

# School Accountability Report Card Reported for School Year 2007-08 Published During 2008-09

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 on the SARC Web page 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.

## I. Data and Access

### [DataQuest](#)

DataQuest is an online data tool located at <http://dq.cde.ca.gov/dataquest/> that contains additional information about this school and comparisons of the school to the district, the county, and the state. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g. Academic Performance Index [API], Adequate Yearly Progress [AYP], test data, enrollment, graduates, dropouts, course enrollments, staffing, and data regarding English learners.

### [Internet Access](#)

Internet access is available at public libraries and other locations that are publicly accessible (e.g., the California State Library). Access to the Internet at libraries and public locations is generally provided on a first-come, first-served basis. Other use restrictions include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available on a workstation, and the ability to print documents.

## II. About This School

### [Contact Information \(School Year 2008-09\)](#)

This section provides the school's contact information.

School		District	
<b>School Name</b>	Valley Elementary School	<b>District Name</b>	Poway Unified
<b>Street</b>	13000 Bowron Rd.	<b>Phone Number</b>	858-748-0010
<b>City, State, Zip</b>	Poway, CA 92064-5704	<b>Web Site</b>	www.powayusd.com
<b>Phone Number</b>	858-748-2007	<b>Superintendent</b>	Donald A Phillips, Ed.D
<b>Principal</b>	Andy Johnsen	<b>E-mail Address</b>	elehew@powayusd.com
<b>E-mail Address</b>	ajohnsen@powayusd.com	<b>CDS Code</b>	37682966039010

### [School Description and Mission Statement \(School Year 2007-08\)](#)

This section provides information about the school, its programs and its goals.

Built in 1962, Valley School is one of twenty-five elementary schools in the Poway Unified School District. It is one of the three original elementary schools located in the heart of Poway and is located next to the City Library, Sheriff Station, Fire Department, City Hall, and Community Center. Valley is currently in the final stages of a major modernization project that includes new kindergarten classrooms, a new library and main office renovation to all classrooms and the elimination of most portables. Approximately 654 students are currently enrolled in grades Kindergarten through Five. Ethnic groups include 31% Caucasian, 40% Hispanic, 6% Filipino, 7% Asian, 4% African-American, and 12% from other ethnic groups. Students live in upper, middle, and lower income houses, apartments, and mobile homes.

Valley Elementary is a Targeted Assistance Title 1 school, meaning that the school receives federal funding to provide services to eligible children identified by the school as failing, or most at risk of failing, to meet the state's academic content standards. Title 1 funds are mostly used to support methods and instructional strategies that are proven to be effective and that strengthen the core curriculum for students at risk of failure.

Valley has a Resource Specialist Program to assist students who have identified learning problems. Special Education staff includes a full time Resource Specialist and Speech/Language Specialist. Additionally, a School Psychologist is on campus two days a week, to support students in a variety of ways and to test students for possible identification for special education services. Students needing a Special Day Class are referred to neighboring schools. A Gifted and Talented Program of differentiated instruction within the regular classroom setting is provided for students who are identified.

Enrollment at Valley Elementary has remained stable, but the ethnic make-up and number of English Learners has been steadily changing over the last several years. The Boys and Girls Club opened next door to the school in January 2004 and provides after 2007-08 School Accountability Report Card

school care for first through fifth grade for a nominal annual fee. Valley is the only elementary school in Poway that is part of the district's ASES Grant to provide before and after school programs to needy students. Valley has a partnership with Cal State San Marcos in which student teachers take classes on site and work with Valley students.

A Dual Language (Spanish) Immersion program is provided for students K through fifth grade. Valley also provides a full day program for Kindergarten students. The school is on a modified calendar which serves to strengthen consistency of all learning opportunities. An Even Start Grant offers adult education and child care for 0-3 year olds. Head Start provides child care in the Boys and Girls club for three and four year olds. Preschool programs for three and four year olds include state-funded, parent participation, and fee based programs. An on site Homework Club is provided through a community group.

[Opportunities for Parental Involvement \(School Year 2007-08\)](#)

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

Valley recognizes the importance of the partnership between home and school and remains committed to supporting the Parents As Partners Core Value. The parent community of Valley is very supportive. Parents have been included in the school improvement process and serve in an advisory capacity through the English Learner Advisory Committee, GATE advisory, School Site Council, and PTA. Regular activities are available for parent involvement and education, such as Padres Unidos monthly workshops, quarterly Dual Language parent meetings, the Parent Institute for Quality Education, regular Coffee with the Principal meetings, and other ongoing PTA sponsored events. Additionally, parent volunteers provide student support through: Volunteer Workroom, Arts Attack!, Book Fairs, Running Club (Tiger Trackers), and Classroom Support.

[Student Enrollment by Grade Level \(School Year 2007-08\)](#)

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

Grade Level	Number of Students
Kindergarten	108
Grade 1	110
Grade 2	113
Grade 3	124
Grade 4	97
Grade 5	98
<b>Total Enrollment</b>	<b>650</b>

[Student Enrollment by Group \(School Year 2007-08\)](#)

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

Group	Percent of Total Enrollment	Group	Percent of Total Enrollment
African American	2.77%	White (not Hispanic)	34%
American Indian or Alaska Native	0.62%	Multiple or No Response	9.69%
Asian	6.92%	Socioeconomically Disadvantaged	52%
Filipino	6.62%	English Learners	43%
Hispanic or Latino	38.62%	Students with Disabilities	11%
Pacific Islander	0.77%		

### 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	2005-06			2006-07			2007-08					
	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+
<b>K</b>	19.8	6			20	5			20	5		
<b>1</b>	19.7	6			19.8	5	1		19.6	5		
<b>2</b>	20	5			19	6			18.8	6		
<b>3</b>	20	6			20	5			17.7	7		
<b>4</b>	29.3		3		30.3		3		32		3	
<b>5</b>	27.7		3		24.5		4		24.3		4	
<b>K-3</b>	20	2			19	2			19	1		
<b>3-4</b>												
<b>4-8</b>	21.5		2		28		1					
<b>Other</b>												

### III. School Climate

#### School Safety Plan (School Year 2007-08)

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

Valley places strong emphasis on safety for students and staff. As a result of our recent construction project, the campus is now more secure during and after school hours. Visitors to the school must enter through the main office and sign in if they wish to enter the campus. Emergency plans are reviewed frequently, and annual training procedures and drills for earthquakes, fire and bus evacuation are held. Maintenance staff work with a scheduled preventive program to offset costly repairs. The school has an up to date Asbestos Plan. Extended Student Services is available to students for before and after school childcare.

#### 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		
	2005-06	2006-07	2007-08	2005-06	2006-07	2007-08
<b>Suspensions</b>	0.0	3.2	0.8	3.1	2.5	2.7
<b>Expulsions</b>	0.0	0.0	0.0	0.2	0.3	0.2

### IV. School Facilities

#### School Facility Conditions and Planned Improvement (School Year 2008-09)

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

The school district ensures that students attend clean and safe facilities. The district's maintenance staff follows a comprehensive scheduled preventive and deferred maintenance program to offset costly repairs and minimize disruptions to the instructional program. A \$198 million school bond was passed by the community in 2002, which is funding the renovation of 23 older schools and replacing the oldest school in the district. Planned renovations at each school will address inequity of learning facilities, expand core facilities, add classrooms and improve access to technology.

In accordance with Education Code Section 17070.75(e), the District uses a School Facilities Inspection System developed by the State of California to ensure that each of its schools is maintained in good repair. A work order process is used to ensure efficient service and that emergency repairs are given the highest priority. Daily cleaning schedules ensure that classrooms, offices and bathrooms are clean and well maintained. Playgrounds and fields are ample and well maintained. A full time custodian is on every campus throughout every school day. A night custodial crew cleans classrooms, restrooms and offices daily. The district has adopted cleaning standards for all schools. A summary of these standards is available at the district offices.

### School Facility Good Repair Status (School Year 2008-09)

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]	[ ]	[ ]	Under modernization
Mechanical Systems	[X]	[ ]	[ ]	Under modernization
Windows/Doors/Gates (interior and exterior)	[X]	[ ]	[ ]	Under modernization
Interior Surfaces (walls, floors, and ceilings)	[X]	[ ]	[ ]	Under modernization
Hazardous Materials (interior and exterior)	[X]	[ ]	[ ]	Under modernization
Structural Damage	[X]	[ ]	[ ]	Under modernization
Fire Safety	[X]	[ ]	[ ]	Under modernization
Electrical (interior and exterior)	[X]	[ ]	[ ]	Under modernization
Pest/Vermin Infestation	[X]	[ ]	[ ]	Under modernization
Drinking Fountains (inside and outside)	[X]	[ ]	[ ]	Under modernization
Restrooms	[X]	[ ]	[ ]	Under modernization
Sewer	[X]	[ ]	[ ]	Under modernization
Playground/School Grounds	[X]	[ ]	[ ]	Under modernization
Roofs	[X]	[ ]	[ ]	Under modernization
Overall Cleanliness	[X]	[ ]	[ ]	Under modernization

### Overall Summary of School Facility Good Repair Status (School Year 2008-09)

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]	[ ]	[ ]

## V. Teachers

### Professional Development

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

Research supports the positive effects staff development has on increasing student learning. A wide variety of professional development opportunities are available to teachers and staff including utilization of effective instructional strategies, computer technology, mathematics and writing seminars, positive discipline in-services, and multicultural training. Teachers and administrators are actively involved in professional growth activities at the school, district, state, and national level. (Additionally schools may utilize minimum days created by "Time Banking" to provide weekly periods for staff collaboration and professional growth). Three district wide professional growth days are provided which creates time for district wide and site selected activities for professional growth. Poway Professional Assistance Program provides support for new teachers. Teachers are supported with stipends to participate in the National Board Certification process.

### 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 on the *DataQuest* Web page at <http://dq.cde.ca.gov/dataquest/>.

Teachers	School			District
	2005-06	2006-07	2007-08	2007-08
With Full Credential	35	39	31	1,474
Without Full Credential	0	0	0	4
Teaching Outside Subject Area of Competence	0	0	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	2006-07	2007-08	2008-09
Misassignments of Teachers of English Learners	---	---	0
Total Teacher Misassignments	---	---	---
Vacant Teacher Positions	---	---	---

### Core Academic Classes Taught by No Child Left Behind Compliant Teachers (School Year 2006-07)

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

Location of Classes	Percent of Classes In Core Academic Subjects	
	Taught by NCLB Compliant Teachers	Taught by Non-NCLB Compliant Teachers
This School	100.0%	0.0%
All Schools in District	98%	2%
High-Poverty Schools in District	0%	0%
Low-Poverty Schools in District	97.9%	2.1%

## VI Support Staff

### Academic Counselors and Other Support Staff (School Year 2007-08)

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	0	0
Library Media Teacher (Librarian)		N/A
Library Media Services Staff (paraprofessional)		N/A
Psychologist		N/A
Social Worker		N/A
Nurse		N/A
Speech/Language/Hearing Specialist		N/A
Resource Specialist (non-teaching)		N/A
Other		N/A

## VII. Curriculum and Instructional Materials

### Quality, Currency, and Availability of Textbooks and Instructional Materials (School Year 2008-09)

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
<b>Reading/Language Arts</b>	Each pupil, including English learners, has a textbook or reading language arts material, or both, as required by the state of California. Appropriate materials and textbooks are available for each child to use in class and to take home to complete required homework assignments. All textbooks are aligned to the California Content Standards and approved for use by the State and the Poway Unified Board of Education.	0
<b>Mathematics</b>	Each pupil, including English learners, has a textbook or math material, or both, as required by the state of California. Appropriate materials and textbooks are available for each child to use in class and to take home to complete required homework assignments. All textbooks are aligned to the California Content Standards and approved for use by the State and the Poway Unified Board of Education.	0
<b>Science</b>	Each pupil, including English learners, has a textbook or science material, or both, as required by the state of California. Appropriate materials and textbooks are available for each child to use in class and to take home to complete required homework assignments. These materials include science laboratory equipment for grades 9 to 12, inclusively. All textbooks are aligned to the California Content Standards and approved for use by the State and/or the Poway Unified Board of Education.	0
<b>History-Social Science</b>	Each pupil, including English learners, has a textbook or History/Social Science material or both, as required by the state of California. Appropriate materials and textbooks are available for each child to use in class and to take home to complete required homework assignments. All textbooks are aligned to the California Content Standards and approved for use by the State and the Poway Unified Board of Education.	0
<b>Foreign Language</b>	Each pupil, including English learners, has a textbook or foreign language material, or both, as required by the state of California. Appropriate materials and textbooks are available for each child to use in class and to take home to complete required homework assignments. All textbooks are aligned to the California Content Standards and approved for use by the State and /or the Poway Unified Board of Education.	0

Core Curriculum Area	Quality, Currency, and Availability of Textbooks and Instructional Materials	Percent of Pupils Who Lack Their Own Assigned Textbooks and Instructional Materials
Health	Each pupil, including English learners, has a textbook or health material, or both as required by the state of California. Appropriate materials and textbooks are available for each child to use in class and to take home to complete required homework assignments. All textbooks are aligned to the California Content Standards and approved for use by the State and/or the Poway Unified Board of Education.	0

## VIII. School Finances

### Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2006-07)

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 can be found at the Current Expense of Education Web page at <http://www.cde.ca.gov/ds/fd/ec/> and teacher salaries can be found on the Certificated Salaries and Benefits Web page at <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	---	---	---	\$55,933
District	---	---	\$8,188	\$66,747
Percent Difference – School Site and District	---	---	---	-19%
State	---	---	\$5,300	\$65,008
Percent Difference – School Site and State	---	---	---	-16%

### Types of Services Funded (Fiscal Year 2007-08)

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

The district's general fund includes monies for:

1. General operations—services, materials, and support to the general education
2. Special education—programs offering appropriate, individualized education to students with special needs
3. Gifted and Talented Education—specialized learning assistance for students with high ability, achievement, or potential
4. Special projects—monies from agencies (e.g., federal, state) earmarked for specific services
5. Transportation
6. Maintenance and operations
7. District administration

Each school in the district receives an instructional budget based on enrollment, programs, and on formulas set by the Board of Education policy, state law, agreements with employee bargaining units, and guidelines of outside funding agencies.

### Teacher and Administrative Salaries (Fiscal Year 2006-07)

This table displays district salaries 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 on the Certificated Salaries and Benefits Web page at <http://www.cde.ca.gov/ds/fd/cs/>.

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$37,877	\$40,721
Mid-Range Teacher Salary	\$73,410	\$65,190
Highest Teacher Salary	\$84,775	\$84,151
Average Principal Salary (Elementary)	\$114,386	\$104,476
Average Principal Salary (Middle)	\$121,279	\$108,527
Average Principal Salary (High)	\$127,119	\$119,210
Superintendent Salary	\$218,792	\$210,769
Percent of Budget for Teacher Salaries	43.2%	39.9%
Percent of Budget for Administrative Salaries	5.1%	5.5%

## IX. 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 (ELA) and mathematics in grades 2 through 11; science in grades 5, 8, and 9 through 11; and history-social science in grades 8, and 10 through 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 on the Standardized Testing and Reporting (STAR) Results Web page 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. In no case shall any group score be reported that would deliberately or inadvertently make public the score or performance of any individual student.*

### 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		
	2005-06	2006-07	2007-08	2005-06	2006-07	2007-08	2005-06	2006-07	2007-08
English-Language Arts	50	53	56	72	73	74	42	43	46
Mathematics	57	61	63	65	65	67	40	40	43
Science	39	46	48	64	69	75	35	38	46
History-Social Science				60	60	64	33	33	36

### 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	40	53		
American Indian or Alaska Native	*	*		
Asian	70	89	*	
Filipino	58	73	*	
Hispanic or Latino	39	50	32	
Pacific Islander	*	*	*	
White (not Hispanic)	69	70	61	
Male	58	65	49	
Female	54	61	48	
Economically Disadvantaged	41	50	32	
English Learners	30	44	11	
Students with Disabilities	36	36	*	
Students Receiving Migrant Education Services				

### California Physical Fitness Test Results (School Year 2007-08)

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 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 Physical Fitness Testing Web page 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. In no case shall any group score be reported that would deliberately or inadvertently make public the score or performance of any individual student.*

Grade Level	Percent of Students Meeting Fitness Standards
5	38.8

## X. 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 API Web page 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	2005-06	2006-07	2007-08
Statewide	6	7	7
Similar Schools	6	8	6

### 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			Growth API Score
	2005-06	2006-07	2007-08	2008
All Students at the School	18	12	12	815
African American				
American Indian or Alaska Native				
Asian				
Filipino				
Hispanic or Latino	13	25	43	748
Pacific Islander				
White (not Hispanic)	24	17	-13	862
Socioeconomically Disadvantaged	20	32	12	757
English Learners	43	31	23	752
Students with Disabilities				

### **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 AYP Web page <http://www.cde.ca.gov/ta/ac/ay/>.

### AYP Overall and by Criteria (School Year 2007-08)

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	Yes

### Federal Intervention Program (School Year 2008-09)

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 AYP Web page 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	