

# School Accountability Report Card Reported for School Year 2005-06

*Published During 2006-07*

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 school's contact information.

School		District	
<b>School Name</b>	Pacific Grove High	<b>District Name</b>	Pacific Grove Unified
<b>Street</b>	615 Sunset Dr.	<b>Phone Number</b>	831-646-6510
<b>City, State, Zip</b>	Pacific Grove, CA 93950-4827	<b>Web Site</b>	www.pgusd.org
<b>Phone Number</b>	831-646-6590	<b>Superintendent</b>	Patrick Perry
<b>Principal</b>	Stan Dodd	<b>E-mail Address</b>	Pperry@pgusd.org
<b>E-mail Address</b>	Sdodd@pgusd.org	---	---

### School Description and Mission Statement

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

Pacific Grove High School is the comprehensive 9-12 high school in Pacific Grove Unified School District. Pacific Grove High School has served students since the late 1800's. Pacific Grove High School provides a rigorous and well-rounded curriculum. A wide range of Advanced Placement and Honors courses are offered as well as many ROP courses. Music Art and Drama are offered to give student opportunities in the fine arts. There is a full complement of services for students with special needs. Pacific Grove High School also is centerpiece of social activities in town, with the music, dance and drama productions drawing large audiences from the community. A full range of boys and girls athletics is offered. The vision of Pacific Grove High School 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

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

There are numerous opportunities for parents to be involved at Pacific Grove High School. The following organizations welcome parental involvement.

- School Site Council meets on the 3<sup>rd</sup> Wednesday of every month current. President is April Pearman. Principal Stan Dodd is also a contact person.
- Parent Teacher Association meets on the 1<sup>st</sup> Wednesday day of every month. President is Michelle Maloney.
- The Breakers Club is our athletic booster group. They meet on 2<sup>nd</sup> Tuesday of every month. President is Carlyn Boggan.
- The Sober Grad Committee arranges our Sober Grad party every year. Anne Hall is the Chairman and they meet concurrently with the PTA.
- The Music Boosters meet on the 1<sup>st</sup> Tuesday of every month. Wendell Nuss is the President.
- The Safety Committee meets formally 4 times a year and more often as the need arises. Assistant Principal Todd Buller is the contact for the Safety committee.

## 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	Grade Level	Number of Students
Kindergarten	0	Grade 8	0
Grade 1	0	Ungraded Elementary	0
Grade 2	0	Grade 9	174
Grade 3	0	Grade 10	165
Grade 4	0	Grade 11	159
Grade 5	0	Grade 12	150
Grade 6	0	Ungraded Secondary	0
Grade 7	0	Total Enrollment	648

## 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	2.3	White (not Hispanic)	75.2
American Indian or Alaska Native	0.5	Multiple or No Response	2.8
Asian	8.8	Socioeconomically Disadvantaged	4.6
Filipino	1.7	English Learners	2.0
Hispanic or Latino	8.5	Students with Disabilities	5.0
Pacific Islander	0.3	---	---

## Average Class Size and Class Size Distribution (Secondary)

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

Subject	2003-04				2004-05				2005-06			
	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+
English	22.6	14	14	1	23.8	12	12	0	24.5	10	14	0
Mathematics	27.0	3	15	1	26.3	3	14	1	25.4	6	16	0
Science	24.5	6	13		26.9	3	15	0	26.3	4	14	0
Social Science	25.0	9	15	1	24.5	9	16	0	25.2	7	18	0

## II. School Climate

### School Safety Plan

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

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 Discipline Practices

This section provides information about the school's efforts to create and maintain a positive learning environment, including the school's use of disciplinary strategies.

Pacific Grove High School is blessed with a wonderful student body and highly supportive parents. Discipline problems are few and far between. PGHS utilizes a system of progressive discipline with consequences ranging from teacher administered consequences, after school detention, Saturday School, suspension and expulsion. The school's discipline philosophy is based on respect for student dignity, while changing behavior to meet classroom and school expectations.

### 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		
	2003-04	2004-05	2005-06	2003-04	2004-05	2005-06
Suspensions	80	117	26	145	136	101
Expulsions	0	1	0	3	2	0

### 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 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. A locker renovation project, Pride Place, New dugouts on the baseball field, new restrooms in the stadium were completed during the last school year.

Measure D, a \$42,000,000-school facilities bond was passed by voters last April. This will bring further renovations to campus including renovated science classrooms, security fencing and a new stadium, in the next few years.

#### School Facility Conditions 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	Facility in Good Repair		Repair Needed and Action Taken or Planned
	Yes	No	
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			

## 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
	2003-04	2004-05	2005-06	2005-06
<b>With Full Credential</b>	30	28	31	101
<b>Without Full Credential</b>	2	3	2	3
<b>Teaching Outside Subject Area of Competence</b>	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	2004-05	2005-06	2006-07
<b>Misassignments of Teachers of English Learners</b>	0	0	0
<b>Total Teacher Misassignments</b>	0	0	0
<b>Vacant Teacher Positions</b>	0	0	0

### Core Academic Classes Taught by NCLB 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 <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
<b>This School</b>	100.0	0.0
<b>All Schools in District</b>	100.0	0.0
<b>High-Poverty Schools in District</b>	0.0	0.0
<b>Low-Poverty Schools in District</b>	100.0	0.0

## Substitute Teacher Availability

This section provides information about the availability of qualified substitute teachers and the impact of any difficulties in this area on the school's instructional program.

Qualified substitute teachers are available. Many of our "guest teachers" prefer to work in Pacific Grove than in neighboring districts due to the excellent behavior of our students.

## Teacher Evaluation Process

This section provides information about the procedures and the criteria for teacher evaluations.

Teachers are evaluated in accordance with the Pacific Grove Teacher Association contract. Veteran teachers are evaluated every other year with provisions for a project based or "alternative evaluation". New teachers are evaluated annually. Formal and informal class observations as well administrator/ teacher conferences make up the evaluation process.

## 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	2.0	324.0
Library Media Teacher (Librarian)	0.2	---
Library Media Services Staff (paraprofessional)		---
Psychologist		---
Social Worker		---
Nurse		---
Speech/Language/Hearing Specialist		---
Resource Specialist (non-teaching)		---
Other	0.2	---

## 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 Their Own Assigned Textbooks and Instructional Materials
Reading/Language Arts	Adequate	0
Mathematics	Adequate	0
Science	Adequate	0
History-Social Science	Adequate	0
Foreign Language	Adequate	0
Health	Adequate	0
Science Laboratory Equipment (grades 9-12)	Adequate	0

## VII. School Finances

### Expenditures Per Pupil and School Site Teacher Salaries (FY 2004-05)

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 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	\$6,008	\$1,209	\$4,709	\$75,191
District	---	---	\$2,183	\$65,891
Percent Difference - School Site and District	---	---	\$2,526	\$9,300
State	---	---	\$4,743	\$54,823
Percent Difference - School Site and State	---	---	\$34	\$20,368

### 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.

There are many programs available to help ensure student success. Currently there is the AVID program to provide support for prospective college bound students. IMPACT for Youth provides programs and support for drug awareness and prevention. CAHSEE tutorial classes are offered to help students pass the Exit Exam. Honors classes and Advanced Placement classes are funded out of the district general fund, to prepare college bound students. Special Day Class and Resource Specialist Classes are offered for students in need of special help.

## Teacher and Administrative Salaries (Fiscal Year 2004-05)

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 can 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/salaries0405.asp>

Category	District Amount	State Average For Districts In Same Category
<b>Beginning Teacher Salary</b>	\$35,208	\$36,796
<b>Mid-Range Teacher Salary</b>	\$62,290	\$54,062
<b>Highest Teacher Salary</b>	\$77,511	\$68,679
<b>Average Principal Salary (Elementary)</b>	\$103,617	\$103,617
<b>Average Principal Salary (Middle)</b>	\$100,268	\$100,268
<b>Average Principal Salary (High)</b>	\$103,925	\$103,925
<b>Superintendent Salary</b>	\$161,606	\$121,387
<b>Percent of Budget for Teacher Salaries</b>	44.6	40.2
<b>Percent of Budget for Administrative Salaries</b>	4.9	5.8

## VIII. Student Performance

### California Standards Tests

The California Standards Tests (CST) 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 4, 8, 9, 10, and 11; and history-social science in grades 8, 10, and 11. Student scores are reported as performance levels. Detailed information regarding CST results for each grade and proficiency level, including the percent of students not tested, can be found at the CDE Web site at <http://star.cde.ca.gov>. *Note: To protect student privacy, scores are not shown when the number of students tested is 10 or less.*

### 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		
	2004	2005	2006	2004	2005	2006	2004	2005	2006
<b>English-Language Arts</b>	50	69	66	58	64	69	36	40	42
<b>Mathematics</b>	23	34	34	48	55	58	34	38	40
<b>Science</b>	56	55	53	56	56	55	25	27	35
<b>History-Social Science</b>	57	58	65	59	56	63	29	32	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	45	*	*	*
American Indian or Alaska Native	*	*		*
Asian	79	71	64	70
Filipino	*	*	*	*
Hispanic or Latino	43	22	33	48
Pacific Islander	*	*	*	*
White (Not Hispanic)	67	31	54	66
Male	59	34	53	66
Female	72	33	54	65
Economically Disadvantaged	41	22	8	43
English Learners	*	*		*
Students with Disabilities	33	0	*	23
Students Receiving Migrant Education Services				

## Norm-Referenced Test (NRT)

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: To protect student privacy, scores are not shown when the number of students tested is 10 or less.*

## 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		
	2004	2005	2006	2004	2005	2006	2004	2005	2006
Reading	76			70	65	71	43	41	42
Mathematics	70			71	70	75	51	52	53

## California Physical Fitness Test Results

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 the California Physical Fitness Test, and comparisons of a school's test results to the district and state levels, can 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	Percent of Students Meeting Fitness Standards
9	45

## IX. Accountability

### Academic Performance Index

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

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

API Rank	2003-04	2004-05	2005-06
Statewide	9	8	9
Similar Schools	2	1	2

### 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
	2003-04	2004-05	2005-06	2006
All Students at the School	10	60	0	794
African American				
American Indian or Alaska Native				
Asian				
Filipino				
Hispanic or Latino				
Pacific Islander				
White (not Hispanic)	10	47	5	793
Socioeconomically Disadvantaged				
English Learners	--	--		
Students with Disabilities	--	--		

## State Award and Intervention Programs – Not Applicable

This section will contain information about the school's participation in various state intervention and award programs only to the extent these programs were funded for the period addressed by this report.

## 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	Yes	Yes

## Federal Intervention Program – Not Applicable

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	N/A	N/A
First Year of Program Improvement Implementation	N/A	N/A
Year in Program Improvement	N/A	N/A
Number of Schools Currently in Program Improvement	---	0
Percent of Schools Currently in Program Improvement	---	0.0

## X. School Completion and Postsecondary Preparation

### Dropout Rate and Graduation Rate

This table displays the school's one-year dropout rates and graduation rates for the most recent three-year period. For comparison purposes, data are also provided at the district and state levels. Detailed information about dropout rates and graduation rates can be found at the CDE Web site at <http://dq.cde.ca.gov/dataquest/>.

Indicator	School			District			State		
	2002-03	2003-04	2004-05	2002-03	2003-04	2004-05	2002-03	2003-04	2004-05
<b>Dropout Rate (1-year)</b>	0.0	0.0	0.5	0.0	0.0	0.5	3.2	3.3	3.1
<b>Graduation Rate</b>	100.0	100.0	99.2	100.0	100.0	99.2	86.7	85.3	84.9

### Completion of High School Graduation Requirements

Beginning with the graduating class of 2006, students in California public schools must pass both the English-language arts and mathematics portions of the California High School Exit Examination (CAHSEE) to receive a high school diploma. For students who began the 2005-06 school year in the 12th grade, this table displays by student group the percent of students who met all state and local graduation requirements for grade 12 completion, including having passed both portions of the CAHSEE or received a local waiver or state exemption. Due to the state's collection schedule for high school completion data, state level data for this reporting element will not be available for report cards published in the 2006-07 school year. Detailed information about the CAHSEE can be found at the CDE Web site at <http://www.cde.ca.gov/ta/tg/hs/>. Note: "N/A" means that the student group is not numerically significant.

Group	Graduating Class of 2006		
	School	District	State
<b>All Students</b>	143	151	---
<b>African American</b>	NA	NA	---
<b>American Indian or Alaska Native</b>	NA	NA	---
<b>Asian</b>	NA	NA	---
<b>Filipino</b>	NA	NA	---
<b>Hispanic or Latino</b>	NA	NA	---
<b>Pacific Islander</b>	NA	NA	---
<b>White (not Hispanic)</b>	NA	NA	---
<b>Socioeconomically Disadvantaged</b>	NA	NA	---
<b>English Learners</b>	NA	NA	---
<b>Students with Disabilities</b>	NA	NA	---

### Career Technical Education Programs

This section provides information about the degree to which pupils are prepared to enter the workforce, including a list of career technical education (CTE) programs offered at the school.

Pacific Grove High School offers 22 sections of ROP courses that are focused on career technical education. ROP courses are offered in Photography, Hospitality, Media Production, Woodshop, Foods, Art, Wood Shop and Construction Technology and Medical Occupations. Work is being done to articulate these programs with local institutions of higher learning such as Monterey Peninsula College. ROP classes along with the regular graduation requirements help prepare students for the work force.

## Career Technical Education Participation

This table displays information about participation in the school's CTE programs.

Measure	CTE Program Participation
Number of Pupils	621
Percent of pupils completing a CTE program and earning a high school diploma	46%
Percent of CTE courses sequenced or articulated between the school and institutions of postsecondary education	10%

## Courses for University of California and/or California State University Admission

This table displays for the most recent year two measures related to the school's courses that are required for University of California (UC) and/or California State University (CSU) admission. Detailed information about student enrollment and completion of courses required for UC/CSU admission can be found at the CDE Web site at <http://dq.cde.ca.gov/dataquest/>.

Indicator	Percent
Students Enrolled in Courses Required for UC/CSU Admission	73.3
Graduates Who Completed All Courses Required for UC/CSU Admission	18.7

## Advanced Placement Courses

This table displays for the most recent year the number of Advanced Placement (AP) courses that the school offered by subject and the percent of the school's students enrolled in all AP courses. Detailed information about student enrollment in AP courses can be found at the CDE Web site at <http://dq.cde.ca.gov/dataquest/>.

No data are available for this section

## College Admission Test Preparation Course Program

This section provides information about the school's college admission test preparation course program.

Pacific Grove High School offers a rigorous core curriculum that is aligned to the California State Standards. All core classes in English, Math Science, Social Science and Foreign Language are approved by the University of California/California State University System. In addition we offer Advanced Placement and Honors course that prepare students for the rigors of college. Student can also access the SAT/Act on-line preparation courses.

## SAT Reasoning Test

This table displays the percent of the school's 12th grade students who voluntarily take the SAT Reasoning Test for college entrance, and the average verbal, math, and writing scores of those students. Detailed information regarding SAT results, and comparisons of these average scores to the district and state levels, can 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.*

Indicator	2004	2005	2006
Percent of Grade 12 Students Taking the Test	52.9	51.9	58.7
Average Verbal Score	557	557	554
Average Math Score	539	548	562
Average Writing Score	---	---	552

## XI. Instructional Planning and Scheduling

### School Instruction and Leadership

This section provides information about the structure of the school's instructional program and the experience of the school's leadership team.

Pacific Grove High School provides a high quality instructional programs for students. PGHS is regularly ranked as one of the top public high schools in Monterey County. Courses are available for students wishing to matriculate to a 4-year college or to enter a vocational program. All courses are aligned with the California State Standards. Teachers regularly review student performance on state and National tests and make adjustments to curriculum to ensure students are competitive. All courses have developed assessments that are aligned to the state standards. Curricular Departments review student performance data regularly.

There are 3 primary leadership groups on campus, Administrative Leadership Team, Department Chairs and the curricular departments. The Administrative Leadership Team composed of the Principal, Assistant Principal, Athletic Director, Activities Director and Counselor reviews and establishes instructional policy and other school- wide policies, implements board policy, coordinates the school events calendar and any other items that affect the school. The department Chairs are the primary instructional leaders of the campus and review and establish curricular programs, coordinate preparation for WASC visits. The academic departments have responsibility for their particular curricular area.

The Counseling Department works hard to ensure that all students are having their academic needs met and are making progress towards graduation. Counselors meet with students on a regular basis to assess progress and provide support when needed.

### Professional Development

This section provides information about the program for training the school's teachers and other professional staff.

Staff development is an essential component for improving and maintaining a quality education. Staff development opportunities were provided for staff in many curricular areas. Many teachers took advantage of staff development both in district and out of district as funds allow. The district provided training for all teachers in the district with Scott Purdy- A district-wide approach to the teaching of writing.

### **Instructional Minutes**

This table displays a comparison of the number of instructional minutes offered at the school to the state requirement for each grade level.

<b>Grade Level</b>	<b>Instructional Minutes</b>	
	<b>Offered</b>	<b>State Requirement</b>
<b>9</b>	<b>66,930</b>	64,800
<b>10</b>	<b>66,930</b>	64,800
<b>11</b>	<b>66,930</b>	64,800
<b>12</b>	<b>66,930</b>	64,800

### **Minimum Days in School Year**

This section provides 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.

During the school year 14 days were student minimum days. Four of these days were used for the administration of final exams at the conclusion of each semester. Two days were used for the administration of state required exams. Four days were used for preparation for our Accreditation visit by the Western Association of schools and colleges. Four days were contract minimum days.