

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	
School Name	Meadowbrook Middle School	District Name	Poway Unified
Street	12320 Meadowbrook Ln.	Phone Number	858-748-0010
City, State, Zip	Poway, CA 92064-3599	Web Site	www.powayusd.com
Phone Number	858-748-0802	Superintendent	Donald A Phillips, Ed.D
Principal	Cathy Brose	E-mail Address	elehew@powayusd.com
E-mail Address	cbrose@powayusd.com	CDS Code	37682966038988

School Description and Mission Statement (School Year 2007-08)

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

Meadowbrook Middle School, located in Poway, a suburban community 25 miles north of metropolitan San Diego, is an energetic and nurturing middle school where young adolescents are valued and respected. The oldest middle school in the Poway Unified School District, Meadowbrook was built in 1964 to house 800 students. The current enrollment of just under 1300 students has necessitated the addition of twelve new classrooms, including two science labs. These were added this year as part of an extensive modernization project. The school currently has 52 classrooms (including five science labs), three 36 station computer labs, a multipurpose room, a number of conference rooms, administrative offices, a gymnasium (shared with the City of Poway), playing fields (including a lighted "Class A" soccer field), and athletic locker rooms and facilities. The library houses a student collection and teacher resource and reference materials. Each classroom has at least one computer and all are networked to a central file server providing informational software as well as Internet access. The modernization also included upgrades to the electrical, heating and air, data and technology systems as well as new carpeting, lighting, and cabinetry in all classrooms. The administration building was completely redesigned to add more offices, a teacher workroom and staff lounge and the library was expanded and completely updated. A new kitchen and lunch shelter, along with a choir room have also been built. Additionally, the landscaping has been totally redone as well as interior and exterior painting throughout the campus. This much needed renovation has given Meadowbrook the look, feel and technological capability of a brand new school.

Meadowbrook is one of six middle schools in the Poway Unified School District. The school serves a culturally and ethnically diverse population of 1277 students who live in tract homes built in the mid-50's to early 60's, apartments and low-income housing units, and newer homes and condominiums built in the communities of Sabre Springs and Carmel Mountain Ranch. At Meadowbrook 51% of the students are white. Other ethnic groups represented are Hispanic (16%), Asian (17%), Filipino (7%), and African-American (3%). The remaining 5% of the population are of multiple ethnicities or declined to declare. In total, there are 15 different languages represented

and 131 students (11%) have been identified as limited-English proficient. 19% of the students come from low –income families. Also included within the population are 22 full-day special education learning-disabled non-severely handicapped students, 77 resource students and 44 speech students. There are also 174 identified gifted and talented (GATE) students. Each special need population is served both according to state law and individual requirements. In addition, there are 55 AVID students (total between 7th and 8th grade). Finally, Student Support Services and before and after school programs provide further academic and social support for the students at Meadowbrook.

The staff of 91 certificated and classified employees provides the support and instruction needed for students to receive an excellent education. There are 53 full time teachers, a half-time librarian, 1 speech pathologist, 1 psychologist, 3 administrators, 2.5 counselors, and 1 teacher on special assignment (TOSA). Twenty-six instructional assistants, office staff, custodians and a groundskeeper support the teaching and administrative staff.

Meadowbrook has received many awards and honors, including California Distinguished School, National Blue Ribbon School of Excellence and the California Campaign for the Civic Mission of Schools 2008 Educating for Democracy School of Distinction Award. Parents and community members serve as volunteers (logging an average of over 500 volunteer hours monthly) and are actively involved members of decision and policy-making committees, including the School Site Council. The PTSA has a membership of over 450 parents, students, and teachers. In addition, the Meadowbrook Educational Foundation provides financial support for technology including classroom computers, LCD's, document camera and a physical education fitness lab. The after school program, community organizations and athletic groups regularly use the facilities during non-school hours.

Mission Statement: Meadowbrook's vision is to ensure that every student will master the knowledge and develop the skills and attitudes essential for college readiness and future success in life.

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

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

Meadowbrook recognizes the importance of the partnership between home/school and remains committed to supporting the District's Parents As Partners Core Value. Parents have been included in the improvement process and serve in an advisory capacity on committees, including school climate. Among many opportunities for parent involvement are serving on the School Site Council, Meadowbrook Educational Foundation, PTSA or volunteering in classrooms or for special events.

[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
Grade 6	411
Grade 7	456
Grade 8	471
Total Enrollment	1338

[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	3.59%	White (not Hispanic)	51.27%
American Indian or Alaska Native	0.37%	Multiple or No Response	2.54%
Asian	16.59%	Socioeconomically Disadvantaged	20%
Filipino	7.25%	English Learners	11%
Hispanic or Latino	17.26%	Students with Disabilities	9%
Pacific Islander	1.12%		

[Average Class Size and Class Size Distribution \(Secondary\)](#)

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

Subject	2005-06				Avg. Class Size	2006-07			Avg. Class Size	2007-08				
	Avg. Class Size	Number of Classrooms				Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms			
		1-22	23-32	33+			1-22	23-32			33+	1-22	23-32	33+
English	27.4	10	40	6	27	15	46	10	27.7	9	48	9		
Mathematics	29.9	3	25	17	29.5	6	26	13	29.5	10	17	16		
Science	30.8	3	22	20	30.5		33	11	31.1		23	18		
Social Science	30.5	2	31	15	29.6	4	29	13	30.3	2	29	12		

III. School Climate

[School Safety Plan \(School Year 2007-08\)](#)

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

Meadowbrook places strong emphasis on safety for students and staff. Emergency plans are revised yearly and reviewed frequently. Annually, training procedures and drills for earthquakes, lockdowns, fire and bus evacuation are held and the asbestos plan is updated. The school's discipline policy is aligned with District policy and reviewed annually by students, staff and parents. The staff supports a single school culture where ALL teachers are following and enforcing the same school-wide discipline plan and consequences. Each fall students receive a parent/student Binder Reminder Handbook. This handbook contains the dress code, code of conduct, as well as a comprehensive school-wide discipline plan that details expectations and the corresponding positive/negative consequences. These consequences for actions are enforceable and consistent. In order to address student needs such as anger management, grief, divorce, friendship and school attitudes, counselors meet with small groups of students for a six to eight week period of time to provide support, coping strategies, and teach conflict management and peer mediation strategies. Under the supervision of staff, numerous clubs and activities are available to students before and after school, including sports, homework, chess, cooking, computers and a variety of other activities. These provide a safe place for students who have to be dropped off early before school or picked up after school hours.

[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
Suspensions	8.2	7.3	6.9	3.1	2.5	2.7
Expulsions	0.1	1.0	0.5	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	57	56	55	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	2.5	535
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
Reading/Language Arts	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
Mathematics	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
Science	Each pupil, including English learners, has a textbook or science/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. 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 the Poway Unified Board of Education.	0
History-Social Science	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
Foreign Language	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 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	---	---	---	\$67,664
District	---	---	\$8,188	\$66,747
Percent Difference – School Site and District	---	---	---	1%
State	---	---	\$5,300	\$65,008
Percent Difference – School Site and State	---	---	---	4%

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	66	68	68	72	73	74	42	43	46
Mathematics	61	60	60	65	65	67	40	40	43
Science	67	77	76	64	69	75	35	38	46
History-Social Science	62	71	63	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	53	40	67	33
American Indian or Alaska Native	*	*	*	*
Asian	87	88	91	85
Filipino	64	58	76	49
Hispanic or Latino	38	36	51	41
Pacific Islander	36	21	*	*
White (not Hispanic)	74	62	82	67
Male	65	64	78	65
Female	71	57	74	60
Economically Disadvantaged	42	38	51	
English Learners	17	25	27	19
Students with Disabilities	25	25	43	
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
7	61.8

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	9	9	9
Similar Schools	8	6	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	-7	14	-4	851
African American				
American Indian or Alaska Native				
Asian	-8	24	9	952
Filipino				
Hispanic or Latino	-36	34	-3	712
Pacific Islander				
White (not Hispanic)	5	8	-3	872
Socioeconomically Disadvantaged	-33	31	19	713
English Learners		16	20	713
Students with Disabilities	-13	-34	-44	623

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	No	Yes
Participation Rate - English-Language Arts	Yes	Yes
Participation Rate - Mathematics	No	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
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	