**Distribution of Girls in the School**

The distribution of girls in the school reveals significant variation, with numbers ranging from as low as 1 to as high as 6000. The most frequently reported counts include 20 (10.9%), 40 (9.0%), 50 (9.0%), and 60 (9.0%). Other notable figures include 10 (8.5%) and 100 (8.0%). While smaller counts like 5, 10, and 30 appear less frequently, large counts such as 600 and 400 occur occasionally at 2.0% and 5.0%, respectively. The data reflects a diverse range of responses, indicating varying school sizes or reporting interpretations across different contexts.

### Gender Comparison: Boys vs. Girls

An analysis of the data reveals that the number of girls exceeds the number of boys. Among the responses, 47.3% identified that "Girls" are more, while 6.0% noted "girls," making a combined total of 53.3% for girls. In contrast, responses indicating "Boys" constituted 38.3%, with an additional 7.0% mentioning "boys" and 1.0% stating "BOYS," totaling 46.3% for boys. This indicates a slight majority perceives that there are more girls than boys in the given context, emphasizing a notable difference in the perceived or actual population distribution.

### Meal Program Implementation in Schools

A survey on meal program availability in schools revealed significant insights. The majority of respondents (79.6%) confirmed the presence of a meal program by selecting "Yes." Additional affirmations, such as "yes" (8.0%) and "YES" (1.0%), further highlight strong implementation. However, 9.0% collectively responded negatively with "No," "no," or other variations, indicating some schools lack such programs. This data underscores that while most schools offer meal programs, a small percentage still face challenges in providing this critical support, which is essential for student well-being and academic performance. Efforts should focus on addressing gaps in meal program accessibility.

### ****Performance Analysis of the School****

The performance of this school reflects a diverse range of opinions. A significant portion, 28.4%, rated the school's performance as "Good," while 6.5% categorized it as "good." However, 17.9% described the school as "Poor," and 14.4% considered it "Low," indicating areas for improvement. Moderate ratings such as "Fair" (6.0%) and "Medium" (7.0%) suggest mixed perceptions. A smaller segment rated performance as "High" (2.0%), while terms like "Average" (3.0%) and "Bad" (4.0%) underline variability in outcomes. These findings highlight both strengths and challenges, emphasizing the need for targeted efforts to improve overall academic standards and stakeholder satisfaction.

### Support for Teenage Mothers in School

Support for teenage mothers within schools is an important issue that reflects institutional efforts to promote inclusivity and education continuity. According to the data, 65.7% of respondents confirmed offering support to teenage mothers, with an additional 1% affirming this emphatically. However, 31.3% indicated no such support is provided, highlighting gaps in addressing the needs of this vulnerable group. This disparity emphasizes the need for a comprehensive approach to ensure all schools actively provide resources, counseling, and academic accommodations for teenage mothers, enabling them to overcome challenges and continue their education effectively.