

Mammoth Unified School District offers a wide variety of additional support and professional development opportunities for its teachers, administrators, classified staff, and substitutes. Districtwide staff development topics in 2003-04 included data analysis, attendance/discipline/remediation issues, budgetary needs, and alignment of curriculum to standards. Schools supplement district programs with training and activities specific to the needs of their staff. During the 2003-04 school year, Mammoth High School's school-based staff development included reviewing the Western Association of Schools and Colleges Action Plan.

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) and Peer Assistance and Review (PAR) programs. 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.

The district's Peer Assistance and Review Program (PAR) is designed to improve the education for students and increase the classroom performance of teachers. The program recruits exceptional teachers to provide assistance to veteran practicing teachers, beginning practicing teachers, and voluntary participating teachers.

Specialized Instruction

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.

Mammoth High School recognizes that students with special gifts and talents need more challenging curriculum and instruction. 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.

For students whose primary language is not English, and who have limited English proficiency, Mammoth High School offers programs to prepare them to meet the state's academic content and performance standards. Students are identified as English Learners through the California English Language Development Test (CELDT). Those students identified as English Learners 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.

Mammoth High School offers support to students whose test results indicate they need additional assistance to achieve grade level proficiency. Students 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.

Mammoth High School provides instruction to all students in the least restrictive environment possible as part of the full inclusion program. Students with special needs are accommodated with a variety of options. A team consisting of the parent, school administrator, general education teacher, psychologist, and special education teacher, develops an Individual Education Plan (IEP). The IEP defines the individualized instruction and assistance a student will receive 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.

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 2002-03 school year. In 2002-03, Mammoth Unified School District spent an average of \$6,775 to educate each student (based on 2002-03 audited financial statements). The figures shown in the table below 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.

Current Expense of Education Per Student*		
2002-2003		
Mammoth Unified School District	Statewide Average	
	All Unified School Districts	All Districts
\$6,775	\$6,882	\$6,822

**Ed-Data and California Department of Education, School Fiscal Services Division - J-200 Reports.*

In addition to general fund state funding, Mammoth Unified School District receives State and Federal categorical funding for special programs. For the 2002-03 school year, the district received approximately \$1,504 per student in federal and state aid for the following categorical, special education, and support programs:

- Maintenance and Operations
- Eisenhower Math & Science
- 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
- Basic Reading Act
- Tenth Grade Counseling
- Instructional Materials
- Title I Program
- Economic Impact Aid
- Staff Development
- Class Size Reduction

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 school districts having less than 1,500 average daily attendance throughout the State.

Average Salary Information		
Teachers - Principal - Superintendent		
2002-03		
	MUSD	State Average
Beginning Teachers	\$35,564	\$33,128
Mid-Range Teachers	\$54,719	\$50,522
Highest Teachers	\$68,881	\$60,508
Average Salary	\$57,070	\$49,123
Elementary Principals	\$75,605	\$76,908
Middle School Principals	\$83,405	\$76,908
High School Principals	\$85,245	\$76,908
Superintendent	\$105,000	\$96,787
Salaries as a Percentage of Total Budget		
Teacher Salaries	47.12%	35.87%
Administrative Salaries	5.10%	6.36%

Contact Information

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

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

Grades Nine through Twelve
Mike DeRisi
Principal

www.mammothusd.org



2003-04 Board of Trustees

- Joanne Hunt, President
- Greta Boyer, Clerk
- Mary Heller, Member
- Judy King, Member
- Wendy Runley, Member

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- Stan Halperin, Ed.S.
Superintendent
- Patricia Henderson
Business Manager
- Richard Bailey
Director of Maintenance,
Operations, and Transportation

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Mammoth Unified School District

Mammoth High School

"Husky Pride"

Western Association of Schools and Colleges Accredited 2003-2004 School Accountability Report Card

Principal's Message

Mammoth High School is a small four-year comprehensive high school with approximately 360 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.

Mission Statement

The mission of Mammoth High School is to provide quality education that fully develops the academic, vocational, physical, and social skills of all students.

Community & School Profile

Mammoth Unified School District, located in Mono County, educates 1,240 students in grades kindergarten through twelve on a traditional calendar system. There are currently two high schools, one middle school, and one elementary school in the district.

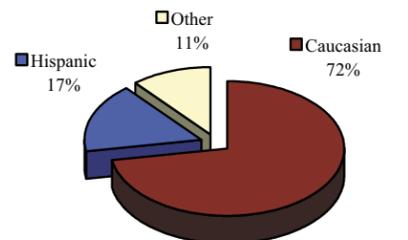
Mammoth High School opened its doors in 1974 to grades nine through twelve. Teachers, staff, and administrators continue to act on the principle that students come first. The educational programs at the school are tailored to meet the needs of a changing school population. The school is very proud that the Western Association of Schools and Colleges recently approved the final three years of the school's secured term. Mammoth High School is committed to providing a strong, well-rounded 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.

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.

% of Student Enrollment by Ethnic Group



Other includes African American, Asian, Pacific Islander, and Multiple or No Response.

Mammoth High School has expelled three students during the past three years; expulsions occur only when required by law or when all other alternatives are exhausted.

Mammoth High		MUSD	
2002	2003	2002	2003
37	41	96	127
9.2	10.90	8.26	7.67
0	3	0	4
0.00	0.80	0.00	0.32
Expulsions (%)	0.00	0.32	0.08

Students are encouraged to participate in the school's additional academic and extracurricular activities that 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. Extracurricular activities, clubs, and programs include:

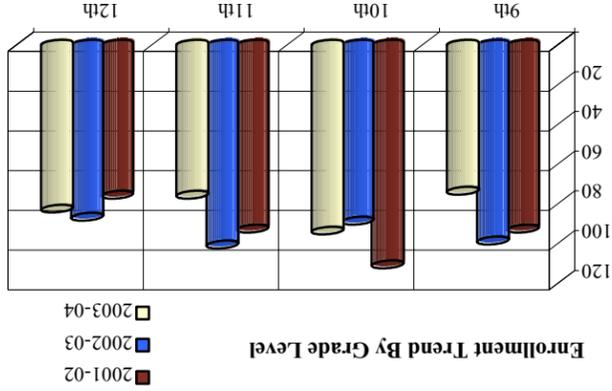
- National Honor Society
- Interact Club
- Student Government
- Rockey Club
- Cheerleading

- Baseball
- Basketball
- Volleyball
- Soccer
- Tennis
- Golf

School Enrollment & Attendance

Student enrollment over the past three years at Mammoth High School has decreased by 12.3 percent. Schoolwide enrollment at the beginning of the 2003-04 school year was 327 students. Mammoth High School accepts students from neighboring districts provided space is available and class sizes do not exceed the school's maximum allowable class size.

School districts receive financial support from the state for the education of the students they serve based on how many students attend each day. Most importantly, 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 report 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.

For the past three years, Mammoth High School has had five dropouts. Intervention programs that promote attendance and help promote a low dropout rate include:

- Parent Conferences
- Alternative School
- Saturday School
- Senior Delinquency Letters
- Student Study Teams
- Short Term Independent Contracts
- School Attendance Review Board (SARB)

Dropout Rates	
Dropouts (#)	4 1 0
Dropout Rate (%)	1.07% 0.27% 0.00%
	01-02 02-03 03-04

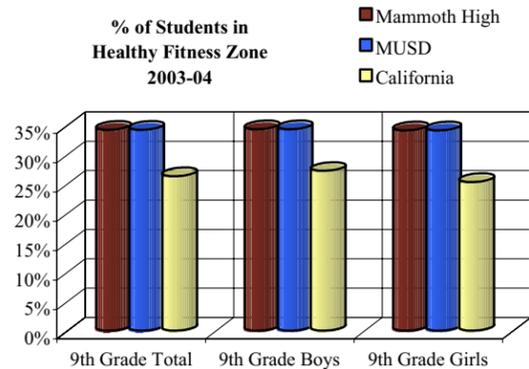
Class Size

The table below illustrates how many classes were taught with a certain number of students in each class, based on three different class sizes. The corresponding numbers show how many classrooms had 22 students or fewer, 22 to 32 students, and 33 or more students by subject. Mammoth High School maintained a schoolwide average class size of 20 students.

Teaching Load Distribution		
Average	Classrooms containing:	
1-22	22-32	33+
Students	Students	Students
02 03 04	02 03 04	02 03 04
English	Math	Science
19 19 17	22 22 20	23 21 18
16 16 14	7 3 9	3 5 7
02 03 04	02 03 04	02 03 04
Students	Students	Students
02 03 04	02 03 04	02 03 04
English	Math	Science
19 19 17	22 22 20	23 21 18
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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).



Academic Performance Index (API)

The Academic Performance Index (API) is one of three components of the Public Schools Accountability Act (PSAA) passed in 1999. The API measures school performance, sets academic growth targets, and monitors growth over time based on STAR results. The Immediate Intervention/Underperforming Schools Program (II/USP) and Governor's Performance Award Program are the two remaining components of the PSAA. API and STAR results determine a school's eligibility for each program. II/USP-eligible schools may apply for funding to provide the necessary resources to improve student performance. The Governor's Performance Award acknowledges those schools that demonstrate significant improvement based on several specific measures.

The interim statewide API performance target is 800. A school's Base API score summarizes a school's performance on STAR testing for that year. A Growth Target is established annually by taking five percent of the difference between the Base score and the interim statewide target. A school's Growth score is calculated in the same manner as the Base score, but uses the following year's STAR testing results. The comparison between Base and Growth scores summarizes a school's progress over time.

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).

Total Graduates	Graduates with UC/CSU Required Courses	UC/CSU Course Enrollment *	Total Course Enrollments *
75	39	1260	2037
	52.0%	61.9%	

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

All Students	API School Results			All Students	API School Results		
	Base				Growth		
	2001	2002	2003		2002	2003	2004
Percent Tested	99	99	99	Percent Tested	99	100	100
API Score	719	719	772	API Growth Score	743	766	767
Growth Target	4	4	1	Actual Growth	24	47	-5
Statewide Rank	8	8	9	Eligible for Awards	Yes	Yes	No
Similar Schools Rank	9	9	9	Eligible for II/USP	No	No	No
Subgroups							
Socioeconomically Disadvantaged							
Base API Score	531	568		API Growth Score	569		
Growth Target	3	3		Actual Growth	38		
Caucasian							
Base API Score	761	766	817	API Growth Score	795	808	829
Growth Target	3	3	A*	Actual Growth	34	42	12
Hispanic							
Base API Score	530	535	586	API Growth Score	548	596	553
Growth Target	3	3	1	Actual Growth	18	61	-33

***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 30 students with valid scores.

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 Booster Club has generously paid for SAT Prep classes for the students at the school.

	SAT I Test Results		
	2001-02	2002-03	2003-04
Grade 12 Enrollment			
Mammoth High	76	87	83
MUSD	84	95	99
California	365,907	385,181	395,194
%Seniors Tested			
Mammoth High	57.9%	56.3%	72.3%
MUSD	52.4%	51.6%	60.6%
California	37.3%	36.7%	35.2%
Average Verbal			
Mammoth High	529	525	522
MUSD	529	525	522
California	490	494	496
Average Math			
Mammoth High	490	505	498
MUSD	490	505	498
California	516	518	519
Average Total			
Mammoth High	1,019	1,030	1,020
MUSD	1,019	1,030	1,020
California	1,006	1,012	1,015

foreign language, visual and performing arts, and health. District textbook review and adoption activities occur the year following the state's adoption.

District-Adopted Textbooks			
Grade Levels	Subject	Publisher	Adoption Year
9-12	Language Arts	Holt, Rinehart, and Winston	2003
9-12	Language Arts	Harcourt Education	1993
9-12	Algebra I	McDougal Littell	1997
9-12	Geometry	McDougal Littell	1997
9-12	Algebra II	McDougal Littell	1997
9-12	Advanced Math	McGraw Hill	1994
9-12	Chemistry	Holt, Rinehart, and Winston	2002
9-12	Biology	Holt, Rinehart, and Winston	2001
9-12	Earth Science	Holt, Rinehart, and Winston	1998
9-12	Science	Glencoe	1995
9-12	World History	Houghton Mifflin	2002
9-12	History	McGraw Hill	2001
9-12	Government	Houghton Mifflin	2001
9-12	History	Center for Civic Education	1997

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.

Each classroom contains approximately two computers. The computer lab in the library contains 20 computers, and an additional computer lab on campus contains 25 computers. Computer resources within the library, computer lab, and classrooms are connected to the Internet so students are able to access resources and information online for classroom assignments and research projects. Students use computers each day for many academic and co-curricular purposes. Computer skills and concepts integrated throughout standard curriculum prepare students for technological growth and opportunities. Students receive computer-assisted instruction on a regular schedule. Software includes programs to help develop critical thinking skills, technological skills, mathematical proficiency, and writing skills.

School Facilities & Safety

Mammoth High School provides a safe, clean environment for students, staff, and volunteers. School facilities, built in 1974, occupy four acres of land; they span 87,640 square feet, and include classrooms, a gymnasium, library, fitness center, multipurpose room, vocal and instrumental classrooms, and an industrial arts facility. Facility improvements include modernizing the kitchen, multipurpose room, and stage, and updating the football stadium. All facilities are up to date and provide adequate space for students and staff. A team of two full-time custodians ensures classrooms, restrooms, and campus grounds are cleaned on a daily basis. The District administers a scheduled maintenance program to ensure that all classrooms and facilities are well-maintained and in good repair. When necessary, the District takes appropriate actions to ensure campus facilities are in good working order and provide a suitable learning environment. A work order process is used to ensure efficient service and that emergency repairs are given the highest priority.

Mammoth High school is in the middle of a four-phase renovation project to upgrade the entire school. The 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 will upgrade its multi-purpose room, kitchen, and floors, and add stands and lights to the football fields. The project should be complete 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. Monitoring of school grounds before, during, and after school is performed by assigned staff members. All visitors must sign in at the front office and sign out upon leaving.

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 December 2004. An updated copy of the plan is available to the public at the school and district offices.

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 Mono County Office of Education employs staff that serves students in the following areas:

- Health Services
- Psychological Services
- Services for the Visually Impaired
- Special Day Classes
- Speech Therapy

Counseling & Support Services Staff			
Title	Number of Staff	Days Available Per Week	Full Time Equivalent
Counselor	1	5	1.0
Academic Guidance Specialist	1	5	1.0
Psychologist	1	2	0.4
Speech/Language Specialist	1	1	0.2
Adaptive PE Specialist	1	As needed	

School Leadership

Leadership at Mammoth High School is a responsibility shared among district administration, school administration, instructional staff, students, and parents. Principal Mike DeRisi has led the school for three years, backed by more than 31 years in education. All members of the school community are committed to a shared schoolwide vision, which creates a strong foundation toward academic success for all students. The principal oversees the day-to-day operations of the school.

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 Shared Leadership Team; Booster Club; and Math Curriculum Committee.

The district Shared Leadership 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 Booster Club, Morning Rotary Club, Lion's Club, Noon Rotary Club, Mammoth Hospital, Geothermal Plant, Mammoth Mountain, Meyers Physical Therapy, and Vons.

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.

Adequate Yearly Progress (AYP)

The federal No Child Left Behind Act (NCLB) requires that all students perform at or above the proficient level on their state's standards-based assessment by 2014. To reach that goal, districts and schools must achieve Adequate Yearly Progress (AYP). This refers to steadily increasing the percentage of students who achieve state standards of academic proficiency from year to year. AYP requires an annual evaluation and reporting of the academic progress of all students, including children in numerically significant subgroups, such as English language learners, socioeconomically disadvantaged students, students with disabilities, and migrant students.

AYP in California

In California, results of how students perform on state testing help determine whether a school or district demonstrates Adequate Yearly Progress (AYP). Schools and districts must meet progressive Annual Measurable Objectives (AMOs) each year in order to meet the objective of a 100 percent at-or-above proficiency rate by the year 2014 as required by NCLB. High schools must achieve a 11.2 percent at-or-above proficiency rate in English Language Arts and 9.6 percent for Mathematics on the California High School Exit Exam (CAHSEE). Additional AMOs contributing to whether or not a school or district demonstrates AYP include: a 95 percent or above participation rate on the CST (grades 2-8) and California High School Exit Exam (grade 10); an increase in graduation rates of 0.1 percent each year; and an API of 560 or one point of API growth each year. For the 2003-04 school year, Mammoth High School met all the Adequate Yearly Progress criteria.

California High School Exit Examination		English/Language Arts	
Adequate Yearly Progress			
Participation Rate		Participation Rate	
03	04	03	04
95%	95%	9.6%	9.6%
Met %	Met %	Met %	Met %
Yes* 99	Yes* 98	Yes* 98	Yes* 98
Yes* 80.0	Yes* 80.0	Yes* 46.5	Yes* 64.4
All Students			
Year Ending		Year Ending	
03	04	03	04
11.2%	11.2%	9.6%	9.6%
Met %	Met %	Met %	Met %
Yes* 99	Yes* 98	Yes* 98	Yes* 98
Yes* 80.0	Yes* 80.0	Yes* 46.5	Yes* 64.4
All Students			
Year Ending		Year Ending	
03	04	03	04
95%	95%	9.6%	9.6%
Met %	Met %	Met %	Met %
Yes* 100	Yes* 100	Yes* 98	Yes* 98
Yes* 64.4	Yes* 64.4	Yes* 46.5	Yes* 64.4
All Students			
Target		Target	
Minimum score of 560 or 1 point increase	Minimum score of 560 or 1 point increase	82.8% or 0.2% increase over a two-year period	82.8% or 0.2% increase over a two-year period
Met	Met	Met	Met
Score	Score	Score	Score
767	766	766	767
Scores		Scores	
Yes	Yes	Yes	Yes
94.5	94.5	98.7	98.7
*The school met the adjusted percent proficient criteria for under 100 valid scores.			

Federal Awards & Intervention Programs

2002	2003	2004	
Recognition for Achievement (Title I)	No	No	No
Identified for Program Improvement	No	No	No
Exited Title I Program Improvement	N/A	N/A	N/A
Number of Years in Program Improvement	N/A	N/A	N/A

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, all general education students must pass both components of the CAHSEE in order to graduate from high school. Starting with the class of 2007, all students with a valid Individual Education Plan (IEP) must pass both components of the CAHSEE in order to graduate. The test is initially given to students in the tenth grade. Students are given numerous chances to pass the two portions of the test during their sophomore, junior, and senior years. Once a student passes a portion of the test, he/she will not have to test in that area again. Administration of the test initiated in the 2001-02 school year. Proficiency scores from the test are currently being used as a determination of Adequate Yearly Progress (AYP) as noted in the AYP section of this card.

California High School Exit Exam (CAHSEE)

Mammoth Unified School District participates in California's mandatory Standardized Testing and Reporting Program (STAR) which utilizes the California Achievement Test (CAT/6), California Standards Tests (CST), the Spanish Assessment of Basic Education/2 (SABE/2), and the California Alternative Performance Assessment (CAPA). The CAT/6 measures achievement based on student comprehension; the CST aids in determining the level of individual student mastery of skills required by the California Content Standards. Prior to 2003, the STAR included the SAT/9 norm-referenced test, which has been replaced by CAT/6. SABE/2 is administered to limited English proficient Spanish-speaking students who have been enrolled in California public schools for less than 12 months. CAPA is administered to students with significant disabilities who are not able to take the CST and CAT/6. For more information on the STAR Program, please visit: <http://star.cde.ca.gov/>

Standardized State Assessments

The U.S. Department of Education's website www.nlb.gov and state Department of Education's website www.cde.ca.gov/nclb/ and information about Title I and NCLB requirements can be found on the state Department of Education's website www.cde.ca.gov/nclb/ and the U.S. Department of Education's website www.nlb.gov. Schools receiving Title I revenue that fail to make AYP for two consecutive years will be identified for Program Improvement. Program Improvement schools are required to inform parents of their rights, attain specific levels of student achievement, and offer supplemental services. Mammoth High School has not qualified to receive Title I funds and has not been identified a Title I Program Improvement school for the past three years. Title I services are provided to those students identified as failing, or most at risk of failing, to meet the state board of education standard. More information about Title I and NCLB requirements can be found on the state Department of Education's website www.cde.ca.gov/nclb/ and the U.S. Department of Education's website www.nlb.gov.

AYP in California

In California, results of how students perform on state testing help determine whether a school or district demonstrates Adequate Yearly Progress (AYP). Schools and districts must meet progressive Annual Measurable Objectives (AMOs) each year in order to meet the objective of a 100 percent at-or-above proficiency rate by the year 2014 as required by NCLB. High schools must achieve a 11.2 percent at-or-above proficiency rate in English Language Arts and 9.6 percent for Mathematics on the California High School Exit Exam (CAHSEE). Additional AMOs contributing to whether or not a school or district demonstrates AYP include: a 95 percent or above participation rate on the CST (grades 2-8) and California High School Exit Exam (grade 10); an increase in graduation rates of 0.1 percent each year; and an API of 560 or one point of API growth each year. For the 2003-04 school year, Mammoth High School met all the Adequate Yearly Progress criteria.

California High School Exit Examination		English/Language Arts	
Adequate Yearly Progress			
Participation Rate		Participation Rate	
03	04	03	04
95%	95%	9.6%	9.6%
Met %	Met %	Met %	Met %
Yes* 99	Yes* 98	Yes* 98	Yes* 98
Yes* 80.0	Yes* 80.0	Yes* 46.5	Yes* 64.4
All Students			
Year Ending		Year Ending	
03	04	03	04
11.2%	11.2%	9.6%	9.6%
Met %	Met %	Met %	Met %
Yes* 99	Yes* 98	Yes* 98	Yes* 98
Yes* 80.0	Yes* 80.0	Yes* 46.5	Yes* 64.4
All Students			
Target		Target	
Minimum score of 560 or 1 point increase	Minimum score of 560 or 1 point increase	82.8% or 0.2% increase over a two-year period	82.8% or 0.2% increase over a two-year period
Met	Met	Met	Met
Score	Score	Score	Score
767	766	766	767
All Students			
Year Ending		Year Ending	
03	04	03	04
95%	95%	9.6%	9.6%
Met %	Met %	Met %	Met %
Yes* 100	Yes* 100	Yes* 98	Yes* 98
Yes* 64.4	Yes* 64.4	Yes* 46.5	Yes* 64.4
All Students			
Target		Target	
Minimum score of 560 or 1 point increase	Minimum score of 560 or 1 point increase	82.8% or 0.2% increase over a two-year period	82.8% or 0.2% increase over a two-year period
Met	Met	Met	Met
Score	Score	Score	Score
767	766	766	767
All Students			
Year Ending		Year Ending	
03	04	03	04
95%	95%	9.6%	9.6%
Met %	Met %	Met %	Met %
Yes* 99	Yes* 98	Yes* 98	Yes* 98
Yes* 80.0	Yes* 80.0	Yes* 46.5	Yes* 64.4
All Students			
Target		Target	
Minimum score of 560 or 1 point increase	Minimum score of 560 or 1 point increase	82.8% or 0.2% increase over a two-year period	82.8% or 0.2% increase over a two-year period
Met	Met	Met	Met
Score	Score	Score	Score
767	766	766	767
All Students			
Year Ending		Year Ending	
03	04	03	04
95%	95%	9.6%	9.6%
Met %	Met %	Met %	Met %
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All Students			
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Score	Score	Score	Score
767	766	766	767
All Students			
Year Ending		Year Ending	
03	04	03	04
95%	95%	9.6%	9.6%
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All Students			
Target		Target	
Minimum score of 560 or 1 point increase	Minimum score of 560 or 1 point increase	82.8% or 0.2% increase over a two-year period	82.8% or 0.2% increase over a two-year period
Met	Met	Met	Met
Score	Score	Score	Score
767	766	766	767
All Students			
Year Ending		Year Ending	
03	04	03	04
95%	95%	9.6%	9.6%
Met %	Met %	Met %	Met %
Yes* 99	Yes* 98	Yes* 98	Yes* 98
Yes* 80.0	Yes* 80.0	Yes* 46.5	Yes* 64.4
All Students			
Target		Target	
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Met	Met	Met	Met
Score	Score	Score	Score
767	766	766	767
All Students			
Year Ending		Year Ending	
03	04	03	04
95%	95%	9.6%	9.6%
Met %	Met %	Met %	Met %
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Yes* 80.0	Yes* 80.0	Yes* 46.5	Yes* 64.4
All Students			
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Score	Score	Score	Score
767	766	766	767
All Students			
Year Ending		Year Ending	
03	04	03	04
95%	95%	9.6%	9.6%
Met %	Met %	Met %	Met %
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All Students			
Year Ending		Year Ending	
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All Students			
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All Students			
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All Students			
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Score	Score	Score	Score
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All Students			
Year Ending		Year Ending	
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All Students			
Year Ending		Year Ending	
03	04	03	04
95%	95%	9.6%	9.6%
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All Students			
Year Ending		Year Ending	
03	04	03	04
95%	95%	9.6%	9.6%
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767	766	766	767
All Students			
Year Ending		Year Ending	
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All Students			
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All Students			
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95%	95%	9.6%	9.6%
Met %			