

Princeton Elementary
School Accountability Report Card
Reported Using Data from 2010-11 School Year
Published During 2011-12

Every school in California is required by state law to publish a School Accountability Report Card (SARC), by February 1 of each year. The SARC contains information about the condition and performance of each California public school.

- For more information about SARC requirements, see the California Department of Education (CDE) 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.

Data and Access

Ed-Data Partnership Web Site

Ed-Data is a partnership of the CDE, EdSource, and the Fiscal Crisis and Management Assistance Team (FCMAT) that provides extensive financial, demographic, and performance information about California's public kindergarten through grade twelve school districts and schools.

DataQuest

DataQuest is an online data tool located on the CDE DataQuest Web page 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., state Academic Performance Index [API], federal Adequate Yearly Progress [AYP]), test data, enrollment, high school 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 may 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 2011-12)

School		District	
School Name	Princeton Elementary	District Name	Princeton Joint Unified
Street	PO Box 8	Phone Number	(530) 439-2261
City, State, Zip	Princeton, CA 95970-0008	Web Site	www.pjusd.org
Phone Number	(530) 439-2501	Superintendent	John Greene, Ed. D.
Principal	John S. Greene, Ed. D	E-mail Address	jgreene@glenncoe.org
E-mail Address	jgreene@glenncoe.org	CDS Code	11626466089262

School Description and Mission Statement (School Year 2010-11)

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

To provide our students with the academic, social and emotional skills needed of pre-adolescent children so that they may be better prepared to meet the challenges of middle school, high school and beyond.

Principal's Message

I would like to extend to both new and returning families a sincere welcome to Princeton Elementary School and hope that upcoming school year proves to be positive and rewarding for all students. I am also inviting you to explore the Princeton Elementary School's annual School Accountability Report Card, a required document that provides valuable information about our school's instructional program, academic achievements, classroom materials, school safety, facilities, and staff.

Princeton Elementary School provides a warm, stimulating environment where students are actively involved in the learning process in a rural setting with very attractive student/teacher ratios. Students receive a challenging, standards-based curriculum by delivered by professional, dedicated and caring staff members.

Ongoing evaluation of student progress and achievement helps us refine the instructional program so students can achieve academic proficiency. We have made a commitment to provide the very best educational program possible for Princeton Elementary children, and welcome any suggestions or recommendations that will make our school even stronger and more effective. Together through our hard work our students will be challenged to reach their maximum potential. We sincerely encourage parent involvement and truly understand the importance of working together toward fulfilling our Mission.

Opportunities for Parental Involvement (School Year 2010-11)

Parents are encouraged to become involved in their child's learning environment either by volunteering in the classroom, participating in a decision-making group, or simply attending school events. Parents stay informed on upcoming events and school activities through the school web site, the school marquee, and flyers. Contact Mrs. Zoller or Mrs. Hansen at (530) 439-2261 for more information on how to become involved in your child's learning environment.

Opportunities to Volunteer:

- Classroom Helper
- Chaperone
- Fundraising Committees
- School Site Council
- CPM
- Focus Groups
- Winter Program
- Fall Pumpkin Carnival
- Migrant Parent
- Advisory Committee
- School Activities
- Back to School Night
- Open House
- Athletics
- Class Community
- Project Activities
- Field trips



Student Enrollment by Grade Level (School Year 2010-11)

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

Grade Level	Number of Students
Kindergarten	12
Grade 1	11
Grade 2	12
Grade 3	17
Grade 4	14
Grade 5	23
Grade 6	13
Total Enrollment	102

Student Enrollment by Subgroup (School Year 2010-11)

Group	% of Total Enrollment	Group	% of Total Enrollment
Black or African American	0.0	White	28.0
American Indian or Alaska Native	8.0	Two or More Races	0.0
Asian	0.0	Socioeconomically Disadvantaged	80.2
Filipino	0.0	English Learners	33.3
Hispanic or Latino	64.0	Students with Disabilities	1.0
Native Hawaiian/Pacific Islander	0.0		



Average Class Size and Class Size Distribution (Elementary)

Grade Level	2008-09				2009-10				2010-11			
	Avg. Class Size	Number of Classes *			Avg. Class Size	Number of Classes *			Avg. Class Size	Number of Classes *		
		1 - 20	21 - 32	33+		1 - 20	21 - 32	33+		1 - 20	21 - 32	33+
K	12.0	1	0	0	17.9	1	0	0	12.0	1	0	0
1	9.0	2	0	0	17.9	1	0	0	0.0	0	0	0
2	15.0	1	0	0	17.9	1	0	0	23.0	0	1	0
3	19.0	1	0	0	17.9	1	0	0	21.0	1	0	0
4	0.0	0	0	0	0.0	0	0	0	0.0	0	0	0
5	0.0	0	0	0	0.0	0	0	0	22.0	1	0	0
6	0.0	0	0	0	0.0	0	0	0	24.0	0	1	0
Other	0.0	0	0	0	0.0	0	0	0	0.0	0	0	0

* Number of classes indicates how many classes fall into each size category (a range of total students per classroom).

III. School Climate

School Safety Plan (School Year 2010-11)
<p>The School Safety Plan is reviewed, updated, and discussed with school faculty annually. The plan establishes and defines procedures/guidelines for the safe and orderly response to earthquakes, fires, floods, intruders, and other emergency disasters. It outlines the protocol for teachers and staff, including the use of telephone trees. The Safety Plan also contains the numbers for each agency that should be contacted in the event of an emergency. To prepare our students and staff for potential disasters and in according law, all schools in the Princeton Joint Unified School District routinely participates in simulated emergency preparedness drills. Each year, there are safety checks by the state Fire Marshall as well as by our insurance carrier. The District is mandated to correct any safety deficiency. We do all we can to ensure the safety of our students, staff, and community at large. To insure safety on campus, supervisors or administrators routinely monitor appropriate behavior Campus supervisors are assigned to monitor appropriate behavior, and to ensure that all people are authorized to be on school property, all visitors must sign in when entering the campus. Our student discipline handbook is updated annually and shared with each student during a pre-selected period at the beginning of each school year. This helps to insure that all students are aware of behavior expectations and consequences; a copy is then mailed home to all parents/guardians. The District offers first aid training each year. Although all staff is encouraged to attend, it is mandatory training for all coaches and health aides.</p> <p>For more information about how parents can receive more information, or view the School Safety Plan, contact the District Office at 530-439-2261.</p>

Suspensions and Expulsions

Rate *	School			District		
	2008-09	2009-10	2010-11	2008-09	2009-10	2010-11
Suspensions	0.00	0.00	0.00	0.84	11.20	4.33
Expulsions	0.00	0.00	0.00	0.84	0.00	0.00

* The rate of suspensions and expulsions is calculated by dividing the total number of incidents by the total enrollment.

IV. School Facilities

School Facility Conditions and Planned Improvements (School Year 2011-12)

The district takes great efforts to ensure that all schools are clean, safe, and functional through proper facilities maintenance and campus supervision. Princeton Junior Senior High's original facilities were built in the 1950s with the addition of the CDS classroom in 2004. Ongoing maintenance and campus improvements ensure facilities remain up to date and provide adequate space for students and staff. District maintenance and site custodial staff ensures that the repairs necessary to keep the school in good condition are completed in a timely manner. A work order process is used by school and district staff to communicate non-routine maintenance requests. Every morning before school begins; the custodian inspects facilities for safety hazards or other conditions that need attention prior to students and staff entering school grounds. One custodian is assigned to Princeton Elementary.

The custodians are responsible for:

- Grounds keeping
- Restrooms
- Cafeteria Cleanup/Setup
- Office Area Cleaning

Restrooms are checked throughout the day for cleanliness and subsequently cleaned as needed. The Director of Maintenance and Operations communicates daily with the Superintendent and custodial staff concerning maintenance and school safety issues.

The district Director of Maintenance & Operations does an annual inspection of all sites in accordance with Education Code §17592.72(c) (1). The most recent inspection took place on October 27, 2011. The inspection tool is on file and available for review at the district office.

School Facility Good Repair Status (School Year 2011-12)

System Inspected	Repair Status				Repair Needed and Action Taken or Planned
	Exemplary	Good	Fair	Poor	
Systems: Gas Leaks, Mechanical/HVAC, Sewer		X			
Interior: Interior Surfaces		X			
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation		X			
Electrical: Electrical		X			
Restrooms/Fountains: Restrooms, Sinks/Fountains		X			
Safety: Fire Safety, Hazardous Materials		X			
Structural: Structural Damage, Roofs		X			
External: Playground/School Grounds, Windows/Doors/Gates/Fences		X			
Overall Rating		X			

Note: Cells shaded in black do not require data.



V. Teachers

Teacher Credentials

Teachers	School			District
	2008-09	2009-10	2010-11	2010-11
With Full Credential	7	7	7	17
Without Full Credential	0	0	0	0
Teaching Outside Subject Area of Competence (with full credential)	0	0	0	N/A

Teacher Misassignments and Vacant Teacher Positions

Indicator	2009-10	2010-11	2011-12
Misassignments of Teachers of English Learners	0	0	0
Total Teacher Misassignments *	0	0	0
Vacant Teacher Positions	0	0	0

Note: "Misassignments" refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc.

* Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.

Core Academic Classes Taught by Highly Qualified Teachers (School Year 2010-11)

The Federal Elementary and Secondary Education Act (ESEA), also known as No Child Left Behind (NCLB), requires that core academic subjects be taught by Highly Qualified Teachers, defined as having at least a bachelor's degree, an appropriate California teaching credential, and demonstrated core academic subject area competence. For more information, see the CDE Improving Teacher and Principal Quality Web page at: <http://www.cde.ca.gov/nclb/sr/tq/>.

Location of Classes	Percent of Classes In Core Academic Subjects Taught by Highly Qualified Teachers	Percent of Classes In Core Academic Subjects Not Taught by Highly Qualified Teachers
This School	100%	0%
All Schools in District	100%	0%
High-Poverty Schools in District	100%	0%
Low-Poverty Schools in District	0%	0%

Note: High-poverty schools are defined as those schools with student eligibility of approximately 40 percent or more in the free and reduced price meals program.

Low-poverty schools are those with student eligibility of approximately 25 percent or less in the free and reduced price meals program.

VI. Support Staff

Academic Counselors and Other Support Staff (School Year 2010-11)

Title	Number of FTE Assigned to School *	Average Number of Students per Academic Counselor
Academic Counselor	.25	102
Counselor (Social/Behavioral or Career Development)		
Library Media Teacher (librarian)		
Library Media Services Staff (paraprofessional)		
Psychologist		
Social Worker		
Nurse		
Speech/Language/Hearing Specialist		
Resource Specialist (non-teaching)		
Other		

Note: Cells shaded in black do not require data.

* One Full-Time Equivalent (FTE) equals one staff member working full-time; one FTE could also represent two staff members who each work 50 percent of full-time.

VII. Curriculum and Instructional Materials

Quality, Currency, Availability of Textbooks & Instructional Materials (2011-12)

This section describes whether the textbooks and instructional materials used at the school are from the most recent adoption; whether there are sufficient textbooks and instruction materials for each student; and information about the school's use of any supplemental curriculum or non-adopted textbooks or instructional materials.

Year and month in which data were collected: 9/11/2011

Core Curriculum Area	Textbooks and instructional materials/year of adoption	From most recent adoption?	Percent students lacking own assigned copy
Reading/Language Arts	California Treasures K-8	April 22, 2010	0.00%
Mathematics	Harcourt Math K-6 Pre-Algebra 6th - 8th	2002 Edition August 16, 2006	0.00%
Science	Holt Science	2000 Edition	0.00%
History-Social Science	California Reflections K-6	July 19, 2006	0.00%
Foreign Language	N/A		0.00%
Health	Wonders	Tied to the ELA California Treasures K-8	0.00%
Visual and Performing Arts	N/A		0.00%
Science Laboratory Equipment (grades 9-12)	Wonders	Tied to the ELA California Treasures K-8	0.00%

Curriculum and Instructional Materials (School Year 2010-11)

List of curriculum books.

California Treasures (K-6 ELA)
 California Reflections (K-6 Social Science)
 Pre-Algebra (6th) & Harcourt Math K-6 2002 Edition
 Holt Science 2000 Edition for 5th Grade

Note: Assembly Bill X4 2 (Chapter 2, Statutes of 2009-10 Fourth Extraordinary Session) signed on July 28, 2009, suspended the process and procedures for adopting instructional materials, including framework revisions, until the 2013-14 school year. Senate Bill 70 (Chapter 7 of the Statutes of 2011) extended that suspension until the 2015-16 school year.

VIII. School Finances

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2009-10)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Supplemental / Restricted)	Expenditures Per Pupil (Basic / Unrestricted)	Average Teacher Salary
School Site	\$ 4,775.00	\$ 1,334.00	\$ 3,441.00	\$ 43,517.00
District			\$ 8,602.00	\$ 44,550.00
Percent Difference - School Site and District			-60%	-2%
State			\$ 5,455.00	\$ 57,163.00
Percent Difference - School Site and State			-37%	-24%

Note: Cells shaded in black do not require data.

Supplemental/Restricted expenditures come from money whose use is controlled by law or by a donor. Money that is designated for specific purposes by the district or governing board is not considered restricted. Basic/unrestricted expenditures are from money whose use, except for general guidelines, is not controlled by law or by a donor.

For detailed information on school expenditures for all districts in California, see the CDE Current Expense of Education & Per-pupil Spending Web page at <http://www.cde.ca.gov/ds/fd/ec/>. For information on teacher salaries for all districts in California, see the CDE Certificated Salaries & Benefits Web page at <http://www.cde.ca.gov/ds/fd/cs/>. To look up expenditures and salaries for a specific school district, see the Ed-Data Web site at: <http://www.ed-data.org>.

Types of Services Funded (School Year 2010-11)

Princeton funds a full time teacher in a pull out program to assist with the education of our English learners. We continue to provide classroom instruction through our Summer School Program and we offer before and after school programs/tutoring. Both programs offer these services to all students who are below basic or at risk of retention.

Teacher and Administrative Salaries (Fiscal Year 2009-10)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$ 39,504.00	\$ 37,978.00
Mid-Range Teacher Salary	\$ 53,577.00	\$ 55,252.00
Highest Teacher Salary	\$ 66,357.00	\$ 71,674.00
Average Principal Salary (Elementary)	\$ 0.00	\$ 87,651.00
Average Principal Salary (Middle)	\$ 0.00	\$ 92,196.00
Average Principal Salary (High)	\$ 0.00	\$ 93,352.00
Superintendent Salary	\$ 97,000.00	\$ 116,851.00
Percent of Budget for Teacher Salaries	34.00 %	34.00 %
Percent of Budget for Administrative Salaries	8.00 %	7.00 %

Note: For detailed information on salaries, see the CDE Certificated Salaries & Benefits Web page at <http://www.cde.ca.gov/ds/fd/cs/>.

IX. Student Performance

Standardized Testing and Reporting Program

The Standardized Testing and Reporting (STAR) Program consists of several key components, including:

- California Standards Tests (CSTs), which include English-language arts (ELA) and mathematics in grades two through eleven; science in grades five, eight, and nine through eleven; and history-social science in grades eight, and nine through eleven.
- California Modified Assessment (CMA), an alternate assessment that is based on modified achievement standards in ELA for grades three through eleven; mathematics for grades three through seven, Algebra I, and Geometry; and science in grades five and eight, and Life Science in grade ten. The CMA is designed to assess those students whose disabilities preclude them from achieving grade-level proficiency on an assessment of the California content standards with or without accommodations.
- California Alternate Performance Assessment (CAPA), includes ELA and mathematics in grades two through eleven, and science for grades five, eight, and ten. The CAPA is given to those students with significant cognitive disabilities whose disabilities prevent them from taking either the CSTs with accommodations or modifications or the CMA with accommodations.

The assessments under the STAR Program show how well students are doing in relation to the state content standards. On each of these assessments, student scores are reported as performance levels.

For detailed information regarding the STAR Program results for each grade and performance level, including the percent of students not tested, see the CDE STAR Results Web site at <http://star.cde.ca.gov>.

Standardized Testing and Reporting Results for All Students - Three-Year Comparison

Subject	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)								
	School			District			State		
	2008-09	2009-10	2010-11	2008-09	2009-10	2010-11	2008-09	2009-10	2010-11
English-Language Arts	25	43	51	26	36	41	49	52	54
Math	35	58	60	24	40	37	46	48	50
Science	6	38	23	31	52	35	50	54	57
History-Social Science	0	0	0	43	36	44	41	44	48

Note: Scores are not shown when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Standardized Testing and Reporting Results by Student Group - Most Recent Year

Group	Percent of Students Scoring at Proficient or Advanced			
	English-Language Arts	Mathematics	Science	History-Social Science
All Students in the LEA	41	37	35	44
All Students at the School	51	60	23	0
Male	50	76	0	0
Female	53	45	31	0
Black or African American	0	0	0	0
American Indian or Alaska Native	0	0	0	0
Asian	0	0	0	0
Filipino	0	0	0	0
Hispanic or Latino	43	48	7	0
Native Hawaiian or Pacific Islander	0	0	0	0
White	69	81	0	0
Two or More Races	0	0	0	0
Socioeconomically Disadvantaged	46	54	18	0
English Learners	29	36	0	
Students with Disabilities	0	0	0	0
Students Receiving Migrant Education Services	0	0	0	0

Note: Scores are not shown when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

California Physical Fitness Test Results (School Year 2010-11)

The California Physical Fitness Test (PFT) is administered to students in grades five, seven, and nine only. This table displays by grade level the percent of students meeting the fitness standards for the most recent testing period. For detailed information regarding this test, and comparisons of a school's test results to the district and state, see the CDE PFT Web page at <http://www.cde.ca.gov/ta/tg/pf/>.

Grade Level	Percent of Students Meeting Fitness Standards		
	Four of Six Standards	Five of Six Standards	Six of Six Standards
5	23.8	23.8	19.0

Note: Scores are not shown when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

X. Accountability

Academic Performance Index

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

Academic Performance Index 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 ten percent of all schools in the state, while a statewide rank of 10 means that the school has an API score in the highest ten 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 ten 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	2008	2009	2010
Statewide	1	2	4
Similar Schools	N/A		

Academic Performance Index Growth by Student Group - Three-Year Comparison

Group	Actual API Change		
	2008-09	2009-10	2010-11
All Students at the School	24	56	49
Black or African American			
American Indian or Alaska Native			
Asian			
Filipino			
Hispanic or Latino			
Native Hawaiian/Pacific Islander			
White			
Two or More Races	N/D		
Socioeconomically Disadvantaged	39	41	58
English Learners			
Students with Disabilities			

Note: "N/D" means that no data were available to the CDE or LEA to report. "B" means the school did not have a valid API Base and there is no Growth or target information. "C" means the school had significant demographic changes and there is no Growth or target information.

Academic Performance Index Growth by Student Group - 2011 Growth API Comparison

This table displays, by student group, the number of students included in the API and the 2011 Growth API at the school, LEA, and state level.

Group	2011 Growth API					
	Number of Students	School	Number of Students	LEA	Number of Students	State
All Students at the School	70	814	169	734	4,683,676	778
Black or African American	0		0		317,856	696
American Indian or Alaska Native	2		6		33,774	733
Asian	0		0		398,869	898
Filipino	0		0		123,245	859
Hispanic or Latino	45	780	98	708	2,406,749	729
Native Hawaiian/Pacific Islander	0		1		26,953	764
White	23	904	64	793	1,258,831	845
Two or More Races	0		0		76,766	836
Socioeconomically Disadvantaged	54	791	115	709	2,731,843	726
English Learners	34	758	48	653	1,521,844	707
Students with Disabilities	1		10		521,815	595

Adequate Yearly Progress

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

- Participation rate on the state's standards-based assessments in 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)

For detailed information about AYP, including participation rates and percent proficient results by student group, see the CDE AYP Web page at <http://www.cde.ca.gov/ta/ac/ay/>.

Adequate Yearly Progress Overall and by Criteria (School Year 2010-11)

AYP Criteria	School	District
Made AYP Overall	Yes	No
Met Participation Rate - English-Language Arts	Yes	Yes
Met Participation Rate - Mathematics	Yes	Yes
Met Percent Proficient - English-Language Arts	Yes	Yes
Met Percent Proficient - Mathematics	Yes	No
Met API Criteria	Yes	Yes
Met Graduation Rate	N/A	N/A

Federal Intervention Program (School Year 2011-12)

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 (ELA 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 on the CDE Adequate Yearly Progress (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		1.0
Percent of Schools Currently in Program Improvement		50.0

Note: Cells shaded black do not require data.

XI. Instructional Planning and Scheduling

Professional Development

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

All training and curriculum development activities at Princeton Elementary revolve around the California State Content Standards and Frameworks. Professional development activities support adoption of new curriculum, language arts and math curricula, and alignment of curriculum to state content standards. Decisions concerning selection of staff development activities are performed by the principal using tools such as teacher input, state assessment results and data analysis to determine the areas in which additional teacher training may enhance classroom instruction and increase student achievement levels. Princeton Elementary continues to offer three (3) paid in-service days annually for staff development. These days are focused on the improvement of student achievement and to the development of safe schools. The district also offers ongoing support to new teachers through BTSA (Beginning Teacher Assessment and Support), and all teachers are highly encouraged to attend professional workshops and conferences to hone their skills. The district also devotes up to 6 minimum days that are strictly for collaboration purposes and/or staff development. Classified support staff receives job-related training from department supervisors and the Glenn County Office of Education. Classified employees are also encouraged to seek outside staff development opportunities to enhance job proficiency.

The information in the School Accountability Report Card (SARC) is provided by the California Department of Education with some information supplied by the school and the district office. All data is accurate as of 1/31/12.

Revived Images

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