

School Accountability Report Card Reported for School Year 2006-07

Published During 2007-08

2006-07 Executive Summary School Accountability Report Card

Pacific Grove Middle School

Address: 835 Forest Ave. , Pacific Grove CA 93950-4837 Phone: (831) 646-6568
Principal: Matt Bell Grade Span: 6 - 8

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

About This School

The mission of Pacific Grove Middle School is to provide a quality education experience that teaches our students the skills and abilities they need to transition into high school with self-esteem, a capacity for critical thinking, a sense of responsibility, global awareness, and respect for self and others. Our staff is committed to setting and achieving high standards of academics and behavior while recognizing and responding to the individual talents and learning styles of our students.

The staff of Pacific Grove Middle School pursues excellence in education by providing a progressive, standards-based program that challenges every student to be an independent thinker and responsible citizen and inspires a desire for lifelong learning.

In an atmosphere that is purposeful and structured, friendly and caring, skills are taught and support is provided to assist the transition from childhood to adolescence. Our team-oriented approach is based on a strong academic foundation and enhanced by fine arts, vocational and extra-curricular opportunities, and the use of current technology. We encourage our students to work to their highest potential and publicly recognize both their efforts and achievements.

Pacific Grove Middle School maintains a positive partnership with the parents of our students and the greater community by collaborating on numerous student-centered programs that model success through cooperation, communication, and enrichment of our environment for personal academic growth.

Student Enrollment

Group	Enrollment
Number of students	409
African American	4.4 %
American Indian or Alaska Native	0.49 %
Asian	9.29 %
Filipino	1.47 %
Hispanic or Latino	10.27 %
Pacific Islander	0.98 %
White (not Hispanic)	71.88 %
Multiple or No Response	1.22 %
Socioeconomically Disadvantaged	10 %
English Learners	4 %
Students with Disabilities	9 %

Teachers

Indicator	Teachers
Teachers with full credential	24
Teachers without full credential	1
Teachers Teaching Outside Subject Area of Competence	
Misassignments of Teachers of English Learners	
Total Teacher Misassignments	

School Facilities

Summary of Most Recent Site Inspection

Pacific Grove Middle School is closely monitored for safety, cleanliness, and general repair. There are 3.2 FTE custodians, one during the day and two during the evening shift and a part time custodian shared with another site. The head custodian and the assistant principal have weekly walkabouts to inspect for hazards, neglected areas, and items that need attention. The reports generated are then used for the site staff to address or to generate work orders for the District staff to address. There is one grounds staff who is at PGMS for one half day a week and the district maintenance staff provide service as needed.

Repairs Needed

Needed repairs to the main building and outlying structures have been noted on a review done in 2002 by local architects in anticipation of passing local bond measures to address various district sites. A district facility improvement plan was devised with several revisions thereafter. Heating and roofing repairs were done over the 2005-06 school year. Flooring repairs and subsequent asbestos abatement occurred over the past two summers. Windows and further floor repair along with asbestos abatement was completed over the summer of 2007. Exterior painting is slated to be done over the summer of 2008.

Corrective Actions Taken or Planned

As noted above, the District facility improvement plan has designated areas that need to be addressed. The passage of Measure D in 2006 has allowed the District to move forward on the most pressing needs.

Curriculum and Instructional Materials

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

Student Performance

Subject	Students Proficient and Above on California Standards Tests
English-Language Arts	6 th - 62% 7 th - 69% 8 th - 71%
Mathematics	6 th - 62% 7 th - 66% 8 th (algebra) - 76%
Science	70 %
History-Social Science	82%

School Finances

Level	Expenditures Per Pupil (Unrestricted Sources Only)
School Site	\$6,115.00
District	\$7,562.89
State	\$4,943

Academic Progress

Indicator	Result
2007 API Growth Score (from 2007 API Growth Report)	855
Statewide Rank (from 2007 API Base Report)	9
2007-08 Program Improvement Status (PI Year)	N/A

2006-07 School Accountability Report Card Reported (SARC)

The School Accountability Report Card (SARC), which is required by law to be published annually, contains information about the condition and performance of each California public school. More information about SARC requirements is available at the California Department of Education (CDE) Web site at <http://www.cde.ca.gov/ta/ac/sa/>. For additional information about the school, parents and community members should contact the school principal or the district office. DataQuest, an online data tool at <http://data1.cde.ca.gov/dataquest/>, contains additional information about this school and comparisons of the school to the district, the county, and the state.

I. About This School

Contact Information

This section provides the schools contact information.

School		District	
School Name	Pacific Grove Middle	District Name	Pacific Grove Unified
Street	835 Forest Ave.	Phone Number	(831) 646-6520
City, State, Zip	Pacific Grove , CA 93950-4837	Web Site	www.pgusd.org
Phone Number	(831) 646-6568	Superintendent	Ralph Porras
Principal	Matt Bell	E-mail Address	rporras@pgusd.org
E-mail Address	mbell@pgusd.org	CDS Code	27-66134-6058754

School Description and Mission Statement

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

The mission of Pacific Grove Middle School is to provide a quality education experience that teachers our students the skills and abilities they need to transition into high school with self-esteem, a capacity for critical thinking, a sense of responsibility, global awareness, and respect for self and others. Our staff is committed to setting and achieving high standards of academics and behavior while recognizing and responding to the individual talents and learning styles of our students.

The staff of Pacific Grove Middle School pursues excellence in education by providing a progressive, standards-based program that challenges every student to be an independent thinker and responsible citizen and inspires a desire for lifelong learning.

In an atmosphere that is purposeful and structured, friendly and caring, skills are taught and support is provided to assist the transition from childhood to adolescence. Our team-oriented approach is based on a strong academic foundation and enhanced by fine arts, vocational and extra-curricular opportunities, and the use of current technology. We encourage our students to work to their highest potential and publicly recognize both their efforts and achievements.

Pacific Grove Middle School maintains a positive partnership with the parents of our students and the greater community by collaborating on numerous student-centered programs that model success through cooperation, communication, and enrichment of our environment for personal academic growth.

Opportunities for Parental Involvement

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

Pacific Grove Middle School has enjoyed a very active Parent-Teacher-Student-Association (PTSA). Parents volunteer around the school in a variety of ways: in the library during study hall, in the office, during pride days, at school dances, for special projects like our gym and track projects, career day, graduation ceremonies, and myriad other ways. This group has done fundraising to help put on our lunch time clubs, pay for dances and the graduation celebration, pay for special projects, defray classroom expenses, put on Challenge Day, and other expenses. This past year, the PTSA has taken on a special project to raise funds for a student who's mother died suddenly, as well as providing a special speaker and assembly addressing bullying. All of their efforts have made PGMS a much richer place not only for the students, but for all who come through our doors.

In addition, there are other various groups and committees that parents and community members are encouraged to join. A non-exhaustive list of these groups include our Site Council, the safety committee, the graduation committee, the student-parent handbook committee, lunchtime supervision, and pride day groups.

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 6	127
Grade 7	141
Grade 8	141
Total Enrollment	409

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	4.4 %	White (not Hispanic)	71.88 %
American Indian or Alaska Native	0.49 %	Multiple or No Response	1.22 %
Asian	9.29 %	Socioeconomically Disadvantaged	10 %
Filipino	1.47 %	English Learners	4 %
Hispanic or Latino	10.27 %	Students with Disabilities	9 %
Pacific Islander	0.98 %		

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	2004-05				2005-06				2006-07			
	Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms		
		1-20	23-32	33+		1-20	23-32	33+		1-20	23-32	33+
English	23.3	7	11		23.7	5	12		22.9	6	11	
Mathematics	22.7	12	9		20.0	12	7		19.4	13	10	
Science	24.7	6	12		26.2	3	13		28.1	3	13	
Social Science	26.1	4	14		24.1	6	12		23.7	3	14	

II. School Climate

School Safety Plan

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

PGMS has a comprehensive safety plan that has been extensively reviewed over the past year. Monthly drills are held that include fire, earthquake, and intruder exercises. Most drills are not announced and often include blocked exits, missing students and/or adults, or smoke to test the procedures and make sure the staff and students are always alert. In addition, PGMS regularly holds disaster drills involving the local fire and police departments as well as various parents and community members acting parts of upset parents, concerned community members, press, etc., in order to more fully understand our preparedness. During these drills, our crisis teams are put into action to further prepare them as well as to find potential weaknesses to address.

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.

Each student at Pacific Grove Middle School receives a planner which they use to track homework assignments, upcoming events, and correspondence between the teacher and parent. In addition, each student receives a Student-Parent handbook which has all of the school rules, bell schedule, calendar, recognition, activities, communication, and other vital information. Grades and attendance are available online for parents and students to access to better keep informed of student progress. After school general study hall is available as is a math lab aimed specifically for helping students with their math homework. In addition, there is a mandatory study hall held for students deemed at risk for failing multiple classes. Teachers staff each of these programs. Challenge day is a special program aimed at teaching tolerance to students as well as empathy and understanding. Virtually every seventh grade student as well as many staff members participate in Challenge Day. Challenge day is held once a year. Disciplinary strategies include regular classroom visits by administration to remind students regarding school rules and/or praise students for good behavior. Courtesy cards are given to students "caught" doing some uncommon positive behavior. Conflict resolution along with high visibility of the site administration has proven to be an effective tool in maintaining a safe and focused learning environment.

Suspensions and Expulsions

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

Rate	School			District		
	2004-05	2005-06	2006-07	2004-05	2005-06	2006-07
Suspensions	14.2	7.9	2.7	7.5	5.6	6.1
Expulsions	0.2	0.0	0.0	0.1	0.0	0.1

III. School Facilities

School Facility Conditions and Improvements

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

Pacific Grove Middle School is closely monitored for safety, cleanliness, and general repair. There are 3.2 FTE custodians, one during the day and two plus a part time custodian during the evening shift. The head custodian and the assistant principal have weekly walkabouts to inspect for hazards, neglected areas, and items that need attention. The reports generated are then used for the site staff to address or to generate work orders for the District staff to address. There is one grounds staff that works at PGMS for one day a week and the district maintenance staff provide service as needed.

Needed repairs to the main building and outlying structures have been noted on a review done in 2002 by local architects in anticipation of passing local bond measures to address various district sites. A district facility improvement plan was devised with several revisions thereafter. Heating and roofing repairs were done over the 2005-06 school year. Flooring repairs and subsequent asbestos abatement occurred over the past two summers. Windows and further floor repair along with asbestos abatement was completed over the summer of 2007. Exterior painting is slated to be done over the summer of 2008.

As noted above, the District facility improvement plan has noted areas that need to be addressed. The passage of Measure D in 2006 has allowed the District to move forward on the most pressing needs.

School Facility Good Repair Status

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

Item Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
Gas Leaks	X			
Mechanical Systems	X			
Windows/Doors/Gates (interior and exterior)	X			Windows replaced in 2007
Interior Surfaces (walls, floors, and ceilings)	X			Floors replaced or refinished in 2006-07
Hazardous Materials (interior and	X			

exterior)				
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			
Roofs	X			
Overall Cleanliness	X			

Overall Summary of School Facility Good Repair Status

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

Item Inspected	Facility Condition			
	Exemplary	Good	Fair	Poor
Overall Summary	Good			

IV. Teachers

Teacher Credentials

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

Teachers	School			District
	2004-05	2005-06	2006-07	2006-07
With Full Credential	23	23	24	103
Without Full Credential	2	1	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.

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

Core Academic Classes Taught by No Child Left Behind Compliant Teachers

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

<http://www.cde.ca.gov/nclb/sr/tq/>.

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

Our district and school is fortunate to have an adequate number of experienced guest teachers.

Teacher Evaluation Process

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

Temporary and probationary certificated teachers are evaluated annually until they gain permanent status. Permanent certificated teachers are evaluated at least once every two years with the ability to gain an extra year before the next evaluation as laid out in the certificated bargaining contract. Informal and formal observations, goal setting, and summary evaluations are part of the evaluation process as outlined in the bargaining contract.

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	1.4	286
Library Media Teacher (Librarian)	.8	N/A
Library Media Services Staff (paraprofessional)	.4	N/A
Psychologist	.4	N/A
Social Worker		N/A
Nurse		N/A
Speech/Language/Hearing Specialist	.4	N/A
Resource Specialist (non-teaching)		N/A
Other		N/A

VI. Curriculum and Instructional Materials

Quality, Currency, and Availability of Textbooks and Instructional Materials

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

Core Curriculum Area	Quality, Currency, and Availability of Textbooks and Instructional Materials	Percent of Pupils Who Lack Their Own Assigned Textbooks and Instructional Materials
Reading/Language Arts	McDougal-Littell – The Language of Literature 6, 7, 8	0
Mathematics	McDougal-Littell – Course 1, 2 Algebra 1	0
Science	Holt – Earth Science (6), Life Science (7), Physical Science (8)	0
History-Social Science	Teachers Curriculum Institute – The Ancient World (6), The Medieval World (7), The United State (8)	0
Foreign Language	En Español 1 & Más Practica Workbook	0

VII. School Finances

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2005-06)

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

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Supplemental)	Expenditures Per Pupil (Basic)	Average Teacher Salary
School Site	\$7,128.91	\$1,013.91	\$6,115.00	\$81,090
District	N/A	N/A	\$7,562.89	\$69130
Percent Difference School Site and District	N/A	N/A	94.3%	97.3%
State	N/A	N/A	\$4943	\$56613
Percent Difference School Site and State	N/A	N/A	144.2%	143.2%

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.

Categorical Programs available to Pacific Grove Middle School:

Federal:

- Title II, professional development
- Title IV, drug abuse and violence prevention programs
- Special Education, ensures students with special needs are properly assessed and serviced with a program designed to meet their needs

State:

- English Language Learners – designed to develop English fluency
- Gifted and Talented Education – identifies gifted and talented students and provides for differentiated opportunities to meet that student's needs
- Tobacco Use Prevention Education – designed to educate students regarding the negative effects of tobacco
- School Improvement Program – a program to fund programs to improve student performance

Local:

- Measure A bond fund – passed in order to improve the physical structures in PGUSD
- Measure A parcel tax – passed in order to fund specified programs throughout the district
- Measure D bond fund – passed in order to improve the physical structures in PGUSD

Teacher and Administrative Salaries (Fiscal Year 2005-06)

This table displays district-level salary information for teachers, principals, and superintendents, and compares these figures to the state averages for districts of the same type and size. The table also displays teacher and administrative salaries as a percent of a district's budget, and compares these figures to the state averages for districts of the same type and size. Detailed information regarding salaries may be found at the CDE Web site at <http://www.cde.ca.gov/ds/fd/cs/>.

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$36,617	\$36,572
Mid-Range Teacher Salary	\$64,782	\$55,815
Highest Teacher Salary	\$85,050	\$70,985
Average Principal Salary (Elementary)	\$102,153	\$86,995
Average Principal Salary (Middle)	\$116,176	\$90,820
Average Principal Salary (High)	\$121,790	\$96,447
Superintendent Salary	\$172,125	\$128,495
Percent of Budget for Teacher Salaries	45.32 %	39.34 %
Percent of Budget for Administrative Salaries	5.389 %	5.83 %

VIII. Student Performance

California Standards Tests

The California Standards Tests (CST's) show how well students are doing in relation to the state content standards. The CST's include English-language arts and mathematics in grades 2 through 11; science in grades 5, 8, 9, 10, and 11; and history-social science in grades 8, 9, 10, and 11. Student scores are reported as performance levels. Detailed information regarding CST results for each grade and performance level, including the percent of students not tested, can be found at the CDE Web site at <http://star.cde.ca.gov>.

CST Results for All Students - Three-Year Comparison

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

Subject	School			District			State		
	2005	2006	2007	2005	2006	2007	2005	2006	2007
English-Language Arts	58	73	68	64	69	68	40	42	43
Mathematics	58	67	64	55	58	60	38	40	40
Science		53	70	56	55	62	27	35	38
History-Social Science	54	64	80	56	63	67	32	33	33

CST Results by Student Group Most Recent Year

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

Group	Percent of Students Scoring at Proficient or Advanced			
	English-Language Arts	Mathematics	Science	History-Social Science
African American	44	44	*	*
American Indian or Alaska Native	*	*		
Asian	86	86	77	92
Filipino	*	*	*	*
Hispanic or Latino	36	40	43	71
Pacific Islander	*	*	*	*
White (not Hispanic)	72	66	74	80
Male	59	62	74	78
Female	77	66	67	81
Economically Disadvantaged	41	38	31	42
English Learners	0	27	*	*
Students with Disabilities	21	29	21	38
Students Receiving Migrant Education Services	72	68	75	85

Norm-Referenced Test

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

NRT Results for All Students Three-Year Comparison

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

Subject	School			District			State		
	2005	2006	2007	2005	2006	2007	2005	2006	2007
Reading	62	72	74	65	71	70	41	42	42
Mathematics	67	76	74	70	75	74	52	53	53

NRT Results by Student Group Most Recent Year

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

Group	Percent of Students Scoring at or	
	Reading	Mathematics
African American	*	*
American Indian or Alaska Native	*	*
Asian	90	90
Filipino	*	*
Hispanic or Latino	47	67
Pacific Islander	*	*
White (not Hispanic)	77	76
Male	73	74
Female	75	74
Economically Disadvantaged	42	67
English Learners	*	*
Students with Disabilities	*	*
Students Receiving Migrant Education Services	76	77

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 this test, and comparisons of a school's test results to the district and state levels, may be found at the CDE Web site at <http://www.cde.ca.gov/ta/tg/pf/>. Note: Scores are not shown when the number of students tested is 10 or less, either because the number of students in this category is too small for statistical accuracy, or to protect student privacy.

Grade Level	Percent of Students Meeting Fitness Standards
7	47.1

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	9	9
Similar Schools	4	1	4

API Changes by Student Group Three-Year Comparison

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

Group	Actual API Change			API Score
	2004-05	2005-06	2006-07	2007
All Students at the School	-8	48	3	855
African American				
American Indian or Alaska Native				
Asian				
Filipino				
Hispanic or Latino				
Pacific Islander				
White (not Hispanic)	-7	48	16	874
Socioeconomically Disadvantaged				
English Learners	N/A			
Students with Disabilities	N/A			

State Award and Intervention Programs

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.

PGMS did not participate in any intervention or awards programs during the 2006-07 school year.

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	No
Participation Rate - English-Language Arts	Yes	Yes
Participation Rate - Mathematics	Yes	No
Percent Proficient - English-Language Arts	Yes	Yes
Percent Proficient - Mathematics	Yes	Yes
API	Yes	Yes
Graduation Rate	N/A	Yes

Federal Intervention Program

Schools and districts receiving federal Title I funding enter Program Improvement (PI) if they do not make AYP for two consecutive years in the same content area (English-language arts or mathematics) or on the same indicator (API or graduation rate). After entering PI, schools and districts advance to the next level of intervention with each additional year that they do not make AYP. Detailed information about PI identification can be found at the CDE Web site at <http://www.cde.ca.gov/ta/ac/ay/>.

Indicator	School	District
Program Improvement Status		Not In PI
First Year of Program Improvement		
Year in Program Improvement		
Number of Schools Currently in Program Improvement	0	
Percent of Schools Currently in Program Improvement	0	

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 Middle School had a six period instructional program of 50 minutes per period. Also, there is a "zero" period in which six classes are offered. Approximately 169 students (42%) are enrolled in zero period. There are an additional 4 minutes added to the first period during which there is a video bulletin compiled by the video bulletin class that reads the bulletin and presents other important information. All sixth grade students participate in a core schedule that keeps them with the same teacher for English/Language Arts and social science. Most sixth grade students also have a separate PE class from the seventh and eighth grade students. Our special needs students, both Resource and Special Day Class, are primarily served through a push-in program. Instructional aides or special education teachers will go into the regular education classes that are the most impacted by special education students. There is also an emerging ELL program. All students are assessed using the CELDT annually to determine language proficiency.

Support services for students range from a mandatory study hall during the lunch time to a general study hall and a math lab held after school. The mandatory study hall and the math lab is funded by the Site Council. The mandatory study hall is reserved for students who have earned several failing grades or whom are deemed to benefit from a structured study environment. The support is limited to approximately 12 students and students are placed with the support of parents. Preliminary data shows that the program is effective in bringing up students' grades. Both a general study hall and a math lab are held as a voluntary program after school. Attendance varies and the Site Council reviews data from all three programs to make sure that the programs are as effective as possible.

The leadership team at Pacific Grove Middle School consists of representatives from each curricular department as well as from the classified staff. All staff members are welcome to come. The team meets the first Monday of each month and decides things such as course offerings, bell schedules, absence policy, and program effectiveness. The focus is collaboration in order to bring support from all affected by decisions made by the team. The team has representatives on the Site Council so information between the two groups is shared.

Professional Development

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

Staff development is integral in the Pacific Grove Unified School District. Every Thursday is a shortened day for staff development. In addition, there are two district-designed staff development days during the year. This year's focus was on learning styles and developmental assets. The high school and middle school scheduled two afternoon sessions for articulation with respect to curriculum, expectations, and common goals between the schools.

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.

Grade Level	Instructional Minutes	
	Offered	State Requirement
6	59,220	54,000
7	59,220	54,000
8	59,220	54,000

Minimum Days in School Year

The 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.

Pacific Grove Middle School has nine minimum days per year. Three days are scheduled before major holidays. Five days are scheduled as parent teacher conferences in November, and one is the last day of school.