

School Accountability Report Card

Reported for School Year 2007-08

Published During 2008-09



Madera High North

The School Accountability Report Card (SARC), which is required by law to be published annually, contains information about the condition and performance of each California public school. More information about SARC requirements is available on the SARC Web page at <http://www.cde.ca.gov/ta/ac/sa/>. For additional information about the school, parents and community members should contact the school principal or the district office.

I. Data and Access

DataQuest

DataQuest is an online data tool located at <http://dq.cde.ca.gov/dataquest/> that contains additional information about this school and comparisons of the school to the district, the county, and the state. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g. Academic Performance Index [API], Adequate Yearly Progress [AYP], test data, enrollment, graduates, dropouts, course enrollments, staffing, and data regarding English learners).

Internet Access

Internet access is available at public libraries and other locations that are publicly accessible (e.g., 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 on a workstation, and the ability to print documents.

II. About This School

Contact Information (School Year 2008-09)

This section provides the school's contact information.

School		District	
School Name	Madera High North	District Name	Madera Unified
Street	200 S L Street	Phone Number	559.675.4500 ext. 267
City, State, Zip	Madera, CA 93637	Web Site	
Phone Number	559-675-4444	Superintendent	John Stafford
Principal	Kent Albertson	E-mail Address	stafford_j@madera.k12.ca.us
E-mail Address	albertson_k@madera.k12.ca.us	CDS Code	20-65243-2035707

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School Description and Mission Statement (School Year 2007-08)

This section provides information about the school, its programs and its goals.

Madera High School (MHS) has a long history of more than 110 years as the main high school for the community of Madera. It is a fully comprehensive school offering a wide range of academic courses including numerous Advanced Placement (AP) classes. It is organized on the Career School model, which offers students a series of career pathway courses designed to give them hands-on experience as they prepare for their post-high school experiences. Our students have qualified to attend some of the most prestigious universities in the land, and several students have been accepted to the military academies.

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

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

The music and drama programs have been growing steadily since their new facilities were completed in January of 2007. Already they have brought home top honors in winter competitions.

Madera High School is the final year of an ongoing transition that is dividing Madera High School and Madera South High School (MSHS) into two separate comprehensive schools. Some senior students are still attending classes on the campus where they had begun as ninth graders before the split began to take place. The logistics are complicated, since a number of students have to use the shuttles between the two sites to take certain classes to fulfill their career pathways. However, the transition will be completed in June of 2008, and Madera High School will no longer share students with Madera South High School.

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Opportunities for Parental Involvement (School Year 2007-08)

This section provides information about opportunities for parents to become involved with school activities.

Contact Person Name: CeCe Foley, School Site Council & Celia Sheeter, PTA **Contact Person Phone Number:** 673-7483 & 661-4543

Madera High has an open door policy and invite all parents to participate in all facets of the high school. Parents give input on school affairs through representation at School Site Council meeting. The School Site Council determines how categorical money is spent throughout the year.

The PTA is another forum for parents to gather information about upcoming activities, events and academic changes at the school. The PTA helps organize and finance Madera High's 4.0 GPA night.

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

Many Madera High parents are active members in various booster clubs and organizations to help support their students. Parents recruit one another with the sole purpose of improving conditions for their children.

Student Enrollment by Grade Level (School Year 2007-08)

This table displays the number of students enrolled in each grade level at the school.

Grade Level	Number of Students	Grade Level	Number of Students
Kindergarten	0	Grade 8	0
Grade 1	0	Ungraded Elementary	0
Grade 2	0	Grade 9	585
Grade 3	0	Grade 10	518
Grade 4	0	Grade 11	423
Grade 5	0	Grade 12	934
Grade 6	0	Ungraded Secondary	0
Grade 7	0	Total Enrollment	2460

Student Enrollment by Group (School Year 2007-08)

This table displays the percent of students enrolled at the school who are identified as being in a particular group.

Group	Percent of Total Enrollment	Group	Percent of Total Enrollment
African American	2.64%	White (not Hispanic)	20.41%
American Indian or Alaska Native	0.16%	Multiple or No Response	0.61%
Asian	2.03%	Socioeconomically Disadvantaged	53.00%
Filipino	0.16%	English Learners	26.00%
Hispanic or Latino	73.94%	Students with Disabilities	10.00%
Pacific Islander	0.04%	n/a	--

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Average Class Size and Class Size Distribution (Secondary)

This table displays by subject area the average class size and the number of classrooms that fall into each size category (a range of total students per classroom).

Subject	2005-06				2006-07				2007-08			
	Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms		
		1-22	23-32	33+		1-22	23-32	33+		1-22	23-32	33+
English	24.3	92	37	40	25.4	52	31	35	24.5	58	16	31
Mathematics	25.2	66	38	41	25.4	44	29	27	26.0	31	26	21
Science	32.4	6	21	47	27.0	13	20	24	29.0	8	15	21
Social Science	31.7	6	30	50	30.8	10	17	41	28.7	14	20	20

III. School Climate

School Safety Plan (School Year 2007-08)

This section provides information about the school's comprehensive safety plan.

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

The Madera Union School District (MUSD) board reviewed and approved the school safety plan in the spring of 2008. There is a weekly facilities meeting each Monday where we review safety issues, student behavior on campus, safety needs, and potential problems that need to be addressed.

Safety drills occur on the mandated schedule, and safety plan staff trainings take place each year to train new staff.

In addition, schoolwide safety procedures have been reviewed, and several new features are being added, with additional drills to ensure that all staff members are familiar with emergency procedures.

Suspensions and Expulsions

This table displays the rate of suspensions and expulsions (the total number of incidents divided by the total enrollment) at the school and district levels for the most recent three-year period.

Rate	School			District		
	2005-06	2006-07	2007-08	2005-06	2006-07	2007-08
Suspensions	0.0	7.8	13.4	0.0	6.1	15.3
Expulsions	0.0	0.7	1.5	0.0	0.5	0.9

Date School Safety Plan last reviewed: 02/28/08

IV. School Facilities

School Facility Conditions

This section provides information about the condition of the school's grounds, buildings, and restrooms, and a description of any planned or recently completed facility improvements.

Size

The MHS campus sits on 40 acres. The campus is comprised of 110 classrooms, 2 gymnasiums, a library, a cafeteria, 2 computer labs, a student run restaurant, a weight room, a training room and an administrative building.

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The campus also has a JV baseball/football field. Adjacent to the campus is a 4 acre complex which holds 2 softball fields, 2 baseball fields and a soccer field.

Computers

We have 558 computers available for student use, which means that, on average, there is one computer for every five students. There are 108 classrooms connected to the Internet.

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

A full-time computer technician maintains the network and provides training for staff on new software and hardware.

The email system provides two-way communication so that the administration can keep staff members current on information and events. The system allows parents to contact staff members directly with messages and questions.

The system also allows the staff to directly access testing data from the program, and staff members can generate data reports from their own computers.

Buildings

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

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

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

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

The grounds are well maintained and are a pleasant, clean, and positive environment for students. The custodial staff consists of 12 employees. The maintenance of all grounds is rotated through out the school year. Major projects are done during non student times such as summer, winter and spring break. Any immediate and possibly dangerous items are corrected immediately with work orders and the District Maintenance and Operations department provides any necessary support.

More facts about the condition of our school buildings are available in an online supplement to this report called for by the Williams legislation of 2004. What you will find is an assessment of more than a dozen aspects of our buildings: their structural integrity, electrical systems, heating and ventilation systems, and more. The important purpose of this assessment is to determine if our buildings and grounds are safe and in good repair. If anything needs to be repaired, this assessment identifies it and targets a date by which we commit to make those repairs. The guidelines for this assessment were written by the Office of Public School Construction (OPSC), and were brought about by the legislation known as Williams. If you'd like to see the six-page survey form used for the assessment, you will find it on the Web site of the OPSC.

Safety

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

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campus, safety needs, and potential problems that need to be addressed.

Safety drills occur on the mandated schedule, and safety plan staff trainings take place each year to train new staff.

In addition, schoolwide safety procedures have been reviewed, and several new features are being added, with additional drills to ensure that all staff members are familiar with emergency procedures.

Planned Improvement

School Facility Good Repair Status (School Year 2008-09)

This table displays the results of the most recently completed school site inspection to determine the school facility's good repair status.

Item Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
Gas Leaks	Good			
Mechanical Systems	Good			
Windows/Doors/Gates (interior and exterior)	Good			
Interior Surfaces (walls, floors, and ceilings)	Good			
Hazardous Materials (interior and exterior)		Fair		The auto shop has oil and gas that is kept under lock and key. The disposal of the used oil is done by the district on a yearly basis. The District's maintenance and operations department contracts with a Fresno based waste material removal company to dispose of the used oil.
Structural Damage	Good			
Fire Safety	Good			
Electrical (interior and exterior)	Good			
Pest/Vermin Infestation	Good			
Drinking Fountains (inside and outside)	Good			
Restrooms	Good			
Sewer	Good			
Playground/School Grounds	Good			
Roofs	Good			
Overall Cleanliness	Good			

Overall Summary of School Facility Good Repair Status (School Year 2008-09)

This table displays the overall summary of the results of the most recently completed school site inspection.

Item Inspected	Facility Condition			
	Excellent	Good	Fair	Poor
Overall Summary	Exemplary			

Date of inspection: 9/8/2008

Completion date of inspection form: 9/8/2008

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V. Teachers

Teacher Credentials

This table displays the number of teachers assigned to the school with a full credential, without a full credential, and those teaching outside of their subject area of competence. Detailed information about teacher qualifications can be found on the DataQuest Web page at <http://dq.cde.ca.gov/dataquest/>.

	School			District
	2005-06	2006-07	2007-08	2007-08
Teachers				
With Full Credential	182	121	98	865
Without Full Credential	15	10	5	20
Teaching Outside Subject Area of Competence	--	--	--	n/a

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). Note: Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.

Indicator	2006-07	2007-08	2008-09
Misassignments of Teachers of English Learners	14	10	8
Vacant Teacher Positions	0	0	0
Total Teacher Misassignments	8	11	5

Core Academic Classes Taught by No Child Left Behind Compliant Teachers (School Year 2007-08)

This table displays the percent of classes in core academic subjects taught by No Child Left Behind (NCLB) compliant and non-NCLB compliant teachers in the school, in all schools in the district, in high-poverty schools in the district, and in low-poverty schools in the district. More information on teacher qualifications required under NCLB can be found at the NCLB Web page at <http://www.cde.ca.gov/nclb/sr/tq/>.

Location of Classes	Percent of Classes In Core Academic Subjects	
	Taught by NCLB Compliant Teachers	Taught by Non-NCLB Compliant Teachers
This School	88.7%	11.3%
All Schools in District	89.8%	10.2%
High-Poverty Schools in District	100.0%	0.0%
Low-Poverty Schools in District	88.6%	11.4%

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VI. Support Staff

Academic Counselors and Other Support Staff (School Year 2007-08)

This table displays, in units of full-time equivalents (FTE), the number of academic counselors and other support staff who are assigned to the school and the average number of students per academic counselor. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Title	Number of FTE Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor	7.0	450
Library Media Teacher (Librarian)	1.0	--
Library Media Services Staff (paraprofessional)	1.0	--
Psychologist	1.0	--
Social Worker	--	--
Nurse/a	1.0	--
Speech/Language/Hearing Specialist	--	--
Resource Specialist (non-teaching)	--	--
Other	--	--

VII. Curriculum and Instructional Materials

Quality, Currency, and Availability of Textbooks and Instructional Materials (School Year 2008-09)

Textbook Information

This section provides information about the quality, currency, and availability of the standards-aligned textbooks and other instructional materials used at the school, and information about the school's use of any supplemental curriculum or non-adopted textbooks or 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, grade level, and subject area committees coordinated by District curriculum and instruction administrators. 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:

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

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This section provides information if any insufficiency exists, and the reason that each pupil does not have sufficient textbooks or instructional materials.

Textbook Availability

Textbooks and instructional materials used in the district in the core subject areas of English-Language Arts, Mathematics, Science, and History-Social Science

Subject Area	Textbook Title and/or Publisher	Year of Adoption
English-Language Arts	English I & Honors English I: Literature and Language 3rd Course, Holt, Rinehart, and Winston, 2003	2003
English-Language Arts	ELD III: High Point Level B, Hampton Brown, 2001	2001
English-Language Arts	ELD II: High Point Level A, Hampton Brown, 2001	2001
English-Language Arts	English IV: Literature and Language 6th Course, Holt, Rinehart, and Winston, 2003	2003
English-Language Arts	ELD 1: High Point Basics, Hampton Brown, 2001	2001
English-Language Arts	ELD IV: High Point Level C, Hampton Brown, 2001	2001
English-Language Arts	AP English: Language of Composition, VHPS, 2008	2008
English-Language Arts	English III & Honors English III: Literature and Language 5th Course, Holt, Rinehart, and Winston, 2003	2003
English-Language Arts	English II & Honors English II: Literature and Language 4th Course, Holt, Rinehart, and Winston, 2003	2003
History-Social Science	Honors Sociology: Sociology, 8th Edition, Prentice Hall, 2001	2001
History-Social Science	Economics: Principles in Action, Prentice Hall, 2007	2007
History-Social Science	AP US History: The American Pageant-AP Placement Edition, Houghton Mifflin, 2006	2006
History-Social Science	Civics (American Government): United States Government: Democracy in Action, Glencoe/McGraw Hill, 2008	2008
History-Social Science	Sociology/Psychology: Sociology, 2nd Edition, Prentice Hall, 2002	2002
History-Social Science	AP Honors Behavioral Science: Psychology, 5th Edition, Houghton Mifflin, 2000	2000
History-Social Science	Psychology An Introduction, Prentice Hall, 2002	2002
History-Social Science	Honors World History: The Western Perspective: A History of Civilization in the West, Harcourt Brace 1999	1999
History-Social Science	US History: The Americans-Reconstruction to the 21st Century, McDougal Littell, 2005	2005
History-Social Science	World History: Modern World History-Patterns of Interaction-McDougal Littell, 2006	2006
History-Social Science	Introduction to Social Science/World Geography: Introduction to Social Sciences, Prentice Hall 1996, Revised Edition World Geography Today, Holt, Rinehart, & Winston, 2002	2002

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Mathematics	Trigonometry: Trigonometry 8th, Prentice Hall, 2005	2005
Mathematics	Geometry: Geometry, McDougal Littell, 2004	2004
Mathematics	Pre-Calculus: Advanced Mathematics, Pre Calculus with Discrete Mathematics and Data Analysis, McDougal Littell, 2003	2003
Mathematics	CAHSEE Math: Conquering the CAHSEE, Math Teachers Press, Inc., 2003	2003
Mathematics	Algebra Readiness: California Algebra Readiness: Concepts, Skills, & Problem Solving, Glencoe/McGraw Hill, 2008	2008
Mathematics	Algebra II: Algebra 2, McDougal Littell, 2001	2001
Mathematics	Algebra I: California Algebra I, Holt, Rinehart and Winston, 2008	2008
Mathematics	Calculus: Single Variable Calculus, Brooks/Cole Publishing, 1999	1999
Other	Foreign Language: Chinese: Spoken Standard Chinese, Vol. 1 text, Yale University Press	
Other	Health: Intro to Health Science, Glencoe Health, Glencoe/McGraw Hill	
Other	Foreign Language: Chinese: Written Standard Chinese, Vol. 1 text, Yale University Press	
Other	Foreign Language: Chinese: Spoken standard Chinese, Vol. 1 workbook, Yale University Press	
Other	Foreign Language: Chinese: Written Standard Chinese, Vol. 1 Workbook, Yale University Press	
Other	Foreign Language: Spanish 1: Expresate Level I, Holt, Rinehart, & Winston, 2006	2006
Other	Foreign Language: French II: Discovering French, (Blanc), McDougal Littell, 2001	2001
Other	Foreign Language: Spanish III: Expresate Level II, Holt, Rinehart, & Winston, 2006	2006
Other	Foreign Language: Spanish II: Expresate Level I, Holt, Rinehart, & Winston, 2006	2006
Other	Foreign Language: French III: Discovering French (rouge), McDougal Littell, 2001	2001
Other	Foreign Language: AP Spanish: La Lengua Que Heredamos, McDougal Littell, 2001	2001
Other	Foreign Language: French 1: Accelerated French, Ashford Colour Press, 2002	2002
Other	Foreign Language: Spanish ISS: Nuestro Mundo (Chapters 1-4), McDougal Littell, 2002	2002
Other	Foreign Language: Spanish IISS: Nuestro Mundo (from Chapter 5 to completion), McDougal Littell, 2002	2002
Science	Anatomy: Mader's Understanding Human Anatomy & Physiology, 6th Edition, McGraw Hill, 2008	2008
Science	Chemistry/Honors Chemistry: Chemistry, Prentice Hall, 2005	2005
Science	Life Science: Biology, McDougal Littell, 2008	2008
Science	Biology 1: McDougal Littell, 2008	2008
Science	Physical Science: Physical Science: Concepts in Action with Earth and Space Science, Prentice Hall, 2009	2009
Science	Honor's Anatomy: Human Anatomy & Physiology, 7th Edition, Pearson, 2007	2007

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Percent of Pupils Who Lack Their Own Assigned Textbooks and Instructional Materials

This table displays information about the percent of pupils who lack their own assigned textbooks and instructional materials

Core Curriculum Area	Percent of Pupils Who Lack Their Own Assigned Textbooks and Instructional Materials
Reading/Language Arts	0%
Mathematics	0%
Science	0%
History-Social Science	0%
Foreign Language	0%
Health	0%
Visual and Performing Arts	0%
Science Laboratory Equipment (grades 9-12)	0%

Textbook Information Collection Date: 8/29/2008

VIII. School Finances

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2006-07)

This table displays a comparison of the school's per pupil expenditures from unrestricted (basic) sources with other schools in the district and throughout the state, and a comparison of the average teacher salary at the school site with average teacher salaries at the district and state levels. Detailed information regarding school expenditures can be found at the Current Expense of Education Web page at <http://www.cde.ca.gov/ds/fd/ec/> and teacher salaries can be found on the Certificated Salaries and Benefits Web page at <http://www.cde.ca.gov/ds/fd/cs/>.

Subject Area	Total Expenditures Per Pupil	Expenditures Per Pupil (Supplemental)	Expenditures Per Pupil (Basic)	Average Teacher Salary
School	\$5,952.98	\$1,562.18	\$4,390.80	\$56,171.52
District	n/a	n/a	\$5,826.73	\$59,889.00
Percent Difference – School Site and District	--	--	32.7%	6.6%
State	n/a	n/a	\$5,300.00	\$63,458.00
Percent Difference – School Site and State	--	--	20.7%	13.0%

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Types of Services Funded (Fiscal Year 2007-08)

This section provides information about the programs and supplemental services that are available at the school and funded through either categorical or other sources.

Specialized Programs and Staff

MHS has several specialized programs for students. We have seven full-time counselors who all work with students who are considered at risk for academic reasons and personal and family issues.

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

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

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

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

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

Those students in the SDC program usually have classroom instructional aides to assist the regular teacher. The special education program also includes programs to assist students in developing skills that will help them after they have left the school.

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

ENGLISH LEARNER PROGRAM: We place those students needing assistance in instruction due to language issues in the English Language Development (ELD) program. The ELD program is composed of four levels, and a student must pass the end-of-level testing to advance to the next level. The program places a major emphasis on speaking and listening skills as well as on the writing component.

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

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

Class Size Reduction:

MHS has class size reduction for both Algebra I and English I. Each course is limited to a 20/1 student to teacher ratio with only freshmen students allowed in the two courses. MHS had 15 sections of class size reduction in both Algebra I and English I.

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Teacher and Administrative Salaries (Fiscal Year 2006-07)

This 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 a 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 on the Certificated Salaries and Benefits Web page at <http://www.cde.ca.gov/ds/fd/cs/>.

Range	District	State Average For Districts In Same Category
Beginning Teacher Salary	\$36,589.00	\$39,708.00
Mid-Range Teacher Salary	\$57,224.00	\$63,805.00
Highest Teacher Salary	\$70,461.00	\$82,081.00
Average Principal Salary (Elementary)	\$98,469.00	\$102,166.00
Average Principal Salary (Middle)	\$102,184.00	\$107,816.00
Average Principal Salary (High)	\$99,651.00	\$116,474.00
Superintendent Salary	\$155,056.00	\$183,478.00
Percent of Budget for Teacher Salaries	42.6%	40.6%
Percent of Budget for Administrative Salaries	4.4%	5.2%

IX. Student Performance

California Standards Tests

The California Standards Tests (CSTs) show how well students are doing in relation to the state content standards. The CSTs include English-language arts (ELA) and mathematics in grades 2 through 11; science in grades 5, 8, and 9 through 11; and history-social science in grades 8, and 10 through 11. Student scores are reported as performance levels. Detailed information regarding CST results for each grade and performance level, including the percent of students not tested, can be found on the Standardized Testing and Reporting (STAR) Results Web page at <http://star.cde.ca.gov>. Note: Scores are not shown when the number of students tested is 10 or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy. In no case shall any group score be reported that would deliberately or inadvertently make public the score or performance of any individual student.

CST Results for All Students – Three-Year Comparison

This table displays the percent of students achieving at the Proficient or Advanced level (meeting or exceeding the state standards).

Subject	School			District			State		
	2005-06	2006-07	2007-08	2005-06	2006-07	2007-08	2005-06	2006-07	2007-08
English-Language Arts	31%	33%	38%	29%	32%	36%	42%	43%	46%
Mathematics	18%	14%	10%	34%	35%	35%	40%	40%	43%
Science	24%	32%	31%	23%	28%	35%	35%	38%	46%
History-Social Science	32%	35%	33%	27%	28%	27%	33%	33%	36%

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CST Results by Student Group – Most Recent Year

This 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.

Group	Percentage of Students Scoring At Proficient or Advanced			
	English-Language Arts	Mathematics	Science	History-Social Science
African American	36%	3%	27%	32%
American Indian or Alaska Native	--	--	--	--
Asian	46%	24%	--	58%
Filipino	--	--	--	--
Hispanic or Latino	32%	9%	26%	27%
Pacific Islander	--	--	--	--
White (not Hispanic)	55%	13%	42%	44%
Male	34%	11%	32%	38%
Female	42%	9%	30%	27%
Economically Disadvantaged	30%	9%	25%	26%
English Learners	7%	5%	5%	7%
Students with Disabilities	6%	1%	3%	6%
Students Receiving Migrant Education Services	29%	10%	34%	24%

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CAHSEE Results by Performance Level for All Students – Three-Year Comparison

This table displays the percent of students achieving at the Proficient or Advanced level in English-language arts and mathematics.

Subject	School			District			State		
	2005-06	2006-07	2007-08	2005-06	2006-07	2007-08	2005-06	2006-07	2007-08
English-Language Arts	40.3%	44.3%	51.2%	37.7%	34.8%	41.6%	51.1%	48.6%	52.9%
Mathematics	38.3%	49.3%	43.6%	35.1%	42.5%	39.7%	46.8%	49.9%	51.3%

CAHSEE Results by Performance Level for Student Groups – Most Recent Year

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

Group	English-Language Arts			Mathematics		
	Not Proficient	Proficient	Advanced	Not Proficient	Proficient	Advanced
All Students	48.8%	45.8%	5.5%	56.4%	30.8%	12.8%
African American	--	--	--	--	--	--
American Indian or Alaska Native	--	--	--	--	--	--
Asian	--	--	--	--	--	--
Filipino	--	--	--	--	--	--
Hispanic or Latino	54.4%	41.7%	4.0%	59.9%	32.5%	7.5%
Pacific Islander	--	--	--	--	--	--
White (not Hispanic)	38.9%	52.6%	8.4%	51.5%	25.8%	22.7%
Male	56.2%	39.9%	3.9%	52.8%	31.7%	15.6%
Female	41.7%	51.3%	7.0%	59.9%	29.9%	10.2%
Economically Disadvantaged	57.7%	37.7%	4.7%	62.8%	29.3%	7.9%
English Learners	72.0%	27.2%	0.8%	72.6%	25.8%	1.6%
Students with Disabilities	89.2%	10.8%	0.0%	97.2%	2.8%	0.0%
Students Receiving Migrant Education Services	87.5%	6.2%	6.2%	50.0%	43.8%	6.2%

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California Physical Fitness Test Results (School Year 2007-08)

The California Physical Fitness Test is administered to students in grades 5, 7, and 9 only. This table displays by grade level the percent of students meeting the healthy fitness zone on all six fitness standards for the most recent testing period. Detailed information regarding this test, and comparisons of a school's test results to the district and state levels, may be found at the Physical Fitness Testing Web page at <http://www.cde.ca.gov/ta/tg/pf/>. Note: Scores are not shown when the number of students tested is 10 or less, either because the number of students in this category is too small for statistical accuracy, or to protect student privacy. In no case shall any group score be reported that would deliberately or inadvertently make public the score or performance of any individual student.

Grade Level	Percent of Students Meeting Fitness Standards
5	0.00%
7	0.00%
9	32.50%

X. Accountability

Academic Performance Index

The Academic Performance Index (API) is an annual measure of the academic performance and progress of schools in California. API scores range from 200 to 1,000, with a statewide target of 800. Detailed information about the API can be found at the API Web page at <http://www.cde.ca.gov/ta/ac/ap/>.

API Ranks – Three-Year Comparison

This table displays the school's statewide and similar schools API ranks. The statewide API rank ranges from 1 to 10. A statewide rank of 1 means that the school has an API score in the lowest 10 percent of all schools in the state, while a statewide rank of 10 means that the school has an API score in the highest 10 percent of all schools in the state. The similar schools API rank reflects how a school compares to 100 statistically matched "similar schools." A similar schools rank of 1 means that the school's academic performance is comparable to the lowest performing 10 schools of the 100 similar schools, while a similar schools rank of 10 means that the school's academic performance is better than at least 90 of the 100 similar schools.

API Rank	2005	2006	2007
Statewide	3	4	5
Similar Schools	5	9	9

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API Changes by Student Group – Three-Year Comparison

This table displays by student group the actual API changes in points added or lost for the past three years, and the most recent API score. Note: "N/A" means that the student group is not numerically significant.

Group	Actual API Change			Growth API Score
	2005-06	2006-07	2007-08	2007-08
All Students at the School	21	16	7	705
African American	-6	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	29	12	11	685
Pacific Islander	--	--	--	--
White (not Hispanic)	9	5	-24	751
Socioeconomically Disadvantaged	40	14	4	674
English Learners	42	10	-11	627
Students with Disabilities	37	12	42	491

Adequate Yearly Progress

The federal NCLB Act requires that all schools and districts meet the following Adequate Yearly Progress (AYP) criteria:

- Participation rate on the state's standards-based assessments in English-language arts (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)

Detailed information about AYP, including participation rates and percent proficient results by student group, can be found at the AYP Web page <http://www.cde.ca.gov/ta/ac/ay/>.

AYP Overall and by Criteria (School Year 2007-08)

This table displays an indication of whether the school and the district made AYP overall and whether the school and the district met each of the AYP criteria.

AYP Criteria	School	District
Overall	No	No
Participation Rate - English-Language Arts	Yes	Yes
Participation Rate - Mathematics	Yes	Yes
Percent Proficient - English-Language Arts	Yes	No
Percent Proficient - Mathematics	No	Yes
API	Yes	Yes
Graduation Rate	Yes	Yes

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Federal Intervention Program (School Year 2008-09)

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. Detailed information about PI identification can be found at the AYP Web page at <http://www.cde.ca.gov/ta/ac/ay/>.

Indicator	School	District
Program Improvement Status	In PI	In PI
First Year of Program Improvement	2006-2007	2004-2005
Year in Program Improvement	Year 3	Year 3
Number of Schools Currently in Program Improvement	--	15
Percent of Schools Currently in Program Improvement	--	57.7

XI. School Completion and Postsecondary Preparation

Admission Requirements for California 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 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 University of California Web site at <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 <http://www.calstate.edu/admission/>.

Dropout Rate and Graduation Rate

This table displays the school's one-year dropout rates and graduation rates for the most recent three-year period for which data is available. For comparison purposes, data are also provided at the district and state levels. Detailed information about dropout rates and graduation rates can be found on the DataQuest Web page at <http://dq.cde.ca.gov/dataquest/>.

Subject	School			District			State		
	2004-05	2005-06	2006-07	2004-05	2005-06	2006-07	2004-05	2005-06	2006-07
Dropout Rate (1-year)	1.6	2.8	4.5	4.5	7.7	7.7	3.1	3.5	4.4
Graduation Rate	81.4	60.5	85.4	74.6	52.4	70.3	85.0	83.0	79.5

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Completion of High School Graduation Requirements

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 2007-08 school year in grade 12, as evidenced by that school year's October CBEDS enrollment, this table displays by student group the percent 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 CAHSEE Web page at <http://www.cde.ca.gov/ta/tg/hs/>. Note: "N/A" means that the student group is not numerically significant.

Group	School	District	State
All Students	93%	--	n/a
African American	90%	--	n/a
American Indian or Alaska Native	--	--	n/a
Asian	100%	--	n/a
Filipino	--	--	n/a
Latino	91%	--	n/a
Pacific Islander	--	--	n/a
White	95%	--	n/a
Socioeconomically Disadvantaged	93%	--	n/a
English Learners	93%	--	n/a
Students with Disabilities	85%	--	n/a

Career Technical Education Programs (School Year 2007-08)

This section provides information about the Career Technical Education (CTE) programs and lists programs offered at the school.

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CTE Participation

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

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

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

MHS also has a large Work Experience program that has about 125 students per year. This is an opportunity for students to work at a job while in school and earn credits at the same time. Often the employer hires the student after graduation from MHS.

Our high school offers courses intended to help students prepare for the world of work. These career technical education courses (formerly known as vocational education) are open to all students.

More information about the programs our school offers in career technical education are available on our Accountability Web page, which you can access from our district Web site. In addition to a listing of courses and programs, you will also find facts about the rate at which students completed these programs. Information about career technical education policy is available on the CDE Web site.

CTE Pupil Rate

1845 students were enrolled in a CTE class which represents 75% of the student population.

87 seniors completed a CTE pathway which represents 11% of the senior class.

4 CTE classes are articulated with a Postsecondary Institution. These classes are known as capstone courses and also ROP.

Representing the Engineering Technology pathway is Michael Westley from JBT Corporation who advises Alan Hollman, Vice Principal, and his staff.

Representing the Restaurant Management pathway is Chris Mariscotti from the Vineyard Restaurant who advises Evelyn Frechou, teacher and her committee.

Representing the Athletic Training pathway is Dan Barrows from Barrows Physical Therapy who advises Melissa Armiento, teacher and her committee.

Representing the Nursing pathway is Mary Farrell from Madera Community Hospital who advises Anastasia O'Neill, teacher and her committee.

Career Technical Education Participation (School Year 2007-08)

This table displays information about participation in the school's CTE programs.

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Measure	CTE Program Participation
Number of pupils participating in CTE	1,845
Percent of pupils completing a CTE program and earning a high school diploma	11.0%
Percent of CTE courses sequenced or articulated between the school and institutions of postsecondary education	13.0%

Courses for University of California and/or California State University Admission (School Year 2007-08)

This table displays, for the most recent year, two measures related to the school's courses that are required for University of California (UC) and/or California State University (CSU) admission. Detailed information about student enrollment in, and completion of, courses required for UC/CSU admission can be found on the DataQuest Web page at <http://dq.cde.ca.gov/dataquest/>.

UC/CSU Course Measure	Percent
Students Enrolled in Courses Required for UC/CSU Admission	55.0%
Graduates Who Completed All Courses Required for UC/CSU Admission	17.1%

Advanced Placement Courses (School Year 2007-08)

This table displays, for the most recent year, the number of Advanced Placement (AP) courses that the school offered by subject and the percent of the school's students enrolled in all AP courses. Detailed information about student enrollment in AP courses can be found on the DataQuest Web page at <http://dq.cde.ca.gov/dataquest/>.

Subject	Number of AP Courses Offered	Percent of Students In AP Courses
Computer Science	--	--
English	2	--
Fine and Performing Arts	--	--
Foreign Language	1	--
Mathematics	1	--
Science	1	--
Social Science	2	--
All Courses	7	1.8

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XII. Instructional Planning and Scheduling

Professional Development

This section provides information on how teachers and staff are trained for instructional improvement.

Staff Development

MHS has three staff institute days each year that focus on staff training areas. In addition, we use 18 minimum days to hold department meetings for curriculum work and Career School meetings on schoolwide issues.

The vice principals have monthly prep period meetings with all their staff, with a yearlong focus on developing academic vocabulary and writing across the curriculum.

Professional Development Days

This table displays information on the annual number of school days dedicated to staff development for the most recent three-year period.

	Instructional Days With At Least 180 Instructional Minutes		
	2005-06	2006-07	2007-08
Annual number of school days dedicated to staff development	3	3	3