Madera South High School

Sandon M. Schwartz, Principal

705 W. Pecan Avenue   Madera, CA 93637   **GRADES 9-12**
Phone: (559) 675-4450 **Fax:** (559) 675-9985   www.madera.k12.ca.us/mshs/site/default.asp
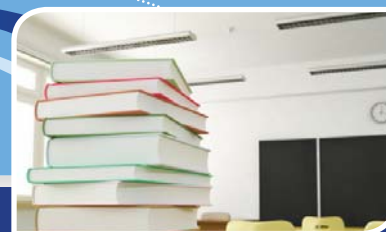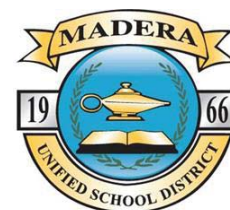
Principal's Message

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.

Professional Development

Staff development opportunities are provided to the teaching staff during the summer and throughout the school year. In 2011-12, we focused on increasing student achievement in ELA and Math as measured by the CAHSEE and CST's. 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 and a curriculum and instruction administrator.   Participating teachers meet on a regular basis, and share ideas, create common lessons, and analyze data from common formative assessments.

Teachers in language arts, math, science, and social science receive ongoing support and professional development through our curriculum and instruction coaches and our administrative team. Through weekly collaboration time, staff receives professional development in lesson design and delivery. Staff also utilizes this time to analyze common formative assessment and summative assessment data to evaluate their own teaching. Staff uses this data to change their teaching practices and implement best practices.

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 2009-10 school year, we dedicated four days for professional development. In 2010-11 and 2011-12, two days each year were dedicated for professional development.

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.
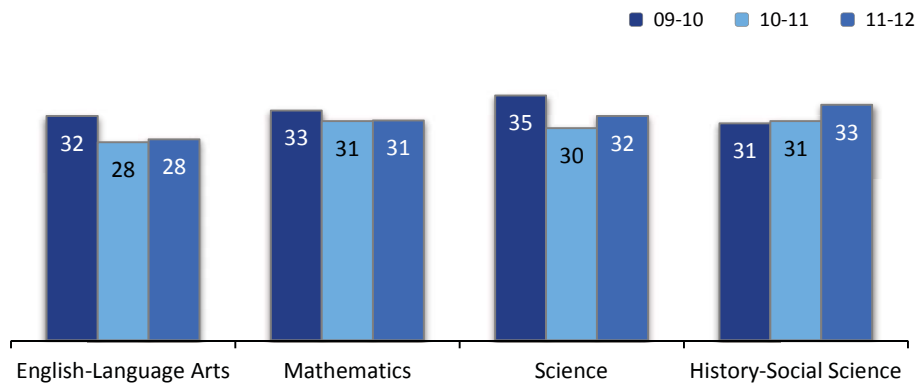
The Mission of the Madera USD

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.

2011-12 SARC

Class Size

The bar graph displays the three-year data for average class size and the table displays the three-year data for the number of classrooms by size.

Class Size Distribution — Average Class Size / Three-Year Data Comparison

Legend: 09-10, 10-11, 11-12

- English-Language Arts: 32, 28, 28
- Mathematics: 33, 31, 31
- Science: 35, 30, 32
- History-Social Science: 31, 31, 33

Class Size Distribution — Number of Classrooms by Size / Three-Year Data Comparison

Subject	09-10			10-11			11-12		
	1-22	23-32	33+	1-22	23-32	33+	1-22	23-32	33+
English-Language Arts	5	30	32	32	27	47	35	23	52
Mathematics	7	21	32	14	18	43	16	13	50
Science	3	26	10	5	20	17	10	6	42
History-Social Science	1	18	38	5	17	35	6	7	44

Enrollment and Demographics

The total enrollment at the school was 2,737 students for the 2011-12 school year.*

Demographics — 2011-12 School Year

- American Indian or Alaska Native <1%
- Asian 1%
- Native Hawaiian or Pacific Islander <1%
- Filipino <1%
- Black or African American 3%
- White 8%
- No Response 1%
- Hispanic or Latino 86%
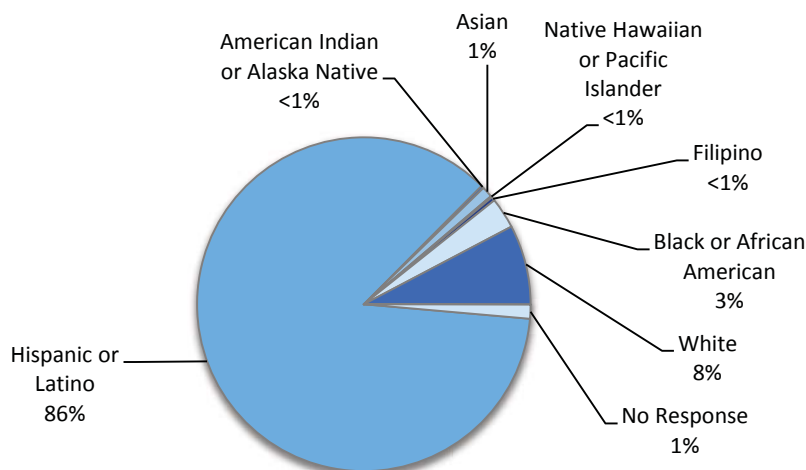
* Enrollment data was gathered from DataQuest and is accurate as of September 2012.

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 — 2011-12 School Year — Grade 9

Four of Six Standards	17.30%
Five of Six Standards	24.90%
Six of Six Standards	25.70%

School Facility Items Inspected

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

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

School Facility Good Repair Status

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

School Facility Good Repair Status			2012-13 School Year
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			Good
Date of the Most Recent School Site Inspection			08/03/12
Date of the Most Recent Completion of the Inspection Form			08/03/12

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.

The MSHS Aquatics Complex 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.

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 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 district groundskeepers on a regular schedule. District maintenance is notified when minor repairs are needed.

A fencing project will be completed in 2012-13 that will provide exterior fencing around the perimeter of the campus. This will provide additional security for our staff and students and limit easy access of our grounds by non-students.
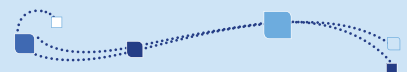
The District participates in the State School Deferred Maintenance Program, which provides state matching funds on a dollar-for-dollar basis, to assist school districts with expenditures for major repair or replacement of existing school building components. Typically, this includes roofing, plumbing, heating, air conditioning, electrical systems, interior or exterior painting, and floor systems. For the 2012-13 school year, the District budgeted $661,731 for the Deferred Maintenance Program. This represents 5% 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			
	09-10	**10-11**	**11-12**
Suspension Rates	0.285	0.167	0.084
Expulsion Rates	0.013	0.013	0.019
Madera USD			
	09-10	**10-11**	**11-12**
Suspension Rates	0.162	0.138	0.071
Expulsion Rates	0.009	0.004	0.005

Textbooks and Instructional Materials

Textbooks and Instructional Materials List		2012-13 School Year
Subject	**Textbook**	**Adopted**
English-Language Arts	*Literature and Language 3rd Course,* Holt, Rinehart, and Winston, 2003	2006
English-Language Arts	*Literature and Language 4th Course,* Holt, Rinehart, and Winston, 2003	2006
English-Language Arts	*Literature and Language 5th Course,* Holt, Rinehart, and Winston, 2003	2007
English-Language Arts	*Literature and Language 6th Course,* Holt, Rinehart, and Winston, 2003	2008
English-Language Arts	*Expository Reading & Writing Course; Semester One & Two A Text-Based Grammar for Expository Reading and Writing* Long Beach: California State University Press, 2008	2009
English-Language Arts	*The Bedford Reader,* Bedford/St. Martins, 2012	2000
English-Language Arts	*Perrine's Literature: Structure and Sense 10th Edition,* Cengage	2011
English-Language Arts	*Language of Composition,* VHPS, 2008	2000
English Language Development Reading	*Hampton Brown Edge: Reading, Writing, and Language for High School National Geographic,* 2009	2010
Mathematics	*Algebra Readiness: California Algebra Readiness: Concepts, Skills, & Problem Solving,* Glencoe/McGraw Hill, 2008	2008
Mathematics	*California Mathematics, Algebra I,* Holt, Rinehart and Winston, 2008	2008
Mathematics	*Integrated Mathematics I,* McDougal Littell, 2002	2009
Mathematics	*Geometry,* McDougal Littell, 2004	2005
Mathematics	*Algebra 2,* McDougal Littell, 2007	2009
Mathematics	*Trigonometry 8th,* Prentice Hall, 2005	2006
Mathematics	*Pre-Calculus with Limits, 2nd Edition,* Houghton Mifflin, 2011	2010
Mathematics	*Calculus of a Single Variable/Calculus with Analytical Geometry, 9th Edition,* Brooks/Cole Cengage Learning, 2011	2010
Mathematics	*CAHSEE Math: Conquering the CAHSEE,* Math Teachers Press, Inc.	2003
Mathematics	*Understanding Statistics, 8th Edition,* Houghton Mifflin, 2006	2006
Science	*Biology,* McDougal Littell, 2008	2007
Science	*Chemistry,* Prentice Hall, 2005	2005
Science	*Earth Science,* Prentice Hall, 2006	2011
Science	*Physical Science: Concepts in Action with Earth and Space Science,* Prentice Hall, 2006	2007
Science	*Mader's Understanding Human Anatomy & Physiology, 6th Edition,* McGraw Hill, 2008	2007
Science	*Human Anatomy & Physiology, 7th Edition,* Pearson, 2007	2007
Science	*Honors Physics, 6th Edition,* Pearson Prentice Hall, 2005	2006

Textbooks and Instructional Materials

Madera Unified School District places high priority on ensuring that there are sufficient textbooks and instructional materials for every student. Textbook selection is done by District subject area committees coordinated by the Director of Curriculum, Instruction and Assessment. All K-8 textbooks and instructional materials 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 approves all K-12 core textbook and instructional materials.

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 for the following reasons:

- Materials are still valuable instructional resources used by teachers and students.
- Materials correlate to the academic content standards, some may be in areas that do not have explicit academic core content standards (such as anatomy/physiology, electives, etc.).

MUSD Aims For...

... The Highest Student Achievement.

... A Safe and Orderly Learning Environment.

... Financially Sound and Effective Organization.

Textbooks and Instructional Materials

Textbooks and Instructional Materials List		2012-13 School Year
Subject	**Textbook - *Continued from page 4***	**Adopted**
Science	*Biology, 7th Edition,* Benjamin Cummings, 2005	2005
Science	*Chemistry, 8th Edition,* Brooks/Cole Cengage Learning, 2007	2002
History-Social Science	*Modern World History-Patterns of Interaction,* McDougal Littell, 2003	2004
History-Social Science	*The Americans-Reconstruction to the 21st Century,* McDougal Littell, 2005	2005
History-Social Science	*The American Pageant-AP Placement Edition,* Houghton Mifflin, 2006	2007
History-Social Science	*United States Government: Democracy in Action,* Glencoe/McGraw Hill, 2008	2008
History-Social Science	*Economics: Principles in Action,* Prentice Hall, 2007	2007
History-Social Science	*Psychology – AP Edition 9th Edition,* Wadsworth, Cengage Learning, 2012	2012
History-Social Science	*Sociology: The Study of Human Relationships,* Holt McDougal, 2010	2012
History-Social Science	*Psychology: Principles in Practices,* Holt McDougal, 2010	2012
Foreign Language	*Expresate Level I,* Holt, Rinehart, & Winston, 2006	2005
Foreign Language	*Expresate Level II,* Holt, Rinehart, & Winston, 2006	2005
Foreign Language	*Expresate Level III,* Holt, Rinehart, & Winston, 2006	2007
Foreign Language	*Nuestro Mundo,* McDougal Littell, 2002	2004
Foreign Language	*La Lengua Que Heredamos,* McDougal Littell, 2001	2001
Foreign Language	*Accelerated French,* Ashford Colour Press, 2002	2002
Foreign Language	*Discovering French (Blanc),* McDougal Littell, 2001	2002
Foreign Language	*Discovering French (Rouge),* McDougal Littell, 2001	2003
Foreign Language	*Integrated Chinese I,* Cheng and Tsui, 2009	2009
Foreign Language	*Integrated Chinese II,* Cheng and Tsui, 2009	2009
Health	*Glencoe Health: Intro to Health,* Glencoe/McGraw Hill	1999

Quality of Textbooks

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

Quality of Textbooks	2012-13 School Year
Criteria	**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.

Percentage of Students Lacking Materials by Subject	
2012-13 School Year	
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	0%

Currency of Textbook Data

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

Currency of Textbook	
2012-13 School Year	
Data Collection Date	08/2012

STAR Results for All Students

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.

| Students Scoring at Proficient or Advanced Levels | Three-Year Data Comparison | | | | | | | | |
| | Madera South HS | | | Madera USD | | | California | | |
Subject	09-10	10-11	11-12	09-10	10-11	11-12	09-10	10-11	11-12
English-Language Arts	31%	35%	37%	41%	41%	42%	52%	54%	56%
Mathematics	8%	11%	14%	40%	40%	39%	48%	50%	51%
Science	36%	41%	39%	42%	44%	42%	54%	57%	60%
History-Social Science	34%	35%	41%	36%	39%	42%	44%	48%	49%

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

| Students Scoring at Proficient or Advanced Levels | Spring 2012 Results | | | |
Group	English-Language Arts	Mathematics	Science	History-Social Science
All Students in the District	42%	39%	42%	42%
All Students at the School	37%	14%	39%	41%
Male	33%	15%	44%	47%
Female	40%	13%	34%	35%
Black or African American	31%	10%	46%	31%
American Indian or Alaska Native	❖	❖	❖	❖
Asian	61%	23%	❖	63%
Filipino	❖	❖	❖	❖
Hispanic or Latino	35%	14%	38%	40%
Native Hawaiian or Pacific Islander	❖	❖	❖	❖
White	54%	15%	47%	52%
Two or More Races	33%	17%	❖	50%
Socioeconomically Disadvantaged	34%	14%	37%	38%
English Learners	5%	8%	8%	10%
Students with Disabilities	19%	15%	❖	8%
Students Receiving Migrant Education Services	22%	13%	16%	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 begins the reporting cycle and the results are released approximately a year after testing occurs (e.g. The 2011 Base API is calculated from results of statewide testing in spring 2011, but the results are not released until May 2012). Growth API, calculates test results in the same fashion and with the same indicators as the Base API but from test results of the following year (e.g. The 2012 Growth API is calculated from results of statewide testing in spring 2012 and released in September 2012). The year of the API corresponds to the year of testing. Therefore, for the 2011-12 API reporting cycle, the 2011 Base indicator and 2012 Growth indicator are used. To represent how much a school's API changed from 2011-12 (known as the 2011-12 API Growth), the 2011 Base API is subtracted from the 2012 Growth API. The Base API Report includes the Base API, targets, and ranks. The Growth API Report includes Growth API, growth achieved, and whether or not targets were met.

To learn more about API, visit the API information guide at www.cde.ca.gov/ta/ac/ap/documents/infoguide12.pdf and the API overview guide at www.cde.ca.gov/ta/ac/ay/documents/overview12.pdf.

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 Ranks

API Ranks	Three-Year Data Comparison		
	2009	2010	2011
Statewide API Rank	3	2	3
Similar Schools API Rank	9	7	8

API Growth by Student Group

This table displays, by student group, first, the 2012 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 at the school.

API Growth by Student Group	2012 Growth API and Three-Year Data Comparison								
	2012 Growth API						Madera South HS – Actual API Change		
	Madera South HS		Madera USD		California				
Group	Number of Students	Growth API	Number of Students	Growth API	Number of Students	Growth API	09-10	10-11	11-12
All Students	1,893	706	13,874	738	4,664,264	788	-10	28	12
Black or African American	45	621	321	683	313,201	710	■	■	■
American Indian or Alaska Native	5	■	60	693	31,606	742	■	■	■
Asian	23	793	184	835	404,670	905	■	■	■
Filipino	6	■	29	853	124,824	869	■	■	■
Hispanic or Latino	1,642	704	11,907	731	2,425,230	740	-10	35	13
Native Hawaiian or Pacific Islander	3	■	8	■	26,563	775	■	■	■
White	142	766	1,271	803	1,221,860	853	9	-29	16
Two or More Races	0	■	43	818	88,428	849	■	■	■
Socioeconomically Disadvantaged	1,661	695	11,884	725	2,779,680	737	-11	34	12
English Learners	940	656	7,154	702	1,530,297	716	-33	42	15
Students with Disabilities	175	454	1,068	603	530,935	607	-14	-26	-4

■ 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 2011-12. For more information, visit www.cde.ca.gov/ta/ac/ay/.

Adequate Yearly Progress Criteria			2011-12 School Year	
	Madera South 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	No		No	

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 2012-13 Program Improvement status for the school and district. For more information, please visit www.cde.ca.gov/ta/ac/ay/.

Federal Intervention Program	2012-13 School Year	
	Madera South HS	**Madera USD**
Program Improvement Status	In PI	In PI
First Year of Program Improvement	2008-2009	2004-2005
Year in Program Improvement	Year 5	Year 3
Number of Schools Identified for Program Improvement		22
Percent of Schools Identified for Program Improvement		84.60%

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 February 2012. 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.

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, monthly parent information nights, 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 Sandon M. Schwartz, Principal, at (559) 675-4450.

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

Completion of High School Graduation Requirements

This table shows the percentage of students (who began the 2011-12 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	Graduating Class of 2012	
Group	**Madera South HS**	**Madera USD**
All Students	86.51%	81.51%
Black or African American	90.00%	81.58%
American Indian or Alaska Native	❖	100%
Asian	100%	94.12%
Filipino	100%	100%
Hispanic or Latino	85.93%	80.94%
Native Hawaiian or Pacific Islander	❖	❖
White	92.00%	84.18%
Two or More Races	❖	❖
Socioeconomically Disadvantaged	86.37%	79.85%
English Learners	74.73%	68.66%
Students with Disabilities	60.81%	62.35%

Graduates and Dropouts

This table displays the graduation and dropout rates for the most recent three-year period for which data is available. Please note, a new method for calculating graduation and dropout rates was implemented starting with the class of 2010. The new rates should not be compared to data from previous years. For more information, please visit www2.ed.gov/policy/elsec/guid/hsgrguidance.pdf.

Graduation and Dropout Rates	Three-Year Data Comparison					
	Graduation Rate			**Dropout Rate**		
	08-09	**09-10**	**10-11**	**08-09**	**09-10**	**10-11**
Madera South HS	⌘	86.83%	86.51%	⌘	9.00%	8.30%
Madera USD	⌘	78.54%	81.51%	⌘	14.50%	12.20%
California	⌘	74.72%	76.26%	⌘	16.6%	14.4%

❖   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.

⌘   The 2008-09 graduation and dropout rates are not displayed because they are based on a different method of calculation and cannot be compared to the data using the new cohort calculation method.

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

Types of Services Funded

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

- Math Curriculum and Instruction Teach on Special Assignment (TSA)
- English Curriculum and Instruction TSA
- English Language Development (ELD) TSA
- English Support Classes
- Math Support Classes
- Intervention Counselor
- CAHSEE Support Classes
- ELD Support Classes
- Credit Recovery
- Avid Classes

Advanced Placement Courses

The following is a list of advanced placement (AP) courses offered by subject at the school.

Advanced Placement Courses	
2011-12 School Year	
Percentage of Students Enrolled in AP Courses	2.70%
Number of AP Courses Offered at the School	15
Number of AP Courses by Subject	
Computer Science	0
English	4
Fine and Performing Arts	2
Foreign Language	2
Mathematics	2
Science	1
Social Science	4

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.

Students Scoring at Proficient or Advanced Levels				Three-Year Data Comparison		
	English-Language Arts			Mathematics		
	09-10	10-11	11-12	09-10	10-11	11-12
Madera South HS	38%	49%	41%	37%	40%	43%
Madera USD	42%	52%	44%	41%	45%	46%
California	54%	59%	56%	54%	56%	58%

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.

Students Achieving at Each Performance Levels						2011-12 School Year
	English-Language Arts			Mathematics		
Group	Not Proficient	Proficient	Advanced	Not Proficient	Proficient	Advanced
All Students in the District	56%	26%	19%	54%	35%	11%
All Students at the School	59%	25%	15%	57%	36%	8%
Male	65%	22%	13%	54%	36%	10%
Female	54%	28%	18%	59%	36%	5%
Black or African American	68%	21%	11%	71%	24%	6%
American Indian or Alaska Native	❖	❖	❖	❖	❖	❖
Asian	❖	❖	❖	❖	❖	❖
Filipino	❖	❖	❖	❖	❖	❖
Hispanic or Latino	61%	26%	14%	56%	36%	7%
Native Hawaiian or Pacific Islander	❖	❖	❖	❖	❖	❖
White	42%	26%	33%	49%	40%	12%
Two or More Races	❖	❖	❖	❖	❖	❖
Socioeconomically Disadvantaged	63%	26%	12%	59%	34%	7%
English Learners	97%	3%	0%	92%	8%	0%
Students with Disabilities	95%	5%	0%	94%	6%	0%
Students Receiving Migrant Education Services	82%	14%	4%	64%	32%	4%

❖ 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. (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)

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	2010-11 and 2011-12 School Years
	Madera South HS
Percentage of Students Enrolled in Courses Required for UC/CSU Admission in 2011-12	66.90%
Percentage of Graduates Who Completed All Courses Required for UC/CSU Admission in 2010-11	30.40%

Career Technical Education Programs

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 group's 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 our 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 and Technical Education (CTE) courses include:

- Ag. Economics
- Food Services
- Ag. Mechanics
- Floral Design
- Floral Retail
- Ag. Science
- Animal Science
- Veterinary Science
- Horticulture
- Computer Applications

Continued on sidebar

Career Technical Education Programs

Continued from left

- Graphics & Design
- Marketing
- Contemporary Living Skills
- Exploring Childhood
- Public Safety
- Restaurant Management
- Microsoft Office Specialist
- Entrepreneurship
- Video Communications
- Performing Arts
- Digital Imagery
- Intro. to Health Sciences

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

- Nursing
- Medical Careers
- Video Production
- Diesel Engines
- Ag Mechanics
- Performing Arts
- ROP Sports Medicine

Career Technical Education Participation

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

Career Technical Education Data	
2011-12 Participation	
Number of Pupils Participating in CTE	1,206
Percentage of Pupils Who Completed a CTE Program and Earned a High School Diploma	23%
Percentage of CTE Courses that are Sequenced or Articulated Between a School and Institutions of Postsecondary Education	3%

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	Three-Year Data Comparison		
	Madera USD	**Madera South HS**		
Teachers	**11-12**	**09-10**	**10-11**	**11-12**
With Full Credential	793	83	100	113
Without Full Credential	5	4	2	1
Teaching Outside Subject Area of Competence		7	6	11

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	Three-Year Data Comparison		
	Madera South HS		
Teachers	**10-11**	**11-12**	**12-13**
Teacher Misassignments of English Learners	5	2	2
Total Teacher Misassignments	11	13	8
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 2011-12 school year. For more information on teacher qualifications related to NCLB, visit www.cde.ca.gov/nclb/sr/tq.

No Child Left Behind Compliant Teachers	2011-12 School Year	
	Percent of Classes in Core Academic Subjects	
	Taught by NCLB Compliant Teachers	**Taught by Non-NCLB Compliant Teachers**
Madera South HS	89.61%	10.39%
All Schools in District	97.05%	2.95%
High-Poverty Schools in District	97.11%	2.89%
Low-Poverty Schools in District	✧	✧

NCLB Note

High-poverty schools are defined as those schools with student participation of approximately 40% 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.

✧ 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 Data	
2011-12 School Year	
Academic Counselors	
FTE of Academic Counselors	6.0
Ratio of Students Per Academic Counselor	457:1
Support Staff	**FTE**
Social/Behavioral or Career Development Counselors	1.0
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
Other	**FTE**
Curriculum and Instruction Coaches	3.0

Financial Data

The financial data displayed in the SARC is from the 2010-11 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	2010-11 Fiscal Year	
	Madera USD	Similar Sized District
Beginning Teacher Salary	$37,159	$40,932
Mid-Range Teacher Salary	$58,115	$65,424
Highest Teacher Salary	$71,557	$84,596
Average Principal Salary (Elementary School)	$96,961	$106,806
Average Principal Salary (Middle School)	$103,291	$111,776
Average Principal Salary (High School)	$109,313	$120,858
Superintendent Salary	$165,736	$204,089
Teacher Salaries — Percent of Budget	37%	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	2010-11 Fiscal Year	
	Expenditures Per Pupil From Unrestricted Sources	Annual Average Teacher Salary
Madera South HS	$5,188	$58,391
Madera USD	$5,241	$57,636
California	$5,455	$68,488
School and District — Percent Difference	-1.0%	+1.3%
School and California — Percent Difference	-5.1%	-17.3%

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	
2010-11 Fiscal Year	
Total Expenditures Per Pupil	$6,251
Expenditures Per Pupil From Restricted Sources	$1,063
Expenditures Per Pupil From Unrestricted Sources	$5,188
Annual Average Teacher Salary	$58,391