

Madera High School

School Accountability Report Card



GRADES 9-12

200 S L Street Madera, CA 93637

Phone: (559) 675-4444 Fax: (559) 675-4531

Website: <http://www.madera.k12.ca.us/mhs/site/default.asp>

Kent Albertson, Principal

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

Principal's Message

Madera High School (MHS) has a long history of more than 110 years as a high school for the community of Madera. It is a fully comprehensive school offering a wide range of academic courses including numerous Advanced Placement (AP) classes. It is organized on the Career School model, which offers students a series of career pathway courses designed to give them hands-on experience as they prepare for their post-high school experiences.

Our students have qualified to attend some of the most prestigious universities in the land, and several students have been accepted to the military academies.

Madera High School has a full athletic program that includes 21 sports for boys and girls and competes in the County Metro Athletic Conference, which is one of the toughest in the Central Valley. A large cheer and dance team program helps promote school spirit and pride at the various athletic events during the year.

The extracurricular activities program has continued to grow each year as new clubs have been added, bringing the total to more than 45 clubs for student involvement.

The music and drama programs have been growing steadily since their new facilities were completed in January of 2007. Our band competes throughout the state bringing home numerous awards. Twice a year our Coyote Drama Production produces award winning performances for the local community.

Academically, Madera High School has shown consistent growth over the past eight years in terms of their Academic Performance Index (API). In 2008, Madera topped the 700 plateau for the first time and reached its current high of 743 in 2011. The implementation of the Language Star program in the 2009-10 school year, which focuses instruction for English language learners, in addition to our collaboration model for special education students, will hopefully continue Madera High's API growth. An Intervention period was included into the daily schedule for the 2010-11 school year which aims to give assistance to struggling students.

Parental Involvement

Madera High has an open door policy and invites all parents to participate in all facets of the high school. Parents give input on school affairs through representation at School Site Council (SSC) meetings.

The PTA is another forum for parents to gather information about upcoming activities, events, and academic changes at the school. The PTA helps organize and finance Madera High's 4.0 GPA Night and assists at Graduation, selling snacks to raise money for scholarships.

Madera High has a large English learner population and strives to get their parents involved. Madera High has English Language Advisory Committee (ELAC) meetings to inform parents of what is taking place. The ELAC meetings are also used to teach parents about the workings of a high school. Parents are taught the attendance process, accessing Standard Score, and how to contact teachers.

Many Madera High parents are active members in various booster clubs and organizations to help support their students. Parents recruit one another with the sole purpose of improving conditions for their children. For more information on how to become involved, contact Marcia Lowry, Administrative Assistant at (559) 675-4444 extension 1101 or Lowry_m@madera.k12.ca.us.

Madera Unified School District

1902 Howard Road
Madera, CA 93637

Phone: (559) 675-4500

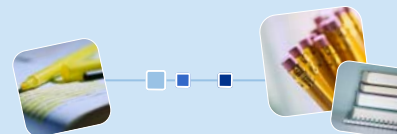
Fax: (559) 675-9512

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 High School



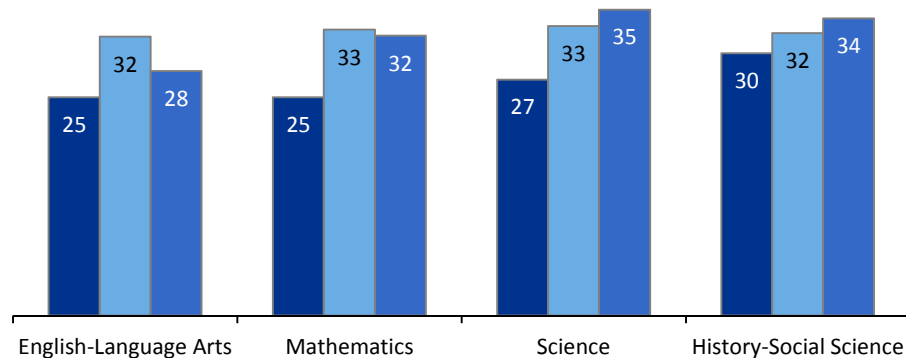
The Mission of the Madera USD

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.

Class Size

08-09 09-10 10-11

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

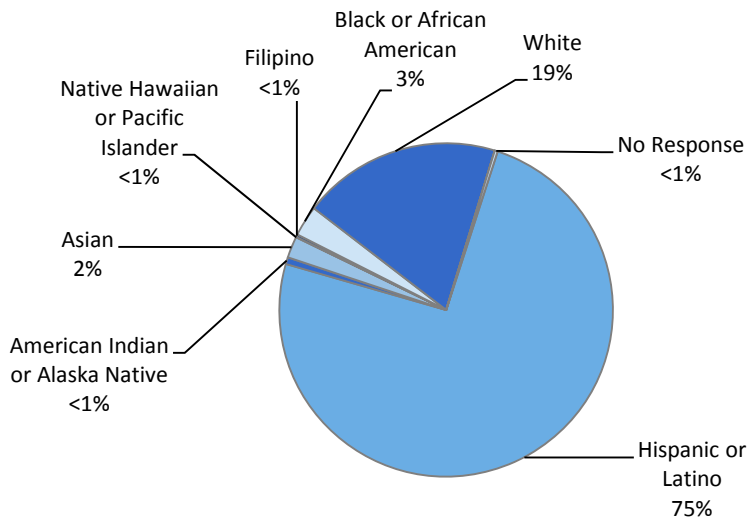


Class Size Distribution — Number of Classrooms By Size

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	42	17	26	5	15	36	25	17	37
Mathematics	31	24	18	4	16	32	6	16	32
Science	13	11	13	5	5	30	2	2	29
History-Social Science	8	10	26	7	10	27		10	26

Enrollment and Demographics

The total enrollment at the school was 2,121 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/.

Percentage of Students Meeting Fitness Standards

Grade 9

Four of Six Standards	22.2%
Five of Six Standards	22.7%
Six of Six Standards	26.6%



Student Enrollment by Group

Madera HS	
Socioeconomically Disadvantaged	68.1%
English Learners	33.5%
Students with Disabilities	10.9%

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			08/16/2011
Date of the Most Recent Completion of the Inspection Form			08/16/2011

Deficiencies and Repairs

The table lists the repairs required for all deficiencies found during the school site inspection. Regardless of each item's repair status, all deficiencies are listed.

Deficiencies and Repairs	
Items Inspected	Deficiencies, Action Taken or Planned, and Date of Action
Systems	Drain needs repair in child care room—Repaired 8/29/2011

School Facilities

The MHS campus sits on 40 acres. The campus is comprised of 110 classrooms, two gymnasiums, a library, a cafeteria, two computer labs, a student-run restaurant, a weight room, a training room, and an administrative building.

The campus also has a freshman baseball/football field. Adjacent to the campus is a four-acre complex which holds two softball fields, two baseball fields, and a soccer field.

We have 558 computers available for student use, which means that, on average, there is one computer for every five students. There are 108 classrooms connected to the internet with a presenter mounted in all the classrooms.

Continued on page 4



Types of Services Funded

Specialized Programs and Staff: MHS has several specialized programs for students. We have four full-time counselors who all work with students for academic reasons and on personal and family issues. New to the 2010-11 school year, MHS has added two counselors who work with at-risk students and help coordinate the running of our Intervention period. The two counselors are funded out of categorical funds.

A full-time librarian and one part-time assistant keep the library open for extended hours each Wednesday to allow for student and public access.

A full-time computer technician manages the network and also teaches the ROP computer repair class. She also does staff trainings on new software and hardware.

The robotics teacher conducts his class, as well as the club for this program. The robotics team competitions are a source of great interest, as the team has qualified to attend the national finals the last two years.

Gifted and Talented Education (GATE): MHS does have a limited GATE program that tries to provide services for grades nine through twelve. The program has limited funding and does not have a wide range of activities. The GATE program supports many of the AP classes through materials and teacher training.

Special Education Program: MHS has a large staff of ten full-time special education teachers. The program includes both Special Day Class (SDC) classrooms as well as Resource Specialist Program (RSP) instruction. The students are assigned on the basis of their identified needs.

Those students in the SDC program usually have classroom instructional aides to assist the regular teacher.

Continued on page 4

School Facilities

Continued from page 3

MHS has made major gains in providing computer technology for students and staff. The entire campus is wired, and every classroom space has at least one computer for student use. Many of the rooms have sets of four computers to allow student access to information from the classroom. Many staff members use the computer grading system that allows for quick access to grades and attendance. The use of the Standard Score system allows parents to access student scores and grades from off campus to monitor student progress.

A full-time computer technician maintains the network and provides training for staff on new software and hardware. The email system provides two-way communication so that the administration can keep staff members current on information and events. The system allows parents to contact staff members directly with messages and questions. The system also allows the staff to directly access testing data from the program, and staff members can generate data reports from their own computers.

The MHS campus has both relatively new buildings and several old buildings. The main gym was completed in 1938 and is still in use. The vast majority of the remaining buildings was built in the early 1960s and recently underwent extensive modernization.

Other older buildings were recently retrofitted to house new academic programs and career pathways.

Most of the buildings are well maintained and provide a safe and comfortable environment for students to attend classes. The custodial staff is excellent and keeps all the buildings clean and in good order.

The major issue we still struggle with is the reliability of the heating/cooling unit that services two of our major classroom wings. The system tends to fail frequently and it takes a long time to get replacement parts to keep it operating.

The grounds are well maintained and are a pleasant, clean, and positive environment for students. The custodial staff consists of ten employees. The maintenance of all grounds is rotated throughout the school year. Major projects are done during non-student times such as summer, winter, and spring break. Any immediate and possibly dangerous items are corrected immediately with work orders and the District maintenance and operations department provides any necessary support.

Safety- Madera High School has a closed campus during the school day and has a campus safety staff of four full-time officers and one part-time police officer. MHS allows seniors in good academic standing to leave the campus during lunch.

The Madera Union School District (MUSD) board reviewed and approved the School Safety Plan in the spring of 2010. There is a weekly facilities meeting each Monday where we review safety issues, student behavior on campus, safety needs, and potential problems that need to be addressed. Safety drills occur on the mandated schedule, and safety plan staff trainings take place each year to train new staff. In addition, schoolwide safety procedures have been reviewed, and several new features are being added, with additional drills to ensure that all staff members are familiar with emergency procedures.

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 HS			Madera USD		
	08-09	09-10	10-11	08-09	09-10	10-11
Suspension Rate	0.156	0.135	0.174	0.182	0.162	0.138
Expulsion Rate	0.031	0.009	0.007	0.017	0.009	0.004

Types of Services Funded

Continued from page 3

The special education program also includes programs to assist students in developing skills that will help them after they have left the school.

The RSP teachers are in close communication with the regular classroom teachers on student progress, assignment modifications, and other means of support. Each student has an annual Individualized Education Program (IEP) to determine the most appropriate placement for his or her identified needs.

English Learner Program: We place those students needing assistance in instruction due to language issues in the English Language Development (ELD) program. The ELD program is composed of three classes (Reading, CCV, and Writing/Grammar) and within each class is three levels. A student must pass the end-of-level testing to advance to the next level. The program places a major emphasis on speaking and listening skills as well as on the writing component.

Students may rise in levels as rapidly as they pass the end-of-level testing, and once they exit the program they enter mainstream classes with appropriate support classes for their English level.

The ELD program used at MHS is modeled after the State's recommended program to provide for maximum support and assistance for English learners.

Madera High School has an extensive after school program funded by a 21st Century grant. Students are offered credit recovery courses, enrichment activities and tutoring which provides a safe environment for students to get any extra help they may need.



School Vision Statement

Where the futures of children are driven by their aspirations, not bound by their circumstances.

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 & Writing Course; Semester One & Two 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, & 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 & Physiology, 6th Edition</i> , McGraw Hill, 2008	2007
Science	<i>Human Anatomy & 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

Continued on page 6

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 HS	
Currency of Textbook Information	
Data Collection Date	05/2011

Textbooks and Instructional Materials - Continued from page 5

Textbooks and Instructional Materials List		
Subject	Textbook	Adopted
Science	<i>Chemistry, 8th 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 & 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 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 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	39%	45%	45%	39%	41%	41%	49%	52%	54%
Mathematics	13%	13%	17%	39%	40%	40%	46%	48%	50%
Science	37%	40%	43%	37%	42%	44%	50%	54%	57%
History-Social Science	42%	37%	48%	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	45%	17%	43%	48%
Male	42%	19%	49%	57%
Female	49%	15%	39%	40%
Black or African American	55%	17%	❖	39%
American Indian or Alaska Native	38%	8%	❖	❖
Asian	42%	44%	❖	60%
Filipino	❖	❖	❖	❖
Hispanic or Latino	40%	15%	35%	43%
Native Hawaiian or Pacific Islander	❖	❖	❖	❖
White	64%	22%	68%	61%
Two or More Races	❖	❖	❖	❖
Socioeconomically Disadvantaged	37%	14%	34%	41%
English Learners	8%	9%	4%	20%
Students with Disabilities	23%	13%	47%	22%
Students Receiving Migrant Education Services	30%	12%	17%	36%

❖ 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 and the API overview guide at www.cde.ca.gov/ta/ac/ay/documents/overview11.pdf.

API Ranks

API Ranks — Three Year Comparison

	2008	2009	2010
Statewide API Rank	5	5	4
Similar Schools API Rank	7	8	8

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 HS — Actual API Change		
	Madera 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	1,502	746	14,077	734	4,683,676	778	9	-6	28
Black or African American	41	728	338	672	317,856	696	■	■	■
American Indian or Alaska Native	11	667	91	743	33,774	733	■	■	■
Asian	30	775	164	846	398,869	898	■	■	■
Filipino	5	■	33	856	123,245	859	■	■	■
Hispanic or Latino	1,114	729	11,895	724	2,406,749	729	12	-8	31
Native Hawaiian or Pacific Islander	1	■	9	■	26,953	764	■	■	■
White	296	805	1,431	807	1,258,831	845	12	7	24
Two or More Races	1	■	40	809	76,766	836	■	■	■
Socioeconomically Disadvantaged	1,013	719	11,709	719	2,731,843	726	10	-5	26
English Learners	505	666	7,430	698	1,521,844	707	15	-7	17
Students with Disabilities	200	565	1,553	603	521,815	595	6	-33	53

■ 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/.

Adequate Yearly Progress Criteria				
	Madera 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	No	No	No	No
API	Yes		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/.

Federal Intervention Program		
	Madera HS	Madera USD
Program Improvement Status	In PI	In PI
First Year of Program Improvement	2006-2007	2004-2005
Year in Program Improvement	Year 5	Year 3
Number of Schools Identified for Program Improvement	20	
Percent of Schools Identified for Program Improvement	76.9%	

"Our students have qualified to attend some the most prestigious universities in the land, and several students have been accepted to the military academies."

THE MADERA WAY!

Be Respectful

Be Responsible

Be Ready

Professional Development

MHS has two staff institute days each year that focus on staff training areas. In addition, we use 33 delayed start days to hold department meetings for curriculum work and Career School meetings on schoolwide issues. The focus of all department meetings is to collaborate with colleagues using the Cycle of Inquiry (COI) process when applicable to help increase student achievement.

ELD teachers are provided multiple days of training by an outside consultant throughout the year emphasizing the Language Star methodology. Many ELD teachers are also English teachers who are receiving training throughout the 2010-11 school year in EDI methods.

Both math and English teachers who are being trained in EDI strategies are provided release days throughout the year to collaborate on common pacing and lesson designs. These teachers are also provided with an academic coach in their discipline to help the continuous implementation of EDI.

Teachers are given opportunities to attend professional development conferences that focus on our District Instructional Action Plan.

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



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
Madera HS	45%	51%	61%	50%	50%	55%
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	39%	34%	26%	45%	41%	14%
Male	42%	35%	22%	43%	41%	16%
Female	37%	33%	30%	46%	41%	13%
Black or African American	36%	18%	45%	❖	❖	❖
American Indian or Alaska Native	❖	❖	❖	❖	❖	❖
Asian	27%	36%	36%	❖	❖	❖
Filipino	❖	❖	❖	❖	❖	❖
Hispanic or Latino	46%	34%	20%	51%	38%	12%
Native Hawaiian or Pacific Islander	❖	❖	❖	❖	❖	❖
White	17%	35%	48%	26%	50%	23%
Two or More Races	❖	❖	❖	❖	❖	❖
Socioeconomically Disadvantaged	48%	34%	18%	51%	38%	11%
English Learners	91%	7%	2%	86%	12%	2%
Students with Disabilities	83%	12%	5%	78%	21%	2%
Students Receiving Migrant Education Services	65%	28%	7%	58%	40%	2%

❖ 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.

Career Technical Education Programs

MHS has a very strong component for preparing students for the workforce. The school is organized on the Career School model, providing special electives in each field for actual hands-on experiences in the student's area of interest.

One of the special features is a mock interview that every junior must successfully pass to graduate. The requirement includes a full résumé and an interview with a community member who scores the interview using a common grading system. Students must present themselves as a person going through an actual interview.

Every career pathway has an ROP capstone class that provides in-depth experiences for students. Leadership teams that consist of both school and community members evaluate pathways each year. Feedback from the business sector helps provide direction and guidance as to the constantly changing needs and demands of the everyday workforce.

MHS also has a large Work Experience program that has about 75 students per year. This is an opportunity for students to work at a job while in school and earn credits at the same time. Often the employer hires the student after graduation from MHS.

Our high school offers courses intended to help students prepare for the world of work. These career technical education courses (formerly known as vocational education) are open to all students. More information about the programs our school offers in career technical education are available on our Accountability webpage, which you can access from our District website.

In addition to a listing of courses and programs, you will also find facts about the rate at which students completed these programs. Information about career technical education policy is available on the CDE Web site.

- Representing the Engineering Technology pathway is Michael Westley from JBT Corporation who advises Alan Hollman, Vice Principal, and his staff.
- Representing the Restaurant Management pathway is Chris Mariscotti from the Vineyard Restaurant who advises Evelyn Frechou, teacher, and her committee.
- Representing the Athletic Training pathway is Dan Barrows from Barrows Physical Therapy who advises Melissa Armiento, teacher, and her committee.
- Representing the Nursing pathway is Mary Farrell from Madera Community Hospital who advises Anastasia O'Neill, teacher, and her committee.

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.

- **School of Health Sciences** has two CTE programs. 1) Nursing with the following sequence: Intro to Health, Human Biology, Human Anatomy, ROP Health careers or ROP Pre-Nursing 2) Athletic Training with the following sequence: Intro to Health, Human Biology, Human Anatomy, ROP Sports Medicine, ROP Athletic Training
- **School of Engineering & Technology** has five CTE programs. 1) Computer Technology with the following sequence: Computer Application I, Computer Application II or Electronics, Video Game Design or Electronics II, ROP Video Game Design or ROP Computer Repair & Networking 2) Manufacturing with the following sequence: Manufacturing I, Manufacturing II, Manufacturing III, Robotics 3) Transportation with the following sequence: Transportation I, Transportation II, Transportation III 4) Construction with the following sequence: Construction I, Construction II, Geometry in Construction, Building Trades 5) Engineering with the following sequence: Drafting I, Architecture I, ROP Architecture, Robotics
- **School of Humanities** has one CTE program. 1) Theatre Production with the following sequence: Drama I, Drama II, Drama III, Theatre Assistant, ROP Theatre Design
- **School of Human Services/Business** has 4 CTE programs. 1) Education with the following sequence: Intro to Human Services, Exploring Childhood, Psychology, ROP Careers in Education 2) Culinary Services with the following sequence: Intro to Human Services, Foods II, Beginning Restaurant, ROP Advanced Restaurant Management 3) Protective Services with the following sequence: Intro to Human Services, Intro to Public Safety, ROP Criminal Justice

Advanced Placement Courses

The following is a list of advanced placement (AP) courses offered by subject at the MHS school. For the 2010-11 school year, 2.2% of the school's students were enrolled in a total of 11 AP courses offered.

Advanced Placement Courses

English	4
Fine and Performing Arts	2
Foreign Language	1
Science	1
Social Science	3

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. (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. (Outside source)

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.

Completion of High School Graduation Requirements		
Group	Graduating Class of 2011	
	Madera HS	Madera USD
All Students	96.3%	84.6%
Black or African American	100.0%	81.0%
American Indian or Alaska Native	❖	❖
Asian	❖	❖
Filipino	❖	❖
Hispanic or Latino	95.1%	84.9%
Native Hawaiian or Pacific Islander	❖	❖
White	98.9%	82.7%
Two or More Races	❖	❖
Socioeconomically Disadvantaged	97.9%	82.5%
English Learners	87.1%	72.7%
Students with Disabilities	97.9%	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 HS	85.21%	85.91%	89.51%	5.1%	1.8%	1.4%
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%

School Mission Statement

Madera Unified School District provides our students with the knowledge, skills, and educational opportunities to achieve high academic standards and contribute to their community and the world in which they live.

❖ 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.

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	185
Percentage of Pupils Who Completed a CTE Program and Earned a High School Diploma	18.0%
Percentage of CTE Courses that are Sequenced or Articulated Between a School and Institutions of Postsecondary Education	25.0%

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

UC/CSU Admission Data	
Madera HS	
Percentage of Students Enrolled in Courses Required for UC/CSU Admission in 2010-11	61%
Percentage of Graduates Who Completed All Courses Required for UC/CSU Admission in 2009-10	29.9%

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.

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 HS		
Teachers	10-11	08-09	09-10	10-11
With Full Credential	727	89	65	81
Without Full Credential	9	1	1	0
Teaching Outside Subject Area of Competence		6	6	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 HS		
	09-10	10-11	11-12
Teacher Misassignments of English Learners	3	3	1
Total Teacher Misassignments	9	9	4
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.

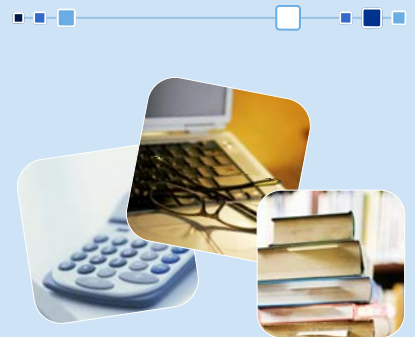
No Child Left Behind Compliant Teachers		
	Percent of Classes in Core Academic Subjects	
	Taught by NCLB Compliant Teachers	Taught by Non-NCLB Compliant Teachers
Madera HS	97.98%	2.02%
All Schools in District	95.93%	4.07%
High-Poverty Schools in District	95.93%	4.07%
Low-Poverty Schools in District	✧	✧

✧ 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	4.0
Ratio of Students Per Academic Counselor	531:1
Support Staff	FTE
Social/Behavioral or Career Development Counselors	0.0
Library Media Teacher (Librarian)	1.0
Library Media Services Staff (Paraprofessional)	1.0
Psychologist	0.6
Social Worker	0.0
Nurse	1.0
Speech/Language/Hearing Specialist	0.0
Resource Specialist (non-teaching)	0.0
Other	FTE
Intervention Specialist	2.0



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 and 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 HS	\$5,876	\$59,303
Madera USD	\$5,219	\$60,399
California	\$5,455	\$67,667
School and District — Percent Difference	+11.2%	-1.8%
School and California — Percent Difference	+7.2%	-14.1%

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.

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 HS	
Total Expenditures Per Pupil	\$6,769
Expenditures Per Pupil From Restricted Sources	\$893
Expenditures Per Pupil From Unrestricted Sources	\$5,876
Annual Average Teacher Salary	\$59,303

School Safety

Madera High School has a closed campus during the school day and has a campus safety staff of four full-time officers and one part-time police officer. We allow seniors in good academic standing to leave the campus during lunch.

The Madera Union School District (MUSD) board reviewed and approved the School Safety Plan in the spring of 2010. There is a weekly facilities meeting each Monday where we review safety issues, student behavior on campus, safety needs, and potential problems that need to be addressed.

Safety drills occur on the mandated schedule, and safety plan staff trainings take place each year to train new staff. In addition, schoolwide safety procedures have been reviewed, and several new features are being added, with additional drills to ensure that all staff members are familiar with emergency procedures.

The School Safety Plan is reviewed, updated, and discussed with school faculty at the beginning of each school year and took place in August 2010.

School Accountability Report Card

PUBLISHED BY:

SIA School
Innovations
& Advocacy
www.sia-us.com | 800.487.9234