

SCHOOL ACCOUNTABILITY REPORT CARD

PACIFIC GROVE HIGH SCHOOL ** PACIFIC GROVE UNIFIED SCHOOL DISTRICT
615 Sunset Drive ** Pacific Grove, California 93950 ** (831) 646-6590

An Annual Report to the Community

2001-02 School Year
Fall 2002 Publication

A Message From the Principal

Pacific Grove High School first opened its doors in the late 1800s. The long tradition of excellence continues as evidenced by our six-year accreditation from the Western Association of Schools and Colleges and excellent SAT/9 and High School Exit Exam test scores. Each year the state of California assesses student learning through the Stanford 9 test and the California Standards Test, which is then converted to a numeric index that ranges from a low of 200 to a high of 1000. The fall 2002 Index Score for PGHS is 776, one of the highest in Monterey County. As of this date PGHS is ranked 10 (highest) for all 9-12 high schools in the state.

Parent participation is a keystone to student achievement, and parents are encouraged to voice their concerns and ideas through the active School Site Council, Parent-Teacher-Student Association, the Athletics Boosters (Breakers Club), Music Boosters, and Drama Boosters. A comprehensive activities program and athletic program promote student involvement in campus life. Working together, parents, staff and students are committed to increasing schoolwide achievement and meeting each student's needs.

Nina K. Russo, Ed.D., Principal
Pacific Grove High School

Patrick O'Donnell, Assistant Principal

School Description

Pacific Grove High School served 646 students in grades nine through twelve during the 2001-02 school year. Ethnic distribution of students is 6% Asian, 9% Hispanic, 1% Black, 79% Caucasian, and 5% other.

Vision Statement and Goals

The vision of Pacific Grove High School is to provide a safe, supportive, and intellectually challenging learning community that fosters diversity, choice and voice among staff, students, and parents and promotes active learning, creative problem-solving and integration of skills and knowledge for application within and beyond the classroom.

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

Community Involvement

The parents and community are clearly supportive of the school and its teachers. They demonstrate their concern for the school both in spirit and action, as evidenced by significant contributions from booster and support group organizations. Parents and community have a major role in school planning and in ongoing assessment of school policies and instructional objectives through the School Site Council. Community involvement has been enhanced by the daily communication provided to parents through the pghs.org web site. Parents wishing to participate in site council, any booster organization, or safety committee, please contact

Principal Nina Russo at 646.6590.208

e				
Science				
Social Science				

ASSESSMENT AREAS

The following thirteen areas, required by Proposition 98 and related to the quality of the school's instructional program, are assessed in this Report Card.

1. *Student Achievement*
2. *Student Attendance*
3. *Expenditures and Services*
4. *Class Size*
5. *Teacher Assignments*
6. *Textbooks and Instructional Materials*
7. *Counseling & Student Support Services*
8. *Substitute Teachers*
9. *School Facilities and Safety*
10. *Teacher Evaluation*
11. *Discipline & Climate for Learning*
12. *Training & Curriculum Improvement*
13. *Quality of Instruction & Leadership*

1. Student Achievement

The following chart represents percentile data for grades 9, 10, and 11 from years 1998-2002.

Stat/9 percentile data

Grade	Year			
Reading				
Math				
Language				

The test results for PGHS would indicate that the majority of students are achieving at or above the state/national norms. In 2000-2001 PGHS was ranked 10 on the state average API (ranked 8 for socio-economic like schools). PGHS met API growth target in 2002, which was 776.

The raw index scores range from 200 to 1000. According to previous index reports and CDE guidelines, a score of 500 is average; **a score of 650 is high performing**; and a score of 800 indicates a very high performing school. In 2001, PGHS administered the High School Exit Exam for the first time. 97% of the freshmen taking the English test passed (61 students took the test out of a class enrollment of 205); and 73% of the freshmen taking the mathematics test passed (62 students took the test out of a class enrollment of 205).

In 2001 164 students took the AP (Advanced Placement) exam, which is an increase of 6.7% from the previous year. In 2002, 140 students took the AP Exam with a total pass rate of 69%. PGHS offers the following AP courses: US History, Biology, English Literature, Government, Calculus, and Spanish, and AP World History.

SAT Test Performance Data Are:

Year	Verbal	Math	% of Class
1999	539	560	39%
2000	544	552	58%
2001	558	554	51%
2002	531	526	60%

STAR – California Standards Performance Results
Spring 2002

Grade	Subject	Percent Advanced	Percent Proficient	Percent Basic	Percent Below Basic	Percent Far Below Basic
	Language Arts					
	General Mathematics					
	Algebra I					
	Geometry					
	History Social Science					
	Earth Science					
	Biology/Life Sciences					
	English Language Arts					
	Algebra I					
	Geometry					
	Algebra II					
	World History					
	Earth Science					
	Biology/Life Sciences					
	Chemistry					
	English					
	High School Mathematics					
	Algebra I					
	Geometry					
	Algebra II					
	US History					
	Earth Science					
	Biology Life Sciences					
	Chemistry					

% of Seniors Who Passed UC/CSU Course Requirements

1999	45%
2000	46%
2001	49%
2002	53%

There is no meaningful number to describe students enrolled in UC/CSU required classes since all students are enrolled in some college requirement classes.

PGHS offers a four-week SAT/PSAT prep course each year. It is given four weeks preceding the October SAT test date. Ten class sessions are spent reviewing for the verbal and math portions of the test, and students have the opportunity to take multiple practice tests.

College Report of Class of 2002
(Class total of 140 Graduates)

Paradise Valley Community College	
James Madison University	
Azusa Pacific University	
Cornell College	
University of Southern California	
The Masters College	
Pacific Lutheran University	
University of San Diego	
University of Nevada	
Cabrillo College	
Oregon State	
Cal State Long Beach	
Cal State Sacramento	
Cal State San Francisco	
Cal State Sonoma	
California Polytechnic Institute at San Luis Obispo	
Cal State Chico	
Cal State San Diego	
Cal State Humboldt	
UC San Diego	
UC Santa Barbara	
UC Santa Cruz	
UCLA	
UC Berkeley	
UC Davis	
UC Irvine	
Monterey Peninsula Junior College	
Total	

2. Student Attendance

SCHOOL ACCOUNTABILITY FIGURES FOR ATTENDANCE

The following figures show the actual attendance and the apportionment attendance for Pacific Grove High

School since the 1992-1993 school year. Actual attendance refers to the physical number of students in school, whereas apportionment attendance refers to students who are present or absent due to legal reasons (illness, doctor dentist or bereavement).

	Apportionment	Actual
1992-1993	92.38%	98.01%
1993-1994	91.01%	96.47%
1994-1995	90.48%	95.93%
1995-1996	93.43%	98.16%
1996-1997	93.22%	98.28%
1997-1998	93.12%	98.25%
1998-1999	94.19%	98.51%
1999-2000	95.36%	99.67%
2000-2001	95.28%	99.64%
2001-2002	95.62%	99.66%

3. Expenditures and Services

Total General Fund operating cost for the Pacific Grove Unified School District for the 2000-2001 school year was approximately \$15,162,839 or about \$6,824 per student.

Instructional program expenditures included teachers, aides, textbooks and other instructional material. School support services are made up of administration, counseling and library services, as well as custodial, maintenance, and transportation support.

2000-01 District Budget Expenditures

Annual Salary Paid to Teachers, 2000/2001

Pacific Grove Unified	California State Average
Beginning (Column 1, Step 1)	
\$36,725*	\$32,981

Mid-Range

\$61,352*	\$50,401
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Highest

\$71,990*	\$63,262
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Budget percentage allocated to Teachers' salaries

PGUSD: 48.3%	State Average: 41.58%
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Annual Salary Paid to Administrators, 2000-2001

Average school-site principal salary

\$92,419	*	\$79,463
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Superintendent's salary

\$129,595*	\$105,087
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Budget percentage allocated to Administrative salaries

PGUSD: 5.0%

State Average: 5.84%

*includes District's prior contribution for Medical benefits

As an individual school site, Pacific Grove High School received special categorical funds in the amount of \$617,199. This revenue represents income from several different special state or federal projects such as School Improvement and ESL.

4. Class Size

During the 2001-02 school year, Pacific Grove High School had an average class size of 23 and an average teaching load of 115 students. (Note: Students enrolled in Regional Occupational Programs (ROP) classes are not included in the class-size average.)

English (9 th):	18:1	English (10 th -12 th):	24:1
Math:	22:1	P.E.:	40:1
Science:	22:1	Electives:	22:1
Foreign Language:	23:1	History (9):	20:1
		History (10-12):	24:1

5. Teacher Assignments

Teachers are assigned to departments based on their California State teaching credentials. Administrators and counselors, with departmental input, build the master schedule. All 39 teachers are fully credentialed. Every attempt is made to keep the maximum number of teacher preparations to three.

6. Textbooks and Materials

District Curriculum Committees, with input from teachers, select instructional materials from a state-approved list and make recommendations to our Board of Education. In response to the new State standards, we have selected standards based instructional materials in all core curriculum areas.

Instructional materials in all areas are reviewed regularly. The library and computer center provide extensive additional instructional material support.

7. Counseling and Student Support Services

Pacific Grove High School has two full-time counselors. They function in a variety of roles, which include career and college planning and information, tracking students' graduation credit progress, providing financial aid and scholarship information, individual crisis counseling, creating the master schedule, and providing referral services for students and their families. Counselors work with students and parents to create a four-year plan. The purpose of the plan is to create post secondary education and career goals for each student. Counselors also monitor 504 plans for all students. Further individualized counseling and support services are available two days a week from the district psychologist.

Three special education teachers serve those students identified as having learning disabilities. Family Service Agency provides a therapist to facilitate two groups and to work with students on a one-on-one basis. A health clerk is on campus for one day each week to work with student health records and to coordinate the state-mandated hearing-testing program.

An 80% district librarian and 1.88 clerical positions staff the campus library and bookstore. The library provides curriculum materials for teachers and students and supports the school's instructional program. Counseling ratio is 355:1.

8. Substitute Teachers

All substitute teachers at Pacific Grove High School have credentials or permits issued by the State of California and, at a minimum have college degrees and have passed the qualifying examination administered by the State of California. If no substitute is available, another teacher or an administrator will cover the class. When a substitute teacher is not trained in the specific subject matter of the assignment, the regular teacher's lesson plan provides the substitute with the necessary support to teach an appropriate lesson. Administrators and/or other teachers are also available for advice or help.

9. School Facilities and Safety

Pacific Grove High School provides a safe, clean environment for learning. Our staff of custodians perform basic cleaning operations for the facilities, as well as minor maintenance. A district maintenance crew handles major repair work, as well as much of the routine maintenance.

Safety is a major concern at PGHS, and emergency/safety drills are implemented regularly. These drills link the high school with the district office

via walkie-talkie and the district office with the county via radio. The site emergency plan is tested and revised annually, and emergency drills are routinely held throughout the year. The school's comprehensive safety plan is updated each March by the Safety Committee, which meets 5 times per year.

Pacific Grove High School is going through the final stages of the Measure A renovation project. To date all major electrical, heating, communication, sewer, and water have been installed up to the classroom buildings, and the project is being completed with classroom hookups into these new systems.

10. Teacher Evaluation

The Pacific Grove Unified School District maintains a system of evaluation of certificated employees with the intent to continually improve instruction for its pupils. An additional purpose of evaluation is to identify and reinforce the outstanding professional competency of certificated employees.

This system includes yearly performance objectives, based on State mandated criteria, formal and informal performance observations with follow-up conferences, and a written evaluation report at least once every two years for tenured teachers and every year for probationary and temporary teachers.

In support of the District's evaluation process, our teachers have numerous opportunities for input and professional improvement. In addition to site level sessions, the district provides ongoing training in areas of interest and need.

11. Discipline and Climate for Learning

Pacific Grove High School provides an environment conducive to learning. All students and parents are informed of discipline policies at the beginning of each year through the distribution of the student handbook. Students are held accountable in a fair and consistent manner. Counseling and parent contacts are used in the majority of inappropriate behavior instances. In addition, a peer-counseling program has been implemented to help resolve misunderstandings and minor conflicts between students. However, if this is not successful, detention, Saturday School, suspension and/or alternative placement may be utilized. Of these, detention is the most frequent form of discipline. Classroom discipline standards are aligned with the general school policies, and students are held to high expectations. Copies of *the Pacific Grove High School Rules of Conduct*, as well as a copy of the school-wide tardy policy are sent to parents at the beginning of each school year. These expectations, coupled with progressive discipline measures, create an atmosphere

in which students can concentrate on learning, and teachers can concentrate on teaching.

12. Training and Curriculum Improvement

Formal staff development training occurs every Thursday for elementary and middle school staff. PGUSD offers extensive options of courses for teachers to select from. All staff development occurs after school or on Saturdays. Teachers are also encouraged to attend conferences.

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

- * Differentiated instruction
- * An integrated, literature-based language arts program, which includes reading, writing, listening and speaking
- * A problem solving, manipulative-based mathematics and science program
- * Integration of all subject areas
- * Higher-level thinking skills
- * Cooperative learning and peer coaching
- * Addressing the needs of students with special needs
- * Technology courses

District Curriculum Committees determine standards for each subject area and grade level. Curriculum assessments have been designed to evaluate the achievement of these standards. Curriculum committees meet to revise standards and assess student progress toward standards.

13. Quality of 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 the California Department of Education frameworks and state standards. Teachers review their students' performance on state standards testing regularly to determine students' mastery of standards, and they are currently creating Content Maps, which will align with teacher made course 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 two primary instructional leadership teams on campus: the site cabinet and instructional leaders (department chairs). Site cabinet reviews 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.

In fall of 2001 Pacific Grove High School began a program to identify second language learners and students who are academically at risk. By June 02, the school has proposed a plan to offer reading recovery services, second language classroom support (fall 02), and remedial classes for passing the High School Exit Exam at the Adult School (fall 02).

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.