

# Madera South High School

## School Accountability Report Card



### GRADES 9-12

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Sandon M. Schwartz, Principal

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

### Principal's Message

Madera South High School (MSHS) opened in the fall of 2006 with ninth and tenth grade students. Proudly, we graduated our first senior class at the conclusion of the 2008-09 school year. MSHS represents the second fully independent comprehensive high school in the community of Madera. It features four career-oriented "schools within a school." These schools—Humanities, Health Science, Business/Human Services and Agriculture, and Science and Engineering—provide students with career pathway choices and opportunities.

MSHS is building strong traditions of honor, perseverance, and excellence. The students, parents, and staff work together to create a positive learning environment and to develop relationships that make a difference in peoples' lives. We are a family of collaborative learners who work hard to make student aspirations come true. Parents have always been key to student success, and we have enjoyed their support during the past four years. We look forward to their continued partnership in the future. Go Stallions!

Madera South High School received a full six year accreditation from the Western Association of Schools and Colleges at the conclusion of the 2009-10 school year.

**Madera South High School Vision Statement:** Madera South High School is a community of learners where students are driven by their aspirations, not bound by their circumstances.

**Madera South High School Mission Statement:** Madera South High School creates communities of empowered learners, inspired and challenged to achieve academic, social, and career goals in an atmosphere of mutual respect and trust.

### Parental Involvement

Parents can become involved through membership in the School Site Council (SSC), English Language Acquisition Committee (ELAC), Parent Teacher Association (PTA), and UC Parent Empowerment Program. Specific interest groups such as the Stallion Boosters, Band Boosters, and Friends of Madera FFA assist with fundraising and student support. Parents can attend eighth grade Parent Night, Back-to-School Night, Open House, awards ceremonies, and counselor informational seminars. Parents receive information through progress reports, counselor contact, and MSHS ConnectEd phone messaging. The school also hosts numerous athletic and extra curricular activities and performances throughout the year. For more information on how to become involved contact MSHS or Principal Sandon M. Schwartz at (559) 675-4450.

### School Safety

School safety is of paramount importance at Madera South High School. School safety officers monitor the campus from 7 a.m. until 4:30 p.m. daily. One supervisor and six officers are assigned to provide security, along with one full-time City of Madera police officer. All visitors must proceed to the main office and sign in during business hours.

The initial School Safety Plan was created in July 2007 and is revised annually. The School Safety Plan was most recently updated in August of 2010. It includes procedures for emergencies and exit routes. The plan, available at the safety supervisor's office, is shared with the staff and SSC during meetings. Fire drills are conducted quarterly. Madera South High School has a closed campus during the school day. Seniors are allowed to exit campus for lunch.

### The Mission of the 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

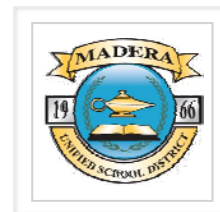
1902 Howard Road  
Madera, CA 93637

**Phone:** (559) 675-4500

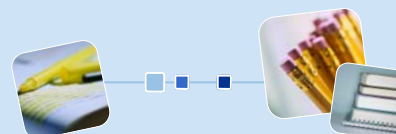
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[www.madera.k12.ca.us](http://www.madera.k12.ca.us)

**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.



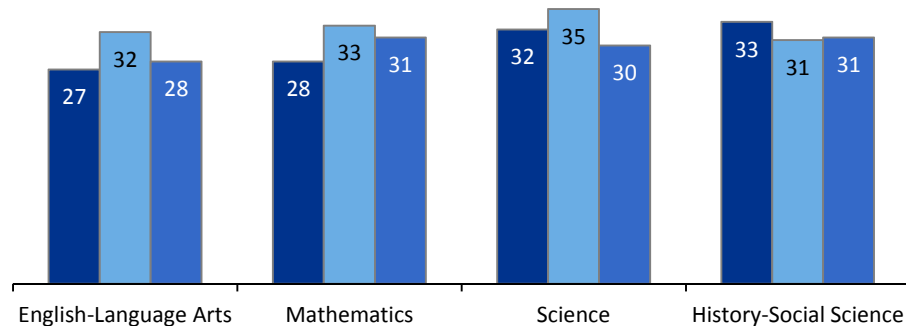
### Madera South High School



## Class Size

08-09 09-10 10-11

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

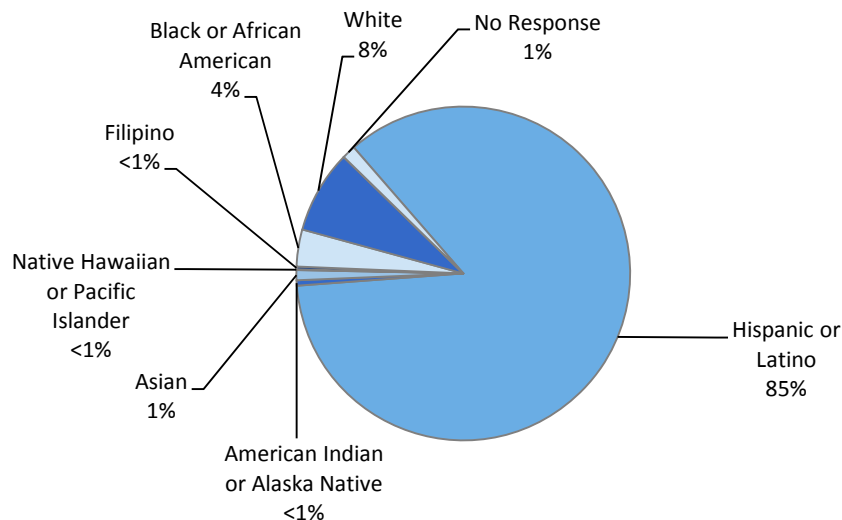


## Class Size Distribution — Number of Classrooms By Size

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	36	35	38	5	30	32	32	27	47
Mathematics	25	23	30	7	21	32	14	18	43
Science	5	11	21	3	26	10	5	20	17
History-Social Science	4	15	35	1	18	38	5	17	35

## Enrollment and Demographics

The total enrollment at the school was 2,658 students for the 2010-11 school year.\*



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

## California Physical Fitness Test

Each spring, all students in grades 5, 7, and 9 are required to participate in the California Physical Fitness Test (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*®. The table shows the percentage of students meeting the fitness standards of being in the "healthy fitness zone" for the most recent testing period. For more detailed information on the California PFT, please visit [www.cde.ca.gov/ta/tg/pf/](http://www.cde.ca.gov/ta/tg/pf/).

## Percentage of Students Meeting Fitness Standards

## Grade 9

Four of Six Standards	18.3%
Five of Six Standards	21.5%
Six of Six Standards	26.7%



## Student Enrollment by Group

## Madera South HS

Socioeconomically Disadvantaged	85%
English Learners	50.7%
Students with Disabilities	10.6%

### School Facility Items Inspected

The tables show 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.

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			08/15/2011
Date of the Most Recent Completion of the Inspection Form			08/15/2011

### School Facilities

In August 1992, the administration building, Academic A building, music building, cafeteria, and media center were completed.

In 2006, the Academic B Building, Ag Engineering, the East and West Gyms, and the Technology and Science wings were built to complete Madera South High School. Fourteen portable buildings are located on the site.

Now completed, our facility consists of 103 classrooms, three large shop classrooms, a weight room, two locker rooms, two gymnasiums, cafeteria, and library/media center.

The MSHS Aquatics Complex broke ground in the fall of 2008, and was completed in the fall of 2009. It features two locker facilities, additional restrooms for other athletic facilities, 15 competitive swim lanes, and a state-of-the-art timing system and scoreboard. The addition of the aquatics complex completes the outstanding comprehensive athletic facilities at MSHS.

The buildings and school grounds are well-maintained and are comfortable for students and staff. Classrooms and restrooms are cleaned daily by on-site custodial staff. More thorough maintenance is conducted by District maintenance teams on a regular schedule. The grounds and landscape are maintained by both on-site and District groundskeepers on a regular schedule. District maintenance is notified when minor repairs are needed.

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### School Facilities

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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.

### 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			
Madera South HS			
	08-09	09-10	10-11
Suspension Rates	0.268	0.285	0.167
Expulsion Rates	0.023	0.013	0.013
Madera USD			
	08-09	09-10	10-11
Suspension Rates	0.182	0.162	0.138
Expulsion Rates	0.017	0.009	0.004



## 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</i> <i>A Text-Based Grammar for Expository Reading and Writing</i> Long Beach: California State University Press	2009
English-Language Arts	The Bedford Reader, Bedford/St. Martins	2000
English-Language Arts	Perrine's Literature: Structure and Sense, Harcourt Brace	2000
English-Language Arts	Language of Composition, VHPS	2007
English Language Development Reading	Hampton Brown Edge: Reading, Writing, and Language for High School National Geographic, 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, 2nd 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, 6th Edition</i> , 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.

Madera South HS	
Currency of Textbook Information	
Data Collection Date	08/2011



**Textbooks and Instructional Materials** - Continued from page 4

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
Foreign Language	<i>Nuestro Mundo,</i> McDougal Littell	2004
Foreign Language	<i>La Lengua Que Heredamos,</i> McDougal Littell	2001
Foreign Language	<i>Accelerated French,</i> Ashford Colour Press	2002
Foreign Language	<i>Discovering French (Blanc),</i> McDougal Littell	2002
Foreign Language	<i>Discovering French (Rouge),</i> McDougal Littell	2003
Foreign Language	<i>Spoken Standard Chinese, Vol. 1 text,</i> Yale University Press	1999
Foreign Language	<i>Written Standard Chinese, Vol. 1 text,</i> Yale University Press	1999
Foreign Language	<i>Integrated Chinese I &amp; II,</i> Cheng and Tsui	2010
Health	<i>Intro to Health,</i> Glencoe/McGraw Hill	1999

**Quality of Textbooks**

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

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

**Availability of Textbooks and Instructional Materials**

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

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

**MUSD Aims For...**

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

### 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									
	Madera South 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	33%	31%	35%	39%	41%	41%	49%	52%	54%
Mathematics	11%	8%	11%	39%	40%	40%	46%	48%	50%
Science	31%	36%	41%	37%	42%	44%	50%	54%	57%
History-Social Science	36%	34%	35%	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	35%	11%	41%	35%
Male	32%	11%	50%	40%
Female	38%	10%	34%	29%
Black or African American	26%	7%	18%	26%
American Indian or Alaska Native	27%	❖	❖	❖
Asian	70%	15%	64%	47%
Filipino	❖	❖	❖	❖
Hispanic or Latino	33%	10%	38%	33%
Native Hawaiian or Pacific Islander	❖	❖	❖	❖
White	52%	9%	77%	57%
Two or More Races	34%	18%	❖	47%
Socioeconomically Disadvantaged	32%	10%	37%	32%
English Learners	3%	5%	4%	2%
Students with Disabilities	11%	6%	46%	11%
Students Receiving Migrant Education Services	23%	13%	31%	27%

❖ 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	3	3	2
Similar Schools API Rank	8	9	7

## 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						Madera South HS — Actual API Change		
	Madera South 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	1,844	698	14,077	734	4,683,676	778	2	-10	28
Black or African American	53	579	338	672	317,856	696	■	■	■
American Indian or Alaska Native	9	■	91	743	33,774	733	■	■	■
Asian	19	794	164	846	398,869	898	■	■	■
Filipino	5	■	33	856	123,245	859	■	■	■
Hispanic or Latino	1,587	695	11,895	724	2,406,749	729	1	-10	35
Native Hawaiian or Pacific Islander	2	■	9	■	26,953	764	■	■	■
White	142	752	1,431	807	1,258,831	845	6	9	-29
Two or More Races	0	■	40	809	76,766	836	■	■	■
Socioeconomically Disadvantaged	1,560	688	11,709	719	2,731,843	726	-3	-11	34
English Learners	936	646	7,430	698	1,521,844	707	13	-33	42
Students with Disabilities	224	448	1,553	603	521,815	595	-6	-14	-26

■ 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				
	Madera South HS		Madera USD	
<b>Met Overall AYP</b>	No		No	
<b>AYP Criteria</b>	<b>English-Language Arts</b>	<b>Mathematics</b>	<b>English-Language Arts</b>	<b>Mathematics</b>
<b>Participation Rate</b>	No	No	Yes	Yes
<b>Percent Proficient</b>	Yes	No	No	No
<b>API</b>	Yes		Yes	
<b>Graduation Rate</b>	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		
	Madera South HS	Madera USD
<b>Program Improvement Status</b>	In PI	In PI
<b>First Year of Program Improvement</b>	2008-2009	2004-2005
<b>Year in Program Improvement</b>	Year 4	Year 3
<b>Number of Schools Identified for Program Improvement</b>	20	
<b>Percent of Schools Identified for Program Improvement</b>	76.9%	

*"MSHS is building strong traditions of honor, perseverance, and excellence."*



### Professional Development

Staff development opportunities are provided to the teaching staff during the summer and throughout the school year. In 2010-2011 we focused on increasing student achievement in ELA and Math as measured by the CAHSEE exam. Teachers worked with academic and site coaches in curriculum mapping, lesson design, and lesson delivery. Our 9th and 10th grade ELA and math teachers were trained in Explicit Direct Instruction by DataWorks. Support during the year is provided by on-site academic coaches. Participating teachers meet on a regular basis, and share ideas, create common lessons, and analyze data from common formative assessments.

Our ELD teachers receive ongoing training in Language Star strategies and work with Clark Consulting as well as district coaches. Training in the use of the Promethean interactive whiteboard is offered by the Madera Unified School District Technology Department.

For the 2008-09 school year, we dedicated two days for professional development. In 2009-10, there were four days, and in 2010-11, there were two days dedicated for professional development.





## Completion of High School Graduation Requirements

Completion of High School Graduation Requirements		
Group	Graduating Class of 2011	
	Madera South HS	Madera USD
All Students	93.4%	84.6%
Black or African American	90.5%	81.0%
American Indian or Alaska Native	❖	❖
Asian	❖	❖
Filipino	❖	❖
Hispanic or Latino	94.8%	84.9%
Native Hawaiian or Pacific Islander	❖	❖
White	82.5%	82.7%
Two or More Races	❖	❖
Socioeconomically Disadvantaged	92.8%	82.5%
English Learners	72.7%	72.7%
Students with Disabilities	88.1%	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
Madera South HS	❖	85.84%	88.04%	1.3%	2.6%	2.1%
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%

## Types of Services Funded

The following positions and programs are funded through State and Federal categorical funds

- Math Curriculum and Instruction TSA
- English Curriculum and Instruction TSA
- ELD TSA
- English Support Classes
- Math Support Classes
- Intervention Counselor
- CAHSEE Support Classes
- ELD Support Classes
- Credit Recovery
- Avid Classes

❖ 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.

❖ Information not available.

## 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, visit [www.cde.ca.gov/ta/tg/hs](http://www.cde.ca.gov/ta/tg/hs).



## Advanced Placement Courses

The following is a list of advanced placement (AP) courses offered by subject at the school. For the 2010-11 school year, 15% of the school's students were enrolled in a total of 15 AP courses offered.

Advanced Placement Courses	
English	3
Fine and Performing Arts	4
Foreign Language	2
Mathematics	2
Science	1
Social Science	3

## 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.

### 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
<b>Madera South HS</b>	34%	38%	49%	40%	37%	40%
<b>Madera USD</b>	36%	42%	52%	42%	41%	45%
<b>California</b>	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
<b>All Students in the District</b>	48%	31%	21%	55%	35%	10%
<b>All Students at the School</b>	51%	30%	19%	60%	33%	8%
<b>Male</b>	52%	32%	17%	57%	34%	9%
<b>Female</b>	50%	28%	22%	62%	32%	7%
<b>Black or African American</b>	88%	8%	4%	92%	8%	0%
<b>American Indian or Alaska Native</b>	❖	❖	❖	❖	❖	❖
<b>Asian</b>	18%	27%	55%	❖	❖	❖
<b>Filipino</b>	❖	❖	❖	❖	❖	❖
<b>Hispanic or Latino</b>	52%	31%	17%	61%	31%	7%
<b>Native Hawaiian or Pacific Islander</b>	❖	❖	❖	❖	❖	❖
<b>White</b>	31%	27%	41%	42%	46%	12%
<b>Two or More Races</b>	33%	33%	33%	❖	❖	❖
<b>Socioeconomically Disadvantaged</b>	54%	30%	16%	61%	32%	7%
<b>English Learners</b>	94%	5%	1%	94%	6%	0%
<b>Students with Disabilities</b>	94%	5%	1%	95%	5%	0%
<b>Students Receiving Migrant Education Services</b>	68%	21%	11%	70%	22%	8%

❖ 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

Career and Technical Education (CTE) courses include:

- Ag. Economics
- Food Services
- Ag. Mechanics
- Floral Design
- Floral Retail
- Ag. Science
- Animal Science
- Veterinary Science
- Horticulture
- Intro. to Business
- Marketing
- Contemporary Living Skills
- Exploring Childhood
- Public Safety
- Restaurant Management
- Record Keeping
- Entrepreneurship
- Video Communications

Regional Occupational Program (ROP) classes taught by expert instructors include:

- Nursing
- Video Production
- Diesel Engines
- Ag Mechanics
- Performing Arts

Our CTE courses are designed to give students opportunities to apply their learning in real world situations. The CTE courses are designed to form career pathways and provide students with the opportunity to learn career oriented skills. Our ROP courses serve as culminating capstone classes. In many cases, our students are able to obtain certifications through our ROP courses. Each of our pathways has an advisory group consisting of teachers, administrators, and business partners. The advisory groups main goal is to ensure that our CTE courses are consistent with current industry trends and that students are being prepared to enter the workforce.

Our CTE courses are designed to support our core classes in as much as they allow students to apply learning. Students see the relevance of their learning and understand how to apply it in a real world situation. Our CTE courses also support our core courses through their ELA and Math content.

We measure program success through or student retention rates and program completers. Our CTE courses ultimately help students connect to school.

The primary representative of the District's career advisory committee is Shirley Woods.

## 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	947
Percentage of Pupils Who Completed a CTE Program and Earned a High School Diploma	100.0%
Percentage of CTE Courses that are Sequenced or Articulated Between a School and Institutions of Postsecondary Education	8.0%

## 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, visit <http://dq.cde.ca.gov/dataquest/>.

UC/CSU Admission Data	
Madera South HS	
Percentage of Students Enrolled in Courses Required for UC/CSU Admission in 2010-11	56.3%
Percentage of Graduates Who Completed All Courses Required for UC/CSU Admission in 2009-10	22.9%

*"Madera South High School is a community of learners where students are driven by their aspirations, not bound by their circumstances."*

### 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	Madera South HS		
Teachers	10-11	08-09	09-10	10-11
With Full Credential	727	101	83	100
Without Full Credential	9	10	4	2
Teaching Outside Subject Area of Competence		1	7	6

### 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			
	Madera South HS		
	09-10	10-11	11-12
Teacher Misassignments of English Learners	3	5	2
Total Teacher Misassignments	10	11	13
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).

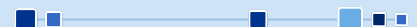
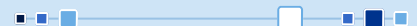
No Child Left Behind Compliant Teachers		
	Percent of Classes in Core Academic Subjects	
	Taught by NCLB Compliant Teachers	Taught by Non-NCLB Compliant Teachers
Madera South HS	90.17%	9.83%
All Schools in District	95.93%	4.07%
High-Poverty Schools in District	95.93%	4.07%
Low-Poverty Schools in District	✧	✧

✧ 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	6.0
Ratio of Students Per Academic Counselor	443:1
Support Staff	FTE
Social/Behavioral or Career Development Counselors	2.0
Library Media Teacher (Librarian)	1.0
Library Media Services Staff (Paraprofessional)	1.0
Psychologist	1.0
Social Worker	0.0
Nurse	1.0
Speech/Language/Hearing Specialist	0.5
Resource Specialist (non-teaching)	0.0



**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
Madera South HS	\$5,259	\$57,258
Madera USD	\$5,219	\$60,399
California	\$5,455	\$67,667
School and District — Percent Difference	+0.8%	-5.5%
School and California — Percent Difference	-3.7%	-18.2%

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	
Madera South HS	
Total Expenditures Per Pupil	\$6,206
Expenditures Per Pupil From Restricted Sources	\$947
Expenditures Per Pupil From Unrestricted Sources	\$5,259
Annual Average Teacher Salary	\$57,258



## School Accountability Report Card

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