

Mammoth

Unified School District

2010-2011 NCLB Annual Report

Published in the 2011-2012 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 Schoolwide Title I 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 Accountability Report Card.

Student Enrollment by Ethnic Group	
2010-11	
	Percentage
African American	0.3%
American Indian	0.8%
Asian	1.0%
Caucasian	0.3%
Hispanic or Latino	54.5%
Pacific Islander	0.3%
Two or More Races	0.6%
No Response	42.3%

Board of Education

Betty Kittle, *President*
Greg Newbry, *Clerk*
Jack Farrell, *Member*
Gloria Vasquez, *Member*

District Administration

Rich Boccia
Superintendent

Valorie Gale
Business Manager

Robin Davis
*Director of Maintenance,
Operations, and Transportation*

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Rosanne Lampariello, Principal

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Ann Rinaldi, Principal

Mammoth High School
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Gabriel Solorio, Principal

Sierra High School
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Rich Boccia, Superintendent/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, and 8 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 Accountability 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 Accountability 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		
	2009	2010	2011	2009	2010	2011
English/Language Arts	51	48	52	50	52	54
Mathematics	45	44	52	46	48	50
Science	56	51	69	50	53	56
History/Social Science	42	44	36	41	44	48

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 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>.

Adequate Yearly Progress (AYP)		
Met AYP Criteria	District	
	English - Language Arts	Mathematics
Made AYP Overall	Yes	
Participation Rate	Yes	Yes
Percent Proficient	Yes	Yes
API School Results	Yes	
Graduation Rate	Yes	

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.

Federal Intervention Programs	
	District
Program Improvement (PI) Status	In PI
First Year in PI	2007-2008
Year in PI (2011-12)	Year 3
# of Schools Currently in PI	1
% of Schools Identified for PI	25.00%

California High School Exit Exam (CAHSEE)

The California High School Exit Exam is primarily used as a graduation requirement in California, but the results of this exam are also used to determine Adequate Yearly Progress (AYP) for high schools, as required by the Federal No Child Left Behind (NCLB) law. The CAHSEE has an English/Language Arts section and a Math section and, for purposes of calculating AYP, three performance levels were set: Advanced, Proficient, and Not Proficient. The score a student must achieve to be considered Proficient is different than the passing score for the graduation requirement.

The table displays the percent of students achieving at the Proficient or Advanced level for the past three years.

CAHSEE By Subject						
	2008-09		2009-10		2010-11	
	District	State	District	State	District	State
English	59.0	52.0	50.0	54.0	62.0	59.0
Mathematics	56.0	53.0	47.0	54.0	59.0	56.0

Completion of High School Graduation Requirements

Students in California public schools must pass both the English Language Arts and Mathematics portions of the California High School Exit Examination (CAHSEE) to receive a high school diploma. For students who began the 2010-11 school year in the 12th grade, the table displays by student group the percent who met all state and local graduation requirements for grade 12 completion, including having passed both portions of the CAHSEE or received a local waiver or state exemption. Detailed information about the CAHSEE can be found at the CDE website at <http://www.cde.ca.gov/ta/tg/hs/>.

Completion of High School Graduation Requirements		
	District	State
All Students	96.0%	*
Socioeconomically Disadvantaged	92.0%	*
American Indian	100.0%	*
Hispanic or Latino	86.0%	*
White	99.0%	*
English Learners	81.0%	*
Students with Disabilities	75.0%	*

* Data was not available at the time of publication.

Teacher Assignment

Mammoth Unified School District recruits and employs the most qualified credentialed teachers. For the 2010-11 school year, Mammoth Unified School District had 72 fully credentialed teachers who met all credential requirements in accordance with State of California guidelines.

Teacher Credential Status	
	District
	10-11
Fully Credentialed	72
Without Full Credentials	0
Working Outside Subject	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.

NCLB Compliant Teachers		
	% of Core Academic Courses Taught By NCLB Compliant Teachers	% of Core Academic Courses Taught By Non-NCLB Compliant Teachers
District	100.0%	0.0%
High-Poverty Schools in District	N/A	N/A
Low-Poverty Schools in District	N/A	N/A

Staff Development

All training and curriculum development at Mammoth Unified School District 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.

Suspensions & Expulsions

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			
	District		
	08-09	09-10	10-11
Suspensions	172	127	109
Suspension Rate	14.6%	11.3%	9.7%
Expulsions	0	2	3
Expulsion Rate	0.0%	0.2%	0.3%

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 2009-10 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.

Average Salary Information		
Teachers - Principal - Superintendent		
2009-10		
	District	State
Beginning Teachers	\$41,402	\$37,978
Mid-Range Teachers	\$63,703	\$55,252
Highest Teachers	\$82,872	\$71,674
Elementary School Principals	\$94,787	\$87,651
Middle School Principals	\$97,099	\$92,196
High School Principals	\$101,722	\$93,352
Superintendent	\$140,000	\$116,851
Salaries as a Percentage of Total Budget		
Teacher Salaries	37.3%	35.3%
Administrative Salaries	4.6%	6.7%

Mammoth Unified School District

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