

# School Accountability Report Card Reported for School Year 2005-06

*Published During 2006-07*

The School Accountability Report Card (SARC), which is required by law to be published annually, contains information about the condition and performance of each California public school. More information about SARC requirements is available at the California Department of Education (CDE) Web site at <http://www.cde.ca.gov/ta/ac/sa/>. For additional information about the school, parents and community members should contact the school principal or the district office. DataQuest, an online data tool at <http://data1.cde.ca.gov/dataquest/>, contains additional information about this school and comparisons of the school to the district, the county, and the state.

## I. About This School

### Contact Information

This section provides the school's contact information.

School		District	
<b>School Name</b>	Robert Down Elementary	<b>District Name</b>	Pacific Grove Unified
<b>Street</b>	485 Pine Ave.	<b>Phone Number</b>	831-646-6510
<b>City, State, Zip</b>	Pacific Grove, CA 93950-3401	<b>Web Site</b>	<a href="http://www.pgusd.org">www.pgusd.org</a>
<b>Phone Number</b>	831-646-640	<b>Superintendent</b>	Patrick Perry
<b>Principal</b>	Linda Williams	<b>E-mail Address</b>	<a href="mailto:pperry@pgusd.org">pperry@pgusd.org</a>
<b>E-mail Address</b>	<a href="mailto:lwilliams@pgusd.org">lwilliams@pgusd.org</a>	---	---

### School Description and Mission Statement

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

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

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

## Opportunities for Parental Involvement

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

Contact Person Name	Dana Moldenhauer	Contact Person Phone Number	831-646-6540
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**Three For Me** – Parents commit to volunteering three hours per school year. Whether parents make copies for teachers, read to children, help in the office, work in the garden, or pick up around the playground, every act of service is important. Volunteers sign up with Mrs. Moldenhauer and receive detailed information on how to volunteer at Robert Down School.

Contact Person Name	Brieanne Spears	Contact Person Phone Number	831-646-6540
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**Parent-Teacher Association**- The PTA assists Robert Down School in a myriad of ways. PTA sponsors Family Fun nights, Parent Education nights, coordinates room parents, and special projects all year long. The PTA meets the last Monday of the month in the library. Meetings alternate between 7PM (evenings) and 12PM (Lunchtime).

## Student Enrollment by Grade Level

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

Grade Level	Number of Students	Grade Level	Number of Students
Kindergarten	59	Grade 8	0
Grade 1	53	Ungraded Elementary	0
Grade 2	53	Grade 9	0
Grade 3	58	Grade 10	0
Grade 4	71	Grade 11	0
Grade 5	67	Grade 12	0
Grade 6	0	Ungraded Secondary	0
Grade 7	0	Total Enrollment	361

## Student Enrollment by Group

This table displays the percent of students enrolled at the school who are identified as being in a particular group.

Group	Percent of Total Enrollment	Group	Percent of Total Enrollment
African American	2.5	White (not Hispanic)	70.6
American Indian or Alaska Native	0.8	Multiple or No Response	4.4
Asian	9.4	Socioeconomically Disadvantaged	7.6
Filipino	1.1	English Learners	1.0
Hispanic or Latino	10.0	Students with Disabilities	14.0
Pacific Islander	1.1	---	---

### Average Class Size and Class Size Distribution (Elementary)

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

Grade Level	2003-04			2004-05			2005-06		
	Avg. Class Size	Number of Classrooms		Avg. Class Size	Number of Classrooms		Avg. Class Size	Number of Classrooms	
		1-20	21-32		1-20	21-32		1-20	21-32
K	19.5	2		19.0	3		16.0	3	
1	20.3	2	1	20.0	2		17.7	3	
2	19.3	3		18.7	3		17.0	3	
3	17.7	3		20.0	3		19.0	3	
4	30.5		2	22.0		2	22.0		3
5	29.7		3	23.5		2	21.3	1	2
6									
K-3				19.0	1				
3-4				9.0	1		8.0	1	
4-8				22.0		1			
Other				3.0	1		2.0	1	

### Participation in the Class Size Reduction Program

This table displays the percent of students in kindergarten through grade 3 who were assigned to a classroom that participated in the Class Size Reduction Program.

Grade Level	Percent of Students Participating		
	2003-04	2004-05	2005-06
K	100	100	100
1	100	100	100
2	100	100	100
3	100	100	100

## II. School Climate

### School Safety Plan

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

In cooperation with Mrs. Woods, PGUSD Safety Coordinator, Robert Down School has reviewed and implemented major changes in the overall safety plan. During the 05-06 school year, crisis teams were assigned and trained, periodic drills for various disasters held, emergency boxes installed in every classroom, and Emergency Procedure Guides sent to every family. The safety plan for Robert Down School is reviewed yearly with updates made as needed.

## School Discipline Practices

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

Robert Down Elementary prides itself on the positive learning environment among, staff, students, and families. School expectations and district-wide disciplines are listed in the Robert Down handbook, reviewed with students, and given to every family. Classroom and playground rules are reviewed with each class by the teacher at the beginning of the school year and with new students upon their arrival. The Otter Club, good citizen program, encourages students to do their best and adhere to appropriate school behavior. The principal makes Otter Club presentations and reviews school guidelines in each classroom every month

## Suspensions and Expulsions

This table displays the rate of suspensions and expulsions (the total number of incidents divided by the total enrollment) at the school and district levels for the most recent three-year period.

Rate	School			District		
	2003-04	2004-05	2005-06	2003-04	2004-05	2005-06
<b>Suspensions</b>	9	14	19	145	136	101
<b>Expulsions</b>	0	0	0	3	2	0

## III. School Facilities

### School Facility Conditions and Improvements

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

Robert Down School provides a safe, clean environment for learning. During the 2004-05 school year, Robert Down School underwent major constructional updating with the Measure A funds. Two full-time custodians perform basic daily cleaning. The district ground crew maintains the outside campus along with annual Fall and Spring projects from the PTA. In June 2006, the voters of Pacific Grove School District passed a \$42 million bond, which will be used to update the facilities around the entire district.

Playground supervision is provided and school rules strictly enforced.

In cooperation with the Pacific Grove Fire Department and Police Department and the District Safety Planner, student safety is addressed through monthly fire, earthquake, intruder, and emergency drills. The school counselor has established an anti-bullying program. The School Safety Committee meets regularly to review school safety issues and disaster plans, monitor improvements, and discusses changes to make Robert Down School as safe as possible.

## School Facility Conditions Good Repair Status

This table displays the results of the most recently completed school site inspection to determine the school facility's good repair status.

Item Inspected	Facility in Good Repair		Repair Needed and Action Taken or Planned
	Yes	No	
Gas Leaks	x		
Mechanical Systems	x		
Windows/Doors/Gates (interior and exterior)	x		
Interior Surfaces (walls, floors, and ceilings)	x		
Hazardous Materials (interior and exterior)	x		
Structural Damage	x		
Fire Safety	x		
Electrical (interior and exterior)	x		
Pest/Vermin Infestation		x	cutting back of shrubbery, sealing of entry points
Drinking Fountains (inside and outside)	x		
Restrooms	x		
Sewer	x		
Playground/School Grounds	x		
Other			

## IV. Teachers

### Teacher Credentials

This table displays the number of teachers assigned to the school with a full credential, without a full credential, and those teaching outside of their subject area of competence. Detailed information about teacher qualifications can be found at the CDE Web site at <http://dq.cde.ca.gov/dataquest/>.

Teachers	School			District
	2003-04	2004-05	2005-06	2005-06
With Full Credential	19	23	24	101
Without Full Credential	0	0	0	3
Teaching Outside Subject Area of Competence	0	0	0	---

### Teacher Misassignments and Vacant Teacher Positions

This table displays the number of teacher misassignments (teachers assigned without proper legal authorization) and the number of vacant teacher positions (not filled by a single designated teacher assigned to teach the entire course at the beginning of the school year or semester). Note: Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.

Indicator	2004-05	2005-06	2006-07
Misassignments of Teachers of English Learners	0	0	0
Total Teacher Misassignments	0	0	0
Vacant Teacher Positions	0	0	0

## Core Academic Classes Taught by NCLB Compliant Teachers

This table displays the percent of classes in core academic subjects taught by No Child Left Behind (NCLB) compliant and non-NCLB compliant teachers at the school, at all schools in the district, at high-poverty schools in the district, and at low-poverty schools in the district. More information on teacher qualifications required under NCLB can be found at <http://www.cde.ca.gov/nclb/sr/tq/>.

Location of Classes	Percent of Classes In Core Academic Subjects	
	Taught by NCLB Compliant Teachers	Taught by Non-NCLB Compliant Teachers
This School	100.0	0.0
All Schools in District	100.0	0.0
High-Poverty Schools in District	0.0	0.0
Low-Poverty Schools in District	100.0	0.0

## Substitute Teacher Availability

This section provides information about the availability of qualified substitute teachers and the impact of any difficulties in this area on the school's instructional program.

Robert Down School has a sufficient, reliable, and prepared pool of substitute teachers. There has been no adverse educational impact from lack of qualified substitute teachers.

## Teacher Evaluation Process

This section provides information about the procedures and the criteria for teacher evaluations.

Evaluations for certificated staff is based on pupil progress towards standards of expected achievement, adherence to curricular objectives, instructional techniques and strategies, performance of professional and non-professional duties and responsibilities, and establishment and maintenance of a suitable learning environment. An additional criterion is defined in Section IX of master contract agreement between PGUSD and PGTA.

## V. Support Staff

### Academic Counselors and Other Support Staff

This table displays, in units of full-time equivalents (FTE), the number of academic counselors and other support staff who are assigned to the school and the average number of students per academic counselor. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Title	Number of FTE Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor	.4	361
Library Media Teacher (Librarian)		---
Library Media Services Staff (paraprofessional)		---
Psychologist	1.0	55
Social Worker		---
Nurse		---
Speech/Language/Hearing Specialist	1.0	30
Resource Specialist (non-teaching)	.5	10
Other		---

## VI. Curriculum and Instructional Materials

### Quality, Currency, and Availability of Textbooks and Instructional Materials

This table displays information about the quality, currency, and availability of the standards-aligned textbooks and other instructional materials used at the school, and information about the school's use of any supplemental curriculum or non-adopted textbooks or instructional materials.

Core Curriculum Area	Quality, Currency, and Availability of Textbooks and Instructional Materials	Percent of Pupils Who Lack Their Own Assigned Textbooks and Instructional Materials
Reading/Language Arts	Meets state standards	0
Mathematics	Meets state standards	0
Science	Textbook not on current state adopted list	0
History-Social Science	New adoption slated for 2006-07 school year	0
Foreign Language	NA	
Health	NA	
Science Laboratory Equipment (grades 9-12)	NA	

## VII. School Finances

### Expenditures Per Pupil and School Site Teacher Salaries (FY 2004-05)

This table displays a comparison of the school's per pupil expenditures from unrestricted (basic) sources with other schools in the district and throughout the state, and a comparison of the average teacher salary at the school site with average teacher salaries at the district and state levels. Detailed information regarding salaries can be found at the CDE Web site at <http://www.cde.ca.gov/ds/fd/ec/> and <http://www.cde.ca.gov/ds/fd/cs/>.

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Supplemental)	Expenditures Per Pupil (Basic)	Average Teacher Salary
School Site	\$6,471	\$1,114	\$5,357	\$80,512
District	---	---	\$2,183	\$65,891
Percent Difference - School Site and District	---	---	\$3,174	\$14,621
State	---	---	\$4,743	\$54,823
Percent Difference - School Site and State	---	---	\$614	\$25,689

## **Types of Services Funded**

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

Title I  
Teacher Professional Development  
Special Education  
GATE  
Safe and Drug Free Schools  
Artists In Residence  
School-based counseling  
Behavior Interventions  
Speech Therapy  
School Library  
PE  
Program  
School Computer Lab  
Vocal and Instrumental Music  
Phonemic Awareness Program for Primary Students  
DARE (Drug and Alcohol Resistance Education)  
Before School Tutorial Program- 3<sup>rd</sup>, 4<sup>th</sup>, 5<sup>th</sup> grades  
Occupational Therapy  
Friendship Group  
Big Buddy Program  
Peer Helpers  
Conflict Resolution  
Art Docent Program  
RTI- Response to Intervention  
After School Enrichment Classes- Art, Drama, Science, Foreign Lang, etc

## **Teacher and Administrative Salaries (Fiscal Year 2004-05)**

This table displays district-level salary information for teachers, principals, and superintendents, and compares these figures to the state averages for districts of the same type and size. The table also displays teacher and administrative salaries as a percent of a district's budget, and compares these figures to the state averages for districts of the same type and size. Detailed information regarding salaries can 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/salaries0405.asp>.

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$35,208	\$36,796
Mid-Range Teacher Salary	\$62,290	\$54,062
Highest Teacher Salary	\$77,511	\$68,679
Average Principal Salary (Elementary)	\$103,617	\$103,617
Average Principal Salary (Middle)	\$100,268	\$100,268
Average Principal Salary (High)	\$103,925	\$103,925
Superintendent Salary	\$161,606	\$121,387
Percent of Budget for Teacher Salaries	44.6	40.2
Percent of Budget for Administrative Salaries	4.9	5.8

## VIII. Student Performance

### California Standards Tests

The California Standards Tests (CST) show how well students are doing in relation to the state content standards. The CSTs include English-language arts and mathematics in grades 2 through 11; science in grades 4, 8, 9, 10, and 11; and history-social science in grades 8, 10, and 11.

Student scores are reported as performance levels. Detailed information regarding CST results for each grade and proficiency level, including the percent of students not tested, can be found at the CDE Web site at <http://star.cde.ca.gov>. Note: *To protect student privacy, scores are not shown when the number of students tested is 10 or less.*

### CST Results for All Students -- Three-Year Comparison

This table displays the percent of students achieving at the Proficient or Advanced level (meeting or exceeding the state standards).

Subject	School			District			State		
	2004	2005	2006	2004	2005	2006	2004	2005	2006
English-Language Arts	64	66	75	58	64	69	36	40	42
Mathematics	62	69	72	48	55	58	34	38	40
Science	57	65	61	56	56	55	25	27	35
History-Social Science				59	56	63	29	32	33

### CST Results by Student Group - Most Recent Year

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

Group	Percent of Students Scoring at Proficient or Advanced			
	English-Language Arts	Mathematics	Science	History-Social Science
African American	*	*	*	
American Indian or Alaska Native	*	*	*	
Asian	84	84	*	
Filipino	*	*		
Hispanic or Latino	56	56	*	
Pacific Islander	*	*		
White (Not Hispanic)	77	75	66	
Male	68	69	55	
Female	82	74	71	
Economically Disadvantaged	53	53	*	
English Learners	*	*		
Students with Disabilities	34	29	33	
Students Receiving Migrant Education Services				

## **Norm-Referenced Test (NRT)**

The norm-referenced test (NRT), currently the California Achievement Test, Sixth Edition (CAT/6), shows how well students are doing compared to students nationally in reading, language, spelling, and mathematics in grades 3 and 7 only. The results are reported as the percent of tested students scoring at or above the national average (the 50th percentile). Detailed information regarding NRT results for each grade level can be found at the CDE Web site at <http://star.cde.ca.gov/>. Note: To protect student privacy, scores are not shown when the number of students tested is 10 or less.

### **NRT Results for All Students -- Three Year Comparison**

This table displays the percent of students scoring at or above the national average (the 50th percentile) in reading and mathematics.

Subject	School			District			State		
	2004	2005	2006	2004	2005	2006	2004	2005	2006
<b>Reading</b>	69	75	65	70	65	71	43	41	42
<b>Mathematics</b>	70	79	77	71	70	75	51	52	53

### **NRT Results by Student Group -- Most Recent Year**

This table displays the percent of students, by group, scoring at or above the national average (the 50th percentile) in reading and mathematics for the most recent testing period.

Group	Percent of Students Scoring at or Above the National Average	
	Reading	Mathematics
<b>African American</b>		
<b>American Indian or Alaska Native</b>		
<b>Asian</b>	*	*
<b>Filipino</b>	*	*
<b>Hispanic or Latino</b>	*	*
<b>Pacific Islander</b>	*	*
<b>White (not Hispanic)</b>	67	79
<b>Male</b>	47	75
<b>Female</b>	86	79
<b>Economically Disadvantaged</b>	*	*
<b>English Learners</b>		
<b>Students with Disabilities</b>	45	36
<b>Students Receiving Migrant Education Services</b>		

### **California Physical Fitness Test Results**

The California Physical Fitness Test is administered to students in grades 5, 7, and 9 only. This table displays by grade level the percent of students meeting fitness standards (scoring in the healthy fitness zone on all six fitness standards) for the most recent testing period. Detailed information regarding the California Physical Fitness Test, and comparisons of a school's test results to the district and state levels, can 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	Percent of Students Meeting Fitness Standards
5	82%

## **IX. Accountability**

### **Academic Performance Index**

The Academic Performance Index (API) is an annual measure of the academic performance and progress of schools in California. API scores range from 200 to 1,000, with a statewide target of 800. Detailed information about the API can be found at the CDE Web site at <http://www.cde.ca.gov/ta/ac/api/>.

#### **API Ranks -- Three-Year Comparison**

This table displays the school's statewide and similar schools API ranks. The statewide API rank ranges from 1 to 10. A statewide rank of 1 means that the school has an API score in the lowest 10 percent of all schools in the state, while a statewide rank of 10 means that the school has an API score in the highest 10 percent of all schools in the state. The similar schools API rank reflects how a school compares to 100 statistically matched "similar schools." A similar schools rank of 1 means that the school's academic performance is comparable to the lowest performing 10 schools of the 100 similar schools, while a similar schools rank of 10 means that the school's academic performance is better than at least 90 of the 100 similar schools.

API Rank	2003-04	2004-05	2005-06
<b>Statewide</b>	9	9	9
<b>Similar Schools</b>	2	2	3

#### **API Changes by Student Group -- Three Year Comparison**

This table displays, by student group, the actual API changes in points added or lost for the past three years, and the most recent API score. Note: "N/A" means that the student group is not numerically significant.

Group	Actual API Change			API Score 2006
	2003-04	2004-05	2005-06	
<b>All Students at the School</b>	9	22	4	864
<b>African American</b>				
<b>American Indian or Alaska Native</b>				
<b>Asian</b>				
<b>Filipino</b>				
<b>Hispanic or Latino</b>				
<b>Pacific Islander</b>				
<b>White (not Hispanic)</b>	10	23	6	879
<b>Socioeconomically Disadvantaged</b>				
<b>English Learners</b>	--	--		
<b>Students with Disabilities</b>	--	--		

## Adequate Yearly Progress

The federal NCLB act requires that all schools and districts meet the following Adequate Yearly Progress (AYP) criteria:

- Participation rate on the state's standards-based assessments in English-language arts (ELA) and mathematics
- Percent proficient on the state's standards-based assessments in ELA and mathematics
- API as an additional indicator
- Graduation rate (for secondary schools)

Detailed information about AYP, including participation rates and percent proficient results by student group, can be found at the CDE Web site at <http://www.cde.ca.gov/ta/ac/ay/>.

## AYP Overall and by Criteria

This table displays an indication of whether the school and the district made AYP overall and whether the school and the district met each of the AYP criteria.

AYP Criteria	School	District
<b>Overall</b>	Yes	Yes
<b>Participation Rate - English-Language Arts</b>	Yes	Yes
<b>Participation Rate - Mathematics</b>	Yes	Yes
<b>Percent Proficient - English-Language Arts</b>	Yes	Yes
<b>Percent Proficient - Mathematics</b>	Yes	Yes
<b>API</b>	Yes	Yes
<b>Graduation Rate</b>	N/A	Yes

## Federal Intervention Program

Schools and districts receiving federal Title I funding enter Program Improvement (PI) if they do not make AYP for two consecutive years in the same content area (English-language arts or mathematics) or on the same indicator (API or graduation rate). After entering PI, schools and districts advance to the next level of intervention with each additional year that they do not make AYP. Detailed information about PI identification can be found at the CDE Web site at <http://www.cde.ca.gov/ta/ac/ay/>.

Indicator	School	District
<b>Program Improvement Status</b>	No	No
<b>First Year of Program Improvement Implementation</b>	N/A	N/A
<b>Year in Program Improvement</b>	N/A	N/A
<b>Number of Schools Currently in Program Improvement</b>	---	0
<b>Percent of Schools Currently in Program Improvement</b>	---	0.0

## X. School Completion and Postsecondary Preparation – Not Applicable

## XI. Instructional Planning and Scheduling

### School Instruction and Leadership

This section provides information about the structure of the school's instructional program and the experience of the school's leadership team.

The school's instructional program follows the framework of the state standards for each subject area and grade level. In collaboration among and between grade levels, skill development and mastery is embedded in each subject area.

Robert Down's leadership team is comprised of the principal and a representative from each grade level K-5 and one representative from the support services staff. The eight-member leadership team represents over 195 years of teaching experience. The leadership team meets monthly and provides input towards instructional programs and practices at Robert Down School.

### Professional Development

This section provides information about the program for training the school's teachers and other professional staff.

During the 2005-06 school year, all certificated staff participated in two days of professional development with a focus on student writing. Many of the staff attended workshops and in-services during the school year to further their growth as an educator. Staff is encouraged to share new and innovative ideas gathered at workshops with the entire staff at monthly staff meetings. Additional information about professional development can be secured through the district Curriculum Coordinator.

### Instructional Minutes

This table displays a comparison of the number of instructional minutes offered at the school to the state requirement for each grade level.

Grade Level	Instructional Minutes	
	Offered	State Requirement
K	40, 980	36,000
1	50, 250	50,400
2	53, 725	50,400
3	53, 725	50,400
4	53, 725	54,000
5	53, 725	54,000

### Minimum Days in School Year

This section provides information about the total number of days in the most recent school year that students attended school on a shortened day schedule and the reasons for the shortened day schedule.

During the 2005-06 school year, there were 12 minimum days with school dismissing at 12:10 PM. Eight of these days were for parent conferences and 4 for the days immediately preceding major holiday breaks. Every Thursday is an early release day for staff development and grade level collaboration. There were 35 early release Thursdays during the 2005-06 school year with a 1:55 PM Thursday dismissal for students.