

Meadow Green Elementary School School Accountability Report Card Reported for School Year 2006-07 Published During 2007-08

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

I. About This School

Contact Information

This section provides the school's contact information.

School		District	
School Name	Meadow Green Elementary School	District Name	Lowell Joint School District
Street	12025 Grovedale Drive	Phone Number	562.943.0211
City, State, Zip	Whittier, CA 90604	Web Site	www.ljsd.org
Phone Number	562.902.4241	Superintendent	Dr. Patricia Howell
Principal	Liz Kaneshiro	E-mail Address	webadmin@ljsd.org
E-mail Address	lkaneshiro@ljsd.org	CDS Code	19647666020192

School Description and Mission Statement

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

Meadow Green Elementary School, one of six schools in the Lowell Joint School District, is located in a suburban community in an unincorporated area of Los Angeles County. The current enrollment of Meadow Green is 470 students in preschool through grade six. The ethnic make-up of this population includes 49 percent Hispanic, 40 percent white, and 11 percent multiple or other ethnic backgrounds. Twenty-three percent of the students participate in the free or reduced lunch program. The average class size in grades 1-3 is students and for grades 4-6, 32 students. The Meadow Green staff consists of 23 certificated and 23 classified employees. Meadow Green is a single track, Title I school that provides a regular Kindergarten through sixth-grade program, a special education preschool program, and a myriad of support programs and student opportunities that enhance our educational program. They include:

- Reading Assistance Program (RAP)
- Resource Learning Center
- Open GATE Program
- English Language Development Program (ELD)
- Speech and Language services for identified students
- Character Education Program
- Patriotic Program
- P.R.I.D.E. Recognition Program (Personal Responsibility in Daily Effort)
- Art Program for grade five
- Technology access through the Computer Lab and Library Media Center
- Student Leadership Teams
- PTA-sponsored enrichment activities such as special assemblies, field trips, and student activities
- Opportunities for community service projects such as food drives and greeting cards for the elderly and recycling opportunities

The instructional programs at Meadow Green are firmly aligned to the Lowell Joint School District Standards, which follow the State Frameworks and Standards. The goal for all students is to achieve at or above grade level in all curricular areas. Teachers, students, and parents all work toward this goal in a concerted effort to provide the highest quality educational program. Meadow Green is known for its safe and orderly learning environment. The rate of suspensions is very low at 0.646% and the use of drugs on campus is nonexistent.

Mission Statement

The mission of Meadow Green Elementary School is to encourage students and staff to seek excellence in academic achievement and personal conduct. We are committed to fostering in students self-direction, self-motivation, self-discipline, and the ability to recognize the importance of learning. We believe that a close partnership between home, school, and community is essential to our children's success, and that by working together, we can foster productive citizens and life-long learners.

We believe:

- that all students can learn, deserve access to a rich instructional program, and should have an equal opportunity to learn in a safe and nurturing environment.
- in teaching good citizenship skills and developing in students an appreciation of country.
- that all students are valuable and gain ability, self esteem, and pride through their achievements and accomplishments.

Opportunities for Parental Involvement

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

Meadow Green Elementary School parents are involved on many different levels. They are partners with the school as they work to get their children to school on time each day and as they assist in the completion of homework in a timely manner. Parents are encouraged to sign a learning compact at the beginning of the school year that outlines the responsibilities of teachers, students, and parents in the support of the educational program of our school. Parents are also active participants in raising funds that provide for school field trips and assemblies. In addition, PTA funds support the school-wide PRIDE Program that enhances student's Personal Responsibility In Daily Effort. Parents also serve on the School Site Council, which is the primary site-based decision making body on campus. This council consists of school staff, teachers, and parents and makes decisions on major budget expenditures of Title I and School Improvement Programs. An ELAC (English Language Advisory Committee) is represented by a parent of an English Language Learner through the School Site Council. This parent play an active role in advising the school about priorities and concerns of this population. As volunteers, parents regularly assist in supporting classroom teachers and the educational program by assisting in the classroom. The PTA provides a forum for parents to regularly participate in school activities and functions such as student-centered activities and fund raisers. Parents are invited to attend monthly awards assemblies that honor students for citizenship and achievement. They accompany classes on field trips and assist with special projects and presentations at school. Meadow Green holds an annual Holiday Program, Grandparent's Day, and a Volunteer Tea, all aimed at inviting and encouraging parental involvement. Both Back-to-School Night and Open House are excellent opportunities for parents to participate in school functions and become an active part in the school and their child's education.

Student Enrollment by Grade Level

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

Grade Level	Number of Students
Kindergarten	74
Grade 1	67
Grade 2	66
Grade 3	58
Grade 4	69
Grade 5	82
Grade 6	54
Total Enrollment	470

Student Enrollment by Group

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

Group	Percent of Total Enrollment	Group	Percent of Total Enrollment
African American	0 %	White (not Hispanic)	37.45 %
American Indian or Alaska Native	0.21 %	Multiple or No Response	8.09 %
Asian	0.85 %	Socioeconomically Disadvantaged	25 %
Filipino	1 %	English Learners	9 %
Hispanic or Latino	52 %	Students with Disabilities	12 %
Pacific Islander	%		

Average Class Size and Class Size Distribution (Elementary)

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

Grade Level	2004-05				2005-06				2006-07			
	Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms		
		1-20	21-32	33+		1-20	21-32	33+		1-20	21-32	33+
K	30		2		30		2		27		2	
1	20	3			23	1	2		19	3		
2	20	1	2		19	3			18	3		
3	32		2		22.7	1	2		29		2	
4	27.5		2		27		4		34			3
5	30		2		34			1	35			2
6	34.5			2	33.5			2	35			1
K-3	21		1						20	1		
4-8	30		1		30		1		32		1	

II. School Climate

School Safety Plan

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

Meadow Green Elementary School is committed to the safety and security of each student.

To maintain these conditions which contribute to the best possible learning environment, the School Safety Plan includes the following elements:

1. **School Crime Assessment:** Meadow Green Elementary School provides compiled school crime information each month for the California Safe School Assessment as mandated by the State of California. This information is analyzed at the school site to determine what steps may be taken to reduce incidents of crime.
2. **Child Abuse Reporting:** Teachers and other school employees are required by law to report any cases of suspected child abuse or child neglect. Reports are investigated by the Department of Social Services to determine if any follow-up on the report is necessary.
3. **Disaster Procedures:** In order to ensure the safety of students and school personnel, the School Safety committee has created a comprehensive Disaster Preparedness Plan. This Disaster Plan is revised and reviewed annually. Emergency fire drills are held once a month and evaluated for effectiveness.
4. **School Discipline:** Meadow Green Elementary School has created a school-wide discipline plan in order to communicate high standards and expectations and to hold students accountable for their behavior. The discipline plan is given to every student and reviewed in student assemblies or classroom presentations. Staff members consistently enforce the school-wide standards. Meadow Green also has a strong positive component to its discipline policy. This includes a PRIDE program of recognition for citizenship, good behavior, and responsibility. An awards program recognizes students for their positive choices. Sixth graders are invited to join the Bully Busters and their focus is to encourage and foster positive interaction between students at school.
5. **Sexual Harassment Policy:** Meadow Green Elementary School strictly adheres to LJSJ policies that prohibit sexual harassment or discrimination of any kind.
6. **School-wide Dress Code:** Meadow Green Elementary School believes that a clearly defined dress code contributes to a positive school environment. The primary standards for student dress and grooming include: the student should be neat and clean at school, and the student should not wear clothing that compromises safety or modesty or that is disruptive to the educational process. Each student receives annually a written copy of the school dress code.
7. **Safe and Orderly Environment:** Meadow Green Elementary School believes a safe and orderly environment is necessary to ensure a positive learning experience for all students. Regular supervision of students is the core of creating and maintaining a safe and orderly environment. Teachers, administrators, campus supervisors and parent volunteers consistently supervise and interact with students to reinforce behavioral expectations and safety standards. A Student Safety Patrol is in place and students help monitor the campus before and after school. Staff, students, and parents are all encouraged to support a bully-free campus. Assemblies are held focusing on appropriate behavior with others, and all staff, parents, and students are encouraged to sign an anti-bully pledge.

Suspensions and Expulsions

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

Rate	School			District		
	2004-05	2005-06	2006-07	2004-05	2005-06	2006-07
Suspensions	0.4	0.6	1.1	5.9	6.1	5.1
Expulsions	0	0	0	0	0	0.1

III. School Facilities

School Facility Conditions and Improvements

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

Meadow Green school was built in 1962. There are 28 classrooms on campus. Safe and clean schools are fundamental necessities of a successful academic environment. Our Maintenance Department is proud to impart solutions and services integral to providing a safe environment conducive to learning. Safety inspections are held annually to ensure the maintenance of an optimal learning environment.

School Facility Good Repair Status

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

Item Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
Gas Leaks	[X]	[]	[]	
Mechanical Systems	[X]	[]	[]	
Windows/Doors/Gates (interior and exterior)	[X]	[]	[]	
Interior Surfaces (walls, floors, and ceilings)	[X]	[]	[]	
Hazardous Materials (interior and exterior)	[X]	[]	[]	
Structural Damage	[X]	[]	[]	
Fire Safety	[X]	[]	[]	
Electrical (interior and exterior)	[X]	[]	[]	
Pest/Vermin Infestation	[X]	[]	[]	
Drinking Fountains (inside and outside)	[X]	[]	[]	
Restrooms	[X]	[]	[]	
Sewer	[X]	[]	[]	
Playground/School Grounds	[X]	[]	[]	
Roofs	[X]	[]	[]	
Overall Cleanliness	[X]	[]	[]	

Overall Summary of School Facility Good Repair Status

This table displays the overall summary of the results of the most recently completed school site inspection.

Item Inspected	Facility Condition			
	Exemplary	Good	Fair	Poor
Overall Summary	[]	[X]	[]	[]

IV. Teachers

Professional Development

This section provides information on the annual number of schooldays dedicated to staff development for the most recent three-year period.

Opportunities for professional development are available for teachers and staff on both a District and site level. At Meadow Green, monthly grade level planning meetings are held in addition to whole staff meetings which feature reading skills, comprehension, and differentiated instruction. These inservices help support our School Improvement Plan. Our special education staff has extensive training sessions dealing with special education issues. Teachers also receive inservice on newly adopted text books and programs. During the 2007-2008 school year, teachers received ongoing training in the Step Up to Writing Program.

Teacher Credentials

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

Teachers	School			District
	2004-05	2005-06	2006-07	2006-07
With Full Credential	21	23	22	139
Without Full Credential	0	0	0	1
Teaching Outside Subject Area of Competence			0	N/A

Teacher Misassignments and Vacant Teacher Positions

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

Indicator	2005-06	2006-07	2007-08
Misassignments of Teachers of English Learners	3	0	
Total Teacher Misassignments	3	0	
Vacant Teacher Positions	0	0	

Core Academic Classes Taught by No Child Left Behind Compliant Teachers

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

Location of Classes	Percent of Classes In Core Academic Subjects	
	Taught by NCLB Compliant Teachers	Taught by Non-NCLB Compliant Teachers
This School	100 %	0 %
All Schools in District	98 %	2 %
High-Poverty Schools in District	%	%
Low-Poverty Schools in District	98.3 %	1.7 %

V. Support Staff

Academic Counselors and Other Support Staff

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

Title	Number of FTE Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor		
Library Media Teacher (Librarian)	.2	N/A
Library Media Services Staff (paraprofessional)		N/A
Psychologist	.5	N/A
Social Worker		N/A
Nurse	.33	N/A
Speech/Language/Hearing Specialist	.5	N/A
Resource Specialist (non-teaching)		N/A
Other		N/A

VI. Curriculum and Instructional Materials

Quality, Currency, and Availability of Textbooks and Instructional Materials

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

Core Curriculum Area	Quality, Currency, and Availability of Textbooks and Instructional Materials	Percent of Pupils Who Lack Their Own Assigned Textbooks and Instructional Materials
Reading/Language Arts	Adoption Date June 1997 K-6, May 2002 7-8	0
Mathematics	Adoption Date K-8 October 2001	0
Science	Adoption Date K-7 May 2002 Adoption Date 8th May 2007	0
History-Social Science	Adoption Date K-5 March 2001 Adoption Date 6-8 May 2007	0
Foreign Language		
Health	Adoption Date June 1997 K-6, May 2002 7-8	0

VII. School Finances

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2005-06)

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

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Supplemental)	Expenditures Per Pupil (Basic)	Average Teacher Salary
School Site				
District	---	---	\$5,062	\$63,795
Percent Difference – School Site and District	---	---		
State	---	---	\$4,943	\$58,519
Percent Difference – School Site and State	---	---		

Types of Services Funded

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

Title I funds provide economic assistance to supplement the regular instructional program for educationally disadvantaged students. Expenditures include: tutoring, Reading for Success I and Reading for Success II, instructional aides, substitutes, a guidance technician, instructional supplies, supplemental supplies, conferences, consultants, postage, non-capital equipment, and student field trips.

Title II funds are designated to improve teacher quality and increase the number of highly qualified teachers. The program focuses on research based strategies to prepare and train highly qualified teachers.

Title III funds are designated to ensure that students attain English proficiency and meet the same challenging academic achievement standards required of all students. Funds are used to teach a pilot course in technology, pay for substitutes, instructional aides, supplemental books, and conferences.

EIA funds are designated to provide a supplemental instructional program for immigrant students. EIA funds are allotted for tutorial support, substitutes, instructional aides, supplemental books, instructional supplies, and consultant fees.

School Improvement funds are allotted to pay for substitutes, instructional aides, a campus supervisor, conferences, supplemental books, instructional supplies, and fund the intramural program.

EIA/LEP funds provide support to develop English fluency in LEP students, promote students' self-concept, promote cross-cultural understanding, and provide equal opportunity for academic achievement. EIA/LEP funds support after-school tutoring, instructional aides, supplemental books, instructional supplies, conferences, and postage.

Teacher and Administrative Salaries (Fiscal Year 2005-06)

This table displays district-level salary information for teachers, principals, and superintendents, and compares these figures to the state averages for districts of the same type and size. The table also displays teacher and administrative salaries as a percent of a district's budget, and compares these figures to the state averages for districts of the same type and size. Detailed information regarding salaries may be found at the CDE Web site at <http://www.cde.ca.gov/ds/fd/cs/>.

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$36,564	\$38,159
Mid-Range Teacher Salary	\$70,514	\$59,148
Highest Teacher Salary	\$79,246	\$73,514
Average Principal Salary (Elementary)	\$98,736	\$91,903
Average Principal Salary (Middle)	\$101,473	\$95,855
Superintendent Salary	\$146,684	\$132,994
Percent of Budget for Teacher Salaries	43.5 %	41.6 %
Percent of Budget for Administrative Salaries	5.6 %	5.9 %

VIII. Student Performance

California Standards Tests

The California Standards Tests (CSTs) show how well students are doing in relation to the state content standards. The CSTs include English-language arts and mathematics in grades 2 through 11; science in grades 5, 8, 9, 10, and 11; and history-social science in grades 8, 9, 10, and 11. Student scores are reported as performance levels. Detailed information regarding CST results for each grade and performance level, including the percent of students not tested, can be found at the CDE Web site at <http://star.cde.ca.gov>. *Note: Scores are not shown when the number of students tested is 10 or less, either because the number of students in this category is too small for statistical accuracy, or to protect student privacy.*

CST Results for All Students – Three-Year Comparison

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

Subject	School			District			State		
	2005	2006	2007	2005	2006	2007	2005	2006	2007
English-Language Arts	56	63	62	62	63	64	40	42	43
Mathematics	65	68	64	61	64	60	38	40	40
Science	29	55	50	32	41	49	27	35	38
History-Social Science				35	41	43	32	33	33

CST Results by Student Group – Most Recent Year

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

Group	Percent of Students Scoring at Proficient or Advanced			
	English-Language Arts	Mathematics	Science	History-Social Science
African American	*	*	*	
American Indian or Alaska Native	*	*	*	
Asian	*	*		
Filipino	*	*	*	
Hispanic or Latino	59	59	47	
Pacific Islander				
White (not Hispanic)	65	69	58	
Male	61	65	51	
Female	64	63	48	
Economically Disadvantaged	46	51	38	
English Learners	28	27	*	
Students with Disabilities	24	24	*	
Students Receiving Migrant Education Services				

Norm-Referenced Test

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

NRT Results for All Students – Three-Year Comparison

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

Subject	School			District			State		
	2005	2006	2007	2005	2006	2007	2005	2006	2007
Reading	48	51	43	59	58	55	41	42	42
Mathematics	65	68	55	72	69	67	52	53	53

NRT Results by Student Group – Most Recent Year

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

Group	Percent of Students Scoring at or Above the National Average	
	Reading	Mathematics
African American		
American Indian or Alaska Native		
Asian		
Filipino		
Hispanic or Latino	30	39
Pacific Islander		
White (not Hispanic)	58	75
Male	46	57
Female	40	53
Economically Disadvantaged	33	33
English Learners	*	*
Students with Disabilities	27	18
Students Receiving Migrant Education Services		

California Physical Fitness Test Results

The California Physical Fitness Test is administered to students in grades 5, 7, and 9 only. This table displays by grade level the percent of students meeting fitness standards (scoring in the healthy fitness zone on all six fitness standards) for the most recent testing period. Detailed information regarding this test, and comparisons of a school's test results to the district and state levels, may be found at the CDE Web site at <http://www.cde.ca.gov/ta/tg/pf/>. *Note: Scores are not shown when the number of students tested is 10 or less, either because the number of students in this category is too small for statistical accuracy, or to protect student privacy.*

Grade Level	Percent of Students Meeting Fitness Standards
5	31

IX. Accountability

Academic Performance Index

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

API Ranks – Three-Year Comparison

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

API Rank	2004-05	2005-06	2006-07
Statewide	8	8	8
Similar Schools	6	7	9

API Changes by Student Group – Three-Year Comparison

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

Group	Actual API Change			API Score
	2004-05	2005-06	2006-07	2007
All Students at the School	11	29	-3	839
African American				
American Indian or Alaska Native				
Asian				
Filipino				
Hispanic or Latino	-6	27	8	820
Pacific Islander				
White (not Hispanic)	22	36	-13	860
Socioeconomically Disadvantaged	10	8	32	776
English Learners	N/A			
Students with Disabilities	N/A			

Adequate Yearly Progress

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

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

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

AYP Overall and by Criteria

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

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

Federal Intervention Program

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

Indicator	School	District
Program Improvement Status	Not in PI	Not In PI
First Year of Program Improvement		
Year in Program Improvement		
Number of Schools Currently in Program Improvement	N/A	
Percent of Schools Currently in Program Improvement	N/A	