

SCHOOL ACCOUNTABILITY REPORT CARD

ROBERT DOWN SCHOOL ** PACIFIC GROVE UNIFIED SCHOOL DISTRICT
485 Pine Avenue ** Pacific Grove, California 93950 ** 831.646.6540

An Annual Report to the Community

2002-03 School Year

A Message From the Principal

Robert H. Down Elementary School has a long tradition of having a sense of family. There is a pride and ownership held by staff, parents, students, and community as well as an expectation of excellence. This sense of family combined with high expectations has created a culture that promotes high self-esteem, dedication, and responsibility throughout the entire school community.

As you walk the halls of Robert Down, you will note the sense of warmth and purpose. Students are eagerly engaged in learning, teachers use myriad teaching methodologies to accommodate all learning styles, support staff work with individual students and small groups, parents assist students and teachers, and community members and local businesses donate time and materials to help our students learn. Beyond basics, students learn responsibility, respect, trust, caring, and family - characteristics and values so necessary to succeed in today's world. It is no wonder that there is such strong pride in Robert Down.

The entire school community - teachers, support staff, administration, parents and community - work hand in hand to educate each child so that they might achieve their fullest potential. It is this sense of commitment to providing the best possible education for each and every child that has made Robert Down a truly special place to be.

Matthew J. Bell, Principal
Robert Down Elementary School

School Description

Pacific Grove is a small coastal community sometimes referred to as "the last hometown". Robert Down School is an elementary school located at 485 Pine Avenue. The school population is 382 students consisting of 77% Caucasian, 3% African American, 6% Asian, 8% Hispanic and 6% multiple response or other. It is one of two elementary schools in a district with one middle school and one high school.

Mission Statement

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

Community Involvement

Robert Down School has enjoyed tremendous community support through parents, community members, city government officials, philanthropic groups, community agencies, and local businesses. Myriad support programs, projects, and events have occurred because of this support and partnerships.

Parent involvement is organized through our PTA that sponsors many activities in which parents can be involved. In addition, volunteers participate in school activities through America Reads, Art Docents, and PG PRIDE, a local district support group.

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

Students participate in the Standardized Testing and Reporting System (STAR). At the elementary level, the STAR is administered in grades 2 through 5 and gives us general program information. The test results in reading, math, language, and spelling are as follows:

CAT/6 National Percentile Ranks

	2 nd	3 rd	4 th	5 th
Reading	76	68	68	53
Language	71	59	65	59
Mathematics	76	78	72	62
Spelling	53	57	66	45

California Content Standards Results Percentile at Proficient and Advanced

	2 nd	3 rd	4 th	5 th
English/LA	59	55	78	50
Math	68	61	75	42

These percentiles represent the top two out of five levels. All groups and subgroups exceeded their targets making Robert Down eligible for any state awards.

2. Student Attendance

In the 2002-03 school year, Robert Down School attendance was at the 96.56% level. The percentage of students who attended less than a minimum day for unexcused reasons was 4.27%. Families are encouraged to support the school's attendance policy by calling to notify the school of illness, arranging for independent study when a trip or emergency takes the child away from the school, and by having the child complete missed work.

Robert Down School makes an effort to promote attendance and prevent future dropouts by utilizing incentive programs for attendance and punctuality, student-teacher conferences, parent-teacher-principal conferences, student study teams, counseling referrals, the Monterey Truancy Abatement Program, parenting classes, and school resource officer.

3. Expenditures and Services

Total General Fund operating cost for the Pacific Grove Unified School District for the 1999-00 school year was approximately \$13,653,496 or about \$5,867 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.

2002-03 District Budget Expenditures

Annual Salary Paid to Teachers, 2002-03	
Pacific Grove Unified	California State Average
Beginning	
\$38,106*	\$32,981
Mid-Range	
\$63,392*	\$50,401
Highest	
\$76,842*	\$63,262

Budget percentage allocated to Teachers' salaries
PGUSD: 48.3% State Average: 41.58%

Annual Salary Paid to Administrators, 2002-03
Average school-site principal salary
\$92,419* \$79,463

Superintendent's salary
\$139,507* \$105,087

Budget percentage allocated to Administrative salaries
PGUSD: 5.0% State Average: 5.84%
*includes District contribution for Medical benefits

As an individual school site, Forest Grove received special categorical funds in the amount of \$595,764. This revenue represents income from several different special state or federal projects such as School Improvement or Educationally Disadvantaged Students.

4. Class Size

The district is making an ongoing effort to evaluate class sizes at all levels for possible reduction.

Kindergarten	20:1	3rd Grade:	20:1
1st Grade:	19:1	4th Grade:	29:1
2nd Grade:	20:1	5th Grade:	28:1

We have been able to implement kindergarten, first, second, and third grade class size reduction which has lowered those class sizes to no more than 20:1 for all teachers assigned to those grades.

5. Teacher Assignments

All 18 regular education teachers, six special education teachers, specialists, the school principal, and our support staff have appropriate credentials and qualifications at Robert Down School.

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. Instructional materials in the basic skill areas are no more than two years old and are provided for each student. The library and computer center provide extensive additional instructional material support.

7. Counseling and Student Support Services

The school provides students with services that support classroom instruction as follows:

- * Counselor two days per week (non-academic)
- * Psychologist two days per week
- * Speech Therapist
- * Resource Specialists
- * School P.E. Specialist
- * School Library Manager
- * English as a Second Language (ESL) Teacher
- * School Computer Aide
- * Vocal and Instrumental Music Teachers
- * Title I Tutoring
- * Miller-Unruh Reading Specialist
- * Phonemic Awareness tutorial for primary students.
- * DARE (Drug and Alcohol Resistance Education)
- * Fourth and fifth grade tutorial help
- * Before and after school math and language arts academic program.
- * Various specialists such as instructional aides, occupational, physical and adaptive PE therapists.

8. Substitute Teachers

The district and school maintain lists of credentialed teachers and the areas in which they are qualified to teach. All substitute teachers at Pacific Grove Unified School District 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.

The district makes an effort to attract qualified substitute teachers by increasing substitute salaries to compete with those in neighboring district.

9. School Facilities and Safety

Robert Down School provides a safe, clean environment for learning. Our custodial staff of two full-time and one part-time custodians perform basic cleaning operations in every classroom every day. Custodians, a district ground crew, and the students keep the outside areas of the school clean. Neighbors have also adopted various areas outside the school to plant and maintain plants and local gardeners have adopted the front of the school to maintain.

Playground supervision has been increased and school rules are strictly enforced. Student safety is addressed through participation in McGruff (Police Department),

Fire Prevention (Fire Department), and emergency preparedness (monthly fire, earthquake, intruder, and emergency drills). In addition, our school counselor has established an anti-bullying program.

The School Safety Committee meets regularly to review school safety issues and the disaster plan, to monitor improvements, and to discuss changes that make Robert Down as safe as possible. The safety plan is reviewed by the entire staff and modified as needed at the beginning of the school year. Key elements include primary and secondary evacuation sites, emergency procedures, and communication.

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, formal and informal performance observations with follow-up conferences, and a written evaluation report at least once every two years.

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

Robert Down School was recognized/commended in the California Distinguished Schools Recognition Program for enhancing the school's climate for learning. Programs currently in place to enhance the learning environment are as follows:

- * Safe and orderly environment
- * Co-curricular and extracurricular activities
- * Home and school involvement
- * Recognition and awards programs

The following programs also aid the school's positive learning environment.

- * Community of Caring character program
- * Here's Looking at You 2000 (which promotes responsibility, self-esteem, and decision making)
- * Healthy Living/Family Life curriculum
- * Drug Abuse Resistance Education (DARE)
- * Otter Club (which promotes good citizenship, punctuality and responsibility)
- * Peer Counselors

The discipline policy, which includes student and teacher rights as well as basic school rules and consequences, is provided to parents and posted in every classroom.

12. Training and Curriculum Improvement

Tailored staff development activities are essential for maintaining and improving equality education. Formal staff development training occurs every Thursday for an hour. In addition, staff buy-back days are offered in a variety of curricular areas. Our staff development program emphasizes the following areas.

- * A balanced language arts program which includes phonemic awareness, literature instruction, peer tutoring, 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
- * Age-appropriate study skills routines
- * Multiple assessment measures using rubrics
- * Standards alignment

District Curriculum Committees determine standards of expected pupil progress for each subject area and grade level. Criterion referenced assessment is being developed to evaluate the achievement of these standards.

13. Quality of Instruction and Leadership

The quality of leadership and the instructional programs at Robert Down School are excellent. Curriculum is appropriately aligned with state frameworks and content standards for all subject areas.

At Robert Down School, academics are the primary focus of the goals and objectives developed by the principal, staff, and parents of the school. These goals and objectives are coordinated with those of the district and are outlined in the School Improvement Plan.

Students receive a broad-based curriculum, including instruction in reading, writing, oral language, listening skills, literature, mathematics, science, history, social studies, visual and performing arts, physical education, and health. Each curriculum allows for individual abilities, and includes remedial work and enrichment. In addition to the established curriculum listed above, the staff has developed a kindergarten-to-fifth grade plan for computer-assisted instruction and education. Instructional aides, funded through the School Improvement Plan, work with individual and small groups of students to further support their learning.

Classroom instruction and assessment in each subject area are carefully aligned with the goals and objectives of the California State Framework, curriculum standards, and the School Improvement Plan. Teachers work together on various committees to establish or revise scope and sequence of curriculum.

The expectations held by staff members encourage all special needs students to achieve to their highest levels of ability at Robert Down School. The staff accommodates instructional methods that enhance the learning of all students while providing a positive atmosphere that encourages success and enhances self-esteem.

Assessment data in the major curriculum areas is extremely important to the staff at Robert Down School. The staff has made a commitment to increase and maintain student achievement to a high level. The assessment data is a cornerstone of the curriculum planning process.

Leadership

Leadership and responsibility are shared among staff members. School leaders are knowledgeable about curriculum and instructional practices. Grade level representatives meet with the administration monthly and disseminate the information to the staff. Classified staff also meets with the administration regularly to address student, staff, and school needs.

The Robert Down School leadership organizes, manages, and supports a planned improvement process in conjunction with the School Site Council through:

- * Establishing and communicating clear expectations to the staff
- * Implementing a consistent student discipline program
- * Leading periodic formal self-assessments of the school