Pacific Grove High School
School Accountability Report Card
Reported for School Year 2004-05
Published During 2005-06

Notes regarding the source and currency of data:
Data included in this School Accountability Report Card (SARC) template are consistent with State Board of Education guidelines, which are available at the California Department of Education Web site at http://www.cde.ca.gov/ta/ac/sa/definitions05.asp

Most data presented in this report were collected from the 2004-05 school year or from the two preceding years (2002-03 and 2003-04). Due to the certification timelines for graduation, dropout, and fiscal information, the data for these sections of the report were collected in 2003-04. Single-year column headings refer to the school year ending in that particular year. When no year is specified, data are from the most recent school year for which data are available.

More information about SARC requirements is available at the CDE Web site at http://www.cde.ca.gov/ta/ac/sa/, including a SARC Preparation Guide at http://www.cde.ca.gov/ta/ac/sa/guide.asp and Frequently Asked Questions at http://www.cde.ca.gov/ta/ac/sa/questions.asp.

I. General Information

Contact Information
Information about school and district contacts.

School Information		District Information	
School Name	Pacific Grove High	**District Name**	Pacific Grove Unified
Principal	Stan Dodd	**Superintendent**	Patrick Perry
Street	615 Sunset Dr.	**Street**	555 Sinex Ave.
City, State, Zip	Pacific Grove, CA 93950-4827	**City, State, Zip**	Pacific Grove, CA 93950-4320
Phone Number	831 – 646 - 6590	**Phone Number**	831 – 646 - 6520
FAX Number	831 – 646 - 6660	**FAX Number**	831 – 646 - 6500
Web Site	pghs.org	**Web Site**	pgusd.org
E-mail Address	Sdodd@pgusd.org	**E-mail Address**	Pperry@pgusd.org
CDS Code	27-66134-2733657	**SARC Contact**	

School Description and Mission Statement
Information about the school, its programs, and its goals.

Pacific Grove High School is comprehensive 9-12 high school, which has served students since the late 1800's. The vision is to provide a safe, supportive, and intellectually challenging learning community that fosters diversity, choice and voice among staff, students, and parents and promotes active learning, creative problem-solving and integration of skills and knowledge for application within and beyond the classroom.

VISION STATEMENT:
The vision of Pacific Grove High School is to promote active learning, creative problem solving, and integration of skills and knowledge for application within and beyond the classroom by providing a safe, supporting, and intellectually challenging learning community that fosters diversity, choice, and voice among staff, students, and parents.

MISSION STATEMENT:
The mission of Pacific Grove High School is to inspire students to pursue excellence intellectually, physically, emotionally, and socially.

EXPECTED SCHOOL WIDE LEARNING RESULTS:

Effective Communicators Who:
> Demonstrate skills in speaking, listening, writing, observing and interpreting
> Work collaboratively and independently to solve problems

Well Rounded Individuals Who :
> Demonstrate appreciation and/or aptitude for the fine arts
> Demonstrate a knowledge of the importance of good physical health

Life-Long, Self-Directed Learners Who:
> Maintain curiosity for learning
> Develop wide areas of interest

Educated Individuals Who Demonstrate Competency In:
> Demonstrate competency in reading, writing, mathematics and technology

Responsible Citizens Who:
> Participate in the democratic process
> Are employable
> Exhibit self-discipline
> Prioritize and use time effectively
> Establish long and short term goals
> Demonstrate leadership qualities
> Appreciate diverse cultures and points of view
> Demonstrate consideration for other members of society
> Contribute time, energy and talents to improve the quality of life

Opportunities for Parental Involvement
Information about the contact person for parental involvement and a description of organized opportunities for parental involvement at the school.

Contact Person Name
1. Stan Dodd, Principal
2. Michelle Maloney, PTA President
3. Carlin Boggan , Breakers Club
4. Anne Hall Sober Grad
5. Todd Buller, Safety Committee
6. April Pearman, Site Council Pres.
7. Sara Moore, Music Boosters Pres.

Each of the above groups meets monthly. Generally, scheduled meetings are as follows:
PTA: 1st Wednesday of the month; 7:00p.m.
Breakers club: 2nd Tuesday of the month; 7:00p.m.
Sober Grad Night: Arranged through PTA
Safety Committee: Oct 26, '04, TBA Jan '05, TBA Mar '05, TBA May '05; 3:00-4:00p.m.
Music Boosters: 1st Tuesday of the month; 6:30p.m.
Site Council: 2nd Wednesday of the month; 3:30p.m.

II. Demographic Information

Student Enrollment -- Grade Level
Data reported are the number of students in each grade level as reported by the California Basic Educational Data System (CBEDS).

Grade Level	Enrollment	Grade Level	Enrollment
Kindergarten	0	Grade 9	169
Grade 1	0	Grade 10	164
Grade 2	0	Grade 11	170
Grade 3	0	Grade 12	135
Grade 4	0	Ungraded Secondary	0
Grade 5	0		
Grade 6	0		
Grade 7	0		
Grade 8	0		
Ungraded Elementary	0	Total Enrollment	638

Student Enrollment -- Racial and Ethnic Subgroups
Data reported are the number and percent of students in each racial and ethnic subgroup as reported by CBEDS.

Racial and Ethnic Subgroup	Number of Students	Percent of Students	Racial and Ethnic Subgroup	Number of Students	Percent of Students
African American	17	2.7	Hispanic or Latino	57	8.9
American Indian or Alaska Native	2	0.3	Pacific Islander	5	0.8
Asian	40	6.3	White (Not Hispanic)	483	75.7
Filipino	10	1.6	Multiple or No Response	24	3.8

III. School Safety and Climate for Learning

School Safety Plan
Information about the currency and contents of the school's comprehensive safety plan.

Date of Last Review/Update		Date Last Discussed with Staff	

Pacific Grove High School provides a safe environment for learning. Safety is a priority. Emergency/Safety drills are implemented regularly. Some drills link the high school with the district office via walkie-talkie and the district office with the county office via radio. The site emergency plan is revised annually. The school's comprehensive safety plan is updated annually by the Safety Committee which meets five (5) times per year. The site is currently aligning the crisis plan with other schools within the district The site is in process of designing a disaster plan with help from local emergency agencies.

School Programs and Practices That Promote a Positive Learning Environment
Information about the school's efforts to create and maintain a positive learning environment, including the use of disciplinary strategies.

The following programs and practices are in place to promote a positive learning environment:

•The AVID class meets daily to support college preparatory learners in areas of subject matter tutoring, learning of academic skills, and college entrance strategies.
•Tutoring is available in mathematics before and after school.
•Project based technology is a cornerstone in most classes.
•Senior Project is used as a culminating learning event and career exploration in 12th Grade English.
•Rigorous Honors and AP classes are offered 9-12 grades.
•Athletic Teams work closely with Athletic Director and administration to ensure high standards of conduct for over 60% of our student population, who participate in sports.
•Two counselors (1:343 ratio) work closely with students and parents to support classroom success and prepare students for college entrance and the world of work.
•Highly inclusive and active activities program provides social class and club opportunities to students.
•Departments work together on a regular basis to ensure standard based curriculum and assessment are provided throughout the school.
•The IMPACT program on campus provides drug free life style leadership training, parent information panels, and social activities throughout the school year.

Suspensions and Expulsions
Data reported are the number of suspensions and expulsions (i.e., the total number of incidents that resulted in a suspension or expulsion). The rate of suspensions and expulsions is the total number of incidents divided by the school's total enrollment as reported by CBEDS for the given year.

	School			District		
	2003	2004	2005	2003	2004	2005
Number of Suspensions	85	80	117			
Rate of Suspensions	1%	1%	2%			
Number of Expulsions	1	0	1			
Rate of Expulsions	N/A	N/A	N/A			

IV. School Facilities

School Facility Conditions -- General Information
Information about the safety, cleanliness, and adequacy of school facilities, including the condition and cleanliness of the school grounds, buildings, and restrooms. Additional information about the condition of the school's facilities may be obtained by speaking with the school principal.

Pacific Grove High School completed most phases of the Measure A renovation project from 2000-2003. To date, all major electrical, heating, communication, sewer, alarm and water systems have been updated and hooked up to classroom buildings. Recently, a new phone/bell/paging system has been installed and is currently being implemented. Locker renovation project, Pride place, New dugouts on the baseball field, new restrooms in the stadium.

School Facility Conditions -- Results of Inspection and Evaluation

Data reported are the determination of good repair as documented in a completed *Interim Evaluation Instrument*, including the school site inspection date, the *Interim Evaluation Instrument* completion date, and the date of any remedial action taken or planned. Additional information about the condition of the school's facilities may be obtained by speaking with the school principal.

Interim Evaluation Instrument Part	Facility in Good Repair Yes	Facility in Good Repair No	Deficiency and Remedial Actions Taken or Planned
Gas Leaks	X	*	
Mechanical Systems	X	*	
Windows/Doors/Gates (interior and exterior)	X	*	
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	*	
Drinking Fountains (inside and outside)	X	*	
Restrooms	X	*	
Sewer	X	*	
Playground/School Grounds	X	*	
Other		*	

V. Academic Data

Standardized Testing and Reporting (STAR)

Through the California Standardized Testing and Reporting (STAR) program, students in grades 2 through 11 are tested annually in various subject areas. Currently, the STAR program includes California Standards Tests (CST) and a norm-referenced test (NRT). The CST tests English-language arts and mathematics in grades 2 through 11, science in grades 5, 9, 10, and 11, and history-social science in grades 8, 10, and 11. Prior to 2005, the NRT tested reading/language arts and mathematics in grades 2 through 11, spelling in grades 2 through 8, and science in grades 9 through 11. Beginning in 2005, the NRT tests reading/language arts, spelling, and mathematics in grades 3 and 7 only, and no longer tests science in any grade.

California Standards Tests (CST)

The California Standards Tests (CST) show how well students are doing in relation to the state content standards. Student scores are reported as performance levels. The five performance levels are Advanced (exceeds state standards), Proficient (meets state standards), Basic (approaching state standards), Below Basic (below state standards), and Far Below Basic (well below state standards). Students scoring at the Proficient or Advanced level meet state standards in that content area. Students with significant cognitive disabilities who are unable to take the CST are tested using the California Alternate Performance Assessment (CAPA). Detailed information regarding CST and CAPA results for each grade and proficiency level can be found at the California Department of Education Web site at http://star.cde.ca.gov or by speaking with the school principal. *Note: To protect student privacy, scores are not shown when the number of students tested is 10 or less.*

CST -- All Students

Data reported are the percent of students achieving at the Proficient or Advanced level (meeting or exceeding the state standards).

Subject	School			District			State		
	2003	2004	2005	2003	2004	2005	2003	2004	2005
English-Language Arts	52	50	69	56	58	64	35	36	40
Mathematics	24	23	34	47	48	55	35	34	38
Science	57	56	55	55	56	56	27	25	27
History-Social Science	55	57	58	54	59	56	28	29	32

CST -- Racial and Ethnic Subgroups

Data reported are the percent of students achieving at the Proficient or Advanced level (meeting or exceeding the state standards) for the most recent testing period.

Subject	African American	American Indian or Alaska Native	Asian	Filipino	Hispanic or Latino	Pacific Islander	White (not Hispanic)
English-Language Arts	50	*	73	*	53	*	71
Mathematics	17	*	70	*	24	*	31
Science	*		59	*	29	*	54
History-Social Science	*		62	*	45	*	58

CST -- Other Subgroups

Data reported are the percent of students achieving at the Proficient or Advanced level (meeting or exceeding the state standards) for the most recent testing period.

Subject	Male	Female	English Learners	Economically Disadvantaged	Students With Disabilities	Migrant Education
English-Language Arts	62	77	*	44	*	
Mathematics	33	36	*	30	*	
Science	58	52	*	37	*	
History-Social Science	56	61	*	47	*	

Norm-Referenced Test (NRT)

Reading and mathematics results from the California Achievement Test, Sixth Edition (CAT/6), the current norm-referenced test (NRT) adopted by the State Board of Education, are reported as the percent of tested students scoring at or above the 50th percentile (the national average). School results are compared to results at the district and state levels. Beginning in 2005, the NRT tests reading/language arts, spelling, and mathematics in grades 3 and 7 only and no longer tests science in any grade. Detailed information regarding results for each grade level can be found at the California Department of Education Web site at http://star.cde.ca.gov/ or by speaking with the school principal. *Note: To protect student privacy, scores are not shown when the number of students tested is 10 or less.*

NRT -- All Students
Data reported are the percent of students scoring at or above the 50th percentile.

Subject	School			District			State		
	2003	2004	2005	2003	2004	2005	2003	2004	2005
Reading	77	76		71	70	65	43	43	41
Mathematics	71	70		71	71	70	50	51	52

NRT -- Racial and Ethnic Subgroups
Data reported are the percent of students scoring at or above the 50th percentile for the most recent testing period.

Subject	African American	American Indian or Alaska Native	Asian	Filipino	Hispanic or Latino	Pacific Islander	White (not Hispanic)
Reading							
Mathematics							

NRT -- Other Subgroups
Data reported are the percent of students scoring at or above the 50th percentile for the most recent testing period.

Subject	Male	Female	English Learners	Economically Disadvantaged	Students With Disabilities	Migrant Education
Reading						
Mathematics						

Local Assessment
Data reported are the percent of students meeting or exceeding the district standard.

Grade Level	Reading			Writing			Mathematics		
	2003	2004	2005	2003	2004	2005	2003	2004	2005
K									
1									
2									
3									
4									
5									
6									
7									
8									
9									
10									
11									
12									

California Physical Fitness Test

Data reported are the percent of students meeting fitness standards (scoring in the healthy fitness zone on all six fitness standards) for the most recent testing period. The California Physical Fitness Test is administered to students in grades 5, 7, and 9 only. Detailed information regarding the California Physical Fitness Test may be found at the CDE Web site at http://www.cde.ca.gov/ta/tg/pf/. *Note: To protect student privacy, scores are not shown when the number of students tested is 10 or less.*

Grade Level	School			District			State		
	Total	Female	Male	Total	Female	Male	Total	Female	Male
5				29.4	30.8	27.9	24.5	26.7	22.3
7				38.2	43.7	32.3	28.8	30.9	26.8
9	46.9	57.8	35.1	46.9	57.8	35.1	26.7	25.8	27.5

Academic Performance Index (API)

The **Academic Performance Index (API)** is a score on a scale of 200 to 1000 that annually measures the academic performance and progress of individual schools in California. On an interim basis, the state has set 800 as the API score that schools should strive to meet.

Growth Targets: The annual growth target for a school is 5 percent of the distance between its API Base and 800. The growth target for a school at or above 800 is to remain at or above 800. Actual growth is the number of API points a school gained between its base and growth years. Schools that reach their annual targets are eligible for awards.

Subgroup APIs and Targets: In addition to a schoolwide API, schools also receive API scores for each numerically significant subgroup in the school (i.e., racial/ethnic subgroups and socioeconomically disadvantaged students). Growth targets, equal to 80 percent of the school's target, are also set for each of the subgroups. Each subgroup must also meet its target for the school to be eligible for awards.

Percent Tested: In order to be eligible for awards, elementary and middle schools must test at least 95 percent of their students in grades 2 through 8, and high schools must test at least 90 percent of their students in grades 9 through 11 on STAR assessments.

Statewide Rank: Schools receiving an API Base score are ranked in 10 categories of equal size (deciles) from 1 (lowest) to 10 (highest), according to type of school (elementary, middle, or high school).

Similar Schools Rank: Schools also receive a ranking that compares that school to 100 other schools with similar demographic characteristics. Each set of 100 schools is ranked by API score from 1 (lowest) to 10 (highest) to indicate how well the school performed compared to schools most like it.

API criteria are subject to change as new legislation is enacted. Detailed information about the API and the Public Schools Accountability Act (PSAA) can be found at the CDE Web site at http://www.cde.ca.gov/ta/ac/ap/ or by speaking with the school principal.

API – Schoolwide

Data reported are API Base and Growth scores, growth targets, statewide and similar schools ranks, and percent tested.

API Base Data				API Growth Data			
	2002	2003	2004		From 2002 to 2003	From 2003 to 2004	From 2004 to 2005
Percent Tested	97	99	99	Percent Tested	99	99	100
API Base Score	740	743	734	API Growth Score	748	753	794
Growth Target	3	3	3	Actual Growth	8	10	60
Statewide Rank	9	9	8				
Similar Schools Rank	2	2	1				

API -- Racial and Ethnic Subgroups
Data reported are API Base and Growth scores and growth targets.

API Base Data				API Growth Data			
	2002	2003	2004		From 2002 to 2003	From 2003 to 2004	From 2004 to 2005
African American				African American			
API Base Score				API Growth Score			
Growth Target				Actual Growth			
American Indian or Alaska Native				American Indian or Alaska Native			
API Base Score				API Growth Score			
Growth Target				Actual Growth			
Asian				Asian			
API Base Score				API Growth Score			
Growth Target				Actual Growth			
Filipino				Filipino			
API Base Score				API Growth Score			
Growth Target				Actual Growth			
Hispanic or Latino				Hispanic or Latino			
API Base Score				API Growth Score			
Growth Target				Actual Growth			
Pacific Islander				Pacific Islander			
API Base Score				API Growth Score			
Growth Target				Actual Growth			
White (Not Hispanic)				White (Not Hispanic)			
API Base Score	744	749	741	API Growth Score	755	759	788
Growth Target	2	2	2	Actual Growth	11	10	47

API -- Socioeconomically Disadvantaged Subgroup
Data reported are API Base and Growth scores and growth targets.

API Base Data				API Growth Data			
	2002	2003	2004		From 2002 to 2003	From 2003 to 2004	From 2004 to 2005
API Base Score				API Growth Score			
Growth Target				Actual Growth			

State Award and Intervention Programs

Although state intervention and awards programs are currently in the California Education Code, the programs were not funded for the period addressed by this report. Therefore, there are currently no data available to report.

Adequate Yearly Progress (AYP)
The federal No Child Left Behind Act (NCLB) requires that all schools and districts meet Adequate Yearly Progress (AYP) requirements. To comply with NCLB, California adopted AYP criteria that were approved by the U.S. Department of Education in June 2003. To make AYP, schools and districts are required each year to meet or exceed specific criteria in each of the following:

- Requirement 1: Participation rate on the state's standards-based assessments

- Requirement 2: Percent proficient on the state's standards-based assessments

- Requirement 3: API as an additional indicator

- Requirement 4: Graduation rate (for secondary schools)

Requirements 1 and 2 apply at the school, district, and subgroup levels. Requirements 3 and 4 apply only at the school and district levels, unless exception or "safe harbor" criteria are used. Detailed information about AYP can be found at the CDE Web site at http://www.cde.ca.gov/ta/ac/ay/ or by speaking with the school principal.

AYP All Criteria -- Schoolwide
Data reported indicate whether all AYP criteria were met for all students in a school or a district, or that exception (safe harbor) criteria were met, or that an appeal of the school's or district's AYP status was approved.

Schoolwide	School			District		
	2003	2004	2005	2003	2004	2005
All Students	Yes	Yes	Yes	Yes	No	Yes

AYP Participation Rates and Proficiency Levels -- Schoolwide and Subgroups
Data reported indicate whether AYP criteria for both the minimum participation rates and the percent proficient or above were met in a school or a district. *Note: "N/A" means that the student group is not numerically significant.*

Schoolwide and Subgroups	School			District		
	2003	2004	2005	2003	2004	2005
All Students	Yes	Yes	Yes	Yes	Yes	Yes
African American	N/A	N/A	N/A	N/A	N/A	N/A
American Indian or Alaska Native	N/A	N/A	N/A	N/A	N/A	N/A
Asian	N/A	N/A	N/A	N/A	N/A	Yes
Filipino	N/A	N/A	N/A	N/A	N/A	N/A

Hispanic or Latino	N/A	N/A	N/A	Yes	Yes	Yes
Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A
White (not Hispanic)	Yes	Yes	Yes	Yes	Yes	Yes
Socioeconomically Disadvantaged	N/A	N/A	N/A	N/A	Yes	Yes
English Learners	N/A	N/A	N/A	N/A	N/A	N/A
Students with Disabilities	N/A	N/A	N/A	Yes	No	Yes

Federal Intervention Program

Schools and districts receiving federal Title I funding enter Program Improvement (PI) if they do not make Adequate Yearly Progress (AYP) for two consecutive years. After entering PI, schools and districts advance to the next level of intervention with each additional year that they do not make AYP. Information about PI, including a list of all PI schools and districts, can be found at the CDE Web site at http://www.cde.ca.gov/ta/ac/ay/ or by contacting the district office or speaking with the school principal.

	School	District
First Year of Program Improvement Implementation		
Year in Program Improvement (Implementation Level)		
Year Exited Program Improvement		
Number of Schools Currently in Program Improvement	---	0
Percent of Schools Currently in Program Improvement	---	0.0

VI. School Completion (Secondary Schools)

California High School Exit Examination (CAHSEE)

Beginning with the graduating class of 2006, students in California public schools will have to pass the California High School Exit Examination (CAHSEE) to receive a high school diploma. The School Accountability Report Card for that year will report the percent of students completing grade 12 who successfully completed the CAHSEE.

These data are not required to be reported until 2006, when they can be reported for the entire potential graduating class. At that time, the data are expected to be disaggregated by special education status, English learners, socioeconomically disadvantaged status, gender, and ethnic group.

Dropout Rate and Graduation Rate

Data reported regarding progress toward reducing dropout rates over the most recent three-year period include grade 9 through 12 enrollment, the number of dropouts, and the one-year dropout rate as reported by CBEDS. The formula for the one-year dropout rate is (grades 9 through 12 dropouts divided by grades 9 through 12 enrollment) multiplied by 100. The graduation rate, included as one of the requirements of California's definition of Adequate Yearly Progress as required by the federal No Child Left Behind (NCLB) Act, is calculated by dividing the number of high school graduates by the sum of dropouts for grades 9 through 12, in consecutive years, plus the number of graduates.

	School			District			State		
	2002	**2003**	**2004**	**2002**	**2003**	**2004**	**2002**	**2003**	**2004**
Enrollment (9-12)	671	685	674	692	706	687	1,772,417	1,830,903	1,876,927
Number of	0	0	0	0	0	0	47,871	58,189	61,253

Dropouts								
Dropout Rate (1-year)	0.0	0.0	0.0	0.0	0.0	2.7	3.2	3.3
Graduation Rate	100.0	100.0	100.0	99.4	100.0	100.0	87.0	86.7	85.1

VII. Class Size

Average Class Size and Class Size Distribution

Data reported are the average class size and the number of classrooms that fall into each size category (i.e., number of students), by grade level, as reported by CBEDS.

Grade	2003				2004				2005			
	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												
1												
2												
3												
4												
5												
6												
K-3												
3-4												
4-8												
Other												

Average Teaching Load and Teaching Load Distribution

Data reported are the average class size and the number of classrooms that fall into each size category (i.e., number of students), by subject area, as reported by CBEDS.

Subject	2003				2004				2005			
	Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms		
		1-22	23-32	33+		1-22	23-32	33+		1-22	23-32	33+
English	22.2	15	15		22.6	14	14	1	23.8	12	12	
Mathematics	21.6	10	12		27.0	3	15	1	26.3	3	14	1
Science	24.2	6	13	1	24.5	6	13		26.9	3	15	
Social Science	24.5	14	12	2	25.5	9	15	2	25.3	9	16	1

Class Size Reduction Participation

Data reported are the percent of students in each grade level in the school that are in a class size reduction classroom.

Grade Level	Percent of Students Participating		
	2003	2004	2005
K			
1			
2			
3			

VIII. Teacher and Staff Information

Core Academic Courses Taught by NCLB Compliant Teachers

For a school, the data reported are the percent of a school's classes in core academic subjects taught by No Child Left Behind (NCLB) compliant teachers. For a district, the data reported are the percent of all classes in core academic subjects taught by NCLB compliant teachers in all schools in the district, in high-poverty schools in the district, and in 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/.

	Percent of Classes In Core Academic Subjects Taught by NCLB Compliant Teachers
This School	100.0
All Schools in District	98.6
High-Poverty Schools in District	0.0
Low-Poverty Schools in District	98.6

Teacher Credentials
Data reported are the number of teachers (full-time and part-time) as reported by CBEDS. Each teacher is counted as "1." If a teacher works at two schools, he/she is counted at one school only. Data for teachers with a full credential and teaching outside his/her subject area are provided by the LEA.

	2003	2004	2005
Total Teachers	31	32	31
Teachers with Full Credential	29	30	28
Teachers Teaching Outside Subject Area (full credential teaching outside subject area)			
Teachers in Alternative Routes to Certification (district and university internship)	1	0	0
Pre-Internship	0	0	0
Teachers with Emergency Permits (not qualified for a credential or internship but meeting minimum requirements)	2	2	3
Teachers with Waivers (does not have credential and does not qualify for an Emergency Permit)	0	0	0

Teacher Misassignments

Data reported are the number of placements of a certificated employee in a teaching or services position, including positions that involve teaching English learners, for which the employee does not hold a legally recognized certificate or credential, or the placement of a certificated employee in a teaching or services position that the employee is not otherwise authorized by statute to hold. *Total Teacher Misassignments* includes the number of *Misassignments of Teachers of English Learners*. For the 2005-06 school year, the most currently available data are reported.

	2004	2005	2006
Misassignments of Teachers of English Learners			
Total Teacher Misassignments			

Teacher Education Level

Data reported are the percent of teachers by education level, as reported by CBEDS.

	School	District
Doctorate	3.2	1.9
Master's Degree plus 30 or more semester hours	6.5	20.4
Master's Degree	38.7	36.9
Bachelor's Degree plus 30 or more semester hours	41.9	28.2
Bachelor's Degree	9.7	12.6
Less than Bachelor's Degree	0.0	0.0

Vacant Teacher Positions

Data reported are the number of positions to which a single designated certificated employee has not been assigned at the beginning of the year for an entire year or, if the position is for a one-semester course, a position to which a single designated certificated employee has not been assigned at the beginning of a semester for an entire semester. For the 2005-06 school year, the most currently available data are reported.

	2004	2005	2006
Vacant Teacher Positions	0	0	0

Teacher Evaluations

Information about the procedures and criteria for teacher evaluations.

Teacher evaluations are coordinated with the PGTA contract.
All Tenured teachers are formally evaluated once every two years.
PAR on a volunteer bases for evaluation of tenured teachers
Non Tenured teachers are evaluated 3 times a year
The administration does informal evaluations for every teacher though the course of a year.

Substitute Teachers

Information about the availability of qualified substitute teachers and the impact of any difficulties in this area on the instructional program at the school.

We have an excellent staff of guest teacher for the high school. We have had little difficulty in obtain qualified guest teachers.

Counselors and Other Support Staff

Data reported are in units of full-time equivalents (FTE). One FTE is defined as a staff person who is working 100 percent (i.e., full time). Two staff persons who each work 50 percent of full time also equal one FTE.

Title	FTE
Counselor	2.0
Library Media Teacher (Librarian)	1.0
Psychologist	
Social Worker	
Nurse	.2
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	
Other	

Academic Counselors

Data reported are in units of full-time equivalents (FTE). One FTE is defined as a staff person who is working 100 percent (i.e., full time). Two staff persons who each work 50 percent of full time also equal one FTE. The ratio of students per academic counselor is defined as enrollment as reported by CBEDS divided by the full-time-equivalent academic counselors.

Number of Academic Counselors (FTE)	Ratio of Students Per Academic Counselor
1.0	638.0

IX. Curriculum and Instruction

School Instruction and Leadership

Information about the structure of the school's instructional program and the experience of the school leadership team.

 Pacific Grove High School provides a quality instructional program for all its students. courses are available for both those who wish to pursue a college degree and for those who wish to enter a vocational profession directly after high school. Courses are aligned with state standards. Teachers review their students' performance on state standards testing regularly to determine students' mastery of standards. Department instructional leaders also facilitate review of student finals and other project work to help department members assess student progress toward standards with benchmark assessments. When areas of student weakness are identified, departments request staff development opportunities (both on campus and through conferences) to remediate deficiencies. Departments are encouraged to
attend state subject matter conferences on a regular basis.

 There are three primary instructional leadership teams on campus: the site cabinet, leadership, and instructional leaders (department chairs). Site cabinet review instructional policies, school board policies, current calendaring of major events, reviews of justifiable absences, and any other schoolwide policy that requires review. Instructional leaders address instructional practices and policies as they affect their departments, WASC guideline implementation, testing schedules, technology/library services and other direct support services to the classroom. To assure that all students are progressing toward achieving the core curriculum, counselors meet with students up to at least four times a year to assess progress and provide additional remedial or study skill support.

Professional Development

Information about the program for training the school's teachers and other professional staff.

Staff development activities, essential for maintaining and improving equality education, emphasize the following areas:

o SB395 (English Language Learners)
o An integrated, literature-based language arts program, which includes reading, writing, listening and speaking
o A problem-solving, manipulative-based mathematics and science program
o Integration of all subject areas
o Higher-level thinking skills
o Cooperative learning and peer coaching
o Technology integration
o Addressing the needs of students with special needs
o Data driven learning activities and assessments
o Standards alignment
o Differentiated instruction
Formal staff development is provided regularly. In addition, buy-back days for staff are made available in a variety of curricular areas.
Quality and Currency of Textbooks and Other Instructional Materials
In the spring, each department submits textbook requests for the upcoming school year to the administration. The district business office reviews these, along with all budgetary requests, and determines the amount to be allocated for textbooks. Allocated money is adequate to meet basic needs, with SIP and other categorical funds used to supplement the instructional budget beyond the basic level. Every student receives textbooks for assigned classes, which are aligned to state standards in core academic areas.

Quality and Currency of Textbooks and Instructional Materials

Information about the standards-aligned (kindergarten through grade 12) and state-adopted (kindergarten and grades 1 through 8) or locally adopted (grades 9 through 12) textbooks and other instructional materials used in the school that are consistent with the content and cycles of the curriculum frameworks adopted by the State Board of Education in the core curriculum areas of reading/language arts, mathematics, science, and history-social science. For kindergarten and grades 1 through 8, the information also includes a description of any supplemental curriculum adopted by the local governing board. The information includes an explanation for the use of any non-adopted textbooks or instructional materials.

Core Curriculum Areas	Quality and Currency of Textbooks and Instructional Materials
Reading/Language Arts	
Mathematics	
Science	
History-Social Science	

Availability of Sufficient Textbooks and Instructional Materials
Information about the availability of sufficient standards-aligned (kindergarten through grade 12) and state-adopted (kindergarten and grades 1 through 8) or locally adopted (grades 9 through 12) textbooks and other instructional materials for each pupil, including English learners, that are consistent with the content and cycles of the curriculum frameworks adopted by the State Board of Education in the core curriculum areas of reading/language arts, mathematics, science, history-social science, foreign language, and health (kindergarten through grade 12); and science laboratory equipment (grades 9

through 12), as appropriate. For kindergarten and grades 1 through 8, the information also includes a description of any supplemental curriculum adopted by the local governing board.

Core Curriculum Areas	Availability of Textbooks and Instructional Materials
Reading/Language Arts	Sufficient number of locally adopted textbooks are available.
Mathematics	Sufficient number of locally adopted textbooks are available.
Science	Sufficient number of locally adopted textbooks are available.
History-Social Science	Sufficient number of locally adopted textbooks are available.
Foreign Language	Sufficient number of locally adopted textbooks are available.
Health	Sufficient number of locally adopted textbooks are available.
Science Laboratory Equipment (grades 9-12)	

Instructional Minutes

Data reported compare the number of instructional minutes offered at the school level to the state requirement for each grade.

Grade Level	Instructional Minutes	
	Offered	State Requirement
K		36,000
1		50,400
2		50,400
3		50,400
4		54,000
5		54,000
6		54,000
7		54,000
8		54,000
9		64,800
10		64,800
11		64,800
12		64,800

Continuation School Instructional Days
Data reported are the number of instructional days offered at the school level compared to the state requirement for each grade.

Grade Level	Instructional Days With At Least 180 Instructional Minutes	
	Offered	State Requirement
9		180 days
10		180 days
11		180 days
12		180 days

Minimum Days in School Year

Information about the total number of days in the most recent school year that students attended school on a shortened day schedule and the reasons for the shortened day schedule.

> We have 9 minimum day at PGHS. We take 5 days for finals at the end of each semester. We have 2 in service day for our teachers and we take 2 days before the end of the major breaks (Winter break and Spring break.)

X. Postsecondary Preparation (Secondary Schools)

Advanced Placement and International Baccalaureate Courses
Data reported are the number of Advanced Placement (AP) and International Baccalaureate (IB) courses and classes offered, and the enrollment in various classes. The data for fine and performing arts include AP Art and AP Music, and the data for social science include IB Humanities.
No data are available for this section

Student Enrollment in Courses Required for University of California (UC) and/or California State University (CSU) Admission

Data reported are the number and percent of student enrollment in courses required for University of California (UC) and/or California State University (CSU) admission. The percent of student enrollment is calculated by dividing the total student enrollment in courses required for UC and/or CSU admission by the total student enrollment in all courses. *Note: Each student is counted in each course in which the student is enrolled. As a result of these duplicated counts, the student enrollment in all courses will, and the student enrollment in courses required for UC and/or CSU admission may, exceed the actual student enrollment figure for the school.*

Student Enrollment In All Courses	Student Enrollment In Courses Required For UC and/or CSU Admission	Percent of Student Enrollment In Courses Required For UC and/or CSU Admission
2415	1739	72.0

Graduates Who Have Completed All Courses Required for University of California (UC) and/or California State University (CSU) Admission

Data reported are the number and percent of graduates who have completed all courses required for University of California (UC) and/or California State University (CSU) admission. The percent of graduates is calculated by dividing the total number of graduates who have completed all courses required for UC and/or CSU admission by the total number of graduates.

Number of Graduates	Number of Graduates Who Have Completed All Courses Required For UC and/or CSU Admission	Percent of Graduates Who Have Completed All Courses Required For UC and/or CSU Admission
165	74	44.8

SAT Reasoning Test

Data reported are the average verbal and math scores for Grade 12 students at the school, district, and state level who voluntarily take the SAT Reasoning Test for college entrance. Data are also reported for total grade 12 enrollment and percent of grade 12 enrollment taking the test. Students may take the test more than once, but only the most recent score is reported at the year of graduation. The test may or may not be available to students at a given school. Detailed information regarding SAT results may be found at the CDE Web site at http://www.cde.ca.gov/ds/sp/ai/. *Note: To protect student privacy, scores are not shown when the number of students tested is 10 or less.*

	School			District			State		
	2003	**2004**	**2005**	**2003**	**2004**	**2005**	**2003**	**2004**	**2005**
Grade 12 Enrollment	145	170	135	157	178	146	385,356	395,194	409,576
Percent of Grade 12 Enrollment Taking Test	57.9	52.9	51.9	53.5	50.6	51.4	36.7	35.3	35.9
Average Verbal Score	527	557	557	527	557	558	494	496	499
Average Math Score	528	539	548	528	539	548	518	519	521

College Admission Test Preparation Course Program
Information about the school's college admission test preparation course program.

> The school runs a 4-week SAT prep class for math and verbal, which is open to all students.

Workforce Preparation Programs
Information about the school's career technical education programs and classes.

> Pacific Grove High School offers a challenging curriculum geared to respond to diverse student need and interest. To graduate, students must complete a program of study that exposes them to four years of English Language arts, along with mathematics, physical/life science, social studies, physical education, visual/performing arts or foreign language and a vocational education class.
> Counselors discuss and assist students in career planning during students' four-year plan meetings starting freshman year. In addition, students participate in skill/interest assessments in the required computer class. Based on the assessment results students choice a career to research and, using power point, present to the class. Senior year students participate in additional interest/value assessments as part of their senior project. Regional occupational classes are offered to students that are 16 years of age or older. A work experience class is available for students to earn credit for working.

Career Technical Education (CTE) Programs

Data reported are enrollment and program completion from the *Report of Career-Technical Education Enrollment and Program Completion for School Year 2003-2004 (CDE 101 E-1)*. Data have been aggregated to the district level.

CTE Participants	Grade 9-12 CTE Students			Grade 12 CTE Students		
Total Course Enrollment	Number of Concentrators	Number of Completers	Completion Rate	Number of Completers	Number Earning Diploma	Graduation Rate

XI. Fiscal and Expenditure Data

Teacher and Administrative Salaries (Fiscal Year 2003-04)

Data reported are the district salaries for teachers, principals, and superintendents, compared to the state average salaries for districts of the same type and size, as defined by *Education Code* Section 41409. Data are also reported for teacher and administrative salaries as a percent of a district's budget. Detailed information regarding salaries may be found at the CDE Web site at http://www.cde.ca.gov/ds/fd/cs/ and http://www.cde.ca.gov/ta/ac/sa/salaries0304.asp. *Note: County offices of education are not required to report average salaries and expenditures. The CDE's School Fiscal Services Division does not calculate statewide average salary and expenditure information for county offices of education.*

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	$34,380	$35,309
Mid-Range Teacher Salary	$60,825	$53,828
Highest Teacher Salary	$74,890	$68,027
Average Principal Salary (Elementary)	$93,182	$82,530
Average Principal Salary (Middle)	$96,220	$85,123
Average Principal Salary (High)	$103,897	$91,421
Superintendent Salary	$149,359	$118,587
Percent of Budget for Teacher Salaries	47.3	40.4
Percent of Budget for Administrative Salaries	5.3	5.8

District Expenditures (Fiscal Year 2003-04)

Data reported are the total dollars expended in the district and the dollars expended per student at the district compared to the state average for all districts and for districts of the same type and size. Detailed information regarding expenditures may be found at the CDE Web site at http://www.cde.ca.gov/ds/fd/ec/. *Note: County offices of education are not required to report average expenditures. The CDE's School Fiscal Services Division does not calculate statewide average expenditure information for county offices of education.*

District	District	State Average For Districts In Same Category	State Average All Districts
Total Dollars Expended	Dollars Expended Per Student (ADA)	Dollars Expended Per Student (ADA)	Dollars Expended Per Student (ADA)
$15,855,321	$8,714	$6,987	$6,919

Types of Services Funded

Information about the programs and supplemental services that are provided at the school through either categorical funds or other sources.

School Safety Program
AVID
Leadership Program
After School tutoring
CAHSEE Tutorial