

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	Royal Oaks Elementary School	District Name	Visalia Unified School District
Street	1323 Clover Drive	Phone Number	(559) 730-7300
City, State, Zip	Visalia, CA 93277	Web Site	www.visalia.k12.ca.us
Phone Number	(559) 730-7787	Superintendent	Stan A. Carrizosa
Principal	Samantha Tate	E-mail Address	reception@visalia.k12.ca.us
E-mail Address	state@visalia.k12.ca.us	CDS Code	54-72256-6054670

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

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

Description of District

The Visalia Unified School District is the oldest school district in Tulare County. During the 2007-08 school year, the district was comprised of 23 elementary schools, 4 middle schools, 4 comprehensive high schools, 1 continuation high school, 3 charter schools, 1 adult school, and a school that served emotionally disturbed students. During the same academic year, the district served approximately 26,540 students in kindergarten through twelfth grade.

Description of School

Royal Oaks Elementary School served approximately 650 students in grades K-6 in 2007-08. Our teachers and staff are dedicated to ensuring the academic success of every student and providing a safe and productive learning experience. The school holds high expectations for the academic and social development of all students. Curriculum planning, staff development, and assessment activities are focused on assisting students in mastering the state academic content standards, as well as increasing the overall student achievement of all subgroups.

School Mission Statement

We support:

- Enthusiastic educators
- eXcited about student achievement
- Committed to providing
- Excellent experiences and
- Learning opportunities

The mission of Royal Oaks Elementary School is to enthusiastically promote student achievement, life-long learning and to prepare students to become productive citizens, appreciating differences and beauty in the world around them.

Royal Oaks students Excel by following our BEAR CODE:

B Behave responsibly

E Everyone works together

A Always be courteous

R Respect for self, others and property

C Challenge yourself

O Organize and prepare to learn

D Do your personal best

E Excel!

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

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

Parent involvement and communication are essential to our school success. Royal Oaks Elementary School continually strives to involve parents by sharing information that helps parents understand and support school programs and by providing opportunities for parent participation in school activities.

There are numerous and varied opportunities for parent involvement, including but not limited to, attending school functions, participating in parent-teacher conferences, volunteering in classrooms or as a Royal Oaks Reader tutor, and chaperoning field trips. Parents may also serve on advisory committees and leadership teams, including, but not limited to, the English Learners Advisory Committee (ELAC), GATE Advisory Committee, School Safety Committee, and School Site Council (SSC). Additional opportunities for parental involvement also exist at the district level.

Parents who would like more information on how to become involved may contact Principal Samantha Tate at (559) 730-7787.

[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	66
Grade 1	99
Grade 2	102
Grade 3	97
Grade 4	91
Grade 5	86
Grade 6	93
Total Enrollment	634

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	3.63%	White (not Hispanic)	53.94%
American Indian or Alaska Native	4.26%	Multiple or No Response	0.47%
Asian	2.21%	Socioeconomically Disadvantaged	43%
Filipino	1.42%	English Learners	6%
Hispanic or Latino	33.91%	Students with Disabilities	10%
Pacific Islander	0.16%		

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	21.5	3	1		20.5	3	1		22	18	9	
1	20	4			19.5	4			19.8	45		
2	20	4			19.3	4			19	45		
3	30		3		30.3		3		30		27	
4	33.7		1	2	31.7		3		30.3		27	
5	30.3		4		31		4		21.8	18	18	
6	34			3	30		3		31		27	
K-3	20	1			20	1						
3-4												
4-8												
Other												

III. School Climate

School Safety Plan (School Year 2007-08)

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

Safety of students and staff is a primary concern of Royal Oaks Elementary School. Campus-wide supervision ensures students are safe on school grounds before, during, and after school. Entrances to school grounds are secured or monitored during the school day. All visitors must sign in at the office and wear appropriate identification while on campus.

The Comprehensive School Safety Plan is designed to assist in maintaining a safe school environment and preparing for emergencies. The plan requires identification of security needs, development of prevention and intervention techniques, evaluation of physical facilities, and communication with staff and students. The safety plan is reviewed annually (October 31, 2007) reviewed with the staff prior to annual review (October, 2007), updated as needed, and fully compliant with federal and state regulations. An updated copy is available to the public at the school office.

The school's disaster preparedness plan includes steps for ensuring student and staff safety during a disaster. Emergency preparedness drills are conducted regularly and the school staff is appropriately trained.

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	2.9	1.1	1.9	21.9	21.6	22.3
Expulsions	0.0	0.0	0.0	0.8	0.7	0.8

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.

Royal Oaks Elementary School takes great efforts to ensure a safe, clean, and functional physical environment for students, staff, and volunteers. Sufficient space is provided for students and staff to support teaching and learning. This includes space provided by classrooms, playgrounds, and staff work rooms. To assist our school in this effort, the district uses a facility survey instrument developed by the State of California Office of Public School Construction. The results of this survey are available at the district office. Additional information about the condition of the school's facilities may be obtained by speaking with the school principal.

Maintenance and Repair

District maintenance staff ensures that the repairs necessary to keep the school in good repair and working order are completed in a timely manner. A work order process is used to ensure efficient service and that emergency repairs are given the highest priority.

In 2007-08, there were no major maintenance or repair projects at Royal Oaks Elementary School. No other emergency facilities needs exist at this school.

Cleaning Process and Schedule

In addition to custodial staff on duty during the school day, a team of maintenance specialists come in after hours for daily cleaning. District and school maintenance staff work cooperatively with administrators to develop cleaning schedules to ensure a clean and safe school.

Deferred Maintenance Program

The district participates in the State School Deferred Maintenance Program, which provides state matching funds on a dollar for dollar basis to assist school districts with expenditures for major repair or replacement of existing school building components. Typically, this includes roofing, plumbing, heating, air conditioning, electrical systems, interior or exterior painting, and floor systems. The deferred maintenance program ensures that all class-rooms and facilities are maintained to a degree of adequacy that allows for a good learning environment.

Facilities Improvements

During the 2006-07 school year, improvement to school facilities included landscaping projects and upgrading the kindergarten play structures.

[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]	[]	[]	
Windows/Doors/Gates (interior and exterior)	[X]	[]	[]	
Interior Surfaces (walls, floors, and ceilings)	[X]	[]	[]	Two out of four subcategories in good repair. Wallboard ripped in one room. Some stained tiles.
Hazardous Materials (interior and exterior)	[X]	[]	[]	
Structural Damage	[X]	[]	[]	
Fire Safety	[X]	[]	[]	Fire extinguishers being serviced on site.
Electrical (interior and exterior)	[X]	[]	[]	Five out of seven subcategories in good repair. Electrical cover missing in one room. Some cracked lenses. One or two lights not functioning in two rooms.
Pest/Vermin Infestation	[X]	[]	[]	
Drinking Fountains (inside and outside)	[X]	[]	[]	
Restrooms	[X]	[]	[]	Four out of five subcategories are in good repair. Door signs missing on two restrooms.
Sewer	[X]	[]	[]	
Playground/School Grounds	[X]	[]	[]	
Roofs	[X]	[]	[]	
Overall Cleanliness	[X]	[]	[]	Royal Oaks Elementary takes great pride in its school facilities and grounds. VUSD is quick to respond to identified site needs and assist in repairs and improvements.

[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.

Professional development is designed to meet the individual needs of teachers as well as broader school concerns. Professional development may take the form of trainings, coaching, or peer observation and are consistent with our school vision and goals. Principal, teachers, instructional aides, and other support personnel may take part in these activities.

The district offers a variety of ongoing professional development and support opportunities, including workshops, planning meetings, coaching and modeling, and professional conferences. These activities provide opportunities to provide teacher training, discuss year-long standards, share classroom practices, and promote the effective implementation of new programs. For the 2007-08 school year, the district emphasized ongoing work in: standards based instruction using our district adopted programs, scoring and reporting; curriculum mapping; effective literacy practices; differentiation of instruction; technology integration; assessment literacy; and data driven decision making. For the past 3 years, the district has provided staff 30 professional development days.

The district also participates in the state-sponsored Beginning Teachers Support and Assessment (BTSA) program. The goals of BTSA are to help new teachers succeed, foster retention of quality teachers, and improve instruction for students. The district's Peer Assistance and Review (PAR) program recruits exceptional teachers to provide assistance to veteran, beginning, and voluntary participating teachers.

School sites supplement district programs with grants and activities specific to the needs of the school and its staff. Early release days provide time for site-level activities targeting student achievement. In addition, staff has been encouraged to attend SB 375 training in the areas of English Language Arts and Mathematics which consists of 5 additional days of professional development for staff.

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	27	27	28	1,151
Without Full Credential	0	0	0	37
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	1	0	0
Total Teacher Misassignments	1	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	96.7%	3.3%
High-Poverty Schools in District	98.7%	1.3%
Low-Poverty Schools in District	98.9%	1.1%

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	0.5	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.

Data current as of Summer 2008

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	Houghton Mifflin 2002 Houghton Mifflin Universal Access Houghton Mifflin/EI Handbook Supplemental Houghton Mifflin Leveled Readers Houghton Mifflin/ELD/Vocabulary Leveled Readers Leveled books ELD Houghton Mifflin Hampton Brown - Into English Houghton Mifflin/ELD/Vocabulary Leveled Readers	0%
Mathematics	Base: Houghton Mifflin (2008) Supplemental: Scott Foresman Kathy Richardson	0%
Science	Base: MacMillan/McGraw Hill (2007) Supplemental: Houghton Mifflin Science Leveled Readers	0% - Sufficient instructional materials provided
History-Social Science	Base: Harcourt School Publishers (2006) Supplemental: Houghton Mifflin HSS Leveled Readers	0%
Foreign Language		
Health	Materials based on Health Topics	0% - Sufficient instructional materials provided
Visual and Performing Arts		
Science Laboratory Equipment (grades 9-12)		

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	\$4,112	\$167	\$3,945	\$57,758
District	---	---	\$4,705*	\$61,689
Percent Difference – School Site and District	---	---	17%%	1.4%%
State	---	---	\$5,300	\$65,008
Percent Difference – School Site and State	---	---	27%%	0.3%%

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.

In addition to general state funding, the district receives state and federal categorical funding for special programs. For the 2005-06 school year, the district received federal and state aid for the following categorical, special education, and support programs:

Federal Programs State Programs (con't)
 Title I, Part A School & District Discretionary Block Grants
 Title I, Part B, Even Start MAA
 Title I, Part C, Migrant Education Class Size Reduction
 Title II, Part A, Improving Teacher Quality Lottery
 Title II, Part D, Enhancing Education Through Technology
 Title III, Limited English Proficient
 Title III, Immigrants Local Programs
 Title IV, Part A, Safe and Drug-Free Schools and Communities First Five
 Title V, Part A, Innovative Programs – Parental Choice PSSF - County
 Career Technical Education Save the Children
 IDEA, Special Education TCOVE
 Migrant Education

State Programs
 EIA – Limited English Proficient
 School Improvement
 Child Development Programs
 Gifted and Talented Education (GATE)
 Tobacco Use Prevention Education (TUPE)
 Immediate Intervention/Under Performing Schools Program
 School Safety and Violence Prevention Act
 Tenth Grade Counseling
 Healthy Start
 High Priority Schools Grant/SAIT
 BTSA/PAR
 ELAP

[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	\$39,199	\$40,721
Mid-Range Teacher Salary	\$58,634	\$65,190
Highest Teacher Salary	\$74,455	\$84,151
Average Principal Salary (Elementary)	\$94,601	\$104,476
Average Principal Salary (Middle)	\$97,669	\$108,527
Average Principal Salary (High)	\$102,298	\$119,210
Superintendent Salary	\$169,082	\$210,769
Percent of Budget for Teacher Salaries	42.3%	39.9%
Percent of Budget for Administrative Salaries	6.6%	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	61	54	57	37	39	42	42	43	46
Mathematics	70	63	60	33	34	38	40	40	43
Science	63	68	54	35	37	46	35	38	46
History-Social Science				32	31	36	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	36	29	*	
American Indian or Alaska Native	61	72	*	
Asian	*	*	*	
Filipino	*	*		
Hispanic or Latino	37	48	48	
Pacific Islander	*	*		
White (not Hispanic)	69	67	59	
Male	55	63	63	
Female	57	57	48	
Economically Disadvantaged	36	45	47	
English Learners	20	38	*	
Students with Disabilities	14	29	*	
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	30.2
7	*
9	*

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	8	8
Similar Schools	9	7	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	-10	-14	-12	814
African American				
American Indian or Alaska Native				
Asian				
Filipino				
Hispanic or Latino	-15	-10	5	753
Pacific Islander				
White (not Hispanic)	-15	-6	-19	844
Socioeconomically Disadvantaged	0	-9	-10	736
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	Yes
Participation Rate - Mathematics	Yes	Yes
Percent Proficient - English-Language Arts	Yes	No
Percent Proficient - Mathematics	Yes	No
API	Yes	Yes
Graduation Rate	N/A	No

[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		In PI
First Year of Program Improvement		2004-2005
Year in Program Improvement		Year 3
Number of Schools Currently in Program Improvement	N/A	14
Percent of Schools Currently in Program Improvement	N/A	38.9