

Mammoth

Unified School District

2008-09 NCLB Annual Report

Published in the 2009-10 School Year

District and State-wide Comparative Report of Student Progress and Proficiency

This report provides district and state level reporting of student proficiency and progress towards meeting established proficiency standards as required by the Federal No Child Left Behind Act. Detailed information about our schools is included in individual Annual School Report Cards prepared for each school. You may obtain an Annual School Report Card from the district or school offices, or by visiting our web site at www.mammothusd.org. This report combined with any of the individual school report cards fulfills Title I annual reporting requirements and California's Proposition 98 annual reporting mandates.

Title I Funding and School Status

Title I funding plays a critical role in the landmark education act popularly known as No Child Left Behind (NCLB). Title I resources are used to support additional teaching staff and programs to meet the needs of low-income, low-achieving students and other designated students with special needs. Information regarding a school's Title I designation assists parents and the school community in understanding the impact NCLB will have on their child's school. Any school receiving Title I funding is required to comply with respective program testing and reporting activities, achieve specific levels of student proficiency, and monitor school progress towards meeting established goals.

There are two types of Title I status: Schoolwide and Targeted Assistance. Schoolwide Title I schools use federal funds for school-wide improvement of student achievement; Targeted Assistance schools use federal funds to help only those students meeting program criteria. Mammoth Unified School District has one Targeted Assistance School.

NCLB requires an annual evaluation of student performance both school-wide and by specific subgroups within the student population. A profile of the district's enrollment, as defined by these subgroups, is provided to create an appropriate context for evaluating the overall success of the school's educational program. Enrollment information by school site can be found in each school's Annual School Report Card.

Student Enrollment by Ethnic Group

2008-09

	Percentage
African American	0.3%
American Indian	0.8%
Asian	0.8%
Caucasian	45.2%
Filipino	0.3%
Hispanic or Latino	49.8%
Pacific Islander	0.1%
Multiple or No Response	2.7%

Board of Education

Shana Stapp, *President*
Gloria Vasquez, *Clerk*
Andres Bourne, M.D., *Member*
Jack Farrell, *Member*
Greg Newbry, *Member*

District Administration

Frank Romero, Ph.D.
Superintendent

Jim Maxey
Business Manager

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

Mammoth Elementary School
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(760) 934-7545

Frank Romero, Ph.D., *Principal*

Mammoth Middle School
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Gabriel Solorio, *Principal*

Mammoth High School
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Mike Agnitch, *Principal*

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Frank Romero, Ph.D., *Principal*

Sierra High School
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Frank Romero, Ph.D., *Principal*

NCLB-Approved Standardized Test: California Standards Tests

The California Standards Tests (CSTs) show how well students are doing in relation to the state content standards. The CSTs include English-language arts (ELA) and mathematics in grades 2 through 11; science in grades 5, 8, and 9 through 11; and history-social science in grades 8, 10, and 11. Student scores are reported as performance levels. Detailed information regarding CST results for each grade and performance level, including the percent of students not tested, can be found at the California Department of Education's website at <http://star.cde.ca.gov/>. In this report card, the percentage of Mammoth Unified School District's students achieving Advanced and Proficient levels (meeting or exceeding the state standards) is reported. Individual school results are reported in each school's Annual School Report Card and may be obtained at the school or district offices.

Comparative school level results may be obtained in each school's Annual School Report Card which is available at the school and district offices or on the district's web page at www.mammothusd.org.

California Standards Test (CST)						
Subject	District			State		
	2007	2008	2009	2007	2008	2009
English/Language Arts	41	46	51	43	46	50
Mathematics	35	41	45	40	43	46
Science	47	48	57	38	46	50
History/Social Science	37	41	42	33	36	41

Physical Fitness

In the spring of each year, Mammoth Unified School District is required by the state to administer a physical fitness test to all students in fifth, seventh, and ninth grades. The physical fitness test is a standardized evaluation that measures each student's ability to perform fitness tasks in six major areas. This table displays by grade level the percent of students meeting fitness standards (scoring in the "healthy fitness zone" on all six fitness standards) for the most recent testing period. Detailed information regarding this test may be found at the CDE Website at <http://www.cde.ca.gov/ta/tg/pff/>.

Percentage of Students in Healthy Fitness Zone			
2008-09 Test Results			
	5th Grade	7th Grade	9th Grade
School			
School Overall			
School (Boys)			
School (Girls)			
District			
District Overall			
District (Boys)			
District (Girls)			
State			
State Overall			
State (Boys)			
State (Girls)			
*Scores are not disclosed when fewer than 10 students are tested in a grade level and/or subgroup.			

National Assessment of Educational Progress

The National Assessment of Educational Progress (NAEP) is an evaluation that is representative of what America's students know and can do in various subject areas. Assessments are conducted periodically in mathematics, reading, science, writing, the arts, civics, economics, geography, and U.S. history. Student scores for reading and mathematics are reported as performance levels (i.e., basic, proficient, and advanced) and the participation of students with disabilities (SD) and English language learners (ELL) is reported based on three levels (identified, excluded, and assessed). Detailed information regarding the NAEP results for each grade, performance level, and participation rate can be found on the National Assessment of Educational Progress webpage at <http://nces.ed.gov/nationsreportcard/>.

Reporting scores for each subject area are not available for the same year. Reading scores reflect results from 2007 and mathematics scores reflect results from 2009. The first table displays the National Assessment of Educational Progress Results for reading (2007) and mathematics (2009) for grades four and eight by scale score and achievement level.

National Assessment of Educational Progress Reading and Mathematics Results for Grades 4 & 8 By Performance Level - All Students					
	Average Scale Score		% at Each Achievement Level		
	State	National	Basic	Proficient	Advanced
Reading 2007 Grade 4	209	220	30	18	5
Reading 2007 Grade 8	251	261	41	20	2
Math 2009 Grade 4	232	239	41	25	5
Math 2009 Grade 8	270	282	36	18	5

The second table displays the participation rates on the National Assessment of Educational Progress for reading (2007) and mathematics (2009) by students with disabilities and/or English language learners for grades four and eight.

NOTE: Only a sample group of California's schools and districts participate in the NAEP testing cycle. Therefore, students in any particular school or district may not be included in these results. The NAEP reflects state test results and is not reflective of either the district or the individual school.

National Assessment of Educational Progress Reading and Mathematics Results for Students with Disabilities (SD) and/or English Language Learners (ELL) By Grades 4 & 8 and Participation Rate - All Students				
	Participation Rate			
	State		National	
	SD	ELL	SD	ELL
Reading 2007 Grade 4	74	93	65	80
Reading 2007 Grade 8	78	92	66	77
Math 2009 Grade 4	79	96	84	94
Math 2009 Grade 8	85	96	78	92



Adequate Yearly Progress

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

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

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

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

Teacher & Administrative Salaries as a Percentage of Total Budget

At the time this report was published, the most recent financial and salary comparison data from the State of California was for the 2007-08 school year. This table displays district salaries for teachers, principals, and superintendents, and compares these figures to the state averages for districts of the same type and size. The table also displays teacher and administrative salaries as a percent of the districts budget, and compares these figures to the state averages for districts of the same type and size. Detailed information regarding salaries may be found at the CDE website.

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

Federal Intervention Programs	
Program Improvement (PI) Status	District
	First Year in PI
Year in PI (2009-10)	2007-2008
# of Schools Currently in PI	Year 3
% of Schools Identified for PI	1
	20.00%

Average Salary Information		
Teachers - Principal - Superintendent		
2007-08		
	District	State
Beginning Teachers	\$41,402	\$38,000
Mid-Range Teachers	\$63,703	\$55,721
Highest Teachers	\$80,192	\$71,548
Elementary School Principals	\$94,787	\$85,858
Middle School Principals	\$97,099	\$91,479
High School Principals	\$101,722	\$93,937
Superintendent	\$139,094	\$115,980
Salaries as a Percentage of Total Budget		
Teacher Salaries	41.5%	34.8%
Administrative Salaries	5.4%	6.5%

Mammoth Unified School District

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