

## ARIZONA SCHOOL REPORT CARD ACADEMIC YEAR 2004-05

2720 East Liberty Lane, Phoenix, AZ 85048

Kyrene Elementary District

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

### AZ LEARNS<sup>1</sup>

#### Elementary Achievement Profile (a)

2003-04	Excelling
2002-03	Excelling
2001-02	Maintaining

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

### School Overview

Principal/Administrator : Ms. Kelly D. Alexander  
 Schedule : 7:30 AM to 4:00 PM  
 Grades : 6-8  
 2004 Enrollment : 1102  
 Web Address : www.kyrene.org  
 Phone Number : (480) 783-1600  
 Fax Number : (480) 759-7688  
 E-mail : kalexa@kyrene.org

### Mission

**District Mission Statement:**  
 We are committed to the achievement of individual academic excellence through high quality learning, and community involvement which results in students being well prepared to meet future educational challenges and to contribute to society.

**School Mission Statement:**  
 We promote academic excellence by providing a quality environment which fosters relevant, lifelong learning for our community.

### No Child Left Behind

#### Adequate Yearly Progress (b)

2003-04	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 / Academic Goals

- ü AMS students will increase achievement levels in mathematics.
- ü AMS students will increase achievement levels in language arts.
- ü AMS students will increase achievement levels in reading.

### Enrollment

October 1, 2003 School Year Student Enrollment : 1074  
 Accepting New Students in 2004-05 Under Open Enrollment Law : <sup>2</sup> Yes  
 Number of Students Attending Under Open Enrollment in 2003-04 : 110

Instructional Programs

- ü Advanced Placement Education
- ü Special Education
- ü Band, Chorus, Orchestra (Year-Long)
- ü Exploratory Classes
- ü SEI
- ü Technology Based Learning

Calendar Information

Number of Instruction Days :	179
Average Daily Instruction Time :	6 hours 40 minutes
First Day of School :	8/9/2004
Last Day of School :	5/25/2005

Shared Responsibilities

School

We are dedicated to meeting the individual needs of children and recognize parents as partners. Staff creates a supportive and challenging learning environment. Communication with parents occurs on a regular basis.

Parents

Learning is a partnership between parents, students and school staff. Parents are encouraged to communicate frequently with their child's teacher; support learning by helping with homework; monitor progress; visit the school and volunteer.

Transportation Policy

The Kyrene School District provides bus transportation for students who live one or more miles from school or who live where there are hazards such as major arterial streets and/or intersections. For safety reasons, parents are encouraged to supervise their children at the bus stop. Drivers are not permitted to drop students at any stop other than the regularly assigned stop unless a parent/guardian or school administrator provides written approval.

School Honors

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

Award/Honor	Year
ü Arizona Department of Education Excelling School	2004
ü Presidential Academic Awards	2004
ü Xavier College Prep Distinguished Faculty Award	2003
ü Wells Fargo Grant Recipient	2003

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	366	2334	75001	100	100	99	496	495	468	16	18	37	38	38	36	27	24	16	19	20	10
All Students (Prior Year)	359	2099	71167	99	97	99	487	484	463	20	22	38	42	42	41	25	23	14	14	13	7
Female	183	1180	36846	100	100	99	494	496	468	15	17	36	42	38	38	27	25	16	17	19	10
Male	183	1153	37974	100	100	99	497	495	467	17	19	39	35	37	34	27	23	16	21	21	11
African American	28	143	3720	100	100	98	461	456	446	36	43	53	43	40	33	11	10	9	11	7	4
Hispanic	45	283	26675	100	97	98	479	469	448	36	37	52	34	36	34	16	16	10	14	11	4
Asian/Pacific Islander	33	158	1575	100	100	99	517	532	504	14	9	18	18	24	33	21	22	20	46	44	29
American Indian/Alaskan Native	NC	37	4731	NC	97	98	NC	454	438	NC	41	61	NC	41	30	NC	19	7	NC	0	2
White	252	1699	37785	100	100	99	502	500	482	10	13	25	41	39	39	31	27	21	18	21	15
Students with Disabilities	21	191	8802	100	96	100	442	435	418	48	66	79	48	24	16	0	3	3	5	8	1
Students without Disabilities	345	2143	66199	100	100	99	499	499	472	14	15	34	38	39	38	29	26	17	20	21	11
Limited English Proficient Students	NC	43	11710	NC	91	100	NC	419	429	NC	71	70	NC	21	25	NC	7	4	NC	0	1
Migrant Students	--	--	709				--	--	442	--	--	57	--	--	34	--	--	7	--	--	2
Economically Disadvantaged	32	210	29814				451	450	448	50	49	53	25	37	33	19	10	10	6	4	4
Non-Economically Disadvantaged	334	2124	45170				500	499	479	13	15	28	40	38	38	28	25	20	20	22	14

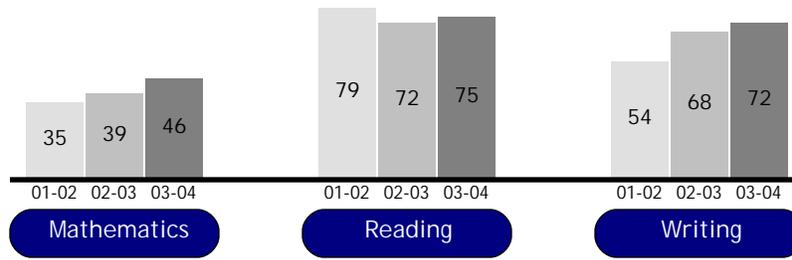
Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	367	2334	74918	100	100	99	520	522	497	13	14	32	12	13	19	50	44	35	25	28	15
All Students (Prior Year)	360	2114	71100	99	97	99	522	523	502	12	12	25	15	14	21	45	46	40	27	28	15
Female	184	1179	36805	100	100	99	523	525	501	13	12	28	10	12	19	48	47	37	29	29	16
Male	183	1154	37936	100	100	99	517	519	493	13	17	35	15	14	18	51	42	33	21	27	14
African American	28	143	3719	100	100	98	502	495	481	29	34	43	18	18	21	32	35	29	21	13	7
Hispanic	45	283	26645	100	97	98	500	498	478	25	30	46	20	17	20	45	38	27	9	16	6
Asian/Pacific Islander	34	159	1571	100	100	99	530	546	521	17	6	18	7	7	15	31	36	38	45	51	30
American Indian/Alaskan Native	NC	37	4729	NC	97	98	NC	489	468	NC	32	57	NC	22	19	NC	38	19	NC	8	4
White	252	1698	37773	100	100	99	525	527	511	8	10	20	11	13	18	55	47	41	26	30	21
Students with Disabilities	21	191	8801	100	96	100	462	461	448	67	63	75	5	18	13	29	15	10	0	4	2
Students without Disabilities	346	2143	66117	100	100	99	523	527	501	10	11	28	13	13	19	51	46	37	26	30	16
Limited English Proficient Students	NC	43	11706	NC	91	100	NC	439	454	NC	86	71	NC	14	16	NC	0	12	NC	0	1
Migrant Students	--	--	706				--	--	467	--	--	55	--	--	22	--	--	20	--	--	4
Economically Disadvantaged	32	211	29785				490	488	477	34	41	47	22	18	20	34	30	26	9	11	6
Non-Economically Disadvantaged	335	2123	45115				523	525	508	11	12	23	11	13	18	51	46	39	26	30	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	365	2330	74503	100	100	99	518	517	491	2	4	9	26	23	32	63	62	51	9	10	8
All Students (Prior Year)	361	2067	69001	99	95	96	510	508	490	6	8	17	26	27	37	67	63	45	1	2	1
Female	183	1179	36686	100	100	99	533	533	506	1	2	5	22	16	29	65	70	57	12	12	9
Male	182	1150	37644	100	100	98	503	501	476	3	7	13	31	30	36	60	55	45	6	9	6
African American	28	143	3677	100	100	97	512	491	475	0	7	12	29	33	36	64	53	46	7	7	5
Hispanic	44	283	26500	98	97	97	482	476	467	7	11	13	33	33	39	58	52	44	2	3	4
Asian/Pacific Islander	34	158	1566	100	100	99	548	559	537	0	2	5	28	14	23	55	62	55	17	22	18
American Indian/Alaskan Native	NC	37	4695	NC	97	97	NC	477	464	NC	5	14	NC	43	39	NC	49	44	NC	3	3
White	251	1695	37606	100	100	99	523	524	508	2	3	6	25	21	28	64	65	56	10	11	10
Students with Disabilities	20	192	8662	100	96	100	457	419	409	5	28	37	65	46	42	30	26	20	0	0	1
Students without Disabilities	345	2138	65841	100	100	98	522	524	499	2	3	7	24	21	32	65	65	53	9	11	8
Limited English Proficient Students	NC	43	11608	NC	91	100	NC	419	430	NC	29	23	NC	50	47	NC	21	28	NC	0	1
Migrant Students	--	--	701				--	--	449	--	--	17	--	--	43	--	--	38	--	--	1
Economically Disadvantaged	31	211	29587				490	470	465	6	12	14	35	36	40	52	47	43	6	4	4
Non-Economically Disadvantaged	334	2119	44898				521	521	507	2	4	7	25	22	28	64	64	55	9	11	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?	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 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](http://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
6	Reading	96	69	68	49	97	76	74	53	98	75	NA	56
	Language	96	61	61	42	98	66	65	45	98	66	65	48
	Mathematics	96	83	80	58	96	86	84	62	98	86	84	66
7	Reading	98	66	67	48	97	74	73	51	98	73	NA	54
	Language	98	71	72	51	98	73	76	54	99	74	77	58
	Mathematics	98	78	75	54	98	81	78	58	99	83	80	62
8	Reading	95	65	63	49	96	74	71	53	100	68	NA	55
	Language	95	65	66	46	97	68	69	49	100	65	70	52
	Mathematics	95	73	69	54	96	74	75	58	100	76	75	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

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

Council Duties

- Ü School Improvement Plan
- Ü Communication (To Include Following)
- Ü Family Survey/Student Achievement
- Ü Information Guide
- Ü Safety (Bus/Student/Campus)
- Ü Grant Distribution

Staffing Information for School Year 2004-05

Position	Number	Position	Number
Administrator	2.00	Teacher	60.00
Other Professional Staff	1.00	Teacher Aide	8.00

Years of Teaching Experience for School Year 2004-05

Experience	Bachelor's	Master's	Doctorate	Other
3 or fewer years	7	2	0	0
4 to 6 years	4	4	0	0
7 to 9 years	3	7	0	0
10 or more years	2	30	1	0

Highly Qualified (NCLB) & Core Academics

Core academic teachers meeting the definition of Highly Qualified (NCLB): 20  
 Core academic classes taught by Highly Qualified (NCLB) teachers. 20  
 Teachers with Emergency Certificaton. .5

Resources Available at School Site

Special Facilities

- Ü Media Center & Studio
- Ü Technology Labs
- Ü Internet connectivity - All Workstations
- Ü Gymnasium

Extracurricular Activities

- Ü Student Council
- Ü National Junior Honor Society
- Ü Interscholastic Sports
- Ü Hands Across the Border Club
- Ü Mini Town Club
- Ü Yearbook Club
- Ü KAMS School News Broadcast Club

Social Services

- Ü Police School Resource Liaison
- Ü Health Services
- Ü ACE Club
- Ü 9th Hour Tutoring Program
- Ü Counseling Groups
- Ü Saturday School
- Ü Academic Intervention

Indicators of Success Based on Historical Data from 2003-04

School Achievements/Accomplishments 2003-04

ü Schoolwide, cross-curricular teaching and assessing of math, reading, and writing.

ü Integration of technology curriculum with content area targets.

Student Activity Rates for School Year 2003-04

	% School	Arizona		
		% K-6	% 7-8	% 9-12
Attendance Rate <sup>4</sup>	95	95	93	95
Transfers Out <sup>5</sup>	5	21	20	24
Transfers In <sup>6</sup> (Within District)	--	2	2	2
Transfers In <sup>7</sup> (Out of District)	7	10	9	9
Promotion Rate <sup>8</sup>	100	98	98	94
Retention Rate <sup>9</sup>	0	1	1	5
Dropout Rate <sup>10</sup>	--	NA		3
Status Unknown <sup>11</sup>	--			2
Graduation Rate <sup>12</sup>	--			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 5-6	80	82
Grades 6-7	64	71
Grades 7-8	65	60

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

AMS has high standards for academic achievement and student conduct along with programs and strategies to promote physical and emotional safety and to prevent violence. Our Site Council has developed a plan for best practices to manage emergencies.

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) :

1

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	Kelly D. Alexander	(480) 783-1600
Transportation Policy	Chuck Lee	(480) 783-4230
Community Resources	Karin Crider	(480) 783-4177
School Nutrition Programs	Debbie Kauffman	(480) 783-1696
Parent Organization	Marty Warren	(480) 783-1638
Student Health/Nurse	Sandy D'Haem	(480) 783-1684

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

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

DEFINITIONS:

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

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

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

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](http://www.ade.az.gov/azlearns).

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

3 Arizona's Instrument to Measure Standards (AIMS) includes the reading, writing and mathematics subject areas. 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](http://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](http://www.ade.az.gov/grad).

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

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

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