

# Furman Alternative High School



2009-10 School Accountability Report Card • Published During the 2010-11 School Year

## GRADES 9-12

955 West Pecan Avenue Madera, CA 93637

Phone: (559) 675-4482

Website: <http://furman.madera.k12.ca.us/>

**John Stafford**  
Superintendent

**Dan Lindstrom**  
Principal

## Principal's Message

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

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

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

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

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

## Furman High School's Mission:

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

## 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.

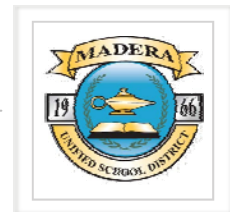
### The Mission of the Madera USD

*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.*



## Madera Unified School District

1902 Howard Road  
Madera, CA 93637  
Phone: (559) 675-4500  
Fax: (559) 675-9512  
[www.madera.k12.ca.us](http://www.madera.k12.ca.us)



## MUSD Aims For...

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

### 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, Mechanical Systems (heating, ventilation, and air conditioning), Sewer
- **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			Good
Date of the Most Recent School Site Inspection			8/18/2010
Date of the Most Recent Completion of the Inspection Form			8/18/2010

### 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
Cleanliness	Mice in 2 rooms (Traps set in September 2010)
Electrical	Covers missing on floor outlets in Room 303 (Repaired in September 2010)

### Types of Services Funded

We have two 19 hours per week instructional aides paid through our available categorical funds. Both of these staff members work with students in the mornings at the direction of a certificated staff member. Their work is invaluable to the success of our students. Both aides provide the necessary link for our students to find success. Students are comfortable with these instructional aides, and it really shows in how busy they both are throughout the mornings working with our students.

### School Facilities

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

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

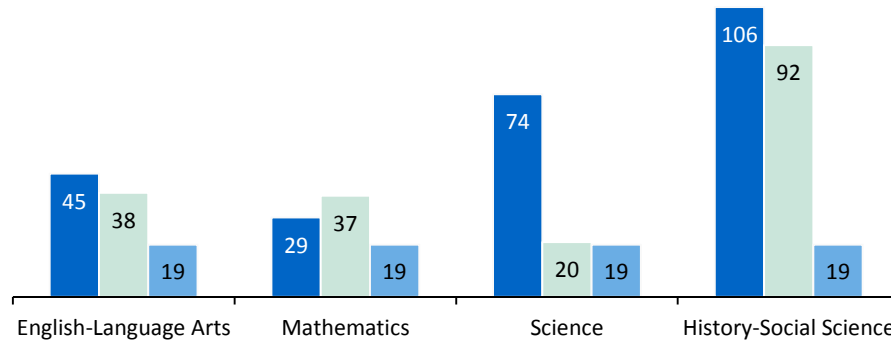
The Furman Building is a large, open “classroom without walls” which has been subdivided by bookcases and movable partitions into four general work areas or bays. Each bay has three teaching stations as well as tables and chairs where students can study. Teachers work hard to make their teaching stations attractive and welcoming to students. Student work, posters, decorative items, and educational aids are evidenced throughout. Each teacher has a desk with several student desks surrounding it and a computer for both the student and the teachers use. There are four metal exterior doors for easy exit and entrance from the teaching areas. All have push bars. There are no internal doors in the teaching area. The far west corner of the Furman Building houses a computer lab for FHS students. At the east corner of the building is a special education teacher’s area. The teacher break area and a separate room that houses the resource room/materials storage and security office are also at this side of the building.

Continued page 3

### Class Size

07-08 08-09 09-10

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

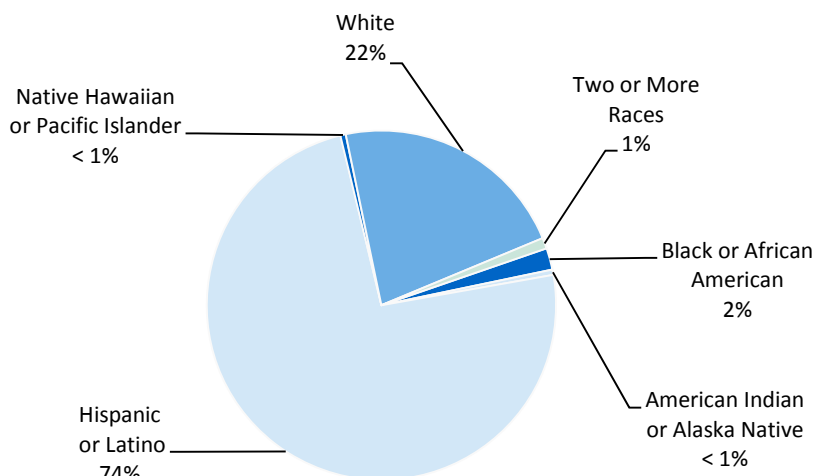


### Class Size Distribution — Number of Classrooms By Size

Subject	07-08			08-09			09-10		
	1-22	23-32	33+	1-22	23-32	33+	1-22	23-32	33+
English-Language Arts	4		2	5	1	2	8		
Mathematics	6	1	2	2	1	1	8		
Science			1	1			8		
History-Social Science			2			3	8		

### Enrollment and Demographics

The total enrollment at the school was 200 students for the 2009-10 school year.



### School Facilities

Continued from page 2

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

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

### 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 State Board of Education designated the *Fitnessgram*® as the PFT for students in California public schools. The test 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

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

## Textbooks and Instructional Materials

Textbooks and Instructional Materials List

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

Continued on page 5

## 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.).



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

Subject	Textbook	Adopted
Science	<i>Mader's Understanding Human Anatomy &amp; Physiology</i> , 6th Edition, McGraw Hill, 2008	2007
Science	<i>Human Anatomy &amp; Physiology</i> , 7th Edition, Pearson, 2007	2007
Science	<i>Honors Physics</i> , 6th Edition, Pearson Prentice Hall, 2005	2006
Science	<i>Biology</i> , 7th Edition, Benjamin Cummings, 2005	2005
Science	<i>Chemistry</i> , 8 <sup>th</sup> Edition, 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</i> , 7th Edition, Prentice Hall	2003
History-Social Science	<i>Sociology and You</i> , Glencoe McGraw Hill	2003
History-Social Science	<i>Invitation to Psychology</i> , Prentice Hall	2003
Foreign Language	<i>Expresate Level I</i> , Holt, Rinehart, & Winston	2005
Foreign Language	<i>Expresate Level II</i> , Holt, Rinehart, & Winston	2007
Health	<i>Intro to Health</i> , Glencoe/McGraw Hill	1999

Note: This data was most recently collected and verified in October 2010.

**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.

	Graduate and Dropout Rates								
	Furman Cont. HS			Madera USD			California		
	06-07	07-08	08-09	06-07	07-08	08-09	06-07	07-08	08-09
<b>Graduation Rate</b>	35.5%	46.3%	47.4%	70.3%	75.5%	75.2%	80.6%	80.2%	78.6%
<b>1-year Dropout Rate</b>	41.4%	26.5%	54.0%	8.1%	5.5%	5.1%	4.4%	3.9%	4.5%



**Availability of Textbooks and Instructional Materials**

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

Furman Cont. 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%



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

The Standardized Testing and Reporting (STAR) results are reported as performance levels in order to compare student achievement to state standards. The five performance levels are: **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 below show the percentage of students that scored at Proficient or Advanced levels in English-language arts, mathematics, science, and history-social science.

Percentage of Students Scoring At Proficient or Advanced Levels									
	Furman Cont. HS			Madera USD			California		
	07-08	08-09	09-10	07-08	08-09	09-10	07-08	08-09	09-10
English-Language Arts	20%	22%	28%	36%	39%	41%	46%	50%	52%
Mathematics	2%	6%	7%	35%	39%	40%	43%	46%	48%
Science	13%	24%	23%	35%	37%	42%	46%	50%	54%
History-Social Science	14%	23%	23%	27%	36%	36%	36%	41%	44%

### 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 2010 Results			
	English-Language Arts	Mathematics	Science	History-Social Science
All Students in the District	41%	40%	42%	36%
All Students at the School	28%	7%	23%	23%
Male	25%	8%	31%	29%
Female	30%	7%	❖	17%
Black or African American	❖	❖	❖	❖
American Indian or Alaska Native	❖	❖	❖	❖
Asian	❖	❖	❖	❖
Filipino	❖	❖	❖	❖
Hispanic or Latino	26%	7%	20%	25%
Native Hawaiian or Pacific Islander	❖	❖	❖	❖
White	25%	❖	❖	6%
Two or More Races	❖	❖	❖	❖
Socioeconomically Disadvantaged	27%	5%	27%	26%
English Learners	❖	❖	❖	❖
Students with Disabilities	❖	❖	❖	❖
Students Receiving Migrant Education Services	❖	❖	❖	❖

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

### Standardized Testing and Reporting Program

The Standardized Testing and Reporting (STAR) Program consists of several key tests, including 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 a complete report on all tests, participation, groups, and their scores by grade level, please visit <http://star.cde.ca.gov/>. To learn more about the STAR Program, please visit the guide at [www.cde.ca.gov/ta/tg/sr/documents/starpkt5inrpts.pdf](http://www.cde.ca.gov/ta/tg/sr/documents/starpkt5inrpts.pdf).



### Academic Performance Index

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

Each annual API reporting cycle includes a Base and a Growth API. The Base API starts the reporting cycle and is released approximately a year after testing (i.e., The 2009 Base is calculated from results of statewide testing in spring 2009 but is released in May 2010). The Growth API is released after the Base API but is calculated from test results from the following year (i.e., The Growth API is calculated from results of statewide testing in spring 2010 and released in August 2010). Therefore, for the 2009-10 API reporting cycle, the 2009 Base indicator and 2010 Growth indicator are used. To learn more about API, please visit the API information guide at [www.cde.ca.gov/ta/ac/ap/documents/infoguide09.pdf](http://www.cde.ca.gov/ta/ac/ap/documents/infoguide09.pdf) and the API overview guide at [www.cde.ca.gov/ta/ac/ay/documents/overview10.pdf](http://www.cde.ca.gov/ta/ac/ay/documents/overview10.pdf).

### API Ranks

API Ranks — Three Year Comparison			
	2007	2008	2009
Statewide API Rank	◆	◆	◆
Similar Schools API Rank	◆	◆	◆

◆ Information not available.

### API Growth by Student Group

Group	Actual API Change		
	07-08	08-09	09-10
All Students at the School	-2	9	18
Black or African American	■	■	■
American Indian or Alaska Native	■	■	■
Asian	■	■	■
Filipino	■	■	■
Hispanic of Latino	■	■	■
Native Hawaiian or Pacific Islander	■	■	■
White	■	■	■
Two or More Races	■	■	■
Socioeconomically Disadvantaged	■	■	■
English Learners	■	■	■
Students with Disabilities	■	■	■

■ Data are reported only for numerically significant groups.



### 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 rank" compares its API to the APIs of all other schools statewide of the same type (elementary, middle, or high school). A "similar schools 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, the actual API change in points added or lost for the past three years.



### API Growth by Student Group: 2010 Growth API Comparison

This table displays, by student group, the 2010 Growth API at the school, district, and state level.

API Growth by Student Group — 2010 Comparison			
Group	2010 Growth API		
	Furman Cont. HS	Madera USD	California
All Students	678	733	767
Black or African American	■	691	685
American Indian or Alaska Native	■	■	728
Asian	■	832	889
Filipino	■	■	851
Hispanic of Latino	■	723	715
Native Hawaiian or Pacific Islander	■	■	754
White	■	810	838
Two or More Races	■	■	807
Socioeconomically Disadvantaged	■	718	712
English Learners	■	695	691
Students with Disabilities	■	593	580

■ Data are reported only for numerically significant groups.

**API Testing Note:** Assessment data are 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 test scores who make up at least 15% of the total valid scores, or (2) at least 100 students with valid test scores.

### Federal Intervention Program

Schools and districts that receive Title I funding can enter Program Improvement (PI) if they 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). With each additional year they don't meet AYP, they advance to the next level of intervention. This table displays the 2010-11 Program Improvement status for the school and district. For more information, please visit [www.cde.ca.gov/ta/ac/ay/](http://www.cde.ca.gov/ta/ac/ay/).

Federal Intervention Program		
	Furman Cont. HS	Madera USD
Program Improvement Status	Not In PI	In PI
First Year of Program Improvement	◇	2004-2005
Year in Program Improvement	◇	Year 3
Number of Schools Identified for Program Improvement	15	
Percent of Schools Identified for Program Improvement	56%	

◇ Not applicable.

### Parental Involvement

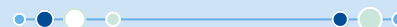
We have several areas which parents can get involved. Our School Site Council (SSC) is one very good way for parents to really be on the frontline when major decisions are being made about our school. This group meets five times a year and is responsible for the spending of our Title I, Economic Impact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

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

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

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

For more information on how to become involved, contact Dan Lindstrom, Principal, at (559) 675-4482.





### Adequate Yearly Progress

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

### 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 (FTE)	1.0
Ratio of Students Per Academic Counselor	200:1
Support Staff	FTE
Counselor (Social Behavioral or Career Development)	1.0
Library Media Teacher (Librarian)	0.0
Library Media Services Staff (Paraprofessional)	0.0
Psychologist	0.2
Social Worker	0.0
Nurse	0.0
Speech/Language/Hearing Specialist	0.0
Resource Specialist (non-teaching)	0.0
Other	0.0

### Adequate Yearly Progress

The No Child Left Behind (NCLB) Act requires that all schools and districts meet Adequate Yearly Progress (AYP) requirements. To meet these standards, California public schools and districts must meet or exceed criteria in 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 made AYP overall and met each of the AYP criteria for 2009-10. For more information, visit [www.cde.ca.gov/ta/ac/ay/](http://www.cde.ca.gov/ta/ac/ay/).



### Advanced Placement Courses

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



### Completion of High School Graduation Requirements

This table shows the percentage of students (that began the 2009-10 school year in the 12th grade) who met all state and 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. For more information, visit [www.cde.ca.gov/ta/tg/hs](http://www.cde.ca.gov/ta/tg/hs).

Completion of High School Graduation Requirements			
Group	Graduating Class of 2010		
	Furman Cont. HS	Madera USD	California
All Students	88.2%	92.8%	94.5%
Socioeconomically Disadvantaged	90.0%	90.0%	91.3%
English Learners	83.3%	67.9%	98.5%
Students with Disabilities	❖	98.8%	53.4%
Black or African American	100.0%	97.2%	89.7%
American Indian or Alaska Native	❖	81.8%	95.3%
Asian	100.0%	100%	97.4%
Filipino	❖	100%	98.2%
Hispanic or Latino	90.0%	97.4%	91.6%
Native Hawaiian or Pacific Islander	❖	❖	95.2%
White	80.0%	88.6%	98.1%
Two or More Races	❖	❖	❖

❖ 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.

### Professional Development

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

Furman High has made math (Algebra I) our top priority due to the large number of students not progressing at an acceptable rate. In addition, we are focusing on English Language Arts California Standards Test (CST) scores, CAHSEE, and improving writing across the school. All Furman teachers have the opportunity to attend in-services and training sessions offered by Madera Unified School District. Our teaching staff is also going through training to improve questioning skills to create higher levels of thinking for our students using Bloom’s Taxonomy as our guide. We will continue to utilize buy-back days as long as they are available. Our efforts for 2010-11 will be to connect to the District’s educational specialist in the areas of math, reading, and English Language Learners. Our staff needs to feel support from the District level and these individuals already work with the other high schools in our District so we want to find ways to bring this staff support to Furman High. We will also continue to bring in District Office Educational Specialist to assist us in this work.

For the 2007-08 school year, we dedicated eight days for professional development. In 2008-09, there were nine days, and in 2009-10, there were eight days dedicated for professional development.

### Career Technical Education Programs

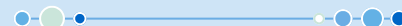
Furman Alternative High School currently does not have Career Technical program in place at. However, our students are allowed to access the District CTE programs through ROP and Madera Adult School CTE classes.



### Career Technical Education Participation

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

Career Technical Education Data	
2009-10 Participation	
Number of Pupils Participating in CTE	❖
Percentage of Pupils Who Completed a CTE Program and Earned a High School Diploma	❖
Percentage of CTE Courses that are Sequenced or Articulated Between a School and Institutions of Postsecondary Education	❖
❖ Not applicable.	



### California High School Exit Exam Results

The California High School Exit Exam (CAHSEE) is primarily used as a graduation requirement in California, but 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 an English-language arts section and a math section and, for purposes of calculating AYP, three performance levels were set: Advanced, Proficient, and Not Proficient. Please note the score a student must achieve to be considered Proficient is different than the passing score for the graduation requirement. Scores are not shown when the number of students tested is 10 or less, either because the number of students tested is too small for statistical accuracy or to protect student privacy. Therefore, no data is available for Furman Alternative High School. The table displays the percentage of students scoring at Proficient or Advanced levels for the most recent three-year period.

Percentage of Students Scoring At Proficient or Advanced Levels

	English-Language Arts			Mathematics		
	07-08	08-09	09-10	07-08	08-09	09-10
<b>Furman Cont. HS</b>	❖	❖	❖	❖	❖	❖
<b>Madera USD</b>	42%	42%	44%	40%	40%	42%
<b>California</b>	53%	53%	54%	51%	51%	53%

❖ 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.

### District CAHSEE Results: English-Language Arts and Mathematics

This table displays the percentage of students, by subject, achieving at each performance level in English-language arts and mathematics for the most recent testing period for the district. Scores are not shown when the number of students tested is 10 or less, either because the number of students tested is too small for statistical accuracy or to protect student privacy. Therefore, no data is available for Furman Alternative High School.

Percentage of Students Achieving at Each Performance Level

	All Students in the District		
	Not Proficient	Proficient	Advanced
<b>English-Language Arts</b>	46%	24%	20%
<b>Mathematics</b>	48%	31%	11%

### Courses Required for UC/CSU Admission

**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 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 more information on general admissions requirements, please visit the University of California Web site at [www.universityofcalifornia.edu/admissions/general.html](http://www.universityofcalifornia.edu/admissions/general.html).

**California State University:** Admission requirements for the California State University (CSU) use three factors to determine eligibility. They are: specific high school courses; grades in specified courses and test scores; and 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 utilize 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 general admissions requirements, please visit the California State University Web site at [www.calstate.edu/admission](http://www.calstate.edu/admission).



### Furman High School's Motto:

RESPECT, RESPONSIBILITY,  
RESILIENCY = RESULTS



### 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

2008-09 Admission	
<b>Percentage of Students Enrolled in Courses Required for UC/CSU Admission</b>	❖
<b>Percentage of Graduates Who Completed All Courses Required for UC/CSU Admission</b>	❖
❖ Information not available.	

### Teacher Qualifications

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

Teacher Credential Information				
	Madera USD	Furman Cont. HS		
Teachers	09-10	07-08	08-09	09-10
With Full Credential	683	10	9	9
Without Full Credential	11	0	0	0
Teaching Outside Subject Area of Competence		◇	0	0

◇ Information not available.

### Teacher Misassignments and Vacant Teacher Positions

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

Teacher Misassignments and Vacant Teacher Positions			
	Furman Cont. HS		
	08-09	09-10	10-11
Teacher Misassignments of English Learners	1	1	0
Total Teacher Misassignments	1	1	0
Vacant Teacher Positions	0	0	0

### No Child Left Behind Compliant Teachers

NCLB requires that all teachers of core academic subject areas be "highly qualified." In general, for a teacher to be considered highly qualified, they must have a bachelor's degree, an appropriate California teaching credential, and have demonstrated competence for each core subject he or she teaches. The table displays data regarding NCLB compliant teachers from the 2009-10 school year. For more information on teacher qualifications related to NCLB, please visit [www.cde.ca.gov/nclb/sr/tq](http://www.cde.ca.gov/nclb/sr/tq).

No Child Left Behind Compliant Teachers		
	Percent of Classes in Core Academic Subjects	
	Taught by NCLB Compliant Teachers	Taught by Non-NCLB Compliant Teachers
Furman Cont. HS	78.1%	21.9%
All Schools in District	95.8%	4.2%
High-Poverty Schools in District	95.8%	4.2%
Low-Poverty Schools in District	◇	◇

**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.

◇ Not applicable.

### School Safety

The School Safety Plan for Furman High School was updated in February 2010 by a committee appointed by the Furman SSC. The committee will include an administrator, a teacher, the head custodian, a security guard, and a parent. The plan will be reviewed by the entire Furman faculty. Key elements of the plan include a goal statement, descriptions of the school, the characteristics of students and staff, the physical environment, the social environment, and the school culture. The plan includes a brief list of specific concerns and actions to be taken to address those concerns. Our goals this year include a more defined schedule for safety drills and safety supervision including all staff on campus.



### 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 Rate			
	Furman Cont. HS		
	07-08	08-09	09-10
	0.041	0.024	0.015
Madera USD			
	07-08	08-09	09-10
	0.153	0.182	0.163
Expulsion Rate			
	Furman Cont. HS		
	07-08	08-09	09-10
	0.000	0.000	0.005
Madera USD			
	07-08	08-09	09-10
	0.009	0.017	0.009

### District Financial Data

District Salary Data		
Category	Madera USD	Similar Sized District
Beginning Teacher Salary	\$38,419	\$41,155
Mid-Range Teacher Salary	\$60,085	\$65,379
Highest Teacher Salary	\$73,983	\$85,049
Average Principal Salary (Elementary School)	\$100,493	\$106,453
Average Principal Salary (Middle School)	\$107,517	\$111,487
Average Principal Salary (High School)	\$114,667	\$121,513
Superintendent Salary	\$170,000	\$194,802
Teacher Salaries — Percent of Budget	40.2%	39.9%
Administrative Salaries — Percent of Budget	6.1%	5.1%

### School Financial Data

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

School Financial Data	
	Furman Cont. HS
Total Expenditures Per Pupil	\$7,960
Expenditures Per Pupil From Restricted Sources	\$449
Expenditures Per Pupil From Unrestricted Sources	\$7,511
Annual Average Teacher Salary	\$69,255

### Financial Data Comparison

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

Financial Data Comparison		
	Expenditures Per Pupil From Unrestricted Sources	Annual Average Teacher Salary
Furman Cont. HS	\$7,511	\$69,255
Madera USD	\$4,766	\$54,773
California	\$5,681	\$66,478
School and District — Percent Difference	+36.6%	+20.9%
School and California — Percent Difference	+24.4%	+4.0%

### 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.



### Financial Data

The financial data displayed in the SARC is from the 2008-09 fiscal year. The most current fiscal information available provided by the state is always two years behind the current school year, and one year behind most other data included in this report. For more detailed financial information, please visit [www.cde.ca.gov/ds/fd/cs](http://www.cde.ca.gov/ds/fd/cs) and [www.cde.ca.gov/ds/fd/ec](http://www.cde.ca.gov/ds/fd/ec).



### School Accountability Report Card

Data in this report are provided by the California Department of Education (CDE), school and the district office. For additional information on facts about 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.

All data accurate as of December 2010.