School Accountability Report Card Reported for School Year 2008-09 Published During 2009-10

Executive Summary School Accountability Report Card, 2008-09

Pacific Grove High School

Address:	615 Sunset Dr. , Pacific Grove CA 93950-4827	Phone:	831-646-6590
Principal:	Matt Bell	Grade Span:	9 - 12

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 2008-09 school year, except the School Finances and School Completion data that are reported for the 2007-08 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

Pacific Grove High School is a 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.

Student Enrollment

African American	1.72 %
American Indian or Alaska Native	0.69 %
Asian	10.52 %
Filipino	1.55 %
Hispanic or Latino	10.52 %
Pacific Islander	1.38 %
White (not Hispanic)	71.72 %
Multiple or No Response	1.90 %
Socioeconomically Disadvantaged	10.00 %
English Learners	2.00 %
Students with Disabilities	6.00 %
	580

Teachers

Teachers with full credential	36
Teachers without full credential	1
Teachers Teaching Outside Subject Area of Competence	0
Misassignments of Teachers of English Learners	0
Total Teacher Misassignments	0

Student Performance

English-Language Arts		
	Grade 9	78%
	Grade 10	70%
	Grade 11	67%

Mathematics		Algebra 1	Geometry	Algebra II	General Math	Summative Math
	Grade 9	78%	60%	33%	13%	92%
	Grade 10	70%	22%	9%		57%
	Grade 11	67%	31%	26%		66%

Science		Life Science	Biology	Chemistry	Earth Science
	Grade 9		75%		56%
	Grade 10	64%	57%	58%	
	Grade 11		67%	33%	60%

History-Social Science		World History	US History
	Grade 10	68%	
	Grade 11		71%

Academic Progress

2009 Growth API Score (from 2009 Growth API Report)	831
Statewide Rank (from 2008 Base API Report)	10
2009-10 Program Improvement Status (PI Year)	

School Facilities

Summary of Most Recent Site Inspection

No major deficiencies exist. All areas of evaluation were noted as in 'good' condition except for 'school grounds' that was rated as 'fair'. Non – critical deficiencies noted in area of 'grounds' conditions where deterioration of parking lot, driveways, walkways and landscaped areas.

Repairs Needed

Back parking lot, driveways, walkways in various locations and landscaped areas throughout campus all require repair. Various other facility improvements to address heating balancing and modifications to meet changing program needs have also been identified.

Corrective Actions Taken or Planned

Major campus improvements to above noted areas are planned to be implemented with funding from local Measure D bonds over next 2-3 years. More minor items will be addressed through routine maintenance program.

Curriculum and Instructional Materials

Reading/Language Arts	0%
Mathematics	0%
Science	0%
History-Social Science	0%
Foreign Language	0%
Health	0%
Visual and Performing Arts	0%
Science Laboratory Equipment (grades 9-12)	0%

School Finances

School Site	$6,735.54
District	$7,953.75
State	$5,512

School Completion

Graduation Rate	97.6 %

Postsecondary Preparation

Pupils Who Completed a Career Technical Education Program and Earned a High School Diploma			

Graduates Who Completed All Courses Required for University of California or California State University Admission		# Graduates	Grads with UC /CSU Requirements
	Female	59	4 (6.8%)
	Male	65	3 (4.6%)
	Total	124	7(5.6%)

NAEP Reading, Grade 4

Average Scale Score - State	209
Average Scale Score - National	220
Achievement Level - Basic	30%
Achievement Level - Proficient	18%
Achievement Level - Advanced	5%

NAEP Reading, Grade 8

Average Scale Score - State	251
Average Scale Score - National	261
Achievement Level - Basic	41%
Achievement Level - Proficient	20%
Achievement Level - Advanced	2%

NAEP Mathematics, Grade 4

Average Scale Score - State	232
Average Scale Score - National	239
Achievement Level - Basic	41%
Achievement Level - Proficient	25%
Achievement Level - Advanced	5%

NAEP Mathematics, Grade 8

Average Scale Score - State	270
Average Scale Score - National	282
Achievement Level - Basic	36%
Achievement Level - Proficient	18%
Achievement Level - Advanced	5%

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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 on the California Department of Education (CDE) SARC Web page. For additional information about the school, parents and community members should contact the school principal or the district office.

I. Data and Access

DataQuest

DataQuest is an online data tool located on the CDE DataQuest Web page that contains additional information about this school and comparisons of the school to the district, the county, and the state. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., Academic Performance Index [API], Adequate Yearly Progress [AYP]), test data, enrollment, graduates, dropouts, course enrollments, staffing, and data regarding English learners).

Internet Access

Internet access is available at public libraries and other locations that are publicly accessible (e.g., the California State Library). Access to the Internet at libraries and public locations is generally provided on a first-come, first-served basis. Other use restrictions include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available on a workstation, and the ability to print documents.

II. About This School

Contact Information (School Year 2009-10)

This section provides the schools contact information.

School Name	Pacific Grove High	District Name	Pacific Grove Unified
Street	615 Sunset Dr.	Phone Number	831-646-6520
City, State, Zip	Pacific Grove , CA 93950-4827	Web Site	www.pgusd.org
Phone Number	831-646-6590	Superintendent	Ralph Porras
Principal	Matt Bell	E-mail Address	rporras@pgusd.org
E-mail Address	mbell@pgusd.org	CDS Code	27- 66134- 2733657

School Description and Mission Statement (School Year 2008-09)

School Description and Mission Statement (School Year 2008-09)

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

Opportunities for Parental Involvement (School Year 2008-09)

Opportunities for Parental Involvement (School Year 2008-09)

The Pacific Grove High School academic, music, and sports programs are supported by parent run groups as the Breakers Club, PTA, Sober Grad Night, Site Council, Music Boosters, and Safety Committee. Parents are also welcome as volunteers at the school. Opportunities also exist for parents to assist in coaching the sports teams. The parents can check on their students' grades, homework, and attendance using the online database PowerSchool.

Student Enrollment by Grade Level (School Year 2008-09)

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

Kindergarten	0
Grade 1	0
Grade 2	0
Grade 3	0
Grade 4	0
Grade 5	0
Grade 6	0
Grade 7	0
Grade 8	0
Ungraded Elementary	0
Grade 9	139
Grade 10	151

Grade 11	143
Grade 12	147
Ungraded Secondary	0
Total Enrollment	580

Student Enrollment by Group (School Year 2008-09)

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

African American	1.72 %
American Indian or Alaska Native	0.69 %
Asian	10.52 %
Filipino	1.55 %
Hispanic or Latino	10.52 %
Pacific Islander	1.38 %
White (not Hispanic)	71.72 %
Multiple or No Response	1.90 %
Socioeconomically Disadvantaged	10.00 %
English Learners	2.00 %
Students with Disabilities	6.00 %

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).

English	22.6	11	16		24.0	9	15		24.5	10	11	3
Mathematics	24.5	7	11	3	22.5	12	11		20.1	15	9	
Science	24.8	6	13		24.3	5	13		23.4	7	11	
Social Science	25.1	7	19	1	24.3	10	17		24.0	12	13	2

III. School Climate

School Safety Plan (School Year 2008-09)

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

Pacific Grove High School strives to provide a safe environment for learning. Emergency/safety drills are implemented regularly. The site emergency plan is revised annually. The school's comprehensive safety plan is updated annually by the Safety Committee which meets fives times per year. The site is designing a disaster plan with help from local emergency agencies. Two Campus Supervisors have been hired to patrol the campus.

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.

Suspensions	9.4	2.4	2.8	6.1	10.0	8.2
Expulsions	0.2	0.0	0.0	0.1	0.0	0.0

IV. School Facilities

School Facility Conditions and Planned Improvements (School Year 2009-10)

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.

Meetings for the expenditure of the Measure D funds have resulted in plans for the following improvements on campus: The science classrooms will be remodeled and enlarged to allow for separate lecture and lab areas. This should provide for more hands-on experiences. The art room, photography lab and the media room will each receive a facelift to allow for more efficient use of space. The physical education facilities will get major improvements including new boys and girls locker rooms, a new fitness center, a new dance studio, an indoor physical education instruction area and a new gym lobby. The parking lot next to the gym will be repaved. A new digital music lab will be completed that will allow for a new music course to be taught. The computer lab will be completely updated. The administrative offices will be remodeled to allow for better use of space and a new teacher work room. The computer lab will be completely updated. The multi purpose room and cafeteria will undergo major renovation. A student union area and food court will be created to allow for a healthier dining environment for students.

School Facility Good Repair Status (School Year 2009-10)

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

Systems: Gas Leaks, Mechanical/HVAC, Sewer	N/A	X		
Interior: Interior Surfaces	N/A	X		
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	N/A	X		
Electrical: Electrical	N/A	X		
Restrooms/Fountains: Restrooms, Sinks/ Fountains	N/A	X		
Safety: Fire Safety, Hazardous Materials	N/A	X		
Structural: Structural Damage, Roofs	N/A	X		
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	N/A	X		
				N/A

V. 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 on the CDE DataQuest Web page.

With Full Credential	33	31	36	111
Without Full Credential	0	0	1	1
Teaching Outside Subject Area of Competence	0	0	0	N/A

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.

Misassignments of Teachers of English Learners			0
Total Teacher Misassignments			0
Vacant Teacher Positions			0

Core Academic Classes Taught by No Child Left Behind Compliant Teachers (School Year 2008-09)

This table displays the percent of classes in core academic subjects taught by No Child Left Behind (NCLB) compliant and non-NCLB compliant teachers in the school, in all schools in the district, in high-poverty schools in the district, and in low-poverty schools in the district. High poverty schools are defined as those schools with student participation of approximately 75 percent or more in the free and reduced price meals program. Low poverty schools are those with student participation of approximately 25 percent or less in the free and reduced price meals program. More information on teacher qualifications required under NCLB can be found on the CDE Improving Teacher and Principal Quality Web page.

This School	97.3	2.7
All Schools in District	94.2	5.8
High-Poverty Schools in District		
Low-Poverty Schools in District	94.2	5.8

VI. Support Staff

Academic Counselors and Other Support Staff (School Year 2008-09)

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.

Academic Counselor	2.0	290
Library Media Teacher (Librarian)		N/A
Psychologist		N/A
Social Worker		N/A
Nurse		N/A
Speech/Language/Hearing Specialist		N/A
Resource Specialist (non-teaching)		N/A
Other	0.2	

VII. Curriculum and Instructional Materials

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2009-10)

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.

Reading/Language Arts		0%
Mathematics		0%
Science		0%
History-Social Science		0%
Foreign Language		0%
Health		0%
Visual and Performing Arts		0%
Science Laboratory Equipment (grades 9-12)		0%

VIII. School Finances

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2007-08)

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 can be found on the CDE Current Expense of Education & Per-pupil Spending Web page and teacher salaries can be found on the CDE Certificated Salaries & Benefits Web page.

School Site				
District	N/A	N/A		
Percent Difference – School Site and District	N/A	N/A		
State	N/A	N/A	$5,512	$60,994
Percent Difference – School Site and State	N/A	N/A		

Types of Services Funded (Fiscal Year 2008-09)

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

The AVID, Leadership, CAHSEE Tutorials, Accelerated Math, IMPACT, Community Human Services programs are funded through categorical or other sources.

Teacher and Administrative Salaries (Fiscal Year 2007-08)

This table displays district salaries 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 based on the salary schedule. Detailed information regarding salaries may be found on the CDE Certificated Salaries & Benefits Web page.

Beginning Teacher Salary	$39,925	$38,941
Mid-Range Teacher Salary	$70,636	$59,686
Highest Teacher Salary	$94,985	$77,828
Average Principal Salary (Elementary)	$123,277	$94,258
Average Principal Salary (Middle)	$139,052	$98,271
Average Principal Salary (High)	$135,363	$104,869
Superintendent Salary	$174,400	$142,247
Percent of Budget for Teacher Salaries	41.70 %	38.20 %
Percent of Budget for Administrative Salaries	5.60 %	5.90 %

IX. Student Performance

Standardized Testing and Reporting Program

The Standardized Testing and Reporting (STAR) Program consists of several key components, including the California Standards Tests (CSTs); the California Modified Assessment (CMA), and the California Alternate Performance Assessment (CAPA). The CSTs show how well students are doing in relation to the state content standards. The CSTs include English-language arts (ELA) and mathematics in grades two through eleven; science in grades five, eight, and nine through eleven; and history-social science in grades eight, and ten through eleven. The CAPA includes ELA, mathematics, and science in grades two through eleven, and for science for grades five, eight, and ten. The CAPA is given to those students with significant cognitive disabilities whose disabilities prevent them from taking either the CSTs with accommodations or modifications or the CMA with accommodations. The CMA includes ELA and mathematics for grades three through eight and science in grade five and is an alternate assessment that is based on modified achievement standards. The CMA is designed to assess those students whose disabilities preclude them from achieving grade-level proficiency on an assessment of the California content standards with or without accommodations. Student scores are reported as performance levels. Detailed information regarding the STAR Program results for each grade and performance level, including the percent of students not tested, can be found on the CDE Standardized Testing and Reporting (STAR) Results Web site. Program information regarding the STAR Program can be found in the Explaining 2008 STAR Program Summary Results to the Public guide. Note: Scores are not shown when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy. In no case shall any group score be reported that would deliberately or inadvertently make public the score or performance of any individual student.

Standardized Testing and Reporting 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).

English-Language Arts	66	72	71	68	73	74	43	46	50
Mathematics	39	38	31	60	65	58	40	43	46
Science	49	64	70	62	77	73	38	46	50
History-Social Science	63	70	70	67	70	70	33	36	41

Note: Scores are not shown when the number of students tested is 10 or less because the number of students in this category is too small for statistical accuracy or privacy protection. In no case shall any group score be reported that would deliberately or inadvertently make public the score or performance of any individual student.

Standardized Testing and Reporting Results by Student Group (School Year 2008-09)

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.

African American	*	*	*	*
American Indian or Alaska Native	*	*		*
Asian	80	54	71	78
Filipino	*	*	*	*
Hispanic or Latino	52	19	46	50

Pacific Islander	*	*	*	*
White (not Hispanic)	75	31	74	73
Male	68	35	74	74
Female	75	27	68	67
Economically Disadvantaged	47	22	*	42
English Learners	*	*	*	*
Students with Disabilities	8	7	*	18
Students Receiving Migrant Education Services				

Note: Scores are not shown when the number of students tested is 10 or less because the number of students in this category is too small for statistical accuracy or privacy protection. In no case shall any group score be reported that would deliberately or inadvertently make public the score or performance of any individual student.

California High School Exit Examination Results

The California High School Exit Examination (CAHSEE) is primarily used as a graduation requirement. However, the grade ten results of this exam are also used to establish the percentages of students at three proficiency levels (not proficient, proficient, or advanced) in ELA and mathematics in order to compute Adequate Yearly Progress (AYP) designations as required by the federal NCLB Act of 2001. Detailed information regarding CAHSEE results can be found at the CDE California High School Exit Examination (CAHSEE) Web site. Note: Scores are not shown when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy, or to protect student privacy. In no case shall any group score be reported that would deliberately or inadvertently make public the score or performance of any individual student.

California High School Exit Examination Results for All Students – Three-Year Comparison

This table displays the percent of students achieving at the Proficient or Advanced level in ELA and mathematics.

English-Language Arts	79.1	79.4	83.5	78.1	79.0	82.8	48.6	52.9	52.0
Mathematics	80.5	75.2	77.6	79.5	74.8	77.0	49.9	51.3	53.3

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. In no case shall any group score be reported that would deliberately or inadvertently make public the score or performance of any individual student.

California High School Exit Examination Results by Performance Level for Student Groups – Most Recent Year

This table displays the percent of students, by group, achieving at each performance level in English language-arts and mathematics for the most recent testing period.

All Students	16.5	26.3	57.1	22.4	35.1	42.5
Male	18.8	26.6	54.7	18.2	31.8	50.0
Female	14.5	26.1	59.4	26.5	38.2	35.3
African American	*	*	*	*	*	*
American Indian or Alaska Native	*	*	*	*	*	*
Asian	0.0	33.3	66.7	0.0	25.0	75.0

Filipino	*	*	*	*	*	*
Hispanic or Latino	33.3	50.0	16.7	45.5	54.5	0.0
Pacific Islander	*	*	*	*	*	*
White (not Hispanic)	15.4	23.1	61.5	21.7	33.0	45.3
English Learners	*	*	*	*	*	*
Socioeconomically Disadvantaged	*	*	*	*	*	*
Students Receiving Migrant Education Services	*	*	*	*	*	*
Students with Disabilities	*	*	*	*	*	*

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. In no case shall any group score be reported that would deliberately or inadvertently make public the score or performance of any individual student.

California Physical Fitness Test Results (School Year 2008-09)

The California Physical Fitness Test is administered to students in grades five, seven, and nine only. This table displays by grade level the percent of students meeting 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 on the CDE Physical Fitness Testing (PFT) Web page. Note: Scores are not shown when the number of students tested is ten or less because the number of students in this category is too small for statistical accuracy or privacy protection. In no case shall any group score be reported that would deliberately or inadvertently make public the score or performance of any individual student.

5	0.0	0.0	0.0
7	0.0	0.0	0.0
9	8.6	25.2	58.9

X. 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 on the CDE Academic Performance Index (API) Web page.

Academic Performance Index Ranks – Three-Year Comparison

This table displays the school's statewide and similar schools API ranks. The statewide API rank ranges from one to ten. A statewide rank of one means that the school has an API score in the lowest ten percent of all schools in the state, while a statewide rank of ten means that the school has an API score in the highest ten 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 one means that the school's academic performance is comparable to the lowest performing ten schools of the 100 similar schools, while a similar schools rank of ten means that the school's academic performance is better than at least 90 of the 100 similar schools.

Statewide	9	10	10
Similar Schools	3	6	4

"N/A" means a number is not applicable or not available due to missing data.

"B" means this is either an LEA or an Alternative Schools Accountability Model (ASAM) school. Schools participating in the

ASAM do not currently receive growth, target information, or statewide or similar schools rankings on this report in recognition of their markedly different educational missions and populations served. ASAM schools are covered under the Alternative Accountability system as required by Education Code Section 52052 and not the API accountability system. However, API information is needed to comply with the federal No Child Left Behind (NCLB) law. Growth, target and rank information are not applicable to LEAs.

"C"   means this is a special education school. Statewide and similar schools ranks are not applicable to special education schools.

" * "   means this API is calculated for a small school or a small LEA, defined as having between 11 and 99 valid STAR Program test scores included in the API. APIs based on small numbers of students are less reliable and therefore should be carefully interpreted. Similar schools ranks are not calculated for small schools.

Academic Performance Index Growth 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.

All Students at the School	14	5	0	831
African American				
American Indian or Alaska Native				
Asian				
Filipino				
Hispanic or Latino				
Pacific Islander				
White (not Hispanic)	15	7	2	837
Socioeconomically Disadvantaged				
English Learners				
Students with Disabilities				

"N/A"   means a number is not applicable or not available due to missing data.

"*"   means this API is calculated for a small school, defined as having between 11 and 99 valid Standardized Testing and Reporting (STAR) Program test scores included in the API. The API is asterisked if the school was small either in 2008 or 2009. APIs based on small numbers of students are less reliable and therefore should be carefully interpreted.

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 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 on the CDE Adequate Yearly Progress (AYP) Web page.

Adequate Yearly Progress Overall and by Criteria (School Year 2008-09)

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.

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

"Yes"	Met 2009 AYP Criteria
"No"	Did not Meet 2009 AYP Criteria

Federal Intervention Program (School Year 2009-10)

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 (ELA 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 on the CDE Adequate Yearly Progress (AYP) Web page.

Program Improvement Status		Not In PI
First Year of Program Improvement		
Year in Program Improvement		
Number of Schools Currently in Program Improvement	N/A	
Percent of Schools Currently in Program Improvement	N/A	

XI. School Completion and Postsecondary Preparation

Admission Requirements for California Public Universities

University of California

Admission requirements for the University of California (UC) follow guidelines set forth in the Master Plan, which requires that the top one-eighth of the state's high school graduates, as well as those transfer students who have successfully completed specified college work, be eligible for admission to the UC. These requirements are designed to ensure that all eligible students are adequately prepared for University-level work. For general admissions requirements please visit the General Admissions Information Web page (Outside Source).

California State University

Admission requirements for the California State University (CSU) use three factors to determine eligibility. They are specific high school courses; grades in specified courses and test scores; and graduation from high school. Some campuses have higher standards for particular majors or students who live outside the local campus area. Because of the number of students who apply, a few campuses have higher standards (supplementary admission criteria) for all applicants. Most CSU campuses utilize local admission guarantee policies for students who graduate or transfer from high schools and colleges that are historically served by a CSU campus in that region. For general admissions requirements please visit the Undergraduate Admission & Requirements Web page (Outside Source).

Dropout Rate and Graduation Rate

This table displays the school's one-year dropout and graduation rates for the most recent three-year period for which data are available. For comparison purposes, data are also provided at the district and state levels. Detailed information about dropout rates and graduation rates can be found on the CDE DataQuest Web page.

Dropout Rate (1-year)	2.3			2.9	0.8	0.3	3.5	4.4	3.9
Graduation Rate	95.2	97.2	97.6	93.3	93.5	96.3	83.4	80.6	80.2

Completion of High School Graduation Requirements

Students in California public schools must pass both the ELA and mathematics portions of the CAHSEE to receive a high school diploma. For students who began the 2008-09 school year in grade twelve this table displays by student group the percent who met all state and local graduation requirements for grade twelve completion.

All Students			N/A
African American			N/A
American Indian or Alaska Native			N/A
Asian			N/A
Filipino			N/A
Hispanic or Latino			N/A
Pacific Islander			N/A
White (not Hispanic)			N/A
Socioeconomically Disadvantaged			N/A
English Learners			N/A
Students with Disabilities			N/A

Career Technical Education Programs (School Year 2008-09)

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 a wide selection of occupational programs to prepare students to enter the workforce after high school. Courses are available in the following areas: Computer Technology, Culinary Arts, Sports Medicine, Digital Music, Media Production and Photography.

Career Technical Education Participation (School Year 2008-09)

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

Number of the school's pupils participating in CTE	LEA Provided
Percent of the school's pupils completing a CTE program and earning a high school diploma	LEA Provided
Percent of school's CTE courses sequenced or articulated between the school and institutions of postsecondary education	LEA Provided

Courses for University of California and/or California State University Admission (School Year 2007-08)

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 in, and completion, of courses required for UC/CSU admission can be found on the CDE DataQuest Web page.

Students Enrolled in Courses Required for UC/CSU Admission	79.7
Graduates Who Completed All Courses Required for UC/CSU Admission	5.6

Advanced Placement Courses (School Year 2008-09)

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 on the CDE DataQuest Web page.

Computer Science		N/A
English	1	N/A
Fine and Performing Arts		N/A
Foreign Language	1	N/A
Mathematics	2	N/A
Science	2	N/A
Social Science	4	N/A
All courses	10	8.5

XII. Instructional Planning and Scheduling

Professional Development

This section provides information on the annual number of school days dedicated to staff development for the most recent three-year period.

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

- SB395 (English Language Learners)
- An integrated, literature-based language arts program, which includes reading, writing, listening and speaking
- A problem-solving, manipulative-based mathematics and science program
- Integration of all subject areas
- Higher-level thinking skills
- Cooperative learning and peer coaching
- Technology integration
- Addressing the needs of students with special needs
- Data driven learning activities and assessments

XIII. National Assessment of Educational Progress

National Assessment of Educational Progress

The National Assessment of Educational Progress (NAEP) is a nationally representative assessment of what America's students know and can do in various subject areas. Assessments are conducted periodically in mathematics, reading, science, writing, the arts, civics, economics, geography, and U.S. history. Student scores for reading and mathematics are reported as performance levels (i.e., basic, proficient, and advanced) and the participation of students with disabilities and English language learners is reported based on three levels (identified, excluded, and assessed). Detailed information regarding the NAEP results for each grade, performance level, and participation rate can be found on the National Assessment of Educational Progress Web page (Outside Source).

Note: Only a sample group of California's schools and districts participate in the NAEP testing cycle. Therefore, students in any particular school or district may not be included in these results. The NAEP reflects state test results and is not reflective of either the LEA or the individual school. Comparisons of student performance on the NAEP and student performance on the Standardized Testing and Reporting (STAR) Program assessments cannot be made without an understanding of the key differences between the two assessment programs. For example, the NAEP only assesses grades four, eight and twelve and for long-term trends assesses grades nine, thirteen, and seventeen. Additionally, the NAEP only provides state test results for grades four and eight. The California Standards Tests (CSTs) are based on a different set of standards than the NAEP assessments. For example, the NAEP is not aligned with California academic content and achievement standards and, therefore, does not necessarily reflect the curriculum and instruction to which students are exposed in the classroom. The NAEP assesses reading and writing separately, while the CSTs assess English-language arts (ELA), encompassing reading as well as writing conventions, spelling, and grammar. Scores on the CSTs and other assessments are not directly comparable to those on NAEP. The averages and percentages presented are estimates based on samples of students rather than on entire populations. Finally, the questions students respond to are only a sample of the knowledge and skills covered by the NAEP frameworks. Information on the differences between NAEP and CST can be found on the CDE National Assessment of Educational Progress (NAEP) Web page.

National Assessment of Educational Progress Reading and Mathematics Results by Grade Level – Aggregated

This table displays the scale scores and achievement levels on the National Assessment of Educational Progress Results for reading (2007) and mathematics (2009) for grades four and eight

Reading 2007, Grade 4	209	220	30	18	5
Reading 2007, Grade 8	251	261	41	20	2
Mathematics 2009, Grade 4	232	239	41	25	5
Mathematics 2009, Grade 8	270	282	36	18	5

National Assessment of Educational Progress Reading and Mathematics Results for Students with Disabilities and/or English Language Learners by Grade Level – Aggregated

This table displays the state and national participation rates on the National Assessment of Educational Progress for reading (2007) and mathematics (2009) for students with disabilities and/or English language learners for grades four and eight.

Reading 2007, Grade 4	74	93	65	80
Reading 2007, Grade 8	78	92	66	77
Mathematics 2009, Grade 4	79	96	84	94
Mathematics 2009, Grade 8	85	96	78	92