

## ARIZONA SCHOOL REPORT CARD ACADEMIC YEAR 2005-06

7402 W. Catalina, Phoenix, AZ 85033

Phoenix Union High School 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>

#### High School Achievement Profile <sup>(a)</sup>

2004-05	Performing Plus
2003-04	Performing
2002-03	Performing

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

### No Child Left Behind

#### Adequate Yearly Progress <sup>(b)</sup>

2004-05	Met
2003-04	Not Met
2002-03	Met

#### School Improvement Status <sup>(b)</sup>

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 : Dr. Virginia Corder  
 Schedule : 07:30 AM to 04:00 PM  
 Grades : 9-12  
 2005 Enrollment : 2862  
 Web Address :  
 Phone Number : (602) 764-8500  
 Fax Number : (602) 440-6803  
 E-mail : corder@phxhs.k12.az.us

### Mission

The mission of Trevor G. Browne High School: The graduates of this school will possess skills for a productive and fulfilling life, a respect for democratic ideals and a lifelong appreciation of knowledge and learning.

### School / Academic Goals

- ü Students will improve reading comprehension, interpretation and evaluation of a wide range of expository texts while implementing research-based literacy strategies.
- ü Students will write effectively for a variety of purposes including persuasive essay, literary analysis, research document, narrative and formal communications.
- ü TGB has incorporated the Read 180 Programs to improve literacy achievement levels across the curriculum.
- ü TGB has incorporated the use of new math teaching strategies to enhance student achievement across the curriculum.

### Enrollment

October 1, 2004 School Year Student Enrollment : 2632  
 Accepting New Students in 2005-06 Under Open Enrollment Law : <sup>2</sup> Yes  
 Number of Students Attending Under Open Enrollment in 2004-05 : 5

Instructional Programs

- ü Honors Classes
- ü Advanced Placement
- ü Special Education Inclusion Classes
- ü Co-enrollment with Community Colleges
- ü ELL Instructional Classes
- ü College Summit Classes for Seniors
- ü Business and Vocational Technology
- ü Read 180 Program

Calendar Information

Number of Instruction Days :	180
Average Daily Instruction Time :	7 hours 45 minutes
First Day of School :	8/8/2005
Last Day of School :	5/25/2006

Shared Responsibilities

School

To provide and implement a literacy program to significantly increase the reading proficiency of all students. Provide a curriculum that is based on state standards to address academic needs for all students.

Parents

Parents are to ensure that students attend class daily and to ensure that students are emotionally and physically able to learn. Parents are to be involved with their child's education and to alert appropriate staff members of personal problems that may significantly impact student learning.

Transportation Policy

Transportation is provided by the Valley Metro. Laidlaw provides transportation to Metro Tech High School. SPED transportation provides students with special needs. Laidlaw provides transportation for all extracurricular activities.

School Honors

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

Award/Honor	Year
ü Eight Dorrance Scholars were Nominated 2004-2005	2005
ü A U.S. Naval Academy Appointment in the 2005 Class	2005
ü 1 Gates Millennium Scholarship Awarded	2005
ü 1 Baird Scholarship Awarded	2005

10th 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	625	5659	69846	99	100	100	681	681	699	28	32	21	17	18	11	49	43	49	6	7	18
All Students (Prior Year)	568	5348	65934	99	99	100	475	477	492	66	63	43	17	17	18	12	15	24	6	6	15
Female	286	2812	34328	100	100	99	689	684	702	25	29	19	15	18	12	54	45	51	7	7	18
Male	339	2854	35509	99	100	100	674	678	696	30	34	23	19	17	11	44	41	48	6	7	18
African American	43	556	3535	100	100	100	686	677	677	33	39	31	23	17	15	33	37	46	10	6	8
Hispanic	477	4210	23363	99	100	100	679	679	680	31	33	32	18	19	16	46	42	45	5	5	7
Asian/Pacific Islander	NC	78	1742	NC	96	99	NC	706	733	NC	17	8	NC	13	7	NC	45	46	NC	25	38
American Indian/Alaskan Native	13	205	4785	93	100	100	686	674	671	38	34	39	0	16	17	54	46	39	8	4	5
White	89	610	36421	99	100	99	683	692	714	8	17	12	13	10	8	68	52	54	11	20	26
Students with Disabilities	76	655	7690	100	100	100	593	598	593	61	72	64	18	13	14	20	13	21	1	3	2
Students without Disabilities	549	5013	62220	99	100	99	693	691	712	23	27	16	17	18	11	53	47	53	7	8	20
Limited English Proficient Students	128	1240	5834	100	100	100	634	649	612	49	46	46	28	22	20	24	31	31	0	2	3
Migrant Students	--	--	117	--	--	NA	--	--	677	--	--	44	--	--	18	--	--	35	--	--	3
Economically Disadvantaged	339	3457	21421	95	96	92	685	683	686	29	35	35	19	18	15	46	42	43	5	6	7
Non-Economically Disadvantaged	286	2211	48489	100	100	100	675	677	704	26	28	15	15	17	10	52	45	52	8	10	23

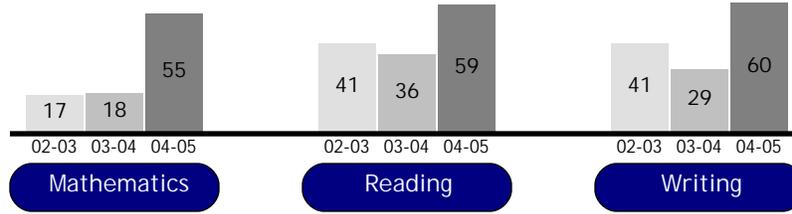
Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	656	5841	71311	100	100	100	673	673	694	12	13	7	29	31	21	56	54	63	3	3	9
All Students (Prior Year)	585	5530	68162	98	99	100	485	489	509	33	29	18	31	33	24	34	36	51	2	2	8
Female	293	2883	34899	99	100	100	683	678	700	11	10	5	25	29	19	62	58	66	2	3	10
Male	363	2972	36430	100	100	100	666	668	688	13	15	9	33	33	22	52	49	61	3	3	8
African American	46	571	3573	100	100	100	678	675	676	11	12	9	34	30	26	55	57	60	0	1	4
Hispanic	501	4351	24056	100	100	100	670	670	672	14	14	13	32	34	31	52	51	53	2	2	3
Asian/Pacific Islander	NC	79	1731	NC	99	98	NC	693	717	NC	7	3	NC	17	13	NC	69	68	NC	7	16
American Indian/Alaskan Native	14	216	5110	100	100	100	694	670	661	7	10	14	7	26	38	79	62	46	7	2	2
White	92	624	36841	100	100	99	684	694	713	2	6	3	15	16	12	75	66	72	7	12	13
Students with Disabilities	83	695	8021	100	100	100	597	593	590	22	35	27	48	42	42	29	22	29	1	1	1
Students without Disabilities	573	5166	63379	99	100	100	685	684	707	10	10	5	27	29	18	60	58	68	3	3	10
Limited English Proficient Students	140	1305	6402	100	100	100	613	629	596	32	25	25	47	45	44	20	29	30	0	0	1
Migrant Students	--	NC	548	--	NC	NA	--	NC	659	--	NC	26	--	NC	36	--	NC	38	--	NC	0
Economically Disadvantaged	354	3605	22243	95	97	93	674	672	677	15	15	14	32	34	32	50	49	51	2	2	3
Non-Economically Disadvantaged	302	2256	49157	100	100	100	672	674	702	7	9	4	26	27	16	64	60	69	3	5	11

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	658	5827	70868	100	100	100	668	672	688	8	8	5	32	33	23	58	56	63	2	3	9
All Students (Prior Year)	585	5522	67629	98	99	100	472	485	524	48	39	22	23	20	16	29	39	59	0	1	3
Female	295	2880	34710	100	100	99	681	680	697	7	6	3	25	27	19	68	62	66	1	4	12
Male	363	2962	36176	100	100	100	659	663	678	10	10	7	37	38	27	51	50	59	2	3	7
African American	46	570	3557	100	100	99	678	677	675	9	8	7	25	27	25	64	62	62	2	3	6
Hispanic	503	4345	23868	100	100	100	666	669	670	10	9	9	35	35	33	53	54	55	2	2	4
Asian/Pacific Islander	NC	79	1732	NC	99	98	NC	691	713	NC	4	2	NC	19	12	NC	63	64	NC	14	22
American Indian/Alaskan Native	14	215	5001	100	100	100	680	671	661	7	6	9	29	33	41	64	54	48	0	6	2
White	92	618	36710	100	99	99	676	685	702	1	4	2	18	18	15	80	67	69	1	11	13
Students with Disabilities	83	694	7900	100	100	100	574	580	580	24	26	22	57	53	49	18	20	28	1	1	1
Students without Disabilities	575	5154	63054	100	100	99	682	684	701	6	6	3	28	30	20	64	60	67	2	4	10
Limited English Proficient Students	139	1301	6308	100	100	100	614	626	591	18	18	19	52	49	47	29	31	33	1	1	1
Migrant Students	--	NC	540	--	NC	NA	--	NC	658	--	NC	16	--	NC	42	--	NC	41	--	NC	1
Economically Disadvantaged	354	3594	21994	95	96	92	670	671	673	9	10	10	38	36	36	52	52	52	1	2	3
Non-Economically Disadvantaged	304	2254	48960	100	100	100	667	673	694	7	6	3	24	27	18	65	61	67	3	6	12

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)

10th 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?	Not Evaluated
	Met Graduation Rate?	Y
	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
9	Reading	93	22	23	41	87	26	NA	42	93	42	40	51
	Language	94	21	24	42	91	25	26	42	93	42	40	50
	Mathematics	97	37	42	60	92	45	44	63	93	40	38	50

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/](http://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)
- 2 Non-certified Employee(s)
- 2 Teacher(s)
- 2 Parent(s)
- 1 Community Member(s)
- 1 Student(s)

Council Duties

- Ü Extracurricular Activities
- Ü Parent/Educator Relations
- Ü School Safety Issues
- Ü Community Issues
- Ü School Improvement/Parent Compact
- Ü Community College Involvement

Staffing Information for School Year 2005-06

Position	Number	Position	Number
Administrator	5.00	Teacher	132.00
Other Professional Staff	18.00	Teacher Aide	19.00

Years of Teaching Experience for School Year 2005-06

Experience	Bachelor's	Master's	Doctorate	Other
3 or fewer years	19	2	0	0
4 to 6 years	14	3	0	0
7 to 9 years	9	5	0	0
10 or more years	43	51	5	0

Highly Qualified (NCLB) School Year 2004-05

Core academic classes taught by Highly Qualified (NCLB) teachers.	468
Teachers with Emergency Certificaton.	5
Percent of teachers in the school with Emergency/Provisional Certification	3%
Percent of core classes not taught by Hightly Qualified Teachers	0%

Resources Available at School Site

Special Facilities

- Ü 14 Computer Labs
- Ü CBT Instructional Program
- Ü JROTC Shooting Range
- Ü Media Studio

Extracurricular Activities

- Ü Vocational Clubs--DECA and COE
- Ü Student Government
- Ü Close-up
- Ü National Honor Society
- Ü MECHA Club
- Ü BSU Club
- Ü AIA 5A Comprehensive Athletic Program
- Ü Student Newspaper

Social Services

- Ü Crisis Intervention
- Ü Counseling Services
- Ü Recreational Activities
- Ü College Summit
- Ü Adult Ed ELL Classes
- Ü Quality Time Supervision
- Ü University and Community College Partner
- Ü Private Partnerships

Indicators of Success Based on Historical Data from 2004-05

School Achievements/Accomplishments 2004-05

- ü The absence rate has declined for the past five years, down to 3.9%. A focus at Browne has been to look at students' on time behavior in class; the school has implemented a new tardy policy to complement the attendance improvement efforts.
  
- ü The trend for academic dropouts has continued to decrease to a low of 4.4%.
  
- ü The 4 year graduation rate for this past year was 74.6%--a record high for Browne.
  
- ü TGB attained 95% AIMS participation in all 7 categories for sophomores.

Student Activity Rates for School Year 2004-05

	% School	Arizona		
		% K-6/UE	% 7-8	% 9-12/US
Attendance Rate <sup>4</sup>	96	95	94	95
Transfers Out Rates <sup>5</sup>	20	12	12	17
Transfers In Rate <sup>6</sup>	20	28	28	37
Stability Rate <sup>7</sup>	79	87	87	82
Promotion Rate <sup>8</sup>	90	96	95	81
Retention Rate <sup>9</sup>	2	1	1	3
Dropout Rate <sup>10</sup>	5	0	1	6
Status Unknown <sup>11</sup>	2	0	1	4
Graduation Rate <sup>12</sup>	72	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

One of the goals of Trevor G. Browne is to provide a safe and orderly environment for the student population. There is a School Resource Officer along with ten security personnel. There is a crisis team in place. There is a crisis management plan. There are video surveillance cameras to support security.

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) :

2

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	Virginia Corder	(602) 764-8516
Transportation Policy	Gene Moore	(602) 980-1550
Community Resources	Yvonne Serna	(602) 764-8567
School Nutrition Programs	Beverly Whitlock	(602) 764-8646
Parent Organization	Rosa Cantu	(602) 764-8500
Student Health/Nurse	Evonne Garbarsky	(602) 764-8697

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.

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](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. 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](http://www.ade.az.gov/researchpolicy/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.