

# MAMMOTH UNIFIED SCHOOL DISTRICT

## *Mammoth High School*

*"Husky Pride"*

365 Sierra Park Road  
Mammoth Lakes, CA 93546  
(760) 934-8541

Ninth through Twelfth Grade  
[www.mammothusd.org](http://www.mammothusd.org)

*Western Association of Schools and Colleges Accredited*

### 2005-2006 School Accountability Report Card

#### School Administration

Beatrice Beyer  
*Principal*



#### Board of Education

Greg Newbry  
*President*

Mary Canada  
*Clerk*

Joseph Bottom  
*Member*

Gwendolyn Davis  
*Member*

Shana Stapp  
*Member*

#### District Administration

Mike DeRisi  
*Superintendent*

Jim Maxey  
*Business Manager*

Richard Bailey  
*Director of Maintenance,  
Operations, and Transportation*

#### Principal's Message

Mammoth High School is a small four-year comprehensive high school with approximately 340 students. Situated in a growing year-round resort town, our student population continues to grow and diversify. Our staff works hard to prepare all of our students to meet the demands of the 21st century. Although more than eighty percent of our students choose to continue their education at two and four year colleges around the country, we are working hard to offer a variety of paths leading to careers directly after graduation.

As principal, I am very proud of the accomplishments and commitment of our learning community. This report card demonstrates our strengths and illustrates our promise to provide the best educational and extracurricular opportunities for our students.

#### Vision Statement

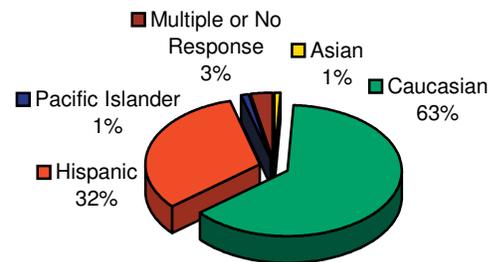
Educating Today's Student for Tomorrow's World.

#### Community & School Profile

Mammoth Unified School District, located in Mono County, educates approximately 1,200 students in grades kindergarten through twelve on a traditional calendar system. There are currently two high schools, one charter school, one middle school, and one elementary school in the district.

Mammoth High School opened its doors in 1974 to grades nine through twelve. Teachers, staff, and administrators continue to act on the principle that students come first. The educational programs at the school are tailored to meet the needs of a changing school population. The school is currently under review by the Western Association of Schools and Colleges to renew its accreditation. The school is confident it will pass the review in April 2007. Mammoth High School is committed to providing a comprehensive instructional program for all students to ensure excellence in education. This excellence can be seen in the staff who play such a vital role in providing a quality educational program. In the 2005-06 school year, the school served 353 students.

**% of Student Enrollment by Ethnicity**



#### Discipline & Climate for Learning

Students at Mammoth High School are guided by specific rules and classroom expectations that promote respect, cooperation, courtesy, and acceptance of others. The school's discipline philosophy promotes a safe school, a warm, friendly classroom environment, and demonstrates that good discipline is a solid foundation on which to build an effective school. The goal of Mammoth High School's discipline program is to provide students with opportunities to learn self-discipline through a system of consistent rewards and consequences for their behavior. Parents and students are informed of discipline policies at the beginning of each school year through classroom orientation, parent conferences, newsletters, district leaflets, and individual Student Handbooks.

Mammoth High School's disciplinary program establishes guidelines to provide students with a meaningful, productive, and enjoyable school experience. Appropriate behavior is encouraged through praise and motivational incentives, as well as assertive discipline and conflict resolution tools to further develop personal growth.

Disciplinary action is administered by the teachers in minor cases and by the principal during major infractions. Consequences for behavioral problems may include detention, in-school suspension, out-of-school suspension, Saturday School, expulsion, alternative placement, and possible Mammoth Lakes Police Department involvement.

The "Suspensions and Expulsions" table displays the total number and percentage of incidents at the school and in the district. Suspension numbers may be inflated because some students may have been suspended multiple times. Expulsions occur only when required by law or when all other alternatives have been exhausted.

Suspensions & Expulsions						
	Mammoth HS			MUSD		
	2004	2005	2006	2004	2005	2006
Suspensions (#)	27	42	56	68	115	118
Suspensions (%)	8.26	12.96	15.86	5.70	9.65	9.70
Expulsions (#)	0	0	5	1	3	7
Expulsions (%)	0.00	0.00	1.42	0.08	0.25	0.58

## School Attendance

Attendance is critical to academic achievement and regular daily attendance is a priority at Mammoth High School. Attendance, tardiness, and truancy policies are clearly stated, consistently enforced, and consequences fairly administered. Parents are advised of their responsibilities, including proper notification of when and why students are absent. Independent study is available for students that require extended leaves from school. The school's attendance coordinator monitors student attendance daily and reports excessive unexcused absences to designated authorities such as Student Study Teams (SSTs) and the county's School Attendance Review Board.

Mono County's School Attendance Review Board (SARB) is composed of parents, representatives from the school district and members of the community, including representatives from law enforcement, welfare, probation, and mental health. Students are referred to SARB when they have persistent attendance and behavior problems in school, and when the normal avenues of classroom, school, and district counseling are not effective. The members of the SARB, the referred students, and their parents or guardians meet regularly to evaluate the student's situation and recommend alternative solutions to alleviate circumstances that contribute to specific truancy, attendance, or behavior problems. Intervention programs that promote attendance and help promote a low dropout rate include: Parent Conferences, Alternative School, Saturday School, Senior Deficiency Letters, Student Study Teams, Short Term Independent Contracts, and School Attendance Review Board (SARB).

Graduation & Dropout Rates			
Mammoth HS	02-03	03-04	04-05
Graduation Rate (%)	98.7%	100.0%	100.0%
Dropout Rate (%)	0.3%	0.0%	0.0%
MUSD			
Graduation Rate (%)	95.5%	99.0%	97.5%
Dropout Rate (%)	0.8%	0.0%	0.8%
California			
Graduation Rate (%)	86.7%	85.3%	84.9%
Dropout Rate (%)	3.2%	3.3%	3.1%

*Data from the 2004-05 school year was the most recent data available at the time of publication.*

## School Leadership

Leadership at Mammoth High School is a responsibility shared among district administration, school administration, instructional staff, students, and parents. Principal Beatrice Beyer joined the school in the fall of 2006. She brings to the school more than 30 years of experience in education, with seven years in administration. All members of the school community are committed to a shared schoolwide vision, which creates a strong foundation toward academic success for all students.

Coordinating with the principal is the entire school staff, which meets regularly to focus on schoolwide curricular and administrative issues. Other leadership groups on campus include: School Site Council; Student Study Team; district Parent Advisory Team; Master Schedule Committee; Booster Club; and Math Curriculum Committee.

The district Parent Advisory Team consists of parents and staff who are dedicated to improving the educational program in the district. Mammoth High School teachers represent its staff on a variety of districtwide committees.

## Community Involvement

Parents and the community are very supportive of the educational program at Mammoth High School. Numerous programs and activities are enriched by the generous contributions made by the Measure A Committee, Booster Club, Morning Rotary Club, Lion's Club, Noon Rotary Club, Mammoth Hospital, Geothermal Plant, Mammoth Mountain, and Vons.

## Teacher Assignment

Mammoth Unified School District recruits and employs the most qualified credentialed teachers. For the 2005-06 school year, Mammoth High School had 22 fully credentialed teachers who met all credential requirements in accordance with State of California guidelines.

	Teacher Credential Status			
	Mammoth HS			MUSD
	03-04	04-05	05-06	05-06
Fully Credentialed	19	20	22	69
Without Full Credentials	1	0	0	0
Teaching Outside Subject Area of Competence	0	2	2	8

Teacher misassignments represent the number of teachers who did not hold a legally recognized certificate or credential, including teachers who were assigned to classrooms with English Learners (EL) and who were not properly certificated to teach EL students. Teacher vacancies reflect the number of open teaching positions that were not filled by a full-time certificated teacher for an entire semester.

	Misassignments/Vacancies		
	04-05	05-06	06-07
Misassignments of Teachers of English Learners	0	0	1
Other Misassignments	0	0	0
<b>Total Misassignments</b>	<b>0</b>	<b>0</b>	<b>1</b>
Vacant Teacher Positions	0	0	0

The federal No Child Left Behind (NCLB) Act requires that all teachers in core subject areas meet specific Federal credential requirements by Spring 2007 for small and rural districts. Minimum qualifications include: possession of a Bachelor's Degree; possession of an appropriate California teaching credential; and demonstrated competence in core academic subjects.

2005-06 No Child Left Behind Compliant Teachers		
Percent of Classes in Core Academic Subjects:	Taught by NCLB Compliant Teachers	Taught by non-NCLB Compliant Teachers
Mammoth HS	100.0%	0.0%
All Schools in District	100.0%	0.0%
High-Poverty Schools in District	0.0%	0.0%
Low-Poverty Schools in District	0.0%	0.0%

## Teacher Evaluation

A constructive evaluation process promotes quality instruction and is a fundamental element in a sound educational program. Evaluations and formal observations are designed to encourage common goals and to comply with the state's evaluation criteria and district policies. Temporary and probationary teachers are evaluated annually and tenured teachers are evaluated every other year. Evaluations are conducted by the principal who has been trained and certified for competency to perform teacher evaluations.

Evaluation criteria are: Engaging and Supporting All Students In Learning; Understanding and Organizing Subject Matter for Student Learning; Assessing Student Learning; Creating and Maintaining Effective Environments for Student Learning; Planning Instruction and Designing Learning Experiences for All Students; and Developing as a Professional Educator.

## Substitute Teachers

The Mammoth Unified School District has approximately 23 substitute teachers in their current substitute pool. The district requires all substitutes to be either a retired teacher, have a Bachelor's degree, have passed the CBEST exam, or have an emergency credential. The district experiences difficulty finding substitute teachers to fill its needs due to its remote location. On occasions when a substitute teacher is not available, school administrators or teachers during their preparation period fill the role of substitute. In an effort to maintain a sufficient pool of substitutes and recruit qualified teachers, the district accepts applications throughout the year. The school has also implemented a "Substitute Handbook" that has been very helpful in keeping courses running smoothly.

## Training & Curriculum Improvement

All training and curriculum development at Mammoth High School revolves around the California State Content Standards and Frameworks. Teachers align classroom curriculum to ensure that all students either meet or exceed state proficiency levels.

Staff members build teaching skills and concepts through participation in professional conferences, district sponsored inservices, and workshops throughout the year. The district provides one buy-back professional development day annually where teachers are offered a broad based variety of professional growth opportunities in curriculum, teaching strategies, and methodologies. Six minimum days are also used for districtwide staff development.

In an effort to provide support and assistance to Mammoth Unified School District teachers, the district participates in the Mono County Beginning Teacher Support and Assistance (BTSA) program.

BTSA provides training to prepare designated teachers as "support providers," to work with first- and second-year teachers over a two-year period. The goals of the BTSA program are to help new teachers succeed, foster higher retention within the teaching profession of quality teachers, and improve instruction for students.

## Textbooks & Instructional Materials

Mammoth Unified School District sets a high priority upon ensuring that sufficient and current textbooks and materials are available to support the school's instructional program. Mammoth Unified School District held a Public Hearing on September 25, 2006, and determined that each school within the District has 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.

All textbooks and instructional materials used within the district are aligned with the California State Content Standards and Frameworks. Mammoth Unified School District follows the state board of education's six-year adoption cycle for core content materials and the eight-year cycle for textbook adoptions in foreign language, visual and performing arts, and health. District textbook review and adoption activities occur the year following the state's adoption.

The textbook adoption process begins with the district Curriculum Committee consisting of administrators and teachers. The Committee identifies key elements to consider in the adoption decision-making process, establishes selection criteria based on state standards, reviews instructional materials on the state list, and makes recommendations to the governing board for final adoption. The committee examines each program and selects programs to be piloted. Recommended programs are available at the school sites for teacher and parent preview. The feedback provided by teachers and parents becomes the basis for the recommendations to the board for final adoption.

District-Adopted Textbooks				
Subject	Grade Levels	Publisher	Adoption Year	Quality and Availability of Standards-Aligned Textbooks
English	9-10	Holt, Rinehart, and Winston	2003	<p><i>All textbooks are in adequate supply and fair to excellent condition. Great emphasis is placed on providing students with the most up-to-date, State-adopted textbooks and instructional materials; 100% of students in each core subject area possess the necessary textbooks and instructional materials.</i></p>
	11-12	Harcourt Education	1993	
Algebra I	9-12	McDougal Littell	1997	
Geometry	9-12	McDougal Littell	1997	
Algebra II	9-12	McDougal Littell	1997	
Pre-Calculus	9-12	McGraw-Hill	1994	
Earth Science	9-12	Holt, Rinehart, and Winston	2002	
Biology	9-12	Holt, Rinehart, and Winston	1998	
Chemistry	9-12	Holt, Rinehart, and Winston	2002	
Physics	9-12	Glencoe	1995	
US History	9-12	Houghton Mifflin	2002	
World History	9-12	Houghton Mifflin	2002	
Geography	9-12	McGraw-Hill	2001	
American Government	9-12	Houghton Mifflin	2001	
Political Science	9-12	Center for Civic Education	1997	
Health	9-12	Glencoe/McGraw Hill	1998	
Foreign Language	9-12	Command Performance Language Institute	2005	
	9-12	Scholastic	2005	

# Student Achievement & Testing

Various measures of student achievement are used as an ongoing part of the evaluation of the quality instructional program at Mammoth High School. These measures afford insight as to students' actual progress as well as the effectiveness of the instructional program. They are especially helpful as active long-term reflections of student instructional growth. Based on student needs and assessment results, teachers determine the appropriate instructional modification strategies and possible at-risk intervention programs.

In addition to district-established performance objectives, the state and federal governments have set standards for student achievement. A school's progress in meeting or exceeding those standards is measured through the results of testing and other criteria. These measures include Adequate Yearly Progress and the state's Academic Performance Index.

## No Child Left Behind

No Child Left Behind (NCLB) is a federal law enacted in January 2002. 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 by 2014. Schools and districts must demonstrate "Adequate Yearly Progress" (AYP) toward achieving that goal, which means they must meet the following 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.

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's, 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 adjacent chart.

More information about NCLB requirements can be found on the California Department of Education's website <http://www.cde.ca.gov/ta/ac/ay/> and the U.S. Department of Education's website <http://www.nclb.gov>.

## Federal Intervention Program

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.

## 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 CDE website at <http://www.cde.ca.gov/ta/ac/ap/>.

Statewide Rank: Schools receiving an API Base score are ranked in ten categories of equal size (deciles) 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.

Adequate Yearly Progress				
Made AYP Overall	Mammoth HS		MUSD	
	Yes		No	
Met AYP Criteria	English - Language Arts	Mathematics	English - Language Arts	Mathematics
Participation Rate	Yes	Yes	Yes	Yes
Percent Proficient	Yes	Yes	No	No
API	Yes		Yes	
Graduation Rate	Yes		Yes	

Federal Intervention Program		
	Mammoth HS	MUSD
Program Improvement Status	Not in PI	Not in PI
First Year of Program Improvement	N/A	N/A
Year in Program Improvement	N/A	N/A
Number of Schools in Program Improvement		1
Percent of Schools in Program Improvement		20.0%

API School Results				
Mammoth High School	2004	2005	2006	
Statewide API Rank	9	9	8	
Similar Schools Rank	9	10	8	
Subgroups	Actual API Change			2006 API Growth Score
All Students	-5	5	-27	734
Hispanic	-33	75	-3	608
White (not Hispanic)	12	-5	-12	804*
Socioeconomically Disadvantaged		19	-39	618

**\*Schools and subgroups with scores 800 and above have met the statewide target and are expected to maintain that level of achievement.**

*Only numerically significant subgroups for each reporting period are required to be presented in this report card. Numerically significant subgroups are comprised of (1) at least 100 students with valid test scores or (2) at least 15% of the school population tested and contains at least 50 students with valid scores.*

*The Governor's Performance Award and the II/USP Intervention Program were not funded during the reporting period, so no eligibility data is available.*

## California Standards Tests

The California Standards Test (CST) is administered to all students in the spring to determine student performance in relation to the State content standards. Student scores are reported as performance levels: Advanced (exceeds State standards), Proficient (meets State standards), Basic (approaching State standards), Below Basic (below State standards), and Far Below Basic (well below State standards). Students scoring at the Proficient or Advanced level meet State standards in that content area. Students with significant cognitive disabilities who are unable to take the CST are tested using the California Alternate Performance Assessment (CAPA). Detailed information regarding CST and CAPA results for each grade and proficiency level can be found at the California Department of Education's website at <http://star.cde.ca.gov/>.

California Standards Test (CST)									
2004, 2005, 2006									
Combined % of Students Scoring at Proficient and Advanced Levels									
Subject	Mammoth HS			MUSD			California		
	2004	2005	2006	2004	2005	2006	2004	2005	2006
English - Language Arts	62	56	46	50	49	44	36	40	42
Mathematics	20	23	19	37	40	37	34	38	40
Science	69	59	54	55	51	48	25	27	35
History - Social Science	59	44	43	50	41	38	29	32	33

California Standards Test (CST)				
Mammoth High School - 2006				
Combined % of Students Scoring at Proficient and Advanced Levels - Subgroups				
Subgroup	English - Language Arts	Mathematics	Science	History - Social Science
American Indian or Alaska Native				
Asian				
Hispanic	19	10	36	28
Pacific Islander				
White (not Hispanic)	61	24	60	49
Male	39	16	56	50
Female	54	21	52	37
Economically Disadvantaged	18	10	35	22
English Learners	2	5		0
Students with Disabilities	28	6		27

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

## California Achievement Test (CAT/6)

The California Achievement Test (CAT/6) is administered to grades 3 and 7 only and compares students' performance in reading, language, spelling, and mathematics to students across the country. Results of this test are reported as the percent of tested students scoring at or above the 50th percentile (the national average). School results are compared to District and State level results. Detailed information regarding results for each grade level can be found at the California Department of Education's website at <http://star.cde.ca.gov/>.

## Physical Fitness

In the spring of each year, Mammoth High School is required by the state to administer a physical fitness test to all students in ninth grade. The physical fitness test measures each student's ability to perform fitness tasks in six major areas; students are provided several options to perform tasks in each area. Students that either meet or exceed the standards in all six fitness areas are considered to be physically fit or in the 'healthy fitness zone' (HFZ).

CAT/6 Norm Referenced Test									
2004, 2005, 2006									
% At or Above 50th Percentile - Three Year Comparison									
Subject	Mammoth HS			MUSD			California		
	2004	2005	2006	2004	2005	2006	2004	2005	2006
Reading	67			54	49	46	43	41	42
Mathematics	60			57	52	56	51	52	53

*Since the 2004-05 school year, the CAT/6 test has only been administered to grades 3 and 7.*

Grade Level	Percent of Students Meeting Fitness Standards
9	55.6%

## California High School Exit Exam (CAHSEE)

The California High School Exit Exam (CAHSEE) is a State-mandated test to measure student abilities in math and language arts. Starting with the Class of 2006, every student must pass both components of the CAHSEE in order to graduate from high school. The chart below displays the percentage of students that passed the test, broken down by subgroup.

California High School Exit Exam (CAHSEE)			
Graduating Class of 2006			
	MHS	MUSD	California
<b>All Students</b>	<b>95%</b>	<b>88%</b>	
Hispanic	77%	16%	
Caucasian	100%	72%	
Socioeconomically Disadvantaged (SED)	86%	15%	
English Learners	75%	7%	
Students w/Disabilities	78%	4%	
<i>Statewide data was not available at the time of publication</i>			

Mammoth High School offers CAHSEE prep courses during lunch, after school, and on Saturdays. Courses begin six weeks prior to CAHSEE testing and is open to all students.

## Counseling & Other Support Services

It is the goal of Mammoth Unified School District to assist students in their social and personal development as well as in academics. The district provides special attention to students who experience achievement or behavioral difficulty. The academic counselor to pupil ratio is 1:353.

Counseling & Support Services Staff		
Title	Number of Staff	Full Time Equivalent
Counselor	1	1.0
Academic Guidance Specialist	1	1.0
Psychologist	1	0.4
Speech/Language Specialist	1	0.2
Adaptive PE Specialist	1	As needed

Mammoth Unified School District's emphasis is on a well-balanced and rigorous core curriculum at all grade levels. Instructional programs are aligned with state and district standards. It is the district's goal to ensure that all students are provided the support they need in order to experience success in their academic career. Through teacher training, monitoring of student achievement, and modification of instruction, Mammoth High School is able to offer programs to meet the individual needs of its students.

The Gifted and Talented Education (GATE) program is offered to students who have been recognized by their teachers as capable of high levels of achievement. At Mammoth High School, Advanced Placement and Honors courses are available to GATE students.

English Language Learners (ELL) are assigned to appropriately credentialed teachers and provided sheltered social science and mathematics instruction using English Language Development (ELD) and Specially Designed Academic Instruction in English (SDAIE) techniques.

Students whose test results indicate they need additional assistance to achieve grade level proficiency may receive supplemental instruction within the regular classroom and may participate in after-school tutoring and Saturday School, may be assigned to a Student Study Team (SST), or may be transferred to Sierra High, the district's continuation high school. Teachers and staff provide tutorials and work with students on a variety of skills to enhance their academic progress. The school works diligently to maintain open communication with parents regarding their child's progress throughout the school year.

AVID (Achievement Via Individual Determination) is designed to assist students who may not have necessarily considered college as an option. The program works to prepare those students for college, and focuses on perseverance, hard work, high expectations, and encouragement. Mammoth High School began the program in the 2005-06 school year, and it continues to grow each year.

Students with special needs receive additional assistance which may include sessions with a resource specialist, placement in a Special Day Class, and/or additional assistance from the school's speech/language specialist and adaptive PE specialist. Mono County and Mammoth Unified School District work cooperatively through the Special Education Program to facilitate the needs of those students with special needs through appropriate assessment, identification of problem areas, placement, and program implementation. The special education coordinator supervises the special education staff.

## College Preparation

Mammoth High School offers college-bound students many opportunities to get a head start on their future. College preparation activities and programs are part of the school curriculum, enhanced by supplemental programs sponsored by the school and community groups. Seniors have four different Graduation Pathways they can undertake during their high school career. This allows students to determine the best plan that suits them to enable them to graduate from high school. For more information, contact the school counselor.

The school's Career Center sponsors visits from college representatives and offers workshops to assist students in the college application and the financial aid application processes. The school counselor and academic guidance specialist meet with students to map out educational plans based on post-secondary educational goals. Students at Mammoth High School are encouraged to take specific courses if they plan to attend a four-year university. All students must pass each required course with a grade no lower than "C" each semester. The chart illustrates the proportion of UC/CSU required courses taken and successfully completed in relation to the number of course enrollments (sum of total enrollment in all classes). The most recent data available is from the 2004-05 school year.

Courses for University of California and/or California State University Admission	
Students enrolled in courses required for UC/CSU Admission	56.8%
Graduates who completed all courses required for UC/CSU Admission	51.6%

## Advanced Placement

Mammoth High School offers three Advanced Placement (AP) courses for 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.

Advanced Placement Classes	
	Number of AP Courses Offered
English	2
Foreign Language	1
Social Science	2
<b>Total Courses</b>	<b>5</b>
<b>Percent of Students in AP Courses = 16.4%</b>	

## Scholastic Aptitude Test (SAT)

Each year, students have the opportunity to participate in the SAT. This instrument is designed to assess many of the skills that are important to a student's success in college and their general educational development. The school currently does not offer SAT preparation courses.

SAT Test Results			
	2004	2005	2006
Percent of Seniors Tested	72.3%	66.7%	71.4%
Average Verbal Score	522	556	543
Average Math Score	498	550	516
Average Writing Score			543
<i>Writing scores were not reported prior to the 2005-06 school year.</i>			

## Work Force Preparation

It is the goal of Mammoth High School that students understand the importance of academic subjects and experience how employees apply subject learning to work situations. The school's programs focus on preparing students to think conceptually, communicate effectively, and apply skills in real-world contexts. Curriculum and instructional strategies that foster critical thinking, problem solving, leadership, and academic skills are consistently taught to the students to ensure work-readiness skills.

Students in grades nine through twelve receive counseling from school personnel regarding career paths and courses of study. Counselors expose students to a broad array of career opportunities and facilitate selection of a career path based on individual interests, goals, strengths, and abilities. Students may participate in a work experience class, a workability program involving the services of six businesses, or utilize the Coin Career Community, an internet resource program for students and parents that offers career and college information. Seniors have the opportunity to shadow members of the Rotary Club and the Lions Club in a variety of industries.

Mammoth High School offers career-path related classes through the Regional Occupational Program (ROP). Mono County is working to develop its own ROP program that meets the needs of this community. Courses offered include food-related careers and Auto Tech. Speakers from the community, job shadowing and work experience, use of technology, career-related research projects, and community service projects are made available for the students to heighten awareness of options for education, training, and employment beyond high school. *Mammoth High School does not participate in the Career Technical Education program.*

## Class Size

Mammoth High School maintained a schoolwide average class size of 22 students in the 2005-06 school year. The "Teaching Load Distribution" table illustrates the average class size by subject. The corresponding numbers show how many classes were taught with a certain number of students in each class, based on three different class sizes.

	Teaching Load Distribution											
	Average Class Size			Classrooms containing:								
	04	05	06	1-22 Students			23-32 Students			33+ Students		
English	18	17	21	14	16	13	3	4	5	0	0	2
Math	21	21	23	9	6	6	5	6	6	0	1	1
Science	18	20	19	7	4	9	2	7	3	0	0	0
Social Science	27	23	23	1	4	4	7	8	5	2	0	0

## Instructional Time

During the 2005-06 school year, all instructional minutes and days at Mammoth High School exceeded state requirements. The California Education Code requires that students in grades nine through twelve receive a minimum of 64,800 minutes of instructional time annually. Mammoth High School offered 65,850 minutes of instructional time during the 2005-06 school year. Students received between 57 and 60 minutes of specialized instruction in each subject area by appropriately credentialed teachers.

For the 2005-06 school year, Mammoth High School offered 180 days of instruction comprised of 166 regular days and 14 minimum days used for staff development and final exams.

## School Facilities & Safety

Built in 1974, Mammoth High School is situated on four acres. The school buildings span 87,640 square feet, consisting of classrooms, a gymnasium, library, fitness center, multipurpose room, vocal and instrumental classrooms, and an industrial arts facility. Recent facility improvements include repainting the halls and adding new lockers. The facility strongly supports teaching and learning through its ample classroom and playground space. Facility information was current as of April 24, 2007.

Mammoth High school is in the middle of a four-phase renovation project to upgrade the entire school. Construction began in the summer of 2004. Plans include building a new facade to allow students and parents to have better access to the school. The school recently upgraded its multi-purpose room, kitchen, and floors, and added stands and lights to the football fields. The remodeling and expansion of the art room is currently in progress. The project should be completed by the 2007-08 school year.

Safety of students and staff is a primary concern of Mammoth High School. The school is in compliance with all laws, rules, and regulations pertaining to hazardous materials and state earthquake standards. The school's disaster preparedness plan includes steps for ensuring student and staff safety during a disaster. Fire and earthquake drills are conducted on a regular basis.

School Facility Conditions			
Date of Last Inspection: April 24, 2007			
Item Inspected	Facility in Good Repair		Repair Needed & Actions Taken or Planned
	Yes	No	
Gas Leaks	X		
Mechanical Systems	X		
Windows/Doors/Gates (interior/exterior)	X		
Interior Surfaces (walls, floors, & ceilings)	X		
Hazardous Materials (interior/exterior)	X		
Structural Damage	X		
Fire Safety	X		
Electrical (interior/exterior)	X		
Pest/Vermin Infestation	X		
Drinking Fountains (inside/outside)	X		
Restrooms	X		
Sewer	X		
Playground/School Grounds	X		

All visitors must sign in at the front office and sign out upon leaving. During lunch, recesses, and before and after school, assigned staff members supervise students and school grounds, including the cafeteria and playgrounds, to ensure a safe and orderly environment.

In 1998, the Comprehensive Safety Plan was developed by the district in consultation with local law enforcement in order to comply with Senate Bill 187 of 1997. The plan provides students and staff a means to ensure a safe and orderly learning environment. Components of the Comprehensive Safety Plan include child abuse reporting procedures, teacher notification of dangerous pupil procedures, disaster response procedures, procedures for safe ingress and egress from school, sexual harassment policies, and dress code guidelines. Mammoth High School reviews the plan each year and updates it as needed. The plan was last updated and reviewed with school staff in September 2006. An updated copy of the plan is available to the public at the school and district offices.

Safety concerns are the number one priority of Maintenance and Operations. District maintenance supervisors are proactive and conduct inspections at school sites on a continual basis. Repairs necessary to keep the school in good repair and working order are completed in a timely manner. A work order process is used to ensure efficient service and that emergency repairs are given the highest priority. The district maintenance staff has indicated that 100% of all toilets on school grounds are in working order.

The district has adopted cleaning standards for all schools in the district. A summary of these standards is available at the district office. The site administration team works daily with the custodial staff to develop cleaning schedules to ensure a clean and safe school.

The district participates in the State School Deferred Maintenance Program, which provides State matching funds on a dollar-for-dollar basis, to assist school districts with expenditures for major repair or replacement of existing school building components. Typically, this includes roofing, plumbing, heating, air conditioning, electrical systems, interior or exterior painting, and floor systems. For the 2006-07 school year, the district budgeted \$120,000 for the deferred maintenance program. This represents 1.0% of the district's general fund budget.

For the 2006-07 school year, the district's governing board approved deferred maintenance projects for this school that will result in new door hardware, pipe repairs, root removal, and other miscellaneous maintenance. The district's complete deferred maintenance plan is available at the district office.

## Expenditures & Services Funded

At the time this report was published, the most recent financial and salary comparison data from the State of California was for the 2004-05 school year. The figures shown in the "Expenditures Per Pupil" table reflect 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.

In addition to general fund state funding, Mammoth Unified School District receives state and federal categorical funding for special programs. For the 2004-05 school year, the district received approximately \$1,762 per student in federal and state aid for the following categorical, special education, and support programs:

- Maintenance and Operations
- Gifted and Talented Pupils
- Regional Occupational Program
- Home-to-School Transportation
- School Improvement Program
- Safe and Drug Free Schools Program
- Peer Assistance and Review Program
- Educational Technology Assistance Grants
- Special Education
- Tenth Grade Counseling
- Instructional Materials
- Title I Program
- Economic Impact Aid
- Class Size Reduction

Expenditures Per Pupil		
Mammoth HS	Total Expenditures	\$7,351
	From Restricted Sources	\$938
	From Unrestricted Sources	\$6,413
MUSD	From Unrestricted Sources	\$2,500
	Percentage of Variation between School & District: 156.52%	
California	From Unrestricted Sources	\$4,743
	Percentage of Variation between School & State: 35.21%	

## Salary & Budget Comparison

State law requires comparative salary and budget information to be reported to the general public. For comparison purposes, the State Department of Education has provided average salary data from unified school districts having between 1,000 and 4,999 average daily attendance throughout the state.

Average Salary Information Teachers - Principals - Superintendent 2004-05		
	MUSD	State Average
Beginning Teacher Salary	\$36,456	\$33,023
Mid-range Teacher Salary	\$56,092	\$49,273
Highest Teacher Salary	\$70,611	\$64,426
Elementary School Principals	\$80,699	\$77,267
Middle School Principals	\$89,024	\$80,130
High School Principals	\$90,987	\$82,721
Superintendent	\$112,694	\$99,982
Salaries as a Percentage of Total Budget		
Teacher Salaries	42.3%	36.1%
Administrative Salaries	5.4%	6.5%

The "Average Teacher Salaries" table illustrates the average teacher salary at the school and compares it to the average teacher salary at the district and throughout the state.

Average Teacher Salaries		
School & District	Mammoth HS	\$55,680
	MUSD	\$55,802
	Percentage of Variation: -0.22%	
School & State	Mammoth HS	\$55,680
	All Unified School Districts	\$51,006
	Percentage of Variation: 9.16%	

## Contact Information

Parents who wish to participate in Mammoth High School's leadership teams, school committees, school activities, or become volunteers may contact Principal Beatrice Beyer at (760) 934-8541.