

## 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 or behavioral difficulty.

Counseling & Support Services Staff			
Title	Number of Staff	Days Available Per Week	Full Time Equivalent
County Mental Health Counselor	1	3	0.6
Psychologist	1	1	0.2
Nurse	1	1	0.2
Speech/Language Specialist	1	1	0.2
Adaptive PE Specialist	1	As needed	

## 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:

- Mono County Office of Education
- Mono County Health Department
- Mono County Mental Health
- Social Services
- Youth Advisory Council

## Expenditures & Services Funded

At the time this report was published, the most recent financial and salary comparison data from the State of California was for the 2002-03 school year. In 2002-03, Mammoth Unified School District spent an average of \$6,775 to educate each student (based on 2002-03 audited financial statements). The figures shown in the table below 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.

Current Expense of Education Per Student* 2002-2003		
Mammoth Unified School District	Statewide Average	
	All Unified School Districts	All Districts
\$6,775	\$6,882	\$6,822

\*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 2002-03 school year, the district received approximately \$1,504 per student in federal and state aid for the following categorical, special education, and support programs:

- Maintenance and Operations
- Eisenhower Math & Science
- Gifted and Talented Pupils
- Regional Occupational Program
- Home-to-School Transportation
- School Improvement Program
- Safe and Drug Free Schools Program
- Peer Assistance and Review Program
- Educational Technology Assistance Grants
- Special Education
- Basic Reading Act
- Tenth Grade Counseling
- Instructional Materials
- Title I Program
- 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.

Average Salary Information Teachers - Principal - Superintendent 2002-03		
	MUSD	State Average
Beginning Teachers	\$35,564	\$33,128
Mid-Range Teachers	\$54,719	\$50,522
Highest Teachers	\$68,881	\$60,508
Average Salary	\$57,070	\$49,123
Elementary Principals	\$75,605	\$76,908
Middle School Principals	\$83,405	\$76,908
High School Principals	\$85,245	\$76,908
Superintendent	\$105,000	\$96,787
Salaries as a Percentage of Total Budget		
Teacher Salaries	47.12%	35.87%
Administrative Salaries	5.10%	6.36%

## School Leadership

Leadership at Mammoth Middle School is a responsibility shared among district administration, school administration, instructional staff, students, and parents. Principal Gloria Vasquez has led the school for three years, backed by more than 26 years in education. 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) and Parent Advisory Team (PAT).

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

## Community 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:

- Rocky Mountain Chocolate Factory
- Mammoth Lakes Police Department
- Mammoth Noon Rotary Club
- Mammoth Sunrise Rotary Club
- Mammoth Lion's Club
- Gomez's Mexican Restaurant
- Grumpy's Restaurant
- Mammoth Pacific
- Mammoth Middle School Organization (MMSO)
- Amerigas
- Volcano Sports
- Tail Waggers
- Booky Joint
- McDonald's
- Giovanni's Pizza
- Verizon
- Vons

## Contact Information

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

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

Grades Six through Eight  
Gloria Vasquez  
Principal

[www.mammothusd.org](http://www.mammothusd.org)



## 2003-04 Board of Trustees

Joanne Hunt, President  
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Judy King, Member  
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## District Administration

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Superintendent

Patricia Henderson  
Business Manager

Richard Bailey  
Director Maintenance,  
Operations, Transportation

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## Mammoth Unified School District

# Mammoth Middle School

"High Expectations = High Achievement"

## 2003-2004 School Accountability Report Card

### 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 2003-04 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.

### Community & School Profile

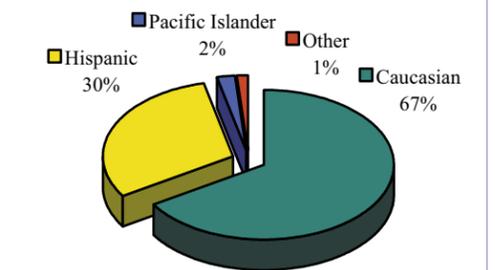
Mammoth Unified School District, located in Mono County, educates 1,240 students in grades kindergarten through twelve on a traditional calendar system. There are currently two high schools, one middle school, and one elementary school in the district.

The school opened its 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.

### 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

% of Student Enrollment by Ethnic Group



*Other includes Asian, Filipino, and Multiple or No Response.*

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. The Peer Mediation Program is available to help students learn to resolve conflicts with one another on their own. Parents and students are informed of discipline policies at the beginning of each school year through classroom orientation, parent conferences, the Monday Messenger, district leaflets, and individual Student Planners. Mammoth Middle School has expelled four students during the past three years; expulsions occur only when required by law or when all other alternatives are exhausted.

Suspensions & Expulsions				
Mammoth Middle	MUSD			
	2002	2003	2004	2004
Suspensions (#)	47	77	32	96
Suspensions (%)	16.15	26.83	11.31	7.67
Expulsions (#)	2	1	1	4
Expulsions (%)	0.69	0.35	0.35	0.32
	0.32	0.32	0.32	0.08

### 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:

- Yearbook
- Art Club
- Drama Club
- Associated Student Body
- School Newspaper

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.

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

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:

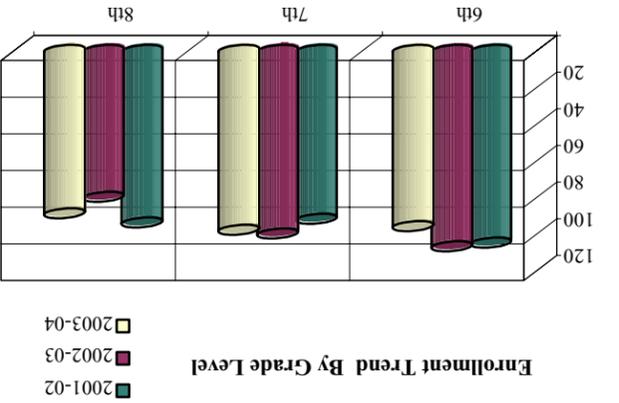
- Honor Roll
- California Reads
- Perfect Attendance
- BUG Cards
- Students of the Month
- Presidential Academic Excellence Awards

### Homework

Mammoth Middle School believes homework is 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 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 and to check regularly that homework is done.

School Enrollment at Mammoth Middle School has decreased by 2.75 percent over the past three years. Schoolwide enrollment at the beginning of the 2003-04 school year was 283 students. 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.

### School Enrollment & Attendance



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. 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 that 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, evaluate the student's situation and recommend alternative solutions to alleviate circumstances that contribute to specific truancy, attendance, or behavior problems.

### Instructional Time

During the 2003-04 school year, all instructional minutes and days offered at Mammoth Middle School either met or exceeded state requirements. In the 2003-04 school year, the class schedule moved from six periods to five periods, with each period now extended to 70-75 minutes each.

For the 2003-04 school year, Mammoth Middle School offered 180 days of instruction comprised of 171 regular days, 7 minimum days used for staff development, and 2 minimum days taken before holidays. The California Education Code requires that students in grades six through eight receive a minimum of 54,000 minutes of instructional time annually. Mammoth Middle School offered 67,365 minutes of instructional time during the 2003-04 school year. Students received 75 minutes of specialized instruction daily in each core subject area by appropriately credentialed teachers.

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

### 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, have passed 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 or teachers during their preparation period fill the role of substitute.

In an effort to maintain a sufficient pool of substitutes and recruit qualified teachers, the district accepts applications throughout the year.

### Training & Curriculum Improvement

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 broad based variety of professional growth opportunities in curriculum, teaching strategies, and methodologies. Six minimum days are also 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. 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 include 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 their staff. During the 2003-2004 school year, Mammoth Middle School's school-based staff development topics included:

- Literacy: Reading and Writing Strategies
- Data Analysis
- Support Strategies for Struggling Learners
- Bullying and Name Calling

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.

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.

### Specialized Instruction

Mammoth Unified School District's emphasis is on a well-balanced and rigorous core curriculum at all grade levels. Instructional programs 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 Middle School is able to offer programs to meet the individual needs of its students.

For students whose primary language is not English, and who have limited English proficiency, Mammoth Middle 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 specialized instruction. The school has developed a more comprehensive English Learner program that includes English Language Development and language arts classes.

Mammoth Middle School offers support to students whose test results indicate they need additional assistance to achieve grade level proficiency. Students 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.

Mammoth Middle 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.

## 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.

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.

API School Results						
All Students	Base			Growth		
	2001	2002	2003	2002	2003	2004
Percent Tested	98	100	Percent Tested	100	100	
API Score	766	771	API Growth Score	773	780	
Growth Target	2	1	Actual Growth	7	9	
Statewide Rank	8	8	Eligible for Awards	No	Yes	
Similar Schools Rank	8	7	Eligible for II/USP	No	No	No
<b>Subgroups</b>						
<b>Socioeconomically Disadvantaged</b>						
Base API Score	652	642	API Growth Score	643	659	
Growth Target	2	1	Actual Growth	-9	17	
<b>Caucasian</b>						
Base API Score	809	835	API Growth Score	838	847	
Growth Target	A*	A*	Actual Growth	29	12	
<b>Hispanic</b>						
Base API Score	604	623	API Growth Score	625	641	
Growth Target	2	1	Actual Growth	21	18	
*Schools and subgroups with scores 800 and above have met the statewide target and are expected to maintain that level of achievement. 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.						
No 2001 API base nor 2002 API growth can be reported because this school has certified to the California Department of Education that during the Spring 2001 STAR testing, an adult irregularity in testing procedure occurred at the school affecting about 5 percent or more of pupils tested. Therefore, this school does not have a valid API for 2001.						

## 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 2003-04 school year, Mammoth Middle School had 14 fully credentialed teachers who met all credential requirements in accordance with state of California guidelines.

Mammoth Middle 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.

Teacher Credential Status			
	02	03	04
Fully Credentialed	14	14	14
Emergency Credentials	0	0	0
Interns	0	0	0
Waivers	0	0	0
<b>Total Teachers</b>	14	14	14
Teaching Outside Subject Area	0	0	0
Misassigned Teachers			0
Teacher Vacancies			0
Average Years Teaching	13.5	14.6	14.6
Average Years in District	10.7	11.6	11.4
Data not reported in 2002 and 2003.			

## NCLB-Compliant Teachers

The federal No Child Left Behind (NCLB) Act requires that all teachers in core subject areas meet certain requirements in order to be considered "Highly Qualified" no later than the end of the 2005-06 school year. Minimum qualifications include: possession of a Bachelor's Degree, possession of an appropriate California teaching credential, and demonstrated competence in core academic subjects. At the start of the 2003-04 school year, 38.8% of core academic classes at Mammoth Middle School were taught by NCLB-compliant teachers.

Teacher Education Levels 2003-04	
	Mammoth Middle
Doctorate	0.0%
Master's Degree +30*	14.3%
Master's Degree	21.4%
Bachelor's Degree +30*	57.1%
Bachelor's Degree	7.1%
Less Than Bachelor's	0.0%
None Reported	0.0%
*Indicates additional hours above and beyond 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

## Class Size

The table below illustrates how many classes were taught with a certain number of students in each class, based on three different class sizes. The corresponding numbers show how many classrooms had 22 students or fewer, 22 to 32 students, and 33 or more students by subject. Mammoth Middle School maintained a schoolwide average class size of 23 students.

	Teaching Load Distribution											
	Average Class Size			Classrooms containing:								
	02	03	04	1-22 Students			22-32 Students			33+ Students		
English	21	27	22	17	6	5	6	7	7	4	6	1
Math	23	21	22	6	7	7	1	6	3	2	0	3
Science	31	27	24	1	3	3	3	6	8	5	2	1
Social Science	25	24	24	5	6	3	2	6	7	4	2	1

## 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. Mammoth Unified School District held a Public Hearing on August 23, 2004, and determined that each school within the District has sufficient and good quality textbooks or instructional materials, pursuant to the settlement of Williams vs. the State of California. All students, including English Learner students, are given their own individual textbooks in core subjects for use in the classroom and to take home to complete required homework assignments. 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.

District-Adopted Textbooks			
Grade Levels	Subject	Publisher	Adoption Year
6-8	Language Arts	Glencoe Readers	2001
6-8	Math	McDougal Littell	2000
6-8	Science	Holt, Rinehart, and Winston	2000
6-8	Social Science	Houghton Mifflin	1990

The school's library, staffed by a part-time library specialist, is stocked with approximately 6,000 books that are available for students to check out. The library also contains a large collection of videos and audio tapes, magazines, and materials in Spanish for classroom use that tie into curricular areas of study. Students visit the library on a daily basis. The library is fully automated through the Athena tracking software program and contains many lesson support materials available to teachers.

Each classroom at Mammoth Middle School contains approximately four computers available for student use. Teachers and students have access to a portable computer lab that contains 40 wireless laptop computers. 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. Software includes programs to develop critical thinking skills, technological skills, mathematical proficiency, reading skills, and keyboarding skills.

Each classroom is equipped with a mounted television and VCR. Two smart boards and LCD projectors are available for teachers to provide multimedia-enhanced teaching lessons.

Computer Resources			
	01-02	02-03	03-04
Computers	49	20	60
Students per computer	5.9	14.3	4.7
Classrooms connected to Internet	16	16	14

## School Facilities & Safety

Mammoth Middle School provides a safe, clean environment for students, staff, and volunteers. New school facilities, completed in June 2003, are all up to date and provide adequate space for students and staff. The school is situated on nine acres; facilities span 41,800 square feet, and include classrooms, a library, a multipurpose room, administrative offices, restrooms, and storage rooms. A team of two custodians ensures classrooms, restrooms, and campus grounds are cleaned on a daily basis. The District administers a scheduled maintenance program to ensure that all classrooms and facilities are well-maintained and in good repair. When necessary, the District takes appropriate actions to ensure campus facilities are in good working order and provide a suitable learning environment. A work order process is used to ensure efficient service and that emergency repairs are given the highest priority.

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. 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 Middle School reviews the plan each year and updates it as needed. The plan was last updated in spring of 1999, and reviewed with school staff at the beginning of the school year. The school is currently working on updating the plan. An updated copy of the plan will be 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 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.

### 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, socioeconomically 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. Elementary and middle schools must achieve a 13.6 percent at-or-above proficiency rate in English Language Arts and 16.0 percent for Mathematics on the California Standards Test (CST). 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 2003-04 school year, Mammoth Middle

School exceeded all the Adequate Yearly Progress criteria.

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 Middle School has not qualified to receive targeted assistance Title I funds for the past three years

and has not been identified a Title I Program Improvement school. More information about Title I and NCLB requirements can be found on the state Department of Education's website [www.nclb.gov](http://www.cde.ca.gov/nclb/)

### 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 CAT/6 measures achievement based

on student comparison; the CST aids in determining the level of Assessment (CAPA). The CAT/6 measures achievement based on 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. SABE/2 is administered to limited English proficient Spanish-speaking students who have been enrolled in California public schools for less than 12 months. 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://stars.cde.ca.gov/>

### Adequate Yearly Progress

California Standards Test (CST)		English/Language Arts	
% Proficient & Advanced	03	04	03
	95%	95%	13.6%
Year Ending	03	04	03
	Met %	Met %	Met %
All Students	Yes 100	Yes 99	Yes 53.6
	Yes 100	Yes 100	Yes 57.7
SED	Yes 100	Yes 100	Yes 25.4
	Yes 100	Yes 66.3	Yes 74.0
Caucasian	Yes 100	Yes 100	Yes 23.5
	Yes 100	Yes 100	Yes 23.5
Hispanic or Latino	Yes 100	Yes 100	Yes 23.5
	Yes 100	Yes 100	Yes 23.5

Math	
% Proficient & Advanced	03
Participation Rate	04
Year Ending	03
Target	95%
All Students	Met %
SED	Met %
All Students	Met %
Year Ending	03
Target	95%

Academic Performance Index (API)	
03	04
Minimum score of 560 or 1 point increase	04
Target	773
Scores	Yes
Yes	773
Yes	780

Federal Awards & Intervention Programs		
2002	2003	2004
No	No	No
Identified for Program Improvement	No	No
Exited Title I Program Improvement	N/A	N/A
Number of Years in Program Improvement	N/A	N/A

SAT9 Survey Norm Referenced Test		
2002	% At or Above 50th Percentile	
6	7	8
6	7	8
8	6	7
8	6	7

Subject Area	
Math	Reading
Grade Level	6
All Students	66
Mammoth Middle School	73
MUSD	82
California	79
Subgroups	65
Females	76
SED	66
Non SED	73
Non English Learners	82
Males	79
Hispanic or Latino	65
Caucasian	76
Hispanic or Latino	74
Caucasian	83
Hispanic or Latino	78
Caucasian	74
Hispanic or Latino	82
Caucasian	67
Hispanic or Latino	75
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