

Madera South High School



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

GRADES 9-12

705 W. Pecan Avenue Madera, CA 93637

Phone: (559) 675-4450 Fax: (559) 675-9985

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

John Stafford
Superintendent

Sandon M. Schwartz
Principal

Principal's Message

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

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

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

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

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

Parental Involvement

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

School Safety

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

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

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.



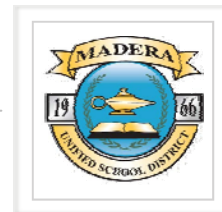
Madera Unified School District

1902 Howard Road
Madera, CA 93637

Phone: (559) 675-4500

Fax: (559) 675-9512

www.madera.k12.ca.us



MUSD Aims For...

...The Highest Student Achievement

...A Safe and Orderly Learning Environment

...Financially Sound and Effective Organization

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	Fair	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
Interior	Ceiling tiles need to be repaired and/or replaced (<i>Repaired 9/10</i>)
Interior	Walls in some rooms need paint and/or wall repair (<i>Repaired 9/10</i>)
Interior	Floor tiles loose in P-6 (<i>Repaired 9/10</i>)
Cleanliness	Shade Structure poles need paint (<i>Repaired 9/10</i>)
Electrical	Electrical covers missing in a few rooms (<i>Repaired 8/10</i>)
Electrical	Exposed electrical wires in B Building top floor office (<i>Repaired 8/10</i>)
Restrooms/Fountains	Low water pressure in restroom and locker room fountains (<i>Repaired 9/10</i>)
Restrooms/Fountains	Cracked tile at drinking fountain (<i>Repaired 9/10</i>)
Structural	Tables outside not bolted to ground or missing end caps (<i>Repaired 9/10</i>)
External	Fencing tension wire and rods need repair at NE corner (<i>Repaired 9/10</i>)
External	Leaking backflow valve near Ave. 13 (<i>Repaired 9/10</i>)

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.

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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

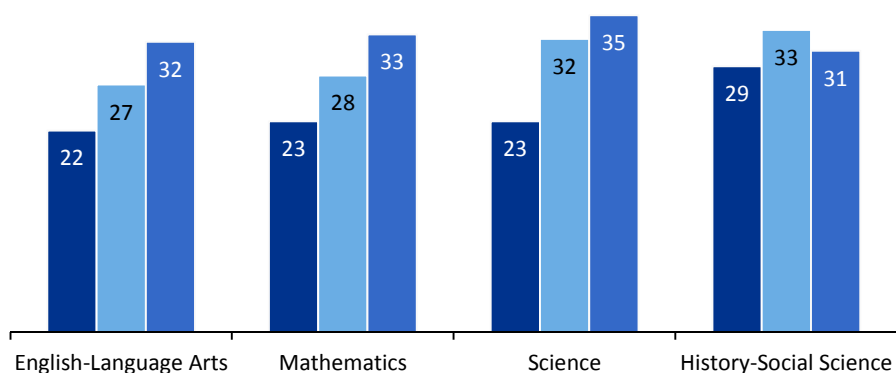
"MSHS represents the second fully independent comprehensive high school in the community of Madera."



Class Size

07-08 08-09 09-10

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

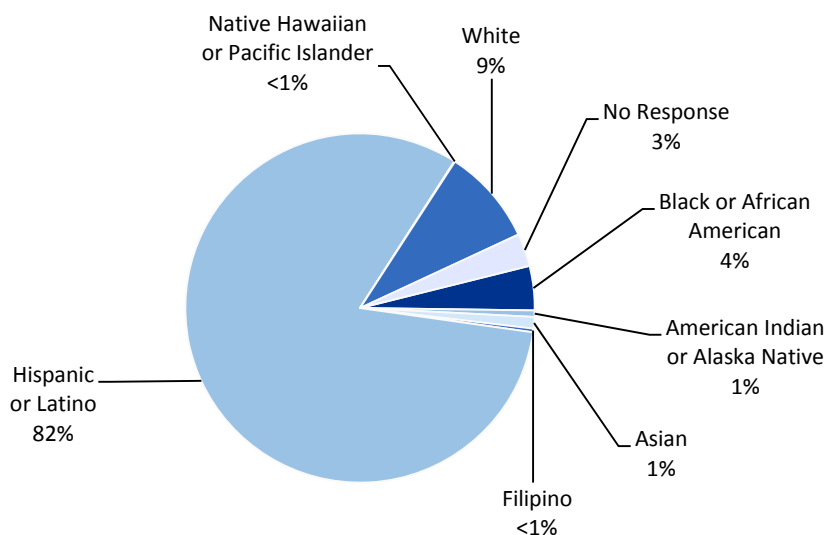


Class Size Distribution — Number of Classrooms By Size

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	60	21	25	36	35	38	5	30	32
Mathematics	54	16	23	25	23	30	7	21	32
Science	21	17	18	5	11	21	3	26	10
History-Social Science	10	13	28	4	15	35	1	18	38

Enrollment and Demographics

The total enrollment at the school was 2,701 students for the 2009-10 school year.



School Facilities

Continued from page 2

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

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

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

“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.”



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	<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, & Problem Solving</i> , Glencoe/McGraw Hill,	2008
Mathematics	<i>California Mathematics, 2008-Algebra I</i> , Holt, Rinehart and Winston	2008
Mathematics	<i>Integrated Mathematics I</i> , McDougal Littell	2009
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, 9th 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
Science	<i>Mader's Understanding Human Anatomy & Physiology</i> , 6th Edition, McGraw Hill, 2008	2007
Science	<i>Human Anatomy & Physiology</i> , 7th Edition, Pearson, 2007	2007
Science	<i>Honors Physics</i> , 6th Edition, Pearson Prentice Hall, 2005	2006

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Textbooks and Instructional Materials

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

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

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



Textbooks and Instructional Materials List - Continued from page 4

Subject	Textbook	Adopted
Science	<i>Biology</i> , 7th Edition, Benjamin Cummings, 2005	2005
Science	<i>Chemistry</i> , 8 th 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
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

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

Suspensions and Expulsions

Suspension and Expulsion Rates						
	Madera South HS			Madera USD		
	07-08	08-09	09-10	07-08	08-09	09-10
Suspension Rate	0.306	0.268	0.285	0.153	0.182	0.163
Expulsion Rate	0.014	0.023	0.013	0.009	0.017	0.009



Availability of Textbooks and Instructional Materials

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

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

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.

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									
	Madera South 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	32%	33%	31%	36%	39%	41%	46%	50%	52%
Mathematics	9%	11%	8%	35%	39%	40%	43%	46%	48%
Science	31%	32%	36%	35%	37%	42%	46%	50%	54%
History-Social Science	30%	36%	34%	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				
	Spring 2010 Results			
Group	English-Language Arts	Mathematics	Science	History-Social Science
All Students in the District	41%	40%	42%	36%
All Students at the School	31%	8%	36%	34%
Male	29%	9%	43%	43%
Female	34%	7%	30%	26%
Black or African American	24%	5%	36%	30%
American Indian or Alaska Native	20%	19%	❖	❖
Asian	52%	29%	❖	❖
Filipino	❖	❖	❖	❖
Hispanic or Latino	29%	7%	33%	32%
Native Hawaiian or Pacific Islander	❖	❖	❖	❖
White	55%	15%	60%	58%
Two or More Races	27%	15%	❖	23%
Socioeconomically Disadvantaged	28%	7%	32%	31%
English Learners	4%	3%	6%	5%
Students with Disabilities	10%	7%	33%	10%
Students Receiving Migrant Education Services	23%	9%	31%	25%

❖ 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/starpkt5intrpts.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 and the API overview guide at www.cde.ca.gov/ta/ac/ay/documents/overview10.pdf.

API Ranks

API Ranks — Three Year Comparison			
	2007	2008	2009
Statewide API Rank	4	3	3
Similar Schools API Rank	8	8	9

API Growth by Student Group

API Growth by Student Group — Three Year Comparison			
Group	Actual API Change		
	07-08	08-09	09-10
All Students at the School	-1	2	-10
Black or African American	■	■	■
American Indian or Alaska Native	■	■	■
Asian	■	■	■
Filipino	■	■	■
Hispanic of Latino	4	1	-10
Native Hawaiian or Pacific Islander	■	■	■
White	-19	6	9
Two or More Races	■	■	■
Socioeconomically Disadvantaged	-2	-3	-10
English Learners	-3	13	-33
Students with Disabilities	93	-6	-14

■ 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

API Growth by Student Group — 2010 Comparison			
Group	2010 Growth API		
	Madera South HS	Madera USD	California
All Students	672	733	767
Black or African American	■	691	685
American Indian or Alaska Native	■	■	728
Asian	■	832	889
Filipino	■	■	851
Hispanic of Latino	661	723	715
Native Hawaiian or Pacific Islander	■	■	754
White	785	810	838
Two or More Races	■	■	807
Socioeconomically Disadvantaged	655	718	712
English Learners	604	695	691
Students with Disabilities	466	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/.

Federal Intervention Program		
	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 3	Year 3
Number of Schools Identified for Program Improvement		15
Percent of Schools Identified for Program Improvement		56%

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.



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. The table shows the percentage of students meeting the fitness standards 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	◆
Five of Six Standards	◆
Six of Six Standards	◆
◆ Data not available from the state at the time of publication.	

Adequate Yearly Progress

Adequate Yearly Progress Criteria				
	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	No		Yes	
Graduation Rate	◇		No	

◇ Information not available.

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)	8.0
Ratio of Students Per Academic Counselor	338:1
Support Staff	FTE
Counselor (Social Behavioral or Career Development)	8.0
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)	2.0
Other	2.0

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/.



Advanced Placement Courses

The following is a list of advanced placement (AP) courses offered by subject at the school. For the 2009-10 school year, 7.3% of the school's students were enrolled in a total of seven AP courses offered.

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

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.

Completion of High School Graduation Requirements			
Group	Graduating Class of 2010		
	Madera South HS	Madera USD	California
All Students	90.8%	92.8%	94.5%
Socioeconomically Disadvantaged	❖	90.0%	91.3%
English Learners	44.8%	67.9%	98.5%
Students with Disabilities	100.0%	98.8%	53.4%
Black or African American	95.8%	97.2%	89.7%
American Indian or Alaska Native	60.0%	81.8%	95.3%
Asian	100.0%	100%	97.4%
Filipino	100.0%	100%	98.2%
Hispanic or Latino	93.0%	97.4%	91.6%
Native Hawaiian or Pacific Islander	❖	❖	95.2%
White	74.1%	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.

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.

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									
	Madera South HS			Madera USD			California		
	06-07	07-08	08-09	06-07	07-08	08-09	06-07	07-08	08-09
Graduation Rate	❖	50.0%	85.8%	70.3%	75.5%	75.2%	80.6%	80.2%	78.6%
1-year Dropout Rate	2.4%	1.3%	11.6%	8.1%	5.5%	5.1%	4.4%	3.9%	4.5%

❖ Information not available.

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	1879
Percentage of Pupils Who Completed a CTE Program and Earned a High School Diploma	33%
Percentage of CTE Courses that are Sequenced or Articulated Between a School and Institutions of Postsecondary Education	100%



Career Technical Education Programs

Career and Technical Education (CTE) courses include Ag. Business, Ag. Economics, Ag. Marketing & Sales, Food Services, Ag. Mechanics, Ag. Engineering, Drafting, Floral Design, Floral Retail, Ag. Science, Animal Science, Veterinary Science, Horticulture, Environmental Science, Keyboarding, Computer Applications, Graphics & Design, Web Page Applications, Accounting, Intro. to Business, Marketing, Contemporary Living Skills, Child Development, Intro. to Housing & Design, Public Safety, Restaurant Management, Record Keeping, Entrepreneurship, Video Communications, Performing Arts, Digital Imaging, and Intro. to Health Sciences.

Regional Occupational Program (ROP) classes in nursing, video production, diesel engines, and performing arts are taught by expert instructors.

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

California High School Exit Exam Results

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
Madera South HS	39%	39%	39%	40%	40%	38%
Madera USD	42%	42%	44%	40%	40%	42%
California	53%	53%	54%	51%	51%	53%

CAHSEE Results by Student Group: English-Language Arts

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

Percentage of Students Achieving at Each Performance Level			
Group	English-Language Arts		
	Not Proficient	Proficient	Advanced
All Students in the District	46%	24%	20%
All Students at the School	61%	24%	15%
Male	64%	23%	12%
Female	57%	25%	18%
Black or African American	65.5%	17.2%	17.2%
American Indian or Alaska Native	❖	❖	❖
Asian	❖	❖	❖
Filipino	❖	❖	❖
Hispanic or Latino	64%	23%	13%
Native Hawaiian or Pacific Islander	❖	❖	❖
White	33%	30%	38%
Two or More Races	❖	❖	❖
Socioeconomically Disadvantaged	64%	23%	13%
English Learners	78%	19%	3%
Students with Disabilities	92.2%	6.5%	1.3%
Students Receiving Migrant Education Services	69.2%	20.5%	10.3%

❖ 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.

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. The table displays the percentage of students scoring at Proficient or Advanced levels for the most recent three-year period.



Professional Development

Staff development opportunities are provided to the teaching staff during the summer and throughout the school year. In 2009–10 we focused on increasing student achievement, especially with special education and English learner students, and improving the use of technology. Teachers were encouraged to attend Sheltered Instruction Observation Protocol (SIOP) training. Sheltered instruction is a method of teaching English learners whereby nearly all classroom instruction is in English, but the curriculum and presentation are designed for children who are learning the language. Support during the year is provided by on-site academic coaches. Participating teachers meet on a regular basis, and share ideas and create lessons designed to increase student interaction and content vocabulary acquisition. Training in the use of the Promethean interactive whiteboard is offered by the Madera Unified School District Technology Department.

For the previous two school years, we had three days each year dedicated to staff and professional development. In the 2009-10 school year, we had four days dedicated to staff development.

CAHSEE Results by Student Group: Mathematics

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

Percentage of Students Achieving at Each Performance Level			
	Mathematics		
Group	Not Proficient	Proficient	Advanced
All Students in the District	48%	31%	11%
All Students at the School	62%	30%	8%
Male	59%	33%	8%
Female	66%	27%	7%
Black or African American	72.4%	20.7%	6.9%
American Indian or Alaska Native	❖	❖	❖
Asian	❖	❖	❖
Filipino	❖	❖	❖
Hispanic or Latino	63%	29%	7%
Native Hawaiian or Pacific Islander	❖	❖	❖
White	44%	46%	10%
Two or More Races	❖	❖	❖
Socioeconomically Disadvantaged	66%	27%	7%
English Learners	74%	23%	3%
Students with Disabilities	93.6%	6.4%	0%
Students Receiving Migrant Education Services	69.2%	21.8%	9%

❖ 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.

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.

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.



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

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	
Percentage of Students Enrolled in Courses Required for UC/CSU Admission	22.1%
Percentage of Graduates Who Completed All Courses Required for UC/CSU Admission	16.3%

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				
	Madera USD	Madera South HS		
Teachers	09-10	07-08	08-09	09-10
With Full Credential	683	93	101	83
Without Full Credential	11	7	10	4
Teaching Outside Subject Area of Competence		6	1	7

Teacher Misassignments and Vacant Teacher Positions

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

Teacher Misassignments and Vacant Teacher Positions			
	Madera South HS		
	08-09	09-10	10-11
Teacher Misassignments of English Learners	13	3	5
Total Teacher Misassignments	14	10	11
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.

No Child Left Behind Compliant Teachers		
	Percent of Classes in Core Academic Subjects	
	Taught by NCLB Compliant Teachers	Taught by Non-NCLB Compliant Teachers
Madera South HS	90.6%	9.4%
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.

Types of Services Funded

The following positions and programs are funded through State and Federal categorical funds: three academic coaches, Outreach Consultant, English Learner Support Teacher, instructional aides, nurse, Gifted and Talented Program, and Class Size Reduction for math and English.



"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."



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	
	Madera South HS
Total Expenditures Per Pupil	\$5,767
Expenditures Per Pupil From Restricted Sources	\$566
Expenditures Per Pupil From Unrestricted Sources	\$5,202
Annual Average Teacher Salary	\$57,458

Financial Data Comparison

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

Financial Data Comparison		
	Expenditures Per Pupil From Unrestricted Sources	Annual Average Teacher Salary
Madera South HS	\$5,202	\$57,458
Madera USD	\$4,766	\$54,773
California	\$5,681	\$66,478
School and District — Percent Difference	+8.4%	+4.7%
School and California — Percent Difference	-9.2%	-15.7%

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 and 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.

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