

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	Pine Ridge School	District Name	Paradise Unified School District
Street	13878 Compton Drive	Phone Number	530.872.6400
City, State, Zip	Magalia, CA 95954	Web Site	www.pusdk12.org
Phone Number	530.873.3800	Superintendent	Roger Bylund
Principal	Michelle Sanchez	E-mail Address	cjohnson@pusdk12.org
E-mail Address	msanchez@pusdk12.org	CDS Code	04-61531-6105522

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

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

Pines Elementary School and Mountain Ridge Middle School merged in August 2007 to create Pine Ridge School, which serves students in grades K-8. The mission of Pine Ridge is to provide educational opportunities for all students in a safe, caring, respectful and nurturing environment. Our comprehensive K-8 program is designed to assist each student in reaching his/her maximum academic, social, physical and emotional potential. We are dedicated to helping students master the rigorous California State Content Standards, as well as the equally important life skills and Virtues (qualities such as citizenship, teamwork, responsibility and respect).

Our Kindergarten through 5th grade classes run on a traditional elementary schedule. Once students reach 6th grade they begin the transition into a secondary model by moving between four teachers for their core academics and physical education. Our 7th and 8th grade students transition into a traditional secondary setting, with 4 to 5 teachers per day and changing classes every period. We have a student enrollment of approximately 530 students. Our K-3 classrooms have a 20:1 student:teacher ratio while our grades 4-8 classrooms average 32 students per class. In addition to an experienced and highly-qualified teaching staff, we have a strong support staff dedicated to providing a successful school experience for each student.

Pine Ridge offers support through the blending of our Title 1 and Special Education programs. Additionally, we offer extended day learning opportunities to reinforce the academic needs of our students. We also offer an array of counseling services to support students socially and emotionally, as well as to provide academic and career counseling in the middle school years.

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

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

We invite and welcome family involvement in our school. Parents, guardians and community members are encouraged to become involved as much as possible in the education of our children. They have the opportunity to be a part of our classrooms on a daily and weekly basis, and also to participate in special classroom events, school-wide activities and field trips. Some of these opportunities include the following:

- Work with Pine Ridge Parent Organization
- Assist in kindergarten registration
- Assist with BEST and Virtues awards
- Assist with picture day
- Serve on the district parent advisory committee
- Organize the 8th grade Promotion Dance
- Serve on the School Site Council
- Volunteer in the classroom
- Help on field trips (planning and driving)

A strong bond between home and school is vital to ensure the success of all of our students. Our goals for each child's success are more easily reached when our school is working hand in hand with our parents to provide the best possible foundation for children.

[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	42
Grade 1	43
Grade 2	60
Grade 3	48
Grade 4	46
Grade 5	63
Grade 6	85
Grade 7	84
Grade 8	120
Total Enrollment	591

[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	1.02%	White (not Hispanic)	79.36%
American Indian or Alaska Native	1.02%	Multiple or No Response	6.94%
Asian	1.02%	Socioeconomically Disadvantaged	73%
Filipino	0%	English Learners	1%
Hispanic or Latino	9.98%	Students with Disabilities	12%
Pacific Islander	0.68%		

[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+
K	16.7	3			20.5	1	1		21		2	
1	18.5	2			20.3	2	1		21		2	
2	20	2			20.5	1	1		21		2	
3	17.7	3			20.3	2	1		21		1	
4	26		2		30		2		26.5		2	
5	26		2		31		2		31		1	
6									32		2	
K-3									21		2	
3-4												
4-8									31.5		2	
Other	9	1										

[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			2006-07			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									28.6	1	7	
Mathematics									27.6	1	6	
Science									28.7	1	6	
Social Science									26.1	1	6	

III. School Climate

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

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

One of the priorities of Pine Ridge School is student safety. A well-developed school safety plan is in place and is updated and approved by the school board annually. Our plan includes, but is not limited to, the following information: disaster procedures, routine and emergency procedures, suspension and expulsion procedures, procedures to notify teachers of dangerous pupils, child abuse reporting procedures, sexual harassment, dress code, safe ingress and egress, safe, orderly learning environment, and rules and procedures for school discipline. Staff members have been trained using the SIMS/NIMS procedures and we coordinate with district and community resources for appropriate emergency responses. Fire drills, earthquake drills and "lock-down" drills are regularly scheduled. All students and staff are trained in safety procedures during these drills that have been developed by our school safety committee in consultation with the district, as well as local fire, police and safety officials.

[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	19.9	39.9	0.0	15.5	16.5	0.0
Expulsions	0.0	0.0	0.0	1.1	1.1	0.0

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.

Pine Ridge School is the recent merge of the Pines Elementary and Mountain Ridge Middle School sites. The elementary side of the campus was constructed in 1986, while the middle school portion of the campus was built in 1996. The facility is a combination of portables and permanent structures. Our site is an outdoor site that sits adjacent to nature trails and land overseen by the Bureau of Land Management. This outdoor setting offers the wooded, mountain feel which complements our rural foothill location.

Our grounds feature three separate play areas for primary, intermediate and middle school-aged students. Each area includes both field and blacktop areas. Additionally, our location near the nature trails offers us the opportunity to include a ROPES course for use by students and staff. We have approximately 35 classrooms available for use both during the day and for our after school programs. All rooms have air conditioning and have been modernized. Restrooms are conveniently located throughout the campus.

The Pine Ridge Learning Center Library houses more than 13,000 volumes and a 28-station computer lab, plus another 8 on-line work stations. Additionally, all classrooms have internet access and are used appropriately at each grade level. Our multipurpose room/cafeteria has a music room annex for our band program and a stage for student performances and awards assemblies. Students may also eat outside at picnic tables during warmer weather. The gymnasium, shared with the Paradise Recreation and Park District, enables our physical education department and other teachers to provide instruction and activities year-round and is home to many community recreational activities.

The school participates in annual inspections of the school grounds and facilities. All items found not in compliance are brought into compliance by our custodial staff or district maintenance staff. Classrooms, restrooms, the multipurpose room and library are inspected or cleaned each day. Any damage or unsafe conditions are repaired as quickly as possible by the custodial staff, the district maintenance/operations department or outside contractors, if necessary.

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]	[]	[]	
Mechanical Systems	[X]	[]	[]	80% of all systems are on automatic controls. Filters are changed regularly. Maintenance is continuous.
Windows/Doors/Gates (interior and exterior)	[X]	[]	[]	Minor adjustments on all hardware is ongoing by site staff.
Interior Surfaces (walls, floors, and ceilings)	[X]	[]	[]	Walls are painted and repairs made continuously.
Hazardous Materials (interior and exterior)	[X]	[]	[]	Chemical cleaners are stored out of reach of children. Material Safety Data Sheets (MSDS) are on site and updated regularly.
Structural Damage	[X]	[]	[]	
Fire Safety	[X]	[]	[]	Fire extinguishers are serviced yearly and checked monthly. FLS (Fire Life Safety) strobe lights in restrooms are checked regularly.
Electrical (interior and exterior)	[X]	[]	[]	Emergency lighting is checked regularly. Power taps and extension cords used as a power source need to be restricted, per California Fire Code.
Pest/Vermin Infestation	[X]	[]	[]	
Drinking Fountains (inside and outside)	[X]	[]	[]	Drinking fountains receive regular maintenance.
Restrooms	[X]	[]	[]	Restrooms are in good order, well stocked and clean.
Sewer	[X]	[]	[]	The site is on two septic systems, one for the elementary grades and one for the secondary grades. Both systems are evaluated as required.
Playground/School Grounds	[X]	[]	[]	The grounds are checked and repaired on an ongoing basis by site staff.
Roofs	[X]	[]	[]	The roofs are in good repair.
Overall Cleanliness	[X]	[]	[]	The site is in good order, well maintained and clean.

[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.

The annual number of teacher contract days devoted to professional development during each of the last three years is three (3) days or the equivalent of 21 hours. Professional development is offered before the beginning of each school year and numerous after school and weekend workshops are available during the school year. The workshops offered include sessions presented by Paradise Unified School District, Butte County Office of Education and other providers. Content consists of a variety of subject matter including English Language Arts, Math, Science, Visual and Performing Arts, Physical Education, Social Science, effective teaching strategies, addressing the needs of students with special needs, increasing student achievement, enriching the school environment and character education. Most teachers exceed the twenty-one hour requirement for professional development.

[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	21	18	32	245
Without Full Credential	0	0	1	4
Teaching Outside Subject Area of Competence	0	0	1	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	0	0
Total Teacher Misassignments	0	0	0
Vacant Teacher Positions	0	0	0

[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	100%	0%
High-Poverty Schools in District	100%	0%
Low-Poverty Schools in District	100.0%	0.0%

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	1	591
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	1.0	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.

The district sets a high priority on providing current and sufficient textbooks and instructional materials for students. In this regard, our primary goal is to provide instruction and materials that are aligned to the California Content Standards. The district textbook review and approval process considers instructional materials that have been approved by the State Board of Education (SBE) for textbook adoption. Students have access to a wide variety of instructional materials including texts, workbooks, math and science equipment, reference resources, library and audiovisual materials. The school library and other technology resources provide students and staff with additional tools for learning and accessing information.

Annually the district surveys availability and adequacy of textbooks and science laboratory materials. Sufficient standards-aligned core textbooks are provided for each student on a one-to-one basis. Adequate materials support English language learners. District-adopted materials are current and consistent with state adoption and curriculum framework cycles. In addition, various supplemental programs are utilized in classrooms and a number of intervention programs are used for academic support for struggling learners.

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	Legacy of Literature, Houghton Mifflin, ©2003 (grades K-5) Reading and Language Arts Program, McDougal Littell, ©2002 (grades 6-8) Write Source Series, Great Source, ©2000 (grades K-8)	0%
Mathematics	Harcourt Mathematics, Harcourt, ©2009 (grades K-5) Holt Mathematics, Holt, ©2009 (grades 6-8)	0%
Science	Harcourt Science Program, Harcourt, ©2000 (grades K-5) Prentice Hall Science Explorer, Prentice Hall, ©2008 (grades 6-8)	0%
History-Social Science	HM Social Studies, Houghton Mifflin, ©2006 (grades K-5) Prentice Hall Social Studies, Prentice Hall, ©2006 (grades 6-8)	0%
Visual and Performing Arts	Teacher-selected instructional materials that are aligned with State standards	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	\$7,433	\$2,760	\$4,673	\$60,578
District	---	---	\$5,180	\$61,611
Percent Difference – School Site and District	---	---	-8%%	-2%%
State	---	---	\$8,117	\$65,808
Percent Difference – School Site and State	---	---	-42%%	-8%%

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 school provides curriculum-based instruction in all core subjects. It also offers special education services. Additional support is provided for English language learners and for those students struggling with core subjects. Categorical funding supports additional aide time in the classroom and supports educational technology.

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	\$37,225	\$37,916
Mid-Range Teacher Salary	\$48,638	\$58,151
Highest Teacher Salary	\$74,449	\$75,396
Average Principal Salary (Elementary)	\$78,542	\$91,086
Average Principal Salary (Middle)	\$73,228	\$95,220
Average Principal Salary (High)	\$77,455	\$101,661
Superintendent Salary	\$99,993	\$136,091
Percent of Budget for Teacher Salaries	37.7%	38.5%
Percent of Budget for Administrative Salaries	4.5%	5.8%

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	43	40	48	47	47	47	42	43	46
Mathematics	51	46	47	39	36	39	40	40	43
Science	34	46	59	42	46	51	35	38	46
History-Social Science			52	33	34	35	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	*	*	*	*
American Indian or Alaska Native	*	*		
Asian	*	*	*	*
Filipino				
Hispanic or Latino	39	44	57	*
Pacific Islander	*	*	*	*
White (not Hispanic)	49	48	60	53
Male	43	49	64	52
Female	53	45	54	52
Economically Disadvantaged	41	42	54	
English Learners	*	*	*	*
Students with Disabilities	4	6	22	
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	19.0
7	44.6

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	5	5	4
Similar Schools	1	1	2

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	19	-15	21	766
African American				
American Indian or Alaska Native				
Asian				
Filipino				
Hispanic or Latino				
Pacific Islander				
White (not Hispanic)	14	-3	14	769
Socioeconomically Disadvantaged	3	-9	40	740
English Learners				
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	No
Participation Rate - English-Language Arts	Yes	No
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	1
Percent of Schools Currently in Program Improvement	N/A	7.7