

ROBERT DOWN ELEMENTARY

School Accountability Report Card

Reported for School Year 2006-07

Published During 2007-08

Robert Down Elementary School

Address:	485 Pine Avenue Pacific Grove CA 93950-3401	Phone:	(831) 646-6540
Principal:	Linda Williams	Grade Span:	K - 5

This executive summary of the School Accountability Report Card (SARC) is intended to provide parents and community members with a quick snapshot of school accountability. The data presented in this report are reported for the 2006-07 school year, except the School Finances and School Completion data that are reported for the 2005-06 school year. For additional information about the school, parents and community members should review the entire SARC or contact the school principal or the district office.

About This School

Robert Down Elementary School, founded in 1891 and located in the heart of Pacific Grove, California, is beautifully surrounded by the Pacific Ocean and Monterey Bay. The K-5 program focuses on a standards-aligned curriculum. We are a "Community of Caring" school with a strong spotlight on the development of each individual's character and the sense of community among all students.

The Mission of Robert Down Elementary School, in partnership with home and community, is to challenge every student to learn the skills, acquire the knowledge, and develop the insight and character that is necessary for a productive and rewarding life through a quality instructional program, a positive, stimulating environment with a clear commitment to the worth of every individual.

Student Enrollment

Group	Enrollment
Number of students	368
African American	1.36 %
American Indian or Alaska Native	1.09 %
Asian	10.87 %
Filipino	1.09 %
Hispanic or Latino	9.78 %
Pacific Islander	0.54 %
White (not Hispanic)	71.47 %
Multiple or No Response	3.8 %
Socioeconomically Disadvantaged	8 %
English Learners	1 %
Students with Disabilities	14 %

Teachers

Indicator	Teachers
Teachers with full credential	23
Teachers without full credential	0
Teachers Teaching Outside Subject Area of Competence	0
Misassignments of Teachers of English Learners	0
Total Teacher Misassignments	0

School Facilities

Summary of Most Recent Site Inspection

Robert Down School provides a safe and clean environment for learning. During the school year, routine inspections are made by two full-time school custodians and the district maintenance staff. All school staff report any and all repairs needed on the premises. The Pacific Grove Fire Department does a yearly overall safety inspection and conduct monthly fire drills. During the 06-07 school year, a rodent inspection was completed by a local pest-control company.

Repairs Needed

Routine repair work is assigned and accounted for through a district work order system. Work that may pose a security or safety hazard is given immediate attention.

Corrective Actions Taken or Planned

All routine repairs were done in a timely fashion during the 2006-07 school year. Repairs to eliminate rodent entrances were completed. Projects to be fulfilled using Measure D funds were approved by the school board. The first Measure D project of window replacement were completed during the Fall 2007.

Curriculum and Instructional

School Finances

Materials

Core Curriculum Areas	Pupils Who Lack Textbooks and Instructional Materials
Reading/Language Arts	0%
Mathematics	0%
Science	0%
History-Social Science	0%
Health	0%
Science Laboratory Equipment	0%

Level	Expenditures Per Pupil (Unrestricted Sources Only)
School Site	\$5,357
District	\$2,183
State	\$4,943

Student Performance

Subject	Students Proficient and Above on California Standards Tests
English-Language Arts	75 %
Science	60%
Mathematics	72%

Academic Progress

Indicator	Result
2007 API Growth Score (from 2007 API Growth Report)	867
Statewide Rank (from 2007 API Base Report)	9
2007-08 Program Improvement Status (PI Year)	Not in PI

2006-07 School Accountability Report Card Reported (SARC)

The School Accountability Report Card (SARC), which is required by law to be published annually, contains information about the condition and performance of each California public school. More information about SARC requirements is available at the California Department of Education (CDE)

Web site at <http://www.cde.ca.gov/ta/ac/sa/>. For additional information about the school, parents and community members should contact the school principal or the district office. DataQuest, an online data tool at <http://data1.cde.ca.gov/dataquest/>, contains additional information about this school and comparisons of the school to the district, the county, and the state.

I. About This School

Contact Information

This section provides the schools contact information.

School		District	
School Name	Robert Down Elementary	District Name	Pacific Grove Unified
Street	485 Pine Ave.	Phone Number	(831) 646-6520
City, State, Zip	Pacific Grove , CA 93950-3401	Web Site	www.pgusd.org
Phone Number	(831) 646-6540	Superintendent	Ralph Porras
Principal	Linda Williams	E-mail Address	rporras@pgusd.org
E-mail Address	lwilliams@pgusd.org	CDS Code	27-66134-6026496

School Description and Mission Statement

This section provides information about the school's goals and programs.

The mission of Robert H. Down School, in partnership with home and community, is to challenge every student to learn the skills, acquire the knowledge, and develop the insight and character that is necessary for a productive and rewarding life through a quality instructional program, a positive, stimulating environment with a clear commitment to the worth of every individual.

Programs include:

Title I, Teacher Professional Development, Special Education, GATE, Art Docent, School-based Counseling,, Speech Therapy, School library, Physical Education, Computer Lab, Vocal and Instrumental Music, Phonemic Awareness, DARE, Occupational Therapy, Friendship Group, Big Buddy, Conflict Resolution, After-School Enrichment, Homework Support, Chorus, Poet-in Residence, Kinder Cooking, Caught Being Good, Newbery Book Group, Otter Good Citizen Program

Opportunities for Parental Involvement

This section provides information about opportunities for parents to become involved with school activities.

There are a variety of ways for parents to become involved at Robert Down School. Please contact your child's teacher for specific in-class opportunities. For school-wide parental involvement activities, you may call 8321-646-6540 and leave a message for Office Manger, Deanna Karasek;

Volunteer Coordinator-Petula Lee, or PTA President-George Spears. During the 2006-07, parents contributed over 5300 volunteer hours through the “Three for Me” program.

Student Enrollment by Grade Level

This table displays the number of students enrolled in each grade level at the school.

Grade Level	Number of Students
Kindergarten	60
Grade 1	60
Grade 2	56
Grade 3	59
Grade 4	65
Grade 5	68
Total Enrollment	368

Student Enrollment by Group

This table displays the percent of students enrolled at the school who are identified as being in a particular group.

Group	Percent of Total Enrollment	Group	Percent of Total Enrollment
African American	1.36 %	White (not Hispanic)	71.47 %
American Indian or Alaska Native	1.09 %	Multiple or No Response	3.8 %
Asian	10.87 %	Socioeconomically Disadvantaged	8 %
Filipino	1.09 %	English Learners	1 %
Hispanic or Latino	9.78 %	Students with Disabilities	14 %
Pacific Islander	0.54 %		

Average Class Size and Class Size Distribution (Elementary)

This table displays by grade level the average class size and the number of classrooms that fall into each size category (a range of total students per classroom).

Grade Level	2004-05			2005-06			2006-07					
	Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms		
		1-20	21-32	33+		1-20	21-32	33+		1-20	21-32	33+

K	19.0	3		16.0	3		20.0	3		
1	20.0	2		17.7	3		20.0	3		
2	18.7	3		17.0	3		17.0	3		
3	20.0	3		19.0	3		19.0	3		
4	22.0		2	22.0		3	20.3	2	1	
5	23.5		2	21.3	1	2	21.0	1	2	
6										
K-3	19.0	1								
3-4	9.0	1		8.0	1					
4-8	22.0		1							
Other	3.0	1		2.0	1		6.0	1		

II. School Climate

School Safety Plan

This section provides information about the school's comprehensive safety plan.

The safety plan for Robert Down School is reviewed yearly with updates made as needed. A standing safety committee is in place and crisis teams are assigned and trained.

Suspensions and Expulsions

This table displays the rate of suspensions and expulsions (the total number of incidents divided by the total enrollment) at the school and district levels for the most recent three-year period.

Rate	School			District		
	2004-05	2005-06	2006-07	2004-05	2005-06	2006-07
Suspensions	3.9	3.0	6.0	7.5	5.6	6.1
Expulsions	0.0	0.0	0.0	0.1	0.0	0.1

III. School Facilities

School Facility Conditions and Improvements

This section provides information about the condition of the school's grounds, buildings, and restrooms, and a description of any planned or recently completed facility improvements.

Pacific Grove Unified School District and Robert Down School are committed to the cleanliness and maintenance of all classrooms and facilities on the Robert Down campus. Custodial, maintenance, and grounds staff follow a detailed schedule to sustain a safe and clean campus. Routine repair work is assigned and accounted for through a district work order system. Work that may pose a security or safety hazard is given immediate attention.

During the 2004-05 school year, Robert Down School underwent major constructional updating with the Measure A funds. Beginning in the Summer 2007, Measure D funds will be used for additional improvements to the Robert Down School.

Playground supervision is provided and school rules strictly enforced.

In cooperation with the Pacific Grove Fire Department and Police Department and the District Safety Planner, student safety is addressed through monthly fire, earthquake, intruder, and emergency drills. The school counseling and Physical Education programs have established an anti-bullying program for Grades 3-5. The School Safety Committee meets regularly to review school safety issues and disaster plans, monitor improvements, and discuss any changes needed to ensure that Robert Down School is as safe as possible.

School Facility Good Repair Status

This table displays the results of the most recently completed school site inspection to determine the school facility's good repair status.

Item Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
Gas Leaks	X			
Mechanical Systems	X			
Windows/Doors/Gates (interior and exterior)		X		Windows replaced during Summer and Fall 2007
Interior Surfaces (walls, floors, and ceilings)	X			
Hazardous Materials (interior and exterior)	X			
Structural Damage	X			
Fire Safety	X			
Electrical (interior and exterior)	X			
Pest/Vermin Infestation	X			Sealing of entry points completed during 2006-07
Drinking Fountains (inside and outside)	X			
Restrooms	X			
Sewer	X			
Playground/School Grounds	X			
Roofs	X			
Overall Cleanliness	X			

Overall Summary of School Facility Good Repair Status

This table displays the overall summary of the results of the most recently completed school site inspection.

Item Inspected	Facility Condition			
	Exemplary	Good	Fair	Poor
Overall Summary				

IV. Teachers

Teacher Credentials

This table displays the number of teachers assigned to the school with a full credential, without a full credential, and those teaching outside of their subject area of competence. Detailed information about teacher qualifications can be found at the CDE Web site at <http://dq.cde.ca.gov/dataquest/>.

Teachers	School			District
	2004-05	2005-06	2006-07	2006-07
With Full Credential	23	24	25	103
Without Full Credential	0	0	0	1
Teaching Outside Subject Area of Competence	0	0	0	

Teacher Misassignments and Vacant Teacher Positions

This table displays the number of teacher misassignments (teachers assigned without proper legal authorization) and the number of vacant teacher positions (not filled by a single designated teacher assigned to teach the entire course at the beginning of the school year or semester). Note: Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.

Indicator	2005-06	2006-07	2007-08
Misassignments of Teachers of English Learners	0	0	0
Total Teacher Misassignments	0	0	0
Vacant Teacher Positions	0	0	0

Core Academic Classes Taught by No Child Left Behind Compliant Teachers

This table displays the percent of classes in core academic subjects taught by No Child Left Behind (NCLB) compliant and non-NCLB compliant teachers at the school, at all schools in the district, at high-poverty schools in the district, and at low-poverty schools in the district. More information on teacher qualifications required under NCLB can be found at the CDE Web site at <http://www.cde.ca.gov/nclb/sr/tq/>.

Location of Classes	Percent of Classes In Core Academic Subjects	
	Taught by NCLB Compliant Teachers	Taught by Non-NCLB Compliant Teachers
This School	100.0	0.0
All Schools in District	100.0	0.0

V. Support Staff

Academic Counselors and Other Support Staff

This table displays, in units of full-time equivalents (FTE), the number of academic counselors and other support staff who are assigned to the school and the average number of students per academic counselor. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Title	Number of FTE Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor	.4	368
Library Media Teacher (Librarian)		N/A
Library Media Services Staff (paraprofessional)	1.0	N/A
Psychologist	0 .5	35
Social Worker		N/A
Nurse		N/A
Speech/Language/Hearing Specialist	1.0	35
Resource Specialist (non-teaching)	1.0	12
Other		N/A

VI. Curriculum and Instructional Materials

Quality, Currency, and Availability of Textbooks and Instructional Materials

This table displays information about the quality, currency, and availability of the standards-aligned textbooks and other instructional materials used at the school, and information about the school's use of any supplemental curriculum or non-adopted textbooks or instructional materials.

Core Curriculum Area	Quality, Currency, and Availability of Textbooks and Instructional Materials	Percent of Pupils Who Lack Own Assigned Textbooks Instructional Materials
Reading/Language Arts	Excellent	100%
Mathematics	Excellent	100%
Science	Good	100%
History-Social Science	Excellent	100%
Health	Good	100%

VII. School Finances

This table displays a comparison of the school’s per pupil expenditures from unrestricted (basic) sources with other schools in the district and throughout the state, and a comparison of the average teacher salary at the school site with average teacher salaries at the district and state levels. Detailed information regarding school expenditures and teacher salaries can be found at the CDE Web site at <http://www.cde.ca.gov/ds/fd/ec/> and <http://www.cde.ca.gov/ds/fd/cs/>.

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Supplemental)	Expenditures Per Pupil (Basic)	Average Teacher Salary
School Site	\$7,518.50	\$1,284.99	\$6,233.51	\$83,507
District	N/A	N/A	\$7,562.89	\$69130
Percent Difference – School Site and District	N/A	N/A	99.4%	110.2%
State	N/A	N/A	\$4943	\$56613
Percent Difference – School Site and State	N/A	N/A	152.1%	147.5%

Types of Services Funded

This section provides information about the programs and supplemental services that are available at the school and funded through either categorical or other sources.

Title I, Teacher Professional Development, Special Education, GATE, Art Docents, School-based Counseling, Behavior Interventions, Speech Therapy, School library, Physical Education, Computer Lab, Vocal and Instrumental Music, Phonemic Awareness, DARE, Occupational Therapy, Friendship Group, Big Buddy, Conflict Resolution, After-School Enrichment, Homework Support, Chorus, Poet-in Residence, Kinder Cooking, Caught Being Good, Newbery Book Group, Otter Good Citizen Program

Teacher and Administrative Salaries (Fiscal Year 2005-06)

This table displays district-level salary information 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 a district’s 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 Web site at <http://www.cde.ca.gov/ds/fd/cs/>.

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$36617	\$36572
Mid-Range Teacher Salary	\$64782	\$55815
Highest Teacher Salary	\$85050	\$70985
Average Principal Salary (Elementary)	\$102153	\$86995
Average Principal Salary (Middle)	\$116176	\$90820
Average Principal Salary (High)	\$121790	\$96447
Superintendent Salary	\$172125	\$128495
Percent of Budget for Teacher Salaries	\$45.32	\$39.34
Percent of Budget for Administrative Salaries	5.389 %	5.83 %

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 and mathematics in grades 2 through 11; science in grades 5, 8, 9, 10, and 11; and history-social science in grades 8, 9, 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 CDE Web site at <http://star.cde.ca.gov>. Note: Scores are not shown when the number of students tested is 10 or less, either because the number of students in this category is too small for statistical accuracy, or to protect student privacy.

CST Results for All Students – Three-Year Comparison

This table displays the percent of students achieving at the Proficient or Advanced level (meeting or exceeding the state standards).

Subject	School			District			State		
	2005	2006	2007	2005	2006	2007	2005	2006	2007
English-Language Arts	66	75	72	64	69	68	40	42	43
Mathematics	69	72	69	55	58	60	38	40	40
Science	65	61	77	56	55	62	27	35	38
History-Social Science				56	63	67	32	33	33

CST Results by Student Group – Most Recent Year

This table displays the percent of students, by group, achieving at the Proficient or Advanced level (meeting or exceeding the state standards) for the most recent testing period.

Group	Percent of Students Scoring at Proficient or Advanced			
	English-Language Arts	Mathematics	Science	History-Social Science
African American	*	*		
American Indian or Alaska Native	*	*	*	
Asian	74	74	83	
Filipino	*	*		
Hispanic or Latino	55	40	*	
Pacific Islander	*	*		
White (not Hispanic)	72	74	80	
Male	63	64	76	
Female	81	74	78	
Economically Disadvantaged	35	39	*	
English Learners	*	*	*	
Students with Disabilities	30	34	*	
Students Receiving Migrant Education Services				

Norm-Referenced Test

The norm-referenced test (NRT), currently the California Achievement Test, Sixth Edition (CAT/6), shows how well students are doing compared to students nationally in reading, language, spelling, and mathematics in grades 3 and 7 only. The results are reported as the percent of tested students scoring at or above the national average (the 50th percentile). Detailed information regarding NRT results for each grade level can be found at the CDE Web site at <http://star.cde.ca.gov/>. Note: Scores are not shown when the number of students tested is 10 or less, either because the number of students in this category is too small for statistical accuracy, or to protect student privacy.

NRT Results for All Students – Three-Year Comparison

This table displays the percent of students scoring at or above the national average (the 50th percentile) in reading and mathematics.

Subject	School			District			State		
	2005	2006	2007	2005	2006	2007	2005	2006	2007
Reading	75	65	69	65	71	70	41	42	42
Mathematics	79	77	72	70	75	74	52	53	53

NRT Results by Student Group – Most Recent Year

This table displays the percent of students, by group, scoring at or above the national average (the 50th percentile) in reading and mathematics for the most recent testing period.

Group	Percent of Students Scoring at Proficient or Advanced Level	
	Reading	Mathematics
African American	*	*
American Indian or Alaska Native	*	*
Asian	*	*
Filipino		
Hispanic or Latino	*	*
Pacific Islander		
White (not Hispanic)	80	84
Male	67	67
Female	71	79
Economically Disadvantaged	*	*
English Learners	*	*
Students with Disabilities	*	*
Students Receiving Migrant Education Services		

The California Physical Fitness Test is administered to students in grades 5, 7, and 9 only. This table displays by grade level the percent of students meeting fitness standards (scoring in the healthy fitness zone on all six fitness standards) for the most recent testing period. Detailed information regarding this test, and comparisons of a school's test results to the district and state levels, may be found at the CDE Web site at <http://www.cde.ca.gov/ta/tg/pf/>. Note: Scores are not shown when the number of students tested is 10 or less, either because the number of students in this category is too small for statistical accuracy, or to protect student privacy.

Grade Level	Percent of Students Meeting Fitness Standards
5	82 %

IX. Accountability

Academic Performance Index

This table displays the school’s statewide and similar schools API ranks. The statewide API rank ranges from 1 to 10. A statewide rank of 1 means that the school has an API score in the lowest 10 percent of all schools in the state, while a statewide rank of 10 means that the school has an API score in the highest 10 percent of all schools in the state. The similar schools API rank reflects how a school compares to 100 statistically matched “similar schools.” A similar schools rank of 1 means that the school’s academic performance is comparable to the lowest performing 10 schools of the 100 similar schools, while a similar schools rank of 10 means that the school’s

The Academic Performance Index (API) is an annual measure of the academic performance and progress of schools in California. API scores range from 200 to 1,000, with a statewide target of 800. Detailed information about the API can be found at the CDE Web site at <http://www.cde.ca.gov/ta/ac/ap/>.

API Ranks – Three-Year Comparison

academic performance is better than at least 90 of the 100 similar schools.

API Rank	2005	2006
Statewide	9	9
Similar Schools	3	1

API Changes by Student Group – Three-Year Comparison

This table displays by student group the actual API changes in points added or lost for the past three years, and the most recent API score. Note: "N/A" means that the student group is not numerically significant.

Group	Actual API Change			API Score
	2004-05	2005-06	2006-07	2007
All Students at the School	22	4	6	867
African American				
American Indian or Alaska Native				
Asian				
Filipino				
Hispanic or Latino				
Pacific Islander				
White (not Hispanic)	23	6	2	879
Socioeconomically Disadvantaged				
English Learners	N/A	N/A		
Students with Disabilities	N/A	N/A		

Adequate Yearly Progress

The federal NCLB act requires that all schools and districts meet the following Adequate Yearly Progress (AYP) 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 (for secondary schools)

Detailed information about AYP, including participation rates and percent proficient results by student group, can be found at the CDE Web site at <http://www.cde.ca.gov/ta/ac/ay/>.

AYP Overall and by Criteria

This table displays an indication of whether the school and the district made AYP overall and whether the school and the district met each of the AYP criteria.

AYP Criteria	School	District
Overall	Yes	Yes

Participation Rate - English-Language Arts	Yes	Yes
Participation Rate - Mathematics	Yes	Yes
Percent Proficient - English-Language Arts	Yes	Yes
Percent Proficient - Mathematics	Yes	Yes
API	Yes	Yes
Graduation Rate	N/A	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. Detailed information about PI identification can be found at the CDE Web site at <http://www.cde.ca.gov/ta/ac/ay/>.

Indicator	School	District
Program Improvement Status	Not in PI	Not In PI