

ARIZONA SCHOOL REPORT CARD ACADEMIC YEAR 2005-06

21200 N 83rd Ave, Peoria, AZ 85382

Peoria Unified School 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

High School Achievement Profile (a)

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

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

No Child Left Behind

Adequate Yearly Progress (b)

2004-05	Met
2003-04	Met
2002-03	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 Overview

Principal/Administrator : Mrs. Patricia Burckhard
 Schedule : 07:00 AM to 04:00 PM
 Grades : 9-12
 2005 Enrollment : 2463
 Web Address : peoriaud.k12.az.us
 Phone Number : (623) 487-5125
 Fax Number : (623) 487-5140
 E-mail : pburckha@peoriaud.k12.az.us

Mission

The mission of Sunrise Mountain High School is to assist all students in acquiring social, emotional, physical, intellectual, and technological skills that enable them to become lifelong learners, as well as motivated, tolerant, participants and adaptable leaders of the 21st century. (EVERY STUDENT, EVERY DAY, PREPARED TO MEET TOMORROW)

School / Academic Goals

- ü Students will appropriately apply mathematical skills across the curriculum with emphasis on problem-solving strategies, geometry and measurement, and data analysis, in alignment with district curriculum and Arizona Academic Standards.
- ü Students will demonstrate and show improvement in their ability to use the writing process, utilizing meaningful organization and employing correct grammar, usage, and punctuation in all academic areas and in alignment with AZ Academic Standards.
- ü Students will increase their ability to recognize and apply text factors in a variety of reading selections across all disciplines and in alignment with district curriculum and Arizona Academic Standards.
- ü Students will acquire fundamental life skills through a comprehensive curriculum and co-curricular activities.

Enrollment

October 1, 2004 School Year Student Enrollment : 2399
 Accepting New Students in 2005-06 Under Open Enrollment Law :² Yes
 Number of Students Attending Under Open Enrollment in 2004-05 : 146

Instructional Programs

- ü Gifted and Advanced Placement Classes
- ü Honors Classes
- ü Dual Credit College Courses
- ü School-to-Work Transition Programs
- ü National Academy Classes
- ü On-site Special Education
- ü Block Schedule
- ü Credit Recovery Classes

Calendar Information

Number of Instruction Days :	180
Average Daily Instruction Time :	6 hours 30 minutes
First Day of School :	8/15/2005
Last Day of School :	5/25/2006

Shared Responsibilities

School

Our responsibility is to provide students with opportunities to learn in a very welcoming learning environment; provide a safe school campus; and invite and maintain parents' involvement by providing opportunities to be active in their child's education.

Parents

Parents have a responsibility to form partnerships with our school, including supporting student attendance, monitoring students' completion of assignments, modeling positive attitudes toward learning, attending school activities, and fostering respect.

Transportation Policy

Transportation is provided for eligible students who reside within the attendance boundary but beyond one and a half miles of Sunrise Mountain High School, and also provide transportation for eligible special education students to Sunrise Mountain High School and other facilities, as noted in each student's IEP.

School Honors

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

Award/Honor	Year
ü 4.2 million dollars in scholarships awarded to seniors	2005
ü Arizona's NASSP/McDonald's Asst. Principal of Year	2004
ü Two National Merit Finalists	2005
ü National Career/Technical New Teacher of the Year	2005

10th 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	560	--	69846	100	--	100	730	--	699	8	--	21	5	--	11	55	--	49	32	--	18
All Students (Prior Year)	624	2747	65934	100	98	100	513	508	492	14	21	43	24	23	18	35	35	24	27	21	15
Female	265	--	34328	100	--	99	732	--	702	4	--	19	5	--	12	56	--	51	34	--	18
Male	295	--	35509	100	--	100	728	--	696	10	--	23	5	--	11	54	--	48	30	--	18
African American	21	156	3535	100	99	100	714	685	677	0	19	31	5	8	15	84	61	46	11	11	8
Hispanic	57	--	23363	100	--	100	711	--	680	15	--	32	4	--	16	63	--	45	19	--	7
Asian/Pacific Islander	19	95	1742	95	98	99	762	733	733	5	6	8	0	3	7	26	49	46	68	41	38
American Indian/Alaskan Native	NC	--	4785	NC	--	100	NC	--	671	NC	--	39	NC	--	17	NC	--	39	NC	--	5
White	459	--	36421	100	--	99	732	--	714	7	--	12	6	--	8	54	--	54	34	--	26
Students with Disabilities	53	--	7690	100	--	100	678	--	593	50	--	64	10	--	14	33	--	21	8	--	2
Students without Disabilities	507	--	62220	100	--	99	735	--	712	3	--	16	5	--	11	57	--	53	35	--	20
Limited English Proficient Students	NC	85	5834	NC	100	100	NC	501	612	NC	20	46	NC	20	20	NC	49	31	NC	11	3
Migrant Students	--	--	117	--	--	NA	--	--	677	--	--	44	--	--	18	--	--	35	--	--	3
Economically Disadvantaged	17	189	21421	89	82	92	714	708	686	12	12	35	12	11	15	59	67	43	18	10	7
Non-Economically Disadvantaged	543	--	48489	100	--	100	730	--	704	7	--	15	5	--	10	55	--	52	33	--	23

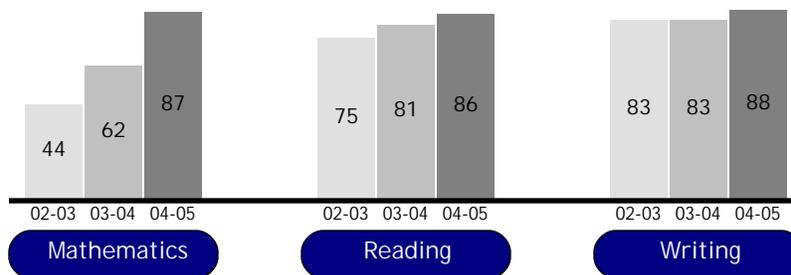
Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	566	--	71311	100	--	100	716	--	694	2	--	7	11	--	21	75	--	63	11	--	9
All Students (Prior Year)	637	2819	68162	100	99	100	528	525	509	4	7	18	15	18	24	70	64	51	11	11	8
Female	266	1407	34899	100	99	100	722	712	700	1	1	5	8	11	19	77	76	66	14	12	10
Male	300	--	36430	100	--	100	711	--	688	3	--	9	14	--	22	74	--	61	9	--	8
African American	21	163	3573	100	98	100	709	682	676	0	4	9	16	25	26	84	67	60	0	4	4
Hispanic	58	--	24056	100	--	100	704	--	672	4	--	13	16	--	31	76	--	53	4	--	3
Asian/Pacific Islander	20	96	1731	100	98	98	727	711	717	0	4	3	5	9	13	85	76	68	10	12	16
American Indian/Alaskan Native	NC	--	5110	NC	--	100	NC	--	661	NC	--	14	NC	--	38	NC	--	46	NC	--	2
White	463	--	36841	100	--	99	718	--	713	2	--	3	11	--	12	74	--	72	13	--	13
Students with Disabilities	54	--	8021	100	--	100	664	--	590	17	--	27	43	--	42	38	--	29	2	--	1
Students without Disabilities	512	--	63379	100	--	100	722	--	707	1	--	5	8	--	18	79	--	68	12	--	10
Limited English Proficient Students	NC	84	6402	NC	100	100	NC	482	596	NC	8	25	NC	35	44	NC	54	30	NC	3	1
Migrant Students	--	--	548	--	--	NA	--	--	659	--	--	26	--	--	36	--	--	38	--	--	0
Economically Disadvantaged	17	199	22243	85	82	93	700	694	677	0	6	14	12	22	32	82	69	51	6	4	3
Non-Economically Disadvantaged	549	--	49157	100	--	100	717	--	702	2	--	4	11	--	16	75	--	69	11	--	11

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	565	--	70868	100	--	100	713	--	688	1	--	5	11	--	23	77	--	63	11	--	9
All Students (Prior Year)	635	2808	67629	100	99	100	565	560	524	5	8	22	12	12	16	78	75	59	5	5	3
Female	267	1403	34710	100	99	99	722	709	697	0	1	3	7	8	19	79	80	66	14	11	12
Male	298	--	36176	99	--	100	706	--	678	1	--	7	14	--	27	76	--	59	9	--	7
African American	21	162	3557	100	98	99	715	685	675	0	1	7	5	19	25	89	74	62	5	6	6
Hispanic	58	--	23868	100	--	100	706	--	670	0	--	9	20	--	33	71	--	55	9	--	4
Asian/Pacific Islander	20	96	1732	100	98	98	722	713	713	0	2	2	5	6	12	85	74	64	10	17	22
American Indian/Alaskan Native	NC	--	5001	NC	--	100	NC	--	661	NC	--	9	NC	--	41	NC	--	48	NC	--	2
White	462	--	36710	99	--	99	714	--	702	1	--	2	10	--	15	77	--	69	12	--	13
Students with Disabilities	54	--	7900	100	--	100	671	--	580	6	--	22	47	--	49	47	--	28	0	--	1
Students without Disabilities	511	--	63054	100	--	99	718	--	701	0	--	3	7	--	20	80	--	67	12	--	10
Limited English Proficient Students	NC	83	6308	NC	100	100	NC	483	591	NC	6	19	NC	31	47	NC	58	33	NC	6	1
Migrant Students	--	--	540	--	--	NA	--	--	658	--	--	16	--	--	42	--	--	41	--	--	1
Economically Disadvantaged	16	195	21994	80	80	92	704	693	673	0	4	10	13	21	36	88	73	52	0	3	3
Non-Economically Disadvantaged	549	--	48960	100	--	100	714	--	694	1	--	3	11	--	18	77	--	67	12	--	12

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)

10th 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.

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?	Not Evaluated
	Met Graduation Rate?	Y
	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
9	Reading	97	53	49	41	98	50	NA	42	96	61	59	51
	Language	98	54	49	42	97	52	48	42	96	59	57	50
	Mathematics	98	73	69	60	97	70	68	63	96	61	57	50

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/

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)
- 2 Teacher(s)
- 2 Parent(s)
- 2 Community Member(s)
- 2 Student(s)

Council Duties

- ü Student Achievement
- ü School Safety Issues
- ü Extracurricular Activities
- ü School Budget
- ü Parent/ Student/Educator Relations
- ü Organizational Structure (Two Campuses)

Staffing Information for School Year 2005-06

Position	Number	Position	Number
Administrator	6.00	Teacher	127.00
Other Professional Staff	10.00	Teacher Aide	4.00

Years of Teaching Experience for School Year 2005-06

Experience	Bachelor's	Master's	Doctorate	Other
3 or fewer years	29	13	0	0
4 to 6 years	10	9	1	0
7 to 9 years	4	14	0	0
10 or more years	16	28	1	0

Highly Qualified (NCLB) School Year 2004-05

Core academic classes taught by Highly Qualified (NCLB) teachers.	486
Teachers with Emergency Certificaton.	3
Percent of teachers in the school with Emergency/Provisional Certification	2%
Percent of core classes not taught by Hightly Qualified Teachers	4%

Resources Available at School Site

Special Facilities

- ü School-Community Library
- ü Electronic Classrooms/Computer Labs
- ü School-Community Aquatic Center
- ü School-Community Fields for Sports

Extracurricular Activities

- ü Student Government
- ü Service Clubs
- ü Activity Clubs
- ü 20 Varsity Sports Compete under AIA
- ü DECA, SKILLS USA, FBLA, FCCLA
- ü National Honor Societies

Social Services

- ü City of Peoria Branch Library
- ü Peoria Social Services
- ü Recreational Programs
- ü Community Service Through Clubs
- ü Support Groups

Indicators of Success Based on Historical Data from 2004-05

School Achievements/Accomplishments 2004-05

- ü Award winning job training programs which include the Academy of Finance, the Academy of Travel and Tourism, the Academy of Information Technology, Future Teachers of America, Healthcare Technology, and the COOP (Child Oriented Occupational Program).
- ü Selected by the International Center for Leadership in Education and the Council of Chief State School Officers as one of twenty-five high schools in the nation to present at the International Model Schools Conference in June, 2005.
- ü Exceeded district and state scores in AIMS reading, writing, and math, as well as district and state scores on the TerraNova Test
- ü A daily student attendance rate of 97% and a graduation rate of 97.9%

Student Activity Rates for School Year 2004-05

	% School	Arizona		
		% K-6/UE	% 7-8	% 9-12/US
Attendance Rate ⁴	98	95	94	95
Transfers Out Rates ⁵	6	12	12	17
Transfers In Rate ⁶	8	28	28	37
Stability Rate ⁷	93	87	87	82
Promotion Rate ⁸	94	96	95	81
Retention Rate ⁹	0	1	1	3
Dropout Rate ¹⁰	1	0	1	6
Status Unknown ¹¹	0	0	1	4
Graduation Rate ¹²	97	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

Sunrise Mountain High School has a Crisis Management Plan in place; acts on threats of violence; addresses harassment incidents; increases staff visibility; refers at-risk/troubled students to counselors; keeps parents informed through personal contacts, newsletters, on-line academic reports and forums; believes a safe environment equals student success.

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) :

10

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	Patricia Burckhard	(623) 487-5127
Transportation Policy	Steve Highlen	(623) 486-6006
Community Resources	Donna Short	(623) 487-5128
School Nutrition Programs	Willie Gentry	(623) 487-5183
Parent Organization	Misha Ellis	(623) 487-5125
Student Health/Nurse	Sharon Gillam	(623) 487-5134

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.

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.

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.

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** 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.