

# School Accountability Report Card Reported for School Year 2004-05

*Published During 2005-06*

## Notes regarding the source and currency of data:

Data included in this School Accountability Report Card (SARC) template are consistent with State Board of Education guidelines, which are available at the California Department of Education Web site at <http://www.cde.ca.gov/ta/ac/sa/definitions05.asp>

Most data presented in this report were collected from the 2004-05 school year or from the two preceding years (2002-03 and 2003-04). Due to the certification timelines for graduation, dropout, and fiscal information, the data for these sections of the report were collected in 2003-04. Single-year column headings refer to the school year ending in that particular year. When no year is specified, data are from the most recent school year for which data are available.

More information about SARC requirements is available at the CDE Web site at <http://www.cde.ca.gov/ta/ac/sa/>, including a SARC Preparation Guide at <http://www.cde.ca.gov/ta/ac/sa/guide.asp> and Frequently Asked Questions at <http://www.cde.ca.gov/ta/ac/sa/questions.asp>.

## I. General Information

### Contact Information

Information about school and district contacts.

School Information		District Information	
<b>School Name</b>	Pacific Grove Middle	<b>District Name</b>	Pacific Grove Unified
<b>Principal</b>	Matthew J. Bell	<b>Superintendent</b>	Patrick Perry
<b>Street</b>	835 Forest Ave.	<b>Street</b>	555 Sinex Ave.
<b>City, State, Zip</b>	Pacific Grove, CA 93950-4837	<b>City, State, Zip</b>	Pacific Grove, CA 93950-4320
<b>Phone Number</b>	831.646.6568	<b>Phone Number</b>	831.646.6520
<b>FAX Number</b>	831.646.6652	<b>FAX Number</b>	831.646.6500
<b>Web Site</b>	<a href="http://www.monterey.k12.ca.us/~pgmiddle">www.monterey.k12.ca.us/~pgmiddle</a>	<b>Web Site</b>	<a href="http://www.pgusd.org">www.pgusd.org</a>
<b>E-mail Address</b>	mbell@pgusd.org	<b>E-mail Address</b>	pperry@pgusd.org
<b>CDS Code</b>	27-66134-6058754	<b>SARC Contact</b>	Charlene Biagi

### School Description and Mission Statement

Information about the school, its programs, and its goals.

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

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

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

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

## Opportunities for Parental Involvement

<b>Contact Person Name</b>	Patti Odell	<b>Contact Person Phone Number</b>	831.646.6568
<p>Pacific Grove Middle School has enjoyed a very active Parent-Teacher-Student-Association (PTSA). Parents volunteer around the school in a variety of ways: in the library during study hall, as a campus supervisor during lunch, in the office, during pride days, at school dances, for special projects like our gym and track projects, as a homeroom parent, graduation ceremonies, and myriad other ways. This group has done fundraising to help put on our lunch time clubs, pay for dances and the graduation celebration, pay for special projects, defray classroom expenses, put on Challenge Day, and other expenses. This year, the PTSA has taken on a special project to raise funds for Phai Giron, a former PGMS student with cancer. All of their efforts has made PGMS a much richer place not only for the students, but for all who come through our doors.</p> <p>In addition, there are other various groups and committees that parents and community members are encouraged to join. A non-exhaustive list of these groups include our Site Council, the safety committee, the graduation committee, the student-parent handbook committee, lunchtime supervision, and pride day groups.</p>			

## II. Demographic Information

### Student Enrollment -- 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 6	130
Grade 7	148
Grade 8	172
<b>Total Enrollment</b>	<b>450</b>

## Student Enrollment -- Racial and Ethnic Subgroups

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

Racial and Ethnic Subgroup	Number of Students	Percent of Students	Racial and Ethnic Subgroup	Number of Students	Percent of Students
African American	11	2.4	Hispanic or Latino	52	11.6
American Indian or Alaska Native	1	0.2	Pacific Islander	2	0.4
Asian	36	8.0	White (Not Hispanic)	335	74.4
Filipino	6	1.3	Multiple or No Response	7	1.6

## III. School Safety and Climate for Learning

### School Safety Plan

Information about the currency and contents of the school's comprehensive safety plan.

Date of Last Review/Update	October, 2005	Date Last Discussed with Staff	October, 2005
PGMS has a comprehensive safety plan that has been extensively reviewed over the past year. Monthly drills are held that include fire, earthquake, and intruder exercises. Most drills are not announced and often include blocked exits, missing students and/or adults, or smoke to test the procedures and make sure the staff and students are always alert.			

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

Information about the school's efforts to create and maintain a positive learning environment, including the use of disciplinary strategies.

Each student at Pacific Grove Middle School receives a planner which they use to track homework assignments, upcoming events, and correspondence between the teacher and parent. In addition, each student receives a Student-Parent handbook which has all of the school rules, bell schedule, calendar, recognition, activities, communication, and other vital information.
After school general study hall is available as is a math lab aimed specifically for helping students with their math homework. In addition, there is a mandatory study hall held for students deemed at risk for failing multiple classes. Teachers staff each of these programs.
Challenge day is a special program aimed at teaching tolerance to students as well as empathy and understanding. Approximately 100 students and staff participate during each Challenge Day. Challenge day is held once or twice a year.

## Suspensions and Expulsions

Data reported are the number of suspensions and expulsions (i.e., the total number of incidents that resulted 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.

	School			District		
	2003	2004	2005	2003	2004	2005
<b>Number of Suspensions</b>	161	120	72	161	120	72
<b>Rate of Suspensions</b>	.0325	.2649	.1632	.0325	.2649	.1632
<b>Number of Expulsions</b>	0	2	1	0	2	1
<b>Rate of Expulsions</b>	0	.0044	.0022	0	.0044	.0022

## IV. School Facilities

### School Facility Conditions -- General Information

Information about the safety, cleanliness, and adequacy of school facilities, including the condition and cleanliness of the school grounds, buildings, and restrooms. Additional information about the condition of the school's facilities may be obtained by speaking with the school principal.

Pacific Grove Middle School is closely monitored for safety, cleanliness, and general repair. There are 3 FTE custodians, one during the day and two during the evening shift. The head custodian and the assistant principal have weekly walkabouts to inspect for hazards, neglected areas, and items that need attention. There are two grounds staff that are at PGMS for one half day a week and the district maintenance staff provide service as needed.

### School Facility Conditions -- Results of Inspection and Evaluation

Data reported are the determination of good repair as documented in a completed *Interim Evaluation Instrument*, including the school site inspection date, the *Interim Evaluation Instrument* completion date, and the date of any remedial action taken or planned. Additional information about the condition of the school's facilities may be obtained by speaking with the school principal.

Interim Evaluation Instrument Part	Facility in Good Repair		Deficiency and Remedial Actions Taken or Planned
	Yes	No	
<b>Gas Leaks</b>	X		
<b>Mechanical Systems</b>	X		
<b>Windows/Doors/Gates (interior and exterior)</b>	X		
<b>Interior Surfaces (walls, floors, and ceilings)</b>	X		
<b>Hazardous Materials (interior and exterior)</b>	X		
<b>Structural Damage</b>	X		
<b>Fire Safety</b>	X		

<b>Electrical (interior and exterior)</b>	X		
<b>Pest/Vermin Infestation</b>	X		
<b>Drinking Fountains (inside and outside)</b>	X		
<b>Restrooms</b>	X		
<b>Sewer</b>	X		
<b>Playground/School Grounds</b>	X		
<b>Other</b>			

## V. Academic Data

### Standardized Testing and Reporting (STAR)

Through the California Standardized Testing and Reporting (STAR) program, students in grades 2 through 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 through 11, science in grades 5, 9, 10, and 11, and history-social science in grades 8, 10, and 11. Prior to 2005, the NRT tested reading/language arts and mathematics in grades 2 through 11, spelling in grades 2 through 8, and science in grades 9 through 11. Beginning in 2005, the NRT tests reading/language arts, spelling, and mathematics in grades 3 and 7 only, and no longer tests science in any grade.

### 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		
	2003	2004	2005	2003	2004	2005	2003	2004	2005
<b>English-Language Arts</b>	56	63	58	56	58	64	35	36	40
<b>Mathematics</b>	53	55	58	47	48	55	35	34	38
<b>Science</b>				55	56	56	27	25	27
<b>History-Social Science</b>	58	65	54	54	59	56	28	29	32

### CST -- Racial and Ethnic Subgroups

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

Subject	African American	American Indian or Alaska Native	Asian	Filipino	Hispanic or Latino	Pacific Islander	White (not Hispanic)
English-Language Arts	55	*	67	*	43	*	60
Mathematics	27	*	87	*	43	*	58
Science							
History-Social Science	*	*	50	*	24		60

### CST -- Other Subgroups

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

Subject	Male	Female	English Learners	Economically Disadvantaged	Students With Disabilities	Migrant Education
English-Language Arts	54	62	0	28	12	
Mathematics	59	56	33	19	10	
Science						
History-Social Science	56	53	*	*	15	

### Norm-Referenced Test (NRT)

Reading and mathematics results from the California Achievement Test, Sixth Edition (CAT/6), the current norm-referenced test (NRT) adopted by the State Board of Education, are reported 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. Beginning in 2005, the NRT tests reading/language arts, spelling, and mathematics in grades 3 and 7 only and no longer tests science in any grade. 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		
	2003	2004	2005	2003	2004	2005	2003	2004	2005
Reading	67	68	62	71	70	65	43	43	41
Mathematics	72	74	67	71	71	70	50	51	52

## NRT -- Racial and Ethnic Subgroups

Data reported are the percent of students scoring at or above the 50th percentile for the most recent testing period.

Subject	African American	American Indian or Alaska Native	Asian	Filipino	Hispanic or Latino	Pacific Islander	White (not Hispanic)
Reading	*		83	*	52	*	60
Mathematics	*		100	*	48	*	70

## NRT -- Other Subgroups

Data reported are the percent of students scoring at or above the 50th percentile for the most recent testing period.

Subject	Male	Female	English Learners	Economically Disadvantaged	Students With Disabilities	Migrant Education
Reading	57	66	*	50	17	
Mathematics	65	70	*	50	6	

## 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) for the most recent testing period. The California Physical Fitness Test is administered to students in grades 5, 7, and 9 only. Detailed information regarding the California Physical Fitness Test may be found at the CDE 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				29.4	30.8	27.9	24.5	26.7	22.3
7	38.2	43.7	32.3	38.2	43.7	32.3	28.8	30.9	26.8
9				46.9	57.8	35.1	26.7	25.8	27.5

## 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 API Base 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.

**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 through 8, and high schools must test at least 90 percent of their students in grades 9 through 11 on STAR assessments.

**Statewide Rank:** Schools receiving an API Base score are ranked in 10 categories of equal size (deciles) from 1 (lowest) to 10 (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 1 (lowest) to 10 (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. Detailed information about the API and the Public Schools Accountability Act (PSAA) can be found at the CDE Web site at <http://www.cde.ca.gov/ta/ac/ap/> or by speaking with the school principal.

### API -- Schoolwide

Data reported are API Base and Growth scores, growth targets, statewide and similar schools ranks, and percent tested.

API Base Data				API Growth Data			
	2002	2003	2004		From 2002 to 2003	From 2003 to 2004	From 2004 to 2005
Percent Tested	97	100	100	Percent Tested	100	100	100
API Base Score	772	791	818	API Growth Score	801	815	810
Growth Target	1	1	A	Actual Growth	29	24	-8
Statewide Rank	9	9	9				
Similar Schools Rank	1	1	4				

### API -- Racial and Ethnic Subgroups

Data reported are API Base and Growth scores and growth targets.

API Base Data				API Growth Data			
	2002	2003	2004		From 2002 to 2003	From 2003 to 2004	From 2004 to 2005
<b>Other racial and ethnic subgroups</b>				<b>Other racial and ethnic subgroups</b>			
API Base Score	N/A	N/A	N/A	API Growth Score	N/A	N/A	N/A
Growth Target	N/A	N/A	N/A	Actual Growth	N/A	N/A	N/A
<b>White (Not Hispanic)</b>				<b>White (Not Hispanic)</b>			
API Base Score	782	805	824	API Growth Score	811	819	817
Growth Target	1	A	A	Actual Growth	29	14	-7



## API -- Socioeconomically Disadvantaged Subgroup

Data reported are API Base and Growth scores and growth targets.

API Base Data				API Growth Data			
	2002	2003	2004		From 2002 to 2003	From 2003 to 2004	From 2004 to 2005
<b>API Base Score</b>	N/A	N/A	N/A	<b>API Growth Score</b>	N/A	N/A	N/A
<b>Growth Target</b>	N/A	N/A	N/A	<b>Actual Growth</b>	N/A	N/A	N/A

## 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.*

## Adequate Yearly Progress (AYP)

The federal No Child Left Behind Act (NCLB) requires that all schools and districts meet Adequate Yearly Progress (AYP) requirements. To comply with NCLB, California adopted AYP criteria that were approved by the U.S. Department of Education in June 2003. To make AYP, schools and districts are required each year to meet or exceed specific criteria in each of the following:

- Requirement 1: Participation rate on the state's standards-based assessments
- Requirement 2: Percent proficient on the state's standards-based assessments
- Requirement 3: API as an additional indicator
- Requirement 4: Graduation rate (for secondary schools)

Requirements 1 and 2 apply at the school, district, and subgroup levels. Requirements 3 and 4 apply only at the school and district levels, unless exception or "safe harbor" criteria are used. Detailed information about AYP can be found at the CDE Web site at <http://www.cde.ca.gov/ta/ac/ay/> or by speaking with the school principal.

## AYP All Criteria -- Schoolwide

Data reported indicate whether all AYP criteria were met for all students in a school or a district, or that exception (safe harbor) criteria were met, or that an appeal of the school's or district's AYP status was approved.

Schoolwide	School			District		
	2003	2004	2005	2003	2004	2005
<b>All Students</b>	Yes	Yes	Yes	Yes	No	Yes

## AYP Participation Rates and Proficiency Levels -- Schoolwide and Subgroups

Data reported indicate whether AYP criteria for both the minimum participation rates and the percent proficient or above were met in a school or a district. *Note: "N/A" means that the student group is not numerically significant.*

Schoolwide and Subgroups	School			District		
	2003	2004	2005	2003	2004	2005
All Students	Yes	Yes	Yes	Yes	Yes	Yes
African American	N/A	N/A	N/A	N/A	N/A	N/A
American Indian or Alaska Native	N/A	N/A	N/A	N/A	N/A	N/A
Asian	N/A	N/A	N/A	N/A	N/A	Yes
Filipino	N/A	N/A	N/A	N/A	N/A	N/A
Hispanic or Latino	N/A	N/A	N/A	Yes	Yes	Yes
Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A
White (not Hispanic)	Yes	Yes	Yes	Yes	Yes	Yes
Socioeconomically Disadvantaged	N/A	N/A	N/A	N/A	Yes	Yes
English Learners	N/A	N/A	N/A	N/A	N/A	N/A
Students with Disabilities	N/A	N/A	N/A	Yes	No	Yes

## VI. School Completion (Secondary Schools)

### California High School Exit Examination (CAHSEE)

Beginning with the graduating class of 2006, students in California public schools will have to pass the California High School Exit Examination (CAHSEE) to receive a high school diploma. The School Accountability Report Card for that year will report the percent of students completing grade 12 who successfully completed the CAHSEE.

## VII. Class Size

### Average Class Size and Class Size 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 grade level, as reported by CBEDS.

Grade	2003			2004			2005					
	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+
4-8	28	10	20	3	28	9	18	3	29	10	17	3

### 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	2003			2004			2005					
	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	24.3	3	16		24.3	5	13		23.3	7	11	
Mathematics	21.4	9	14		23.1	10	8	1	22.7	12	9	
Science	24.1	6	14		25.9	3	15		24.7	6	12	
Social Science	25.5	5	15		27.6	1	13		26.1	4	14	

## VIII. Teacher and Staff Information

### Core Academic Courses Taught by NCLB Compliant Teachers

For a school, the data reported are the percent of a school's classes in core academic subjects taught by No Child Left Behind (NCLB) compliant teachers. For a district, the data reported are the percent of all classes in core academic subjects 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. More information on teacher qualifications required under NCLB can be found at the CDE Web site at <http://www.cde.ca.gov/nclb/sr/tq/>.

	Percent of Classes In Core Academic Subjects Taught by NCLB Compliant Teachers
<b>This School</b>	96.3
<b>All Schools in District</b>	98.6
<b>High-Poverty Schools in District</b>	0.0
<b>Low-Poverty Schools in District</b>	98.6

### 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 counted at one school only. Data for teachers with a full credential and teaching outside his/her subject area are provided by the LEA.

	2003	2004	2005
<b>Total Teachers</b>	26	25	25
<b>Teachers with Full Credential</b>	25	24	23
<b>Teachers Teaching Outside Subject Area</b> (full credential teaching outside subject area)			
<b>Teachers in Alternative Routes to Certification</b>	0	0	0
<b>Pre-Internship</b>	0	0	0
<b>Teachers with Emergency Permits</b> (not qualified for a credential or internship but meeting minimum requirements)	0	1	2
<b>Teachers with Waivers</b> (does not have credential and does not qualify for an Emergency Permit)	1	0	0

## Teacher Misassignments

Data reported are the number of placements of a certificated employee in a teaching or services position, including positions that involve teaching English learners, for which the employee does not hold a legally recognized certificate or credential, or the placement of a certificated employee in a teaching or services position that the employee is not otherwise authorized by statute to hold. *Total Teacher Misassignments* includes the number of *Misassignments of Teachers of English Learners*. For the 2005-06 school year, the most currently available data are reported.

	2004	2005	2006
<b>Misassignments of Teachers of English Learners</b>	0	0	0
<b>Total Teacher Misassignments</b>			

## Teacher Education Level

Data reported are the percent of teachers by education level, as reported by CBEDS.

	School	District
<b>Doctorate</b>	0.0	1.9
<b>Master's Degree plus 30 or more semester hours</b>	20.0	20.4
<b>Master's Degree</b>	36.0	36.9
<b>Bachelor's Degree plus 30 or more semester hours</b>	16.0	28.2
<b>Bachelor's Degree</b>	28.0	12.6
<b>Less than Bachelor's Degree</b>	0.0	0.0

## Vacant Teacher Positions

Data reported are the number of positions to which a single designated certificated employee has not been assigned at the beginning of the year for an entire year or, if the position is for a one-semester course, a position to which a single designated certificated employee has not been assigned at the beginning of a semester for an entire semester. For the 2005-06 school year, the most currently available data are reported.

	2004	2005	2006
<b>Vacant Teacher Positions</b>	---	0	0

## Teacher Evaluations

Information about the procedures and criteria for teacher evaluations.

Temporary and probationary certificated teachers are evaluated annually until they gain permanent status. Permanent certificated teachers are evaluated at least once every two years. Informal and formal observations, goal setting, and summary evaluations are part of the evaluation process as outlined in the bargaining contract.

### Substitute Teachers

Information about the availability of qualified substitute teachers and the impact of any difficulties in this area on the instructional program at the school.

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

### 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
Counselor	--
Library Media Teacher (Librarian)	.8
Psychologist	.4
Social Worker	--
Nurse	--
Speech/Language/Hearing Specialist	.5
Other	--

### 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	450.0

## IX. Curriculum and Instruction

### School Instruction and Leadership

Information about the structure of the school's instructional program and the experience of the school leadership team.

Pacific Grove Middle School has a six period instructional program of 49 minutes per period. There is an additional 10 minutes added to the first period during which there is a video bulletin compiled by the video bulletin class that reads the bulletin and presents other important information. All sixth grade students participate in a core schedule that keeps them with the same teacher for English/Language Arts and social science and/or math and science. Most sixth grade students also have a separate PE class from the seventh and eighth grade students. Our special needs students, both Resource and Special Day Class students are primarily served through a push-in program. Instructional aides or special education teachers will go into the regular education classes that are the most impacted by special education students. There is also an emerging ELL program. All students are assessed using the CELDT annually to determine language proficiency.

Support services for students range from a mandatory study hall during the lunch time to general study halls held after school. Both programs are supported by the Site Council. The mandatory study hall is reserved for students who have earned several failing grades. The support is limited

to approximately 12 students and students are placed with the support of parents. Preliminary data shows that the program is effective in bringing up students' grades. Both a general study hall and a math lab are held as a voluntary program after school. Attendance varies and the Site Council reviews data from all three programs to make sure that the programs are as effective as possible.

**Leadership Team:**

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

**Professional Development**

Staff development is integral in the Pacific Grove Unified School District. Every Thursday is a shortened day for staff development. In addition, there is a district-designed staff development day at the beginning of the year. This year's focus was on writing. In addition, the District has created a Curriculum Coordinator position to focus staff development throughout the district. This coordinator also helps Pacific Grove Middle School with early release Thursdays.

**Quality and Currency of Textbooks and Instructional Materials**

Core Curriculum Areas	Quality and Currency of Textbooks and Instructional Materials
Reading/Language Arts	McDougal-Littell – <i>The Language of Literature 6, 7, 8</i>
Mathematics	McDougal-Littell – <i>Course 1, 2</i> <i>Algebra 1</i> <i>Geometry</i>
Science	Glencoe – <i>Science Voyages 6, 7,</i> Prentice Hall - <i>Focus on Physical Science</i>
History-Social Science	Houghton-Mifflin – <i>A Message of Ancient Days</i> <i>Across the Centuries</i> Holt – <i>Call to Freedom</i>

**Availability of Sufficient Textbooks and Instructional Materials**

Core Curriculum Areas	Availability of Textbooks and Instructional Materials
Pacific Grove Middle School has sufficient standards-based text books for each student to have their own copy as well as extra copies in the library for students to check out. In addition, some courses offer extra text books to have a copy at home and at school.	

### Instructional Minutes

Data reported compare the number of instructional minutes offered at the school level to the state requirement for each grade.

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

### Minimum Days in School Year

Pacific Grove Middle School has nine minimum days per year.

## X. Postsecondary Preparation – Not Applicable

## XI. Fiscal and Expenditure Data

### Teacher and Administrative Salaries (Fiscal Year 2003-04)

Data reported are the district salaries 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. Data are also reported for teacher and administrative salaries as a percent of a district's budget. Detailed information regarding salaries may be found at the CDE Web site at <http://www.cde.ca.gov/ds/fd/cs/> and <http://www.cde.ca.gov/ta/ac/sa/salaries0304.asp>. *Note: County offices of education are not required to report average salaries and expenditures. The CDE's School Fiscal Services Division does not calculate statewide average salary and expenditure information for county offices of education.*

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$34,380	\$35,309
Mid-Range Teacher Salary	\$60,825	\$53,828
Highest Teacher Salary	\$74,890	\$68,027
Average Principal Salary (Elementary)	\$93,182	\$82,530
Average Principal Salary (Middle)	\$96,220	\$85,123
Average Principal Salary (High)	\$103,897	\$91,421
Superintendent Salary	\$149,359	\$118,587
Percent of Budget for Teacher Salaries	47.3	40.4
Percent of Budget for Administrative Salaries	5.3	5.8

## District Expenditures (Fiscal Year 2003-04)

Data reported are the total dollars expended in the district and the dollars expended per student at the district compared to the state average for all districts and for districts of the same type and size. Detailed information regarding expenditures may be found at the CDE Web site at <http://www.cde.ca.gov/ds/fd/ec/>. *Note: County offices of education are not required to report average expenditures. The CDE's School Fiscal Services Division does not calculate statewide average expenditure information for county offices of education.*

District	District	State Average For Districts In Same Category	State Average All Districts
Total Dollars Expended	Dollars Expended Per Student (ADA)	Dollars Expended Per Student (ADA)	Dollars Expended Per Student (ADA)
\$15,855,321	\$8,714	\$6,987	\$6,919

## Types of Services Funded

Information about the programs and supplemental services that are provided at the school through either categorical funds or other sources.

Categorical Programs available to Pacific Grove Middle School:

Federal:

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

State:

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

Local:

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