

ARIZONA SCHOOL REPORT CARD ACADEMIC YEAR 2005-06

2002 E. Campbell, Phoenix, AZ 85016

Madison 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 LEARNS¹

Elementary Achievement Profile (a)

2004-05	Performing
2003-04	Performing
2002-03	PreK-2

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

School Overview

Principal/Administrator : Mrs. Barbara Pierce
 Schedule : 08:00 AM to 04:26 PM
 Grades : Pre-K-3
 2005 Enrollment : 692
 Web Address : www.ms38.org
 Phone Number : (602) 664-7200
 Fax Number : (602) 664-7299
 E-mail : bpierce@ms38.org

Mission

At Madison Camelview, we envision excellence, nurture self-confidence and inspire pride in school and the community. Our educational focus is learning for all.

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 / Academic Goals

- ü Students at Camelview will meet or exceed the Madison District grade level reading exit levels by developing essential reading skills and strategies to acquire information, demonstrate their understanding of text and read for pleasure.
- ü At Camelview students will meet and exceed the Madison School District grade level math assessments by developing number sense in problem-solving situations and communicate the reasoning used when solving these problems.
- ü To increase consistent and timely attendance among students by identifying and utilizing resources to increase student attendance, foster parent involvement in the school and increase community partnerships.

Enrollment

October 1, 2004 School Year Student Enrollment : 720
 Accepting New Students in 2005-06 Under Open Enrollment Law : ² Yes
 Number of Students Attending Under Open Enrollment in 2004-05 : 45

Instructional Programs

- Ü Full-day Kindergarten
- Ü Special Education Preschool/Head Start
- Ü Gifted Program for Enrichment
- Ü Individualized Literacy Instruction
- Ü Intensive Intervention Reading Program
- Ü Camelview Leadership Club
- Ü Balanced Constructivist Math Program
- Ü Inquiry Based Science Program

Calendar Information

Number of Instruction Days :	180
Average Daily Instruction Time :	6 hours 45 minutes
First Day of School :	8/15/2005
Last Day of School :	5/26/2006

Shared Responsibilities

School

Madison Camelview is responsible to challenge students to be academically strong and socially skilled, respond to all individual student needs, establishing a regular home/school communication and providing a safe and orderly school environment.

Parents

Parents are expected to be an active participant in their child's education by ensuring their child attends school, overseeing homework, supporting school policies including dress and behavior codes and communicating with the teacher.

Transportation Policy

Transportation is a privilege extended to students and is not a statutory requirement except for students with disabilities as indicated in their respective IEPs. Students are expected to follow all rules of conduct on the bus.

School Honors

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

Award/Honor	Year
Ü K-6 Instructional iCademy Award	2003
Ü Phoenix Arts Grant Award	2005
Ü City of Phoenix Project GOAL	2003
Ü Aztec Cooperative Learning Grant	2003

3rd 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	156	603	79306	100	100	99	439	459	445	11	7	10	26	14	18	48	47	51	15	32	20
All Students (Prior Year)	--	569	75509	--	100	100	--	542	521	--	8	13	--	15	23	--	35	33	--	43	31
Female	81	290	38691	100	100	99	439	464	446	9	6	10	28	14	18	51	49	52	13	31	20
Male	75	313	40583	100	99	99	439	456	445	13	7	11	25	13	18	46	46	50	16	33	21
African American	NC	34	4041	NC	100	99	NC	440	426	NC	19	17	NC	19	23	NC	46	50	NC	15	10
Hispanic	96	184	32869	100	100	99	430	432	429	14	13	15	29	21	25	50	55	51	7	11	10
Asian/Pacific Islander	NC	10	1935	NC	91	99	NC	484	474	NC	0	3	NC	11	9	NC	33	48	NC	56	40
American Indian/Alaskan Native	19	36	4264	100	97	100	443	454	419	7	7	19	21	14	30	57	55	45	14	24	6
White	33	339	36197	100	100	99	463	475	463	4	3	5	19	10	11	41	43	53	37	45	31
Students with Disabilities	10	60	10321	100	100	100	379	362	389	50	23	30	25	28	27	25	46	34	0	4	9
Students without Disabilities	146	543	69060	100	99	98	443	471	454	8	5	7	26	12	17	50	47	54	16	36	22
Limited English Proficient Students	46	84	15509	100	100	100	422	385	406	19	25	20	27	22	30	50	51	45	4	2	5
Migrant Students	--	--	118	--	--	NA	--	--	419	--	--	25	--	--	21	--	--	50	--	--	3
Economically Disadvantaged	116	277	39415	96	93	96	435	442	431	11	11	15	29	22	25	47	51	50	12	16	10
Non-Economically Disadvantaged	40	326	39966	100	100	100	451	473	459	10	3	6	16	7	12	52	44	52	23	46	30

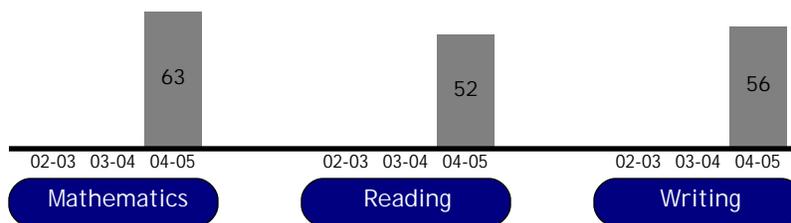
Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	156	604	79395	100	0	99	433	460	446	14	7	9	35	19	25	48	53	55	4	21	11
All Students (Prior Year)	--	567	75492	--	100	100	--	531	519	--	6	12	--	12	16	--	46	47	--	36	24
Female	81	290	38743	100	0	100	439	468	451	6	5	7	38	20	24	52	54	57	4	21	12
Male	75	314	40618	100	0	99	425	452	440	23	9	11	31	19	27	43	52	53	3	20	9
African American	NC	34	4052	NC	0	100	NC	443	434	NC	15	11	NC	23	29	NC	50	54	NC	12	6
Hispanic	96	184	32915	100	0	99	422	427	426	15	15	15	39	30	35	45	51	47	0	4	4
Asian/Pacific Islander	NC	10	1936	NC	0	99	NC	475	468	NC	0	3	NC	11	14	NC	67	63	NC	22	19
American Indian/Alaskan Native	19	36	4271	100	0	100	426	442	420	21	10	15	36	31	42	43	55	41	0	3	2
White	33	340	36221	100	0	99	465	479	465	7	3	4	22	13	15	52	54	63	19	31	17
Students with Disabilities	10	60	10331	100	0	100	378	370	388	50	12	25	38	46	37	13	40	34	0	2	4
Students without Disabilities	146	544	69139	100	0	99	436	470	454	11	7	7	34	16	24	50	54	58	4	23	11
Limited English Proficient Students	46	84	15545	100	0	100	411	377	399	19	22	21	48	40	42	33	38	35	0	0	1
Migrant Students	--	--	120	--	--	NA	--	--	414	--	--	20	--	--	45	--	--	35	--	--	0
Economically Disadvantaged	116	277	39484	96	0	96	425	436	429	15	13	14	39	31	35	44	50	47	1	6	4
Non-Economically Disadvantaged	40	327	39986	100	0	100	457	479	461	10	2	4	19	10	16	58	55	63	13	33	17

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	154	600	78869	100	99	99	419	454	442	10	5	6	34	19	21	52	58	63	4	18	10
All Students (Prior Year)	--	564	75053	--	99	99	--	611	597	--	2	7	--	13	12	--	76	72	--	9	9
Female	81	288	38536	100	99	99	431	472	458	6	3	4	32	16	15	57	58	67	6	23	14
Male	73	312	40302	99	99	99	405	437	428	15	7	8	36	22	26	47	58	60	2	13	7
African American	NC	33	4015	NC	97	99	NC	430	430	NC	4	8	NC	35	24	NC	54	61	NC	8	7
Hispanic	95	183	32606	100	99	98	408	422	426	11	9	8	40	31	27	48	56	60	1	4	5
Asian/Pacific Islander	NC	10	1925	NC	91	99	NC	491	471	NC	0	3	NC	11	11	NC	67	64	NC	22	22
American Indian/Alaskan Native	18	35	4245	95	95	100	437	438	423	0	4	9	31	21	26	62	71	61	8	4	4
White	33	339	36078	100	100	99	437	473	459	15	3	4	19	12	16	59	59	66	7	27	14
Students with Disabilities	10	60	10246	100	100	100	335	339	367	63	18	18	13	49	39	25	30	40	0	4	4
Students without Disabilities	144	540	68697	99	99	98	425	468	454	7	3	4	35	16	18	54	62	67	4	20	11
Limited English Proficient Students	45	82	15339	98	100	100	390	366	399	15	13	11	45	39	31	40	46	54	0	1	3
Migrant Students	--	--	119	--	--	NA	--	--	402	--	--	16	--	--	30	--	--	53	--	--	1
Economically Disadvantaged	114	274	39106	94	92	95	409	427	427	11	8	8	38	31	28	49	57	59	1	5	5
Non-Economically Disadvantaged	40	326	39837	100	100	100	453	476	457	6	2	4	19	9	14	61	60	67	13	29	15

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)

3rd 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
2	Reading	92	39	54	50	96	50	NA	58	100	36	50	47
	Language	98	34	49	43	99	44	56	50	100	33	49	47
	Mathematics	98	53	63	57	98	56	67	64	100	44	55	50
3	Reading	--	--	59	47	--	--	NA	55	100	35	52	44
	Language	--	--	67	54	--	--	71	61	100	36	49	44
	Mathematics	--	--	65	54	--	--	71	61	100	44	58	51

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

Council Duties

- Ü Academic Goals to Increase Achievement
- Ü Data Focused Decison Making
- Ü Professional Development Plans
- Ü Develop Resources Through Partnerships
- Ü Encourage Consistent Student Attendance
- Ü Foster Community and Parent Involvement

Staffing Information for School Year 2005-06

Position	Number	Position	Number
Administrator	2.00	Teacher	40.70
Other Professional Staff	5.00	Teacher Aide	10.00

Years of Teaching Experience for School Year 2005-06

Experience	Bachelor's	Master's	Doctorate	Other
3 or fewer years	13	2	0	0
4 to 6 years	11	3	0	1
7 to 9 years	1	1	0	0
10 or more years	8	2	0	1

Highly Qualified (NCLB) School Year 2004-05

Core academic classes taught by Highly Qualified (NCLB) teachers.	38
Teachers with Emergency Certificaton.	0
Percent of teachers in the school with Emergency/Provisional Certification	0%
Percent of core classes not taught by Hightly Qualified Teachers	0%

Resources Available at School Site

Special Facilities

- Ü Computer Lab
- Ü Multipurpose Room
- Ü Media Center
- Ü Teacher Resource Room

Extracurricular Activities

- Ü Madison Adventure Club
- Ü Indian Education
- Ü Chess Club
- Ü Camelview Leadership Club
- Ü Recycling Prgram

Social Services

- Ü Oasis Intergenerational Tutoring
- Ü Counseling Services
- Ü Family Literacy Classes/GED/ESL Classes
- Ü Junior Achievement
- Ü On-site Dental Care
- Ü Breakfast in the Classroom

Indicators of Success Based on Historical Data from 2004-05

School Achievements/Accomplishments 2004-05

- ü Camelview is proud of our 100% enrollment in the City of Phoenix Grade One At the Library program. Students strived for success by reading at least 21 books by the end of the school year. Their efforts were celebrated at the end with a new book.
- ü Camelview is partnering with ASU West to provide a Professional Development School for preservice teachers. This program prepares new teachers for elementary schools. Four student teachers will complete student teaching in December.
- ü Camelview was awarded a Phx Arts Grant to 'Celebrate Character at Camelview'. Students will develop and demonstrate positive character traits in their interactions with each other and the community and understand how art expresses personal feelings.
- ü To increase math achievement, Camelview 3rd grade students will participate in the Math Achievement Club by Rodel which provides a fun and motivation structure for which students learn math.

Student Activity Rates for School Year 2004-05

	% School	Arizona		
		% K-6/UE	% 7-8	% 9-12/US
Attendance Rate ⁴	96	95	94	95
Transfers Out Rates ⁵	13	12	12	17
Transfers In Rate ⁶	36	28	28	37
Stability Rate ⁷	86	87	87	82
Promotion Rate ⁸	89	96	95	81
Retention Rate ⁹	8	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

Camelview provides a safe and orderly school environment. All doors and gates are locked during the day with access only through the front office. All staff/visitors wear ID badges. A monthly life skills program promotes appropriate social skills.

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) :

0

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	Barbara Pierce	(602) 664-7200
Transportation Policy	Betty Newman	(602) 664-7712
Community Resources	Diane Selby	(602) 664-7906
School Nutrition Programs	Kristin Soulsby	(602) 664-7910
Parent Organization	Chris Valesco	(602) 664-7200
Student Health/Nurse	Diane Dellis	(602) 664-7220

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.