



# Education

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# Education Issues

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A good education is an important part of a healthy community. A good education allows young people to make a positive contribution to their community, and it prepares them to become a constructive part of the labor force. This evaluation of San Luis Obispo County's education system is based on measures such as test scores, dropout rates, and preparedness for college. Enrollment in pre-school, substance abuse, and parental involvement in school also impact the strength of the educational community in San Luis Obispo.

In San Luis Obispo County, elementary, middle school, and high school students are required to take the STAR exams each year. These exams measure students' aptitude in six different subject areas. On average, students in San Luis Obispo County increased their scores slightly in spelling, language, reading, math, and social science. These scores have exceeded California's scores since 1998. Although San Luis Obispo's score in science remained above California's, it has not risen more than one point in the past five years.

San Luis Obispo high school graduates who have taken the SAT tests continue to score higher than the state average of 1006 despite the six-point decrease in scores for 2002 to 1064. Average scores for all high schools in San Luis Obispo County were higher than California's average score in 2002.

The four-year average dropout rate for the county (5.5%) has been decreasing for the past decade and has never exceeded the California dropout rate. Dropout rates for all ethnicities stayed well below the rates for California in the 2001 school year. Low dropout rates signal a commitment to education in the youth of San Luis Obispo County. In addition, Cuesta College's entrance exams show those who graduate to be fairly well prepared for college. After a slight decrease in 2001, the percentage of

incoming students from San Luis Obispo to Cuesta College with college-level skills in language rebounded four percent to 67%. This is similar to the percent of all incoming students with college-level language skills (68%). The San Luis Obispo percentage of students with college-level math skills has continued to increase, reaching 81%. Students possessing college-level skills attest to the quality of their pre-college education, and may have a smoother transition into college.

The quality of education cannot be solely based on percentages and test scores. One must also consider the factors that affect the education system as a whole. For example, substance abuse can severely hamper a child's ability to learn. An alarming 42% of 8<sup>th</sup> graders, 64% of 10<sup>th</sup> graders, and 73% of 12<sup>th</sup> graders reported having drunk any alcohol in the last 12 months. Although these numbers have stayed constant since 1999, over half of seniors in high school reported being drunk in the last 12 months in 2001, and over one-third had used marijuana.

Parents' involvement in their child's education shows an interest in their child's future. Parents can encourage good study habits and an interest in learning. Over 55% of parents with children in school reported participating often in activities at their child(ren)'s schools in 2003. In addition, 25% of parents with children younger than 5 years old reported reading to them more than 10 hours per week in 2003.

In San Luis Obispo County, Head Start programs provide low-income families with quality health and educational services for their children. Enrollment in Head Start pre-school programs dropped to 410 in 2002, but there is a new program for 0-3 year olds. The program is not yet operational, but it will permit more children from low-income families to get an early start to their education.

In a typical week, how many times do you or other adults in your household read to your child or children? (asked of those with children age 5 or under)

	<b>2001</b>	<b>2003</b>
Number of Respondents	79	94
<b>Response</b>	<b>Percent</b>	<b>Percent</b>
None	2.5	10.6
1-2	7.6	8.5
3-5	31.6	26.6
6-10	30.4	26.6
More than 10	27.8	25.5
Don't Know	na	1.1
No Response	na	1.1
Total	100	100

In the past year, have you taken part in any parent or family education programs or classes? (asked of those with children age 5 or under)

	<b>2001</b>	<b>2003</b>
Number of Respondents	78	94
<b>Response</b>	<b>Percent</b>	<b>Percent</b>
Yes	38.5	42.6
No	61.5	56.4
Don't Know	na	1.1
Total	100.0	100.0

How often do you participate in activities in your child(ren)'s school(s) (educational and extra curricular activities)- Often, Sometimes, or Never?

#### Elementary School

	<b>1999</b>	<b>2001</b>	<b>2003</b>
Number of Respondents	116	109	85
<b>Response</b>	<b>Percent</b>	<b>Percent</b>	<b>Percent</b>
Often	56.9	67.0	58.8
Sometimes	32.8	27.5	38.8
Never	10.3	5.5	2.4
Total	100.0	100.0	100.0

#### Middle School

	<b>1999</b>	<b>2001</b>	<b>2003</b>
Number of Respondents	46	47	28
<b>Response</b>	<b>Percent</b>	<b>Percent</b>	<b>Percent</b>
Often	43.5	57.4	53.6
Sometimes	41.3	36.2	42.9
Never	15.2	6.4	3.6
Total	100	100	100.0

#### High School

	<b>1999</b>	<b>2001</b>	<b>2003</b>
Number of Respondents	57	82	7
<b>Response</b>	<b>Percent</b>	<b>Percent</b>	<b>Percent</b>
Often	29.8	63.4	71.4
Sometimes	45.6	24.4	14.3
Never	24.6	12.2	14.3
Don't Know	na	na	1.7
Total	100	100	100

Source: 1999, 2001, and 2003 ACTION for Healthy Communities, Telephone Survey.

Note: Due to the way this question was posed to respondents, 1999 and 2001 results are not comparable.

## Enrollment in Head Start Programs

<b>EOC Head Start</b>	<b>1999-00</b>	<b>2000-01</b>	<b>2001-02</b>	<b>2002-03</b>
Enrollment	412	420	506	410
Waiting List:				
3-year-olds	0	26	120	119
4-year-olds	0	34	55	88
5-year-olds	0	2	0	2

<b>EOC Early Head Start</b>	<b>2002-03</b>
Enrollment	38
Waiting list:	
0-3 year-olds	20

<b>Migrant/Seasonal Head Start Program</b>	<b>1999-00</b>	<b>2000-01</b>	<b>2001-02</b>	<b>2002-03</b>
Enrollment	25	0	14	12
Waiting list:				
3-year-olds	1	0	0	1
4-year-olds	1	4	0	1
5-year-olds	0	9	0	0

Source: Economic Opportunity Commission(EOC).

Note: EOC Head Start and Early Head Start are federally-funded child and family development programs for low-income children aged 0-5 years. The Early Head Start program was new in 2002-2003. There are 76 slots funded. One center has 8 slots; 8 slots are in family childcare homes; and 60 slots are in the home-base program, which is not yet fully operational. The waiting list is for both center and home-base slots. Migrant/Seasonal Head Start is a federally-funded child and family development program for children aged 0-5 years whose families are migrant or seasonal farm workers. In San Luis Obispo County, most families in agriculture are settled out, not migrating, so only one center is open for the 2003-04 season.

## Percent of English Learner (EL) Students by District

<b>District</b>	<b>1998-99</b>	<b>1999-00</b>	<b>2000-01</b>	<b>2001-02</b>
Atascadero USD	1.4	1.8	1.4	2.4
Cambria Union Elementary	0.0	0.0	0.0	0.0
Cayucos Elementary SD	5.4	6.4	5.6	6.3
Coast USD	16.5	17.6	17.7	17.8
Lucia Mar USD	12.0	12.1	9.4	11.9
Paso Robles Joint USD	14.8	16.5	16.9	18.6
Pleasant Valley Joint USD	6.5	6.1	11.0	8.8
San Luis Coastal USD	4.7	5.2	5.4	6.3
San Luis Obispo Co. Office of Ed.	2.5	3.7	1.6	4.6
San Miguel Joint Union Elem. SD	4.6	9.9	12.1	10.3
Shandon Joint SD	19.8	15.6	16.0	28.2
Templeton USD	3.7	4.1	4.3	0.4
<b>San Luis Obispo County</b>	<b>8.3</b>	<b>8.8</b>	<b>8.2</b>	<b>9.9</b>
<b>State</b>	<b>24.7</b>	<b>24.9</b>	<b>25.0</b>	<b>25.4</b>

Source: California Department of Education, DataQuest

Note: EL students are those students for whom there is a primary language other than English on the state-approved Home Language Survey and who, on the basis of the state approved oral language (grades K-12) assessment procedures and including literacy (grades 3-12 only), have been determined to lack the clearly defined English language skills of listening comprehension, speaking, reading, and writing necessary to succeed in the school's regular instructional programs.

Does your child(ren) have enough activities after school and on weekends (including recreational and cultural\*)?

#### Elementary School

	<b>1999</b>	<b>2001</b>	<b>2003</b>
Number of Respondents	117	106	37
<b>Response</b>	<b>Percent</b>	<b>Percent</b>	<b>Percent</b>
Yes	86.3	86.8	70.3
No	13.7	13.2	29.7
Total	100	100	100

#### Middle School

	<b>1999</b>	<b>2001</b>	<b>2003</b>
Number of Respondents	45	48	28
<b>Response</b>	<b>Percent</b>	<b>Percent</b>	<b>Percent</b>
Yes	77.8	87.5	71.4
No	22.2	8.3	28.6
Total	100	100	100

#### High School

	<b>1999</b>	<b>2001</b>	<b>2003</b>
Number of Respondents	58	83	14
<b>Response</b>	<b>Percent</b>	<b>Percent</b>	<b>Percent</b>
Yes	84.5	84.3	64.3
No	15.5	14.5	35.7
Total	100	100	100.0

Source: 1999, 2001, and 2003 ACTION for Healthy Communities, Telephone Surveys.

Note: The word "cultural" was added to this question in the 2003 ACTION Telephone Survey.

How serious would you say the alcohol and drug abuse problem is at your chil(ren)'s school?

#### Elementary School Parents

	<b>1999</b>	<b>2001</b>	<b>2003</b>
Number of Respondents	117	104	82
<b>Response</b>	<b>Percent</b>	<b>Percent</b>	<b>Percent</b>
Very serious	9.4	5.8	54.9
Somewhat serious	14.5	13.5	6.1
Not at all serious	64.1	68.3	39.1
Total	100	100.1	100

#### Middle School Parents

	<b>1999</b>	<b>2001</b>	<b>2003</b>
Number of Respondents	46	47	26
<b>Response</b>	<b>Percent</b>	<b>Percent</b>	<b>Percent</b>
Very serious	26.1	8.5	11.5
Somewhat serious	30.4	46.8	53.9
Not at all serious	34.8	23.4	34.6
Total	100	100	100.0

#### High School Parents

	<b>1999</b>	<b>2001</b>	<b>2003</b>
Number of Respondents	58	80	14
<b>Response</b>	<b>Percent</b>	<b>Percent</b>	<b>Percent</b>
Very serious	41.4	28.7	14.3
Somewhat serious	41.1	50	71.4
Not at all serious	15.5	13.8	14.3
Total	99.7	100	100

<b>NPR* of "Average" Student- Reading</b>	<b>1998</b>	<b>1999</b>	<b>2000</b>	<b>2001</b>	<b>2002</b>
Atascadero USD	61.6	61.6	63.1	63.0	67
Cayucos Elementary District	69.4	67.1	69.7	75.4	86.6
Coast USD	53.4	55.3	58.0	60.7	60.9
Lucia Mar USD	54.1	53.3	56.2	56.3	57.8
Paso Robles Joint USD	45.7	45.0	46.1	49.3	52.7
San Luis Coastal USD	67.0	66.4	66.4	68.7	73.0
San Miguel Joint USD	51.3	48.3	56.6	53.3	55.6
Shandon Joint USD	27.4	31.1	37.6	38.4	41.5
Templeton USD	58.2	63.2	62.6	63.1	69.3
<b>San Luis Obispo County</b>	<b>57.2</b>	<b>56.9</b>	<b>58.2</b>	<b>59.1</b>	<b>62.1</b>
<b>California</b>	<b>38.6</b>	<b>40.2</b>	<b>42.6</b>	<b>43.6</b>	<b>44.5</b>

<b>NPR* of "Average" Student- Math</b>	<b>1998</b>	<b>1999</b>	<b>2000</b>	<b>2001</b>	<b>2002</b>
Atascadero USD	61.4	64.5	68.3	69.5	72.9
Cayucos Elementary District	65.4	64.1	68.6	77.6	76.7
Coast USD	46.1	55.8	60.7	66.4	66.2
Lucia Mar USD	56.6	58.6	63.8	64.4	65.6
Paso Robles Joint USD	47.2	49.0	56.9	59.1	63.2
San Luis Coastal USD	67.3	69.8	72.2	75.4	69.7
San Miguel Joint USD	57.3	61.7	66.1	60.7	63.6
Shandon Joint USD	35.0	40.8	46.9	44.0	44.2
Templeton USD	54.8	63.2	64.4	65.2	69.8
<b>San Luis Obispo County</b>	<b>57.9</b>	<b>60.7</b>	<b>65.1</b>	<b>66.8</b>	<b>68.7</b>
<b>California</b>	<b>44.2</b>	<b>47.9</b>	<b>52.6</b>	<b>54.4</b>	<b>54.6</b>

Source: California Department of Education, 2003 (<http://star.cde.ca.gov/star2002/>)

\*Note: The Standardized Testing and Reporting (STAR) program has used the Stanford Achievement Test Series, Ninth Edition, Form T (Stanford 9) since its inception. The Stanford 9 is a multiple-choice test that allows comparisons to a national sample of students.

\*NPR is National Percentile Ranking. NPR's shown here are simple averages of NPR scored for each grade level tested (not weighted by number of children taking test in each grade). National Median Score is 50. Test is administered before Spring of each year listed. Students in grades 2-8 were tested in reading, math, language, and spelling. Students in grades 9-11 also took tests in science and social science, but not spelling.

# Test Scores-STAR, continued

## STAR Test Scores- District, County, and State, Continued

<b>NPR* of "Average" Student- Language</b>	<b>1998</b>	<b>1999</b>	<b>2000</b>	<b>2001</b>	<b>2002</b>
Atascadero USD	63.4	64.2	67.9	67.7	71.8
Cayucos Elementary District	66.6	64.7	70.3	73.7	78.4
Coast USD	54.7	57.4	61.3	65.0	65.2
Lucia Mar USD	57.4	56.7	60.1	60.4	63.4
Paso Robles Joint USD	49.2	50.3	54.0	55.7	60.9
San Luis Coastal USD	66.6	66.9	68.5	70.7	75.5
San Miguel Joint USD	50.3	49.4	57.3	50.9	56.0
Shandon Joint USD	33.9	34.7	43.2	44.9	45.3
Templeton USD	60.6	66.7	66.8	66.9	76.6
<b>San Luis Obispo County</b>	<b>59.1</b>	<b>59.6</b>	<b>62.4</b>	<b>63.3</b>	<b>67.4</b>
<b>California</b>	<b>43.6</b>	<b>46.1</b>	<b>49.3</b>	<b>51.0</b>	<b>53.0</b>

<b>NPR* of "Average" Student- Spelling</b>	<b>1998</b>	<b>1999</b>	<b>2000</b>	<b>2001</b>	<b>2002</b>
Atascadero USD	53.9	54.1	56.9	56.7	58.7
Cayucos Elementary District	54.6	55.1	56.4	62.6	75.7
Coast USD	39.9	43.1	45.9	50.4	50.7
Lucia Mar USD	46.7	45.9	52.1	52.9	54.3
Paso Robles Joint USD	37.6	37.9	43.3	45.6	48.1
San Luis Coastal USD	58.0	58.6	61.0	63.1	64.3
San Miguel Joint USD	40.3	41.9	46.3	46.3	45.1
Shandon Joint USD	32.4	33.3	40.9	44.7	43.0
Templeton USD	50.3	56.7	57.0	60.1	64.1
<b>San Luis Obispo County</b>	<b>49.0</b>	<b>49.4</b>	<b>53.6</b>	<b>55.0</b>	<b>56.4</b>
<b>California</b>	<b>38.3</b>	<b>41.3</b>	<b>45.3</b>	<b>48.1</b>	<b>49.9</b>

Source: California Department of Education, 2003 (<http://star.cde.ca.gov/star2002/>)

\*Note: The Standardized Testing and Reporting (STAR) program has used the Stanford Achievement Test Series, Ninth Edition, Form T (Stanford 9) since its inception. The Stanford 9 is a multiple-choice test that allows comparisons to a national sample of students.

<b>NPR* of "Average" Student- Science</b>	<b>1998</b>	<b>1999</b>	<b>2000</b>	<b>2001</b>	<b>2002</b>
Atascadero USD	60.0	63.7	64.3	63.7	66.7
Cayucos Elementary District	–	–	–	–	–
Coast USD	52.3	54.0	60.3	58.0	53.7
Lucia Mar USD	52.0	53.7	54.0	54.0	50.7
Paso Robles Joint USD	50.0	50.3	50.0	50.3	52.3
San Luis Coastal USD	66.0	61.7	61.3	65.0	68.3
San Miguel Joint USD	–	–	–	–	–
Shandon Joint USD	36.0	37.7	32.7	38.3	33.3
Templeton USD	61.0	65.7	67.3	68.0	67.7
<b>San Luis Obispo County</b>	<b>56.7</b>	<b>56.7</b>	<b>57.0</b>	<b>57.3</b>	<b>57.3</b>
<b>California</b>	<b>43.7</b>	<b>44.7</b>	<b>45.3</b>	<b>45.0</b>	<b>43.3</b>

<b>NPR* of "Average" Student- Social Science</b>	<b>1998</b>	<b>1999</b>	<b>2000</b>	<b>2001</b>	<b>2002</b>
Atascadero USD	60.7	61.7	61.3	60.3	65.7
Cayucos Elementary District	–	–	–	–	–
Coast USD	54.3	52.7	59.3	61.3	58.0
Lucia Mar USD	51.3	56.0	55.3	55.7	56.3
Paso Robles Joint USD	55.7	54.3	54.0	53.3	58.0
San Luis Coastal USD	68.0	63.7	62.3	64.7	70.3
San Miguel Joint USD	–	–	–	–	–
Shandon Joint USD	31.3	29.3	31.7	35.0	34.7
Templeton USD	61.7	64.3	63.0	67.0	70.3
<b>San Luis Obispo County</b>	<b>58.3</b>	<b>58.0</b>	<b>57.0</b>	<b>58.0</b>	<b>61.0</b>
<b>California</b>	<b>44.7</b>	<b>45.3</b>	<b>46.3</b>	<b>46.7</b>	<b>47.3</b>

Source: California Department of Education, 2003 (<http://star.cde.ca.gov/star2002/>)

\*Note: The Standardized Testing and Reporting (STAR) program has used the Stanford Achievement Test Series, Ninth Edition, Form T (Stanford 9) since its inception. The Stanford 9 is a multiple-choice test that allows comparisons to a national sample of students.

	2000	2001	2001	2001 Similar	2000-2001
Elementary Schools	API	API	Statewide	Schools	Change
			Decile	Decile	
Bauer/Speck Elementary	669	687	5	3	18
Baywood Elementary	801	808	9	7	7
Bishop's Peak Elementary	858	864	10	7	6
Branch Elementary	822	815	9	71	-7
Brown (Georgia) Elementary	550	557	2	2	7
Butler (Pat) Elementary	762	773	8	3	11
Cambria Elementary	716	750	7	6	34
Cayucos Elementary	811	826	9	8	15
Dana Elementary	649	671	5	2	22
Del Mar Elementary	769	803	8	8	34
Grover Beach Elementary	667	696	6	8	29
Grover Heights Elementary	734	721	6	5	-13
Harloe Elementary	796	823	9	10	27
Hawthorne Elementary	715	774	8	9	59
Larsen (Lillian) Elementary	736	724	6	5	-12
Los Ranchos Elementary	868	864	10	5	-4
Monarch Grove Elementary	858	877	10	10	19
Monterey Road Elementary	811	825	9	6	14
Morro Elementary	764	797	8	10	33
Nipomo Elementary	668	664	5	5	-4
North Oceano Elementary	648	668	5	5	20
Ocean View Elementary	812	848	10	8	36
Oceano Elementary	na	603	3	5	na
Pacheco Elementary	678	701	6	6	23
Peterson (Virginia) Elementary	705	696	6	1	-9
Pifer (Winifred) Elementary	715	708	6	4	-7
San Benito Elementary	797	808	9	9	11
San Gabriel Elementary	794	793	8	3	-1
Santa Margarita Elementary	812	788	8	1	-24
Santa Rosa Road	764	773	8	5	9
Academic Academy					
Shell Beach Elementary	824	820	9	5	-4
Sinsheimer Elementary	855	852	10	6	-3
Smith (C. L.) Elementary	797	777	8	5	-20
Sunnyside Elementary	739	771	8	8	32
Teach Elementary	935	945	10	10	10
Templeton Elementary	797	831	9	9	34
Vineyard Elementary	766	782	8	3	16

Source: California Department of Education, 2002; Dataquest

Note: API scores are out of a possible 1000 points. See additional explanation on next page.

# Academic Performance Index, continued

	2000	2001	2001	2001 Similar	2000-2001
<b>Middle Schools</b>	<b>API</b>	<b>API</b>	<b>Statewide</b>	<b>Schools</b>	<b>2000-2001</b>
			<b>Decile</b>	<b>Decile</b>	<b>Change</b>
Atascadero Junior High	765	761	8	2	-4
Flamson (George H.) Middle	619	675	6	3	56
Judkins (Frances) Middle	753	770	8	10	17
Laguna Middle	830	838	10	8	8
Lewis (Daniel) Middle	689	742	8	6	53
Los Osos Middle	784	783	9	6	-1
Mesa Middle	756	732	7	9	-24
Paulding (Ruth) Middle	778	777	8	7	-1
Santa Lucia Middle	763	774	8	9	11
Templeton Middle	760	753	8	2	-7

	2000	2001	2001	2001 Similar	2000-2001
<b>High Schools</b>	<b>API</b>	<b>API</b>	<b>Statewide</b>	<b>Schools</b>	<b>2000-2001</b>
			<b>Decile</b>	<b>Decile</b>	<b>Change</b>
Arroyo Grande High	702	707	8	7	5
Atascadero High	776	763	9	10	-13
Coast Union High	728	730	9	9	2
Morro Bay High	743	752	9	7	9
Paso Robles High	686	689	7	8	3
San Luis Obispo High	747	780	10	4	33
Shandon High	544	554	3	6	10
Templeton High	763	755	9	8	-8

Source: California Department of Education, 2003; Dataquest (<http://data1.cde.ca.gov/>)

Note: The 2002 Base API, reported in February 2003, incorporates the results of two types of assessment that were part of California's Standardized Testing and Reporting (STAR) program: (1) the Stanford 9, all content areas and (2) the California Standards Tests in English-Language Arts, Mathematics, and Social Science and the 2002 Base API includes the results of the California High School Exit Examination. The CST Math, CST SS, and CAHSEE are new indicators added to the API beginning with the 2002 API Base. It is on a scale of 200 to 1000. A rank of 10 is the highest and 1 is the lowest. They are also ranked in deciles by school type when compared to schools with similar characteristics, including mobility, ethnicity, socioeconomic status and proportion of credentialed teachers. They are also ranked in deciles by school type when compared to schools with similar characteristics, including mobility, ethnicity, socioeconomic status and proportion of credentialed teachers.

## % of Tested Students Scoring in "Healthy Fitness Zone"

Grade 5	1999		2002	
	San Luis	Obispo	San Luis	California
<b>Physical Fitness Tasks</b>				
Flexibility	63.1	70.8	70.8	63.7
Aerobic Capacity	59.6	67.7	67.7	56.6
Body Composition	76.3	76.5	76.5	66.3
Abdominal Strength	80.0	80.9	80.9	78.3
Trunk Extension Strength	86.4	89.4	89.4	84.2
Upper Body Strength	56.4	68.3	68.3	62.6
<b>Grade 7</b>				
Flexibility	77.8	73.0	73.0	69.4
Aerobic Capacity	75.9	70.1	70.1	57.7
Body Composition	80.1	71.1	71.1	66.4
Abdominal Strength	94.0	87.0	87.0	80.8
Trunk Extension Strength	95.2	87.2	87.2	86.5
Upper Body Strength	60.6	68.0	68.0	62.3
<b>Grade 9</b>				
Flexibility	78.7	79.1	79.1	65.6
Aerobic Capacity	67.7	58.4	58.4	47.6
Body Composition	75.3	70.1	70.1	64.8
Abdominal Strength	89.8	85.0	85.0	77.9
Trunk Extension Strength	89.4	85.4	85.4	79.9
Upper Body Strength	66.8	60.5	60.5	61.2

Source: California Department of Education web site: [www.eddataonline.com/fitness/](http://www.eddataonline.com/fitness/), 2002

The Fitnessgram uses criterion-referenced standards to evaluate fitness performance. The standards were established by the Cooper Institute for Aerobics Research to represent a level of fitness that offers some degree of protection against diseases that result from sedentary living. Findings from current research based on the United States national norms have been used as the basis for establishing Fitnessgram standards.

Performance is classified into two general areas: "in the healthy fitness zone (HFZ)", and "not in the HFZ." For a list of the standards for the HFZ, see [www.eddataonline.com/fitness/appendix1.htm](http://www.eddataonline.com/fitness/appendix1.htm). Students scoring above the HFZ are reported as meeting the standard (falling within the HFZ).

## Students Referred to School Attendance Review Board

District	1998-99	2002-03	1999-2002 % Change	2002-03
				Expulsions as % of Student Population
Lucia Mar Unified	95	72	-24.2	0.66
San Luis Coastal Unified	44	15	-65.9	0.19
Atascadero Unified	50	13	-74.0	0.22
Paso Robles Joint Unified	82	0	-100.0	0.00
Total	271	100	-63.1	0.31

## Students Identified as Title 1\*

District	1998-99	2002-03	1999-2002 % Change	2002-03
				Expulsions as % of Student Population
Lucia Mar Unified	2,824	4,007	41.8	36.7
San Luis Coastal Unified	2,152	1,245	-42.1	15.7
Atascadero Unified	482	770	59.8	13.3
Paso Robles Joint Unified	1,025	2,767	106.9	40.1
Total	6,483	7,544	16.4	21.2

Source: Children's Services Network, 2003.

## Students Expelled

District	1998-99	2000-01	2002-03	2001-02 % Change	2002-03
					Expulsions as % of Student Population
Lucia Mar Unified	20	104	57	-45.2	0.52
San Luis Obispo Coastal Unified	12	26	14	-46.2	0.18
Atascadero Unified	4	9	7	-22.2	0.12
Paso Robles Joint Unified	14	45	8	-82.2	0.12
Total of Four Districts	50	184	86	-53.3	0.27

Source: California Department of Education, 2003; Dataquest

Note: Calculation of Expulsions as a percent of the Student Population equals (Grand Total number of Expulsions in 2002-03) / (district's total enrollment). The number shown for "Total" equals (sum of all expulsions) / (sum of all enrollments).

\*Title 1 is a federal program for children in need of additional instruction in reading and math.

Percent of UC/CSU- eligible Graduates

<b>District</b>	<b>1996-97</b>	<b>1997-98</b>	<b>1998-99</b>	<b>1999-00</b>	<b>2000-01</b>	<b>2001-02</b>
Atascadero Unified	46.4	52.4	51.0	46.8	45.8	46.1
Coast Unified	41.8	33.8	57.8	36.4	46.1	47.7
Coast Union High	NA	NA	NA	NA	NA	53.9
Lucia Mar Unified	26.2	28.6	28.9	29.1	24.3	31.3
Paso Robles Joint Unified	34.4	41.5	43.9	27.1	22.1	29.6
San Luis Coastal Unified	46.3	36.5	40.2	35.8	43.3	33.0
Shandon Joint Unified	52.6	17.4	15.0	41.9	36.4	57.5
Templeton Unified	65.0	52.5	39.3	39.3	44.0	28.6
County Totals	39.7	37.1	37.8	33.8	33.0	39.7
State Totals	36.0	36.6	35.6	34.8	35.6	34.7

## High School Graduates by District

**Atascadero Unified**

<b>School District</b>	<b>1995-96</b>	<b>1996-97</b>	<b>1997-98</b>	<b>1998-99</b>	<b>1999-00</b>	<b>2000-01</b>
Atascadero High	305	310	322	352	345	360
West Mall Alternative	NA	11	0	4	14	16
Westside Continuation High	NA	21	12	14	16	23
Oak Hills(continuation)	37	29	23	7	0	0
District Total	342	371	357	377	375	499

**Paso Robles School**

<b>District</b>	<b>1995-96</b>	<b>1996-97</b>	<b>1997-98</b>	<b>1998-99</b>	<b>1999-00</b>	<b>2000-01</b>
Paso Robles High	301	322	316	337	346	410
Liberty High (continuation)	23	21	14	16	22	12
District Total	324	343	330	353	376	430

**Templeton School**

<b>District</b>	<b>1995-96</b>	<b>1996-97</b>	<b>1997-98</b>	<b>1998-99</b>	<b>1999-00</b>	<b>2000-01</b>
Templeton High	88	116	106	124	136	122
Templeton Independent	NA	35	44	35	26	42
District Total	88	117	141	168	173	150

**Shandon School District**

<b>School District</b>	<b>1995-96</b>	<b>1996-97</b>	<b>1997-98</b>	<b>1998-99</b>	<b>1999-00</b>	<b>2000-01</b>
Shandon High School	19	19	23	20	31	22

Source: California Department of Education, 2003; Dataquest

Note: Information in the previous ACTION publication listed 1996-1999 data one year behind. This error has been corrected in this edition.

# High School Graduation, continued

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## San Luis Costal Unified

School District	1995-96	1996-97	1997-98	1998-99	1999-00	2000-01
San Luis Obispo High	238	285	285	286	358	390
Pacific Beach Continuation High	39	27	35	34	25	23
Morro Bay High	195	176	217	195	186	195
San Luis Obispo Coastal Special Education	2	2	0	2	7	0
District Total	472	490	537	517	576	608

## Coast Unified

School District	1995-96	1996-97	1997-98	1998-99	1999-00	2000-01
Coast Union High	68	71	59	78	94	69
Leffingwell Continuation High	7	8	6	12	16	7
District Total	75	79	65	90	110	76

## Lucia Mar Unified

School District	1995-96	1996-97	1997-98	1998-99	1999-00	2000-01
Arroyo Grande High	433	452	520	521	501	602
Lopez Continuation High	65	82	75	75	59	70
District Total	498	534	595	596	560	672

Grand Total	1995-96	1996-97	1997-98	1998-99	1999-00	2000-01
San Luis Obispo County	1,828	1,953	2,128	2,225	2,284	2,410

# B13

## High School Graduates, by Ethnicity

### Atascadero Unified

School District	1996-97	1997-98	1998-99	1999-00	2000-01	2001-02
Caucasian	333	319	312	342	351	351
Hispanic	28	23	29	33	40	28
Asian	6	9	7	5	2	8
African American	3	5	8	4	3	4
Filipino	1	1	3	1	3	4
Native American	0	0	3	1	3	2
Pacific Islander	0	0	1	1	0	0
Total	371	357	363	387	402	397

### Paso Robles Unified

School District	1996-97	1997-98*	1998-99	1999-00	2000-01	2001-02
Caucasian	272	253	271	270	301	298
Hispanic	53	60	68	77	104	57
Asian	4	6	7	10	6	13
African American	9	7	6	18	11	17
Filipino	0	0	0	0	2	3
Native American	3	4	0	1	0	2
Pacific Islander	2	0	1	0	1	0
Total	343	330	353	376	430	423

### Templeton Unified

School District	1996-97	1997-98	1998-99	1999-00	2000-01	2001-02
Caucasian	99	118	145	154	150	167
Hispanic	11	18	14	15	8	12
Asian	0	1	1	0	1	3
African American	1	1	1	2	2	2
Filipino	2	0	1	1	0	4
Native American	4	3	4	1	1	3
Pacific Islander	0	0	2	0	1	1
Total	117	141	168	173	150	192

Source: California Department of Education, 2003; Dataquest

\*Note: This column contained incorrect information in the 2001 ACTION publication. The data has been corrected.

## B13

# High School Graduates, by Ethnicity, continued

<b>Shandon Unified School District</b>	<b>1996-97</b>	<b>1997-98</b>	<b>1998-99</b>	<b>1999-00</b>	<b>2000-01</b>	<b>2001-02</b>
Caucasian	13	18	10	18	15	5
Hispanic	5	5	9	13	6	9
Asian	0	0	0	0	0	0
African American	0	0	1	0	0	0
Filipino	0	0	0	0	1	0
Native American	1	0	0	0	0	0
Pacific Islander	0	0	0	0	0	0
<b>Total</b>	<b>19</b>	<b>23</b>	<b>20</b>	<b>31</b>	<b>22</b>	<b>14</b>

## San Luis Coastal Unified

<b>School District</b>	<b>1996-97</b>	<b>1997-98</b>	<b>1998-99</b>	<b>1999-00</b>	<b>2000-01</b>	<b>2001-02</b>
Caucasian	420	459	437	472	526	458
Hispanic	35	42	49	50	50	50
Asian	17	16	10	26	15	14
African American	4	12	6	10	8	7
Filipino	10	3	10	13	3	7
Native American	4	2	2	5	2	3
Pacific Islander	0	2	2	0	2	0
<b>Total</b>	<b>490</b>	<b>537</b>	<b>517</b>	<b>576</b>	<b>608</b>	<b>541</b>

<b>Coast Unified School District</b>	<b>1996-97</b>	<b>1997-98</b>	<b>1998-99</b>	<b>1999-00</b>	<b>2000-01</b>	<b>2001-02</b>
Caucasian	65	58	74	94	63	66
Hispanic	10	6	12	16	10	14
Asian	2	1	2	0	2	4
African American	1	0	1	0	0	0
Filipino	0	0	0	0	0	0
Native American	0	0	1	0	0	0
Pacific Islander	1	0	0	0	1	2
<b>Total</b>	<b>79</b>	<b>65</b>	<b>90</b>	<b>110</b>	<b>76</b>	<b>86</b>

Source: California Department of Education, 2003; Dataquest.

**B13**

# High School Graduates, by Ethnicity, continued

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**Lucia Mar Unified**

<b>School District</b>	<b>1996-97</b>	<b>1997-98</b>	<b>1998-99</b>	<b>1999-00</b>	<b>2000-01</b>	<b>2001-02</b>
Caucasian	387	431	403	397	477	472
Hispanic	117	134	150	133	151	184
Asian	11	8	16	7	10	10
African American	6	6	8	6	9	5
Filipino	9	10	11	12	18	12
Native American	3	6	5	4	6	4
Pacific Islander	1	0	3	1	1	4
<b>Total</b>	<b>534</b>	<b>595</b>	<b>596</b>	<b>560</b>	<b>672</b>	<b>691</b>

<b>Paso Robles High School</b>	<b>1997</b>	<b>1998</b>	<b>1999</b>	<b>2000</b>	<b>2001</b>	<b>2002</b>
12th Grade Enrollment	394	334	388	384	436	405
Students Tested	143	132	156	139	159	156
% Tested	36.3	39.5	40.2	36.2	36.5	38.5
Average Verbal Score	524	507	506	522	504	502
Average Math Score	527	521	515	516	511	509
<b>Average Total Score</b>	<b>1,051</b>	<b>1,028</b>	<b>1,021</b>	<b>1,038</b>	<b>1,015</b>	<b>1,011</b>

<b>Atascadero High School</b>	<b>1997</b>	<b>1998</b>	<b>1999</b>	<b>2000</b>	<b>2001</b>	<b>2002</b>
12th Grade Enrollment	326	355	367	373	398	389
Students Tested	136	142	162	155	155	152
% Tested	41.7	40	44.1	41.6	38.9	39.1
Average Verbal Score	522	536	532	532	549	537
Average Math Score	529	547	550	536	552	539
<b>Average Total Score</b>	<b>1,051</b>	<b>1,083</b>	<b>1,082</b>	<b>1,068</b>	<b>1,101</b>	<b>1,076</b>

<b>Templeton High School</b>	<b>1997</b>	<b>1998</b>	<b>1999</b>	<b>2000</b>	<b>2001</b>	<b>2002</b>
12th Grade Enrollment	133	173	130	149	132	165
Students Tested	50	47	59	77	60	70
% Tested	37.6	27.2	45.4	51.7	45.5	42.4
Average Verbal Score	516	488	507	531	520	525
Average Math Score	494	478	485	524	512	521
<b>Average Total Score</b>	<b>1,010</b>	<b>966</b>	<b>992</b>	<b>1,055</b>	<b>1,032</b>	<b>1,046</b>

Source: California Department of Education, 2003; Dataquest.

Note: Total possible SAT score is 1600.

## B14

## Test Scores- SAT, continued

## SAT Scores by School

<b>San Luis Obispo High School</b>	<b>1997</b>	<b>1998</b>	<b>1999</b>	<b>2000</b>	<b>2001</b>	<b>2002</b>
12th Grade Enrollment	302	301	311	384	404	335
Students Tested	174	165	180	207	236	182
% Tested	57.6	54.8	57.9	53.9	58.4	54.3
Average Verbal Score	566	560	554	558	545	543
Average Math Score	578	550	572	560	555	561
<b>Average Total Score</b>	<b>1,144</b>	<b>1,110</b>	<b>1,126</b>	<b>1,118</b>	<b>1,100</b>	<b>1,104</b>

<b>Morro Bay High School</b>	<b>1997</b>	<b>1998</b>	<b>1999</b>	<b>2000</b>	<b>2001</b>	<b>2002</b>
12th Grade Enrollment	185	236	213	203	207	210
Students Tested	68	71	92	78	68	88
% Tested	36.8	30.1	43.2	38.4	32.9	41.9
Average Verbal Score	536	526	548	529	531	540
Average Math Score	540	544	547	539	552	569
<b>Average Total Score</b>	<b>1,076</b>	<b>1,070</b>	<b>1,095</b>	<b>1,068</b>	<b>1,083</b>	<b>1,109</b>

<b>Coast Union High School</b>	<b>1997</b>	<b>1998</b>	<b>1999</b>	<b>2000</b>	<b>2001</b>	<b>2002</b>
12th Grade Enrollment	70	60	79	98	74	82
Students Tested	33	30	53	39	35	36
% Tested	47.1	50	67.1	39.8	47.3	43.9
Average Verbal Score	536	509	526	528	544	537
Average Math Score	541	541	523	525	525	540
<b>Average Total Score</b>	<b>1,077</b>	<b>1,050</b>	<b>1,049</b>	<b>1,053</b>	<b>1,069</b>	<b>1,077</b>

Source: California Department of Education, 2003; Dataquest.

Note: Total possible SAT score is 1600.

# Test Scores- SAT, continued

SAT Scores by School, continued

<b>Shandon High School</b>	<b>1997</b>	<b>1998</b>	<b>1999</b>	<b>2000</b>	<b>2001</b>	<b>2002</b>
12th Grade Enrollment	28	24	26	33	21	16
Students Tested	10	6	2	14	8	4
% Tested	35	25	7.7	42.4	38	25
Average Verbal Score	403	453	370	434	NA	NA
Average Math Score	446	492	370	504	NA	NA
<b>Average Total Score</b>	<b>849</b>	<b>945</b>	<b>740</b>	<b>938</b>	<b>NA</b>	<b>NA</b>

<b>Arroyo Grande High School</b>	<b>1997</b>	<b>1998</b>	<b>1999</b>	<b>2000</b>	<b>2001</b>	<b>2002</b>
12th Grade Enrollment	502	624	590	546	631	676
Students Tested	190	216	212	209	221	237
% Tested	37.8	34.6	35.9	38.3	35	35.1
Average Verbal Score	523	515	527	527	530	523
Average Math Score	537	526	534	525	534	530
<b>Average Total Score</b>	<b>1,060</b>	<b>1,041</b>	<b>1,061</b>	<b>1,052</b>	<b>1,064</b>	<b>1,053</b>

<b>San Luis Obispo County Total</b>	<b>1997</b>	<b>1998</b>	<b>1999</b>	<b>2000</b>	<b>2001</b>	<b>2002</b>
12th Grade Enrollment	2179	2341	2498	2697	2780	2907
Students Tested	804	810	916	919	942	925
% Tested	36.9	34.6	36.7	34.1	33.9	31.8
Average Verbal Score	532	525	530	533	532	527
Average Math Score	539	533	538	534	538	537
<b>Average Total Score</b>	<b>1,071</b>	<b>1,058</b>	<b>1,068</b>	<b>1,067</b>	<b>1,070</b>	<b>1,064</b>

<b>California</b>	<b>1997</b>	<b>1998</b>	<b>1999</b>	<b>2000</b>	<b>2001</b>	<b>2002</b>
12th Grade Enrollment	298,669	317,595	334,852	347,813	357,789	365,907
Students Tested	108,210	113,968	122,359	126,786	131,176	136,354
% Tested	36.2	35.6	36.5	36.5	33.7	37.3
Average Verbal Score	490	491	492	492	492	490
Average Math Score	514	516	513	517	516	516
<b>Average Total Score</b>	<b>1,004</b>	<b>1,007</b>	<b>1,005</b>	<b>1,009</b>	<b>1,008</b>	<b>1,006</b>

Source: California Department of Education, 2003; Dataquest.

Note: Total possible SAT score is 1600.

# Comparison of Average Total SAT Scores

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School, County, and State

	<b>1997</b>	<b>1998</b>	<b>1999</b>	<b>2000</b>	<b>2001</b>	<b>2002</b>
Paso Robles High School	1051	1028	1021	1038	1015	1011
Atascadero High School	1051	1083	1082	1068	1101	1076
Templeton High School	1010	966	992	1055	1032	1046
San Luis Obispo High School	1144	1110	1126	1118	1100	1104
Morro Bay High School	1076	1070	1095	1068	1083	1109
Coast Union High School	1077	1050	1049	1053	1069	1077
Shandon High School	849	945	740	938	NA	NA
Arroyo Grande High School	1060	1041	1061	1052	1064	1053
County	1071	1058	1068	1067	1070	1064
<b>State</b>	1004	1007	1005	1009	1008	1006

Source: California Department of Education, 2003; Dataquest.

Note: Total possible SAT score is 1600.

## One-year Rate

District	1996-97	1997-98	1998-99	1999-00	2000-01	2001-02
Atascadero Unified	2.2	1.4	1.0	1.6	2.6	1.1
Paso Robles Joint Unified	1.1	1.1	0.2	0.5	1.0	1
Templeton Unified	0.2	0.0	0.7	1.0	0.0	0.8
Shandon Joint Unified	0.8	0.0	1.0	0.0	2.8	3.3
Coast Unified	0.8	0.2	0.5	1.0	0.8	1.3
San Luis Coastal Unified	2.4	2.0	2.4	2.3	1.9	0.6
Lucia Mar Unified	2.3	2.0	2.5	1.2	1.1	1.1
<b>San Luis Obispo</b>						
<b>County Average</b>	<b>1.8</b>	<b>1.5</b>	<b>1.5</b>	<b>1.3</b>	<b>1.3</b>	<b>0.9</b>
<b>State Average</b>	<b>3.3</b>	<b>2.9</b>	<b>2.8</b>	<b>2.8</b>	<b>2.8</b>	<b>2.7</b>

Source: California Department of Education, 2003; Dataquest.

Note: 1 year dropout rate: the annual dropout rate is calculated by dividing the number of dropouts in grades 9-12, by the total enrollment in those grades for the same year times 100. It is also called the "annual" or "event" rate, and it is the dropout rate used by the National Center for Education Statistics to compare states and school districts. A dropout is a student who meets the following criteria: was formerly enrolled in grades 7, 8, 9, 10, 11, or 12; was formerly enrolled in a school or program leading to a high school diploma or its equivalent; was under 21 years of age; has left high school for 45 consecutive school days and has not enrolled in another public or private educational institution or school program; has not received a high school diploma or its equivalent; has not re-enrolled in the school.

## Four-year Rate

District	1995-96	1996-97	1997-98	1998-99	1999-00	2000-01	2001-2002
Atascadero Unified	10.3	9.5	6.2	4.0	6.6	10.5	3.2
Paso Robles Joint Un.	3.0	4.1	5.0	1.1	2.2	4.1	4.6
Templeton Unified	2.9	0.6	0.0	2.9	4.1	0.0	3.2
Shandon Joint Un.	0.0	3.6	0.0	3.0	0.0	14.8	15.3
Coast Unified	3.3	2.8	0.9	2.0	3.9	3.4	5.3
San Luis Coastal Un.	10.6	9.9	8.8	10.2	9.6	7.6	2.5
Lucia Mar Unified	8.9	9.1	7.9	10.4	5.9	4.3	4.8
<b>SLO County Average</b>	<b>7.9</b>	<b>7.6</b>	<b>6.3</b>	<b>6.2</b>	<b>5.8</b>	<b>5.5</b>	<b>3.8</b>
<b>State Average</b>	<b>15.3</b>	<b>13.0</b>	<b>11.7</b>	<b>11.1</b>	<b>11.1</b>	<b>11.0</b>	<b>10.9</b>

Source: California Department of Education, 2003; Dataquest.

Note: The four-year derived dropout rate is an estimate of the percent of students who would drop out in a four year period based on data collected for a single year  $(1 - ((1 - (\text{drop gr 9/enroll gr 9})) * (1 - ((1 - (\text{drop gr 10/enroll gr 10})) * (1 - (\text{drop gr 11/enroll gr 11})) * (1 - (\text{drop gr 12/enroll gr 12})))))) * 100$ . This estimates the number of students who start but do not finish high school. To create an actual four-year rate, the CDE would need to collect individual student data and be able to track such data over time.

# B17

# High School Dropout Rates

Rates by Ethnicity

## San Luis Obispo County

<b>Ethnicity</b>	<b>1996-97</b>	<b>1997-98</b>	<b>1998-99</b>	<b>1999-00</b>	<b>2000-01</b>	<b>2001-02</b>
Caucasian	1.2	1.1	1.2	1.1	1.1	0.8
Hispanic	4.8	2.8	2.5	1.8	1.8	1.5
Asian	0.5	1.6	0.0	0.8	1.0	0.0
African American	1.2	5.0	0.9	1.7	0.5	0.8
Filipino	1.9	1.0	0.8	2.4	0.0	0.8
Native American	0.0	1.0	3.3	3.3	1.8	0.0
Pacific Islander	0.0	3.6	0.0	0.0	0.0	0.0
<b>Total</b>	<b>1.8</b>	<b>1.5</b>	<b>1.5</b>	<b>1.3</b>	<b>1.3</b>	<b>0.9</b>

## California

<b>Ethnicity</b>	<b>1996-97</b>	<b>1997-98</b>	<b>1998-99</b>	<b>1999-00</b>	<b>2000-01</b>	<b>2001-02</b>
Caucasian	2.0	1.9	1.7	1.7	1.8	1.7
Hispanic	4.8	4.1	3.9	3.9	3.8	3.7
Asian	1.7	1.6	1.5	1.4	1.5	1.3
African American	5.1	4.4	4.7	4.6	4.9	4.9
Filipino	1.7	1.9	2.2	1.6	1.8	1.4
Native American	4.2	4.2	4.0	3.5	3.6	3.6
Pacific Islander	3.5	3.3	3.6	3.3	3.2	2.8
<b>Total</b>	<b>3.3</b>	<b>2.9</b>	<b>2.8</b>	<b>2.8</b>	<b>2.8</b>	<b>2.7</b>

Source: California Department of Education, 2003; Dataquest (Single-year dropout rates)

Note: Dropout rates by ethnicity represent number of dropouts in each ethnicity divided by the enrollment in each ethnicity.

## Percent of Incoming Students with College-Level Skills at Cuesta College

<b>Language</b>	<b>1998</b>	<b>1999</b>	<b>2000</b>	<b>2001</b>	<b>2002</b>
San Luis Obispo County HS Graduates	62	64	64	63	67
All Students	62	62	65	63	68
 <b>Math</b>	 <b>1998</b>	 <b>1999</b>	 <b>2000</b>	 <b>2001</b>	 <b>2002</b>
San Luis Obispo County HS Graduates	79	74	74	75	81
All Students	67	67	69	71	74

*Source: Cuesta College, Matriculation Services, 2003.*

*Note: Percentages reflect recommended placement of students in A.A. degree courses and transfer-level courses.*

# B19 Literacy

Average State Literacy Level, by Educational Attainment, 1992

<b>Level of Education Attained</b>	<b>Prose Literacy Average Score</b>	<b>Document Literacy Average Score</b>	<b>Quantitative Literacy Average Score</b>
0 to 8 grade	152	145	148
9 to 12 grade	225	219	225
High School Diploma	264	257	262
GED	263	259	261
Some Post Secondary	297	292	297
4 year College Degree	331	322	331

Source: State Adult Literacy Survey- Adult Education Office, 1992.

Note: Statistics taken directly from ACTION 1999 Data Report. Updated information is not available.

Note: Literacy scores are out of a possible 500. Scores below 200 are considered very low; above 375 are considered very high.

Prose literacy involves the knowledge and skills needed to understand and use information from texts that include editorials, news stories, poems, and fiction; for example, finding a piece of information in a newspaper article, interpreting instructions from a warranty, inferring a theme from a poem, or contrasting views expressed in editorials.

Document literacy concerns the knowledge and skills required to locate and use information contained in materials that include job applications, payroll forms, transportation schedules, maps, tables, and graphs; for example, locating a particular intersection on a street map, using a schedule to choose the appropriate bus, or entering information on an application form.

Quantitative literacy involves the knowledge and skills to apply arithmetic operations, either alone or sequentially, using numbers embedded in printed materials; for example, balancing a checkbook, figuring out a tip, completing an order form, or determining the amount of interest from a loan advertisement.

Note: The next National Assessment of Adult Literacy (NAAL) will be completed in December of 2003. The NAAL is an in-person household survey that includes an assessment of English-language literacy skills and an interview to collect background information. The literacy assessment measures the ability to use printed or written materials to perform prose, document, or quantitative tasks that simulate real-life experiences. More information about literacy scores and the NAAL is available from the National Center for Education Statistics. (<http://nces.ed.gov/naal/>)

## Average Annual Earnings, by Literacy Proficiency Level, 1992

<b>Proficiency Level</b>	<b>Prose Literacy</b>	<b>Document Literacy</b>	<b>Quantitative Literacy</b>
Level 1: Score 0 to 225	\$18,000	\$18,050	\$17,390
Level 2: Score 226 to 275	\$29,380	\$30,160	\$28,980
Level 3: Score 276 to 325	\$39,390	\$40,140	\$39,970
Level 4: Score 326 to 375	\$53,590	\$51,610	\$52,590
Level 5: Score 376 to 500	\$66,990	\$64,040	\$64,580

Source: State Adult Literacy Survey- Adult Education Office, 1992

Note: This is the average salary that a person would receive by test score level. Literacy levels represent ranges of literacy scores that correspond to the ability to comprehend and complete tasks of increasing complexity.

## City, County, and State Literacy Estimates, 1996

<b>Jurisdiction</b>	<b>Mean Literacy Proficiency</b>	<b>Percent at Level 1 (Score 0-225)</b>	<b>Percent at Level 1 or 2 (Score 0-275)</b>
Atascadero	289	11	31
Paso Robles	270	20	45
Grover Beach	271	18	44
San Luis Obispo	299	12	28
Arroyo Grande	285	16	36
San Luis Obispo County	282	17	38
California	266	24	46

Source: Portland State University, California Department of Education, 1996.

Note: Statistics taken directly from ACTION 1999 Data Report. Updated information not available.

# B20 Library Services

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How many times have you visited any public library in the past 3 months?

	<b>2001</b>	<b>2003</b>
Number of Respondents	802	522
<b>Response</b>	<b>Percent</b>	<b>Percent</b>
None	50.7	46.1
1-2	16.2	19.3
3-5	15.1	14.0
6-10	7.9	9.4
11-25	6.7	8.0
26-50	2.4	1.3
50 or more	1.0	1.9
Don't Know	na	na
Total	100	100

How would you rate SLO county in the following area:  
Library Services

	<b>2001</b>	<b>2003</b>
Number of Respondents	789	522
<b>Response</b>	<b>Percent</b>	<b>Percent</b>
Excellent	25.3	17.8
Very Good	40.6	33.5
Good	26.2	39.3
Fair	6.6	7.8
Poor	1.3	1.6
Don't Know	na	na
Total	100	100.0

Please indicate your level of agreement with the following statements:

"The county should spend more money to: Expand library services, including extending the hours they are open."

	<b>2001</b>	<b>2003</b>
Number of Respondents	764	522
<b>Response</b>	<b>Percent</b>	<b>Percent</b>
Strongly Agree	22.1	17.0
Agree	38.1	39.6
Neutral	28.5	25.5
Disagree	8.6	16.4
Strongly Disagree	2.6	1.4
Don't Know	na	na
Total	99.9	100

Source: 2001 and 2003 ACTION for Healthy Communities, Telephone Survey.



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