

MAMMOTH UNIFIED SCHOOL DISTRICT

Mammoth Middle School

"High Expectations = High Achievement"

P.O. Box 2429
Mammoth Lakes, CA 93546
(760) 934-7072

Sixth through Eighth Grade
www.mammothusd.org

2007-2008 School Accountability Report Card

Published in the 2008-09 School Year

School Administration

Gabriel Solorio
Principal



Board of Education

Mary Canada
President

Shana Stapp
Clerk

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Member

Gwendolyn Davis
Member

Greg Newbry
Member

District Administration

Frank Romero, Ph.D.
Superintendent

Jim Maxey
Business Manager

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

Principal's Message

The purpose of the School Accountability Report Card is to provide parents and the community with information about Mammoth Middle School's instructional programs, academic achievement, materials and facilities, quality of teaching staff, and much more. The state of California requires that we publish this Report Card each year for the previous year, so that we are held accountable in all these areas.

Our school has a tradition of academic excellence in a caring environment and I welcome this opportunity to share information about our 2007-08 programs.

The staff at Mammoth Middle School believes that each child is unique and deserving of a rich educational environment. Each student has access to a rigorous core curriculum in language arts, mathematics, science, and social science. The hard working staff is both skilled and dedicated to the success of our students. We are fortunate to have many experienced and knowledgeable teachers, eager to make a difference for our students. We believe in a student-centered approach, which provides a climate in which a child's social, emotional, and intellectual needs are equally important. All students have special talents and are given the opportunities to develop those talents.

Parents and the community play an extremely important role in the school. Understanding the school's educational programs, student achievement, and curricular offerings can assist both school and the community in making needed improvements. We hope this Report Card gives all who read it insights into what our school is all about.

Mission Statement

The mission of Mammoth Middle School is to inspire, educate, and empower our community's future leaders by providing a healthy, safe, and respectful environment which fosters the students' academic, social, and emotional growth.

School Profile

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

The school opened its new facility in 2003 to grades six through eight. 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. Mammoth Middle School is committed to providing a strong instructional program for all students to ensure excellence in education. This excellence can be seen in the staff who play such a vital role in providing a quality educational program. In the 2007-08 school year, the school served 264 students.

Student Enrollment by Ethnic Group

2007-08	
	Percentage
African American	0.4%
American Indian	0.8%
Asian	1.1%
Caucasian	49.2%
Filipino	0.8%
Hispanic or Latino	44.7%
Pacific Islander	0.0%
Multiple or No Response	3.0%

Discipline & Climate for Learning

Students at Mammoth Middle 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 Middle 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. The school has developed a step-by-step hierarchy of consequences for poor behavior or lack of homework which may include detentions, Saturday School, in-house suspension, formal suspension, and expulsion. Parents and students are informed of discipline policies at the beginning of each school year through classroom orientations, parent conferences, the Monday Messenger, district leaflets, and individual Student Planners.

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

	Suspensions & Expulsions					
	School			District		
	05-06	06-07	07-08	05-06	06-07	07-08
Suspensions	51	76	71	118	114	175
Suspension Rate	17.8%	27.9%	26.9%	9.7%	9.5%	14.6%
Expulsions	2	3	3	7	7	4
Expulsion Rate	0.7%	1.1%	1.1%	0.6%	0.6%	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. To promote participation, the school recently changed from a five period day to having six periods with an elective. These schoolwide and classroom incentives promote positive attitudes, encourage achievement, and aid in the prevention of behavioral problems. Extracurricular activities, clubs, and programs include:

- Yearbook
- Homework Club
- Associated Student Body
- Fly Fishing Club
- Soccer Club

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

- Snow Skiing
- Cross-Country Skiing
- Basketball
- Volleyball
- Snowboarding

Certificates, ribbons, prizes, and various other awards are given to students at assemblies and special presentations throughout the school year. Activities, honors, and programs include:

- Honor Roll
- Gold Cards
- Students of the Month
- Principal's List
- California Reads
- Perfect Attendance
- Spelling Bee

School Attendance

Mammoth Middle School accepts students from neighboring districts provided space is available and class sizes do not exceed the school's maximum allowable class size.

Attendance is critical to academic achievement. Regular daily attendance is a priority at Mammoth Middle 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. The school informs parents of student absences through phone calls, letters, and parent conferences. Independent study is available for students who require extended leaves from school. The school monitors student attendance very closely and reports excessive unexcused absences to designated authorities such as the 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.

Teacher Assignment

Mammoth Unified School District recruits and employs the most qualified credentialed teachers. For the 2007-08 school year, Mammoth Middle School had 14 fully credentialed teachers who met all credential requirements in accordance with state of California guidelines.

	Teacher Credential Status			
	School			District
	05-06	06-07	07-08	07-08
Fully Credentialed	15	16	14	68
Without Full Credentials	0	0	0	0
Working Outside Subject	0	0	0	0

Teacher misassignments represent the number of teachers who did not hold a legally recognized certificate or credential, including teachers who were assigned to classrooms with English Learners (EL) and who were not properly certificated to teach EL students.

Teacher vacancies reflect the number of open teaching positions that were not filled by a full-time certificated teacher for an entire semester.

	Misassignments/Vacancies		
	06-07	07-08	08-09
Misassignments of Teachers of English Learners	0	0	3
Misassignments of Teachers (other)	0	0	0
Total Misassignments of Teachers	0	0	3
Vacant Teacher Positions	0	0	0

Highly Qualified Teachers

The Federal No Child Left Behind Act requires that all teachers in core subject areas meet certain requirements in order to be considered "Highly Qualified." Minimum qualifications include: possession of a Bachelor's Degree, possession of an appropriate California teaching credential, and demonstrated competence in core academic subjects.

Staff Development

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

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

Instructional Materials

Mammoth Unified School District sets a high priority upon ensuring that sufficient and current textbooks and materials are available to support the school's instructional program. Mammoth Unified School District held a Public Hearing on September 22, 2008, 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.

Computer Resources

Each classroom at Mammoth Middle School contains approximately four computers available for student use. The school recently added a new computer lab with 30 new computers for student use. The 40 laptop computers that were previously a part of a portable computer lab have been distributed throughout the classrooms. Computer resources within the computer lab and classrooms are connected to the Internet so students are able to access resources and information online. Computer skills and concepts integrated throughout standard curriculum prepare students for technological growth and opportunities. Students receive computer-assisted instruction on a regular schedule.

Additional Internet Access/Public Libraries

The Mono County Free Library provides free internet access to all community members, including students of the Mammoth Unified School District. There are a small number of local businesses that provide a Wi-Fi network to patrons wishing to connect to the internet using their personal equipment.

Data Sources

Data within the SARC was provided by Mammoth Unified School District, retrieved from the 2007-08 SARC template, and/or located on Dataquest (<http://data1.cde.ca.gov/dataquest>). Dataquest is a search engine, maintained by the California Department of Education (CDE), which allows the public to search for facts and figures pertaining to schools and districts throughout the state. Among the data available, parents and community may find information about school performance, test scores, student demographics, staffing, and student misconduct/intervention.

NCLB Compliant Teachers		
	% of Core Academic Courses Taught By NCLB Compliant Teachers	% of Core Academic Courses Taught By Non-NCLB Compliant Teachers
School	93.5%	6.5%
District	97.0%	3.0%
High-Poverty Schools in District	N/A	N/A
Low-Poverty Schools in District	N/A	N/A

District-Adopted Textbooks					
Grade Levels	Subject	Publisher	Adoption Year	GiZUWYb	% Lacking
6th-8th	English/ Language Arts	Glencoe	2001	Yes	0.0%
6th-8th	History/Social Studies	Houghton T&E	1990	Yes	0.0%
6th-8th	Mathematics	McDougal Littell	2007	Yes	0.0%
6th-8th	Science	Holt, Rinehart & Winston	2000	Yes	0.0%

Computer Resources			
	05-06	06-07	07-08
Computers	45	45	72
Students per computer	6.4	6.0	3.7
Classrooms connected to Internet	15	15	16

Student Achievement & Testing

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

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

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 school and district performance are displayed in the chart.

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

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

Federal Intervention Programs		
	School	District
Program Improvement (PI) Status	Not in PI	In PI
First Year in PI	-	2007-2008
Year in PI (2008-09)	-	Year 2
# of Schools Currently in PI	-	1
% of Schools Currently in PI	-	20.00%

Academic Performance Index

The Academic Performance Index (API) is an annual measure of the academic performance and progress of schools in California. API scores range from 200 to 1,000 with a statewide target of 800. Detailed information about the API can be found at the CDE website at <http://www.cde.ca.gov/ta/ac/ap/>. This table displays the school's statewide and similar schools API ranks. The statewide API rank ranges from 1 to 10. A statewide rank of 1 means that the school has an API score in the lowest 10 percent of all school in the State, while a statewide rank of 10 means that the school has an API score in the highest 10 percent of all schools in the State. The similar schools API rank reflects how a school compares to 100 statistically matched "similar schools." A similar schools rank of 1 means that the school's academic performance is comparable to the lowest performing 10 schools of the 100 similar schools, while a similar schools rank of 10 means that the school's academic performance is better than at least 90 of the 100 similar schools.

API School Results				
	05-06	06-07	07-08	2008 API Growth Score
Statewide Rank	7	6	5	
Similar Schools Rank	2	2	1	
All Students				
Actual Growth	-26	-19	43	764
Socioeconomically Disadvantaged				
Actual Growth	-10	-13	66	661
Hispanic or Latino				
Actual Growth	-35	4	42	645
Caucasian				
Actual Growth	5	-39	47	859
English Learners				
Actual Growth	-60	45	41	636

California Standards Test

The California Standards Tests (CSTs) show how well students are doing in relation to the state content standards. The CSTs include English/language arts and mathematics in grades 2-11; science in grades 5, 8, 9, 10, and 11; and history/social science in grades 8, 10, and 11. Performance standards identify the level of student mastery of the content standards tested and include Advanced (exceeding standards), Proficient (meeting standards), Basic (approaching standards), Below Basic (below standards), and Far Below Basic (well below standards) levels. The State target for every student is to score at the Advanced or Proficient level. 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, including the percent of students not tested, can be found at the California Department of Education's website at <http://star.cde.ca.gov/>. Note: Scores are not shown when the number of students tested is 10 or less, either because the number of students in this category is too small for statistical accuracy, or to protect student privacy.

California Standards Test									
Subject	School			District			State		
	2006	2007	2008	2006	2007	2008	2006	2007	2008
English/Language Arts	45	42	49	44	41	46	42	43	46
Mathematics	38	34	55	37	35	41	40	40	43
Science	46	39	48	48	47	48	35	38	46
History/Social Science	40	30	36	38	37	41	33	33	36

California Standards Test (CST) Subgroups				
	English/ Language Arts	Mathematics	Science	History/ Social Science
Male	46	55	57	36
Female	51	56	40	36
African American	*	*		
American Indian	*	*	*	*
Asian	*	*	*	*
Caucasian	71	72	75	61
Hispanic or Latino	22	35	26	15
DUWŹŪW' :g' UbXYf	*	*		
English Learners	8	24	15	5
Students with Disabilities	6	12	*	
Socioeconomically Disadvantaged	25	37	27	

*When fewer than 10 students are tested in a grade level or subgroup, scores are not disclosed.

Physical Fitness

In the spring of each year, Mammoth Middle School is required by the state to administer a physical fitness test to all students in seventh grade. 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, and comparisons of a school's test results to the district and state levels, may be found at the CDE Web site at <http://www.cde.ca.gov/ta/tg/pf/>.



Percentage of Students in Healthy Fitness Zone 2007-08 Test Results

7th Grade	
School	
School Overall	26.0%
School (Boys)	14.7%
School (Girls)	35.9%
District	
District Overall	26.0%
District (Boys)	14.7%
District (Girls)	35.9%
State	
State Overall	32.9%
State (Boys)	30.2%
State (Girls)	35.7%

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

CAT-6

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

CAT/6 Norm Referenced Test						
% At or Above 50th Percentile						
	Reading			Math		
	7			7		
	06	07	08	06	07	08
All Students						
School	52	38	58	54	47	56
District	52	38	58	54	47	56
State	46	47	49	50	51	52
Males						
School	32	43	49	50	52	54
Females						
School	69	34	68	58	43	58
Socioeconomically Disadvantaged						
School	26	9	25	34	22	38
Hispanic or Latino						
School	24	14	28	27	24	41
Caucasian						
School	76	65	79	76	73	64
English Learners						
School	13	8	0	16	13	6

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

Class Size

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.

	Class Size Distribution											
	Average Class Size			Classrooms Containing:								
	06	07	08	1-20 Students			21-32 Students			33+ Students		
	06	07	08	06	07	08	06	07	08	06	07	08
English	23	23	25	6	5	4	7	5	10	1	1	-
Mathematics	27	23	21	2	8	10	6	3	3	3	1	-
Science	27	22	23	2	8	7	7	4	6	2	-	-
Social Science	31	30	25	1	-	3	5	7	5	3	1	-

Counseling & Support Staff

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 1:264.

Counseling & Support Services Staff		
	Number of Staff	Full Time Equivalent
Academic Counselor	1	0.5
Adaptive PE Specialist	1	As Needed
Mental Health Counselors	1	0.6
Nurse	1	0.5
Psychologist	1	0.2
Speech and Language Specialist	1	0.2

The school uses all available resources in the community to assist students in their emotional and academic development, including the following resources:

- Mono County Office of Education
- Mono County Health Department
- Mono County Mental Health
- Social Services
- Wild Iris

The Gifted and Talented Education (GATE) program will be offered to students who have been recognized by their teachers as capable of high levels of achievement. Students in the GATE program receive differentiated instruction in their regular classroom by a GATE-trained teacher.

English Language Learners (ELL) are assigned to appropriately credentialed teachers and provided specialized instruction. The school has developed a more comprehensive English Learner program that includes English Language Development and language arts classes.

Students whose test results indicate they need additional assistance to achieve grade level proficiency may participate in Opportunity Classes, an After-School Remediation Program, the Homework Club, and the Peer Mediation Program; all provide specialized services. 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.

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.

School Facilities

Built in 2003, Mammoth Middle School is situated on nine acres. The school buildings span 41,800 square feet, consisting of classrooms, a library, a multipurpose room, administrative offices, restrooms, and storage rooms. The facility strongly supports teaching and learning through its ample classroom and playground space. Facility information was current as of June 4, 2008.

School Facility Conditions				
Date of Last Inspection: 06/04/2008				
Overall Summary of School Facility Conditions: Exemplary				
Items Inspected	Facility Component System Status			8YUWJYbWm'/'FY aYXJU'' Actions Taken or Planned
	Good	Fair	Poor	
Gas Leaks	X			
Mechanical Systems	X			
Windows/Doors/Gates/ Fences (Interior and Exterior)	X			
Interior Surfaces (Floors, Ceilings, Walls, and Window Casings)	X			
Hazardous Materials (Interior and Exterior)	X			
Structural Damage	X			
Fire Safety	X			
Electrical (Interior and Exterior)	X			
Pest/Vermin Infestation	X			
Drinking Fountains (Inside and Outside)	X			
Restrooms	X			
Sewer	X			
Roofs (observed from the ground, inside/outside the building)	X			
Playground/School Grounds	X			
Overall Cleanliness	X			

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.

Cleaning Process and Schedule

The district governing board has adopted cleaning standards for all schools in the district. All schools are cleaned daily. 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 2008-09 school year, the district budgeted \$62,000 for the deferred maintenance program. This represents 0.4% of the district's general fund budget.

Deferred Maintenance Projects

There are no deferred maintenance projects scheduled for this school for the 2008-09 school year. The district's complete deferred maintenance plan is available at the district office.

Safe School Plan

Safety of students and staff is a primary concern of Mammoth Middle 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, breaks, 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 Middle School reviews the plan each year and updates it as needed. The plan was last updated and reviewed with school staff in October 2008. An updated copy of the plan will be available to the public at the school and district offices.

School Leadership

Leadership at Mammoth Middle School is a responsibility shared among district administration, school administration, instructional staff, students, and parents. Principal Gabriel Solorio has led the school for three years, backed by more than 10 years of experience in education, with three years in administration.

All members of the school community are committed to a shared schoolwide vision, which creates a strong foundation toward academic success for all students. The principal oversees the day-to-day operations of the school. Coordinating with the principal is the Mammoth Middle School Organization (MMSO), which meets regularly to focus on schoolwide curricular and administrative issues. Other leadership groups on campus include the School Site Council (SSC).

Mammoth Middle School teachers represent its staff on a variety of districtwide committees, including groups that focus on mathematics, science, technology, and English language learners.



Parent Involvement

Parents and the community are very supportive of the educational program at Mammoth Middle School. Numerous programs and activities are enriched by the generous contributions made by the following organizations:

- Mammoth Lakes Police Department
- Burgers Restaurant
- Mammoth Noon Rotary Club
- Amerigas
- Mammoth Sunrise Rotary Club
- Vons
- Mammoth Lion's Club
- Angel's Restaurant
- Roberto's Restaurant
- Giovanni's Pizza
- Hot Chicks Restaurant
- Mammoth Middle School Organization (MMSO)

Contact Information

Parents who wish to participate in Mammoth Middle School's leadership teams, school committees, school activities, or become volunteers may contact Principal Gabriel Solorio at (760) 934-7072.

District Expenditures

At the time this report was published, the most recent financial and salary comparison data from the State of California was for the 2006-07 school year. The figures shown in the Expenditures Per Pupil table reflect the direct cost of educational services, per average daily attendance, excluding food services, facilities acquisition and construction, and certain other expenditures. This calculation is required by law annually and is compared with other districts state-wide.

Expenditures per Pupil	
School	
Total Expenditures Per Pupil	\$6,180
From Restricted Sources	\$1,068
From Unrestricted Sources	\$5,112
District	
From Unrestricted Sources	\$5,769
Percentage of Variation between School & District	11.39%
State	
From Unrestricted Sources	\$5,300
Percentage of Variation between School & State	3.55%



District Revenue Sources

For the 2006-07 school year, the district received approximately \$2,209 per student in federal and state aid for the following categorical, special education, and support programs:

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

Teacher & Administrative Salaries as a Percentage of Total Budget

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

Average Salary Information		
Teachers - Principal - Superintendent		
2006-07		
	District	State
Beginning Teachers	\$39,810	\$36,658
Mid-Range Teachers	\$61,253	\$53,646
Highest Teachers	\$77,108	\$69,646
Elementary School Principals	\$84,634	\$85,019
Middle School Principals	\$86,699	\$85,660
High School Principals	\$90,827	\$91,134
Superintendent	\$124,194	\$110,844
Salaries as a Percentage of Total Budget		
Teacher Salaries	41.3%	35.2%
Administrative Salaries	5.4%	6.4%

School Site Teacher Salaries

The chart illustrates the average teacher salary at the school and compares it to the average teacher salary at the district and state.

Average Teacher Salaries	
School & District	
School	\$57,542
District	\$59,928
Percentage of Variation	3.98%
School & State	
School	\$54,955
Percentage of Variation	4.71%