requirement in California. Students are first tested in tenth grade and have multiple chances to retake the test if the student does not pass the first time. The grade 10 results of this exam are also used to determine AYP for high schools as required by the federal NCLB law. The CAHSEE has two sections: English-language arts and Math. For the purposes of calculating AYP, three performance levels were set: Advanced, Proficient, and Not Proficient.

### CAHSEE Results by Student Group: English-Language Arts and Mathematics

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

Percentage of Students Achieving at Each Performance Level

Group	English-Language Arts			Mathematics		
	Not Proficient	Proficient	Advanced	Not Proficient	Proficient	Advanced
All Students in the District	48%	31%	21%	55%	35%	10%
All Students at the School	69%	23%	9%	73%	21%	6%
Male	81%	19%	0%	69%	31%	0%
Female	58%	26%	16%	76%	12%	12%
Black or African American	❖	❖	❖	❖	❖	❖
American Indian or Alaska Native	❖	❖	❖	❖	❖	❖
Asian	❖	❖	❖	❖	❖	❖
Filipino	❖	❖	❖	❖	❖	❖
Hispanic or Latino	69%	19%	12%	72%	20%	8%
Native Hawaiian or Pacific Islander	❖	❖	❖	❖	❖	❖
White	❖	❖	❖	❖	❖	❖
Two or More Races	❖	❖	❖	❖	❖	❖
Socioeconomically Disadvantaged	60%	28%	12%	71%	21%	8%
English Learners	❖	❖	❖	❖	❖	❖
Students with Disabilities	❖	❖	❖	❖	❖	❖
Students Receiving Migrant Education Services	❖	❖	❖	❖	❖	❖

❖ Scores are not shown when the number of students tested is 10 or less, either because the number of students tested in this category is too small for statistical accuracy or to protect student privacy.

## Admission Requirements for California's Public Universities

**University of California:** Admission requirements for the University of California (UC) follow guidelines set forth in the Master Plan, which requires that the top one-eighth of the state's high school graduates, as well as those transfer students who have successfully completed specified college course work, be eligible for admission to the UC. These requirements are designed to ensure that all eligible students are adequately prepared for University-level work.

For general admissions requirements, please visit the UC Admissions Information Web page at [www.universityofcalifornia.edu/admissions](http://www.universityofcalifornia.edu/admissions). (Outside source)

**California State University:** Eligibility for admission to the California State University (CSU) is determined by three factors:

- Specific high school courses
- Grades in specified courses and test scores
- Graduation from high school

Some campuses have higher standards for particular majors or students who live outside the local campus area. Because of the number of students who apply, a few campuses have higher standards (supplementary admission criteria) for all applicants. Most CSU campuses have local admission guarantee policies for students who graduate or transfer from high schools and colleges that are historically served by a CSU campus in that region. For admission, application, and fee information see the CSU Web page at [www.calstate.edu/admission/admission.shtml](http://www.calstate.edu/admission/admission.shtml). (Outside source)

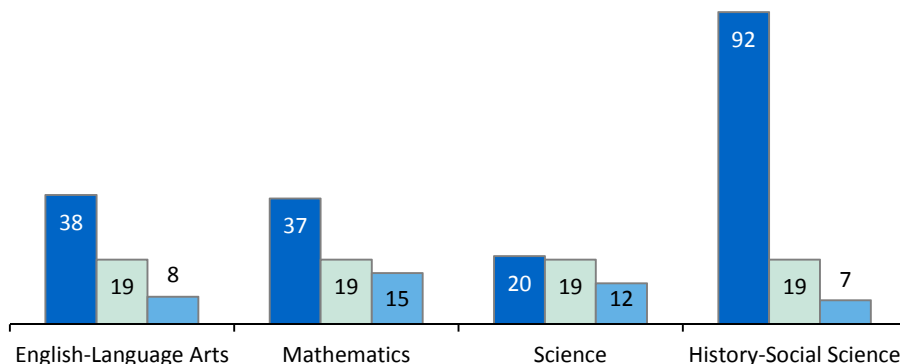
## Career Technical Education Programs

Furman Alternative High School currently does not have Career Technical program in place. However, our students are allowed to access the District CTE programs through ROP and Madera Adult School CTE classes.

### Class Size

08-09 09-10 10-11

The bar graph displays the three-year data for average class size.



### Class Size Distribution — Number of Classrooms By Size

Subject	08-09			09-10			10-11		
	1-22	23-32	33+	1-22	23-32	33+	1-22	23-32	33+
English-Language Arts	5	1	2	8			24	1	
Mathematics	2	1	1	8			9	2	1
Science	1			8			10	1	1
History-Social Science			3	8			32	2	

✧ Not applicable.

## Course Enrollment for UC/CSU Admission

The table displays two measures related to the school's courses that are required for University of California (UC) and/or California State University (CSU) admission for the most recent year for which data is available. For more detailed information, please visit <http://dq.cde.ca.gov/dataquest/>.

### UC/CSU Admission Data

#### Furmat Alt HS

Percentage of Students Enrolled in Courses Required for UC/CSU Admission in 2010-11	46.9%
Percentage of Graduates Who Completed All Courses Required for UC/CSU Admission in 2009-10	1.7%



## Career Technical Education Participation

This table displays information about participation in the school's Career Technical Education (CTE) programs.

### Career Technical Education Data

#### 2010-11 Participation

Number of Pupils Participating in CTE	0
Percentage of Pupils Who Completed a CTE Program and Earned a High School Diploma	✧
Percentage of CTE Courses that are Sequenced or Articulated Between a School and Institutions of Postsecondary Education	✧

### Teacher Qualifications

This table shows information about teacher credentials and teacher qualifications. More information can be found by visiting <http://data1.cde.ca.gov/dataquest/>.

Teacher Credential Information				
	Madera USD	Furman Alt. HS		
Teachers	10-11	08-09	09-10	10-11
With Full Credential	727	9	9	10
Without Full Credential	9	0	0	0
Teaching Outside Subject Area of Competence		0	0	0

### 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). Please note: Total teacher misassignments includes the number of misassignments of teachers of English Learners.

Teacher Misassignments and Vacant Teacher Positions			
	Furman Alt. HS		
	09-10	10-11	11-12
Teacher Misassignments of English Learners	1	0	0
Total Teacher Misassignments	1	0	0
Vacant Teacher Positions	0	0	0

### No Child Left Behind Compliant Teachers

NCLB requires that all teachers of core academic subject areas be "highly qualified." In general, for a teacher to be considered highly qualified, they must have a bachelor's degree, an appropriate California teaching credential, and have demonstrated competence for each core subject he or she teaches. The table displays data regarding NCLB compliant teachers from the 2010-11 school year. For more information on teacher qualifications related to NCLB, please visit [www.cde.ca.gov/nclb/sr/tq](http://www.cde.ca.gov/nclb/sr/tq).

No Child Left Behind Compliant Teachers		
	Percent of Classes in Core Academic Subjects	
	Taught by NCLB Compliant Teachers	Taught by Non-NCLB Compliant Teachers
Furman Alt. HS	84.27%	15.73%
All Schools in District	95.93%	4.07%
High-Poverty Schools in District	95.93%	4.07%
Low-Poverty Schools in District	✧	✧

✧ Not applicable.

### Academic Counselors and School Support Staff

This table displays information about academic counselors and support staff at the school and their full-time equivalent (FTE).

Academic Counselors and School Support Staff	
Academic Counselors: FTE and Ratio	
Number of Academic Counselors	1.00
Ratio of Students Per Academic Counselor	174:1
Support Staff	FTE
Social/Behavioral or Career Development Counselors	0.00
Library Media Teacher (Librarian)	0.00
Library Media Services Staff (Paraprofessional)	0.00
Psychologist	0.25
Social Worker	0.00
Nurse	0.00
Speech/Language/Hearing Specialist	0.00
Resource Specialist (non-teaching)	0.00
Other	FTE
Paraprofessional Instructional Aides	0.50
Paraprofessional Math Tutor	0.25



**NCLB Note:** High-poverty schools are defined as those schools with student participation of approximately 75% or more in the free and reduced priced meals program. Low-poverty schools are those with student participation of approximately 25% or less in the free and reduced priced meals program.



### Financial Data

The financial data displayed in the SARC is from the 2009-10 fiscal year. The most current fiscal information available provided by the state is always two years behind the current school year, and one year behind most other data included in this report. For more detailed financial information, please visit [www.cde.ca.gov/ds/fd/cs](http://www.cde.ca.gov/ds/fd/cs) and [www.cde.ca.gov/ds/fd/ec](http://www.cde.ca.gov/ds/fd/ec).

### District Financial Data

This table displays district teacher and administrative salary information and compares the figures to the state averages for districts of the same type and size based on the salary schedule. Note the district salary data does not include benefits.

District Salary Data		
Category	Madera USD	Similar Sized District
Beginning Teacher Salary	\$37,999	\$41,035
Mid-Range Teacher Salary	\$59,428	\$65,412
Highest Teacher Salary	\$73,174	\$84,837
Average Principal Salary (Elementary School)	\$95,951	\$106,217
Average Principal Salary (Middle School)	\$104,551	\$111,763
Average Principal Salary (High School)	\$113,427	\$121,538
Superintendent Salary	\$171,058	\$197,275
Teacher Salaries — Percent of Budget	38%	39%
Administrative Salaries — Percent of Budget	6%	5%

### Financial Data Comparison

The following table displays the school's per pupil expenditures from unrestricted sources and the school's average teacher salary and compares it to the district and state data.

Financial Data Comparison		
	Expenditures Per Pupil From Unrestricted Sources	Annual Average Teacher Salary
Furman Alt. HS	\$7,231	\$67,292
Madera USD	\$5,219	\$60,399
California	\$5,455	\$67,667
School and District — Percent Difference	+27.8%	+10.2%
School and California — Percent Difference	+24.6%	-0.6%

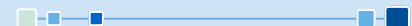
Data for this year's SARC was provided by the California Department of Education (CDE), school and district offices. For additional information on California schools and districts, please visit DataQuest at <http://data1.cde.ca.gov/dataquest>. DataQuest is an online resource that provides reports for accountability, test data, enrollment, graduates, dropouts, course enrollments, staffing, and data regarding English Learners. Additionally, Ed-Data in partnership with the CDE, provides extensive financial, demographic, and performance information about California's public kindergarten through grade twelve school districts and schools. More information can be found at [www.ed-data.k12.ca.us/Pages/Home.aspx](http://www.ed-data.k12.ca.us/Pages/Home.aspx).

All data accurate as of December 2011.

### School Financial Data

The following table displays the school's average teacher salary and a breakdown of the school's expenditures per pupil from unrestricted and restricted sources.

School Financial Data	
Furman Alt. HS	
Total Expenditures Per Pupil	\$7,685
Expenditures Per Pupil From Restricted Sources	\$454
Expenditures Per Pupil From Unrestricted Sources	\$7,231
Annual Average Teacher Salary	\$67,292



*"Furman High School, in partnership with parents and community, provides equal opportunity for all students to acquire the knowledge, values, and skills that foster responsible choices in a diverse and changing society."*

### School Accountability Report Card

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