



ARIZONA SCHOOL REPORT CARD ACADEMIC YEAR 2005-06

3305 E. Fry, Sierra Vista, AZ 85635

Sierra Vista Unified District

Arizona's report cards have been revised to include requirements in the federal No Child Left Behind Act, such as Adequate Yearly Progress and the disaggregation of student level data into required subgroups.

AZ LEARNS<sup>1</sup>

Elementary Achievement Profile (a)

2004-05 Performing Plus
2003-04 Highly Performing
2002-03 Performing

(a) For additional information, please refer to Achievement Profiles Page near end of document.

School Overview

Principal/Administrator : Mr. Jeff Spencer
Schedule : 07:00 AM to 04:00 PM
Grades : 6-8
2005 Enrollment : 738
Web Address : www.personal.riverusers.com/~svps
Phone Number : (520) 515-2920
Fax Number : (520) 515-2900
E-mail : jeff.spencer@svps.k12.az.us

Mission

Our mission is to foster enthusiasm for life-long learning. Apache Middle School students will emerge as thinking, productive, caring, healthy individuals.

No Child Left Behind

Adequate Yearly Progress (b)

2004-05 Met
2003-04 Met
2002-03 Not Met

School Improvement Status (b)

2004-05 N/A
2003-04 N/A
2002-03 N/A

(b) For additional information, please refer to the AYP page in this report card.

School / Academic Goals

- To prepare students for AIMS and the Arizona Academic Standards, and increase Stanford 9 scores in math and reading by improving critical-thinking and problem-solving skills.
To provide opportunities for academic, emotional and social growth for the middle school student through co-curricular activities.
To integrate geometry across the curriculum to better meet AIMS goals.

Enrollment

October 1, 2004 School Year Student Enrollment : 706
Accepting New Students in 2005-06 Under Open Enrollment Law : 2 Yes
Number of Students Attending Under Open Enrollment in 2004-05 : 91

## Instructional Programs

- Ü Character Counts Program
- Ü Schoolwide Clubs
- Ü 7th Grade Exploratory Program
- Ü Sustained Silent Reading Program
- Ü Reading Remediation
- Ü Math Remediation
- Ü Alternative Education

## Calendar Information

Number of Instruction Days :	180
Average Daily Instruction Time :	6 hours 5 minutes
First Day of School :	8/8/2005
Last Day of School :	5/25/2006

## Shared Responsibilities

### School

The school has a responsibility to provide a safe environment where students learn. The school will inform parents of school rules and expectations. The school will provide parents with every opportunity to participate in their student's education.

### Parents

Parents should ensure that their children have proper nutrition and attend school regularly. Parents need to help their children schedule a regular time and place for completing schoolwork. Parents need to know and support the school rules.

## Transportation Policy

Transportation is available for all students, in the attendance area, that live more than one mile from the school. Transportation is also provided for extracurricular and sports practice sessions, as well as special needs students.

## School Honors

### Awards or Special Recognition Received By the School, Staff or Students

Award/Honor	Year
Ü League Knowledge Bowl Champions	2005
Ü League Champs VB, Girls' Basketball, Girls' Track	2004
Ü Odyssey of the Mind - Region/State/World	2005
Ü \$600 Bond Winner for Patriotism Essay	2004

8th Grade

Mathematics	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	222	524	78250	99	99	99	548	551	548	17	19	21	24	17	18	51	53	48	8	11	13
All Students (Prior Year)	249	534	75001	98	99	99	461	470	468	39	33	37	43	44	36	11	14	16	6	9	10
Female	111	248	38071	98	98	99	551	558	549	13	14	20	22	17	19	56	58	49	9	11	12
Male	110	275	40126	98	99	99	546	545	547	21	22	23	26	18	17	46	49	46	7	11	14
African American	30	63	4058	100	100	99	540	547	523	14	12	32	32	26	22	55	58	41	0	4	5
Hispanic	53	138	29129	96	99	99	539	521	527	16	33	32	35	22	23	44	43	40	5	3	6
Asian/Pacific Islander	11	26	1747	100	100	100	561	572	589	30	17	9	30	22	9	10	35	50	30	26	32
American Indian/Alaskan Native	NC	NC	4996	NC	NC	100	NC	NC	518	NC	NC	36	NC	NC	25	NC	NC	36	NC	NC	4
White	126	291	38320	98	97	99	552	563	568	18	13	12	17	13	14	57	59	55	9	15	19
Students with Disabilities	30	84	9329	100	100	100	483	472	454	69	72	64	19	12	18	12	13	16	0	3	2
Students without Disabilities	192	440	68996	97	98	99	558	566	561	9	8	16	25	18	18	57	61	52	9	13	14
Limited English Proficient Students	NC	14	10133	NC	100	100	NC	447	488	NC	58	45	NC	11	25	NC	32	28	NC	0	2
Migrant Students	--	--	83	--	--	NA	--	--	520	--	--	39	--	--	28	--	--	30	--	--	4
Economically Disadvantaged	77	168	33388	88	80	94	540	535	530	20	29	32	30	23	22	47	43	40	3	6	5
Non-Economically Disadvantaged	145	356	44937	100	100	100	552	558	561	16	14	13	21	15	15	53	57	54	10	13	18

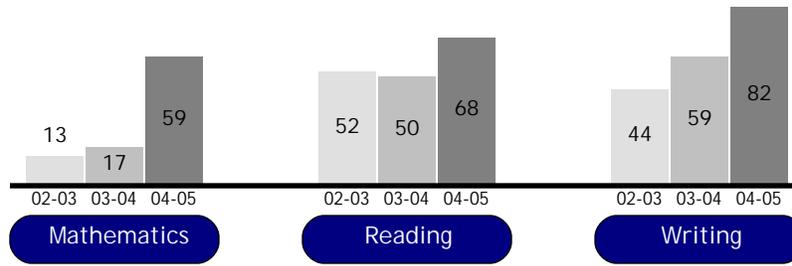
Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	223	525	78302	99	0	99	521	513	512	7	11	11	25	24	25	63	59	57	5	5	7
All Students (Prior Year)	252	535	74918	99	100	99	499	502	497	30	27	32	21	19	19	34	38	35	16	16	15
Female	111	248	38082	98	0	99	528	527	518	3	5	8	21	22	24	71	68	61	4	5	7
Male	111	276	40166	99	0	99	514	501	507	12	17	14	28	26	26	55	52	54	5	5	6
African American	30	63	4064	100	0	100	520	521	498	14	10	14	14	12	29	73	78	54	0	0	3
Hispanic	53	138	29152	96	0	99	514	491	492	7	20	17	30	30	34	63	50	46	0	0	2
Asian/Pacific Islander	11	26	1746	100	0	100	517	521	542	0	4	5	40	26	13	50	65	66	10	4	16
American Indian/Alaskan Native	NC	NC	4993	NC	NC	100	NC	NC	484	NC	NC	19	NC	NC	38	NC	NC	42	NC	NC	1
White	127	292	38347	98	0	99	524	522	531	7	9	5	23	23	17	63	60	68	7	8	10
Students with Disabilities	30	84	9353	100	0	100	465	442	429	35	51	40	42	35	38	23	15	22	0	0	1
Students without Disabilities	193	441	69024	97	0	99	530	527	524	3	4	7	22	22	23	69	68	62	6	6	7
Limited English Proficient Students	NC	14	10140	NC	0	100	NC	420	451	NC	21	28	NC	47	43	NC	32	29	NC	0	1
Migrant Students	--	--	83	--	--	NA	--	--	480	--	--	29	--	--	36	--	--	35	--	--	0
Economically Disadvantaged	78	169	33398	89	0	94	512	500	495	3	14	18	38	36	35	55	49	46	3	1	2
Non-Economically Disadvantaged	145	356	44979	100	0	100	525	519	525	9	10	6	19	19	18	67	64	66	5	7	10

Writing	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	224	526	78094	100	99	99	557	549	545	3	3	3	15	20	18	80	74	77	2	3	2
All Students (Prior Year)	246	525	74503	96	98	99	488	497	491	8	7	9	33	28	32	53	59	51	6	6	8
Female	111	248	38025	98	98	99	571	568	558	1	1	2	13	17	13	82	76	82	4	6	2
Male	112	277	40013	100	100	99	543	532	534	4	5	5	18	22	23	78	72	71	0	1	1
African American	30	63	4037	100	100	99	559	559	532	0	0	4	18	16	22	82	82	73	0	2	1
Hispanic	54	139	29068	98	100	99	550	524	523	2	7	5	22	29	27	76	64	67	0	1	1
Asian/Pacific Islander	11	26	1743	100	100	100	530	554	577	0	0	2	40	26	9	60	70	82	0	4	8
American Indian/Alaskan Native	NC	NC	4981	NC	NC	100	NC	NC	526	NC	NC	4	NC	NC	25	NC	NC	70	NC	NC	0
White	127	292	38265	98	97	99	562	559	564	4	2	2	10	15	11	83	78	84	4	5	3
Students with Disabilities	30	84	9275	100	100	100	502	476	444	12	13	14	35	37	46	54	49	39	0	0	1
Students without Disabilities	194	442	68892	98	98	98	566	563	559	1	1	2	12	16	14	84	79	82	2	4	2
Limited English Proficient Students	NC	14	10084	NC	100	100	NC	427	474	NC	15	10	NC	45	39	NC	40	50	NC	0	1
Migrant Students	--	--	81	--	--	NA	--	--	504	--	--	12	--	--	27	--	--	60	--	--	0
Economically Disadvantaged	78	169	33296	89	81	94	553	536	527	2	4	5	16	24	27	82	72	67	0	1	0
Non-Economically Disadvantaged	146	357	44871	100	100	100	559	555	559	3	3	2	15	18	12	79	75	84	3	4	3

NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

Recent Trends in Student Proficiency on the State Standards (AIMS Test)

8th Grade Proficiency



The graph includes the percentage of students that met or exceeded the standards. NC = Not Calculated. Under the Family Educational Rights and Privacy Act of 1974 (FERPA), no individually identifiable references to students may be made. Therefore, items of data containing information about fewer than ten (10) students have been replaced with NC.

ADEQUATE YEARLY PROGRESS (AYP) FOR SCHOOL YEAR 2004-05

The table below shows the schools that met or did not meet based on federal AYP requirements. To meet AYP for the year, all applicable goals must be met.

AYP Determination	Met Percent Tested?	Y
	Met Test Objectives?	Y
	Met Attendance Rate?	Y
	Met Graduation Rate?	Not Evaluated
	Made AYP?	Yes

**Glossary:**

**Adequate Yearly Progress**

A measure of school performance as mandated by the federal government in the No Child Left Behind. AYP holds schools accountable for the performance of subgroups, as well as all students. AYP measures school toward the goal of having 100 percent of all students proficient in state standards for reading and math by 2013-14.

**Met Percent Tested:**

The school or district tested at least ninety-five percent (95%) of its students enrolled at the time of the test administration. Schools and districts must test at least 95 percent of their student in order to make AYP.

**Met Test Objectives:**

The percentage of students in the school or district that demonstrate proficiency in state standards by passing the AIMS test meets or exceeds the goal for that year. No Child Left Behind requires that Arizona set goals, called Annual Measurable Objectives, for the percentage of students passing AIMS for all public schools and districts in the state. The goals increase over time toward 100 percent passing by 2014. To meet the test objectives, every subgroup in the school must meet the Annual Measurable Objective.

**Met Attendance Rate:**

The school or district had an attendance rate of at least 90 percent over the first 100 days of the academic year. Schools and districts not serving high school students must have an attendance rate of 90 percent, or show a one-percentage-point improvement over the previous year, in order to make AYP.

**Met Graduation Rate:**

The school or district had a four-year graduation rate of 71 percent or greater. School or districts granting a high school diploma must have a graduation rate of 71 percent, or show a one-percentage-point improvement over the previous year, in order to make AYP.

Achievement Test Results

Stanford 9 and TerraNova/AIMS DPA

Grade	Content Area	2002-2003 (SAT9)				2003-2004 (SAT9)				2004-2005 (TerraNova)			
		%	Score	D	AZ	%	Score	D	AZ	%	Score	D	AZ
6	Reading	97	58	55	53	100	63	NA	56	99	57	55	51
	Language	97	51	48	45	100	59	55	48	99	52	50	47
	Mathematics	98	61	58	62	100	67	67	66	98	56	54	52
7	Reading	95	55	58	51	99	57	NA	54	100	54	53	50
	Language	97	55	59	54	99	70	63	58	100	57	55	52
	Mathematics	96	57	60	58	100	66	62	62	100	55	54	50
8	Reading	95	59	59	53	96	58	NA	55	99	56	53	51
	Language	98	53	55	49	97	58	59	52	99	54	52	50
	Mathematics	98	53	60	58	95	58	60	61	99	54	53	53

Starting in Spring 2004-05, students were tested using AIMS DPA and TerraNova. AIMS DPA is a statewide assessment that is both standards-based, measuring student's knowledge against the Arizona Academic Standards, and norm-referenced, comparing student knowledge against students nationwide. TerraNova was administered to all students in grades 2 and 9. It is important to note the TerraNova/AIMS DPA and Stanford 9 test results are not comparable. For more information on the TerraNova and AIMS DPA, see our website at [www.ade.az.gov/standards/](http://www.ade.az.gov/standards/)

The Stanford 9 is a standardized, norm-referenced test. Since 1999, all students in grades 2 through 9 have been tested in Reading, Mathematics and Language. The percentage (%) of eligible students tested and the school's percentile ranks are listed above. State average percentile ranks for Arizona and District are provided for comparison. Note that the average percentile ranks for the nation are 50 for all content areas in all grades. Under the Family Educational Rights and Privacy Act of 1974 (FERPA), no individually identifiable references to students may be made. Therefore, items of data containing information about fewer than ten students have been replaced with NC (not calculated) to protect student privacy. Some columns contain dashes (-) to indicate "no data available."

School Site Council

Council Composition

Council Duties

1 School Administrator(s)	Ü Determine School Priorities
1 Non-certified Employee(s)	Ü Establish Budget Priorities
3 Teacher(s)	Ü Instructional Strategies
3 Parent(s)	Ü Extra-Curricular Input
1 Community Member(s)	Ü Textbook Selection
1 Student(s)	Ü Parent/Educator Relations

Staffing Information for School Year 2005-06

Position	Number	Position	Number
Administrator	2.00	Teacher	40.00
Other Professional Staff	3.40	Teacher Aide	3.00

Years of Teaching Experience for School Year 2005-06

Experience	Bachelor's	Master's	Doctorate	Other
3 or fewer years	3	4	0	0
4 to 6 years	5	0	0	0
7 to 9 years	3	3	0	0
10 or more years	10	11	0	0

Highly Qualified (NCLB) School Year 2004-05

Core academic classes taught by Highly Qualified (NCLB) teachers.	122
Teachers with Emergency Certificaton.	7
Percent of teachers in the school with Emergency/Provisional Certification	17%
Percent of core classes not taught by Highly Qualified Teachers	1%

Resources Available at School Site

Special Facilities

- Ü Three, 30-station Computer Labs-1 mobile
- Ü Video Conection to Each Room
- Ü Computer Projectors for Teacher Use
- Ü Library with Computer/Internet Stations

Extracurricular Activities

- Ü Student Council
- Ü National Junior Honor Society
- Ü Students Against Destructive Decisions
- Ü Sports/Athletics - League Competition
- Ü Math Counts
- Ü Knowledge Bowl
- Ü Odessey of the Mind
- Ü Aquarium Club

Social Services

- Ü Breakfast Program
- Ü Lunch Program
- Ü Counseling Services
- Ü Crisis Intervention
- Ü Nurse - RN

Indicators of Success Based on Historical Data from 2004-05

School Achievements/Accomplishments 2004-05

- ü Our parent involvement has increased dramatically. Through the efforts of the PTSO and community our school has undergone a major improvement in appearance.
  
- ü Apache provides a variety of opportunities for academic, emotional and social growth through clubs, socials, block activities, field trips, and athletics. We are proud of our community-based support for these organizations.

Student Activity Rates for School Year 2004-05

	% School	Arizona		
		% K-6/UE	% 7-8	% 9-12/US
Attendance Rate <sup>4</sup>	94	95	94	95
Transfers Out Rates <sup>5</sup>	12	12	12	17
Transfers In Rate <sup>6</sup>	23	28	28	37
Stability Rate <sup>7</sup>	87	87	87	82
Promotion Rate <sup>8</sup>	95	96	95	81
Retention Rate <sup>9</sup>	2	1	1	3
Dropout Rate <sup>10</sup>	1	0	1	6
Status Unknown <sup>11</sup>	0	0	1	4
Graduation Rate <sup>12</sup>	NA	NA	NA	79

NA = Graduation rate does not apply to K-8.

K-6/UE - Kindergarten to Grade 6 including Ungraded Elementary (UE).

9-12/US - 9th grade to 12th grade including Ungraded Secondary (US).

School Safety

School-level Efforts to Ensure a Safe and Healthy Learning Environment

We have security monitors. Some teachers are paid to help monitor lunch time. We work with district staff and outside agencies to coordinate safety procedures. We are promoting more positive student behavior through our Character Counts program.

Total number of incidents that occurred on the school grounds for school year 2004-05 that required the intervention of local, state or federal law enforcement (A.R.S.15-746.6) :

29
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The Arizona Attorney General's Office has a hotline that allows students to report suspicious activities at schools and to get help with potentially violent situations, such as bullying, harassment, hate crimes, discrimination and gangs. The toll-free number, 1-877-900-1086, is anonymous and available 24 hours a day.

The Arizona Department of Education does not audit the information submitted by each school.

Contacts

	Name	Phone Number
School Site Council	Jeff Spencer	(520) 515-2920
Transportation Policy	Sue Durbin	(520) 515-2770
Community Resources	Gary Garrison	(520) 515-2796
School Nutrition Programs	Bill Hurter	(520) 515-2780
Parent Organization	Joann Abrams	(520) 515-2920
Student Health/Nurse	Cheryl Reynolds	(520) 515-2918

The Arizona School Report Card was prepared by the Arizona Department of Education using a standardized format to combine information provided by the local school with data compiled from state records. Each school has special strengths and needs, and all schools benefit from the active involvement of parents in their children's education. If you have questions about the report card or need more information, contact the school office. Arizona School Report Cards can be found for all schools at [www.ade.az.gov/srcs](http://www.ade.az.gov/srcs) on the Internet. "The Arizona Department of Education of the State of Arizona does not discriminate on the basis of race, religion, color, national origin, sex, disability or age in its programs, activities or in its hiring and employment practices. If you have questions or grievances related to this policy, please contact the Administrative Services DAS at (602) 542-3186."

Arizona's Achievement Profiles capture the performance level of every school.

### DEFINITIONS:

Failing to Meet the Academic Standards - needs to meet state performance and state progress goals.

School performance has been designated as Underperforming for three consecutive years and a site review determined that the designation of Failing to Meet the Academic Standards was warranted.

Underperforming - needs to meet state performance and state progress goals.

Performing - meets state performance goals.

Performing Plus - above state performance goals, however the number of students exceeding the standard on the AIMS test is not sufficient to earn a highly performing or excelling label.

Highly Performing - above state performance goals or has demonstrated adequate improvement, in addition a significant number of students have exceeded the standard on the AIMS test.

Excelling - significantly above state performance goals, in addition a significant number of students have exceeded the standard on the AIMS test.

## TITLE I TERMS

### Title I School Improvement Year 1

A Title I school that has not made adequate yearly progress (AYP) for two consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and support to the school in its school improvement efforts.

### Title I School Improvement Year 2

A Title I school that has not made adequate yearly progress (AYP) for three consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and offer supplemental educational services to eligible students, and offer support to the school in its school improvement efforts.

### Title I School Improvement Year 3 or Corrective Action

A Title I school that has not made adequate yearly progress (AYP) for four consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and offer supplemental educational services to eligible students, and offer support to the school in its school improvement efforts. In addition, the school must choose and implement at least one of six corrective actions. See Section 1116(b)(7) of NCLB for a list of the corrective action options.

### Title I School Improvement Year 4 or Restructuring (Planning Phase)

A Title I school that has not made adequate yearly progress (AYP) for five consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and offer supplemental educational services to eligible students, and offer support to the school in its school improvement efforts. In addition, the school must prepare a restructuring plan and make necessary arrangements to carry out one of three restructuring activities. See Section 1116(b)(8) of NCLB for a list of the restructuring activities.

### Title I School Improvement Year 5 or Restructuring (Implementation Phase)

A Title I school that has not made adequate yearly progress (AYP) for six consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and offer supplemental educational services to eligible students, and offer support to the school in its school improvement efforts. In addition, the school must prepare a restructuring plan and make necessary arrangements to carry out one of three restructuring activities. See Section 1116(b)(8) of NCLB for a list of the restructuring activities.

1 For an explanation of the Achievement Profiles, please visit our website at [www.ade.az.gov/azlearns](http://www.ade.az.gov/azlearns).

2 Under ARS 15-816, school district governing boards must implement open enrollment programs and establish policies covering admission criteria, application procedures and transportation provisions. For more information, contact the school district office.

3 Arizona's Instrument to Measure Standards (AIMS) includes the reading, writing and mathematics subject areas. The proficiency levels include: Falls Far Below (FFB) the standard, Approaches (A) the standard, Meets or Met (M) the standard and Exceeds (E) the standard. MSS = Mean Scaled Score. The federal law, No Child Left Behind, requires disaggregation in subgroups and ethnicity. NC= Not Calculated. Under the Family Educational Rights and Privacy Act of 1974 (FERPA), no individually identifiable references to students may be made. Therefore, items of data containing information about fewer than ten (10) students have been replaced with NC. For more information on testing and Arizona Academic Standards go to <http://www.ade.az.gov/AIMS/default.asp>

4 Attendance Rate: Percentage of students attending the first 100 days of the academic year.

5 Transfers Out: the rate at which students transfer out of a particular school relative to the school's original enrollment for a given school year.

6 Transfers In: the rate at which students transfer into a particular school relative to the school's original enrollment for a given school year.

7 Stability (s): the rate at which students starting the year at a particular school remain enrolled in that particular school until the end of a given school year.

8 Promotion Rate: Percentage of students promoted to the next grade or who met graduation requirements and received a traditional diploma at the end of the 2004-05 school year. Percentage includes students who left school at age 22 or who had completed school and received a non-traditional diploma.

9 Retention Rate: Percentage of students retained at the end of the 2004-05 school year.

10 Dropout Rate: Percentage of students counted as withdrawn due to chronic illness, expulsion or dropping out during the 2004-05 school year, to include activity during the summer of 2004. This rate includes students who were withdrawn after 10 consecutive days of unexcused absences or were coded by the school as "status unknown." The Promotion Rate, Retention Rate and Dropout Rate may not add to 100% due to the inclusion of summer activity in the Dropout Rate but not in the Promotion Rate and Retention Rate. For more information on the dropout rate study see our website at <http://www.ade.az.gov/researchpolicy/DropoutInfo/>

11 Annual Status Unknown: Percentage of students unaccounted for by any method during the 2004-05 school year. Annual status unknown students are not necessarily dropouts. For more information on status unknown, see our dropout rate study website at <http://www.ade.az.gov/researchpolicy/DropoutInfo/>

12 Graduation Rate: The graduation rate presented here is a 5 year cohort rate for the class of 2004. For more information on the Graduation Rate Study published by the ADE, please see our website at [www.ade.az.gov/researchpolicy/grad](http://www.ade.az.gov/researchpolicy/grad).

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Total cost of printing: 12 Pages X .0318 Per page X 0 Copies = \$0.00

\*\* If total cost of printing = \$0.00, the school elected to only provide the electronic version of the report card.

\*\* Due to booklet size printing, print copies are produced in multiples of 4.