

ARIZONA SCHOOL REPORT CARD ACADEMIC YEAR 2004-05

3223 N 4th Street, Flagstaff, AZ 86004

Flagstaff 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 LEARNS¹

Elementary Achievement Profile (a)

2003-04	Excelling
2002-03	Highly Performing
2001-02	Improving

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

No Child Left Behind

Adequate Yearly Progress (b)

2003-04	Not Met
2002-03	Met
2001-02	N/A

School Improvement Status (b)

2003-04	N/A
2002-03	N/A
2001-02	N/A

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

School Overview

Principal/Administrator : Mr. Roger Hill
 Schedule : 7:00 AM to 4:00 PM
 Grades : 7-8
 2004 Enrollment : 862
 Web Address : flagstaff.k12.az.us
 Phone Number : (928) 773-8250
 Fax Number : (928) 773-8269
 E-mail : rhill@apsc.org

Mission

We are committed to promoting the cognitive social, emotional and physical growth of our students in a safe learning environment. The faculty integrates the state educational standards to reflect individual needs, build upon basic skills and enhance learning through heterogeneous grouping. We prioritize suitable class sizes with properly equipped classrooms. Ultimately we prepare our students to be leaders in their future education and employment.

School / Academic Goals

- ü Students develop skills and obtain knowledge preparing them for future education and employment. The AIMS test will be an indication as to the success of our students. Mount Elden students will meet or exceed the state standards.
- ü Students that come to Mount Elden behind in their reading level will improve their reading at a greater rate than when they entered.
- ü Students have the opportunity to select from a large variety of elective choices to enhance the education.
- ü Students will see how their core classes interrelate with the real world by participating in integrated units.

Enrollment

October 1, 2003 School Year Student Enrollment : 913
 Accepting New Students in 2004-05 Under Open Enrollment Law : ² Yes
 Number of Students Attending Under Open Enrollment in 2003-04 : 11

Instructional Programs

- Ü Integrated Core Teams
- Ü Exploratory Electives
- Ü Leveled Math Program
- Ü Sustained Silent Reading (15 mins daily)
- Ü Gifted Opportunity Team
- Ü Reading to Bridge Gaps
- Ü Resource Program & Inclusive Environment
- Ü Extensive Music Offerings

Calendar Information

Number of Instruction Days :	183
Average Daily Instruction Time :	6 hours 5 minutes
First Day of School :	8/23/2004
Last Day of School :	6/9/2005

Shared Responsibilities

School

Mount Elden Middle School provides opportunities for students to explore interests and abilities while encouraging them to develop new interests which may be related to further education, vocational careers, and various cultural, intellectual and avocational pursuits.

Parents

Parents provide a nurturing and safe home environment. They encourage and help their child: take responsibility for successfully completing all schoolwork, promoting good study habits, regular attendance at school, and the value of good citizenship.

Transportation Policy

Students are provided with a Code of Conduct that details expectations for student behavior on the bus. Students may ride the bus if they live farther than one and one-half miles from school. Buses transport 65% of the students to and from school.

School Honors

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

Award/Honor	Year
Ü Wrestling Tournament Champion	2004
Ü A+ School--A+ Recognition Program	2003
Ü AZ Science Teacher of the Year	2003
Ü School of the Year - Flagstaff Chamber of Commerce	1999

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	460	853	75001	99	97	99	479	477	468	28	29	37	39	36	36	21	20	16	13	14	10
All Students (Prior Year)	499	906	71167	100	100	99	478	479	463	27	26	38	41	42	41	20	20	14	12	12	7
Female	214	412	36846	100	99	99	479	476	468	27	30	36	40	37	38	18	20	16	14	13	10
Male	245	440	37974	98	96	99	478	479	467	28	29	39	37	36	34	23	21	16	12	14	11
African American	NC	26	3720	NC	100	98	NC	437	446	NC	71	53	NC	13	33	NC	13	9	NC	4	4
Hispanic	98	161	26675	97	96	98	468	463	448	37	43	52	33	31	34	21	19	10	8	8	4
Asian/Pacific Islander	--	NC	1575	--	NC	99	--	NC	504	--	NC	18	--	NC	33	--	NC	20	--	NC	29
American Indian/Alaskan Native	102	174	4731	99	95	98	459	454	438	39	45	61	38	36	30	16	14	7	6	5	2
White	249	483	37785	99	97	99	491	491	482	19	18	25	41	40	39	22	23	21	18	19	15
Students with Disabilities	72	138	8802	100	97	100	436	430	418	68	68	79	23	23	16	10	10	3	0	0	1
Students without Disabilities	388	715	66199	98	98	99	483	482	472	23	25	34	40	38	38	22	22	17	15	15	11
Limited English Proficient Students	75	116	11710	100	100	100	439	436	429	60	64	70	33	31	25	7	5	4	0	0	1
Migrant Students	--	--	709				--	--	442	--	--	57	--	--	34	--	--	7	--	--	2
Economically Disadvantaged	131	235	29814				460	457	448	40	43	53	38	37	33	17	16	10	5	4	4
Non-Economically Disadvantaged	329	618	45170				485	484	479	23	25	28	39	36	38	22	22	20	16	17	14

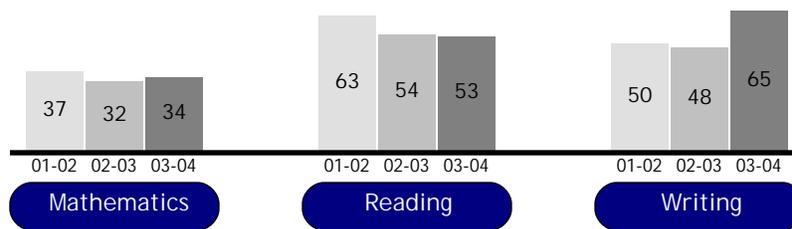
Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	458	851	74918	99	97	99	501	504	497	26	24	32	20	20	19	37	38	35	16	18	15
All Students (Prior Year)	498	905	71100	100	100	99	500	509	502	25	20	25	21	18	21	41	43	40	13	19	15
Female	216	413	36805	100	99	99	504	507	501	22	21	28	20	19	19	40	41	37	17	18	16
Male	241	437	37936	97	95	99	499	501	493	29	28	35	20	19	18	35	34	33	16	18	14
African American	NC	25	3719	NC	96	98	NC	479	481	NC	42	43	NC	29	21	NC	25	29	NC	4	7
Hispanic	99	162	26645	98	97	98	491	491	478	34	33	46	19	24	20	34	30	27	13	12	6
Asian/Pacific Islander	--	NC	1571	--	NC	99	--	NC	521	--	NC	18	--	NC	15	--	NC	38	--	NC	30
American Indian/Alaskan Native	103	175	4729	100	96	98	478	479	468	46	47	57	20	20	19	30	28	19	4	6	4
White	246	481	37773	98	97	99	513	517	511	16	14	20	21	18	18	41	43	41	22	25	21
Students with Disabilities	72	137	8801	100	96	100	455	457	448	64	64	75	17	17	13	11	12	10	8	7	2
Students without Disabilities	386	714	66117	97	97	99	506	510	501	22	19	28	21	20	19	40	41	37	17	20	16
Limited English Proficient Students	77	118	11706	100	100	100	455	453	454	67	69	71	19	17	16	12	12	12	2	2	1
Migrant Students	--	--	706				--	--	467	--	--	55	--	--	22	--	--	20	--	--	4
Economically Disadvantaged	132	237	29785				478	480	477	46	42	47	17	23	20	33	29	26	4	6	6
Non-Economically Disadvantaged	326	614	45115				509	512	508	19	19	23	21	18	18	39	41	39	21	22	20

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	458	848	74503	99	97	99	501	520	491	6	5	9	28	23	32	59	61	51	6	11	8
All Students (Prior Year)	490	882	69001	98	98	96	494	500	490	13	10	17	38	34	37	48	55	45	0	1	1
Female	212	408	36686	99	98	99	509	524	506	4	3	5	25	20	29	65	66	57	6	10	9
Male	245	439	37644	98	96	98	493	516	476	9	7	13	31	26	36	54	56	45	6	11	6
African American	NC	25	3677	NC	96	97	NC	529	475	NC	0	12	NC	19	36	NC	71	46	NC	10	5
Hispanic	99	162	26500	98	97	97	484	493	467	13	13	13	27	24	39	55	56	44	5	7	4
Asian/Pacific Islander	--	NC	1566	--	NC	99	--	NC	537	--	NC	5	--	NC	23	--	NC	55	--	NC	18
American Indian/Alaskan Native	102	173	4695	99	95	97	492	497	464	5	5	14	37	37	39	52	54	44	5	5	3
White	246	479	37606	98	96	99	511	536	508	4	3	6	26	19	28	63	65	56	7	13	10
Students with Disabilities	72	136	8662	100	95	100	429	451	409	42	26	37	21	33	42	37	41	20	0	0	1
Students without Disabilities	386	712	65841	97	97	98	505	524	499	4	4	7	29	22	32	60	62	53	7	11	8
Limited English Proficient Students	76	117	11608	100	100	100	460	462	430	15	15	23	41	42	47	41	40	28	3	2	1
Migrant Students	--	--	701				--	--	449	--	--	17	--	--	43	--	--	38	--	--	1
Economically Disadvantaged	131	234	29587				483	505	465	12	8	14	28	26	40	57	59	43	3	6	4
Non-Economically Disadvantaged	327	614	44898				507	525	507	4	4	7	28	22	28	60	62	55	7	12	10

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 2003-04

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. If Adequate Yearly Progress (AYP) is different from the AYP Determination Page, it is due to an appeal and the underlying data is not changed.

AYP Determination	Met Percent Tested?	Y
	Met Test Objectives?	N
	Met Attendance Rate?	N
	Met Graduation Rate?	Not Evaluated
	Made AYP?	No

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 94 percent over the first 100 days of the academic year. Schools and districts not serving high school students must have an attendance rate of 94 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.

School Improvement - Year 1:

Schools that have not made adequate yearly progress for two consecutive years are required to be identified for school improvement. These schools must write a school improvement plan, set aside funds for teacher training, implement the plan and offer Public School Choice (transportation) to the parents of all students attending the school.

School Improvement - Year 2:

Schools that have not made adequate yearly progress for three consecutive years are identified for school improvement for the second year. These schools must continue the school improvement requirements from Year 1. In addition, they must offer Supplemental Educational Services (tutoring) to the parents of eligible students attending the school.

Corrective Action:

Schools that have not made adequate yearly progress for four consecutive years are identified for Corrective Action. These schools must continue the school improvement requirements from Year 2. In addition, the district or charter holder must implement one corrective action from a list of six possible actions as stated in the No Child Left Behind Act of 2001.

For More Information on AYP, visit our website at www.ade.az.gov/azlearns and go to NCLB link

Stanford Achievement Test, Ninth Edition (SAT-9) Results

Stanford 9 Percentile Rank Scores

Grade	Content Area	2001-2002				2002-2003				2003-2004			
		%	Score	D	AZ	%	Score	D	AZ	%	Score	D	AZ
7	Reading	94	49	53	48	95	57	61	51	91	59	NA	54
	Language	94	51	55	51	96	56	61	54	98	59	65	58
	Mathematics	94	58	60	54	96	64	65	58	97	66	69	62
8	Reading	93	57	58	49	94	56	61	53	93	61	NA	55
	Language	93	50	53	46	97	47	54	49	96	53	57	52
	Mathematics	94	62	59	54	96	63	66	58	97	68	67	61

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

- 1 School Administrator(s)
- 2 Non-certified Employee(s)
- 5 Teacher(s)
- 5 Parent(s)
- 1 Community Member(s)
- 0 Student(s)

Council Duties

- ü School Improvement
- ü Parent/Educator/Student Relations
- ü School Policies/Procedures
- ü Extracurricular Activities
- ü Academic Goals/Instructional Strategies
- ü Budget

Staffing Information for School Year 2004-05

Position	Number	Position	Number
Administrator	3.00	Teacher	56.30
Other Professional Staff	6.00	Teacher Aide	6.00

Years of Teaching Experience for School Year 2004-05

Experience	Bachelor's	Master's	Doctorate	Other
3 or fewer years	6	3	0	0
4 to 6 years	5	4	0	0
7 to 9 years	3	3	0	0
10 or more years	8	24	1	0

Highly Qualified (NCLB) & Core Academics

Core academic teachers meeting the definition of Highly Qualified (NCLB): 42
 Core academic classes taught by Highly Qualified (NCLB) teachers. 192
 Teachers with Emergency Certificaton. 1

Resources Available at School Site

Special Facilities

- ü Computer Learning Lab
- ü Technology Lab--Vocational Emphasis
- ü Dance Studio
- ü Video Production Lab

Extracurricular Activities

- ü National Junior Honor Society
- ü Wrestling
- ü Basketball Boys & Girls
- ü Volleyball
- ü Native America Club
- ü TIE Club
- ü Student Council
- ü After School Tutoring

Social Services

- ü Community/School Recreation Facilities
- ü Community/School Swimming Pool
- ü Counseling Services
- ü Dental Clinic
- ü Health Clinics
- ü Operation Wish Book - 3057 book dist.
- ü Gang Resistance Education and Training
- ü Polling Place for Elections

Indicators of Success Based on Historical Data from 2003-04

School Achievements/Accomplishments 2003-04

- ü Our school was identified as an A+ School by the Arizona Educational Foundation, Arizona Department of Education and Bank One, April 2003.
- ü Selected as a model site for a Federal Gear-up grant for 2000-01. This early intervention program provides guidance, tutoring, and support for all students. Successful students in this program will be awarded a 4-year NAU scholarship.
- ü School of the year 1999 - chosen by the city.

Student Activity Rates for School Year 2003-04

	% School	Arizona		
		% K-6	% 7-8	% 9-12
Attendance Rate ⁴	93	95	93	95
Transfers Out ⁵	--	21	20	24
Transfers In ⁶ (Within District)	--	2	2	2
Transfers In ⁷ (Out of District)	--	10	9	9
Promotion Rate ⁸	--	98	98	94
Retention Rate ⁹	--	1	1	5
Dropout Rate ¹⁰	--	NA		3
Status Unknown ¹¹	--			2
Graduation Rate ¹²	--			77

NA = Dropout Rate, status unknown and graduation rate does not apply to K-8. Dashes (--) = data not verified or school did not submit data.

Measure of Academic Progress

	% of Students Achieving One Year's Growth	
	Reading	Math
Grades 6-7	67	66
Grades 7-8	78	76

Arizona's Measure of Academic Progress (MAP) is an indicator of student academic growth from one year to the next. The results are based on the Stanford Achievement Test, Ninth Edition (Stanford 9), given in 2003-04. MAP includes only those students who were tested both years in consecutive grade levels at the same school or who started the school year in the same school in which they were tested in 2004. A student achieves One Year's Growth (OYG) if he or she remains in the same Stanine or advances a Stanine from one year to the next. There are two exceptions to this growth: 1) Students who begin in stanine 9 and move to stanine 8 will make OYG and 2) Students that stay in stanine 1 from one year to the next will not make OYG. The percentage of students achieving OYG at the school is reported above.

NC = Not Calculated (less than 10 matches) Dashes (--) = No Data Available

Stanines are normalized standard scores that range from a low of 1 to a high of 9, with 5 designating average performance. National Stanines, like National Percentile Ranks, indicate a student's relative standing in the national norm group (Source: Harcourt Educational Measurement).

School Safety

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

The goals of Mount Elden’s discipline code are: to promote a climate of student behavior necessary to achieve high moral and academic standards; maintain a climate conducive to learning; to help students make proper choices; and to provide consistent and fair discipline for violations. The code of conduct has been developed to clearly inform students, staff and parents of what is acceptable and unacceptable behavior. Every student is responsible for his/her behavior while at school.

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

31

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.

Contacts

	Name	Phone Number
School Site Council	Roger Hill	(928) 773-8250
Transportation Policy	Fred Fennell	(928) 773-4170
Community Resources	Mark Williams	(928) 773-8265
School Nutrition Programs	Jacque Johnson	(928) 773-8256
Parent Organization	Don Gala	(928) 527-8250
Student Health/Nurse	Lonna Culbertson	(928) 773-6091

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 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.

School receives total scale value placing it in the Underperforming classification. School performance was below the state baseline in 2000/2001 and did not make adequate growth, or the school started above the state baseline and did not make adequate growth during the past three years.

Performing - meets state performance goals, and meets state progress goals.

School receives total scale value placing it in the Performing classification. School performance was at or above the state baseline in 2000/2001 and/or the school made adequate growth during the past three years.

Highly Performing - meets or exceeds state performance and state progress goals and has the requisite percentage of students "Exceeding the Standard" category on AIMS.

School receives total scale value placing it in the Highly Performing classification. School performance was at or above the state baseline in 2000/2001 and/or the school made adequate growth during the past three years. Additionally, the school met the performance threshold required for Highly Performing schools with a certain percentage of their students "Exceeds the Standard" category on the Arizona Instrument to Measure Standards (AIMS) over the past three years.

Excelling - meets or exceeds state performance and state progress goals and has the requisite percentage of students "Exceeding the Standard" category on AIMS.

School performance was at or above the state baseline in 2000/2001 and/or the school made adequate growth during the past three years. Additionally, the school met the performance threshold required for Excelling schools with a certain percentage of their students exceeding the standard on the Arizona Instrument to Measure Standards (AIMS) over the past three years.

1 For an explanation of the Achievement Profiles, please visit our website at 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. AIMS was administered to all students in grades 3, 5, 8, and 10 in the spring of 2000. In the spring of 2001, grades 3, 5, 8, 10 and 11 were tested; students tested in grade 11 consisted of students retaking AIMS who did pass in grade 10 plus any new students. In the spring of 2002, grades 3, 5, 8, 10, 11, and 12 were tested; students tested in grades 11 and 12 were either re-testing or were new. As a result, the number of students tested in grades 11 and 12 is smaller than the number of students tested in grade 10. The proficiency levels include: Falls Far Below (FFB) the standard, Approaches (A) the standard, Meets or Met the standards, and Exceeds. MSS: The Mean Scaled Score (average) on a 200-800 scale. A student must have achieved a scale score of 500 to meet the standard. Scale scores are not comparable among content areas. Migrant, Economically Disadvantaged and Non-Economically Disadvantaged % tested for 2002-03 are not available, however, they will be calculated in the future. 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. No Data Available is replaced with dashes (--). For more information on testing and Arizona Academic Standards go to www.ade.az.gov/standards

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

5 Transfers Out: Percentage of accountable students withdrawing to continue studies in another school or to be taught at home for the 2003-04 school year.

6 Transfers In (Within District): Percentage of accountable students entering school who were previously enrolled in another Arizona public school within the school district during the 2003-04 school year.

7 Transfers In (Out of District): Percentage of accountable students entering school who were previously enrolled in another school district during the 2003-04 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 2003-04 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 2003-04 school year.

10 Dropout Rate: Percentage of students counted as withdrawn due to chronic illness, expulsion or dropping out during the 2003-04 school year, to include activity during the summer of 2003. 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.

11 Status Unknown: Percentage of students unaccounted for by any method during the 2003-04 school year. Status unknown students are not necessarily dropouts.

12 Graduation Rate: The graduation rate presented here is a 5 year cohort rate for the class of 2003. For more information on the Graduation Rate Study published by the ADE, please see our website at www.ade.az.gov/grad.

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Total cost of printing: 12 Pages X .0318 Per page X 862 Copies = \$329.00

** 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.