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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 2002-2003 School Accountability Report Card

Principal's Message

Mammoth High School is a small four-year comprehensive high school with approximately 375 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 extra-curricular opportunities for our students.

Mission Statement

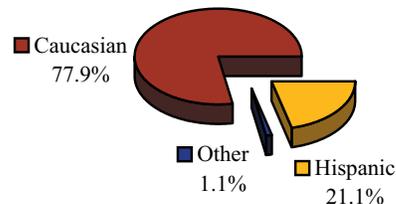
The mission of Mammoth High School is to provide quality education that fully develops the academic, vocational, physical, and social skills of all students.

Community & School Profile

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

The 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. Mammoth High School is dedicated to ensuring the academic success of every student, and providing the most comprehensive educational experience. Mammoth High 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.

% of Enrollment by Ethnic Group



"Other" includes African American, Asian, and Pacific Islander students.

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.

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

	Suspensions and Expulsions					
	Mammoth High			MUSD		
	01	02	03	01	02	03
Suspensions (#)	39	37	41	75	96	127
Suspensions (%)	10.96	9.92	10.90	6.13	7.67	10.24
Expulsions (#)	7	0	3	10	4	4
Expulsions (%)	1.97	0.00	0.80	0.82	0.32	0.32

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
- Leo Club
- Multicultural Club
- Music
- Drama
- Cheerleading
- 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.

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

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:

- Award Assemblies
- Athlete of the Week
- Student of the Month
- Honor Roll publication in the newspaper

Homework

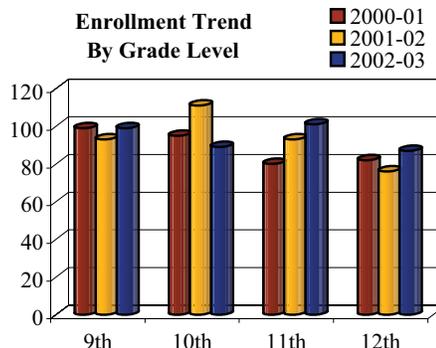
Mammoth High School believes homework to be a fundamental part of the learning process that helps to develop basic academic and study skills as well as promote student responsibility and self-discipline. Homework is assigned on a regular basis for all grade levels and major subject areas. Each teacher determines the appropriate measure of homework for his or her students. Students can expect to spend 2-3 hours per week per subject on homework. Honors and AP classes require 1-2 hours per night. Students are expected to complete their homework assignments in a timely manner and to the best of their ability. Parents are encouraged to provide a supportive environment for homework activities.

School Enrollment & Attendance

Student enrollment over the past three years at Mammoth High School has increased by 5.31 percent. Schoolwide enrollment at the beginning of the 2002-03 school year was 376 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.

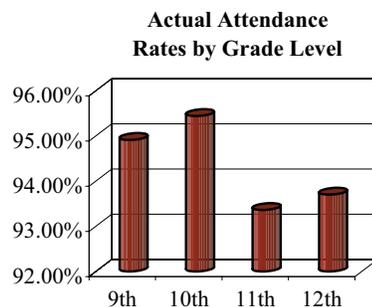
School districts receive financial support from the state for the education of the students they serve based on how many students attend each day. Most importantly, attendance is critical to academic achievement and regular daily attendance is a priority at Mammoth High School. Attendance, tardiness, 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 and attendance secretary monitor student attendance daily and report excessive unexcused absences to des-

ignated 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.

The following chart shows Mammoth High School's actual attendance rates by grade level for the 2002-03 school year.



For the past three years, Mammoth High School has had four 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 (SSTs)
- Short Term Independent Contracts
- School Attendance Review Board (SARB)

Dropouts			
	99-00	00-01	01-02
Dropouts (#)	0	0	4
Dropout Rate (%)	0.0	0.0	1.1

Class Size

Mammoth High School maintained a schoolwide average class size of 21 students and a pupil-to-teacher ratio of 20:1 for the 2002-03 school year. Class size rates are based on grade level and subject area.

	Teaching Load Distribution											
	Number of Classes by Size											
	Avg. Class Size			1-22 Students			22-32 Students			33+ Students		
	01	02	03	01	02	03	01	02	03	01	02	03
English	16	19	20	20	16	16	4	7	8	0	0	0
Math	25	23	23	4	7	3	6	7	8	0	1	0
Science	24	23	22	5	3	5	5	6	2	0	0	0
Social Science	24	25	23	5	3	4	5	4	4	2	2	1

Instructional Time

During the 2002-03 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 66,400 minutes of instructional time during the 2002-03 school year. Students received between 55 and 60 minutes of specialized instruction in each subject area by appropriately credentialed teachers.

For the 2002-03 school year, Mammoth High School offered 180 days of instruction comprised of 170 regular days, 4 minimum days used for staff development, and 6 minimum days for 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. Each student is provided his/her own individual textbook for all core classes. All textbooks and instructional materials used within the District are aligned with the California State Content Standards and Frameworks. Instructional materials for grades 9-12 have been approved by the Board of Education. 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.

Textbooks		
Subject/ Adoption Year	Publisher/Series	Grade Levels
Language Arts		
2003	Holt, Rinehart & Winston / <i>Mastering the California Standards</i>	9th-12th
1993	Harcourt Education / <i>Elements of Literature</i>	9th-12th
Math		
1997	McDougal Littell / <i>Structure and Method (Algebra 1)</i>	9th-12th
1997	McDougal Littell / <i>Geometry</i>	9th-12th
1997	McDougal Littell / <i>Structure and Method (Algebra 2)</i>	9th-12th
1994	McGraw Hill / <i>Advanced Mathematical Concepts</i>	9th-12th
Science		
2002	Holt, Rinehart & Winston / <i>Science Spectrum</i>	9th-12th
2002	Holt, Rinehart & Winston / <i>Modern Chemistry</i>	9th-12th
2001	Holt, Rinehart & Winston / <i>Biology: Principles & Explorations</i>	9th-12th
1998	Holt, Rinehart & Winston / <i>Visualizing Life</i>	9th-12th
1995	Glencoe / <i>Principles & Problems</i>	9th-12th
Social Science		
2002	Houghton Mifflin / <i>Modern World History</i>	9th-12th
2001	McGraw Hill / <i>Traditions and Encounters</i>	9th-12th
2001	Houghton Mifflin / <i>American Government</i>	9th-12th
1997	Center for Civic Education / <i>We the People</i>	9th-12th

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.

The school's library is stocked with many books, magazines, and periodicals that are available for students to use. The library is staffed by a full-time librarian and is fully automated using the Athena tracking software program. Students visit the library on a daily basis. The school's library also contains a large collection of video and audio tapes and materials in Spanish for uses that tie into curricular areas of study.

Each classroom contains approximately two computers, the computer lab in the library contains twenty computers, and an additional computer lab on campus contains twenty five 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. Students use computers each day for many academic and co-curricular purposes such as research and projects. 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.

Each classroom is equipped with a television and a VCR. Additional technology resources available to teachers and students include an LCD projector, compact discs, video cameras, and digital cameras.

Computer Resources			
	00-01	01-02	02-03
Computers	76	110	104
Students per computer	4.7	3.4	3.6
Classrooms connected to Internet	19	18	25

School Facilities & Safety

Mammoth High School provides a safe, clean environment for students, staff, and volunteers. School facilities, built in 1974, occupy four acres of land and include the classrooms, a gymnasium, library, fitness center, multipurpose room, vocal and instrumental classrooms, and an industrial arts facility which are all up to date and provide adequate space for students and staff. A team of two full-time custodians ensures classrooms, restrooms, and campus grounds are kept clean and safe. Mammoth Unified School District administers a scheduled maintenance program to ensure that all classrooms and facilities are maintained to a degree of adequacy that provides for good learning.

During the 2002-03 school year, no major remodeling or modernization efforts took place at Mammoth High School. Major renovations, however, are scheduled to begin in the summer of 2004.

Safety of students and staff is a primary concern of Mammoth High School. The school is in compliance with all laws, rules, and regulations pertaining to hazardous materials and state earthquake standards. The school's disaster preparedness plan includes steps for ensuring student and staff safety during a disaster. Fire and earthquake drills are conducted on a regular basis. Monitoring of school grounds before, during, and after school is performed by assigned staff members. All visitors must sign in at the front office and sign out upon leaving.

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

Student Achievement & Testing

Various measures of student achievement are used as an ongoing part of the evaluation of the quality instructional program at Mammoth High School. These measures afford insight as to students' actual progress as well as the effectiveness of the instructional program. They are especially helpful as active long-term reflections of student instructional growth.

Adequate Yearly Progress (AYP)

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

AYP in California

In California, results of how students perform on state testing help determine whether a school or district demonstrates Adequate Yearly Progress (AYP). Schools and districts must meet progressive Annual Measurable Objectives (AMOs) each year in order to meet the objective of a 100 percent at-or-above proficiency rate by the year 2014 as required by NCLB. Beginning with spring 2003 test results, high schools must achieve a 11.2 percent at-or-above proficiency rate in English Language Arts and 9.6 percent for Mathematics on the California High School Exit Exam (CAHSEE). Additional AMOs contributing to whether or not a school or district demonstrates AYP include: a 95 percent or above participation rate on the CST (grades 2-8) and California High School Exit Exam (grade 10); an increase in graduation rates of 0.1 percent each year; and an API of 560 or one point of API growth each year. For the 2002-03 school year, Mammoth High School met all the Adequate Yearly Progress criteria.

Beginning with the 2003 AYP reporting cycle, schools receiving Title I revenue that fail to make AYP for two consecutive years will be identified for Program Improvement. Program Improvement schools are required to inform parents of their rights, attain specific levels of student achievement, and offer supplemental services. Mammoth High School has not qualified to receive Title I funds and has not been identified a Title I Program Improvement school for the past three years. Title I services are provided to those students identified as failing, or most at risk of failing, to meet the state board of education standards. More information about Title I and NCLB requirements can be found on the state Department of Education's website www.cde.ca.gov/iasa/titleone/ and the U.S. Department of Education's website www.nclb.gov.

Standardized State Assessments

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

California Standards Tests (CST)

California Standards Tests assess student performance on the California Academic Content Standards adopted by the state board of education. Performance standards identify the level of student mastery of the content standards tested. The state target for every student is to score at the Proficient or Advanced level.

All school districts in the state of California are required to report their CST results in comparison to the state average. In this report card, the percentage of Mammoth High School students achieving Proficient and Advanced levels is reported. Data are broken out by gender, language fluency, socioeconomic status, ethnicity, and participation in migrant education. District level and statewide disaggregated scores may be found in the *Mammoth Unified School District NCLB Report Card*.

Adequate Yearly Progress (AYP) 2003									
Mammoth High									
California High School Exit Exam (CAHSEE)									
% Participation Rate				% Proficient or Advanced					
English/ Language Arts		Mathematics		English/ Language Arts		Mathematics			
Target		95%		95%		11.2%		9.6%	
Met Target? Yes or No									
Met	%	Met	%	Met	%	Met	%		
All Students		Yes	98.6%	Yes	100.0%	Yes [^]	80.0%	Yes [^]	46.5%
Subgroups*									
Academic Performance Index (API)				Graduation Rate					
Target		560 or 1 point growth				82.8% or 0.1 increase			
Met Target? Yes or No									
Met	Score	Increase	Met	%	Increase				
Schoolwide		Yes	766	47	Yes	94.5	-5.5		

[^]The school met the adjusted percent proficient criteria for under 100 valid scores.
**Only numerically significant subgroups are required to be reported.*
SED - Socioeconomically Disadvantaged
AYP based on API is schoolwide only.

Federal Programs			
	01	02	03
Recognition for Achievement (Title I)	No	No	No
Identified for Program Improvement	No	No	No
Exited Title I Program Improvement	N/A	N/A	N/A
Number of Years in Program Improvement	N/A	N/A	N/A

SAT/9 Norm Referenced Test												
2001 & 2002												
% At or Above 50th Percentile												
	Reading						Math					
	9		10		11		9		10		11	
All Students	01	02	01	02	01	02	01	02	01	02	01	02
Mammoth High	57	59	48	55	51	56	56	74	58	59	61	57
MUSD	56	58	47	51	47	51	56	74	56	55	57	52
California	35	34	34	34	37	37	51	52	45	46	46	47
Gender												
Male	53	60	47	49	38	59	61	82	63	58	55	62
Female	60	58	50	62	62	62	52	64	50	60	66	50
Language Fluency												
English Learners (EL)												
Non EL	57	59	51	57	53	55	59	74	64	60	64	57
Socioeconomic Status												
SED	42	16	29		15		15	38	18	13	36	31
Non SED	60	62	58	60	53	65	63	80	72	68	66	63
Ethnicity												
Caucasian	64	67	59	61	58	68	65	85	72	67	68	68
Hispanic	8	33	11	21	17	17	18	41	14	20	29	22

SED - Socioeconomically Disadvantaged
Due to the moderate number of students tested, and in order to maintain confidentiality, certain scores are not disclosed.

CAT/6 Norm Referenced Test 2003 % At or Above 50th Percentile						
	Reading			Math		
	9	10	11	9	10	11
All Students						
Mammoth High	71	70	71	63	59	67
MUSD	70	65	67	62	54	63
California	50	49	47	46	52	47
Gender						
Male	63	75	65	68	70	63
Female	83	63	78	54	43	72
Language Fluency						
English Learners (EL)						
Non EL	76	75	73	68	64	69
Socioeconomic Status						
SED	13	50		13	33	
Non SED	81	74	77	73	65	70
Ethnicity						
Caucasian	82	82	77	71	65	73
Hispanic	19	38	33	31	44	33

*SED - Socioeconomically Disadvantaged
Due to the moderate number of students tested, and in order to maintain confidentiality, certain scores are not disclosed.*

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 all three components of the CAHSEE in order to graduate from high school. Starting with the class of 2007, all students with a valid Individual Education Plan (IEP) must pass all three 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 three 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 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.

Physical Fitness

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

Academic Performance Index (API)

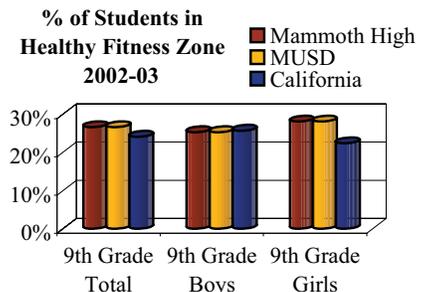
The Academic Performance Index (API) is one of three components of the Public Schools Accountability Act (PSAA) passed in 1999. The API measures school performance, sets academic growth targets, and monitors growth over time based on STAR results. The Immediate Intervention/Underperforming Schools Program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

California Awards and Intervention Programs			
	01	02	03
Eligible for Governor's Performance Award	No	Yes	Yes
Eligible for II/USP	No	*	*
Applied for II/USP \$	No	*	*
Received II/USP \$	No	*	*

**II/USP was not funded in 2002 or 2003.*

California Standards Test (CST) 2001, 2002, 2003 Combined % of Students Scoring at Proficient & Advanced Levels														
	Language Arts									Social Science				
	9			10			11			9	10	11		
	01	02	03	01	02	03	01	02	03	02	02	03	02	03
All Students														
Mammoth High	39	55	67	39	49	61	43	50	56	43	27	43	41	56
MUSD	39	55	66	38	46	54	40	46	52	43	24	38	36	53
California	28	33	38	31	33	23	29	31	22	24	24	27	31	34
Gender														
Male	33	54	64	37	34	64	34	49	47	54	16	52	41	63
Female	45	58	71	44	64	57	48	52	68	29	0	30	40	46
Language Fluency														
English Learners (EL)														
Non EL	39	56	72	41	50	65	43	50	59	43	27	46	40	58
Socioeconomic Status														
SED	50	14		0	28	42	8	8	8	25	18	18		
Non SED	42	57	76	50	52	65	45	59	59	41	29	47	45	61
Ethnicity														
Caucasian	62	77		55	71		64	62	45	30	49	44	64	
Hispanic	33	20		14	31		11	23	33	0	25	27	8	

*SED - Socioeconomically Disadvantaged
Summative grade-level scores are currently unavailable in Math (Grades 8-11), Social Science (9th grade 2003), and Science (Grades 9-11). For course specific results, please refer to the STAR website at: <http://star.cde.ca.gov>
2001 testing data is unavailable from the California Department of Education.
Due to the moderate number of students tested, and in order to maintain confidentiality, certain scores are not disclosed.*



API School Results						
All Students						
	Base			Growth		
	2000	2001	2002	00-01	01-02	02-03
Percent Tested	98	99	N/A	Percent Tested	99	99
API Score	746	719	719	API Growth Score	725	743
Growth Target	3	4	4	Actual Growth	-21	24
Statewide Rank	9	8	8			
Similar Schools Rank	10	9	9			
Subgroups						
Caucasian						
Base API Score	808	761	766	API Growth Score	772	795
Growth Target	*	3	3	Actual Growth	-36	34
Hispanic						
Base API Score	505	530	535	API Growth Score	517	548
Growth Target	2	3	3	Actual Growth	12	18

*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.
Schools and subgroups attaining a score of 800 or higher are expected to maintain that level of achievement.

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

College Preparation

Mammoth High School offers college-bound students many opportunities to get a head start on their future. College preparation activities and programs are part of the school curriculum, enhanced by supplemental programs sponsored by the school and community groups. 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).

2001-02 Total Graduates	Graduates with UC/CSU Required Courses	UC/CSU Course Enrollment	2001-02 Total Course Enrollments
69	42	1,445	1,702
	60.9%	84.9%	

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.

Advanced Placement

Mammoth High School offers five 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 2002-03 school year, 188 students participated in Mammoth High School's AP courses.

	SAT I Test Results		
	01	02	03
	Grade 12 Enrollment		
Mammoth High	82	76	87
MUSD	95	84	95
California	357,789	365,907	385,181
	% of Seniors Tested		
Mammoth High	54.87	57.89	56.32
MUSD	47.36	52.38	51.58
California	36.63	37.26	36.73
	Average Verbal		
Mammoth High	548	529	525
MUSD	548	529	525
California	492	490	494
	Average Math		
Mammoth High	510	490	505
MUSD	510	490	505
California	516	516	518
	Average Total		
Mammoth High	1,057	1,019	1,030
MUSD	1,057	1,019	1,030
California	1,008	1,006	1,012

Advanced Placement Classes	Number	
	of Classes	Enrollment
English Language & Composition	1	15
English Literature & Composition	1	13
General Biology	2	45
World History	1	15
United State History	1	14
Total	6	102

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. In addition, 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.

Mammoth High School offers career-path related classes through the Modesto and Stanislaus Counties' Regional Occupational Program (ROP). 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 problems, difficulty coping with personal and family problems, trouble with decision making, or handling peer pressure.

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

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

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

Community Resources

The school uses all available resources in the community to assist students in their emotional and academic development. The following is a list of those resources:

- Mammoth Police Department
- Mono County Health Department
- Mono County Mental Health
- Eastern Sierra Family Resource Center
- Myers Physical Therapy
- Social Services

Teacher Assignment

Mammoth Unified School District recruits and employs the most qualified credentialed teachers. Twenty five teachers in the district have multiple credentials. For the 2002-03 school year, Mammoth High School had 19 fully credentialed teachers who met all credential requirements in accordance with state of California guidelines.

Teacher Credential Status			
	01	02	03
Fully Credentialed	18	20	19
Working Outside Subject	0	0	2
Emergency Credentials	0	0	0
Interns	0	0	0
Waivers	0	0	0
Total Teachers	18	20	19
Average Years Teaching	20.6	18.1	18.2
Average Years in District	14.7	13.4	14.2

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.

Mammoth High School supports efforts made by teachers and other certificated school staff in attaining additional education and training through local colleges and universities for their personal growth as well as for the benefit of the school. During the 2002-03 school year, certificated staff consisted of 21 employees: 42.9 percent with 30+ additional units beyond their bachelor's degree and 47.6 percent holding advanced graduate degrees such as a master's or doctorate 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
- Developing as a Professional Educator

A conference is held after an evaluation to discuss the quality of instruction and to provide suggestions for improvement.

Substitute Teachers

The Mammoth Unified School District has at most between 40 and 45 substitute teachers in their current substitute pool. The district requires all substitutes to be either a retired teacher, have a Bachelor's degree and pass 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 fill the role, or teachers teach during their preparation period.

In an effort to maintain a sufficient pool of substitutes and recruit qualified teachers, the district accepts applications throughout the year and utilizes the state's Teacher Recruitment Center.

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.

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

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 2002-03 included data analysis, attendance/discipline/remediation issues, budgetary needs, and alignment of curriculum to standards. Schools supplement district programs with training and activities specific to the needs of its staff. During the 2002-2003 school year, Mammoth High School's school-based staff development topics included:

- No Child Left Behind
- Standardized Testing
- Academic Performance Index
- Reading Across the Curriculum

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. For the 2002-03 school year, the district's four support providers assisted eight participants.

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. During the 2002-03 school year, the Mammoth Unified School District had one trained and certified consulting teacher serving the district's PAR participating teachers.

Specialized Instruction

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

Mammoth High School recognizes that students with special gifts and talents need more challenging curriculum and instruction. The Gifted and Talented Education (GATE) program is offered to students who have been recognized by their teachers as capable of high levels of achievement. At Mammoth High School, Advanced Placement and Honors courses are available to GATE students.

For students whose primary language is not English, and who have limited English proficiency, Mammoth High School offers programs to prepare them to meet the state's academic content and performance standards. Students are identified as English Learners through the California English Language Development Test (CELDT). Those students identified as English Learners are assigned to appropriately credentialed teachers and provided sheltered social science and mathematics instruction using English Language Development (ELD) and Specially Designed Academics in English (SDAIE) techniques.

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

Mammoth High School provides instruction to all students in the least restrictive environment possible as part of the full inclusion program. Students with special needs are accommodated with a variety of options. A team consisting of the parent, school administrator, general education teacher, psychologist, and special education teacher, develops an Individual Education Plan (IEP). The IEP defines the individualized instruction and assistance a student will receive which may include sessions with a resource specialist, placement in a Special Day Class, and/or additional assistance from the school's speech/language specialist and adaptive PE specialist. Mono County and Mammoth Unified School District work cooperatively through the Special Education Program to facilitate the needs of those students with special needs through appropriate assessment, identification of problem areas, placement, and program implementation. The special education coordinator supervises the special education staff.

School Leadership

Leadership at Mammoth High School is a responsibility shared between district administration, school administration, instructional staff, students, and parents. 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
- District Shared Leadership Team
- Math Curriculum Committee
- Student Study Team
- Booster Club

The district Shared Leadership Team consists of parents and staff who are dedicated to improving the educational program in the district. Mammoth High School teachers represent its staff on a variety of districtwide committees, including groups that focus on the following:

- Curriculum
- Facilities
- Mathematics
- Athletics
- Shared Leadership
- Multicultural
- Language Arts
- Science
- Social Studies
- English Language Learners

Expenditures & Services Funded

For the 2001-02 school year, Mammoth Unified School District spent an average of \$6,632 to educate each student (based on 2001-02 audited financial statements). 2002-03 state comparison data is not available through the California Department of Education. The figures shown in the table below reflect the direct cost of educational services, per average daily attendance (ADA), excluding food services, facilities acquisition and construction, and certain other expenditures. This calculation is required by law annually and compared with other districts statewide.

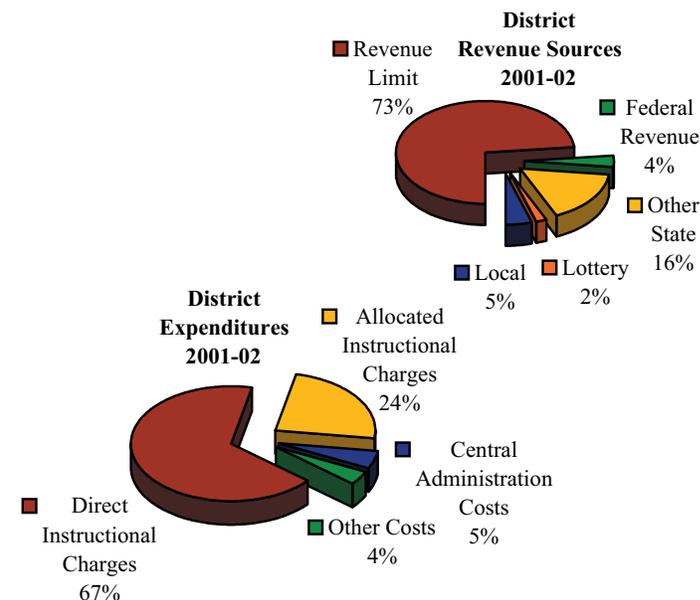
Current Expense of Education Per Student* 2001-02		
Statewide Average		
All Unified		
MUSD	School Districts	All Districts
\$6,632	\$6,767	\$6,719

*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 2001-02 school year, the district received approximately \$1,090 per student in federal and state aid for the following categorical, special education, and support programs:

- Maintenance and Operations
- Eisenhower Math & Science
- Special Education Transportation
- Regional Occupational Program
- Home-to-School Transportation
- Forest Reserve
- Basic Reading Act
- Tenth Grade Counseling
- Instructional Materials
- Title I Program

- School Improvement Program
- Special Education
- Safe and Drug Free Schools Program
- Peer Assistance and Review Program
- Educational Technology Assistance Grants
- Economic Impact Aid
- Staff Development
- Class Size Reduction



Salary & Budget Comparison

State law requires comparative salary and budget information to be reported to the general public. For comparison purposes, the state Department of Education has provided average salary data from school districts having less than 1,500 average daily attendance throughout the state. 2002-03 State comparison data is not available through the California Department of Education.

Average Salary Information Teachers - Principals - Superintendent 2001-02		
	MUSD	State Average
Beginning Teachers	\$35,564	\$31,721
Mid-Range Teachers	\$54,719	\$46,817
Highest Teachers	\$68,881	\$57,720
Elementary Principals	\$83,453	\$71,819
Middle School Principals	\$81,371	\$71,819
High School Principals	\$91,799	\$71,819
Superintendent	\$97,032	\$87,290

Teacher & Administrative Salaries as a Percentage of Total Budget		
	MUSD	State Average
Teacher Salaries	46.5%	37.4%
Administrative Salaries	6.0%	6.3%

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 following organizations:

- Booster Club
- Lion's Club
- Mammoth Hospital
- Mammoth Mountain
- Morning Rotary Club
- Noon Rotary Club
- Geothermal Plant
- 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.