

Mammoth

Unified School District

2005-2006 NCLB Annual Report

A 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 2005-06

	Percentage
African American	0.2%
American Indian	0.4%
Asian	0.7%
Caucasian	52.5%
Filipino	0.3%
Hispanic	42.9%
Pacific Islander	0.5%
Multiple or No Response	2.4%

Enrollment By Program 2005-06

	MUSD	California
English Learners	33.8%	24.0%
Low-income	43.2%	51.5%
Special Education	6.4%	9.9%

Board of Education

Greg Newbry, *President*
 Mary Canada, *Clerk*
 Joseph Bottom, *Member*
 Gwendolyn Davis, *Member*
 Shana Stapp, *Member*

District Administration

Mike DeRisi
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
Frank Romero, 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
Beatrice Beyer, Principal

Mammoth Olympic Academy
 365 Sierra Park Road
 Mammoth Lakes, CA 93546
 (760) 934-7636
Mike DeRisi, Principal

Sierra High School
 1601 Meridian Boulevard
 Mammoth Lakes, CA 93546
 (760) 934-3702
Mike DeRisi, 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.

California Standards Test (CST)																														
2004, 2005, 2006																														
Combined % of Students Scoring at Proficient and Advanced Levels																														
Language Arts (Grades 2-11)																														
Year Ending	MUSD			California			MUSD			California			MUSD			California			MUSD			California								
	04	05	06	04	05	06	04	05	06	04	05	06	04	05	06	04	05	06	04	05	06	04	05	06						
Grade Level	Grade 2						Grade 3						Grade 4						Grade 5						Grade 6					
All Students	24	32	37	36	42	47	29	34	34	30	31	37	40	56	49	40	47	49	50	42	50	40	43	43	45	45	32	36	38	41
Females	23	33	31	39	45	51	33	33	32	33	35	39	37	57	44	43	52	54	58	42	54	44	46	47	45	56	27	39	41	44
Males	26	30	43	32	39	43	25	35	37	28	29	33	45	57	54	36	44	46	41	42	47	36	39	40	47	34	36	33	35	39
English Learners	3	9	3	18	23	27	4	5	5	11	12	15	5	22	13	15	19	24	11	7	4	12	13	13	5	16	0	6	7	8
SED^	5	10	9	22	28	33	4	0	10	17	17	22	16	12	22	25	32	35	21	4	12	24	28	28	15	15	4	20	22	26
Special Education			0	16	19	23			0	14	13	16			0	16	19	21	45		0	14	15	14			0	9	10	12
African American				27	34	38			0	20	22	27			0	27	35	37				28	30	30				23	24	29
American Indian				31	39	40				26	27	31				35	43	44			0	34	39	39				31	32	38
Asian				60	66	71			0	54	54	60				64	71	73			0	63	67	67			0	59	60	66
Caucasian	42	58	68	53	61	65	43	56	66	48	51	55	67	80	75	59	68	69	75	72	75	60	63	63	63	66	60	56	58	61
Filipino				54	61	68				46	46	53				57	66	69			0	58	60	60			0	52	53	60
Hispanic or Latino	3	8	9	22	28	33	7	5	7	17	17	22	12	22	13	25	32	35	14	10	18	25	27	29	16	18	2	20	22	27
Pacific Islander				35	45	51				28	29	35			0	37	49	49				38	40	43				31	34	40

Year Ending	MUSD			California			MUSD			California			MUSD			California			MUSD			California								
	04	05	06	04	05	06	04	05	06	04	05	06	04	05	06	04	05	06	04	05	06	04	05	06						
Grade Level	Grade 7						Grade 8						Grade 9						Grade 10						Grade 11					
All Students	57	58	51	36	43	43	71	57	55	33	39	41	65	66	48	37	43	44	65	44	47	35	36	37	53	55	37	32	36	36
Females	69	57	59	42	49	48	74	70	49	37	43	45	66	74	63	41	48	48	74	43	48	40	41	42	56	58	39	35	39	39
Males	45	59	40	32	38	38	68	46	63	29	34	37	63	58	35	32	38	40	60	45	44	31	32	33	51	53	33	29	33	33
English Learners		14	3	5	9	9		21	11	3	6	6			3	4	7	7			0	4	3	4		8	0	3	4	4
SED^	28	27	17	20	28	28	44	17	31	18	22	25		48	9	20	26	27		25	19	18	20	21		9	19	17	21	21
Special Education			0	8	10	11			0	6	8	9			0	6	8	9			0	5	5	6			0	5	5	6
African American				22	29	29				19	24	27				23	27	28				21	22	22				17	21	21
American Indian				33	37	38				27	35	37				33	39	42				30	32	34			0	27	31	29
Asian				59	66	67			0	53	58	62				57	64	66			0	53	56	58			0	47	53	55
Caucasian	76	78	81	55	61	63	83	75	76	51	58	62	85	76	76	56	61	63	77	61	56	53	53	54	64	70	47	46	50	50
Filipino				52	61	60			0	45	51	54				50	60	62				46	48	51				40	44	46
Hispanic or Latino	25	28	13	22	28	28	31	25	23	18	23	25	20	41	11	21	26	28	14	13	23	19	20	21	30	5	18	17	21	21
Pacific Islander				33	40	38				26	33	38			0	30	37	41				28	28	29			0	24	26	26

[^]SED - Socioeconomically Disadvantaged

Scores are not disclosed when fewer than 10 students are tested in a grade level and/or subgroup. In some cases, no students were tested within the grade level and/or subgroup.

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)																		
2004, 2005, 2006																		
Combined % of Students Scoring at Proficient and Advanced Levels																		
Math Standards (Grades 2-7)																		
Year Ending	MUSD			California			MUSD			California			MUSD			California		
	04	05	06	04	05	06	04	05	06	04	05	06	04	05	06	04	05	06
Grade Level	Grade 2						Grade 3						Grade 4					
All Students	49	61	49	51	56	59	36	51	60	48	54	58	35	53	46	45	50	54
Females	45	51	39	50	55	58	31	40	58	47	54	56	28	52	38	45	51	55
Males	56	72	59	52	58	59	41	63	63	50	56	58	43	53	54	45	50	54
English Learners	14	27	15	38	43	45	21	24	38	32	40	41	3	26	10	26	32	36
SED^	23	42	23	40	45	48	21	12	43	36	44	46	9	18	25	32	38	42
Special Education			0	29	33	34			0	26	29	31			0	20	22	25
African American				37	42	44			0	32	39	41			0	28	34	38
American Indian				46	54	54				42	48	52				38	43	45
Asian				77	79	81			0	75	81	82				74	79	81
Caucasian	75	88	86	67	73	74	47	71	88	64	70	73	63	75	68	61	65	68
Filipino				68	72	74				67	74	76				64	70	73
Hispanic or Latino	11	33	17	39	44	47	22	23	38	36	43	46	5	21	9	33	38	43
Pacific Islander				50	56	59				47	54	57			0	44	51	53

Year Ending	MUSD			California			MUSD			California			MUSD			California		
	04	05	06	04	05	06	04	05	06	04	05	06	04	05	06	04	05	06
Grade Level	Grade 5						Grade 6						Grade 7					
All Students	51	44	55	38	44	48	38	43	26	35	40	41	42	43	39	33	37	41
Females	59	36	51	38	45	48	36	44	17	34	39	41	44	42	47	32	37	41
Males	41	52	59	36	43	48	42	42	37	36	41	42	41	46	29	33	37	41
English Learners	16	11	16	17	22	24	5	11	5	11	13	14		11	0	10	11	13
SED^	20	4	21	25	32	35	19	15	8	22	26	28	20	23	11	20	23	27
Special Education	45		0	13	17	18			0	10	11	12			0	7	8	10
African American				22	28	31				17	22	23				14	19	22
American Indian			0	28	34	40				28	32	35				26	29	33
Asian			0	67	74	76			0	66	69	72				64	69	72
Caucasian	75	72	80	51	58	64	53	66	40	51	58	58	59	57	66	48	52	58
Filipino			0	54	63	67			0	49	56	59				47	52	58
Hispanic or Latino	20	14	24	25	33	36	14	13	10	21	26	29	14	20	5	18	23	28
Pacific Islander				34	45	47				31	35	39				29	33	37

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California Standards Test (CST)
2004, 2005, 2006
Combined % of Students Scoring at Proficient and Advanced Levels

Subject Area Year Ending Grade Level	Subject Area Math (Grades 8 and 9)																													
	MUSD			California			MUSD			California																				
	General Math		Algebra I	General Math		Algebra I	General Math		Algebra I	Geometry	General Math		Algebra I	Geometry																
	04	05	06	04	05	06	04	05	06	04	05	06	04	05	06	04	05	06	04	05	06									
	Grade 8									Grade 9																				
All Students	31	27	24	53	56	84	24	26	26	35	34	40	14	11	0	11	29	9	33	43	69	13	14	13	15	16	19	43	47	45
Females	35	48	23	52	47	82	23	26	26	34	33	41	10		0	8	24	15	30	40	67	12	14	13	14	16	19	41	44	42
Males	24	13	25	53	65	87	23	26	26	35	35	41		0	0	14	33	3		46	71	13	14	15	15	17	19	47	51	49
English Learners		11	14				8	10	10	10	9	13			0			0				5	5	5	6	7	8	24	18	16
SED^	29	6	17			0	15	17	17	19	19	26		15	0		25	0			0	9	10	10	9	11	12	25	27	25
Special Education			0				6	6	7	12	10	13			0			0				3	4	3	4	4	4	32	24	21
African American							11	14	16	14	14	20										6	7	8	6	7	10	18	20	20
American Indian							23	24	22	26	27	30										12	15	16	16	16	20	40	40	41
Asian						0	44	47	48	65	67	72										22	21	23	33	37	42	61	65	65
Caucasian	43	41	33	51	59	80	37	39	38	47	49	55		0	14	28	15	29	38	68	21	22	21	22	26	30	52	58	58	
Filipino						0	34	39	38	42	44	54										20	23	22	20	23	29	39	46	47
Hispanic or Latino		12	19			0	13	17	18	17	18	25		0		0		0			0	9	10	10	8	9	12	23	25	24
Pacific Islander							22	23	26	27	31	39									0	12	14	14	14	15	18	33	39	37

^SED - Socioeconomically Disadvantaged

Scores are not disclosed when fewer than 10 students are tested in a grade level and/or subgroup. In some cases, no students were tested within the grade level and/or subgroup.

California Standards Test (CST)
2004, 2005, 2006
Combined % of Students Scoring at Proficient and Advanced Levels

Subject Area Year Ending Grade Level	Subject Area Social Science (Grades 8, 10, and 11) and Science (Grades 5 and 8)																									
	MUSD			California			MUSD			California																
	Social Science		World History	U.S. History		Social Science		World History	U.S. History		Science		Science													
	04	05	06	04	05	06	04	05	06	04	05	06	04	05	06	04	05	06	04	05	06	04	05	06		
	Grade 8			Grade 10			Grade 11			Grade 5			Grade 8			Grade 5			Grade 8							
All Students	41	36	40	57	36	31	52	50	44	28	31	34	27	31	30	32	37	35	41	41	49	46	24	28	32	38
Females	40	39	31	56	26	24	44	46	42	26	30	31	25	28	27	31	36	34	47	33	47	37	22	26	30	35
Males	43	34	53	56	45	38	59	52	47	29	33	36	31	34	33	34	37	37	32	49	51	58	26	32	34	41
English Learners		4	5			0		0	0	5	5	6	5	6	5	6	7	7	8	5	12	8	4	6	7	9
SED^	19	0	17		20	13		10	23	14	17	19	15	18	17	19	23	21	17	0	12	30	11	14	18	23
Special Education			0			0			0	7	9	10	6	7	8	8	8	8			0	0	10	12	14	11
African American										14	17	20	13	15	15	19	22	19					12	16	18	21
American Indian								0		21	28	27	22	26	26	28	30	29		0			22	26	30	31
Asian			0			0			0	51	54	58	47	52	53	49	56	54		0	0		43	50	54	65
Caucasian	45	53	56	66	48	36	61	63	56	41	47	51	40	44	45	44	48	48	65	71	76	60	42	49	52	55
Filipino			0							40	42	46	36	40	39	40	46	45		0	0		33	41	43	52
Hispanic or Latino	27	9	10	13	10	19	40	5	26	14	17	20	15	17	17	19	23	21	10	8	18	21	11	14	18	23
Pacific Islander						0				23	27	30	21	22	23	25	26	25					18	24	27	32

^SED - Socioeconomically Disadvantaged

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California Standards Test (CST)
2004, 2005, 2006
Combined % of Students Scoring at Proficient and Advanced Levels
Subject Area Math (Grades 10 and 11)

Subject Area Year Ending Grade Level	MUSD												California											
	Algebra I			Geometry			Algebra II			Summative H.S. Math			Algebra I			Geometry			Algebra II			Summative H.S. Math		
	04	05	06	04	05	06	04	05	06	04	05	06	04	05	06	04	05	06	04	05	06	04	05	06
Grade 10																								
All Students	22	6	5	24	31	10	14	13	11			0	6	7	10	15	17	15	33	36	34	59	62	64
Females		8	8			19	18	17	20			0	6	6	9	13	14	14	29	33	31	53	57	60
Males	18		0	29		0	9	9	0			0	6	7	10	17	19	18	37	40	38	64	68	69
English Learners			0										3	4	5	8	8	6	24	22	19	44	43	51
SED^			8			0			0				5	5	7	8	9	9	21	23	20	37	46	45
Special Education			0			0			0				2	2	2	7	6	6	24	25	23	28	39	39
African American													3	4	5	4	6	5	14	15	14	24	31	32
American Indian													6	8	8	15	17	16	25	26	29	41	62	60
Asian									0				14	17	20	31	32	32	50	54	52	72	75	78
Caucasian	23		9	26	36	9	14	15	9			0	9	10	14	21	25	24	36	41	40	59	64	65
Filipino													8	10	15	16	19	19	28	31	29	46	48	52
Hispanic or Latino			0			0			0				4	5	6	7	8	8	16	18	18	28	33	36
Pacific Islander													7	8	12	12	14	12	25	26	24	52	54	42

Subject Area Year Ending Grade Level	MUSD												California											
	Algebra I			Geometry			Algebra II			Summative H.S. Math			Algebra I			Geometry			Algebra II			Summative H.S. Math		
	04	05	06	04	05	06	04	05	06	04	05	06	04	05	06	04	05	06	04	05	06	04	05	06
Grade 11																								
All Students	9		0	17	36	19	5	3	6	39	20	9	4	4	6	5	7	7	10	12	10	39	43	43
Females			0			0			0			7	4	4	6	4	6	5	9	10	9	33	38	38
Males			0	18		0		4	0	41		0	4	5	6	7	9	8	11	14	13	44	48	48
English Learners			0			0			0				3	3	4	4	5	5	9	9	8	29	31	30
SED^			0			0			0			0	3	4	5	4	5	4	7	8	7	23	29	28
Special Education			0			0			0				1	1	1	2	2	2	7	7	6	31	29	30
African American													2	2	3	2	2	3	4	5	4	16	16	18
American Indian									0				4	6	6	5	8	8	9	12	10	33	34	33
Asian												0	10	12	15	11	14	12	21	23	21	57	62	61
Caucasian				21	45	0	0	4	8	38	20	11	5	6	10	9	11	11	12	14	14	41	45	46
Filipino													6	6	8	7	8	8	9	11	10	26	31	33
Hispanic or Latino			0			0			0			0	3	3	5	3	4	4	4	6	5	17	21	22
Pacific Islander						0							4	6	7	5	6	7	8	9	9	27	28	27

^SED - Socioeconomically Disadvantaged

Scores are not disclosed when fewer than 10 students are tested in a grade level and/or subgroup. In some cases, no students were tested within the grade level and/or subgroup.

California Standards Test (CST)
2004, 2005, 2006
Combined % of Students Scoring at Proficient and Advanced Levels

Subject Area Science (Grades 9-11)

Subject Area Year Ending Grade Level	MUSD												California														
	Biology			Chemistry			Earth Science			Physics			Biology			Chemistry			Earth Science			Physics					
	04	05	06	04	05	06	04	05	06	04	05	06	04	05	06	04	05	06	04	05	06	04	05	06			
Grade 9																											
All Students	74	89	68													40	42	44	41	32	32	25	26	25	11	14	16
Females	69	85	72													38	40	45	38	29	29	20	22	20	9	11	12
Males	80	93	64													41	43	45	44	36	34	29	30	30	13	17	18
English Learners			0													6	7	7	9	2	3	4	6	5	1	1	2
SED^			0													18	22	25	13	13	11	13	14	14	3	6	6
Special Education			0													10	9	11	15	6	9	8	8	8	1	3	3
Migrant Education																15	13	19		0	17	10	10	10	1	2	5
African American																16	18	22	8	5	5	12	12	13	2	3	3
American Indian																32	36	42	19	31	27	24	27	26	9	15	17
Asian																62	65	70	64	54	51	35	36	35	19	27	30
Caucasian	84	90	75													54	57	63	51	48	46	39	41	41	19	24	26
Filipino																45	49	53	32	27	29	34	33	32	9	16	19
Hispanic or Latino			0													19	21	25	12	10	10	13	14	14	3	5	5
Pacific Islander			0													27	32	37	7	8	24	19	19	20	5	6	11
Grade 10																											
All Students	40	55	47	85	41	40			0							26	27	29	36	33	33	16	16	17	22	26	28
Females		44	47			27			0							25	26	30	31	28	29	12	13	14	18	19	21
Males	40		46		38	53			0							27	28	30	42	40	40	19	20	21	26	32	34
English Learners			0						0							5	5	6	8	7	8	3	3	3	3	3	5
SED^			25			0			0							14	15	17	17	16	16	9	10	10	6	9	10
Special Education			0													6	6	8	15	12	14	6	6	7	3	6	4
Migrant Education																9	10	13	17	13	9	4	5	6	2	4	8
African American																13	14	16	11	10	11	8	8	8	4	6	9
American Indian																26	26	30	34	28	27	14	21	25	28	24	14
Asian						0										38	42	45	52	51	52	20	21	21	43	48	52
Caucasian	54	67	55	85	39	43			0							40	41	46	45	44	43	28	28	30	32	38	38
Filipino																33	35	39	28	28	28	20	22	24	23	33	33
Hispanic or Latino			0			0			0							13	14	17	15	14	15	8	10	10	7	7	10
Pacific Islander																20	18	23	22	18	22	11	13	15	14	16	10
Grade 11																											
All Students		53	63	55	27	12	56	47	0	91	33	30	30	32	23	22	22	20	21	21	41	40	41				
Females			0		17	0			0		0	31	31	35	19	18	18	17	17	18	33	31	32				
Males			0	45	32	0	45		0		0	28	29	31	27	28	26	22	25	25	47	47	49				
English Learners			0						0			5	6	6	6	6	5	4	5	4	10	9	9				
SED^			0			0			0		0	16	16	18	12	12	11	13	13	11	20	21	21				
Special Education									0			8	7	7	11	10	8	6	7	8	13	13	13				
Migrant Education												9	9	11	8	7	8	7	8	6	11	11	11				
African American												14	14	16	8	8	7	9	12	9	15	14	15				
American Indian									0			26	25	29	20	24	21	21	26	26	33	40	38				
Asian			0									52	53	58	35	37	38	20	33	29	53	52	52				
Caucasian			0	57	28	16	55	55	0	91	36	43	44	48	33	32	31	33	34	35	50	51	53				
Filipino												38	39	43	21	21	21	24	23	24	33	35	37				
Hispanic or Latino			0			0			0		0	15	16	17	9	9	9	12	13	12	18	18	19				
Pacific Islander												19	22	22	15	17	12	12	14	17	35	24	27				

^SED - Socioeconomically Disadvantaged

Scores are not disclosed when fewer than 10 students are tested in a grade level and/or subgroup. In some cases, no students were tested within the 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's, 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.

District and Schools Meeting AYP Criteria		
	2005	2006
MUSD	Yes	Yes
Mammoth Elementary School	Yes	Yes
Mammoth Middle School	Yes	Yes
Mammoth High School	Yes	Yes
Mammoth Olympic Academy	Yes	Yes
Sierra High School	Yes	Yes

Program Improvement (PI) Schools		
School	PI Year	
	Fall 2005	Fall 2006
Mammoth Elementary School	3	4
Number of PI Schools in District	1	1
Percent of PI Schools in District	20%	20%

Adequate Yearly Progress		
California Standards Test (CST) and California High School Exit Examination (CAHSEE)		
English/Language Arts		
	Participation Rate	Percent Proficient
Year Ending	2006	2006
Target	95%	23.0%
	Met	Met
All Students	Yes	No
English Learners	Yes	No
SED [^]	Yes	No
Caucasian	Yes	Yes
Hispanic or Latino	Yes	No
Math		
	Participation Rate	Percent Proficient
Year Ending	2006	2006
Target	95%	23.7%
	Met	Met
All Students	Yes	No
English Learners	Yes	No
SED [^]	Yes	No
Caucasian	Yes	Yes
Hispanic or Latino	Yes	No
Academic Performance Index (API)		
Target	Minimum score of 590 or 1 point increase	
Score		
Scores	731	
Graduation Rate		
Target	over 1 year or increase of at least 0.2 over 2 years	
Rates		
Rates	Met Yes	

[^]SED - Socioeconomically Disadvantaged

California High School Exit Exam

The California High School Exit Examination (CAHSEE) is a state-mandated test that measures a student's ability in reading, writing, and math. Beginning in the 2005-06 school year, students must pass both the English/Language Arts and Mathematics portions of the examination, as well as meet district requirements, in order to receive a high school diploma. The test is administered every spring to students in the tenth grade. The table below illustrates district-wide cumulative results compared to other students in the state who took the test. The number of students tested includes repeat test takers who may have taken the exam multiple times during the school year.

California HS Exit Exam Cumulative Results				
	English/Language Arts		Math	
	# of Students Tested	% Passing	# of Students Tested	% Passing
All Students	143	70%	147	75%
Females	81	73%	82	76%
Males	62	66%	56	74%
English Learners	46	17%	35	37%
SED ^A	64	44%	56	57%
Special Education	8		16	56%
Caucasian	72	99%	77	94%
Hispanic	69	39%	66	55%

SED^A - Socioeconomically Disadvantaged

To protect student confidentiality, scores are not disclosed when fewer than 10 students are tested in a subgroup.

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 unified school districts having between 1,000 and 4,999 average daily attendance throughout the state.

Average Salary Information Teachers - Principals - Superintendent 2004-05

	MUSD	State Average
Beginning Teacher Salary	\$36,456	\$33,023
Mid-range Teacher Salary	\$56,092	\$49,273
Highest Teacher Salary	\$70,611	\$64,426
Elementary School Principals	\$80,699	\$77,267
Middle School Principals	\$89,024	\$80,130
High School Principals	\$90,987	\$82,721
Superintendent	\$112,694	\$99,982

Salaries as a Percentage of Total Budget

Teacher Salaries	42.3%	36.1%
Administrative Salaries	5.4%	6.5%

Teacher Qualifications

Mammoth Unified School District recruits and employs the most qualified credentialed teachers. For the 2005-06 school year, the district had 69 fully credentialed teachers.

Teacher Credential Status

	04	05	06
Fully Credentialed	65	68	69
Emergency Credentials	0	0	0
Interns	1	0	0
Waivers	0	0	0
Total Teachers	66	68	69
Working Outside Subject	0	7	8
Average Years Teaching	12	12	14
Average Years in District	11	10	11

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.

Teacher misassignments represent the number of teachers who did not hold a legally recognized certificate or credential, including teachers who were assigned to classrooms with English Learners (EL) and who were not properly certificated to teach EL students. Teacher vacancies reflect the number of open teaching positions that were not filled by a full-time certificated teacher for an entire semester or year.

Misassignments/Vacancies

	04-05	05-06	06-07
Misassignments of Teachers of English Learners	0	0	2
Other Misassignments	0	0	0
Total Misassignments	0	0	2
Vacant Teacher Positions	0	0	0

The federal No Child Left Behind (NCLB) Act requires that all teachers in core subject areas meet specific Federal credential requirements by Spring 2007 for small and rural districts. Minimum qualifications include: possession of a Bachelor's Degree; possession of an appropriate California teaching credential; and demonstrated competence in core academic subjects.

2005-06 No Child Left Behind Compliant Teachers

Percent of Classes in Core Academic Subjects:	Taught by NCLB Compliant Teachers	Taught by non-NCLB Compliant Teachers
All Schools in District	100.0%	0.0%
High-Poverty Schools in District	0.0%	0.0%
Low-Poverty Schools in District	0.0%	0.0%

Mammoth Unified School District

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