Robert Down Elementary School

School Accountability Report Card

2007-08

Published During 2008-09

Address: **485 Pine Avenue, Pacific Grove   CA 93950-3401**   Phone: **831-646-6540**

Principal: **Linda Williams**   Grade Span: **K - 5**

This executive summary of the School Accountability Report Card (SARC) is intended to provide parents and community members with a quick snapshot of school accountability. The data presented in this report are reported for the 2007-08 school year, except the School Finances and School Completion data that are reported for the 2006-07 school year. For additional information about the school, parents and community members should review the entire SARC or contact the school principal or the district office.

About This School

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

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

Student Enrollment

Group	Percent
African American	1.97 %
American Indian or Alaska Native	0.56 %

Asian	7.3 %
Filipino	1.12 %
Hispanic or Latino	9.83 %
Pacific Islander	0.56 %
White (not Hispanic)	75.28 %
Multiple or No Response	3.37 %
Socioeconomically Disadvantaged	1 %
English Learners	3 %
Students with Disabilities	17 %
Total Number of students	356

Teachers

Indicator	Teachers
Teachers with full credential	28
Teachers without full credential	0
Teachers Teaching Outside Subject Area of Competence	0
Misassignments of Teachers of English Learners	0
Total Teacher Misassignments	0

School Facilities

Summary of Most Recent Site Inspection

Robert Down School provides a safe and clean environment for learning. During the school year, routine inspections are made by two full-time school custodians and the district maintenance staff. All school staff report any and all repairs needed on the premises. The Pacific Grove Fire Department does a yearly overall safety inspection and conduct monthly fire drills. During the 07-08 school year, a school-wide committee made recommendations for use of the Measure D funds in upgrading and improving the overall school facility.

Repairs Needed

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

Corrective Actions Taken or Planned

All routine repairs were done in a timely fashion during the 2007-08 school year. During the 07-08 school year, the window replacement project was completed with Measure D funds. Additional projects funded under Measure D will be submitted for approval by the PGUSD School Board and the Division of State Architect. These projects include: annex restroom remodel, cafeteria/kitchen

remodel, interior lighting replacement, interior painting, floor repair/replacement, art room remodel, speech/OT room remodel. Exterior painting of the school building will take place during the 2008 Summer.

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 %
Health	0 %
Visual and Performing Arts	0 %

School Finances

Level	Expenditures Per Pupil (Unrestricted Sources Only)
School Site	$ 5,357
District	$ 2,183
State	$5,300

Student Performance

Subject	Students Proficient and Above on California Standards Tests
English-Language Arts	71 %
Mathematics	69 %
Science	77 %

Academic Progress

Indicator	Result
2008 Growth API Score (from 2008 Growth API Report)	883
Statewide Rank (from 2007 Base API Report)	9
2008-09 Program Improvement Status (PI Year)	Not in PI

2007-08 School Accountability Report Card Report (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 SARC Web site. 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 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 2008-09)

This section provides the schools contact information.

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

School Description and Mission Statement (School Year 2007-08)

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

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

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

Opportunities for Parental Involvement (School Year 2007-08)

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

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

Student Enrollment by Grade Level (School Year 2007-08)

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

Grade Level	Number of Students
Kindergarten	61
Grade 1	59
Grade 2	57
Grade 3	52
Grade 4	65
Grade 5	62
Total Enrollment	356

Student Enrollment by Group (School Year 2007-08)

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
African American	1.97 %
American Indian or Alaska Native	0.56 %
Asian	7.3 %
Filipino	1.12 %
Hispanic or Latino	9.83 %
Pacific Islander	0.56 %
White (not Hispanic)	75.28 %
Multiple or No Response	3.37 %

English Learners	3 %

Average Class Size and Class Size Distribution (Elementary)

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

Grade Level	2005-06				2006-07				2007-08			
	Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms		
		1-20	21-32	33+		1-20	21-32	33+		1-20	21-32	33+
K	16.0	3			20.0	3			20.3	2	1	
1	17.7	3			20.0	3			20.0	4		
2	17.0	3			17.0	3			18.0	3		
3	19.0	3			19.0	3			16.6	4		
4	22.0		3		20.3	2	1		20.4	3	2	
5	21.3	1	2		21.0	1	2		19.7	2	1	
6												
K-3												
3-4	8.0	1										
4-8									7.0	2		
Other	2.0	1			6.0	1						

III. School Climate

School Safety Plan (School Year 2007-08)

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

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

Suspensions and Expulsions

This table displays the rate of suspensions and expulsions (the total number of incidents divided by

the total enrollment) at the school and district levels for the most recent three-year period.

Rate	School			District		
	2005-06	2006-07	2007-08	2005-06	2006-07	2007-08
Suspensions	3.0	6.0	0.02	5.6	6.1	0.0
Expulsions	0.0	0.0	0.0	0.0	0.1	0.0

IV. School Facilities

Facility Conditions and Planned Improvements (School Year 2008-09)

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

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

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

Playground supervision is provided and school rules strictly enforced.

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

School Facility Good Repair Status (School Year 2008-09)

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 Summer/Fall

				2007
Interior Surfaces (walls, floors, and ceilings)	X			
Hazardous Materials (interior and exterior)	X			
Structural Damage	X			
Fire Safety	X			
Electrical (interior and exterior)	X			
Pest/Vermin Infestation	X			
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 (School Year 2008-09)

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				

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 at the DataQuest Web site.

Teachers	School			District
	2005-06	**2006-07**	**2007-08**	**2007-08**
With Full Credential	24	23	28	107
Without Full Credential	0	0	0	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	2006-07	2007-08	2008-09
Misassignments of Teachers of English Learners	0	0	
Total Teacher Misassignments	0	0	
Vacant Teacher Positions	0	0	

Core Academic Classes Taught by No Child Left Behind Compliant Teachers (School Year 2007-08)

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 NCLB Web site.

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	99.2	0.8
Low-Poverty Schools in District	99.2	0.8

VI. Support Staff

Academic Counselors and Other Support Staff (School Year 2007-08)

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
Library Media Services Staff (paraprofessional)	1.0	356
Psychologist	.5	35

Speech/Language/Hearing Specialist	1.0	50
Resource Specialist (non-teaching)	1.0	12

VII. Curriculum and Instructional Materials

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2008-09)

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	Excellent	0 %`
Mathematics	Good	0 %
Science	Excellent	0 %
History-Social Science	Excellent	0 %
Health	Good	0 %

VIII. School Finances

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2006-07)

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 at the [Current Expense of Education](#) Web page and teacher salaries can be found on the [Certificated Salaries and Benefits](#) Web page.

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Supplemental)	Expenditures Per Pupil (Basic)	Average Teacher Salary
School Site	$ 7, 518.50	$1, 284.99	$, 6,233.51	$83, 507
District	N/A	N/A	LEA Provided	$73299
Percent Difference – School Site and District	N/A	N/A	LEA Provided	LEA Provided
State	N/A	N/A	$5300	$59271
Percent Difference –	N/A	N/A	LEA Provided	LEA

School Site and State				Provided

Types of Services Funded (Fiscal Year 2007-08)

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

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

Teacher and Administrative Salaries (Fiscal Year 2006-07)

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 on the Certificated Salaries and Benefits Web page.

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	$38605	$37916
Mid-Range Teacher Salary	$68300	$58151
Highest Teacher Salary	$91918	$75396
Average Principal Salary (Elementary)	$119387	$91086
Average Principal Salary (Middle)	$137575	$95220
Average Principal Salary (High)	$131201	$101661
Superintendent Salary	$183598	$136091
Percent of Budget for Teacher Salaries	43.3 %	38.5 %
Percent of Budget for Administrative Salaries	5.6 %	5.8 %

IX. Student Performance

California Standards Tests

The California Standards Tests (CSTs) show how well students are doing in relation to the state content standards. The CSTs include English-language arts (ELA) and mathematics in grades 2 through 11; science in grades 5, 8, and 9 through 11; and history-social science in grades 8, and 10 through 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 on the [Standardized Testing and Reporting (STAR) Results](#) Web page.

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		
	2005-06	2006-07	2007-08	2005-06	2006-07	2007-08	2005-06	2006-07	2007-08
English-Language Arts	75	72	78	69	68	73	42	43	46
Mathematics	72	69	80	58	60	65	40	40	43
Science	61	77	84	55	62	77	35	38	46
History-Social Science				63	67	70	33	33	36

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.

CST Results by Student Group – Most Recent Year

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

Group	Percent of Students Scoring at Proficient or Advanced			
	English-Language Arts	Mathematics	Science	History-Social Science
African American	*	*		
American Indian or Alaska Native	*	*		
Asian	76	94	*	
Filipino	*	*	*	
Hispanic or Latino	50	65	*	
Pacific Islander	*	*	*	
White (not Hispanic)	80	81	82	
Male	69	79	89	
Female	80	81	80	
Economically Disadvantaged	*	*	*	
English Learners	*	*		
Students with Disabilities	24	33	*	
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 Physical Fitness Test Results (School Year 2007-08)

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 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 on the Physical Fitness Testing Web page.

Grade Level	Percent of Students Meeting Healthy Fitness Zones
5	83.8

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.

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 at the API Web page.

API Ranks – Three-Year Comparison

This table displays the school's statewide and similar schools API ranks. These ranks are published when the Base API is released each March. 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.

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Statewide	9	9	9
Similar Schools	3	1	4

"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 2007 or 2008. APIs based on small numbers of students are less reliable and therefore should be carefully interpreted.

"A" means the school or subgroups scored at or above the statewide performance target of 800 in 2008.

"B" 6026496

"C" means the school had significant demographic changes and will not have any growth or target information.

"D" means this is either an LEA, an Alternative Schools Accountability Model (ASAM) school, or a special education school. Target information is not applicable to LEAs, ASAM schools, or special education schools.

"E" indicates this school was an ASAM school in the 2007 Base API Report and has no target

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			Growth API Score
	2005-06	2006-07	2007-08	2008
All Students at the School	4	6	4	883
African American				
American Indian or Alaska Native				
Asian				
Filipino				
Hispanic or Latino				
Pacific Islander				
White (not Hispanic)	6	2	-1	890
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 2007 or 2008. APIs based on small numbers of students are less reliable and therefore should be carefully interpreted.

"A" means the school or subgroups scored at or above the statewide performance target of 800 in 2008.

"B" means the school did not have a valid 2007 Base API and will not have any growth or target information.

"C" means the school had significant demographic changes and will not have any growth or target information.

"D" means this is either an LEA, an Alternative Schools Accountability Model (ASAM) school, or a special education school. Target information is not applicable to LEAs, ASAM schools, or special education schools.

"E" indicates this school was an ASAM school in the 2007 Base API Report and has no target information even though the school is no longer an ASAM school.

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 AYP Web page.

AYP Overall and by Criteria (School Year 2007-08)

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

Federal Intervention Program (School Year 2008-09)

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

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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 AYP Web page.

Indicator	School	District
Program Improvement Status	Not in PI	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 University of California Web site.

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 California State University Web site.

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 which data is 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 DataQuest Web site.

Indicator	School			District			State		
	2004-05	2005-06	2006-07	2004-05	2005-06	2006-07	2004-05	2005-06	2006-07

Dropout Rate (1-year)				0.5	2.9	0.8	3.1	3.5	4.4
Graduation Rate				99.2	93.3	93.5	85.0	83.0	79.5

Completion of High School Graduation Requirements

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 2007-08 school year in the 12th grade, as evidenced by that school year's October CBEDS enrollment, this table displays by student group the percent 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. Detailed information about the CAHSEE can be found at the CAHSEE Web page. Note: "N/A" means that the student group is not numerically significant.

Group	Graduating Class of 2008		
	School	District	State
All Students	LEA Provided	LEA Provided	N/A
African American	LEA Provided	LEA Provided	N/A
American Indian or Alaska Native	LEA Provided	LEA Provided	N/A
Asian	LEA Provided	LEA Provided	N/A
Filipino	LEA Provided	LEA Provided	N/A
Hispanic or Latino	LEA Provided	LEA Provided	N/A
Pacific Islander	LEA Provided	LEA Provided	N/A
White (not Hispanic)	LEA Provided	LEA Provided	N/A
Socioeconomically Disadvantaged	LEA Provided	LEA Provided	N/A
English Learners	LEA Provided	LEA Provided	N/A
Students with Disabilities	LEA Provided	LEA Provided	N/A

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.

Narrative LEA Provided