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Grades Nine through Twelve
Mike DeRisi
Principal

www.mammothusd.org



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Mammoth Unified School District

Mammoth High School

"Husky Pride"

Western Association of Schools and Colleges Accredited 2004-2005 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

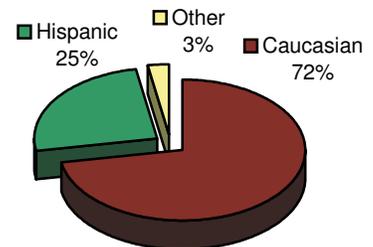
The mission of Mammoth High School is to provide a safe and secure environment where teachers teach and students can learn to their maximum potential and needs.

Community & School Profile

Mammoth Unified School District, located in Mono County, educates nearly 1,200 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 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.

% 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 on page 2 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		
	2003	2004	2005	2003	2004	2005
Suspensions (#)	41	27	42	127	68	115
Suspensions (%)	10.9	8.3	13.0	10.2	5.7	9.7
Expulsions (#)	3	0	0	4	1	3
Expulsions (%)	0.8	0.0	0.0	0.3	0.1	0.3

Extracurricular Activities

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
- Rocketry Club
- Cheerleading
- Leo Club
- Music
- Drama
- Band

The school's interscholastic athletic programs promote individual and team-oriented achievement and self-esteem through school-sponsored teams that compete with other high schools in the area. Athletic programs include:

- Baseball
- Basketball
- Football
- Cross Country Running
- Cross Country Skiing
- Alpine Skiing
- Softball
- Volleyball
- Soccer
- Tennis
- Golf

School Enrollment & Attendance

Schoolwide enrollment at the beginning of the 2004-05 school year was 317 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 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.

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 Deficiency Letters

- Student Study Teams
- Short Term Independent Contracts
- School Attendance Review Board (SARB)

Graduation & Dropout Rates

	01-02	02-03	03-04
	Graduates (#)	69	75
Graduation Rate (%)	94.5	98.7	100.0
Dropouts (#)	4	1	0
Dropout Rate (%)	1.1	0.3	0.0

Class Size

Mammoth High School maintained a schoolwide average class size of 22 students in the 2004-05 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		Classrooms containing:									
			1-22			23-32			33+			
	Class Size	Students	Students	Students	Students	Students	Students	Students	Students	Students		
English	20	18	17	16	14	16	8	3	4	0	0	0
Math	23	21	21	3	9	6	8	5	6	0	0	1
Science	22	18	20	5	7	4	2	2	7	0	0	0
Social Science	25	27	23	3	1	4	4	7	8	1	2	0

Instructional Time

During the 2004-05 school year, all instructional minutes and days at Mammoth High School either met or 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 65,860 minutes of instructional time during the 2004-05 school year. Students received between 57 and 60 minutes of specialized instruction in each subject area by appropriately credentialed teachers.

For the 2004-05 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.

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 August 22, 2005, 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

Grade Levels	Subject	Publisher	Adoption Year
9-12	Language Arts	Holt, Rinehart, & 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	Pre-Calculus	McGraw Hill	1994
9-12	Chemistry	Holt, Rinehart, & Winston	2002
9-12	Biology	Holt, Rinehart, & Winston	1998
9-12	Earth Science	Holt, Rinehart, & Winston	2002
9-12	Physics	Glencoe	1995
9-12	World History	Houghton Mifflin	2002
9-12	Geography	McGraw Hill	2001
9-12	American Government	Houghton Mifflin	2001
9-12	Political Science	Center for Civic Education	1997

Each classroom contains approximately two computers. The new computer lab in the library contains 25 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

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. Facility improvements include modernizing the kitchen, multipurpose room, and stage, and updating the football stadium. The facility strongly supports teaching and learning through its ample classroom and playground space. Facility information was current as of September 28, 2005.

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 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 complete by the 2007-08 school year.

Safety

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.

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 in May 2005 and reviewed with school staff in August 2005. An updated copy of the plan is available to the public at the school and district offices.

Maintenance and Repair

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. As of September 28, 2005, none of the eight emergency conditions cited in Education Code 17592.72 exist at this school.

School Facility Conditions

Facilities information current as of: September 28, 2005

Interim Evaluation Instrument Guidelines	Facility in Good Repair		Deficiency & Remedial 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		
Other	X		

Cleaning Process and Schedule

The district has adopted cleaning standards for all schools in the district. A summary of these standards is available at the school office or 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.

Deferred Maintenance Budget

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 2005-06 school year, the district budgeted \$54,000 for the deferred maintenance program. This represents 0.5% of the district's general fund budget.

Deferred Maintenance Projects

There were no deferred maintenance projects scheduled for this school for the 2005-06 school year. The district's complete deferred maintenance plan is available at the district office.

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.

No Child Left Behind

The federal No Child Left Behind Act requires all students, including socioeconomically disadvantaged students, students with disabilities, migrant students, and students in numerically significant ethnic subgroups, to meet state academic achievement standards in English/language arts and math by 2014. To achieve that goal, districts and schools must demonstrate "Adequate Yearly Progress" (AYP). Schools achieve AYP if they meet certain requirements each year:

- Each school and subgroup must perform to a proficiency level; 22.3% of high school students must be proficient in English and 20.9% must be proficient in Math.
- At least 95% of students must take state standards tests.
- Schools must show improvement in the Academic Performance Index (API).

Mammoth High School met all of the 2005 AYP criteria. Because the school does not receive Title I funding, it is not subject to Program Improvement requirements. More information about Title I and NCLB requirements can be found on the State Department of Education's website <http://www.cde.ca.gov/nclb> and the U.S. Department of Education's website <http://www.nclb.gov>. District-level information for comparison may be found in the *Mammoth Unified School District Report Card*.

Academic Performance Index

The Academic Performance Index (API) is a score on a scale of 200 to 1000 that annually measures the academic performance and progress of individual schools in California. On an interim basis, the state has set 800 as the API score that schools should strive to meet.

Growth Targets: The annual growth target for a school is 5 percent of the distance between its API Base and 800. The growth target for a school at or above 800 is to remain at or above 800. Actual growth is the number of API points a school gained between its base and growth years. Schools that reach their annual targets are eligible for awards.

Subgroup APIs and Targets: In addition to a schoolwide API, schools also receive API scores for each numerically significant subgroup in the school (i.e., racial/ethnic subgroups and socioeconomically disadvantaged students). Growth targets, equal to 80 percent of the school's target, are also set for each of the subgroups. Each subgroup must also meet its target for the school to be eligible for awards.

Percent Tested: To be eligible for awards, elementary and middle schools must test at least 95 percent of their students in grades 2 through 8, and high schools must test at least 90 percent of their students in grades 9 through 11 on STAR assessments.

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

California High School Exit Examination (CAHSEE)				
English/Language Arts				
Participation Rate		% Proficient & Advanced		
Year Ending	04	05	04	05
Target	95%		22.3%	
All Students	Met Yes*	Met Yes*	Met Yes*	Met Yes*
Math				
Participation Rate		% Proficient & Advanced		
Year Ending	04	05	04	05
Target	95%		20.9%	
All Students	Met Yes*	Met Yes*	Met Yes*	Met Yes*

**The school met the adjusted percent proficient criteria for under 100 valid scores.*

Federal Awards & Intervention Programs

	2003	2004	2005
Recognition for Title I Achievement	N/A	N/A	N/A
Identified for Program Improvement	N/A	N/A	N/A
Exited Title I Program Improvement	N/A	N/A	N/A
Number of Years in Program Improvement	N/A	N/A	N/A

API School Results

	Base				Growth		
	2002	2003	2004		2003	2004	2005
All Students							
Percent Tested	99	99	100	Percent Tested	100	100	99
API Score	719	772	756	API Growth Score	766	767	761
Growth Target	4	1	2	Actual Growth	47	-5	5
Statewide Rank	8	9	9	Eligible for Awards	Not funded		
Similar Schools Rank	9	9	10	Eligible for II/USP			
Subgroups							
Socioeconomically Disadvantaged							
Base API Score	568		638	API Growth Score			657
Growth Target	3		2	Actual Growth			19
Caucasian							
Base API Score	766	817	821	API Growth Score	808	829	816
Growth Target	3	*	*	Actual Growth	42	12	-5
Hispanic							
Base API Score	535	586	536	API Growth Score	596	553	611
Growth Target	3	1	2	Actual Growth	61	-33	75

***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.

California Standards Tests

The California Standards Tests (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 Web site at <http://star.cde.ca.gov/>.

California Standards Test (CST)																													
2003, 2004, 2005																													
Combined % of Students Scoring at Proficient and Advanced Levels																													
	Language Arts			General Math			Algebra I			Geometry			Algebra II			Summative H.S. Math			World History			U.S. History							
	03	04	05	03	04	05	03	04	05	03	04	05	03	04	05	03	04	05	03	04	05	03	04	05					
Ninth Grade																													
All Students	67	64	66	28	14	11	31	11	29	50	33	46			36														
Females	71	65	73		10		8	8	24	62	30	46																	
Males	64	63	58	18		0	42	13	33	38		46																	
English Learners																													
Non English Learners	72	67	70	33	14	15	31	11	26	50	33	46			36														
SED^	14		48			15			25																				
Caucasian	77	84	76	33			35	14	28	50	29	41			36														
Hispanic or Latino	20	20	41																										
Tenth Grade																													
All Students	61	66	44				22	19	6	19	27	34	50	14	13										43	60	35		
Females	57	79	42				17		9						18	17										30	59	26	
Males	64	58	45				27					33	50		9											52	60	45	
English Learners																													
Non English Learners	65	72	49				22	19	8	19	27	33	50	14	13										46	66	40		
SED^	42		27																							25		21	
Caucasian	71	78	59				21	17		17	30	38	50	14	15											49	71	48	
Hispanic or Latino	31	13	13																							25	13	10	
Eleventh Grade																													
All Students	56	56	55				18			6	17	42	0	6	4	42	43	24							56	60	50		
Females	68	58	59										0			36										46	50	52	
Males	47	55	52							0	18		0		5		47									63	66	50	
English Learners			0																										0
Non English Learners	59	62	67				18			6	17	42	0	6	4	42	43	24								58	66	62	
SED^			6																									12	
Caucasian	62	66	71							8	21		0	0	4	42	42	24								64	67	65	
Hispanic or Latino	23	35	0																							8	47	6	

[^]SED - Socioeconomically Disadvantaged
 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 a standardized test that compares a student or group of students with a "norm" group from around the country. Reading and Math 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. All students in grades two through eight are tested in reading, spelling, written expression, and language arts. Beginning in 2005, the CAT/6 tests reading/language arts, spelling, and mathematics in grades 3 and 7 only and no longer tests science in any grade. Detailed information regarding results for each grade level can be found at the California Department of Education Web site at <http://star.cde.ca.gov/>.

CAT/6 Norm Referenced Test						
2003, 2004						
% At or Above 50th Percentile						
Subject Area	Reading			Math		
	9	10	11	9	10	11
Grade Level	03	04	03	04	03	04
Year Ending	03	04	03	04	03	04
All Students						
Mammoth HS	71	67	70	70	71	65
MUSD	70	68	65	66	67	60
California	50	48	49	49	47	47
Subgroups						
Females	83	68	63	76	78	60
Males	63	66	75	66	65	68
SED^	13		50		13	
Non English Learners	76	70	75	77	73	70
Caucasian	82	82	82	81	77	77
Hispanic or Latino	19	37	38	20	33	41

[^]SED - Socioeconomically Disadvantaged
 Scores are not disclosed when fewer than 10 students are tested in a grade level and/or subgroup.

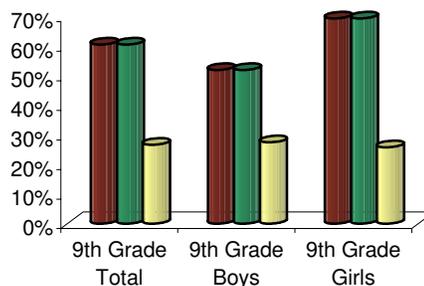
Physical Fitness

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).

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, all general education students must pass both components of the CAHSEE in order to graduate from high school. Starting with the class of 2006, 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.

% of Students in Healthy Fitness Zone 2004-05



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 *
81	46	302	720
	56.8%	41.9%	

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

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. During the 2004-05 school year, 116 students participated in Mammoth High School's AP courses.

Advanced Placement Classes

	# Classes	Enrollment
English	3	51
Science	1	30
Social Science	2	35
Totals	6	116

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

	2002-03	2003-04	2004-05
Grade 12 Enrollment			
Mammoth HS	87	83	63
MUSD	95	99	81
California	385,181	395,194	409,576
%Seniors Tested			
Mammoth HS	56.3%	72.3%	66.7%
MUSD	51.6%	60.6%	51.9%
California	36.7%	35.2%	35.9%
Average Verbal			
Mammoth HS	525	522	556
MUSD	525	522	556
California	494	496	499
Average Math			
Mammoth HS	505	498	550
MUSD	505	498	550
California	518	519	521

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.

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 1:350.

Counseling & Support Services Staff

Title	Number of Staff	Full Time Equivalent
Counselor	1	1.0
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 will pilot this program in the 2005-06 school 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.

Teacher Assignment

Mammoth Unified School District recruits and employs the most qualified credentialed teachers. For the 2004-05 school year, Mammoth High School had 20 fully credentialed teachers who met all credential requirements in accordance with State of California guidelines.

Teacher Credential Status

	03	04	05
Fully Credentialed	19	19	20
Emergency Credentials	0	0	0
Interns	0	1	0
Waivers	0	0	0
Total Teachers	19	20	20
Working Outside Subject Area	0	0	2
Average Years Teaching	18.2	15.4	13.4
Average Years in District	14.2	11.8	9.3

Teacher credential data may not have been submitted or a teacher may hold one or more types of credentials. As a result, total number of teachers may not equal addition of individual categories.

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 or year.

Misassignments/Vacancies

	03-04	04-05	05-06
Misassignments of Teachers of English Learners	0	0	0
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 the 2005-06 school year. Minimum qualifications include: possession of a Bachelor's Degree; possession of an appropriate California teaching credential; and demonstrated competence in core academic subjects. At the start of the 2004-05 school year, 100% of core academic classes at Mammoth High School were taught by NCLB-compliant teachers. District-level information for comparison may be found in the *Mammoth Unified School District Report Card*.

Teacher Education Levels

2004-05

	Mammoth HS
Doctorate	5.0%
Master's Degree +30*	40.0%
Master's Degree	10.0%
Bachelor's Degree +30*	40.0%
Bachelor's Degree	5.0%
Less Than Bachelor's	0.0%
None Reported	0.0%

**Indicates additional hours above and beyond degree.*

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.

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.

The writing and implementation of Mammoth High School's curriculum is an ongoing process. The school's curriculum guides are updated regularly to align with the state standards, district goals, and the statewide assessment program. Mammoth Unified School District realizes the importance of a customized educational experience, addressing the specific needs of students.

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 2004-05 included Guided Language Acquisition Design (GLAD) and Effective Programs and Strategies for Second Language Learners. Schools supplement district programs with training and activities specific to the needs of their staff. During the 2004-05 school year, Mammoth High School's school-based staff development included Reading and Writing Across the Curriculum, Data Analysis, Standards-Aligned Curriculum, and Drug and Alcohol Issues.

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.

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 2003-04 school year. In 2003-04, Mammoth Unified School District spent an average of \$7,310 to educate each student (based on 2003-04 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* 2003-04

Mammoth Unified School District	Statewide Average	
	All Unified School Districts	All Districts
\$7,311	\$6,987	\$6,919

*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 2003-04 school year, the district received approximately \$1,531 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

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 2003-04

	MUSD	State Average
Beginning Teachers	\$35,711	\$33,293
Mid-Range Teachers	\$54,992	\$48,524
Highest Teachers	\$69,226	\$61,782
Elementary Principals	\$77,495	\$75,854
Middle School Principals	\$85,490	\$80,732
High School Principals	\$87,376	\$81,497
Superintendent	\$111,500	\$100,823

Salaries as a Percentage of Total Budget

Teacher Salaries	44.4%	36.4%
Administrative Salaries	5.6%	6.5%

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 four years, backed by more than 32 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 Parent Advisory Team; 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 Booster Club, Morning Rotary Club, Lion's Club, Noon Rotary Club, Mammoth Hospital, Geothermal Plant, Mammoth Mountain, and Vons.

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.