

ARIZONA SCHOOL REPORT CARD ACADEMIC YEAR 2005-06

4095 N. 144th Ave., Goodyear, AZ 85338

Litchfield 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 Plus
2003-04	Highly Performing
2002-03	Highly Performing

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

No Child Left Behind

Adequate Yearly Progress (b)

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

School Improvement Status (b)

2004-05	N/A
2003-04	N/A
2002-03	N/A

(b) For additional information, please refer to the AYP page in this report card.

School Overview

Principal/Administrator : Mr. Alan Harper
 Schedule : 08:00 AM to 04:30 PM
 Grades : 6-8
 2005 Enrollment : 933
 Web Address : www.lesd.k12.az.us
 Phone Number : (623) 535-6300
 Fax Number : (623) 935-9536
 E-mail : harper@lesd.k12.az.us

Mission

Our goal is to prepare students to participate in a culturally diverse society, to be lifelong learners and to function as effective and informed citizens who are prepared for a productive work life. We offer a broad-based and challenging curriculum which reflects high expectations and actively involves students in their learning with opportunities for success in basic and more advanced skills of reasoning, analysis, problem solving and decision-making.

School / Academic Goals

- ü The number of students in grades 6-8 who move from FFB to Approaches, who move from Approaches to Meets, who move from Meets to Exceeds will increase by 5% in reading on the 2005-2006 AIMS.
- ü The number of students in grades 6-8 who move from FFB to Approaches, who move from Approaches to Meets, who move from Meets to Exceeds will increase by 5% in math on the 2005-2006 AIMS.
- ü The number of students in grades 6-8 who move from FFB to Approaches, who move from Approaches to Meets, who move from Meets to Exceeds will increase by 5% in writing on the 2005-2006 AIMS.

Enrollment

October 1, 2004 School Year Student Enrollment : 854
 Accepting New Students in 2005-06 Under Open Enrollment Law : ² Yes
 Number of Students Attending Under Open Enrollment in 2004-05 : 72

Instructional Programs

- Advanced Placement, Academic Teams
- On-site Special Education, Technology
- Gifted, Integrated Instruction
- ELL, Tutoring, Homework Lab
- AIMS High

Calendar Information

Number of Instruction Days :	180
Average Daily Instruction Time :	6 hours 30 minutes
First Day of School :	8/8/2005
Last Day of School :	5/26/2006

Shared Responsibilities

School

To provide a safe environment coupled with high instructional standards and academic expectations. Students will be provided all the tools necessary to meet or exceed Arizona Educational Standards in high school.

Parents

To ensure that the student arrives at school prepared for optimal learning. It is important that parents provide children with a quiet study place in the home, a willingness to work with the school to support education, and insure that their children are current with the appropriate immunizations.

Transportation Policy

The majority of Western Sky Middle School students are transported by bus on a daily basis. All students are instructed in bus safety and evacuation procedures. Bus conduct reports are used to communicate inappropriate or unsafe behavior to parents.

School Honors

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

Award/Honor	Year
• Golden Bell Recipient	2001
• Westside Impact Teacher of the Year	2001
• A+ Award	2002
• Arrowhead Sylvan Learning Center Teacher of the Year	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	293	824	78250	98	100	99	549	551	548	14	14	21	21	20	18	56	56	48	8	9	13
All Students (Prior Year)	350	732	75001	100	100	99	472	466	468	34	37	37	36	38	36	19	16	16	11	9	10
Female	129	406	38071	97	100	99	545	553	549	16	14	20	25	21	19	57	57	49	3	8	12
Male	164	418	40126	99	100	99	553	549	547	13	15	23	19	20	17	55	54	46	13	11	14
African American	20	65	4058	95	97	99	561	555	523	12	20	32	12	10	22	71	63	41	6	8	5
Hispanic	77	260	29129	96	100	99	530	534	527	26	23	32	24	24	23	44	47	40	6	6	6
Asian/Pacific Islander	13	34	1747	93	100	100	589	557	589	0	10	9	0	10	9	73	60	50	27	20	32
American Indian/Alaskan Native	NC	20	4996	NC	100	100	NC	528	518	NC	19	36	NC	13	25	NC	56	36	NC	13	4
White	176	445	38320	100	100	99	554	560	568	10	9	12	23	21	14	58	59	55	9	11	19
Students with Disabilities	22	56	9329	96	100	100	441	434	454	57	55	64	29	27	18	14	18	16	0	0	2
Students without Disabilities	271	768	68996	98	99	99	559	560	561	11	11	16	21	20	18	60	58	52	9	10	14
Limited English Proficient Students	13	45	10133	100	100	100	422	431	488	42	44	45	50	32	25	8	24	28	0	0	2
Migrant Students	--	--	83	--	--	NA	--	--	520	--	--	39	--	--	28	--	--	30	--	--	4
Economically Disadvantaged	37	180	33388	79	94	94	529	534	530	31	28	32	19	23	22	50	45	40	0	5	5
Non-Economically Disadvantaged	256	644	44937	100	100	100	552	555	561	12	11	13	22	20	15	57	58	54	10	11	18

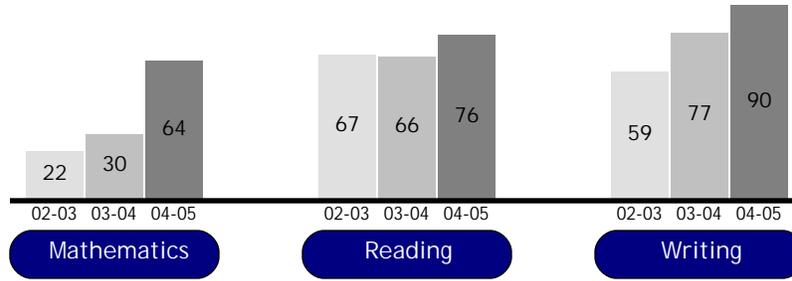
Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	292	822	78302	98	0	99	523	527	512	6	5	11	18	19	25	68	67	57	8	9	7
All Students (Prior Year)	347	729	74918	99	99	99	515	504	497	18	26	32	16	18	19	44	39	35	22	18	15
Female	130	407	38082	98	0	99	528	536	518	4	3	8	18	18	24	72	68	61	7	11	7
Male	162	415	40166	98	0	99	519	518	507	7	7	14	19	21	26	65	66	54	8	7	6
African American	20	64	4064	95	0	100	548	538	498	12	8	14	0	8	29	71	72	54	18	12	3
Hispanic	77	260	29152	96	0	99	502	507	492	10	8	17	28	29	34	55	59	46	6	4	2
Asian/Pacific Islander	13	34	1746	93	0	100	547	529	542	0	3	5	0	7	13	91	77	66	9	13	16
American Indian/Alaskan Native	NC	20	4993	NC	0	100	NC	510	484	NC	0	19	NC	13	38	NC	75	42	NC	13	1
White	175	444	38347	99	0	99	527	536	531	4	3	5	17	17	17	71	69	68	7	11	10
Students with Disabilities	21	54	9353	91	0	100	427	415	429	25	29	40	40	37	38	35	35	22	0	0	1
Students without Disabilities	271	768	69024	98	0	99	531	535	524	4	3	7	17	18	23	71	69	62	8	10	7
Limited English Proficient Students	13	45	10140	100	0	100	394	402	451	17	20	28	50	49	43	33	32	29	0	0	1
Migrant Students	--	--	83	--	--	NA	--	--	480	--	--	29	--	--	36	--	--	35	--	--	0
Economically Disadvantaged	36	178	33398	77	0	94	503	508	495	13	10	18	26	31	35	61	54	46	0	5	2
Non-Economically Disadvantaged	256	644	44979	100	0	100	526	531	525	5	3	6	17	17	18	69	70	66	9	10	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	294	825	78094	98	100	99	562	563	545	2	1	3	8	11	18	89	87	77	1	1	2
All Students (Prior Year)	347	729	74503	99	99	99	526	515	491	3	4	9	21	26	32	64	59	51	13	11	8
Female	130	407	38025	98	100	99	576	575	558	1	1	2	3	7	13	96	91	82	1	1	2
Male	164	418	40013	99	100	99	552	552	534	2	1	5	12	14	23	85	84	71	1	1	1
African American	20	65	4037	95	97	99	557	562	532	0	0	4	12	16	22	88	84	73	0	0	1
Hispanic	78	261	29068	98	100	99	544	545	523	3	2	5	16	18	27	79	80	67	1	0	1
Asian/Pacific Islander	13	34	1743	93	100	100	583	575	577	0	0	2	0	3	9	100	97	82	0	0	8
American Indian/Alaskan Native	NC	20	4981	NC	100	100	NC	529	526	NC	6	4	NC	0	25	NC	94	70	NC	0	0
White	176	445	38265	100	100	99	568	574	564	1	0	2	5	7	11	93	91	84	1	1	3
Students with Disabilities	22	56	9275	96	100	100	438	436	444	14	6	14	33	41	46	52	53	39	0	0	1
Students without Disabilities	272	769	68892	99	99	98	573	573	559	0	1	2	6	8	14	93	90	82	1	1	2
Limited English Proficient Students	13	45	10084	100	100	100	425	439	474	8	2	10	33	34	39	58	63	50	0	0	1
Migrant Students	--	--	81	--	--	NA	--	--	504	--	--	12	--	--	27	--	--	60	--	--	0
Economically Disadvantaged	37	180	33296	79	94	94	536	545	527	9	3	5	9	19	27	81	79	67	0	0	0
Non-Economically Disadvantaged	257	645	44871	100	100	100	566	568	559	0	1	2	8	9	12	90	90	84	1	1	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.

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	97	66	63	53	98	62	NA	56	100	52	54	51
	Language	97	57	54	45	98	53	50	48	100	48	51	47
	Mathematics	97	68	65	62	99	62	60	66	99	56	55	52
7	Reading	96	67	63	51	98	66	NA	54	97	54	53	50
	Language	96	69	65	54	98	71	66	58	97	59	57	52
	Mathematics	97	61	60	58	98	64	61	62	98	53	52	50
8	Reading	96	67	65	53	98	68	NA	55	97	56	57	51
	Language	96	68	64	49	98	70	61	52	97	54	56	50
	Mathematics	98	64	61	58	98	62	62	61	97	54	57	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

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

Council Duties

- Ü Parent/Educator Relations
- Ü Curriculum Development
- Ü Textbook Selection
- Ü Personnel Decisions
- Ü Promotion/Retention Issues
- Ü Budget

Staffing Information for School Year 2005-06

Position	Number	Position	Number
Administrator	2.00	Teacher	50.00
Other Professional Staff	1.30	Teacher Aide	6.00

Years of Teaching Experience for School Year 2005-06

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

Highly Qualified (NCLB) School Year 2004-05

Core academic classes taught by Highly Qualified (NCLB) teachers.	179
Teachers with Emergency Certificaton.	1
Percent of teachers in the school with Emergency/Provisional Certification	2%
Percent of core classes not taught by Highly Qualified Teachers	13%

Resources Available at School Site

Special Facilities

- Ü Computer Labs
- Ü Gym/Fitness Lab/Sports Fields
- Ü Technology Ed. Center
- Ü Band Room

Extracurricular Activities

- Ü All Performing Arts
- Ü Interscholastic Sports
- Ü MathCounts/Future Problem Solving
- Ü Community Service
- Ü Odyssee of the Mind
- Ü Computer Club
- Ü Project Success
- Ü Yearbook

Social Services

- Ü Lunch Program
- Ü Breakfast Program
- Ü Counseling Services
- Ü Health Services
- Ü Advisor/Advisee
- Ü Gang Resistance Education

Indicators of Success Based on Historical Data from 2004-05

School Achievements/Accomplishments 2004-05

- ü Several MathCounts championships and runner-ups throughout the years reinforcing emphasis on hands-on math instruction.

- ü The number of students in grades 6-8 who met and exceeded standard in writing was notable.

- ü Four students were selected for the All State Band.

- ü Grade 8 chorus students received a superior performance rating at the state level competition for middle school students.
Grade 6 chorus students received an excellent rating at the state level competition for middle school students.

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	11	12	12	17
Transfers In Rate ⁶	20	28	28	37
Stability Rate ⁷	88	87	87	82
Promotion Rate ⁸	96	96	95	81
Retention Rate ⁹	0	1	1	3
Dropout Rate ¹⁰	2	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

Advisor/Advisee is a class that deals with diversity and tolerance issues, as well as learning how to deal with our own personalities and working with others' personalities. Team Day is a day of activities which focuses on teamwork and diversity acceptance. School Resource Officer provided instruction, counseling, prevention, and intervention strategies in an effort to maintain a safe learning environment.

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) :

6

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	Lori Orth	(623) 535-6300
Transportation Policy	David Gourlay	(623) 535-6070
Community Resources	Marsha Polete	(623) 535-6300
School Nutrition Programs	David Schwake	(623) 535-6000
Parent Organization	Lori Orth	(623) 535-6300
Student Health/Nurse	Michelle Martinez	(623) 535-6318

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."

ACHIEVEMENT PROFILES

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.