

Mammoth

Unified School District

2007-2008 NCLB Annual Report

Published in the 2008-09 School Year

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

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

Title I Funding and School Status

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

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

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

Student Enrollment by Ethnic Group

2007-08

	Percentage
African American	0.3%
American Indian	0.3%
Asian	0.7%
Caucasian	47.2%
Filipino	0.3%
Hispanic or Latino	47.7%
Multiple or No Response	3.6%

Board of Education

Mary Canada *President*
Shana Stapp *Clerk*
Joseph Bottom, *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*

Mammoth Elementary School
2600 Meridian Boulevard
Mammoth Lakes, CA 93546
(760) 934-7545
Melodie Rueckheim, Principal

Mammoth Middle School
P.O. Box 2429
Mammoth Lakes, CA 93546
(760) 934-7072
Gabriel Solorio, Principal

Mammoth High School
365 Sierra Park Road
Mammoth Lakes, CA 93546
(760) 934-8541
Mike Agnitch, Principal

Mammoth Olympic Academy
365 Sierra Park Road
Mammoth Lakes, CA 93546
(760) 934-7636
Frank Romero, Ph.D., Principal

Sierra High School
1601 Meridian Boulevard
Mammoth Lakes, CA 93546
(760) 934-3702
Frank Romero, Ph.D., Principal

NCLB-Approved Standardized Test: California Standards Tests

The California Standards Tests (CST) assess student performance on the California Academic Content Standards adopted by the State Board of Education. Results from the CST's are used to identify the level of student mastery of the content standards tested and to assign proficiency levels of Advanced (exceeding standards), Proficient (meeting standards), Basic (approaching standards), Below Basic (below standards), and Far Below Basic (well below standards). The state target for every student is to score at the Advanced or Proficient level. All school districts in the State of California are required, in accordance with NCLB guidelines, to report their CST results in comparison to the state average. In this report card, the percentage of Mammoth Unified School District's students achieving Advanced and Proficient levels is reported. Individual school results are reported in each school's Annual School Report Card and may be obtained at the school or district offices.

The California Standards Tests are administered in the subject areas of English/language arts (grades 2-11), math (grades 2-11), science (grades 5 and 8-11), and social science (grades 8 and 10-11). At the secondary level (grades 8-11), students take end-of-course exams in each subject; scores are reported by subject test taken. For detailed course and grade level results, please visit the STAR web site: <http://star.cde.ca.gov/>.

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

California Standards Test (CST)																											
Combined % of Students Scoring at Proficient and Advanced Levels																											
	Language Arts												Math								Science						
	2			3			4			5			2			3			4		5						
	06	07	08	06	07	08	06	07	08	06	07	08	06	07	08	06	07	08	06	07	08	06	07	08			
All Students																											
District	37	29	40	34	32	32	49	56	54	50	55	47	49	37	49	60	55	43	46	53	40	55	54	52	49	54	50
State	47	48	48	36	37	38	49	51	55	43	44	48	59	59	59	58	58	61	54	56	61	48	49	51	32	37	46
Males																											
District	43	30	39	37	29	23	54	59	60	47	56	56	59	42	50	63	52	48	54	63	42	59	58	59	51	53	61
State	43	44	44	33	33	35	46	48	52	40	41	46	59	59	61	58	58	62	54	56	61	48	48	51	34	38	48
Females																											
District	31	27	43	32	36	40	44	54	45	54	55	38	39	33	47	58	58	38	38	44	38	51	51	46	47	56	40
State	50	53	51	39	41	40	54	55	59	47	48	52	57	58	58	56	57	60	55	58	62	48	49	52	30	35	45
Socioeconomically Disadvantaged																											
District	9	13	19	10	15	18	22	36	33	12	29	23	23	22	33	43	39	33	25	37	25	21	35	32	12	22	27
State	33	35	35	22	23	24	35	36	41	28	29	34	48	48	49	46	47	51	42	45	51	35	36	40	18	22	32
Hispanic or Latino																											
District	9	11	8	7	8	21	13	27	31	18	16	17	17	23	22	38	37	32	9	28	25	24	23	25	18	13	17
State	33	35	35	22	23	24	35	37	42	29	30	34	47	48	49	46	48	52	43	46	51	36	37	40	18	23	32
Caucasian																											
District	68	59	73	66	62	55	75	94	76	75	82	88	86	57	76	88	77	58	68	85	56	80	75	88	76	84	94
State	65	66	64	55	56	57	69	71	74	63	64	67	74	74	74	73	72	74	68	70	74	64	63	65	52	58	68
English Learners																											
District	3	9	8	5	2	12	13	21	21	4	8	11	15	20	25	38	30	29	10	26	16	16	15	14	12	8	11
State	27	30	32	15	15	17	24	24	26	13	14	17	45	46	47	41	42	46	36	39	43	24	25	28	7	11	17

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

California Standards Test (CST)

Combined % of Students Scoring at Proficient and Advanced Levels

	Language Arts									Math									Science						Social Science					
	6			7			8			6			7			8			8			8								
	06	07	08	06	07	08	06	07	08	06	07	08	06	07	08	06	07	08	06	07	08	06	07	08						
All Students																														
District	32	40	56	51	39	45	55	47	44	26	40	48	39	38	55	46	39	48	40	30	36									
State	41	42	47	43	46	49	41	41	45	41	42	44	41	39	41	38	42	52	34	35	36									
Males																														
District	36	37	58	40	41	38	63	30	43	37	45	51	29	41	53	58	40	58	53	21	36									
State	38	40	44	38	42	44	37	37	41	42	42	44	41	39	42	41	45	54	36	36	39									
Females																														
District	27	43	56	59	39	53	49	60	46	17	35	47	47	37	58	37	38	40	31	38	36									
State	44	45	50	48	51	54	45	46	50	41	41	43	41	38	41	34	41	50	31	33	35									
Socioeconomically Disadvantaged																														
District	4	9	28	17	9	18	31	16	27	8	16	25	11	13	30	30	16	26	17	21	14									
State	26	27	32	28	31	34	25	26	30	28	28	30	27	27	30	23	29	39	19	20	22									
Hispanic or Latino																														
District	2	13	17	13	14	22	23	15	27	10	13	14	5	18	31	21	18	27	10	19	15									
State	26	28	33	28	32	34	25	26	31	29	29	31	28	27	30	23	28	38	20	21	23									
Caucasian																														
District	60	57	84	81	68	61	76	68	67	40	59	71	66	60	72	60	53	75	56	35	61									
State	61	61	66	63	66	68	62	62	63	58	58	60	58	54	57	55	60	70	51	52	53									
English Learners																														
District	0	0	8	3	5	0	11	4	12	5	5	4	0	8	6	8	11	14	5	5	5									
State	8	9	13	9	10	10	6	6	8	14	14	16	13	13	14	9	12	18	6	6	6									

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

California Standards Test (CST)

Combined % of Students Scoring at Proficient and Advanced Levels

	Language Arts									Social Science								
	9			10			11			10			11					
	06	07	08	06	07	08	06	07	08	06	07	08	06	07	08			
All Students																		
District	48	47	50	47	38	44	37	32	43	31	44	40	44	37	50			
State	44	47	49	37	37	41	36	37	37	30	29	33	35	35	38			
Males																		
District	35	52	40	44	28	51	33	31	31	38	48	57	47	36	42			
State	40	43	45	33	33	37	33	33	33	33	34	38	37	37	40			
Females																		
District	63	44	60	48	47	41	39	32	55	24	40	31	42	38	58			
State	48	53	53	42	41	45	39	41	41	27	26	29	34	33	36			
Socioeconomically Disadvantaged																		
District	9	15	22	19	6	20	19	12	0	13	15	27	23	24	15			
State	27	32	33	21	21	26	21	22	22	17	17	20	21	22	24			
Hispanic or Latino																		
District	11	17	20	23	12	19	18	17	14	19	26	25	26	37	27			
State	28	32	34	21	23	27	21	23	22	17	18	21	21	22	25			
Caucasian																		
District	76	67	74	56	58	65	47	38	61	36	52	49	56	37	64			
State	63	66	68	54	55	57	50	52	53	45	44	49	48	48	51			
English Learners																		
District	3	4	6	0	0	6	0	0	0	0	0	10	0	0	13			
State	7	10	9	4	4	6	4	4	4	5	6	6	7	6	7			

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

No Child Left Behind

No Child Left Behind (NCLB) is a federal law enacted in January 2002. 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 and districts must demonstrate "Adequate Yearly Progress" (AYP) toward achieving that goal, which means they must meet the following criteria:

- 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 (high 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 district performance are displayed in the chart below.

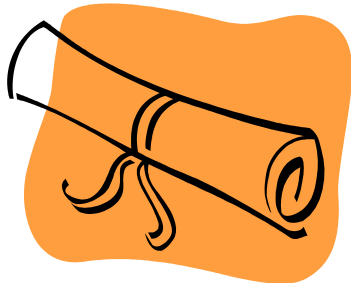
More information about NCLB requirements can be found on the California Department of Education's website <http://www.cde.ca.gov/ta/ac/ay/> and the U.S. Department of Education's website <http://www.nclb.gov>.

Federal Intervention Program

Schools and districts receiving federal Title I funding enter Program Improvement (PI) if they do not make AYP for two consecutive years in the same content area (English/Language Arts or Mathematics) or on the same indicator (API or graduation rate). After entering PI, schools and districts advance to the next level of intervention with each additional year that they do not make AYP.

Teacher & Administrative Salaries as a Percentage of Total Budget

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.



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

Federal Intervention Programs	
	District
Program Improvement (PI) Status	In PI
First Year in PI	2007-2008
Year in PI (2008-09)	Year 2
# of Schools Currently in PI	1
% of Schools Identified for PI	20.00%

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%

Mammoth Unified School District

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