



Madera South High School

2012-2013 School Accountability Report Card

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Mission Statement

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.

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, Science & Engineering—provide students with career pathway choices and opportunities to explore personal interests.

MSHS is building strong traditions of honor, perseverance, and excellence. The community works 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. At Madera South, we believe in supporting students academically, emotionally, and behaviorally.

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. A validation visit in the Spring of 2013 resulted in a reaffirmation of our accreditation through 2016.

Madera South High School will continue to uphold our mantra of building students with C.L.A.S.S. (Character, Leadership, Academics, Sportsmanship, and Service).

School Profile

Madera South High is one of two comprehensive high schools in Madera Unified School District. During 2012-13, approximately 2,700 9th-12th grade students were enrolled at the school, with classes arranged on a traditional schedule/year-round calendar.

| Enrollment by Student Group | |
|---------------------------------|------------|
| 2012-13 | |
| | Percentage |
| African American | 2.6% |
| American Indian | 0.5% |
| Asian | 1.1% |
| Filipino | 0.3% |
| Hispanic or Latino | 87.4% |
| Pacific Islander | 0.1% |
| White | 7.3% |
| Two or More | - |
| None Reported | 0.7% |
| English Learners | 46.0% |
| Socioeconomically Disadvantaged | 88.7% |
| Students with Disabilities | 9.7% |

Discipline & Climate for Learning

Students at Madera South High are guided by specific rules and classroom expectations that promote respect, cooperation, courtesy and acceptance of others. The goal of Madera South High discipline program is to assist students in becoming productive young adults. Parents and students are informed of school rules and discipline policies through the Parent/Student and district handbooks which are sent home at the beginning of the school year.

Students are encouraged to participate in the school's additional academic and extracurricular activities, which are an integral part of the educational program. These schoolwide and classroom incentives promote positive attitudes, encourage achievement, and aid in the prevention of behavioral problems. The school's interscholastic athletic programs promote individual and team-oriented achievement and self-esteem through school-sponsored teams that compete with other schools in the area.

The School recognizes and celebrates the achievements and successes of students and staff on a regular basis. Students are recognized for their achievements during awards assemblies as well as career school and in class recognition programs.

The suspensions and expulsions table illustrates total cases for the last three years, as well as a percentage of enrollment. Suspensions are expressed in terms of total infractions, not number of students suspended, as some students may have been suspended on multiple occasions. Expulsions occur only when required by law or when all other alternatives are exhausted.

| Suspensions & Expulsions | | | | | | |
|--------------------------|--------|-------|-------|----------|-------|-------|
| | School | | | District | | |
| | 10-11 | 11-12 | 12-13 | 10-11 | 11-12 | 12-13 |
| Suspensions | 444 | 230 | 437 | 2622 | 1906 | 2125 |
| Suspension Rate | 16.7% | 8.4% | 16.2% | 13.4% | 9.6% | 10.6% |
| Expulsions | 35 | 52 | 36 | 74 | 135 | 96 |
| Expulsion Rate | 1.3% | 1.9% | 1.3% | 0.4% | 0.7% | 0.5% |

Class Size

The chart shows the average class size by grade level, as well as the number of classes offered in reference to their enrollment.

| Class Size Distribution | | | | | | | | | | | | |
|-------------------------|------------------------|----|----|----------------|----|----|--------------|----|----|----|----|----|
| Average Class Size | Classrooms Containing: | | | | | | | | | | | |
| | 1-20 Students | | | 21-32 Students | | | 33+ Students | | | | | |
| | 11 | 12 | 13 | 11 | 12 | 13 | 11 | 12 | 13 | 11 | 12 | 13 |
| By Subject Area | | | | | | | | | | | | |
| English | 28 | 28 | - | 32 | 35 | - | 27 | 23 | - | 47 | 52 | - |
| Math | 31 | 31 | - | 14 | 16 | - | 18 | 13 | - | 43 | 50 | - |
| Science | 30 | 32 | - | 5 | 10 | - | 20 | 6 | - | 17 | 42 | - |
| Social Science | 31 | 33 | - | 5 | 6 | - | 17 | 7 | - | 35 | 44 | - |

Enrollment By Grade

This chart illustrates the enrollment trend by grade level for the past three school years.

| Enrollment Trend by Grade Level | | | |
|---------------------------------|---------|---------|---------|
| | 2010-11 | 2011-12 | 2012-13 |
| 9th | 757 | 827 | 782 |
| 10th | 761 | 688 | 758 |
| 11th | 616 | 654 | 568 |
| 12th | 524 | 567 | 597 |

Counseling & Support Staff (School Year 2012-13)

In addition to academics, the staff strives to assist students in their social and personal development. Staff members are trained to recognize at-risk behavior in all students. The school values the importance of on-site counseling and has procedures in place to insure that students receive the services they need. Staff members are devoted to helping students deal with problems and assisting them to reach positive goals. *The counselor-to-pupil ratio is 1:443.* The chart displays a list of support services that are offered to students.

| Counseling & Support Services Staff | | |
|-------------------------------------|-----------------|----------------------|
| | Number of Staff | Full Time Equivalent |
| AB 1802 Counselor | 6 | 6 |
| Academic Coach | 2 | 2 |
| Academic Intervention Specialist | 2 | 2 |
| Career Counselor | 1 | 1 |
| Librarian | 1 | 1 |
| Library Media Technician | 1 | 1 |
| Nurse | 1 | 1 |
| Nurse/Health Aide | 1 | 1 |
| Psychologist | 1 | 1 |
| Technology Technician | 1 | 1 |

Parent Involvement

Parents can become involved through membership in the School Site Council (SSC), English Language Acquisition Committee (ELAC), Parent Empowerment Program (PEP), Parenting Partners Program, and through our ongoing trainings and workshops. Specific interest groups such as the Stallion Athletic Boosters, Stallion Band Boosters, Ag boosters also assist with fundraising and student support. Parents are also encouraged to attend Back to School Night, Open House, 8th Grade Orientation Night, and award ceremonies. Parents receive information through progress reports, counselor/administrator contact, and the MSHS EdConnect phone messaging system. The school also hosts numerous athletic and extra-curricular activities and performances throughout the year.

Staff Development

Staff members build teaching skills and concepts by participating in trainings and workshops throughout the year, then sharing their experiences and knowledge with colleagues. The district dedicated three days to staff development annually for the past three years. Topics for staff development during the 2013-14 school year will include common core standards, 21st century skills, developing common core lessons and performance tasks, assessing student progress, safe school ambassadors, and building positive relationships with students.

Teacher Assignment

Madera Unified School District recruits and employs only the most qualified credentialed teachers.

| | Teacher Credential Status | | | |
|--------------------------|---------------------------|-------|-------|----------|
| | School | | | District |
| | 10-11 | 11-12 | 12-13 | 12-13 |
| Fully Credentialed | 100 | 113 | 103 | 737 |
| Without Full Credentials | 2 | 1 | 0 | 0 |
| Working Outside Subject | 0 | 11 | 8 | 12 |

Teacher misassignments reflect the number of placements within a school for which the certificated employee in the teaching or services position (including positions that involve teaching English Learners) does not hold a legally recognized certificate or credential. Note: "Misassignments" refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc.

Teacher vacancies reflect the number of positions to which a single designated certificated employee has not been assigned at the beginning of the year for an entire year.

| Misassignments/Vacancies | | | |
|--|-----------|-----------|----------|
| | 11-12 | 12-13 | 13-14 |
| Misassignments of Teachers of English Learners | 2 | 2 | 0 |
| Misassignments of Teachers (other) | 13 | 8 | 0 |
| Total Misassignments of Teachers | 15 | 10 | 0 |
| Vacant Teacher Positions | 0 | 0 | 1 |

Highly Qualified Teachers (School Year 2012-13)

The Federal No Child Left Behind Act requires that all teachers in core subject areas meet certain requirements in order to be considered as "Highly Qualified" no later than the end of the 2006-07 school year. Minimum qualifications include: Possession of a Bachelor's Degree, Possession of an appropriate California teaching credential, Demonstrated competence in core academic subjects. For more information, see the CDE Improving Teacher and Principal Quality Web page at: <http://www.cde.ca.gov/nclb/sr/tq/>.

Note: High-poverty schools have student eligibility of approximately 40 percent or more in the free and reduced price meals program. Low-poverty schools have student eligibility of approximately 25 percent or less.

| NCLB Compliant Teachers | | |
|----------------------------------|--|--|
| | % of Core Academic Courses Taught By NCLB Compliant Teachers | % of Core Academic Courses Taught By Non-NCLB Compliant Teachers |
| School | 95.0% | 5.0% |
| District | 97.0% | 3.0% |
| High-Poverty Schools in District | 97.0% | 3.0% |
| Low-Poverty Schools in District | N/A | N/A |

Physical Fitness (School Year 2012-13)

In the spring of each year, the district is required by the state to administer a physical fitness test to all fifth, seventh and ninth grade students. The physical fitness test measures each student's ability to perform fitness tasks in six major areas: Aerobic Capacity, Body Composition, Abdominal Strength, Trunk Extension Strength, Upper Body Strength, and Flexibility. Students who either meet or exceed the standards in all six fitness areas are considered to be physically fit or in the "healthy fitness zone" (HFZ).

| Percentage of Students in Healthy Fitness Zone 2012-13 | | | |
|--|-----------------------|-----------------------|----------------------|
| Grade Level | Four of Six Standards | Five of Six Standards | Six of Six Standards |
| 9 | 20.7% | 21.4% | 18.8% |

**Scores are not disclosed when fewer than 10 students are tested in a grade level and/or subgroup.*

Advanced Placement Classes (School Year 2011-12)

Madera South High encourages students to continue their education past high school. Madera South High offers Advanced Placement (AP) courses for those students seeking to qualify for college credit. Juniors and seniors achieving a score of three, four, or five on the final AP exams qualify for college credit at most of the nation's colleges. During the 2011-12, 149 students participated in taking the exams. Of the 149 students, 46 students scored a "3" or better.

| Advanced Placement Classes | |
|-----------------------------------|--------------|
| | # of Courses |
| English | 3 |
| Foreign Language | 5 |
| Mathematics | 5 |
| Science | 4 |
| Social Science | 4 |
| Totals | 21 |
| Percent of Students in AP Courses | 3% |

Career Technical Education (CTE) Programs (School Year 2012-13)

Madera South High career planning program prepares students to succeed in real-world contexts through the development of conceptual thinking, effective communication, and the ability to apply knowledge and skills learned in the classroom. Instructors at Madera South High have directed efforts toward establishing school-to-work structures within each curricular area for all students, including those with special needs. Current CTE programs include: Food Services, Ag. Mechanics, Ag. Science, Floral Design/Retail, Animal Science, Veterinary Science, Horticulture, Computer Applications, Graphics & Design, Microsoft Office Specialist, Contemporary Living Skills, Exploring Childhood, Public Safety, Restaurant Management, Video Communications, Performing Arts, Digital Imagery, Intro to Health Sciences. We also offer the following ROP classes: Nursing, Medical Careers, Video Production, Diesel Engines, Ag Mechanics, Performing Arts, Sports Medicine, and Careers in Education.

Career Technical Education Participation

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

| Enrollment & Program Completion in Career/Technical Education (CTE) Programs (Carl Perkins Vocational and Technical Education Act) | |
|--|----------|
| Question | Response |
| How many of the school's pupils participate in CTE? | 1,200 |
| What percent of the school's pupils complete a CTE program and earn a high school diploma? | 25.0% |
| What percent of the school's CTE courses are sequenced or articulated between the school and institutions of post secondary education? | 3.0% |

Standardized Testing and Reporting (STAR) Program

The Standardized Testing and Reporting (STAR) Program consists of several key components, including the California Standards Test (CST), California Modified Assessment (CMA) and California Alternate Performance Assessment (CAPA). CST description and scores are reported in detail within the SARC.

The CMA is an alternate assessment based on modified achievement standards in English/language arts (ELA) for grades three through eleven; mathematics for grades three through seven, Algebra I and Geometry; and science in grades five and eight, Life Science in grade ten. This test is designed to assess students whose disabilities preclude them from achieving grade level proficiency of the California content standards with or without accommodations. CAPA is given to those students with significant cognitive disabilities whose disabilities prevent them from taking either the CSTs with accommodations or modifications or the CMA with accommodations. Assessment covers ELA and mathematics in grades two through eleven, and science for grades five, eight, and ten.

California Standards Test

The California Standards Test (CST), a component of the STAR Program, is administered to all students in the spring to assess student performance in relation to the State Content Standards. Student scores are reported as performance levels: Advanced (exceeds state standards), Proficient (meets standards), Basic (approaching standards), Below Basic (below standards), and Far Below Basic (well below standards).

The first table displays the percent of students achieving at the Proficient or Advanced level (meeting or exceeding the state standards) in English/language arts, mathematics, social science, and science, for the most recent three-year period.

The second table displays the percent of students, by group, achieving at the Proficient or Advanced level (meeting or exceeding the state standards) for the most recent testing period.

For detailed information regarding the STAR Program results for each grade and performance level, including the percent of students not tested, see the CDE STAR Results Web site at <http://star.cde.ca.gov>.

| California Standards Test (CST) | | | | | | | | | |
|---------------------------------|--------|------|------|----------|------|------|-------|------|------|
| Subject | School | | | District | | | State | | |
| | 2011 | 2012 | 2013 | 2011 | 2012 | 2013 | 2011 | 2012 | 2013 |
| English/Language Arts | 35 | 37 | 35 | 41 | 42 | 40 | 54 | 56 | 55 |
| Mathematics | 11 | 14 | 8 | 40 | 39 | 39 | 49 | 50 | 50 |
| Science | 41 | 39 | 45 | 44 | 42 | 46 | 57 | 60 | 59 |
| History/Social Science | 35 | 41 | 42 | 39 | 42 | 42 | 48 | 49 | 49 |

**Scores are not disclosed when fewer than 10 students are tested in a grade level and/or subgroup.*

| California Standards Test (CST) | | | | |
|------------------------------------|------------------------------|-------------|---------|-------------------------------|
| Subgroups | | | | |
| Subject | English/ Language Arts | Mathematics | Science | History/ Social Science |
| District | 40 | 39 | 46 | 42 |
| School | 35 | 8 | 45 | 42 |
| African American/ Black | 25 | 6 | 31 | 33 |
| American Indian | * | * | * | * |
| Asian | * | * | * | * |
| Filipino | * | * | * | * |
| Hispanic or Latino | 34 | 8 | 44 | 40 |
| Pacific Islander | * | * | * | * |
| White | 50 | 9 | 75 | 63 |
| Males | 31 | 10 | 48 | 47 |
| Females | 39 | 6 | 44 | 37 |
| Socioeconomically Disadvantaged | 33 | 8 | 44 | 40 |
| English Learners | 6 | 6 | 8 | 5 |
| Students with Disabilities | 14 | 15 | 58 | 13 |
| Migrant Education | 24 | 6 | 36 | 28 |
| Two or More Races | * | * | * | * |

**Scores are not disclosed when fewer than 10 students are tested in a grade level and/or subgroup.*

Federal Intervention Program (School Year 2013-14)

Schools and districts receiving Federal Title I funding enter Program Improvement (PI) if they do not make AYP for two consecutive years in the same content area (English/language arts or mathematics) or on the same indicator (API or graduation rate). After entering PI, schools and districts advance to the next level of intervention with each additional year that they do not make AYP. For detailed information about PI identification, see the CDE PI Status Determinations Web page: <http://www.cde.ca.gov/ta/ac/ay/tidetermine.asp>.

| Federal Intervention Programs | | |
|---------------------------------|-----------|-----------|
| | School | District |
| Program Improvement (PI) Status | In PI | In PI |
| First Year in PI | 2008-2009 | 2004-2005 |
| Year in PI (2013-14) | Year 5 | Year 3 |
| # of Schools Currently in PI | - | 24 |
| % of Schools Identified for PI | - | 96.0% |

Academic Performance Index

The Academic Performance Index (API) is a score on a scale of 200 to 1,000 that annually measures the academic performance and progress of individual schools in California. The state has set 800 as the API score that schools should strive to achieve.

Statewide Rank: Schools receiving an API Base score are ranked in ten categories from 1 (lowest) to 10 (highest), according to type of school (elementary, middle, or high school).

Similar Schools Rank: Schools also receive a ranking that compares that school to 100 other schools with similar demographic characteristics. Each set of 100 schools is ranked by API score from 1 (lowest) to 10 (highest) to indicate how well the school performed compared to similar schools.

The first table displays the school's statewide and similar schools' API ranks and API point changes by student group. The second table displays, by student group, the Growth API at the school, district, and state level.

| 2013 Growth API Comparison | | | | | | |
|---------------------------------|--------------------|--------------|--------------------|--------------|--------------------|--------------|
| | School | | District | | State | |
| | Number of Students | Growth Score | Number of Students | Growth Score | Number of Students | Growth Score |
| All Students at the School | 1,873 | 704 | 13,947 | 736 | 4,655,989 | 790 |
| Black or African American | 48 | 626 | 311 | 704 | 296,463 | 708 |
| Asian | 17 | 822 | 174 | 845 | 406,527 | 906 |
| Hispanic or Latino | 1,650 | 698 | 12,090 | 727 | 2,438,951 | 744 |
| White | 127 | 768 | 1,156 | 814 | 1,200,127 | 853 |
| Socioeconomically Disadvantaged | 1,673 | 694 | 12,334 | 724 | 2,774,640 | 743 |
| English Learners | 861 | 631 | 7,109 | 691 | 1,482,316 | 721 |
| Students with Disabilities | 190 | 480 | 1,073 | 600 | 527,476 | 615 |

| API School Results | | | |
|---------------------------------|-------|-------|-------|
| | 2010 | 2011 | 2012 |
| Statewide | 2 | 3 | 3 |
| Similar Schools | 7 | 8 | 6 |
| Group | 10-11 | 11-12 | 12-13 |
| All Students at the School | | | |
| Actual API Change | 28 | 11 | -2 |
| Hispanic or Latino | | | |
| Actual API Change | 35 | 12 | -6 |
| White | | | |
| Actual API Change | -29 | 14 | 4 |
| Socioeconomically Disadvantaged | | | |
| Actual API Change | 34 | 12 | -1 |
| English Learners | | | |
| Actual API Change | 42 | 15 | -25 |
| Students with Disabilities | | | |
| Actual API Change | -26 | -5 | 26 |

Adequate Yearly Progress (AYP) (School Year 2012-13)

No Child Left Behind (NCLB) is a federal law enacted in January 2002 that reauthorized the Elementary and Secondary Education Act (ESEA). It mandates that all students (including students who are economically disadvantaged, are from racial or ethnic minority groups, have disabilities, or have limited English proficiency) in all grades meet the state academic achievement standards for mathematics and English/language arts (ELA) by 2014. Schools must demonstrate "Adequate Yearly Progress" (AYP) toward achieving that goal. The Federal NCLB Act requires that all schools and districts meet the following Adequate Yearly Progress (AYP) requirements:

- Participation rate on the state's standards-based assessments in ELA and mathematics.
- Percent proficient on the state's standards-based assessments in ELA and mathematics.
- API as an additional indicator.
- Graduation rate (for secondary schools).

There are several consequences for schools that do not meet the AYP standards, including additional tutoring and replacing of staff. Students would also be allowed to transfer to schools (within their district) that have met their AYP, and the former school would be required to provide the transportation to the new site. Results of school and district performance are displayed in the table.

| Adequate Yearly Progress (AYP) | | | | |
|--------------------------------|-------------------------|-------------|-------------------------|-------------|
| Made AYP Overall | School | | District | |
| | No | | No | |
| Met AYP Criteria | English - Language Arts | Mathematics | English - Language Arts | Mathematics |
| Participation Rate | Yes | Yes | Yes | Yes |
| Percent Proficient | No | No | No | No |
| API School Results | No | | No | |
| Graduation Rate | Yes | | Yes | |

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 <http://www.universityofcalifornia.edu/admissions/>.

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 <http://www.calstate.edu/admission/admission.shtml>.

California High School Exit Exam (CAHSEE)

The California High School Exit Exam is primarily used as a graduation requirement in California, but the results of this exam are also used to determine Adequate Yearly Progress (AYP) for high schools, as required by the Federal No Child Left Behind (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. The score a student must achieve to be considered Proficient is different than the passing score for the graduation requirement.

The first table displays the percent of students achieving at the Proficient or Advanced level for the past three years. The second table displays the percent of students, by group, achieving at each performance level in English language/arts and math separately for the most recent testing period.

| CAHSEE By Subject for All Grade Ten Students | | | | | | | | | |
|--|---------|----------|-------|---------|----------|-------|---------|----------|-------|
| | 2010-11 | | | 2011-12 | | | 2012-13 | | |
| | School | District | State | School | District | State | School | District | State |
| English | 49 | 52 | 59 | 41 | 44 | 56 | 44 | 48 | 57 |
| Mathematics | 40 | 45 | 56 | 43 | 46 | 58 | 46 | 46 | 60 |

| CAHSEE By Student Group for All Grade Ten Students | | | | | | |
|--|----------------|------------|----------|----------------|------------|----------|
| | English | | | Mathematics | | |
| | Not Proficient | Proficient | Advanced | Not Proficient | Proficient | Advanced |
| All Students | 52 | 24 | 24 | 54 | 35 | 11 |
| District | | | | | | |
| All Students | 56 | 24 | 20 | 54 | 37 | 8 |
| School | | | | | | |
| Male | 60 | 26 | 14 | 53 | 38 | 9 |
| Female | 51 | 21 | 28 | 53 | 38 | 9 |
| African American | 64 | 21 | 0 | 71 | 29 | 0 |
| Hispanic or Latino | 58 | 24 | 19 | 56 | 35 | 9 |
| White | 35 | 23 | 42 | 33 | 58 | 10 |
| English Learners | 98 | 0 | 0 | 92 | 8 | 0 |
| Socioeconomically Disadvantaged | 58 | 24 | 18 | 56 | 36 | 0 |
| Students with Disabilities | 100 | 0 | 0 | 89 | 0 | 0 |

Completion of High School Graduation Requirements - Class of 2012

Beginning with the graduating class of 2006, students in California public schools must pass both the English-language arts and mathematics portions of the California High School Exit Examination (CAHSEE) to receive a high school diploma. For students who began the 2011-12 school year in the 12th grade, the table displays by student group the number who met all state and local graduation requirements for grade 12 completion, including having passed both portions of the CAHSEE or received a local waiver or state exemption. Detailed information about the CAHSEE can be found at the CDE Web site at <http://www.cde.ca.gov/ta/tg/hs/>. Note: “**” means that the student group is not numerically significant.

| Completion of High School Graduation Requirements | | | |
|---|--------|----------|---------|
| | School | District | State |
| All Students | 502 | 1,044 | 418,598 |
| African American/Black | 15 | 29 | 28,078 |
| American Indian | 1 | 4 | 3,123 |
| Asian | 4 | 14 | 41,700 |
| Filipino | 3 | 4 | 12,745 |
| Hispanic or Latino | 423 | 843 | 193,516 |
| Pacific Islander | 1 | 2 | 2,585 |
| White | 53 | 145 | 127,801 |
| English Learners | 218 | 424 | 93,297 |
| Socioeconomically Disadvantaged | 43 | 101 | 31,683 |
| Students with Disabilities | 424 | 821 | 217,915 |

Contact Information

Parents or community members who wish to participate in leadership teams, school committees, school activities, or become a volunteer may contact the school office at 675-4450.

UC/CSU Course Completion

Students at Madera South High are encouraged to take University of California/California State University (UC/CSU) preparatory courses if they plan to attend a four-year university. All students must pass each course with a grade no lower than a 'C'.

Science Lab Equipment

The school stocks an adequate supply of equipment for its students. Inventory includes, but is not limited to: microscopes, slides, ring stands, clamps, support rings, utility clamps, test tubes, test tube holders and brushes, tongs, flasks, beakers, and Bunsen burners. For more information, please call the school office.

| UC/CSU Course Enrollment | |
|---|------------|
| | Percentage |
| Student Enrolled in Courses Required for UC/CSU Admission (2012-13) | 65.4% |
| Graduates Who Completed All Courses Required for UC/CSU Admission (2011-12) | 19.3% |

* Duplicated Count (one student can be enrolled in several courses).

Instructional Materials (School Year 2013-14)

Madera Unified held a public hearing on September 24, 2013, and determined that each school within the district had sufficient and good quality textbooks, instructional materials, or science lab equipment pursuant to the settlement of *Williams vs. the State of California*. All students, including English learners, are given their own individual standards-aligned textbooks or instructional materials, or both, in core subjects for use in the classroom and to take home. Textbooks and supplementary materials are adopted according to a cycle developed by the California Department of Education, making the textbooks used in the school the most current available. Materials approved for use by the state are reviewed by all teachers and a recommendation is made to the School Board by a selection committee composed of teachers and administrators. All recommended materials are available for parent examination at the district office prior to adoption. The table displays information collected in August, 2013 about the quality, currency, and availability of the standards-aligned textbooks and other instructional materials used at the school.

Data Sources

Data within the SARC was provided by Madera Unified School District, retrieved from the 2012-13 SARC template, located on Dataquest (<http://data1.cde.ca.gov/dataquest>), and/or Ed-Data website. Dataquest is a search engine, maintained by the California Department of Education (CDE), which allows the public to search for facts and figures pertaining to schools and districts throughout the state. Among the data available, parents and community may find information about school performance, test scores, student demographics, staffing, and student misconduct/intervention. Ed-Data is a partnership of the CDE, EdSource, and the Fiscal Crisis and Management Assistance Team (FCMAT) that provides extensive financial, demographic, and performance information about California's public kindergarten through grade twelve school districts and schools.

Additional Internet Access/Public Libraries

For additional research materials and Internet availability, students are encouraged to visit the public libraries located in the City of Madera, which contain numerous computer workstations.

School Facilities

Madera South High was constructed in two phases. Phase 1 was completed in 1992 and phase 2 which allowed MSHS to open as it's own comprehensive high school was completed in 2006. Madera South High School and is comprised of 103 classrooms, three large shop classes, two gyms, a weight room, two locker rooms, one multipurpose room/cafeteria, one library, and five computer labs.

Cleaning Process

The principal works daily with the custodial staff of 10 (8 full-time and 2 part-time) to ensure that the cleaning of the school is maintained to provide for a clean and safe school. The district governing board has adopted cleaning standards for all schools in the district. A summary of these standards are available at the district office for review.

Maintenance and Repair

District maintenance staff ensures that the repairs necessary to keep the school in good repair and work orders are completed in a timely manner.

District-Adopted Textbooks

| Grade Levels | Subject | Publisher | Adoption Year | Sufficient | % Lacking |
|--------------|--------------------------|-------------------------------------|---------------|------------|-----------|
| 9th-12th | Algebra I | Holt, Rinehart & Winston | 2008 | Yes | 0.0% |
| 9th-12th | Algebra II | McDougal Littell | 2009 | Yes | 0.0% |
| 9th-12th | Earth Science | Prentice Hall | 2011 | Yes | 0.0% |
| 9th-12th | Economics | Prentice Hall | 2007 | Yes | 0.0% |
| 9th-12th | ELD Reading | National Geographic & Hampton Brown | 2010 | Yes | 0.0% |
| 9th-10th | English/ Language Arts | Holt, Rinehart & Winston | 2006 | Yes | 0.0% |
| 11th | English/ Language Arts | Holt, Rinehart & Winston | 2007 | Yes | 0.0% |
| 12th | English/ Language Arts | Holt, Rinehart & Winston | 2008 | Yes | 0.0% |
| 9th-12th | Geometry | McDougal Littell | 2005 | Yes | 0.0% |
| 9th-12th | Life Science | McDougal Littell | 2007 | Yes | 0.0% |
| 9th-12th | Physical Science | Prentice Hall | 2007 | Yes | 0.0% |
| 9th-12th | United States Government | Glencoe/ McGraw Hill | 2008 | Yes | 0.0% |
| 9th-12th | United States History | McDougal Littell | 2005 | Yes | 0.0% |
| 9th-12th | World History | McDougal Littell | 2004 | Yes | 0.0% |

For a complete list, visit http://www.axiomadvisors.net/livesarc/files/20652430110965Textbooks_1.pdf

School Facility Conditions

Date of Last Inspection: 08/09/2013

Overall Summary of School Facility Conditions: Exemplary

| Items Inspected | Facility Component System Status | | | Deficiency & Remedial Actions Taken or Planned |
|--|----------------------------------|------|------|--|
| | Good | Fair | Poor | |
| Systems (Gas Leaks, Mech/ HVAC, Sewer) | X | | | |
| Interior | X | | | |
| Cleanliness (Overall Cleanliness, Pest/Vermin Infestation) | X | | | |
| Electrical | X | | | |
| Restrooms/Fountains | X | | | |
| Safety (Fire Safety, Hazardous Materials) | X | | | |
| Structural (Structural Damage, Roofs) | X | | | |
| External (Grounds, Windows, Doors, Gates, Fences) | X | | | |

A work order process is used to ensure efficient service and highest priority is given to emergency repairs. While reviewing this report, please note that even minor discrepancies are reported in the inspection process. The items noted in the table have been corrected or are in the process of remediation.

Deferred Maintenance Budget

The district participates in the State School Deferred Maintenance Program, which provides 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, electrical systems, interior or exterior painting, and floor systems.

For the 2013-14 school year the district allocated \$66,231.00 for deferred maintenance program. This represents .43% of the district's general fund budget. During the 2013-14 school year, the district's governing board did approve deferred maintenance projects for the district's schools, which included new carpet at Madison Elementary, Fencing project & asphalt at Dixieland, HVAC control for EMS at MLK, fencing at Sierra Vista Elementary, and reroof at Washington Elementary.

Safe School Plan

Safety of students and staff is a primary concern of Madera South High. The school is always in compliance with all laws, rules, and regulations pertaining to hazardous materials and state earthquake standards. The School Site Safety plan was last reviewed and updated on May 2013 by the School Safety Committee. All revisions were communicated to the both the classified and certificated staff. The school's disaster preparedness plan includes steps for ensuring student and staff safety during a disaster. Fire and disaster drills are conducted on a (monthly/regular) basis throughout the school year. Lockdown drills are held (once a year/twice a year/as needed). There is a designated areas for student drop off and pick up. Visitors must check into the main office before entering campus during school hours and are identified by a required visitors pass.

Teacher & Administrative Salaries (Fiscal Year 2012-13)

The table displays district salaries for teachers, principals, and superintendents, and compares these figures to the state averages for districts of the same type and size. The table also displays teacher and administrative salaries as a percent of the district's budget, and compares these figures to the state averages for districts of the same type and size. Detailed information regarding salaries may be found at the CDE website, www.cde.ca.gov.

| Average Salary Information Teachers - Principal - Superintendent 2011-12 | | |
|--|-----------|-----------|
| | District | State |
| Beginning Teachers | \$37,159 | \$40,933 |
| Mid-Range Teachers | \$58,115 | \$65,087 |
| Highest Teachers | \$71,557 | \$84,436 |
| Elementary School Principals | \$97,705 | \$106,715 |
| Middle School Principals | \$100,146 | \$111,205 |
| High School Principals | \$108,042 | \$120,506 |
| Superintendent | \$165,000 | \$207,812 |
| Salaries as a Percentage of Total Budget | | |
| Teacher Salaries | 0.4% | 0.4% |
| Administrative Salaries | 0.1% | 0.1% |

School Site Teacher Salaries (Fiscal Year 2011-12)

The table illustrates the average teacher salary at the school and compares it to the average teacher salary at the district and state (based on 2012-13 financial statements).

| Average Teacher Salaries | |
|------------------------------|----------|
| School & District | |
| School | |
| District | \$59,591 |
| Percentage of Variation | -0.6% |
| School & State | |
| All Unified School Districts | \$68,841 |
| Percentage of Variation | -13.9% |

District Expenditures (Fiscal Year 2012-13)

The expenditures per pupil data is based on 2012-13 fiscal year audited financial statements. The table reflects the direct cost of educational services, per average daily attendance, excluding food services, facilities acquisition and construction, and certain other expenditures. This calculation is required by law annually and is compared with other districts state-wide.

| Expenditures per Pupil | |
|---|---------|
| School | |
| Total Expenditures Per Pupil | \$5,567 |
| From Supplemental/Restricted Sources | \$927 |
| From Basic/Unrestricted Sources | \$4,640 |
| District | |
| From Basic/Unrestricted Sources | - |
| Percentage of Variation between School & District | - |
| State | |
| From Basic/Unrestricted Sources | \$5,537 |
| Percentage of Variation between School & State | -16.2% |

Supplemental/Restricted expenditures come from money whose use is controlled by law or donor. Money designated for specific purposes by the district or governing board is not considered restricted. Basic/Unrestricted expenditures, except for general guidelines, are not controlled by law or donor.

For detailed information on school expenditures for all districts in California, see the CDE Current Expense of Education & Per-pupil Spending Web page at <http://www.cde.ca.gov/ds/fd/ec/>. For information on teacher salaries for all districts in California, see the CDE Certificated Salaries & Benefits Web page at <http://www.cde.ca.gov/ds/fd/cs/>. To look up expenditures and salaries for a specific school district, see the Ed-Data Web site at: <http://www.ed-data.org>.

District Revenue Sources (Fiscal Year 2012-13)

In addition to general state funding, Madera Unified School District received state and federal funding for the following categorical funds and other support programs:

- Title I, II, III
- EIA/SCE
- EIA/LEP