

ARIZONA SCHOOL REPORT CARD ACADEMIC YEAR 2005-06

5402 E. Osborn Road, Phoenix, AZ 85018

Scottsdale 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)

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

(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. Cindy Hans
 Schedule : 07:30 AM to 04:00 PM
 Grades : 6-8
 2005 Enrollment : 678
 Web Address : www.ingleside.susd.org
 Phone Number : (480) 484-4900
 Fax Number : (480) 484-4901
 E-mail : chans@susd.org

Mission

The Ingleside Middle School community challenges students to fulfill their potential using the knowledge and skills necessary to be responsible, contributing members of society in a technologically and culturally diverse world.

School / Academic Goals

- ü To provide a positive, respectful and safe environment.
- ü To ensure all students and staff are proficient in the use of technology to acquire and manage information, communication, time and task.
- ü To offer comprehensive professional growth programs for staff to provide them with the skills, strategies and resources to meet the needs of all students.
- ü To increase individual student academic achievement and personal growth.

Enrollment

October 1, 2004 School Year Student Enrollment : 739
 Accepting New Students in 2005-06 Under Open Enrollment Law : ² Yes
 Number of Students Attending Under Open Enrollment in 2004-05 : 33

Instructional Programs

- Academic Excellence
- State and Nationally Aligned Curriculum
- Multimedia (Technology)
- Humanities Program
- EIS Instruction
- Gifted Specialist

Calendar Information

Number of Instruction Days :	178
Average Daily Instruction Time :	6 hours 5 minutes
First Day of School :	8/22/2005
Last Day of School :	6/8/2006

Shared Responsibilities

School

To provide a stimulating and challenging academic program; to provide a climate conducive to learning; to communicate openly and regularly to the community and to individual families; to encourage parent participation in the life of the school; to ensure the safety of students. Ingleside provides a parent/student handbook (English and Spanish) and a daily planner to enhance the communication. Regular newsletters in English and Spanish are also provided in a joint school/PTO endeavor.

Parents

Parents are urged to show support of their children in several areas by providing a supportive environment conducive to study & learning; being role models by valuing education; by participating in the activities of the school & parent organization; by openly communicating with teachers and administrators.

Transportation Policy

Transportation is provided for students who live more than one mile from school. Service is also provided for special education students. Safety and welfare of student riders is the highest priority.

School Honors

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

Award/Honor	Year
• National Blue Ribbon School of Excellence	2002
• A+ Distinction	2001
• JC Penney Golden Rule Award	1997
• President Bush's Daily Point of Light	1998

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	294	2263	78250	100	100	99	568	577	548	13	11	21	14	11	18	57	54	48	15	24	13
All Students (Prior Year)	266	2214	75001	99	99	99	471	486	468	35	23	37	35	37	36	18	23	16	12	17	10
Female	140	1134	38071	99	100	99	573	579	549	10	9	20	16	11	19	56	56	49	18	24	12
Male	154	1129	40126	100	100	99	563	575	547	16	13	23	13	10	17	58	53	46	13	24	14
African American	NC	60	4058	NC	95	99	NC	522	523	NC	36	32	NC	22	22	NC	36	41	NC	6	5
Hispanic	48	275	29129	100	100	99	536	534	527	35	31	32	14	21	23	44	40	40	7	7	6
Asian/Pacific Islander	16	69	1747	100	100	100	576	599	589	14	11	9	0	2	9	64	52	50	21	36	32
American Indian/Alaskan Native	NC	26	4996	NC	93	100	NC	533	518	NC	41	36	NC	23	25	NC	23	36	NC	14	4
White	219	1833	38320	100	100	99	576	584	568	7	7	12	15	9	14	60	57	55	17	26	19
Students with Disabilities	21	182	9329	100	100	100	495	474	454	67	57	64	17	17	18	17	24	16	0	2	2
Students without Disabilities	273	2082	68996	100	100	99	573	586	561	9	7	16	14	10	18	60	57	52	17	26	14
Limited English Proficient Students	22	129	10133	100	100	100	514	491	488	48	42	45	16	22	25	35	34	28	0	2	2
Migrant Students	--	--	83	--	--	NA	--	--	520	--	--	39	--	--	28	--	--	30	--	--	4
Economically Disadvantaged	56	345	33388	93	93	94	537	532	530	29	32	32	21	22	22	44	40	40	6	6	5
Non-Economically Disadvantaged	238	1919	44937	100	100	100	574	584	561	10	8	13	13	9	15	60	56	54	17	27	18

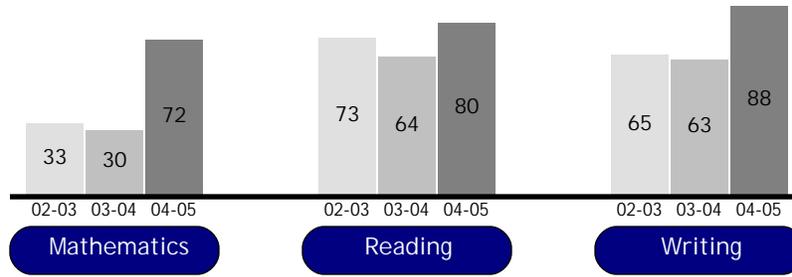
Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	294	2268	78302	100	0	99	544	543	512	7	5	11	12	12	25	65	69	57	15	14	7
All Students (Prior Year)	267	2212	74918	100	99	99	514	519	497	21	17	32	15	13	19	38	43	35	26	27	15
Female	140	1134	38082	99	0	99	559	549	518	6	3	8	6	10	24	63	71	61	25	16	7
Male	154	1133	40166	100	0	99	531	536	507	8	6	14	17	14	26	67	67	54	8	13	6
African American	NC	60	4064	NC	0	100	NC	508	498	NC	8	14	NC	28	29	NC	56	54	NC	8	3
Hispanic	48	275	29152	100	0	99	496	502	492	30	18	17	28	29	34	35	47	46	7	5	2
Asian/Pacific Islander	16	69	1746	100	0	100	558	562	542	14	5	5	14	9	13	43	63	66	29	23	16
American Indian/Alaskan Native	NC	26	4993	NC	0	100	NC	512	484	NC	14	19	NC	32	38	NC	55	42	NC	0	1
White	219	1838	38347	100	0	99	554	549	531	1	3	5	8	9	17	74	73	68	17	15	10
Students with Disabilities	21	183	9353	100	0	100	472	448	429	39	33	40	33	34	38	28	30	22	0	2	1
Students without Disabilities	273	2086	69024	100	0	99	549	551	524	5	2	7	11	10	23	68	72	62	17	15	7
Limited English Proficient Students	22	129	10140	100	0	100	461	456	451	45	30	28	42	34	43	13	34	29	0	1	1
Migrant Students	--	--	83	--	--	NA	--	--	480	--	--	29	--	--	36	--	--	35	--	--	0
Economically Disadvantaged	56	346	33398	93	0	94	501	506	495	23	16	18	25	29	35	50	52	46	2	3	2
Non-Economically Disadvantaged	238	1923	44979	100	0	100	553	549	525	4	3	6	9	9	18	69	72	66	18	16	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	293	2258	78094	100	100	99	579	575	545	1	1	3	10	10	18	81	84	77	7	4	2
All Students (Prior Year)	266	2201	74503	99	99	99	498	522	491	10	6	9	27	24	32	54	54	51	9	15	8
Female	140	1131	38025	99	99	99	597	588	558	1	1	2	3	6	13	84	88	82	12	6	2
Male	153	1126	40013	100	100	99	563	562	534	2	2	5	16	14	23	78	81	71	3	3	1
African American	NC	59	4037	NC	94	99	NC	534	532	NC	2	4	NC	29	22	NC	69	73	NC	0	1
Hispanic	47	275	29068	100	100	99	520	532	523	10	6	5	31	28	27	60	65	67	0	1	1
Asian/Pacific Islander	16	69	1743	100	100	100	578	596	577	0	2	2	14	5	9	79	81	82	7	13	8
American Indian/Alaskan Native	NC	26	4981	NC	93	100	NC	543	526	NC	0	4	NC	18	25	NC	82	70	NC	0	0
White	219	1829	38265	100	99	99	593	582	564	0	1	2	5	7	11	86	88	84	9	4	3
Students with Disabilities	20	178	9275	95	100	100	503	475	444	6	9	14	41	41	46	53	49	39	0	0	1
Students without Disabilities	273	2081	68892	100	99	98	584	583	559	1	1	2	8	7	14	83	87	82	8	5	2
Limited English Proficient Students	21	128	10084	95	100	100	490	483	474	13	11	10	37	37	39	50	53	50	0	0	1
Migrant Students	--	--	81	--	--	NA	--	--	504	--	--	12	--	--	27	--	--	60	--	--	0
Economically Disadvantaged	56	344	33296	93	92	94	524	534	527	8	5	5	31	30	27	58	64	67	2	1	0
Non-Economically Disadvantaged	237	1915	44871	100	100	100	591	582	559	0	1	2	5	7	12	86	88	84	9	5	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	99	67	72	53	98	70	NA	56	99	55	64	51
	Language	100	63	67	45	99	64	64	48	99	54	63	47
	Mathematics	99	74	78	62	99	74	78	66	100	57	66	52
7	Reading	99	66	70	51	98	68	NA	54	100	62	63	50
	Language	99	74	75	54	98	77	78	58	100	67	67	52
	Mathematics	99	70	74	58	98	67	76	62	100	59	61	50
8	Reading	99	70	71	53	98	71	NA	55	100	63	65	51
	Language	99	72	70	49	100	72	71	52	100	62	64	50
	Mathematics	98	69	72	58	99	67	74	61	100	62	65	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/

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

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

Council Duties

- Ü Curriculum Development/Monitoring
- Ü Staff Development
- Ü Student Discipline/Decorum
- Ü Budget Implementation and Monitoring
- Ü Personnel Decisions
- Ü Scheduling/Courses

Staffing Information for School Year 2005-06

Position	Number	Position	Number
Administrator	2.00	Teacher	39.50
Other Professional Staff	3.00	Teacher Aide	4.00

Years of Teaching Experience for School Year 2005-06

Experience	Bachelor's	Master's	Doctorate	Other
3 or fewer years	11	9	0	0
4 to 6 years	4	2	0	0
7 to 9 years	1	5	0	0
10 or more years	3	6	0	1

Highly Qualified (NCLB) School Year 2004-05

Core academic classes taught by Highly Qualified (NCLB) teachers.	138
Teachers with Emergency Certificaton.	1
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 Three Computer Labs
- Ü Technology lab
- Ü Library
- Ü TV Studio

Extracurricular Activities

- Ü National Junior Honor Society
- Ü Student Council
- Ü Yearbook
- Ü Odyssey of the Mind; Future Cities
- Ü Spelling Bee, Geography Bee
- Ü 7th & 8th grade Sports
- Ü Chess Club; Battle of Books
- Ü Community Service Club

Social Services

- Ü Before & After School Program
- Ü Counseling Services
- Ü Crisis Intervention
- Ü Health Services
- Ü Community Resource Specialist

Indicators of Success Based on Historical Data from 2004-05

School Achievements/Accomplishments 2004-05

- ü Ingleside achieved A+ status as a state-recognized model school during the spring of 2001. This is the second time Ingleside has acquired this distinction. In 2002, Ingleside was awarded the National Blue Ribbon School of Excellence.

- ü Ingleside Band and Orchestra received excellent and superior ratings in regional competition.

- ü The Runner-up for the Arizona National Geography Bee is an Ingleside Student.

- ü Ingleside competitors in the Future Cities Competition won three awards.

Student Activity Rates for School Year 2004-05

	% School	Arizona		
		% K-6/UE	% 7-8	% 9-12/US
Attendance Rate ⁴	95	95	94	95
Transfers Out Rates ⁵	8	12	12	17
Transfers In Rate ⁶	19	28	28	37
Stability Rate ⁷	91	87	87	82
Promotion Rate ⁸	92	96	95	81
Retention Rate ⁹	0	1	1	3
Dropout Rate ¹⁰	6	0	1	6
Status Unknown ¹¹	1	0	1	4
Graduation Rate ¹²	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 promote a safe and orderly climate by having a comprehensive student decorum program; having the assistance of a Phoenix Police officer; having an active, committed parent population; and having a zero-tolerance for weapons or drugs. The Character Counts program has begun. A comprehensive and school-wide anti-bullying program is being implemented. Ingleside students are encouraged to actively participate in activities designed to increase a safe and positive climate on campus.

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) :

14

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	Mrs. Cindy Hans	(480) 484-4910
Transportation Policy	Dan Shearer	(480) 484-8550
Community Resources	Mrs. Cindy Hans	(480) 484-4910
School Nutrition Programs	Sue Bettenhausen	(480) 484-6208
Parent Organization	Lisette Murney	(480) 484-4900
Student Health/Nurse	Carol Turney	(480) 484-4911

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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Total cost of printing: 12 Pages X .0318 Per page X 50 Copies = \$19.00

** 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.