



Education Issues

"The best things happening in the schools are the dedicated people willing to teach and the dedicated students willing to learn."

A Summary of Santa Cruz County's Education, 2003

Our Goals

By the Year 2004,
more Santa Cruz County students will graduate from high school job-ready or prepared for higher education.

By the Year 2004,
elementary and middle school students will meet or exceed the average statewide scores for academic success.

By the Year 2004,
Santa Cruz County children will enter kindergarten healthy and ready to learn.

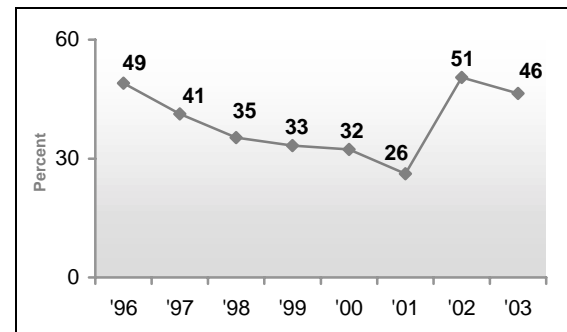
By the Year 2004,
Children with Special Needs will have access to a full range of educational, social and community opportunities.

overall enrollment for the County decreased by 1.3%, while the state enrollment increased 1.6% from 2001/02 to 2002/03.

The demographics of the County schools have not changed much since last year. The number of English learners are increasing County-wide, although the largest numbers are still reflected in the Pajaro Valley Unified School District (PVUSD). While there are over fifteen language groups represented, almost 98% of the English learners speak Spanish. Nearly 48% of the County's students are Latino, and the great majority reside in the Pajaro Valley, where the school district is over 76% Latino.

The percentage of respondents who were "very satisfied" with their child's high school education decreased from its high of 50.5% in 2002 to 46.4% in 2003. This decrease was true whether they were from San Lorenzo Valley or South County, were Caucasian or Latino, male or female.

Satisfaction with High School Education



✓ Percent of parents reporting being very satisfied with their child(ren)'s high school education

Although only 21% of CAP respondents are "very satisfied" with the local educational system, a greater percentage of Latinos were "very satisfied": 37.6%, as compared to 15.5% of the Caucasian respondents. "Good teachers" was the most likely reason that respondents gave for the best things happening in the schools today, along with "extra-curricular activities" and "more parent / community



In Santa Cruz County, the educational picture is mixed but hopeful. Enrollment continues to drop in ten of the thirteen jurisdictions. The

involvement.” Parents reporting “funding” as the most serious problem facing local schools today increased from 32.2% in 2002 to 51.7% in 2003, perhaps reflecting the recent budget crisis facing the County and state. A lower percentage of respondents reported “gangs/violence/crime” as the most serious problem in 2003 than in 2002. Concern for safety at the schools seems to be decreasing among parents at the elementary and high school level but increasing in middle schools. All parents indicated their child’s elementary school provides a safe environment for learning.

Parents are also less satisfied in 2003 with the substance abuse prevention programs in the elementary, middle and high schools (indicated by a decrease in “very satisfied” responses). Interestingly, a smaller percentage of parents reported participating “often” in activities at their child’s middle school this year.

Respondents’ attitudes toward bilingual education have improved since last year; the percentage of survey respondents who felt that bilingual education is “very important” increased from 52.3% in 2002 to 58.2% in 2003. Those who favor it tend to do so because they believe it is important to speak more than one language, and it increases understanding and communication. Those who oppose it do so largely because they believe everyone should speak English.



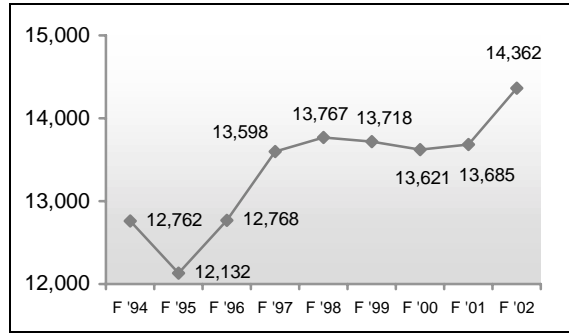
A new indicator this year is Special Education. Countywide, the enrollment for students with autism is up nearly 27% over last year, while the state showed an increase of 20%.

In STAR standardized tests, students in Santa Cruz County generally decreased their scores over last year in elementary school, middle school, and in high school. In the Academic Performance Index (API), where schools are ranked from 200 to 1,000 in a nationwide comparison based on standardized test scores, the majority of schools posted an increase from last year. For college admissions testing, there was a slight increase in both the number of students who took the SAT and the average score earned. Santa Cruz County performed slightly higher on the ACT, which is a college admission test that can be taken as an alternative to the SAT, than the statewide average. New in CAP this year are the Adequate Yearly Progress scores (AYP). The goal of the AYP is that all students will be proficient or above in reading/ language arts and mathematics by 2013. All local school districts met the 2003 proficiency goal but many districts did not meet the participation component of the goal.

The four-year high school dropout rate decreased in 2001/02 by almost half, from 7% to 4%. There was also a large decrease in the Latino four-year dropout rates from 13.5% in 2000/01 to 6.7% in 2001/02. There is a general upward trend Countywide of high school students completing college prep courses compared with the state, which experienced a slight drop in the percentage of high school graduates completing college prep courses.

In the post-secondary arena, the number of people attending a community or four-year college is increasing slightly.

Community College Attendance

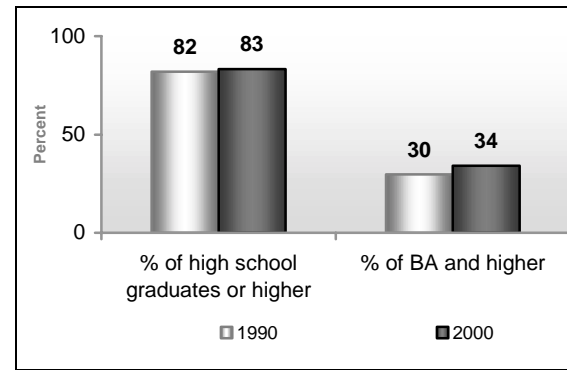


✓ Number of students enrolled in the fall '02 semester at Cabrillo College

In the Pajaro Valley Unified School District adult education, the highest enrollment increases were noted in the areas of Gain / CalWORKS and Health and Safety Education. Enrollment in all of the Workforce Investment Act job training programs has decreased by 36.1% from 2001/02 to 2002/03.

According to the 2000 Census, the profile of educational attainment for adults over 25 years of age varies widely throughout the County. The challenge to improve the educational level of the workforce is acutely felt in Watsonville, where over 36% of the adults over 25 have less than a 9th grade education, less than 4% hold an AA degree and less than 6% hold a BA degree.

Educational Attainment, Santa Cruz County

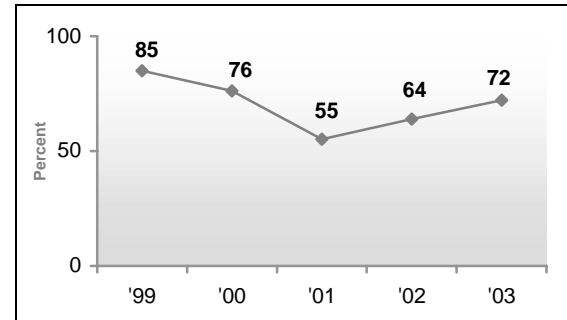


✓ Educational attainment of Santa Cruz County residents over the age of 25, according to 2000 Census

There was a 9.8% increase in registered borrowers at the Watsonville Public Library. Items circulated showed a 30.2% decrease and per capita circulation increased from 8.1 in 2001/02 to 9.5 in 2002/03.

In order for people to work, attend school or enroll in training programs, child care is often a necessary component. More parents indicate that they are “very” satisfied with their child care arrangements (72.1% as compared to 63.9% last year). The waiting lists for Head Start and Migrant Head Start continue to increase. From 2001/02 to 2002/03, the waiting list for Head Start increased from 189 to 414 children. In 2003, Migrant Head Start experienced an increase in the waiting list from 189 in Spring 2002 to 345 in Spring 2003.

Satisfaction with Child Care



✓ Percent of parents reporting being very satisfied with their child care arrangement

Education Enrollment

Enrollment data indicate the number of students enrolled each year in public K-12 schools.

School District Enrollment

District	1994/95	1995/96	1996/97	1997/98	1998/99	1999/00	2000/01	2001/02	2002/03	% Change
County Office of Education	416	578	647	550	524	688	639	795	748	-5.9
California Youth Authority	-	-	-	-	66	42	44	35	46	31.4
Bonny Doon Union Elementary	280	265	258	236	235	184	168	168	166	-1.2
Happy Valley Elementary	150	151	133	137	141	126	130	131	135	3.1
Live Oak Elementary	2,074	2,138	2,168	2,195	2,214	2,140	2,116	1,994	1,948	-2.3
Mountain Elementary	158	154	154	170	158	153	148	153	149	-2.6
Pacific Elementary	65	72	76	81	81	91	88	88	87	-1.1
Pajaro Valley Joint Unified	17,385	17,736	18,355	18,895	19,400	19,767	19,864	19,863	19,661	-1.0
San Lorenzo Valley Unified	4,162	4,143	4,144	4,159	4,351	4,289	4,179	3,996	3,869	-3.2
Santa Cruz City Elementary	3,457	3,395	3,335	3,114	3,005	2,943	2,860	2,752	2,636	-4.2
Santa Cruz City High	5,309	5,490	5,682	5,805	5,930	5,760	5,555	5,246	5,157	-1.7
Scotts Valley Unified	2,404	1,856	1,893	1,916	1,949	2,139	2,384	2,591	2,713	4.7
Soquel Union Elementary	1,780	2,438	2,403	2,449	2,458	2,384	2,287	2,142	2,112	-1.4
Santa Cruz County	37,640	38,416	39,248	39,707	40,512	40,706	40,462	39,954	39,427	-1.3
California	5,341,025	5,467,224	5,612,965	5,727,303	5,844,111	5,951,612	6,050,895	6,147,375	6,244,403	1.6

Source: California Department of Education, California Basic Educational Data System (CBEDS), 2003.

Enrollment totals are active fall enrollments.

Starting in 1998-99, enrollment figures include California Youth Authority (CYA) schools.

Starting in 2000-01, enrollment figures include State Special Schools.

QUALITY OF LIFE INDICATOR 21

Student Demographics

Ethnic diversity in the public school system reflects the changing demographics of the community.

Percent of Students by Ethnicity

Ethnicity	1994/95	1995/96	1996/97	1997/98	1998/99	1999/00	2000/01	2001/02	2002/03
American Indian or Alaska Native	0.5	0.6	0.5	0.5	0.5	0.4	0.5	0.4	0.4
Asian	2.1	2.1	2.2	2.1	2.0	2.1	2.0	2.0	2.0
Pacific Islander	0.3	0.3	0.3	0.4	0.3	0.3	0.3	0.2	0.2
Filipino	1.1	1.1	1.1	1.1	1.0	1.0	0.9	0.9	0.9
Hispanic or Latino	40.4	41.2	42.5	43.3	44.0	44.7	46.0	46.9	47.5
African American	1.6	1.7	1.6	1.5	1.5	1.5	1.4	1.4	1.3
White (not Hispanic)	54.0	53.0	51.8	51.1	49.8	49.2	48.1	46.9	46.2
Multiple or No response	-	-	-	-	0.8	0.9	0.8	1.1	1.4
Santa Cruz County Enrollment	37,640	38,416	39,248	39,707	40,512	40,706	40,462	39,954	39,427

Source: California Department of Education, California Basic Educational Data System (CBEDS), 2003.

Starting in 1998-99, enrollment figures include California Youth Authority (CYA) schools.

Starting in 2000-01, enrollment figures include State Special Schools.

Elementary School Absenteeism

In July 1998, a new state law changed the financial incentives for school attendance. Prior to 1998, ADA provided the same funding for students with “excused absence” (such as illness) as students present in the classroom. Beginning in 1998, ADA includes only actual attendance, so schools have a financial incentive to increase the number of students in school. This prompted local schools to focus on increasing attendance through site-level incentives and public campaigns.

Actual Elementary School Attendance

School District	1997/98	1998/99	1999/00	2000/01	2001/02	2002/03
Pajaro Valley Unified School District ¹	94.1	94.7	95.2	94.7	95.2	94.9
Santa Cruz City Schools ²	-	-	-	94.6	95.3	95.2

Source: Child Welfare and Attendance Office, Pajaro Valley Unified School District and Santa Cruz City Schools, 2003.

¹ Nine elementary schools are grades K – 5, six elementary schools are grades K – 6. In 2001/02, three charter schools were added: Linscott Charter School (K-8), Pacific Coast Charter School (K-12), and Watsonville Charter School for the Arts (K-8).

² Eight elementary schools are grades K – 5.

QUALITY OF LIFE INDICATOR 23

Expenditures Per Pupil

Funding for public schools determines the programs offered to students as well as teacher compensation, class size, facilities and extra curricular activities.

Expense of Education per ADA, by District

School District	1994/95	1995/96	1996/97	1997/98	1998/99	1999/00	2000/01	2001/02	% Change
Bonny Doon Union Elementary	\$3,827	\$3,998	\$4,641	\$4,860	\$5,320	\$6,079	\$7,438	\$8,466	13.8
Happy Valley Elementary	3,953	4,321	5,365	5,555	6,060	7,034	8,773	9,654	10.0
Live Oak Elementary	3,693	3,906	4,652	5,357	5,951	5,985	6,499	7,281	12.0
Mountain Elementary	3,315	3,617	3,761	4,284	5,399	5,613	6,558	6,776	3.3
Pacific Elementary	6,746	5,796	4,987	5,893	7,614	7,914	9,695	10,695	10.3
Pajaro Valley Joint Unified	4,258	4,511	4,833	5,061	5,484	5,923	6,412	7,049	9.9
San Lorenzo Valley Unified	3,939	3,983	4,332	4,614	4,873	5,559	6,365	6,404	0.6
Santa Cruz City Elementary/High	4,126	4,308	4,565	4,924	5,378	6,014	6,630	7,187	8.4
Scotts Valley Unified	3,586	3,672	4,137	4,454	4,938	5,131	5,929	6,205	4.7
Soquel Elementary	3,832	3,675	4,288	4,428	5,230	5,681	6,634	6,929	4.4
All Elementary Districts (Statewide Average)	3,743	3,830	4,479	4,880	5,600	5,898	6,092	6,444	5.8
All Unified Districts (Statewide Average)	4,195	4,349	4,691	4,938	5,338	5,798	6,414	6,767	5.5
Santa Cruz County	\$4,092	\$4,267	\$4,633	\$4,927	\$5,381	\$5,867	¹	¹	¹
California	4,161	4,287	4,578	4,938	5,379	5,705	6,360	6,719	5.6

Source: California Department of Education, California Basic Educational Data System (CBEDS), 2003

¹ Expense of Education per ADA is no longer calculated on the County level.

Note: The total dollars are divided by the total ADA (Average Daily Attendance) to arrive at the current expense of education per ADA or cost of education per ADA.

Special Education

Special Education Enrollment – Selected Disabilities

Mental Retardation	December 2000	December 2001	December 2002	% Change
White	92	94	92	-2.1
Hispanic	142	155	164	5.8
Native American	0	0	0	0.0
Asian	2	2	3	50.0
Pacific Islander	1	1	1	0.0
Filipino	0	0	0	0.0
African American	2	2	2	0.0

Mental Retardation	December 2000	December 2001	December 2002	% Change
0 – 5 years old	62	67	69	3.0
6 – 12 years old	78	78	80	2.6
Santa Cruz County	239	254	262	3.1
California	40,717	42,255	43,302	2.5

Mental Retardation (MR): Mental Retardation means significantly subaverage general intellectual function existing concurrently with deficits in adaptive behavior, and manifested during the developmental period, which adversely affects a child’s educational performance.

Hard of Hearing	December 2000	December 2001	December 2002	% Change
White	43	44	38	-13.6
Hispanic	48	53	64	20.8
Native American	0	0	0	0.0
Asian	2	2	2	0.0
Pacific Islander	0	0	0	0.0
Filipino	0	0	0	0.0
African American	2	1	2	100.0

Hard of Hearing	December 2000	December 2001	December 2002	% Change
0 – 5 years old	5	6	11	83.3
6 – 12 years old	52	56	53	-5.4
Santa Cruz County	95	100	106	6.0
California	6,261	6,656	6,934	4.2

Hard of Hearing (HH): Hard of Hearing means a hearing impairment, whether permanent or fluctuating, which adversely affects a child’s educational performance but which is not included under the definition of “deaf” in this section.

Source: California Department of Education, California Basic Educational Data System (CBEDS), 2003

QUALITY OF LIFE INDICATOR 24

Special Education

Special Education Enrollment – Selected Disabilities

Speech or Language Impairment	December 2000	December 2001	December 2002	% Change
White	652	663	676	2.0
Hispanic	720	761	778	2.2
Native American	1	1	1	0.0
Asian	18	17	21	23.5
Pacific Islander	4	7	6	-14.3
Filipino	4	4	3	-25.0
African American	15	13	17	30.8

Speech or Language Impairment	December 2000	December 2001	December 2002	% Change
0 – 5 years old	290	318	295	-7.2
6 – 12 years old	1,023	1,026	1,073	4.6
Santa Cruz County	1,414	1,466	1,502	2.5
California	165,496	167,892	172,417	2.7

Speech or Language Impairment (SLI): Speech or Language Impairment means a communication disorder such as stuttering, impaired articulation, language impairment, or a voice impairment, which adversely affects a child’s educational performance.

Orthopedic Impairment	December 2000	December 2001	December 2002	% Change
White	68	77	63	-18.2
Hispanic	67	66	71	7.6
Native American	0	0	0	0.0
Asian	3	3	2	-33.3
Pacific Islander	0	0	0	0.0
Filipino	1	1	1	0.0
African American	3	1	2	100.0

Orthopedic Impairment	December 2000	December 2001	December 2002	% Change
0 – 5 years old	27	36	29	-19.4
6 – 12 years old	70	63	59	-6.3
Santa Cruz County	142	148	139	-6.1
California	14,583	15,041	15,131	0.6

Orthopedic Impairment (OI): Orthopedic Impairment means a severe orthopedic impairment which adversely affects a child’s educational performance. The term includes impairments caused by congenital anomaly (e.g., clubfoot, absence of some member, etc.), impairments caused by disease (e.g., poliomyelitis, bone tuberculosis, etc.), and impairments from other causes (e.g., cerebral palsy, amputations, and fractures or burns which cause contractures).

Source: California Department of Education, California Basic Educational Data System (CBEDS), 2003

Special Education

Special Education Enrollment – Selected Disabilities

Other Health Impairment	December 2000	December 2001	December 2002	% Change
White	76	101	110	8.9
Hispanic	29	32	30	-6.3
Native American	0	0	0	0.0
Asian	3	2	4	100.0
Pacific Islander	1	1	1	0.0
Filipino	0	0	0	0.0
African American	2	1	1	0.0

Other Health Impairment	December 2000	December 2001	December 2002	% Change
0 – 5 years old	7	9	15	66.7
6 – 12 years old	62	70	60	-14.3
Santa Cruz County	111	137	146	6.6
California	21,025	24,241	28,161	16.2

Other Health Impairment (OHI): Other Health Impairment means having limited strength, vitality or alertness, due to chronic or acute health problems such as a heart condition, tuberculosis, rheumatic fever, nephritis, asthma, sickle cell anemia, hemophilia, epilepsy, lead poisoning, leukemia, or diabetes, which adversely affects a child’s educational performance.

Specific Learning Disability	December 2000	December 2001	December 2002	% Change
White	1,360	1,290	1,191	-7.7
Hispanic	1,178	1,142	1,120	-1.9
Native American	5	9	4	-55.6
Asian	12	14	16	14.3
Pacific Islander	5	5	3	-40.0
Filipino	18	15	13	-13.3
African American	61	61	60	-1.6

Specific Learning Disability	December 2000	December 2001	December 2002	% Change
0 – 5 years old	66	41	29	-29.3
6 – 12 years old	1,247	1,169	1,074	-8.1
Santa Cruz County	2,639	2,536	2,407	-5.1
California	349,038	347,595	344,571	-0.9

Specific Learning Disability (SLD): Specific Learning Disability means a disorder in one or more of the basic psychological processes involved in understanding or in using language, spoken or written, which may manifest itself in an imperfect ability to listen, think, speak, read, write, spell, or to do mathematical calculations. The term includes such conditions as perceptual handicaps, brain injury, minimal brain dysfunction, dyslexia, and developmental aphasia. The term does not include children who have learning problems that are primarily the result of visual, hearing, or motor handicaps, of mental retardation, of emotional disturbance or of environmental, cultural, or economic disadvantage.

Source: California Department of Education, California Basic Educational Data System (CBEDS), 2003

QUALITY OF LIFE INDICATOR 24

Special Education

Special Education Enrollment – Selected Disabilities

Autism	December 2000	December 2001	December 2002	% Change
White	59	73	88	20.5
Hispanic	9	10	15	50.0
Native American	0	0	0	0.0
Asian	2	6	8	33.3
Pacific Islander	0	0	0	0.0
Filipino	0	0	1	-
African American	1	1	2	100.0

Autism	December 2000	December 2001	December 2002	% Change
0 – 5 years old	12	14	21	50.0
6 – 12 years old	40	49	59	20.4
Santa Cruz County	71	90	114	26.7
California	14,039	17,508	21,066	20.3

Autism (AUT): Autism means a developmental disability significantly affecting verbal and non-verbal communication and social interaction, generally evident before age three that adversely affects educational performance.

Source: California Department of Education, California Basic Educational Data System (CBEDS), 2003

Test Scores – STAR

The STAR Test provides a measure of academic performance of students in grades 3 through 11 and allows for local, state and national comparisons.

Grade 3: National Percentile Rank, Santa Cruz

Subject	Spring 1998	Spring 1999	Spring 2000	Spring 2001	Spring 2002	Spring 2003
Reading	40	41	43	45	47	37
Math	48	52	57	57	60	55
Language	41	42	44	45	50	36
Spelling	33	36	38	41	45	40

Grade 5: National Percentile Rank, Santa Cruz

Subject	Spring 1998	Spring 1999	Spring 2000	Spring 2001	Spring 2002	Spring 2003
Reading	46	45	48	47	49	40
Math	47	49	54	54	58	46
Language	47	47	50	50	53	43
Spelling	36	37	41	42	45	37

Grade 3: National Percentile Rank, California

Subject	Spring 1998	Spring 1999	Spring 2000	Spring 2001	Spring 2002	Spring 2003
Reading	36	40	44	46	47	35
Math	42	49	57	61	64	56
Language	39	44	50	53	55	37
Spelling	38	43	49	53	55	50

Grade 5: National Percentile Rank, California

Subject	Spring 1998	Spring 1999	Spring 2000	Spring 2001	Spring 2002	Spring 2003
Reading	40	41	44	45	47	37
Math	41	45	51	55	58	45
Language	44	46	49	52	54	41
Spelling	38	40	44	47	50	44

Source: California Department of Education, STAR District/ School Summary Report, 2003.

The Standardized Testing and Reporting (STAR) program was authorized by Senate Bill (SB) 376 in October 1997 and entails the administration of a multiple-choice test that allows comparisons to be made to a national sample of students.

The average student's National Percentile Rank (NPR) is shown above. For example, a student who scored a 56 was at the 56th percentile, and did better than 55 percent of the national sample.

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Test Scores – STAR

Grade 7: National Percentile Rank, Santa Cruz

Subject	Spring 1998	Spring 1999	Spring 2000	Spring 2001	Spring 2002	Spring 2003
Reading	47	48	50	49	52	54
Math	46	49	54	55	59	51
Language	51	52	57	56	60	52
Spelling	39	41	43	44	48	46

Grade 9: National Percentile Rank, Santa Cruz

Subject	Spring 1998	Spring 1999	Spring 2000	Spring 2001	Spring 2002	Spring 2003
Reading	38	40	42	39	41	50
Math	51	56	57	55	58	52
Language	47	52	54	52	55	51
Science	45	46	47	47	48	49
Social Science	45	49	50	49	50	-. ¹

Grade 7: National Percentile Rank, California

Subject	Spring 1998	Spring 1999	Spring 2000	Spring 2001	Spring 2002	Spring 2003
Reading	41	43	45	46	46	41
Math	45	47	51	53	54	42
Language	49	51	54	56	57	41
Spelling	42	43	45	47	49	46

Source: California Department of Education, STAR District/ School Summary Report, 2003.

The Standardized Testing and Reporting (STAR) program was authorized by Senate Bill (SB) 376 in October 1997 and entails the administration of a multiple-choice test that allows comparisons to be made to a national sample of students.

The average student's National Percentile Rank (NPR) is shown above. For example, a student who scored a 56 was at the 56th percentile, and did better than 55 percent of the national sample.

Grade 9: National Percentile Rank, California

Subject	Spring 1998	Spring 1999	Spring 2000	Spring 2001	Spring 2002	Spring 2003
Reading	34	34	36	35	35	43
Math	50	51	54	54	54	46
Language	47	48	50	51	51	43
Science	43	44	45	45	45	39
Social Science	42	43	45	45	44	-. ¹

¹ There was no norm-referenced test in history / social science administered in 2003; therefore, there are no NPR results.

Test Scores – STAR

Grade 11: National Percentile Rank, Santa Cruz

Subject	Spring 1998	Spring 1999	Spring 2000	Spring 2001	Spring 2002	Spring 2003
Reading	41	36	37	36	39	41
Math	45	46	48	49	51	47
Language	43	42	43	45	47	43
Science	48	44	46	46	48	44
Social Science	57	54	56	58	56	. ¹

Grade 11: National Percentile Rank, California

Subject	Spring 1998	Spring 1999	Spring 2000	Spring 2001	Spring 2002	Spring 2003
Reading	37	36	37	37	38	41
Math	46	48	50	50	50	47
Language	43	45	47	47	48	44
Science	44	45	46	45	46	41
Social Science	54	55	56	57	57	. ¹

Source: California Department of Education, STAR District/ School Summary Report, 2003.

The Standardized Testing and Reporting (STAR) program was authorized by Senate Bill (SB) 376 in October 1997 and entails the administration of a multiple-choice test that allows comparisons to be made to a national sample of students.

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Test Scores – Academic Performance Index (API)

The Academic Performance Index (API) is a measurement of school achievement for accountability purposes developed as a result of the 1999 Public Schools Accountability Act (PSAA).

Bonny Doon Union Elementary School District

Elementary Schools	1999	2000	2001	2002	% Change	2002 State Rank
Bonny Doon Elementary	831	875 ¹	867	824	-5.0	9

Happy Valley Elementary School District

Elementary Schools	1999	2000	2001	2002	% Change	2002 State Rank
Happy Valley Elementary	892	903 ¹	893 ¹	865 ¹	-3.1	10 ¹

Live Oak Elementary School District

Elementary Schools	1999	2000	2001	2002	% Change	2002 State Rank
Del Mar Elementary	621	633	652	727	11.5	6
Green Acres Elementary	630	704	705	719	2.0	6
Live Oak Elementary	608	693	693	699	0.9	6

Middle Schools	1999	2000	2001	2002	% Change	2002 State Rank
Shoreline Middle	677	698	698	703	0.7	7

Source: California Department of Education, API District Summary Report, 2003.

Mountain Elementary School District

Elementary Schools	1999	2000	2001	2002	% Change	2002 State Rank
Mountain Elementary	747	*	802 ¹	802 ¹	0.0	9 ¹

API Scores: The API summarizes a school’s performance on each year’s STAR scores. The API is based on the performance of individual pupils on STAR content areas, as measured through national percentile rankings (NPRs) and is scored on a scale of 200 to 1,000.

The Statewide Rank: All schools that receive APIs are ranked in deciles by grade level of instruction: elementary, middle and high. A rank of 10 is the highest and 1 is the lowest. Each decile in each school type contains 10% of all schools of that type. Small schools with asterisked APIs do not receive statewide ranks and are not used in the calculation of the statewide ranks.

¹ This API is calculated for a small school, defined as having between 11 and 99 valid Stanford 9 test scores. APIs based on small number of students are less reliable and therefore should be carefully interpreted. Ranks, targets, and subgroup APIs are not calculated for small schools.

* The school’s proportion of students excused at parent request compared to its Standardized Testing and Reporting (STAR) program enrollment on the first day of testing is equal to or greater than 15%. Therefore, a 2000 API will not be reported for this school.

Test Scores – Academic Performance Index (API)

Pajaro Valley Joint Unified School District

Elementary Schools	1999	2000	2001	2002	% Change	2002 State Rank
Alianza Elementary	404	382	437	484	10.8	1
Amesti Elementary	451	507	519	534	2.9	1
Bradley Elementary	759	828	780	771	-1.2	8
Calabasas Elementary	421	476	520	540	3.8	1
Freedom Elementary	450	505	525	563	7.2	1
Hall District Elementary	393	440	467	529	13.3	1
Hyde (H.A.) Elementary	454	477	538	544	1.1	1
Linscott (J.W.) Elementary	758	812	810	801	-1.1	9
Macquiddy (T.S.) Elementary	464	499	513	556	8.4	1
Mar Vista Elementary	705	744	769	747	-2.9	7
Mintie White Elementary	462	460	475	516	8.6	1
Ohlone Elementary	429	430	452	519	14.8	1
Rio Del Mar Elementary	816	847	852	846	-0.7	9
Salspuedes Elementary	399	455	461	548	18.9	1
Soldo (Ann) Elementary	-	349	378	485	28.3	1
Starlight Elementary	448	506	491	530	7.9	1
Valencia Elementary	758	778	778	777	-0.1	8

Middle Schools	1999	2000	2001	2002	% Change	2002 State Rank
Aptos Junior High	774	788	788	781	-0.9	9
Hall (E.A.) Middle	470	460	471	505	7.2	1
Lakeview Middle	534	510	553	552	-0.2	2
Pajaro Middle	447	467	517	559	8.1	2
Rolling Hills Middle	439	449	481	521	8.3	1

High Schools	1999	2000	2001	2002	% Change	2002 State Rank
Aptos High	620	653	673	684	1.6	7
Watsonville High	475	484	488	-	-	-

Pacific Elementary School District

Elementary Schools	1999	2000	2001	2002	% Change	2002 State Rank
Pacific Elementary	-	837 ¹	-	772	-	8 ¹

Source: California Department of Education, API District Summary Report, 2003

Note: Watsonville High School did not report API scores for 2002. Watsonville High School did not test a significant portion of students who were not exempt from testing in 2002..

API Scores: The API summarizes a school’s performance on each year’s STAR scores. The API is based on the performance of individual pupils on STAR content areas, as measured through national percentile rankings (NPRs) and is scored on a scale of 200 to 1,000.

The Statewide Rank: All schools that receive APIs are ranked in deciles by grade level of instruction: elementary, middle and high. A rank of 10 is the highest and 1 is the lowest. Each decile in each school type contains 10% of all schools of that type. Small schools with asterisked APIs do not receive statewide ranks and are not used in the calculation of the statewide ranks.

¹ This API is calculated for a small school, defined as having between 11 and 99 valid Stanford 9 test scores. APIs based on small number of students are less reliable and therefore should be carefully interpreted. Ranks, targets, and subgroup APIs are not calculated for small schools.

QUALITY OF LIFE INDICATOR 26

Test Scores – Academic Performance Index (API)

Santa Cruz City Elementary School District

Elementary Schools	1999	2000	2001	2002	% Change	2002 State Rank
Bay View Elementary	671	708	726	725	-0.1	6
Branciforte Elementary	602	670	651	651	0.0	4
De Laveaga Elementary	750	793	780	764	-2.1	8
Gault Elementary	708	746	-	722	-	6
Natural Bridges Elementary	710	749	770	738	-4.2	7
Westlake Elementary	770	771	771	784	1.7	8

Santa Cruz City High School District

Middle Schools	1999	2000	2001	2002	% Change	2002 State Rank
Branciforte Junior High	770	746	762	745	-2.2	8
Mission Hill Junior High	735	740	715	725	1.4	7

High Schools	1999	2000	2001	2002	% Change	2002 State Rank
Harbor High School	719	745	703	709	0.9	8
Santa Cruz High School	706	750	724	733	1.2	9
Soquel High School	687	714	705	673	-4.5	7

Scotts Valley Unified School District

Elementary Schools	1999	2000	2001	2002	% Change	2002 State Rank
Brook Knoll Elementary	874	886	870	844	-3.0	9
Vine Hill Elementary	825	841	828	828	0.0	9

Middle Schools	1999	2000	2001	2002	% Change	2002 State Rank
Scotts Valley Middle	853	864	859	839	-2.3	10

High Schools	1999	2000	2001	2002	% Change	2002 State Rank
Scotts Valley High	-	803 ¹	770	770	0.0	10

Source: California Department of Education, API District Summary Report, 2003.

API Scores: The API summarizes a school's performance on each year's STAR scores. The API is based on the performance of individual pupils on STAR content areas, as measured through national percentile rankings (NPRs) and is scored on a scale of 200 to 1,000.

The Statewide Rank: All schools that receive APIs are ranked in deciles by grade level of instruction: elementary, middle and high. A rank of 10 is the highest and 1 is the lowest. Each decile in each school type contains 10% of all schools of that type. Small schools with asterisked APIs do not receive statewide ranks and are not used in the calculation of the statewide ranks.

¹ This API is calculated for a small school, defined as having between 11 and 99 valid Stanford 9 test scores. APIs based on small number of students are less reliable and therefore should be carefully interpreted. Ranks, targets, and subgroup APIs are not calculated for small schools.

Test Scores – Academic Performance Index (API)

San Lorenzo Valley Unified School District

Elementary Schools	1999	2000	2001	2002	% Change	2002 State Rank
Boulder Creek Elementary	751	773	782	795	1.7	8
Quail Hollow Elementary	746	772	792	763	-3.7	8
Redwood Elementary	766	756	813	836	2.8	9
San Lorenzo Valley Elementary	769	795	816	826	1.2	9

Middle Schools	1999	2000	2001	2002	% Change	2002 State Rank
San Lorenzo Valley Junior High	707	745	770	721	-6.4	7

High Schools	1999	2000	2001	2002	% Change	2002 State Rank
San Lorenzo Valley High	733	743	717	697	-2.8	8

Soquel Elementary School District

Elementary Schools	1999	2000	2001	2002	% Change	2002 State Rank
Capitola Elementary	784	799	820	816	-0.5	9
Main Street Elementary	790	825	812	828	2.0	9
Santa Cruz Gardens Elementary	660	662	711	764	7.5	8
Soquel Elementary	695	748	771	756	-1.9	7

Middle Schools	1999	2000	2001	2002	% Change	2002 State Rank
New Brighton Middle	730	753	787	769	-2.3	9

Source: California Department of Education, API District Summary Report, 2003.

API Scores: The API summarizes a school’s performance on each year’s STAR scores. The API is based on the performance of individual pupils on STAR content areas, as measured through national percentile rankings (NPRs) and is scored on a scale of 200 to 1,000.

The Statewide Rank: All schools that receive APIs are ranked in deciles by grade level of instruction: elementary, middle and high. A rank of 10 is the highest and 1 is the lowest. Each decile in each school type contains 10% of all schools of that type. Small schools with asterisked APIs do not receive statewide ranks and are not used in the calculation of the statewide ranks.

QUALITY OF LIFE INDICATOR 27

Test Scores – Adequate Yearly Progress (AYP) Report

The No Child Left Behind Act of 2001 requires all districts and schools to demonstrate Adequate Yearly Progress (AYP), with an eventual goal that 100% of all students are proficient or above in reading/language arts and mathematics by 2013-2014. Under AYP criteria adopted by the State Board of Education, California districts, schools, and numerically significant student subgroups within districts and schools must meet Annual Measurable Objectives (AMOs) in reading/language arts and mathematics.

Bonny Doon Union Elementary School District

		2002	2003	Met 2003 AYP Criteria	Annual Measurable Objective
English Language Arts	Participation	83.6	93.8	No	95.0%
	Percent of students proficient or above	58.5	62.2	Yes	13.6%
Mathematics	Participation	84.4	92.9	No	95.0%
	Percent of students proficient or above	62.0	64.7	Yes	16.0%

Live Oak Elementary School District

		2002	2003	Met 2003 AYP Criteria	Annual Measurable Objective
English Language Arts	Participation	95.3	95.9	Yes	95.0%
	Percent of students proficient or above	36.8	41.7	Yes	13.6%
Mathematics	Participation	95.9	96.1	Yes	95.0%
	Percent of students proficient or above	34.3	40.2	Yes	16.0%

Happy Valley Elementary School District

		2002	2003	Met 2003 AYP Criteria	Annual Measurable Objective
English Language Arts	Participation	100.0	98.9	Yes	95.0%
	Percent of students proficient or above	71.1	79.7	Yes ¹	13.6%
Mathematics	Participation	100.0	98.9	Yes	95.0%
	Percent of students proficient or above	65.9	72.3	Yes ¹	16.0%

Mountain Elementary School District

		2002	2003	Met 2003 AYP Criteria	Annual Measurable Objective
English Language Arts	Participation	89.4	95.0	Yes	95.0%
	Percent of students proficient or above	56.9	52.2	Yes ¹	13.6%
Mathematics	Participation	89.4	92.0	No	95.0%
	Percent of students proficient or above	49.4	56.3	Yes ¹	16.0%

Source: California Department of Education, Adequate Yearly Progress Report, 2003.

¹ Less than 100 valid scores.

Test Scores – Adequate Yearly Progress (AYP) Report

Pacific Elementary School District

		2002	2003	Met 2003 AYP Criteria	Annual Measurable Objective
English Language Arts	Participation	82.8	88.0	No	95.0%
	Percent of students proficient or above	50.0	54.2	Yes ¹	13.6%
Mathematics	Participation	82.8	86.5	No	95.0%
	Percent of students proficient or above	38.4	48.2	Yes ¹	16.0%

San Lorenzo Valley Unified School District

		2002	2003	Met 2003 AYP Criteria	Annual Measurable Objective
English Language Arts	Participation	88.5	88.5	No	95.0%
	Percent of students proficient or above	49.1	57.8	Yes	13.6%
Mathematics	Participation	88.5	87.8	No	95.0%
	Percent of students proficient or above	46.9	52.7	Yes	16.0%

Pajaro Valley Joint Unified School District

		2002	2003	Met 2003 AYP Criteria	Annual Measurable Objective
English Language Arts	Participation	96.7	97.7	Yes	95.0%
	Percent of students proficient or above	19.1	26.9	Yes	13.6%
Mathematics	Participation	96.8	97.8	Yes	95.0%
	Percent of students proficient or above	21.2	30.2	Yes	16.0%

Santa Cruz City Elementary School District

		2002	2003	Met 2003 AYP Criteria	Annual Measurable Objective
English Language Arts	Participation	92.0	92.0	No	95.0%
	Percent of students proficient or above	41.6	48.8	Yes	13.6%
Mathematics	Participation	92.2	91.1	No	95.0%
	Percent of students proficient or above	38.4	46.1	Yes	16.0%

Source: California Department of Education, Adequate Yearly Progress Report, 2003

¹ Less than 100 valid scores.

QUALITY OF LIFE INDICATOR 27

Test Scores – Adequate Yearly Progress (AYP) Report

Santa Cruz City High School District

		2002	2003	Met 2003 AYP Criteria	Annual Measurable Objective
English Language Arts	Participation	93.0	89.4	No	95.0%
	Percent of students proficient or above	46.1	58.9	Yes	13.6%
Mathematics	Participation	91.0	90.0	No	95.0%
	Percent of students proficient or above	36.8	49.5	Yes	16.0%

Scotts Valley Unified School District

		2002	2003	Met 2003 AYP Criteria	Annual Measurable Objective
English Language Arts	Participation	97.6	97.1	Yes	95.0%
	Percent of students proficient or above	61.4	69.0	Yes	13.6%
Mathematics	Participation	97.7	97.3	Yes	95.0%
	Percent of students proficient or above	59.4	65.4	Yes	16.0%

Santa Cruz County Office of Education

		2002	2003	Met 2003 AYP Criteria	Annual Measurable Objective
English Language Arts	Participation	58.9	88.1	No	95.0%
	Percent of students proficient or above	4.5	29.9	Yes	13.6%
Mathematics	Participation	49.3	83.4	No	95.0%
	Percent of students proficient or above	6.6	14.8	Yes	16.0%

Soquel Elementary School District

		2002	2003	Met 2003 AYP Criteria	Annual Measurable Objective
English Language Arts	Participation	96.4	98.8	Yes	95.0%
	Percent of students proficient or above	50.5	56.1	Yes	13.6%
Mathematics	Participation	96.4	98.4	Yes	95.0%
	Percent of students proficient or above	49.1	53.6	Yes	16.0%

Source: California Department of Education, Adequate Yearly Progress Report, 2003

Test Scores - SAT

Standardized tests, such as the SAT, are a measure of academic performance of college bound students. They allow for local, state and national comparisons.

Percent of Students Who Took the Test

High School	1993/94	1994/95	1995/96	1996/97	1997/98	1998/99	1999/00	2000/01	2001/02
Aptos High	47.9	39.7	43.5	43.0	35.3	40.3	40.2	37.5	46.8
Harbor High	56.7	55.7	52.1	54.5	56.3	60.6	52.4	48.7	51.6
San Lorenzo Valley High	38.7	40.8	44.7	39.1	45.8	39.3	39.1	44.1	53.3
Santa Cruz High	38.1	40.5	42.0	39.7	41.9	44.1	42.7	48.1	54.1
Soquel High	48.3	41.1	46.0	38.7	33.7	33.0	41.2	42.0	38.8
Watsonville High	38.1	45.0	40.3	35.4	32.6	25.5	28.7	22.7	23.4
County	42.5	37.4	37.7	34.9	34.7	33.0	33.5	32.4	36.1
State	37.0	36.0	36.7	36.2	35.9	36.5	36.5	36.6	37.3

Average Total Score (Verbal and Math)

High School	1993/94	1994/95	1995/96	1996/97	1997/98	1998/99	1999/00	2000/01	2001/02	% Change
Aptos High	1,010	1,031	1,054	1,004	1,041	1,015	1,020	1,015	1,032	1.7
Harbor High	1,065	1,065	1,083	1,069	1,116	1,083	1,088	1,094	1,112	1.6
San Lorenzo Valley High	1,077	1,091	1,077	1,091	1,064	1,071	1,035	1,044	1,038	-0.6
Santa Cruz High	1,085	1,072	1,099	1,085	1,109	1,116	1,137	1,105	1,142	3.3
Soquel High	1,040	1,039	1,074	1,071	1,082	1,053	1,077	1,079	1,089	0.9
Watsonville High	903	914	895	859	845	847	861	836	854	2.2
County	1,023	1,030	1,042	1,021	1,039	1,032	1,031	1,029	1,047	1.7
State	991	997	1,001	1,004	1,007	1,005	1,009	1,008	1,005	-0.3

Source: California Department of Education, California Basic Educational Data System (CBEDS), 2003.

Note: Schools with 10 or fewer students taking the test are not included individually to protect privacy of the students. However, the scores from these schools are included in the County totals.

Total possible SAT score is 1600.

QUALITY OF LIFE INDICATOR 28

Test Scores - SAT

Average Math Score

High School	1993/94	1994/95	1995/96	1996/97	1997/98	1998/99	1999/00	2000/01	2001/02	% Change
Aptos High	518	526	535	504	520	512	522	509	519	2.0
Harbor High	540	536	553	547	563	549	555	561	574	2.3
San Lorenzo Valley High	544	546	544	549	533	537	509	520	524	0.8
Santa Cruz High	541	536	552	534	550	555	567	558	580	3.9
Soquel High	541	519	540	541	552	539	556	551	550	-0.2
Watsonville High	464	467	463	443	433	427	441	433	442	2.1
County	522	520	529	516	523	520	523	522	533	2.1
State	507	509	511	514	516	513	517	516	516	0.0

Average Verbal Score

High School	1993/94	1994/95	1995/96	1996/97	1997/98	1998/99	1999/00	2000/01	2001/02	% Change
Aptos High	492	505	519	500	521	503	498	506	512	1.2
Harbor High	525	529	530	522	553	534	533	533	538	0.9
San Lorenzo Valley High	533	545	533	542	531	534	526	524	514	-1.9
Santa Cruz High	544	536	547	551	559	561	570	547	562	2.7
Soquel High	499	520	534	530	530	514	521	528	539	2.1
Watsonville High	439	447	432	416	412	420	420	403	412	2.2
County	501	510	513	505	516	512	507	507	515	1.6
State	484	488	490	490	491	492	492	492	490	-0.4

Source: California Department of Education, California Basic Educational Data System (CBEDS), 2003.

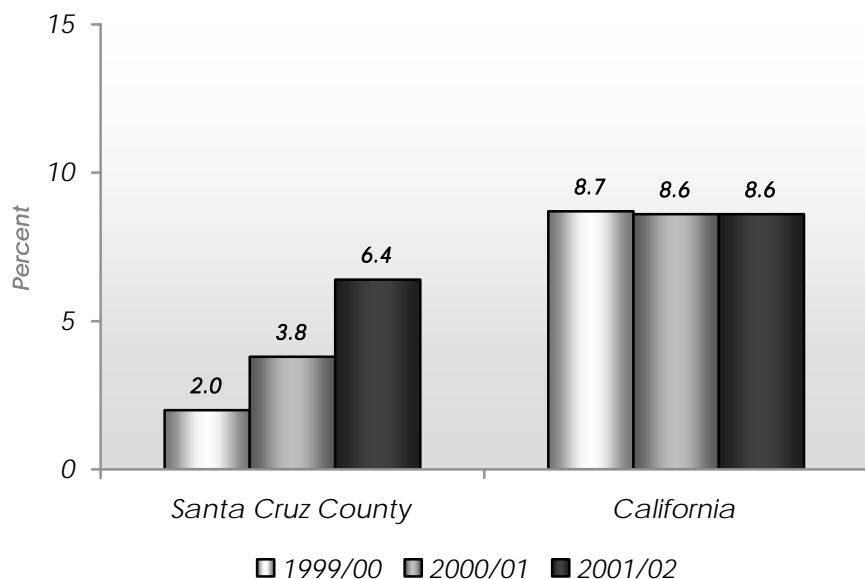
Note: Schools with 10 or fewer students taking the test are not included individually to protect privacy of the students. However, the scores from these schools are included in the County totals.

Total possible SAT score is 1,600.

Test Scores - ACT

Similar to the SAT, the ACT is a college admission test. When applying to college most U.S. colleges and universities will accept either test score. The ACT Assessment, or "A-C-T" as it is commonly called, is a national college admission examination that consists of tests in English, Mathematics, Reading and Science Reasoning. The scale scores range from 1 (low) to 36 (high) for each of the four tests and for the Composite. The Composite is the average of the four test scores, rounded to the nearest whole number.

Percent of Students Who Took the ACT



Average Composite Score

	1999/00	2000/01	2001/2002
Santa Cruz County	23.0	22.4	22.1
State	21.2	21.3	21.2

Source: California Department of Education, California Basic Educational Data System (CBEDS), 2003.

QUALITY OF LIFE INDICATOR 30

English Proficiency

Allocating additional resources for teaching English-learner students is increasingly important as schools adapt to changing demographics.

Percent of English Learner (EL) Students by District

District	1994/95	1995/96	1996/97	1997/98	1998/99	1999/00	2000/01	2001/2002
County Office of Education	-	1.9	3.4	2.9	9.2	2.0	11.1	8.8
Bonny Doon Union Elementary	0.7	0.0	0.0	0.4	0.4	0.0	0.0	1.2
Happy Valley Elementary	0.0	0.0	0.0	0.0	0.0	0.0	0.0	1.5
Live Oak Elementary	9.5	10.1	15.8	18.1	17.0	19.0	22.4	23.7
Mountain Elementary	1.3	0.0	0.0	0.0	0.0	1.3	2.0	2.0
Pacific Elementary	10.8	8.3	6.6	8.6	12.3	12.1	18.2	15.9
Pajaro Valley Joint Unified	48.1	47.8	47.1	46.3	45.4	44.9	45.2	45.5
San Lorenzo Valley Unified	0.3	0.4	0.5	0.7	0.6	0.7	0.7	0.8
Santa Cruz City Elementary	20.2	21.4	22.3	23.6	23.1	22.2	23.8	24.1
Santa Cruz City High	7.8	8.1	7.7	6.8	6.4	6.3	6.3	7.1
Scotts Valley Unified	-	0.9	1.8	1.0	1.7	1.8	2.4	1.7
Soquel Elementary	7.6	7.7	8.3	8.6	11.3	10.7	10.8	10.4
County	26.3	26.3	26.6	26.6	26.3	26.2	26.9	27.4

Source: California Department of Education, California Basic Educational Data System (CBEDS), 2003.

Top Languages Spoken

Top Languages Spoken by English Learner (EL) Students

	1995/96	1996/97	1997/98	1998/99	1999/00	2000/01	2001/2002	% Change
Spanish	9,804	10,147	10,290	10,415	10,437	10,660	10,728	0.6
Cantonese	20	23	23	29	26	31	27	-12.9
Korean	19	22	23	16	20	27	21	-22.2
Filipino (Tagalog)	83	78	58	51	36	27	18	-33.3
Punjabi	12	11	13	14	20	17	14	-17.6
Russian	5	7	5	10	10	14	14	0.0
Japanese	17	12	17	11	9	13	9	-30.8
Arabic	12	11	5	6	9	12	13	8.3
Vietnamese	12	23	22	20	10	11	15	36.4
Portuguese	21	20	19	12	7	10	12	20.0
Ilocano	8	6	12	9	8	8	8	0.0
German	1	5	11	7	6	6	2	-66.7
Thai	6	7	5	4	3	5	4	-20.0
Polish	2	5	2	3	5	4	3	-25.0
Khmer (Cambodian)	16	9	6	6	5	4	2	-50.0
Other non-English	62	65	41	49	36	21	15	-28.6
County Total EL Enrollment (all languages)	10,094	10,445	10,548	10,660	10,651	10,896	10,936	0.4
State Total EL Enrollment (all languages)	1,323,767	1,381,393	1,406,166	1,442,692	1,480,527	1,511,299	1,559,248	3.2

Source: California Department of Education, California Basic Educational Data System (CBEDS), 2003.

QUALITY OF LIFE INDICATOR 32

Ethnic Representation

Comparison of Latino Students and Latino Teachers, by District (Percent of students and teachers who are Latino)

Santa Cruz County Office of Education	95/96	96/97	97/98	98/99	99/00	00/01	01/02	02/03
Students	38.1	41.7	46.0	48.3	31.0	26.6	26.9	23.3
Teachers	4.0	6.5	6.0	4.2	6.6	4.9	7.9	6.1

Bonny Doon Union Elementary	95/96	96/97	97/98	98/99	99/00	00/01	01/02	02/03
Students	4.9	3.5	1.7	0.4	0.0	0.0	0.0	0.6
Teachers	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0

Happy Valley Elementary	95/96	96/97	97/98	98/99	99/00	00/01	01/02	02/03
Students	11.3	15.0	14.6	0.0	0.0	6.9	7.6	4.4
Teachers	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0

Live Oak Elementary	95/96	96/97	97/98	98/99	99/00	00/01	01/02	02/03
Students	26.7	28.9	29.7	30.3	29.9	33.9	35.6	38.9
Teachers	1.1	2.0	5.5	8.8	8.5	5.1	6.4	5.6

Mountain Elementary	95/96	96/97	97/98	98/99	99/00	00/01	01/02	02/03
Students	9.7	7.8	10.6	2.5	4.6	4.7	5.9	10.1
Teachers	14.3	14.3	25.0	0.0	0.0	0.0	0.0	0.0

Pacific Elementary	95/96	96/97	97/98	98/99	99/00	00/01	01/02	02/03
Students	8.3	7.9	13.6	23.5	28.6	27.3	23.9	18.4
Teachers	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0

Pajaro Valley Unified School District	95/96	96/97	97/98	98/99	99/00	00/01	01/02	02/03
Students	70.2	71.4	72.0	73.1	73.9	74.8	75.3	75.8
Teachers	15.2	15.9	16.1	16.5	15.2	15.6	16.3	17.2

San Lorenzo Valley Unified	95/96	96/97	97/98	98/99	99/00	00/01	01/02	02/03
Students	4.9	4.7	4.1	4.8	4.4	5.3	5.4	5.7
Teachers	2.7	1.7	2.0	3.6	2.6	2.7	2.5	3.5

Source: California Department of Education, California Basic Educational Data System (CBEDS), 2003.

Ethnic Representation

Comparison of Latino Students and Latino Teachers, by District (continued)

Santa Cruz City Elementary	95/96	96/97	97/98	98/99	99/00	00/01	01/02	02/03
Students	27.4	28.4	30.2	17.3	32.3	33.0	35.2	34.5
Teachers	9.5	9.1	8.2	7.9	10.2	10.2	10.7	12.2

Santa Cruz City High	95/96	96/97	97/98	98/99	99/00	00/01	01/02	02/03
Students	17.9	18.2	17.2	17.3	17.2	18.7	19.1	20.5
Teachers	3.2	3.4	3.6	4.0	3.5	3.2	3.0	2.9

Scotts Valley Unified	95/96	96/97	97/98	98/99	99/00	00/01	01/02	02/03
Students	3.2	4.4	5.0	4.5	5.1	5.9	6.1	5.6
Teachers	1.4	2.2	2.1	2.0	1.8	3.3	3.6	3.6

Soquel Elementary	95/96	96/97	97/98	98/99	99/00	00/01	01/02	02/03
Students	14.7	15.1	16.7	16.5	18.7	19.4	22.1	23.0
Teachers	6.7	6.1	4.8	4.5	3.7	4.2	5.3	5.2

Santa Cruz County	95/96	96/97	97/98	98/99	99/00	00/01	01/02	02/03
Students	41.2	42.5	43.3	44.0	44.7	46.0	46.9	47.5
Teachers	9.1	9.7	9.8	10.3	9.7	9.9	10.5	11.3

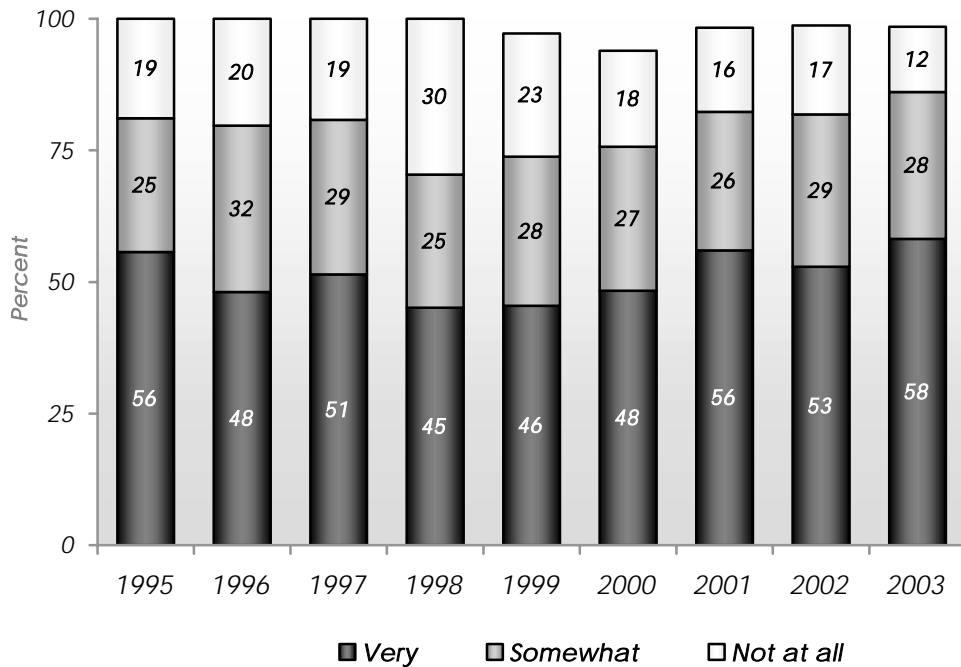
California	95/96	96/97	97/98	98/99	99/00	00/01	01/02	02/03
Students	38.7	39.7	40.5	41.3	42.2	43.2	44.2	45.2
Teachers	9.7	10.6	11.5	12.1	12.6	12.9	13.5	13.9

Source: California Department of Education, California Basic Educational Data System (CBEDS), 2003.

QUALITY OF LIFE INDICATOR 33

 **Bilingual Education**

How important do you think bilingual education is?



Why do you feel this way?(Selected responses)

Respondents who said they think bilingual education is:

Very important	2000	2001	2002	2003
Many Spanish-speaking people	34.3	25.1	14.5	26.2
Important to speak more than one language	28.9	21.3	21.2	24.6
Increases understanding / communication	24.2	20.0	21.0	19.7
Total Respondents	318	393	356	405

Respondents who said they think bilingual education is:

Somewhat important	2000	2001	2002	2003
Everyone should speak English	25.4	31.7	21.3	27.9
Many Spanish-speaking people	23.2	18.0	10.7	13.3
Increases understanding / communication	18.1	13.1	17.6	11.4
Total Respondents	177	184	193	191

Respondents who said they think bilingual education is:

Not at all important	2000	2001	2002	2003
Everyone should speak English	83.2	78.1	74.5	58.6
Not effective / learning suffers for English speakers	-	10.5	11.4	10.6
Equal opportunity to learn	-	2.7	-	-
Total Respondents	119	111	115	86

Source: Santa Cruz County Community Assessment Project, Telephone Survey.

Total respondents	1995	1996	1997	1998	1999	2000	2001	2002	2003
Overall	122	453	496	486	561	658	701	679	698

In 1995 only parents were asked this question; in subsequent years it was asked of all respondents.

Note: Due to their low numbers, respondents who said “don’t know” are not included in the graph.

See appendix for results of statistical testing for this question.

Expulsions

The expulsion rate per 1,000 is calculated by: number of expulsions, divided by total district enrollment, then multiplied by 1,000.

Number of Students Expelled, by Selected District

School District	1994/95	1995/96	1996/97	1997/98	1998/99	1999/00	2000/01	2001/02 ¹	% Change
Pajaro Valley Joint Unified	106	94	113	89	141	110	89	106	19.1
San Lorenzo Valley Unified	17	2	6	17	2	2	0	2	N/A
Santa Cruz City High	17	17	12	16	8	13	8	-	-
Total	140	113	131	122	151	125	97	-	-

Rate of Expulsions per 1,000 Students, by Selected District

School District	1994/95	1995/96	1996/97	1997/98	1998/99	1999/00	2000/01	2001/02 ¹
Pajaro Valley Joint Unified	6.1	5.3	6.2	4.7	7.3	5.6	4.5	5.3
San Lorenzo Valley Unified	4.1	0.5	1.5	4.1	0.5	0.5	0.0	0.5
Santa Cruz City High	3.2	3.1	2.1	2.8	1.3	2.3	1.5	-
Total	5.2	4.1	4.6	4.2	5.1	3.1	3.3	-

Source: Respective districts' Child Welfare and Attendance Offices, 2003.

¹Expulsions for Santa Cruz City High School District is not available for school year 2001 – 02.

QUALITY OF LIFE INDICATOR 35

High School Dropout Rates

Dropout rates are indicators of those students who interrupt and may not continue their education, thereby increasing the likelihood they will not meet the minimum work skills required by the workforce and community.



Annual Dropout Rates

Districts	1993/94	1994/95	1995/96	1996/97	1997/98	1998/99	1999/00	2000/01	2001/02
Pajaro Valley Joint Unified	8.0	3.7	3.3	3.4	3.1	1.4	1.9	3.0	1.7
San Lorenzo Valley Unified	3.2	5.2	2.3	2.8	3.3	2.3	0.9	0.4	1.1
Santa Cruz City High	4.0	3.7	3.8	5.1	2.4	1.9	0.8	0.8	0.5
County	5.5	3.8	3.3	3.9	2.7	1.7	1.2	1.7	1.1
State	4.8	4.4	3.9	3.3	2.9	2.8	2.8	2.8	2.7

The 1-year dropout rate is the percent of dropouts during a single year, calculated from the actual data submitted. It is also called “annual” or “event” rate and it is the dropout rate used by the National Center for Education Statistics to compare states and school districts.

Four Year Dropout Rates

Districts	1993/94	1994/95	1995/96	1996/97	1997/98	1998/99	1999/00	2000/01	2001/02
Pajaro Valley Joint Unified	26.6	13.3	10.9	14.0	12.6	5.3	7.4	12.6	6.5
San Lorenzo Valley Unified	13.0	20.3	8.8	11.3	13.5	9.6	3.7	1.8	4.4
Santa Cruz City High	18.0	14.5	14.7	19.6	9.9	7.6	3.1	3.0	2.0
County	21.3	14.6	12.6	15.5	11.2	6.7	5.0	7.0	4.3
State	18.5	17.1	15.3	13.0	11.7	11.1	11.1	11.0	10.9

Source: California Department of Education, California Basic Educational Data System (CBEDS), 2003.

The 4-year derived dropout rate is an estimate of the percent of students who would drop out during a four-year period, based on data collected for a single year.

High School Dropout Rates – by Ethnicity

Annual Dropout Rates by Ethnicity, Santa Cruz County

Ethnicity	94/95	95/96	96/97	97/98	98/99	99/00	00/01	01/02
Caucasian	3.5	2.7	3.2	1.9	1.5	0.7	0.7	0.6
Latino / Hispanic	4.4	4.2	4.8	4.0	1.7	2.0	3.2	1.7
Asian	2.4	0.4	0.8	1.5	0.4	0.0	0.4	0.7
African American	2.7	4.2	7.9	2.2	2.0	0.5	0.0	1.2
Filipino	0.8	3.5	5.3	3.7	6.9	0.7	1.4	0.0
American Indian	6.3	9.0	7.8	2.9	3.2	2.9	0.0	5.0
Pacific Islander	4.0	5.6	0.0	2.4	2.7	0.0	0.0	0.0
Multiple or No response	-	-	-	-	14.3	6.1	0.0	0.4

Annual Dropout Rates by Ethnicity, California

Ethnicity	94/95	95/96	96/97	97/98	98/99	99/00	00/01	01/02
Caucasian	2.7	2.4	2.0	1.9	1.7	1.7	1.7	1.7
Latino / Hispanic	6.4	5.7	4.8	4.1	3.9	3.9	3.8	3.7
Asian	2.2	2.0	1.7	1.6	1.5	1.4	1.5	1.3
African American	7.7	6.7	5.2	4.4	4.7	4.6	4.9	4.9
Filipino	2.6	2.3	1.7	1.9	2.2	1.6	1.8	1.4
American Indian	4.7	4.6	4.2	4.2	4.0	3.5	3.6	3.6
Pacific Islander	5.1	4.7	3.7	3.3	3.6	3.3	3.2	2.8
Multiple or No response	-	-	-	-	7.0	6.3	3.4	5.3

Four Year Dropout Rates by Ethnicity, Santa Cruz County

Ethnicity	94/95	95/96	96/97	97/98	98/99	99/00	00/01	01/02
Caucasian	13.7	10.6	12.7	7.9	6.2	3.1	2.6	2.4
Latino / Hispanic	15.9	15.0	19.4	16.6	6.9	7.8	13.5	6.7
Asian	9.5	1.5	3.8	6.0	1.3	0.0	1.6	2.9
African American	9.7	17.9	30.4	9.9	8.3	1.7	0.0	5.4
Filipino	2.9	14.1	19.4	15.5	25.0	2.2	6.7	0.0
American Indian	21.9	37.4	28.9	11.8	15.4	13.3	0.0	16.5
Pacific Islander	14.3	21.3	0.0	25.0	20.0	0.0	0.0	0.0
Multiple or No response	-	-	-	-	100.0	50.0	0.0	2.8

Source: California Department of Education, California Basic Educational Data System (CBEDS), 2003.

The 1-year dropout rate is the percent of dropouts during a single year, calculated from the actual data submitted. It is also called “annual” or “event” rate and it is the dropout rate used by the National Center for Education Statistics to compare states and school districts.

The 4-year derived dropout rate is an estimate of the percent of students who would drop out during a four-year period, based on data collected for a single year.

QUALITY OF LIFE INDICATOR 35

High School Dropout Rates – by Grade

Annual Dropout Rates by Grade, Santa Cruz County

Grade	1994/95	1995/96	1996/97	1997/98	1998/99	1999/00	2000/01	2001/02
Grade 8	0.4	0.4	0.9	0.2	0.3	0.0	0.0	0.1
Grade 9	4.4	4.0	2.3	1.9	0.8	0.9	0.6	0.8
Grade 10	3.4	3.1	3.3	1.8	1.4	1.2	1.0	1.1
Grade 11	4.0	3.2	4.3	2.6	2.0	1.2	1.5	1.2
Grade 12	3.6	2.9	6.6	5.4	2.8	1.9	4.1	1.2
County	3.8	3.3	3.9	2.7	1.7	1.2	1.7	1.1

Annual Dropout Rates by Grade, California

Grade	1994/95	1995/96	1996/97	1997/98	1999/00	1999/00	2000/01	2001/02
Grade 8	1.2	1.4	0.9	1.0	0.9	0.9	0.9	0.9
Grade 9	4.0	3.5	3.3	2.6	2.6	2.4	2.4	2.4
Grade 10	4.8	4.0	3.2	2.7	2.6	2.5	2.4	2.4
Grade 11	4.6	4.1	3.3	3.1	2.9	2.9	2.8	2.7
Grade 12	4.9	4.7	4.0	3.9	3.6	3.8	3.8	3.9
State	4.4	3.9	3.3	2.9	2.8	2.8	2.8	2.7

Source: California Department of Education, California Basic Educational Data System (CBEDS), 2003.

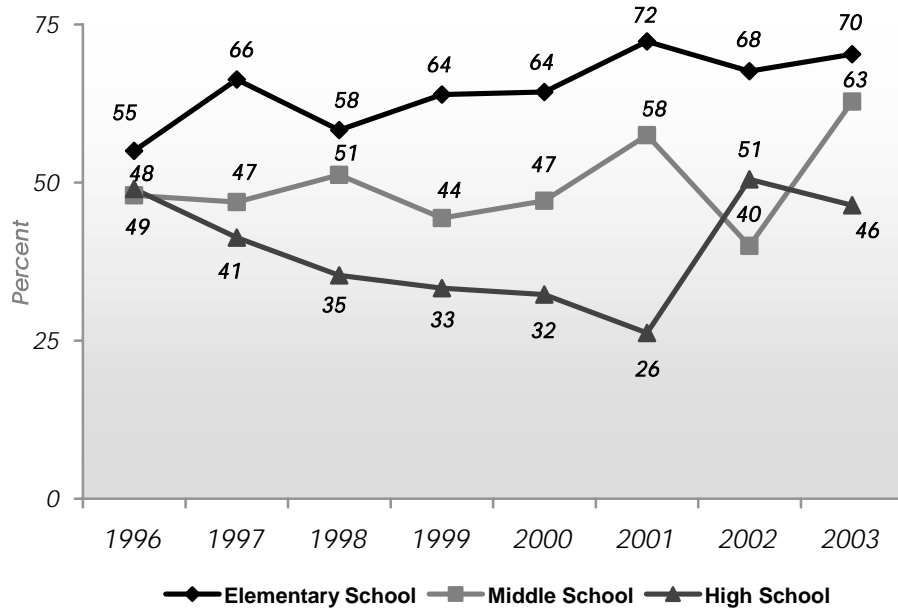
The 1-year dropout rate is the percent of dropouts during a single year, calculated from the actual data submitted. It is also called “annual” or “event” rate and it is the dropout rate used by the National Center for Education Statistics to compare states and school districts.

☎ Satisfaction with Child's Education

Parental satisfaction with local public schools is thought to be related to support for school programs, educational funding and student performance.



*How satisfied are you with your child's education?
(Respondents answering "very satisfied")*



How satisfied are you with your child's education?

Elementary School	1996	1997	1998	1999	2000	2001	2002	2003
Very satisfied	55.0	66.3	58.3	63.9	64.3	72.3	67.6	70.3
Somewhat satisfied	31.5	25.3	35.4	33.3	32.2	27.4	28.1	26.5
Not at all satisfied	13.5	8.4	6.2	2.8	3.5	0.3	4.3	3.2
Total Respondents	111	95	96	108	115	108	107	95

Middle School	1996	1997	1998	1999	2000	2001	2002	2003
Very satisfied	48.0	46.9	51.2	44.4	47.1	57.5	40.0	62.8
Somewhat satisfied	32.0	37.5	36.6	53.3	49.0	33.9	38.8	31.1
Not at all satisfied	20.0	15.6	12.2	2.2	3.9	7.7	19.6	6.1
Total Respondents	50	32	41	45	51	47	52	54

High School	1996	1997	1998	1999	2000	2001	2002	2003
Very satisfied	49.0	41.3	35.3	33.3	32.3	26.2	50.5	46.4
Somewhat satisfied	36.7	43.5	37.3	55.6	61.5	51.0	36.0	42.8
Not at all satisfied	14.3	15.2	27.5	11.1	6.2	14.0	13.6	10.8
Total Respondents	49	46	51	54	65	63	70	61

Source: Santa Cruz County Community Assessment Project, Telephone Survey.

Note: Totals may not equal 100% due to respondents answering "Don't know."

See appendix for results of statistical testing for this question.

QUALITY OF LIFE INDICATOR 36

 Satisfaction with Child's Education

 Community Profile

Percent of respondents who answered "very satisfied" to: "How satisfied are you with your child's high school education?"

By Ethnicity	1998	1999	2000	2001	2002	2003	2003 N
Caucasian	19.4	22.9	29.3	41.1	45.7	42.1	37
Latino	62.5	64.3	35.0	5.5	65.8	64.9	20

By Region	1998	1999	2000	2001	2002	2003	2003 N
North County	26.7	39.1	23.1	30.8	47.0	60.1	19
South County	44.4	34.8	38.2	24.7	54.0	35.4	23
San Lorenzo Valley	22.2	14.3	40.0	38.5	47.7	34.7	20

By Gender	1998	1999	2000	2001	2002	2003	2003 N
Male	-	25.0	32.0	27.2	52.8	48.0	32
Female	-	36.1	32.5	25.6	48.3	44.5	29

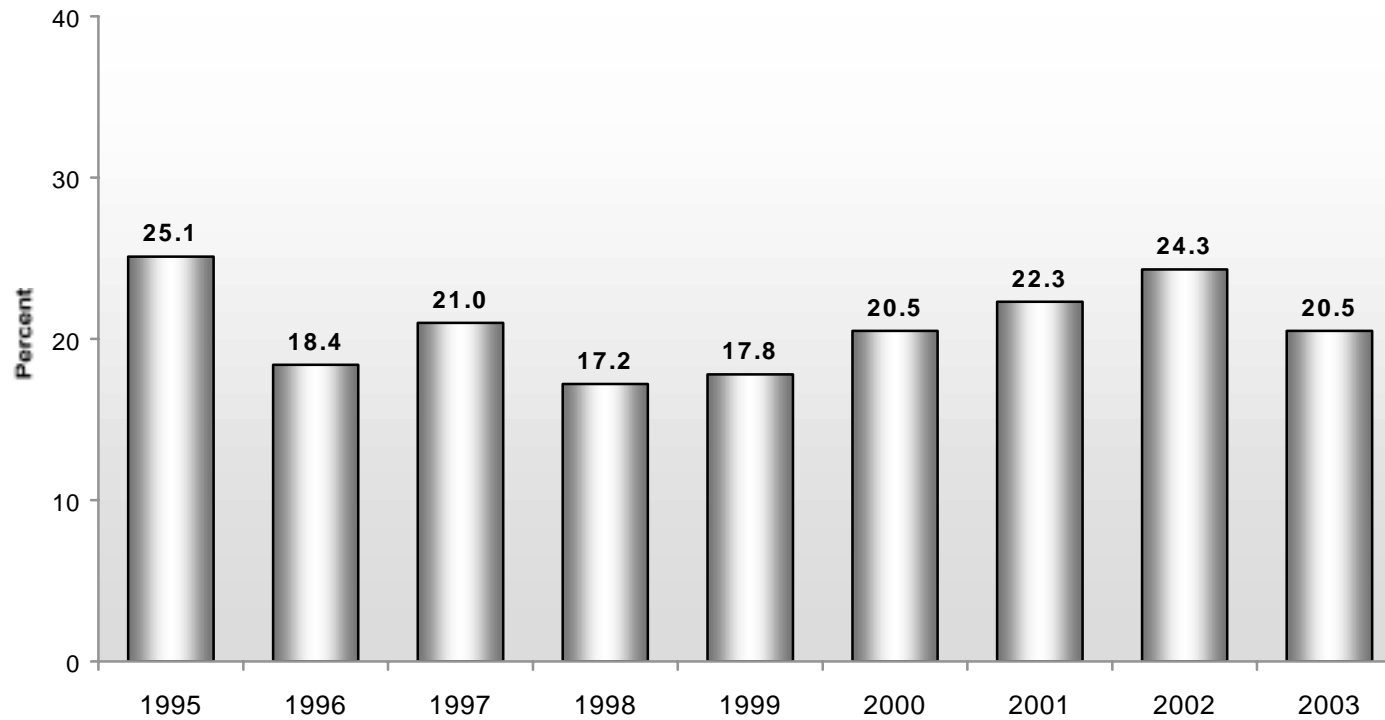
By Income	1999	2000	2001	2002	2003	2003 N
\$34,999 per year or less	60.0	35.3	8.1	65.1	46.7	27
\$35,000 - \$65,499	25.0	42.9	47.3	22.3	51.7	16
\$65,500 and greater	14.3	24.1	28.0	52.8	42.6	18

* Indicates statistically significant survey responses when reporting differences between sub-groups for the 2003 data. Absence of this symbol indicates no statistical significance difference between sub-groups for the 2003 data.

Source: Santa Cruz County Community Assessment Project, Telephone Survey.

Satisfaction with Educational System

Overall, how satisfied are you with our local system of education? (Respondents answering “very satisfied”)



Total respondents	1995	1996	1997	1998	1999	2000	2001	2002	2003
Overall	311	488	495	512	556	658	686	673	681

Source: Santa Cruz County Community Assessment Project, Telephone Survey.

This question was asked of all survey respondents regardless of whether they had children attending local schools or not.

See appendix for results of statistical testing for this question.

QUALITY OF LIFE INDICATOR 37

Satisfaction with Educational System

Community Profile

Percent of respondents who answered “very satisfied” to: “Overall, how satisfied are you with our local system of education?”

By Ethnicity	1998	1999	2000	2001	2002	*2003	2003 N
Caucasian	10.9	13.6	16.0	17.7	18.5	15.5	471
Latino	47.8	43.2	36.6	38.3	44.8	37.6	157

By Region	1998	1999	2000	2001	2002	2003	2003 N
North County	13.8	15.2	15.0	17.9	21.7	15.5	230
South County	22.6	23.1	31.8	27.1	27.4	28.1	233
San Lorenzo Valley	14.1	13.6	17.7	33.4	25.5	18.0	218

By Age	1998	1999	2000	2001	2002	2003	2003 N
18-24	-	24.7	28.3	16.2	28.7	31.0	105
25-44	-	20.4	24.1	27.2	25.4	23.0	224
45-64	-	15.3	15.6	23.1	28.7	14.9	244
65 and older	-	9.9	12.8	16.1	10.9	17.6	108

By Gender	1998	1999	2000	2001	2002	2003	2003 N
Male	-	17.1	18.1	20.7	20.8	20.2	333
Female	-	18.3	22.3	23.8	27.8	20.8	347

By Income	1999	2000	2001	2002	2003	2003 N
\$34,999 per year or less	25.7	27.1	26.2	30.2	28.4	300
\$35,000 - \$64,499	14.1	20.4	15.4	20.5	13.6	159
\$65,500 and greater	12.5	11.3	20.6	21.6	13.4	169

* Indicates statistically significant survey responses when reporting differences between sub-groups for the 2003 data. Absence of this symbol indicates no statistical significance difference between sub-groups for the 2003 data.

Source: Santa Cruz County Community Assessment Project, Telephone Survey.

Significance Testing

Ethnicity: *Latinos* were significantly more likely to respond “Very satisfied” than were *Caucasians*.

Satisfaction with Educational System

*What are the best things happening in the local schools today?
(Selected responses)*

Response	1997	1998	1999	2000	2001	2002	2003
Good teachers	13.0	13.9	14.7	10.3	17.9	14.8	17.2
Extra curricular activities	5.7	9.3	6.1	4.3	10.4	8.4	8.9
Improved education	-	-	1.4	3.2	9.0	6.7	5.4
More parent / Community involvement	8.7	8.7	10.8	5.7	6.9	7.2	7.6
Better teaching methods	7.4	7.6	6.5	3.8	5.3	6.8	4.6
Class size reduction	10.7	12.3	7.2	6.9	4.4	2.0	2.4
Technology (computers)	10.9	15.3	7.0	10.8	4.6	3.8	4.1
Innovative programs	8.5	13.6	5.7	6.5	3.5	5.2	4.4

Year 2003: 670 respondents offering 798 responses

*What are the most serious problems facing local schools today?
(Selected responses)*

Response	1997	1998	1999	2000	2001	2002	2003
Funding	20.1	22.9	21.6	33.1	24.0	32.2	51.7
Over-crowded classes	12.9	15.2	12.0	13.3	17.2	11.5	13.8
Quality of teachers	12.7	7.7	8.6	7.6	15.5	9.1	5.7
Violence/ Gangs / Crime	16.1	13.9	24.5	17.5	14.1	10.7	4.4
Low teacher pay	-	-	1.4	7.8	12.0	7.6	4.0
Drugs / Alcohol	8.2	8.4	9.7	7.5	10.2	5.4	4.2

Year 2003: 690 respondents offering 930 responses

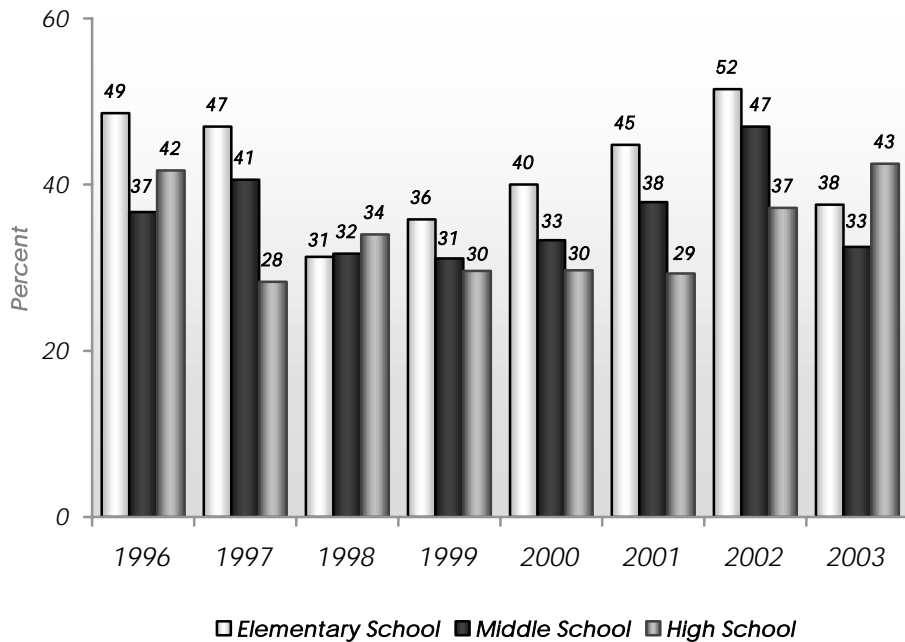
Source: Santa Cruz County Community Assessment Project, Telephone Survey.

QUALITY OF LIFE INDICATOR 38

☎ Substance Abuse Prevention Programs

Drug and alcohol abuse prevention programs provide students with tools to make healthy choices.

How satisfied are you with the substance abuse prevention programs at your child(ren)'s school? (Respondents answering "very satisfied")



How satisfied are you with the substance abuse prevention programs at your child(ren)'s school?

Elementary School	1996	1997	1998	1999	2000	2001	2002	2003
Very satisfied	48.6	47.0	31.3	35.8	40.0	44.8	51.5	37.6
Somewhat satisfied	20.6	24.1	26.3	32.1	26.1	27.2	27.2	31.1
Not at all satisfied	7.5	6.0	8.1	1.9	7.0	4.7	3.2	6.7
Don't know	23.4	22.9	34.3	30.2	27.0	23.3	18.1	24.6
Total Respondents	107	83	99	106	115	104	106	96

Middle School	1996	1997	1998	1999	2000	2001	2002	2003
Very satisfied	36.7	40.6	31.7	31.1	33.3	37.9	47.0	32.5
Somewhat satisfied	30.6	37.5	36.6	51.1	41.2	46.5	26.8	34.4
Not at all satisfied	14.3	12.5	9.8	4.4	5.9	13.1	13.8	8.2
Don't know	18.4	9.4	22.0	13.3	19.6	2.4	12.3	24.9
Total Respondents	49	32	41	45	51	46	51	55

High School	1996	1997	1998	1999	2000	2001	2002	2003
Very satisfied	41.7	28.3	34.0	29.6	29.7	29.3	37.2	42.5
Somewhat satisfied	25.0	39.1	30.0	27.8	34.4	45.5	34.9	27.3
Not at all satisfied	18.8	19.6	14.0	13.0	20.3	12.5	14.6	18.5
Don't know	14.6	13.0	22.0	29.6	15.6	12.7	13.3	11.7
Total Respondents	48	46	50	54	64	62	68	58

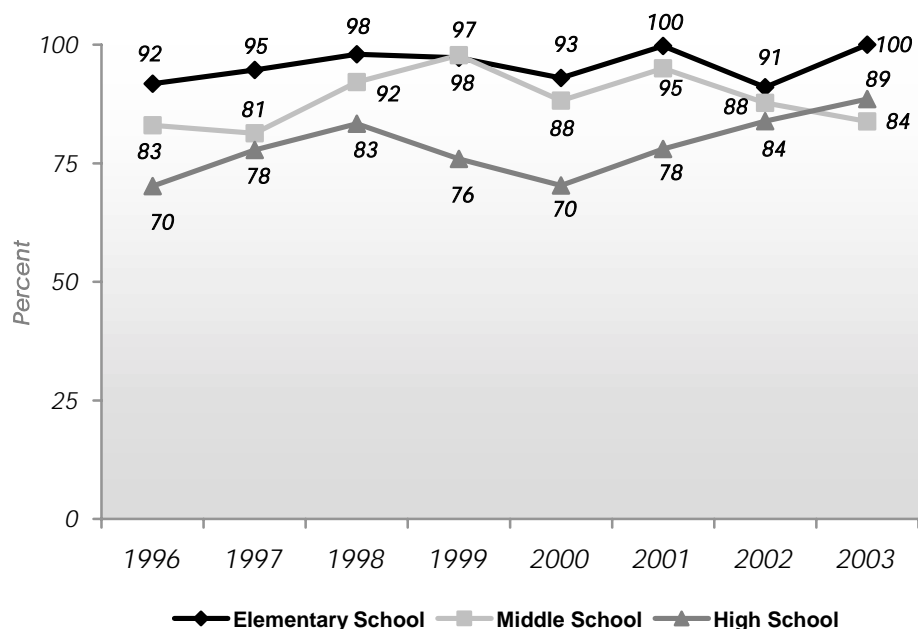
Source: Santa Cruz County Community Assessment Project, Telephone Survey.

See appendix for results of statistical testing for this question.

School Safety

This table reflects the perception of parents regarding safety at their children's schools.

Does your child(ren)'s school provide a safe environment for learning? (Respondents answering "yes")



Does your child(ren)'s school provide a safe environment for learning?

Elementary School		1996	1997	1998	1999	2000	2001	2002	2003
Yes		91.8	94.7	98.0	97.2	93.0	99.7	91.0	100.0
No		8.2	5.3	2.0	2.8	6.1	0.3	5.8	0.0
Total Respondents		110	94	98	108	115	108	106	97

Middle School		1996	1997	1998	1999	2000	2001	2002	2003
Yes		83.0	81.3	92.1	97.8	88.2	95.0	87.7	83.8
No		17.0	18.8	7.9	2.2	11.8	5.0	9.0	16.2
Total Respondents		47	32	38	45	51	47	52	55

High School		1996	1997	1998	1999	2000	2001	2002	2003
Yes		70.2	77.8	83.3	75.9	70.3	78.0	83.9	88.5
No		29.8	22.2	16.7	20.4	26.6	13.2	12.0	11.5
Total Respondents		47	45	48	54	64	64	70	60

Source: Santa Cruz County Community Assessment Project, Telephone Survey.

Note: Totals may not equal 100% due to respondents answering "Don't know."

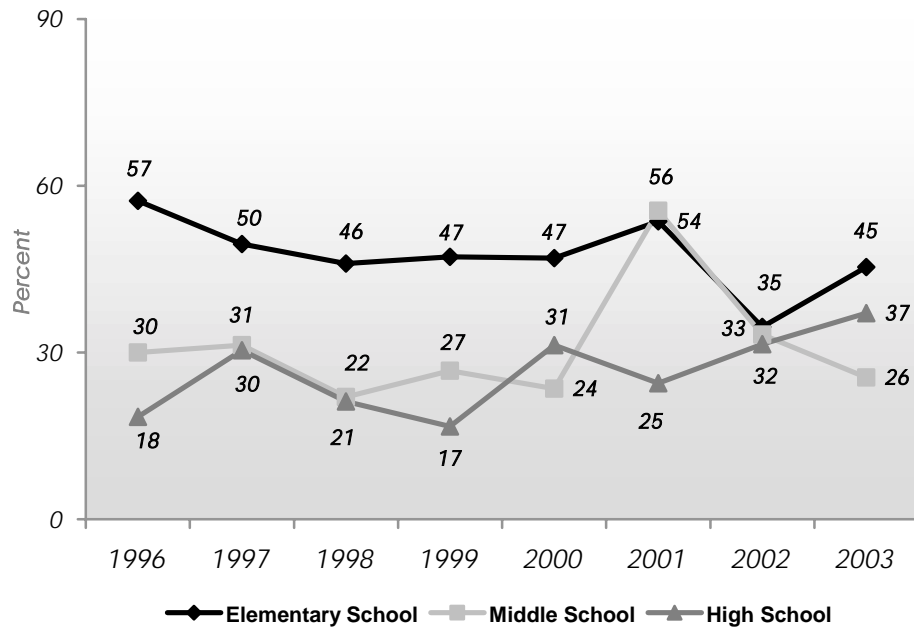
See appendix for statistical testing for this question.

QUALITY OF LIFE INDICATOR 40

☎ Parent Participation in Schools

This table reflects involvement of parents in school activities.

How often do you participate in activities at your child(ren)'s school(s)? (Respondents answering "often")



How often do you participate in activities at your child(ren)'s school(s)?

Elementary School	1996	1997	1998	1999	2000	2001	2002	2003
Often	57.3	49.5	46.0	47.2	47.0	53.6	34.6	45.4
Sometimes	40.9	42.1	46.0	41.7	45.2	41.7	53.2	46.6
Never	1.8	8.4	8.0	11.1	7.8	4.7	12.2	8.0
Total Respondents	110	95	100	108	115	108	107	97

Middle School	1996	1997	1998	1999	2000	2001	2002	2003
Often	30.0	31.3	22.0	26.7	23.5	55.5	33.2	25.5
Sometimes	62.0	43.8	58.5	53.3	56.9	24.8	50.4	64.6
Never	8.0	25.0	19.5	20.0	19.6	13.6	16.4	9.8
Total Respondents	50	32	41	45	51	47	52	53

High School	1996	1997	1998	1999	2000	2001	2002	2003
Often	18.4	30.4	21.2	16.7	31.3	24.5	31.5	37.1
Sometimes	67.3	39.1	48.1	51.9	45.3	59.0	44.1	41.9
Never	14.3	30.4	30.8	31.5	23.4	13.7	24.4	21.1
Total Respondents	49	46	52	54	64	64	69	60

Source: Santa Cruz County Community Assessment Project, Telephone Survey.

Note: Totals may not equal 100% due to respondents answering "Don't know."

See appendix for results of statistical testing for this question.

Child Care Enrollment

Enrollment in preschool programs, including licensed child care and Head Start, can provide stimulation and socialization for children outside of the home and contribute to their school readiness, an important predictor of continued success in school.

Number of Children Enrolled in Licensed Child Care

Enrollment in Licensed Child Care (Full and Part-time)	September 1998	December 1999	December 2000	December 2001	December 2002	% Change
Infant (0 - 1)	897	906	793	669	724	8.2
Preschool (2 - 5)	4,773	4,497	4,818	4,484	4,462	-0.5
School-Age (6 and older)	1,179	1,726	2,172	1,767	1,393	-21.2
Total Enrollment	6,849	7,129	7,783	6,920	6,579	-4.9

Source: Santa Cruz County Office of Education, Child Development Resource Center, Child Care Switchboard, 2002.

Estimated Number of Children Needing Child Care

Children	1994	1995	1996	1997	1998	1999	2000	2001	2002	2003	% Change
Ages 0 – 2	6,478	6,141	5,946	5,756	5,752	5,769	5,840	5,876	5,916	5,969	0.9
Ages 3 – 5	6,249	6,672	6,746	6,525	6,208	6,043	5,861	5,860	5,879	5,950	1.2
Ages 6 – 13	16,775	17,048	17,504	18,280	19,068	19,536	20,035	20,322	20,558	20,673	0.6
Total	29,502	29,861	30,196	30,561	31,028	31,348	31,736	32,058	32,353	32,591	0.7

Source: State of California Department of Finance, Race / Ethnic Population with Age and Sex Detail, 1970-2040, December, 1998.

The above estimates of children needing child care are based on a formula used by The California Child Care Resource and Referral Network. Need for care is based on the employment status of the child’s parents, also referred to as the Labor Force Participation rate (LFP). Children estimated to need care are those cared for by a single parent who is employed, or by two parents who are both employed.

Calculation: Estimated population of age group x LFP of age group = number of children who need care.

QUALITY OF LIFE INDICATOR 41

Child Care Enrollment

Head Start Programs

Santa Cruz County Head Start*	1995/96	1996/97	1997/98	1998/99	1999/00	2000/01	2001/02	2002/03	% Change
Enrollment	391	391	391	411	411	411	463	463	0.0
Waiting list	244	255	400	269	250	236	189	414	119.0

Migrant Head Start – PVUSD	Spring 1995	Spring 1996	Spring 1997	Spring 1998	Spring 1999	Spring 2000	Spring 2001	Spring 2002	Spring 2003	% Change
Enrollment	300	300	300	300	300	320	683	683	683	0.0
Waiting List	150	100	200	215	165	-	50	189	345	82.5

Migrant Head Start - Growth & Opportunity	Spring 1995	Spring 1996	Spring 1997	Spring 1998	Spring 1999	Spring 2000	% Change
Enrollment	250	250	268	268	323	323	0.0
Waiting List	-	-	-	-	335	377	12.5

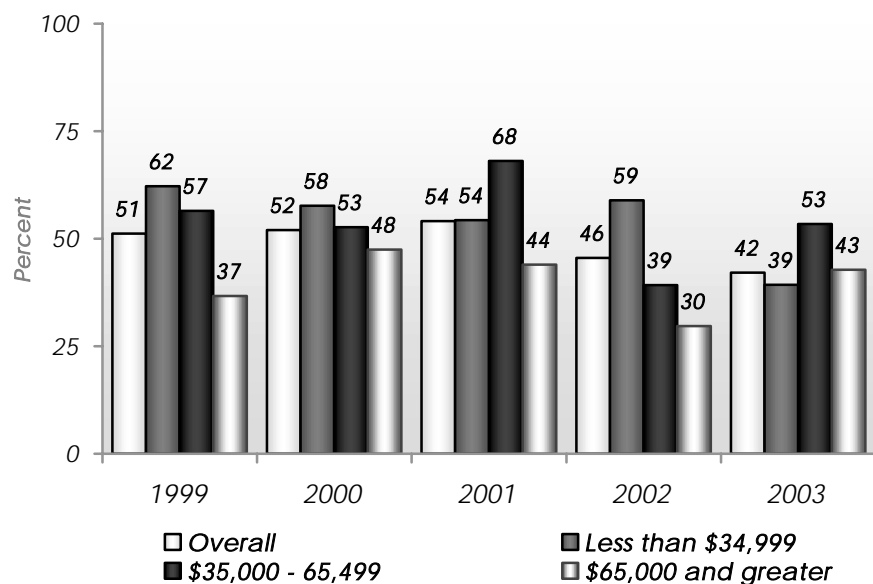
Source: Santa Cruz County Head Start, Migrant Head Start, 2003.

* Includes Head Start and Early Head Start (0 – 5).

Note: The Migrant Head Start – Growth and Opportunity is no longer providing services.

☎ Child Care Arrangements

Does someone care for your children in order for you to work, go to school or be in training? (Respondents answering “yes”)



Total respondents	1999	2000	2001	2002	2003
Overall	162	198	181	199	195
Less than \$34,999	45	78	67	92	80
\$35,000 - \$65,499	46	55	46	46	42
\$65,500 and greater	60	60	56	58	60

If yes, how satisfied are you with this arrangement?

Responses	1999	2000	2001	2002	2003
Very satisfied	84.9	76.2	55.2	63.9	72.1
Somewhat satisfied	11.6	20.0	34.0	32.3	25.4
Not at all satisfied	3.5	3.8	10.8	3.8	2.4
Total responses	86	100	98	88	82

Source: Santa Cruz County Community Assessment Project, Telephone Survey.

Question asked of parents with children under age 14.

See appendix for result of statistical testing for these questions.

QUALITY OF LIFE INDICATOR 41

 **Child Care Arrangements**

 **Community Profile**

Percent of respondents who answered “yes” to: “Does someone care for your children in order for you to work, go to school or be in training?”

By Ethnicity	1999	2000	2001	2002	2003	2003 N
Caucasian	46.2	47.3	42.9	34.8	32.3	101
Latino	60.0	56.8	67.9	58.7	48.1	77

By Region	1999	2000	2001	2002	2003	2003 N
North County	47.4	44.0	37.4	36.5	39.2	42
South County	58.5	61.4	68.5	56.8	45.4	97
San Lorenzo Valley	38.9	45.0	49.6	30.1	36.0	67

By Age	1999	2000	2001	2002	2003	2003 N
18-24 years of age	85.7	53.3	80.0	83.3	58.1	23
25-44 years of age	56.3	56.8	53.7	48.3	44.8	116
45-64 years of age	21.4	34.2	50.7	27.5	29.6	56
65 and older	0.0	0.0	0.0	0.0	0.0	0

By Gender	1999	2000	2001	2002	2003	2003 N
Male	51.0	53.2	62.4	41.2	42.3	103
Female	50.0	51.4	46.5	49.0	41.8	92

By Income	1999	2000	2001	2002	2003	2003 N
\$34,999 per year or less	62.2	57.7	54.3	58.9	39.3	80
\$35,000 - \$65,499	56.5	52.7	68.1	39.2	53.4	42
\$65,500 and greater	36.7	47.5	44.0	29.7	42.8	60

* Indicates statistically significant survey responses when reporting differences between sub-groups for the 2003 data. Absence of this symbol indicates no statistical significance difference between sub-groups for the 2003 data.

Source: Santa Cruz County Community Assessment Project, Telephone Survey

College Preparation Courses

Students should have access to the appropriate challenging courses to prepare for college acceptance and success.

Percent of Graduates Completing College Prep Courses, by District

School District	1995/96	1996/97	1997/98	1998/99	1999/00	2000/01	2001/02
Pajaro Valley Unified	26.6	26.1	28.8	25.6	28.7	38.9	40.8
San Lorenzo Valley Unified	60.6	56.1	52.9	30.6	30.2	49.6	58.4
Santa Cruz City Schools	43.9	36.6	40.4	34.4	39.2	38.9	41.7
County	38.3	33.9	35.9	29.6	32.5	39.1	42.4
State	35.4	36.0	36.6	35.6	34.8	35.6	34.7

Percent of County Graduates Completing College Prep Courses, by Gender

Gender	1995/96	1996/97	1997/98	1998/99	1999/00	2000/01	2001/02
Male	38.6	29.2	30.7	29.1	28.9	36.2	36.5
Female	38.0	38.4	40.4	30.1	36.3	41.5	48.0

Percent of County Graduates Completing College Prep Courses by Ethnicity

Ethnicity	1995/96	1996/97	1997/98	1998/99	1999/00	2000/01	2001/02
Caucasian	49.3	43.2	46.6	38.6	39.1	49.7	46.9
Latino / Hispanic	15.1	15.8	15.7	13.5	20.0	24.3	33.8
Asian	43.8	68.1	63.3	45.0	56.2	44.0	64.2
African American	30.8	25.8	28.0	12.8	13.6	36.8	34.1
Filipino	28.6	25.0	32.0	14.3	22.2	44.4	36.4
American Indian	22.0	33.3	6.7	22.2	0.0	9.1	50.0
Pacific Islander	8.3	28.6	28.6	37.5	0.0	25.0	71.4
Multiple/ No Response	-	-	0.0	0.0	11.1	33.3	16.7

Source: California Department of Education, California Basic Educational Data System (CBEDS), 2003.

College Prep Courses are defined as: high school courses in which the student has received a minimum grade of "C" or better that are accepted by the University of California and the California State University system as meeting their minimum admission standards. This includes 2 years of History / Social Science, 4 years of English, 3 years of mathematics, 2 years of laboratory science, 2 years of foreign language, and 2 years of college preparatory elective courses.

QUALITY OF LIFE INDICATOR 43

Community College Attendance

Attendance records at community colleges measure student enrollment as well as the demographic characteristics of students.

Cabrillo College Graduation Numbers

Cabrillo Graduates	1993/94	1994/95	1995/96	1996/97	1997/98	1998/99	1999/00	2000/01	2001/02	% Change
Associate of Arts	210	274	288	329	361	364	407	429	402	-6.3
Associate of Science	222	217	255	226	223	228	198	219	187	-14.6
Certificates of Proficiency	115	143	102	109	108	100	94	88	106	20.5
Total	547	634	645	664	692	692	699	736	695	-5.6

Percentage of Cabrillo College Enrollment by Age

Age	Fall 1994	Fall 1995	Fall 1996	Fall 1997	Fall 1998	Fall 1999	Fall 2000	Fall 2001	Fall 2002
<18 or unknown	3.1	3.3	2.7	2.8	3.4	3.7	4.1	5.2	5.2
18-20	22.2	22.4	21.1	21.2	22.3	23.1	23.4	25.3	25.4
21-25	24.6	24.9	22.7	21.9	21.7	26.7	21.7	21.6	22.6
26-30	12.4	12.9	13.2	13.7	13.0	12.2	11.3	11.0	10.5
31-40	19.3	18.8	18.3	17.5	17.0	17.0	16.2	15.2	14.5
41-50	12.5	12.1	13.9	14.7	14.0	14.0	13.7	12.5	12.3
51-60	3.7	3.5	4.9	5.2	5.7	7.4	6.8	6.9	6.8
61+	2.3	2.2	3.2	3.0	3.0	3.4	2.9	2.1	2.7
Total	12,762	12,132	12,768	13,598	13,767	13,718	13,621	13,685	14,362
Average Age	29.8	29.5	30.9	31.1	30.9	32.0	30.2	29.9	30.1
Median Age	26.0	25.1	27.0	27.0	26.1	27.0	26.0	25.0	26.0

Percentage of Cabrillo Graduates by Ethnicity

Ethnicity	93/94	94/95	95/96	96/97	97/98	98/99	99/00	00/01	01/02
Caucasian	77.7	77.8	74.0	70.2	71.8	66.6	64.7	67.7	62.6
Asian	6.9	6.9	6.0	8.0	6.0	5.5	5.5	4.3	4.8
African American	0.9	0.9	1.9	1.1	1.3	0.5	0.9	1.2	0.7
Latino / Hispanic	14.1	11.2	15.2	18.8	18.0	21.3	21.5	20.7	21.4
American Indian / Alaskan	0.2	1.3	1.7	1.2	1.5	1.2	1.5	1.5	1.2
Filipino	-	-	-	-	-	1.2	1.8	1.8	1.2
Pacific Islander	-	-	-	-	-	0.4	0.1	-	-
Other	0.2	1.6	0.9	0.8	1.3	2.7	1.9	1.5	0.8
Unknown	0.2	0.3	0.3	0.0	0.1	0.4	2.1	1.4	7.3
% Graduates of Color	22.3	22.2	26.0	29.8	28.2	33.4	35.3	32.3	29.2

Source: Cabrillo College, Planning & Research Office, 2003.

University Attendance

Post-secondary education is increasingly important to ensure better job opportunities and higher earning potential.

University of California, Santa Cruz, Enrollment

Number of Enrollees	Fall 1994	Fall 1995	Fall 1996	Fall 1997	Fall 1998	Fall 1999	Fall 2000	Fall 2001	Fall 2002	% Change
Undergraduate	9,099	8,876	9,159	9,570	9,932	10,242	11,047	12,002	12,845	7.0
Graduate	1,018	1,047	1,056	1,068	1,094	1,060	1,097	1,145	1,277	11.5
Total	10,117	9,923	10,215	10,638	11,026	11,302	12,144	13,147	14,122	7.4

University of California, Santa Cruz, Graduates

Degrees	94/95	95/96	96/97	97/98	98/99	99/00	00/01	01/02	% Change
Undergraduate	2,499	2,312	2,348	2,205	2,293	2,437	2,503	2,678	7.0
Graduate	175	208	214	243	221	239	275	261	-5.1
Doctorate	99	97	82	91	98	100	96	96	0.0
Total	2,773	2,617	2,644	2,539	2,612	2,776	2,874	3,035	5.6

Source: University of California Santa Cruz, Enrollment Fact Sheets, 2003.

University of California, Santa Cruz, New Freshman Home Location by Percentage

Home Location	Fall 1995	Fall 1996	Fall 1997	Fall 1998	Fall 1999	Fall 2000	Fall 2001	Fall 2002
Monterey Bay / Santa Clara	13.9	12.6	14.8	14.0	15.5	13.6	14.0	14.7
San Francisco / Bay Area	26.2	29.6	28.6	28.8	28.8	27.8	31.7	31.0
Northern California	3.2	3.6	3.5	3.6	3.1	2.8	2.4	2.4
East / Central California	9.5	10.9	10.6	11.9	10.7	11.1	10.0	11.8
Los Angeles / South Coast	30.0	27.5	25.1	23.5	24.0	27.1	25.7	26.9
San Diego / Desert	9.6	9.6	9.0	10.2	10.2	9.7	9.6	7.7
Other States	6.9	5.9	8.0	7.5	7.3	7.3	6.1	5.2
Foreign	0.7	0.3	0.4	0.7	0.4	0.6	0.5	0.4
Total	1,823	1,997	2,127	2,360	2,399	2,924	3,026	3,224

QUALITY OF LIFE INDICATOR 44

Adult Education Course Enrollments

Welfare reform and job to market changes may require access and participation in adult education opportunities.

Pajaro Valley Joint Unified School District

Program	1994/95	1995/96	1996/97 ¹	1997/98 ¹	1998/99	1999/00	2000/01	2001/02	2002/03	% Change
Elementary Basic Education	172	312	1,495	1,267	202	262	100	257	387	50.6
High School Skills Independent Study	194	562	6,189	6,303	770	926	839	1,406	944	-32.9
English as a Second Language	2,020	3,139	11,719	9,960	4,143	3,802	4,854	5,311	4,267	-19.7
Citizenship	146	322	374	271	99	-	-	123	67	-45.5
Adults with Disabilities	23	77	322	384	110	88	44	44	47	6.8
Vocational	193	277	821	909	319	515	364	477	499	4.6
Parent Education	66	97	790	1,059	329	385	986	1,054	1,314	24.7
Programs for Older Adults	283	594	3,816	3,990	925	741	1,008	1,045	1,035	-1.0
Health and Safety Education	16	32	39	36	29	40	58	91	398	337.4
Enrollees in Non-Approved Courses	-	-	-	613	763	-	576	367	525	43.1
Gain / CalWORKS Student	0	0	0	82	108	114	99	110	514	367.3
Unduplicated Total	-	5,412	7,922	7,241	6,926	7,290	8,883	10,285	9,483	-7.8

Source: Pajaro Valley Unified School District, Adult Education, 2003.

Enrollment may be duplicated within each program area.

¹ The enrollments for 1996/97 and 1997/98 in the program categories are duplicated enrollments and cannot be compared to other years in the chart.

Adult Education Course Enrollments

Welfare reform and job to market changes may require access and participation in adult education opportunities.

Santa Cruz City High School District

Program	1994/95	1995/96	1996/97	1997/98	1998/99	1999/00	2000/01	2001/02	% Change
Elementary Basic Education	129	0	0	676	604	264	856	350	-59.1
High School Skills Independent Study	721	878	893	2,275	605	530	1,691	772	-54.3
English as a Second Language	1,541	2,438	3,881	5,116	3,436	2,153	4,858	3,470	-28.6
Citizenship	52	55	59	38	24	0	12	0	-100.0
Adults with Disabilities	252	328	318	1,536	947	610	1,942	1,968	1.3
Vocational	906	653	647	121	46	0	50	91	82.0
Parent Education	505	310	315	2,825	1,641	1,001	3,359	2,945	-12.3
Programs for Older Adults	935	909	969	10,464	5,536	1,348	8,808	6,326	-28.2
Health and Safety Education	718	965	968	1,080	1,369	918	1,328	1,921	44.7
Enrollees in Non-Approved Courses	-	-	-	1,424	1,348	1,250	1,326	1,652	24.6
Home Economics Education	189	125	101	206	138	97	138	102	-26.1
Gain / CalWORKS Students	6	9	11	69	115	51	151	36	-76.2
Unduplicated Total	-	-	8,706	6,803	7,214	6,937	8,445	9,538	12.9

Source: Santa Cruz City Schools, Adult Education, 2003.

Enrollment may be duplicated within each program area.

QUALITY OF LIFE INDICATOR 45

Job Training

Job training or retraining is a crucial factor in welfare reform.

Workforce Investment Act (WIA) Program Enrollment

Type of Program	1994/95	1995/96	1996/97	1997/98	1998/99	1999/00	2000/01	2001/02	2002/03	% Change
Adult Worker Programs	317	550	742	566	527	430	275	451	298	-33.9
Summer Youth Employment Training Program / Year-round Youth Program	708	1,184	926	855	863	789	170	346	209	-39.6
Dislocated Worker Programs	267	214	547	572	429	414	200	462	439	-5.0
Welfare to Work / CalWorks / Youth Education Coordination Grant	-	-	509	422	493	801	471 ¹	495	-	-
Caregiver Training Initiative										
Adult	-	-	-	-	-	-	-	-	11	-
Welfare to Work	-	-	-	-	-	-	-	-	23	-
Youth Development / Crime Prevention	-	-	-	-	-	-	-	-	39	-
Re-Tec (Dislocated Worker Grant 542)	-	-	-	-	-	-	-	-	102	-
Total	1,292	1,948	2,724	2,415	2,312	2,434	1,116	1,754	1,121	-36.1

Source: Human Resources Agency, Workforce Investment Act, 2003.

Note: In 2002/2003, the program categories changed.

Low enrollment figures in 2000/01 reflect legislative changes and transition from Job Training Partnership Act (JTPA) to Workforce Investment Act (WIA) programs.

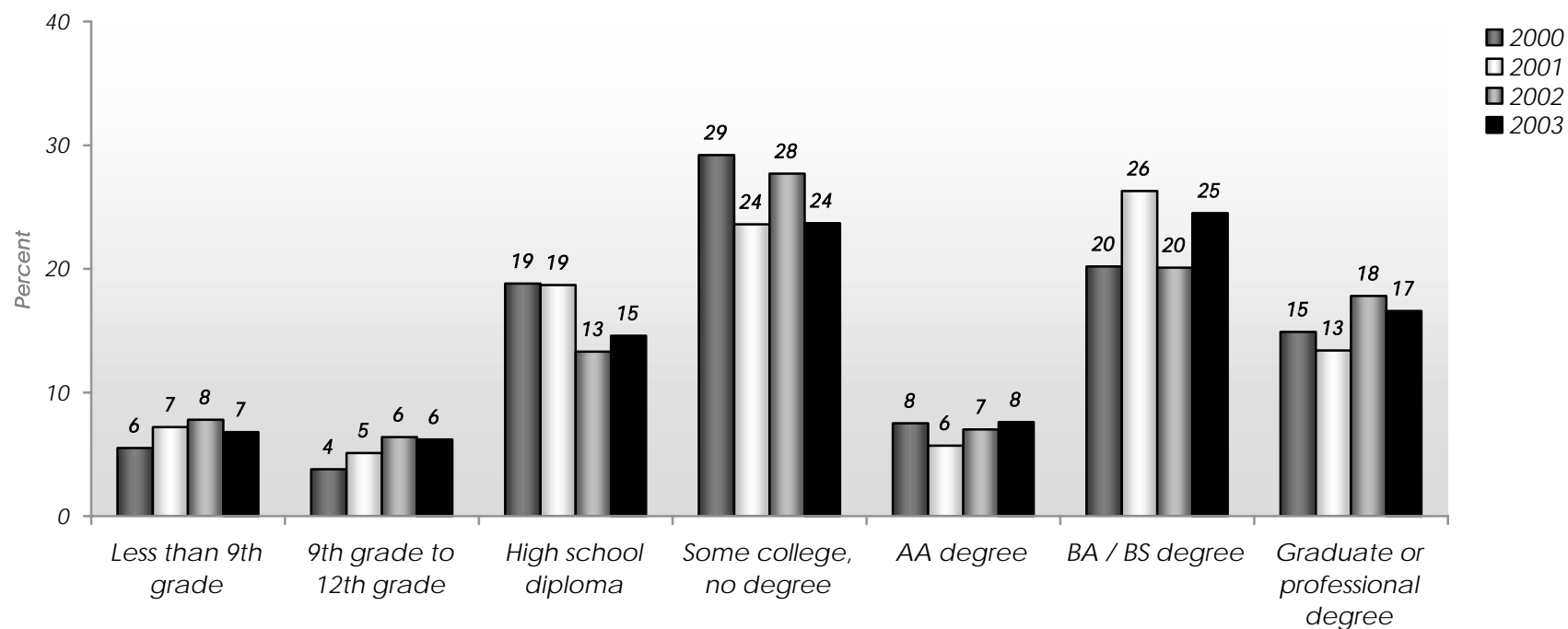
Older Workers are now synonymous with Adult Workers.

¹ Only includes Welfare To Work Enrollments.

📞 Educational Attainment

To participate successfully in the modern economy, increasingly driven by information and technology, people must keep pace with expanding education and skill requirements.

What is the highest level of education you have completed?



Total respondents	2000	2001	2002	2003
Overall	650	701	679	701

Source: Santa Cruz County Community Assessment Project, Telephone Survey.

QUALITY OF LIFE INDICATOR 46

Educational Attainment (Population 25 years and over)

Regional, State and National Percent Comparisons, 1990

Attainment Level	San Lorenzo Valley	Santa Cruz	Watsonville	Santa Cruz County	California	National
Less than 9th Grade	1.4	6.6	30.1	9.4	11.6	10.4
9th to 12th Grade, No Diploma	6.9	7.7	16.3	8.7	12.6	14.4
High School Graduate (Includes Equivalency)	20.5	17.9	21.7	19.0	22.3	30.0
Some College, No Degree	30.2	23.9	16.3	24.6	22.6	18.7
AA Degree	11.1	8.7	4.9	8.5	7.9	6.2
BA Degree	22.2	21.9	7.2	19.3	15.3	13.1
Graduate or Professional Degree	7.8	13.4	3.5	10.4	8.1	7.2
Percent of High School Graduates or higher	91.7	85.7	53.6	81.9	76.2	75.2
Percent of BA and higher	30.0	35.2	10.7	29.7	23.4	20.3
Number of Persons 25 or older	13,274	29,814	18,030	147,964	18,695,499	158,868,436

Regional, State and National Percent Comparisons, 2000

Attainment Level	San Lorenzo Valley	Santa Cruz	Watsonville	Santa Cruz County	California	National
Less than 9th Grade	1.4	5.5	36.4	9.7	11.5	6.9
9th to 12th Grade, No Diploma	3.7	5.4	14.6	7.1	11.7	11.5
High School Graduate (Includes Equivalency)	15.2	14.5	20.0	16.6	20.1	29.5
Some College, No Degree	31.9	23.0	16.4	25.1	22.9	20.5
AA Degree	8.2	7.2	3.9	7.3	7.1	6.5
BA Degree	25.9	26.9	5.9	21.7	17.1	16.1
Graduate or Professional Degree	13.7	17.5	2.7	12.5	9.5	9.0
Percent of High School Graduates or higher	94.9	89.1	49.1	83.2	76.8	81.6
Percent of BA and higher	39.6	44.4	8.7	34.2	26.6	25.1
Number of Persons 25 or older	19,919	33,896	24,045	164,999	21,298,900	177,562,899

Source: U.S. Census Bureau, 2000.
 **New data not available**

Library Use

Availability of library services and resources provides an opportunity for community members to utilize technology and access information.

Circulation Statistics

Santa Cruz City and County	1994/95	1995/96	1996/97	1997/98	1998/99	1999/00	2000/01	2001/02	2002/03
Service population	208,850	208,725	207,000	207,800	213,600	215,300	215,100	210,300	206,250
Registered borrowers	127,900	114,518	125,594	138,500	150,000	161,865	130,634	128,014	129,380
Area square miles	436.2	436.2	436.2	436.2	436.2	436.2	436.2	436.2	436.2
Total outlets	10	9	8	9	11	11	11	11	11
Total items circulated	1,294,732	1,330,223	1,306,640	1,487,293	1,516,540	1,488,951	1,646,030	1,780,555	1,877,256
Total per capita circulation	6.2	6.4	6.3	7.2	7.1	7.1	7.7	8.65	9.1
Hours open / 100 population	7.4	7.4	6.6	11.3	11.3	11.3	11.4	11.4	11.4

City of Watsonville	1994/95	1995/96	1996/97	1997/98	1998/99	1999/00	2000/01	2001/02	2002/03
Service population	33,800	33,800	36,650	42,350	39,200	39,800	39,800	47,950	47,950
Registered borrowers	29,671	29,671	34,297	38,230	42,459	23,315	38,402	46,992 ¹	51,579
Area square miles	5.8	5.8	5.8	6.2	6.2	6.2	6.2	6.2	6.2
Total outlets	1	1	2	2	2	2	2	2	2
Total items circulated	274,387	295,332	309,169	315,097	320,045	325,166	324,228	455,512	317,980 ³
Total per capita circulation	8.1	8.7	8.4	7.4	8.2	8.1	8.1	9.5	6.6
Hours open / 100 population	8.3	8.3	9.8	10.0	10.7	10.6	10.6	10.4 ²	11.4 ⁴

Source: Santa Cruz Public Libraries, Watsonville Public Library, California Library Statistics, 2003.

¹ Watsonville's population shows a dramatic increase as a result of the 2000 census report. The figure above is provided by the California Department of Finance.

² The increase in population also accounts for the apparent decrease in hours open per 100 population. The hours at Watsonville's libraries have not decreased; the hours are the same as last year.

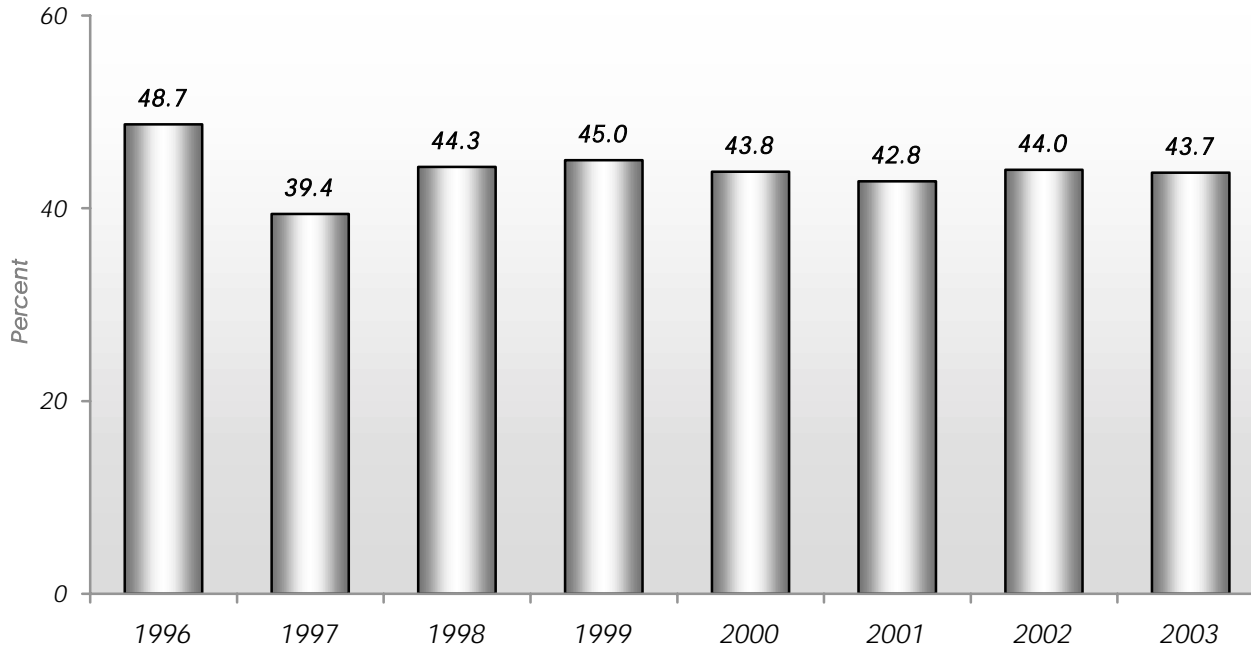
³ In fiscal year 2002/2003, Internet check-outs were counted separately and account for some of the decrease in check-outs over the past years.

⁴ In March 2003, the Freedom Branch Library expanded their schedule to 47 hours per week.

QUALITY OF LIFE INDICATOR 47

 **Library Use**

Do you use the library on a regular basis? (Respondents answering “Yes”)



Total respondents	1996	1997	1998	1999	2000	2001	2002	2003
Overall	501	505	508	560	651	706	684	703

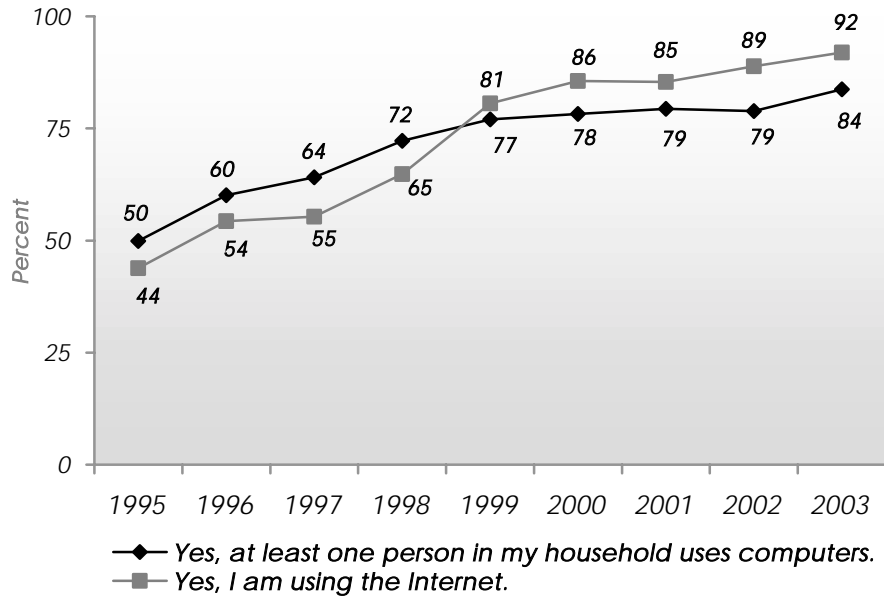
Source: Santa Cruz County Community Assessment Project, Telephone Survey.

See appendix for results of statistical testing for this question.

Computer Use and Proficiency

Access to and use of technology is becoming a basic job and life skill.

*Does at least one person in your household use computers?
Of those using computers: Are you using the Internet?**



Total respondents	1995	1996	1997	1998	1999	2000	2001	2002	2003
Does at least one person in your household use computers?	351	499	507	510	561	657	706	684	703
Of those using computers: Are you using the Internet?	169	300	318	355	438	513	560	539	589

Is the computer used at: (Selected responses)

Responses	1996	1997	1998	1999	2000	2001	2002	2003
Home	84.4	81.2	82.1	86.4	82.7	89.2	91.8	92.3
Work	70.2	65.2	66.3	65.8	65.4	62.3	54.7	57.6
School	70.2	43.1	42.4	44.8	42.6	34.1	30.0	32.6
Library	51.2	24.3	23.9	21.0	20.6	28.1	16.7	25.0

Year 2003: 587 respondents offering 1,240 responses.

Source: Santa Cruz County Community Assessment Project, Telephone Survey.

*The question prior to 1999 was worded as follows: Are you using on-line services?

See appendix for results of statistical testing for these questions.

Career Ladders Computer Proficiency Certificate

The Career Ladders Computer Proficiency Certificate was developed as part of a cooperative project between employers and educators in Santa Cruz County. It is designed to provide testing candidates and potential employers with a tool they can use to verify basic computer skills in Windows, Word, Excel, and the Internet.

	September 2001 – April 2003
Number of test-takers	1,050
Number of individuals who passed the test and were issued a certificate	293
Current pass rate	28%

Source: The Career Ladders Project, 2003.

QUALITY OF LIFE INDICATOR 49

Literacy

Proficiency levels from the State and National Adult Literacy Survey correlate closely with educational attainment and income earning capacity. On average, people that scored at Level Two (275) or below made less than \$30,000 a year.

City, County and State Literacy Estimates, 1996

Jurisdiction	% persons at Level 1 (0 - 225)	% persons at Level 1 & 2 (0 - 275)	Average Literacy Score
Santa Cruz County	18.0	35.0	280
Watsonville	39.0	68.0	224
Santa Cruz	15.0	32.0	289
Monterey County	27.0	50.0	258
Salinas	33.0	60.0	240
Monterey	15.0	31.0	291
Pacific Grove	13.0	27.0	294
State	24.0	46.0	266
Nationwide ¹	23.0	51.0	267

Source: California Department of Education, Adult Education Office, 1992. State Adult Literacy Survey, Portland State University, Synthetic Estimates of Adult Literacy Proficiency, 1996.

¹ In 1992


Statewide Literacy Levels, by Educational Attainment, 1992

Level of Education Attained	Prose Literacy Ave. Score	Document Literacy Ave. Score	Quantitative Literacy Ave. Score
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: Adult Education Office, State Adult Literacy Survey, 1992.

The National and State Adult Literacy surveys assess adults' literacy skills in English based on their performance on diverse tasks, similar to the type of demands adults encounter in their daily lives. The three types of literacy tested are Prose Literacy, Document Literacy, and Quantitative Literacy. The above scores are averages of the scores received for the three types of literacy. There are five levels of proficiency, ranging from 0 to 500.

Literacy surveys are conducted using a random sample of the population, only excluding those individuals who have no proficiency in English.

 **New data not available**