



ARIZONA SCHOOL REPORT CARD ACADEMIC YEAR 2005-06

5520 N. 86th Street, Scottsdale, AZ 85250

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	Highly Performing
2002-03	Highly Performing

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

School Overview

Principal/Administrator : Mr. Chris Sawyer
 Schedule : 07:30 AM to 04:00 PM
 Grades : 7-8
 2005 Enrollment : 620
 Web Address : www.susd.org/schools/middle/Mohave/index.htm
 Phone Number : (480) 484-5200
 Fax Number : (480) 484-5201
 E-mail : csawyer@susd.org

Mission

Mohave Middle School promotes academic and personal excellence within a safe and respectful community. Shared beliefs: to encourage leadership within our school and community, to treat others with respect and dignity, to set challenging and realistic goals, to always do your personal best, to promote equitable opportunities and resources for all, to ensure the use of technology for staff and students.

No Child Left Behind

Adequate Yearly Progress (b)

2004-05	Met
2003-04	Not Evaluated
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 / Academic Goals

- ü To increase individual student academic achievement in the area of math while continuing to improve reading and writing scores.
- ü To continue to seek resources for the community center on campus that assists parents, staff and students and offer parenting classes. The center focuses on the social, emotional, physical and intellectual needs of our families.
- ü To work with staff on data analysis and NCLB legislation.
- ü To implement the 'Effective Schools' correlates.

Enrollment

October 1, 2004 School Year Student Enrollment : 638
 Accepting New Students in 2005-06 Under Open Enrollment Law : ² Yes
 Number of Students Attending Under Open Enrollment in 2004-05 : 117

Instructional Programs

- Ü Heterogeneous Groupings
- Ü Exploratory Programs
- Ü Humanities/Language Arts Block
- Ü Gifted/Integrated/Thematic
- Ü On-Site Special Education
- Ü At-Risk Programs
- Ü ESL Instruction
- Ü Advanced Math, Humanities/Language Arts

Calendar Information

Number of Instruction Days :	180
Average Daily Instruction Time :	6 hours 0 minutes
First Day of School :	8/22/2005
Last Day of School :	6/8/2006

Shared Responsibilities

School

To provide a stimulating/challenging academic program; to communicate openly and regularly with staff, students, parents; to encourage parent participation, to ensure the safety of students; to maintain a highly qualified professional staff.

Parents

Provide a supportive home environment conducive to learning; motivate their children to do their best by taking an interest in their work; be role models by valuing education. Ensure the children in their care attend school. Participate in the activities of the school/parent organizations.

Transportation Policy

Transportation provided for students who live more than one mile from school and special education students whose IEPs require it. Safety and welfare of student riders is the first priority. Bus evacuation drills are conducted annually.

School Honors

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

Award/Honor	Year
Ü (Staff member) Cuthbert-Douglas Scholarship recipient	2004
Ü North Central Association Member 1994-2000	2001
Ü Staff Member Selected to Run with Olympic Torch	2002

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	342	2263	78250	99	100	99	576	577	548	11	11	21	11	11	18	58	54	48	20	24	13
All Students (Prior Year)	331	2214	75001	100	99	99	481	486	468	25	23	37	44	37	36	17	23	16	14	17	10
Female	187	1134	38071	99	100	99	573	579	549	10	9	20	12	11	19	61	56	49	17	24	12
Male	155	1129	40126	99	100	99	581	575	547	13	13	23	10	10	17	55	53	46	22	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	551	534	527	22	31	32	15	21	23	54	40	40	9	7	6
Asian/Pacific Islander	NC	69	1747	NC	100	100	NC	599	589	NC	11	9	NC	2	9	NC	52	50	NC	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	274	1833	38320	99	100	99	582	584	568	8	7	12	11	9	14	59	57	55	22	26	19
Students with Disabilities	34	182	9329	97	100	100	507	474	454	56	57	64	24	17	18	18	24	16	3	2	2
Students without Disabilities	308	2082	68996	100	100	99	584	586	561	6	7	16	10	10	18	63	57	52	22	26	14
Limited English Proficient Students	20	129	10133	100	100	100	524	491	488	40	42	45	12	22	25	48	34	28	0	2	2
Migrant Students	--	--	83	--	--	NA	--	--	520	--	--	39	--	--	28	--	--	30	--	--	4
Economically Disadvantaged	45	345	33388	90	93	94	546	532	530	26	32	32	19	22	22	44	40	40	12	6	5
Non-Economically Disadvantaged	297	1919	44937	100	100	100	581	584	561	9	8	13	10	9	15	60	56	54	21	27	18

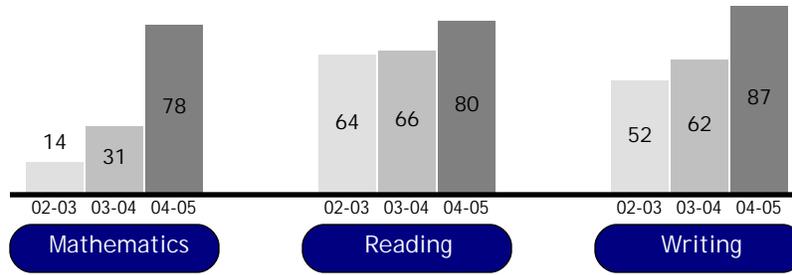
Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	343	2268	78302	100	0	99	535	543	512	4	5	11	16	12	25	69	69	57	11	14	7
All Students (Prior Year)	330	2212	74918	100	99	99	516	519	497	20	17	32	14	13	19	43	43	35	23	27	15
Female	187	1134	38082	99	0	99	537	549	518	2	3	8	16	10	24	74	71	61	8	16	7
Male	155	1133	40166	99	0	99	533	536	507	7	6	14	16	14	26	63	67	54	14	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	510	502	492	7	18	17	41	29	34	46	47	46	7	5	2
Asian/Pacific Islander	NC	69	1746	NC	0	100	NC	562	542	NC	5	5	NC	9	13	NC	63	66	NC	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	275	1838	38347	100	0	99	540	549	531	4	3	5	11	9	17	73	73	68	12	15	10
Students with Disabilities	35	183	9353	100	0	100	466	448	429	32	33	40	41	34	38	26	30	22	0	2	1
Students without Disabilities	308	2086	69024	100	0	99	543	551	524	1	2	7	13	10	23	74	72	62	12	15	7
Limited English Proficient Students	20	129	10140	100	0	100	486	456	451	16	30	28	52	34	43	32	34	29	0	1	1
Migrant Students	--	--	83	--	--	NA	--	--	480	--	--	29	--	--	36	--	--	35	--	--	0
Economically Disadvantaged	45	346	33398	90	0	94	516	506	495	7	16	18	30	29	35	56	52	46	7	3	2
Non-Economically Disadvantaged	298	1923	44979	100	0	100	538	549	525	4	3	6	14	9	18	71	72	66	11	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	342	2258	78094	99	100	99	566	575	545	1	1	3	12	10	18	87	84	77	0	4	2
All Students (Prior Year)	327	2201	74503	99	99	99	501	522	491	8	6	9	30	24	32	49	54	51	13	15	8
Female	187	1131	38025	99	99	99	578	588	558	0	1	2	7	6	13	93	88	82	0	6	2
Male	154	1126	40013	99	100	99	552	562	534	2	2	5	18	14	23	80	81	71	1	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	48	275	29068	100	100	99	548	532	523	2	6	5	20	28	27	78	65	67	0	1	1
Asian/Pacific Islander	NC	69	1743	NC	100	100	NC	596	577	NC	2	2	NC	5	9	NC	81	82	NC	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	274	1829	38265	99	99	99	568	582	564	1	1	2	11	7	11	88	88	84	0	4	3
Students with Disabilities	34	178	9275	97	100	100	497	475	444	6	9	14	52	41	46	42	49	39	0	0	1
Students without Disabilities	308	2081	68892	100	99	98	574	583	559	0	1	2	8	7	14	92	87	82	0	5	2
Limited English Proficient Students	20	128	10084	100	100	100	527	483	474	4	11	10	28	37	39	68	53	50	0	0	1
Migrant Students	--	--	81	--	--	NA	--	--	504	--	--	12	--	--	27	--	--	60	--	--	0
Economically Disadvantaged	45	344	33296	90	92	94	547	534	527	2	5	5	19	30	27	79	64	67	0	1	0
Non-Economically Disadvantaged	297	1915	44871	100	100	100	569	582	559	1	1	2	11	7	12	88	88	84	0	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
7	Reading	98	67	70	51	99	67	NA	54	100	62	63	50
	Language	99	68	75	54	99	74	78	58	100	67	67	52
	Mathematics	99	73	74	58	99	76	76	62	100	61	61	50
8	Reading	98	65	71	53	98	67	NA	55	100	61	65	51
	Language	99	60	70	49	98	64	71	52	100	60	64	50
	Mathematics	98	61	72	58	98	69	74	61	99	64	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)
- 6 Teacher(s)
- 3 Parent(s)
- 0 Community Member(s)
- 0 Student(s)

Council Duties

- Ü School Vision
- Ü Develop & Implement School Improve Plan
- Ü Establish/Coordinate School Goals
- Ü Public Relations
- Ü Promote Continuous Student Achievement
- Ü Conduct Self-assessment

Staffing Information for School Year 2005-06

Position	Number	Position	Number
Administrator	2.00	Teacher	32.00
Other Professional Staff	2.50	Teacher Aide	2.50

Years of Teaching Experience for School Year 2005-06

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

Highly Qualified (NCLB) School Year 2004-05

Core academic classes taught by Highly Qualified (NCLB) teachers.	22
Teachers with Emergency Certificaton.	1
Percent of teachers in the school with Emergency/Provisional Certification	3%
Percent of core classes not taught by Highly Qualified Teachers	4%

Resources Available at School Site

Special Facilities

- Ü Multimedia Computer Labs
- Ü In-house TV Channel

Extracurricular Activities

- Ü Service Learning
- Ü Student Leadership and Government
- Ü National Junior Honor Society
- Ü Athletic/Intramural Programs
- Ü Environmental Club
- Ü Computer Club

Social Services

- Ü Scottsdale Prevention Institute
- Ü Scottsdale Parks and Recreation
- Ü Boys & Girls Club
- Ü Community Resource Room
- Ü Social Worker

Indicators of Success Based on Historical Data from 2004-05

School Achievements/Accomplishments 2004-05

- ü Mohave's School Improvement plan goals were reached. Students showed growth in math scores. Mohave's math scores improved from 31% to 82% meeting or exceeding the standard in math.
- ü Mohave accomplished its goal to provide a positive, respectful, and safe learning environment. Staff worked to create an evacuation plan to help ensure student safety. This drill was practiced by the entire school.
- ü Teachers created web-sites to enhance parent/teacher communication. Teacher web pages have at least three pages and will be updated for the next school year as well as additional components added.
- ü Mohave met its goal of at least 80% of staff logging at least six hours of professional development related to School Improvement Plan goals.

Student Activity Rates for School Year 2004-05

	% School	Arizona		
		% K-6/UE	% 7-8	% 9-12/US
Attendance Rate ⁴	93	95	94	95
Transfers Out Rates ⁵	6	12	12	17
Transfers In Rate ⁶	13	28	28	37
Stability Rate ⁷	93	87	87	82
Promotion Rate ⁸	99	96	95	81
Retention Rate ⁹	0	1	1	3
Dropout Rate ¹⁰	0	0	1	6
Status Unknown ¹¹	0	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

100% of students have signed the Wildcat Pledge promoting the message RESPECT. Zero-tolerance program regarding teasing/bullying. Special events: Wacky Wildcat Day, Powerhouse Assemblies, Pride Week, Schoolwide Community Service and Mini-Town.

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) :

5

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	Chris Sawyer	(480) 484-5210
Transportation Policy	Dan Shearer	(480) 484-8558
Community Resources	Clif McKenzie	(480) 484-6186
School Nutrition Programs	Sue Bettenhausen	(480) 484-6208
Parent Organization	Shelia Carter	(480) 951-2356
Student Health/Nurse	Leslie Sharp	(480) 484-5211

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.

Printed in Phoenix, Arizona, by the Arizona Department of Education. December 2005

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.