

# School Accountability Report Card

## Reported for School Year 2003-04

*Published During 2004-05*

### Notes regarding the source and currency of data:

Data included in this School Accountability Report Card (SARC) are consistent with State Board of Education guidelines, which are available at the California Department of Education Web site <http://www.cde.ca.gov/ta/ac/sa/definitions04.asp>. Most data presented in this report were collected from the 2003-04 school year or from the two preceding years (2001-02 and 2002-03). Due to the certification timelines for graduation, dropout, and fiscal information, the data for these sections of the report were collected in 2003-04.

School Information		District Information	
<b>School Name</b>	Pacific Grove High School	<b>District Name</b>	Pacific Grove Unified School District
<b>Principal</b>	Brian Morton	<b>Superintendent</b>	Patrick Perry
<b>Street</b>	615 Sunset Avenue	<b>Street</b>	555 Sinex Avenue
<b>City, State, Zip</b>	Pacific Grove, CA 93950	<b>City, State, Zip</b>	Pacific Grove, CA 93950
<b>Phone Number</b>	(831) 646-6590 X273	<b>Phone Number</b>	(831) 646-6510
<b>Fax Number</b>	(831) 646-6660	<b>Fax Number</b>	(831) 646-6500
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<b>CDS Code</b>	27 66134 2733657	<b>SARC Contact</b>	Patrick Perry, Superintendent

### School Description and Mission Statement

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

**The Expected School-Wide Learning Results** are the educational outcomes that all Pacific Grove students will demonstrate by graduation. Pacific Grove High School graduates will be:

Effective communicators who:

- demonstrate skills in speaking, listening, writing, observing, and interpreting
- work collaboratively and independently to solve problems

Well-rounded individuals who:

- demonstrate appreciation and/or aptitude for the fine arts
- demonstrate knowledge of the importance of good physical health

Life-long, self-directed learners who:

- maintain curiosity for learning
- develop wide areas of interests
- continue to grow as individuals

Educated individuals who:

- demonstrate competence in reading, writing, mathematics, and technology

Responsible citizens who:

- participate in the democratic process
- are enjoyable
- exhibit self-discipline
- prioritize and use time effectively
- establish long and short term goals
- demonstrate leadership qualities
- appreciate diverse cultures and points of view
- demonstrate consideration for other members of society
- contribute time, energy, and talents to improve the quality of life

## Opportunities for Parental Involvement

<b>Contact Person Name</b>	1. Brian Morton, Principal 2. Michelle Maloney, PTA President 3. Deborah Marcheses, Breakers Club 4. Valerie Tingley Sober Grad 5. Todd Buller, Safety Committee 6. April Pearman, Site Council Pres. 7. Sara Moore, Music Boosters Pres.	<b>Contact Person Phone Number</b>	1. <a href="mailto:Bmorton@pgusd.org">Bmorton@pgusd.org</a> / 831-646-6590 2. 649-8498 / wrk 646-3767 3. 375-0592 / <a href="mailto:rovmom0305@yahoo.com">rovmom0305@yahoo.com</a> 4. 655-3658 / wrk 648-5393 5. <a href="mailto:tbuller@pgusd.org">tbuller@pgusd.org</a> / 646-6590 6. 831-915-2189 7. <a href="mailto:candia.colangelo@sbcglobal.net">candia.colangelo@sbcglobal.net</a>
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Each of the above groups meet monthly. Generally, scheduled meetings are as follows:

**PTA:** 1<sup>st</sup> Wednesday of the month; 7:00p.m.

**Breakers club:** 2<sup>nd</sup> Tuesday of the month; 7:00p.m.

**Sober Grad Night:** Arranged through PTA

**Safety Committee:** Oct 26, '04, TBA Jan '05, TBA Mar '05, TBA May '05; 3:00-4:00p.m.

**Music Boosters:** 1<sup>st</sup> Tuesday of the month; 6:30p.m.

**Site Council:** 2<sup>nd</sup> Wednesday of the month; 3:30p.m.

## I. Demographic Information

### Student Enrollment, by Grade Level

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

Grade Level	Enrollment	Grade Level	Enrollment
Kindergarten		Grade 9	170
Grade 1		Grade 10	164
Grade 2		Grade 11	166
Grade 3		Grade 12	130
Grade 4		Ungraded Secondary	
Grade 5			
Grade 6			
Grade 7			
Grade 8			
Ungraded Elementary		Total Enrollment	630

### Student Enrollment, by Ethnic Group

Data reported are the number and percent of students in each racial/ethnic category as reported by CBEDS.

Racial/Ethnic Category	Number of Students	Percent of Students	Racial/Ethnic Category	Number of Students	Percent of Students
African-American			Hispanic or Latino		
American Indian or Alaska Native			Pacific Islander		
Asian			White (Not Hispanic)		
Filipino			Multiple or No Response		

## II. School Safety and Climate for Learning

### School Safety Plan

Date of Last Review/Update	Date Last Discussed with Staff

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

## School Programs and Practices that Promote a Positive Learning Environment

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

- The AVID class meets daily to support college preparatory learners in areas of subject matter tutoring, learning of academic skills, and college entrance strategies.
- Tutoring is available in mathematics before and after school.
- Project based technology is a cornerstone to most all classes.
- Senior Project is used as a culminating learning event and career exploration in 12<sup>th</sup> Grade English.
- Rigorous Honors and AP classes are offered 9-12 grades.
- Athletic Teams work closely with Athletic Director and administration to ensure high standards of conduct for over 50% of our student population, who participate in sports.
- Two counselors (1:343 ratio) work closely with students and parents to support classroom success and prepare students for college entrance and the world of work.
- Highly inclusive and active activities program provides social class and club opportunities to students.
- Departments work together on a regular basis to ensure standard based curriculum and assessment are provided throughout the school.
- The IMPACT program on campus provides drug free life style leadership training, parent information panels, and social activities throughout the school year.

## Suspensions and Expulsions

Data reported are the number of suspensions and expulsions (i.e., the total number of incidents that result in a suspension or expulsion). The rate of suspensions and expulsions is the total number of incidents divided by the school's total enrollment as reported by CBEDS for the given year. In unified school districts, a comparison between a particular type of school (elementary, middle, high) and the district average may be misleading. Schools have the option of comparing their data with the district-wide average for the same type of school.

	School			District		
	2002	2003	2004	2002	2003	2004
<b>Number of Suspensions</b>	80	117				
<b>Rate of Suspensions</b>	1%	2%				
<b>Number of Expulsions</b>	0	1				
<b>Rate of Expulsions</b>	N/A	N/A				

## School Facilities

Pacific Grove High School completed most phases of the Measure A renovation project from 2000-2003. To date, all major electrical, heating, communication, sewer, alarm and water systems have been updated and hooked up to classroom buildings. Recently, a new phone/bell/paging system has been installed and is currently being implemented. New bleachers have been installed in the gym, and new lockers were donated for installation in the P.E. locker rooms during the summer of 2004.

## III. Academic Data

### Standardized Testing and Reporting (STAR)

Through the California Standardized Testing and Reporting (STAR) program, students in grades 2-11 are tested annually in various subject areas. Currently, the STAR program includes California Standards Tests (CST) and a norm-referenced test (NRT). The CST tests English-language arts and mathematics in grades 2-11, science in grades 5, 9, 10, and 11, and history/social science in grades 8, 10, and 11. The NRT tests reading, language, and mathematics in grades 2-11, spelling in grades 2-8, and science in grades 9-11.

### California Standards Tests (CST)

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

### CST - All Students

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

Subject	School			District			State		
	2002	2003	2004	2002	2003	2004	2002	2003	2004
English-Language Arts									
Mathematics									
Science									
History/Social Science									

### CST - Racial/Ethnic Groups

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

Subject	African-American	American Indian or Alaska Native	Asian	Filipino	Hispanic or Latino	Pacific Islander	White (not Hispanic)
English-Language Arts							
Mathematics							
Science							
History/Social Science							

### CST – Subgroups

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

Subject	Male	Female	English Learners	Economically Disadvantaged		Students With Disabilities		Migrant Education Services
				Yes	No	Yes	No	
English-Language Arts								
Mathematics								
Science								
History/Social Science								

### Norm Referenced Test (NRT)

Reading and mathematics results from the California Achievement Test, Sixth Edition (CAT-6), the current NRT adopted by the State Board of Education, are reported for each grade level as the percent of tested students scoring at or above the 50th percentile (the national average). School results are compared to results at the district and state levels. The CAT-6 was adopted in 2003; therefore, no data are reported for 2002. Detailed information regarding results for each grade level can be found at the California Department of Education Web site at <http://star.cde.ca.gov/> or by speaking with the school principal. *Note: To protect student privacy, scores are not shown when the number of students tested is 10 or less.*

### NRT- All Students

Data reported are the percent of students scoring at or above the 50th percentile.

Subject	School			District			State		
	2002	2003	2004	2002	2003	2004	2002	2003	2004
Reading	---	232		---			---		
Mathematics	---	213		---			---		

## NRT- Racial/Ethnic Groups

Data reported are the percent of students scoring at or above the 50th percentile.

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

## NRT- Subgroups

Data reported are the percent of students scoring at or above the 50th percentile.

Subject	Male	Female	English Learners	Economically Disadvantaged		Students With Disabilities		Migrant Education Services
				Yes	No	Yes	No	
Reading								
Mathematics								

## Local Assessment

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

Grade Level	Reading			Writing			Mathematics		
	2002	2003	2004	2002	2003	2004	2002	2003	2004
K									
1									
2									
3									
4									
5		<i>Information from LEA</i>							
6									
7									
8									
9									
10									
11									
12									

## California Physical Fitness Test

Data reported are the percent of students meeting fitness standards (scoring in the healthy fitness zone on all six fitness standards). Detailed information regarding the California Physical Fitness Test may be found at the California Department of Education Web site at <http://www.cde.ca.gov/ta/tg/pf/>. Note: To protect student privacy, scores are not shown when the number of students tested is 10 or less.

Grade Level	School			District			State		
	Total	Female	Male	Total	Female	Male	Total	Female	Male
5									
7									
9									

## Academic Performance Index (API)

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

**Growth Targets:** The annual growth target for a school is 5 percent of the distance between its Base API and 800. The growth target for a school at or above 800 is to remain at or above 800. Actual growth is the number of API points a school gained between its base and growth years. Schools that reach their annual targets are eligible for awards. Schools that do not meet their targets and have a statewide API rank of one to five are eligible to participate in the Immediate Intervention/Under-performing Schools Program (II/USP), which provides resources to schools to improve their academic achievement. There was no money allocated to the II/USP Program in 2002 or 2003.

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

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

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

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

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

### Schoolwide API

API Base Data				API Growth Data			
	2001	2002	2003		From 2001 to 2002	From 2002 to 2003	From 2003 to 2004
Percent Tested	100	97	99	Percent Tested	100	97	99
API Base Score	772	740	743	API Growth Score	773	748	753
Growth Target	1	3	3	Actual Growth	4	8	10
Statewide Rank	10	9	9				
Similar Schools Rank	6	2	2				

### API Subgroups – Racial/Ethnic Groups

API Base Data				API Growth Data			
	2001	2002	2003		From 2001 to 2002	From 2002 to 2003	From 2003 to 2004
<b>African-American</b>				<b>African-American</b>			
API Base Score				API Growth Score			
Growth Target				Actual Growth			
<b>American Indian or Alaska Native</b>				<b>American Indian or Alaska Native</b>			
API Base Score				API Growth Score			
Growth Target				Actual Growth			
<b>Asian</b>				<b>Asian</b>			
API Base Score				API Growth Score			
Growth Target				Actual Growth			
<b>Filipino</b>				<b>Filipino</b>			
API Base Score				API Growth Score			
Growth Target				Actual Growth			
<b>Hispanic or Latino</b>				<b>Hispanic or Latino</b>			
API Base Score				API Growth Score			
Growth Target				Actual Growth			
<b>Pacific Islander</b>				<b>Pacific Islander</b>			
API Base Score				API Growth Score			
Growth Target				Actual Growth			
<b>White (not Hispanic)</b>				<b>White (not Hispanic)</b>			
API Base Score				API Growth Score			
Growth Target				Actual Growth			

## API Subgroups – Socioeconomically Disadvantaged

API Base Data			API Growth Data				
	2001	2002	2003		From 2001 to 2002	From 2002 to 2003	From 2003 to 2004
API Base Score				API Growth Score			
Growth Target				Actual Growth			

## State Award and Intervention Programs

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

## Federal Intervention Program

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

	School	District
Year Identified for Program Improvement		---
Year in Program Improvement		---
Year Exited Program Improvement		---
Number of Schools Currently in Program Improvement	---	
Percent of Schools Identified for Program Improvement	---	

## Adequate Yearly Progress (AYP)

The federal No Child Left Behind Act (NCLB) requires that all students perform at or above the Proficient level on the state's standards-based assessments by 2014. In order to achieve this goal and meet annual performance objectives, districts and schools must improve each year according to set requirements. A "Yes" in the following table displaying Overall AYP Status indicates that AYP was met for all students and all subgroups, or that exception criteria were met, or that an appeal of the school or district's AYP status was approved. Additional data by subgroup show whether all groups of students in the school and district made the annual measurable objectives for the percent Proficient or above and the participation rate required under AYP. Detailed information about AYP can be found at the California Department of Education Web site at <http://www.cde.ca.gov/ta/ac/ay/> or by speaking with the school principal.

	School			District		
	2002	2003	2004	2002	2003	2004
Overall AYP Status	---			---		

AYP Status by Subgroup	School			District		
	2002	2003	2004	2002	2003	2004
All Students	---			---		
African American	---			---		
American Indian or Alaska Native	---			---		
Asian	---			---		
Filipino	---			---		
Hispanic or Latino	---			---		
Pacific Islander	---			---		
White (not Hispanic)	---			---		
Socioeconomically Disadvantaged	---			---		
English Learners	---			---		





## Average Teaching Load and Teaching Load Distribution

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

Subject	2002				2003				2004			
	Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms		
		1-22	23-32	33+		1-22	23-32	33+		1-22	23-32	33+
English					12	15						
Mathematics					7	12						
Science					8	11						
Social Science					15	13						

## Class Size Reduction

California's K-3 Class Size Reduction Program began in 1996 for children in kindergarten and grades one through three. Funding is provided to participating school districts to decrease the size of K-3 classes to 20 or fewer students per certificated teacher. Data reported are the percent of students in each grade level in the school that are in a class size reduction classroom.

Percent of Students Participating			
Grade Level	2002	2003	2004
K			
1			
2			
3			

## VI. Teacher and Staff Information

### Core Academic Courses Not Taught by NCLB Compliant Teachers

The No Child Left Behind Act (NCLB) requires that all teachers teaching in core academic subjects are to be "highly qualified" not later than the end of the 2005-06 school year. In general, NCLB requires that each teacher must have: (1) a bachelor's degree, (2) a state credential or an Intern Certificate/Credential for no more than three years, and (3) demonstrated subject matter competence for each core subject to be taught by the teacher. More information on teacher qualifications required under NCLB can be found at the California Department of Education's Web site at <http://www.cde.ca.gov/nclb/sr/tq/>.

For a school, the data reported are the percent of a school's classes in core content areas not taught by NCLB compliant teachers. For a district, the data reported are the percent of all classes in core content areas not taught by NCLB compliant teachers in all schools in the district, in high-poverty schools in the district, and in low-poverty schools in the district.

	School	District
<b>This School</b>		---
<b>All Schools in District</b>	---	
<b>High-Poverty Schools in District</b>	---	
<b>Low-Poverty Schools in District</b>	---	

### Teacher Credentials

Data reported are the number of teachers (full-time and part-time) as reported by CBEDS. Each teacher is counted as '1'. If a teacher works at two schools, he/she is only counted at one school. Data are not available for teachers with a full credential and teaching outside his/her subject area.

	2002	2003	2004
<b>Total Teachers</b>			
<b>Teachers with Full Credential</b>			
<b>Teachers Teaching Outside Subject Area</b> (full credential but teaching outside subject area)			
<b>Teachers in Alternative Routes to Certification</b> (district and university internship)			

<b>Pre-Internship</b>			
<b>Teachers with Emergency Permits</b> (not qualified for a credential or internship but meeting minimum requirements)			
<b>Teachers with Waivers</b> (does not have credential and does not qualify for an Emergency Permit)			

### Teacher Education Level

Data reported are the percent of teachers by education level.

	School	District
<b>Doctorate</b>		
<b>Master's Degree plus 30 or more semester hours</b>		
<b>Master's Degree</b>		
<b>Bachelor's Degree plus 30 or more semester hours</b>		
<b>Bachelor's Degree</b>		
<b>Less than Bachelor's Degree</b>		
<b>None Reported</b>		

### Teacher Evaluations

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### Substitute Teachers

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### Counselors and Other Support Staff

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

Title	FTE
<b>Counselor</b>	1.0
<b>Librarian</b>	.8
<b>Psychologist</b>	
<b>Social Worker</b>	
<b>Nurse</b>	
<b>Speech/Language/Hearing Specialist</b>	
<b>Resource Specialist (non-teaching)</b>	
<b>Other</b>	1.6

### Academic Counselors

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

Number of Academic Counselors (FTE)	Ratio of Students Per Academic Counselor
1.0	674

## VII. Curriculum and Instruction

### School Instruction and Leadership

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

opportunities (both on campus and through conferences) to remediate deficiencies. Departments are encouraged to attend state subject matter conferences on a regular basis.

There are three primary instructional leadership teams on campus: the site cabinet, leadership, and instructional leaders (department chairs). Site cabinet review instructional policies, school board policies, current calendaring of major events, reviews of justifiable absences, and any other schoolwide policy that requires review. Instructional leaders address instructional practices and policies as they affect their departments, WASC guideline implementation, testing schedules, technology/library services and other direct support services to the classroom.

To assure that all students are progressing toward achieving the core curriculum, counselors meet with students up to at least four times a year to assess progress and provide additional remedial or study skill support.

## Professional Development

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

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

Formal staff development is provided regularly. In addition, buy-back days for staff are made available in a variety of curricular areas.

## Quality and Currency of Textbooks and Other Instructional Materials

In the spring, each department submits textbook requests for the upcoming school year to the administration. The district business office reviews these, along with all budgetary requests, and determines the amount to be allocated for textbooks. Allocated money is adequate to meet basic needs, with SIP and other categorical funds used to supplement the instructional budget beyond the basic level. Every student receives textbooks for assigned classes, which are aligned to state standards in core academic areas.

## Instructional Minutes

The California *Education Code* establishes a required number of instructional minutes per year for each grade. Data reported compares the number of instructional minutes offered at the school level to the state requirement for each grade.

Grade Level	Instructional Minutes	
	Offered	State Requirement
K		36,000
1		50,400
2		50,400
3		50,400
4		54,000
5		54,000
6		54,000
7		54,000
8		54,000
9	68,400	64,800
10	68,400	64,800
11	68,400	64,800
12	68,400	64,800

## Continuation School Instructional Days

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

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

## Total Number of Minimum Days

8

## VIII. Post-Secondary Preparation (Secondary Schools)

### Advanced Placement/ International Baccalaureate Courses Offered

The Advanced Placement (AP) and International Baccalaureate (IB) programs give students an opportunity to take college-level courses and exams while still in high school. Data reported are the number of courses and classes offered, and the enrollment in various AP and IB classes. The data for Fine and Performing Arts include AP Art and AP Music, and the data for Social Science include IB Humanities.

NO DATA IS AVAILABLE FOR THIS SECTION.

Subject	Number of Courses	Number of Classes	Enrollment
Fine and Performing Arts			
Computer Science			
English	1	1	32
Foreign Language	1	1	0
Mathematics	1	1	22
Science	1	1	30
Social Science	4	6	149

### Students Enrolled in Courses Required for University of California (UC) and California State University (CSU) Admission

Data reported are the number and percent of students enrolled in courses required for UC and/or CSU admission. The percent of students is calculated by dividing the total number of students enrolled in courses required for UC and/or CSU admission (a duplicated count) by the total number of students enrolled in all courses (also a duplicated count).

Number of Students Enrolled in All Courses	Number of Students Enrolled in Courses Required For UC and/or CSU Admission	Percent of Students Enrolled in Courses Required For UC and/or CSU Admission
2708	2157	79.7

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

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

Number Of Graduates	Number of Graduates Who Have Completed All Courses Required For UC and/or CSU Admission	Percent of Graduates Who Have Completed All Courses Required For UC and/or CSU Admission
136	81	59.6

## SAT I Reasoning Test

Students may voluntarily take the SAT test for college entrance. The test may or may not be available to students at a given school. Students may take the test more than once, but only the highest score is reported at the year of graduation. Detailed information regarding SAT results may be found at the California Department of Education Web site at <http://www.cde.ca.gov/ds/sp/ai/>.

	School			District			State		
	2002	2003	2004	2002	2003	2004	2002	2003	2004
<b>Grade 12 Enrollment</b>	145	145	170	157	157	178	365,907	385,181	395,194
<b>Percent of Grade 12 Enrollment Taking Test</b>	57.9	57.9	52.9	53.5	53.5	50.6	37.3	36.7	35.2
<b>Average Verbal Score</b>	531	527	557	527	557	557	490	494	496
<b>Average Math Score</b>	526	528	539	528	539	539	516	518	519

## College Admission Test Preparation Course Program

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

## Degree to Which Students Are Prepared to Enter Workforce

Pacific Grove High School offers a challenging curriculum geared to respond to diverse student need and interest. To graduate, students must complete a program of study that exposes them to four years of English Language arts, along with mathematics, physical/life science, social studies, physical education, visual/performing arts or foreign language and a vocational education class.

Counselors discuss and assist students in career planning during students' four-year plan meetings starting freshman year. In addition, students participate in skill/interest assessments in the required computer class. Based on the assessment results students choose a career to research and, using power point, present to the class. Senior year students participate in additional interest/value assessments as part of their senior project.

Regional occupational classes are offered to students that are 16 years of age or older. A work experience class is available for students to earn credit for working.

## Enrollment and Program Completion in Career/Technical Education (CTE) Programs

Data reported are from the *Report of Career-Technical Education Enrollment and Program Completion for School Year 2002-2003 (CDE 101 E-1)*. Data have been aggregated to the district level.

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

## IX. Fiscal and Expenditure Data

County offices of education are not required to report average salaries and expenditures. The California Department of Education's School Fiscal Services Division does not calculate average salary and expenditure information for county offices of education.

### Average Salaries (Fiscal Year 2002-2003)

Data reported are the district average salary for teachers, principals, and superintendents, compared to the state average salaries for districts of the same type and size, as defined by *Education Code Section 41409*. Detailed information regarding salaries may be found at the California Department of Education Web site at <http://www.cde.ca.gov/ds/fd/cs/> and <http://www.cde.ca.gov/ta/ac/sa/salaries0203.asp>.

	District Amount	State Average For Districts In Same Category
<b>Beginning Teacher Salary</b>	\$32,874	\$34,793
<b>Mid-Range Teacher Salary</b>	\$58,160	\$52,959
<b>Highest Teacher Salary</b>	\$71,610	\$67,258
<b>Average Principal Salary (Elementary)</b>	\$88,582	\$81,685
<b>Average Principal Salary (Middle)</b>	\$91,470	\$84,552
<b>Average Principal Salary (High School)</b>	\$98,768	\$90,405
<b>Superintendent Salary</b>	\$139,507	\$115,648
<b>Percent of Budget for Teachers' Salaries</b>	48.6	40.6
<b>Percent of Budget for Administrative Salaries</b>	5.4	5.9

### Expenditures (Fiscal Year 2002-2003)

Data reported are total dollars expended in the district, and the dollars expended per student at the district compared to the state average. Detailed information regarding expenditures may be found at the California Department of Education Web site at <http://www.cde.ca.gov/ds/fd/ec/>.

District	District	State Average For Districts In Same Category	State Average All Districts
Total Dollars	Dollars per Student (ADA)	Dollars Per Student (ADA)	Dollars Per Student (ADA)
\$15,269,031	\$7,916	\$6,882	\$6,822

### Types of Services Funded

Peer Assistance and Review  
 School Safety Program  
 AVID  
 10<sup>th</sup> Grade Counseling Program  
 Leadership Program