ARIZONA DEPARTMENT OF EDUCATION

Tom Horne, Superintendent of Public Instruction

Drachman Primary Magnet School

ARIZONA SCHOOL REPORT CARD ACADEMIC YEAR 2005-06

1085 S. Tenth Ave., Tucson, AZ 85701

Tucson Unified District

AZ LEARNS[1]

Elementary Achievement Profile (a)

2004-05	Highly Performing
2003-04	Not Evaluated
2002-03	Not Evaluated

(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.

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.

School Overview

Principal/Administrator :	Ms. E. Faye West
Schedule :	07:30 AM to 04:00 PM
Grades :	Pre-K-3
2005 Enrollment :	229
Web Address :	faye.west@tusd.k12.az.us
Phone Number :	(520) 225-1500
Fax Number :	(520) 225-1501
E-mail :	faye.west@tusd.k12.az.us

Mission

Drachman School Community recognizes and respects the power of the unique young learner. We are committed to support the growth and development of young children, by nurturing and empowering them toward personal excellence in all domains of learning and living in the 21st Century.

School / Academic Goals

- The principal and staff are responsible for implementing effective instructional practices to create a community of learners in which all students achieve their full potential.
- The learning and working environment is safe, stimulating, positive and productive.
- All members of the Drachman staff are committed to helping every student meet or exceed the AZ State Standards in reading, writing, and math. We utilize instructional calendars, frequent assessment and teacher collaboration.
- The principal and staff are responsible for Diversity Appreciation: staff and students protect and respect the rights of all individuals.

Enrollment

October 1, 2004 School Year Student Enrollment : 253

Accepting New Students in 2005-06 Under Open Enrollment Law :[2] No

Number of Students Attending Under Open Enrollment in 2004-05 : 0

Visit http://www.ade.az.gov/azlearns/ for more information on AZLearns and NCLB accountability requirements.

Instructional Programs

- K-3 Montessori
- Gifted
- Full-day Kindergarten
- On-site Special Education
- Before School Program
- After School Program
- Special Education Pre-School Program

Calendar Information

Number of Instruction Days :	180
Average Daily Instruction Time :	5 hours 55 minutes
First Day of School :	8/15/2005
Last Day of School :	5/24/2006

Shared Responsibilities

School

Effective instructional practices create a community of learners where all students achieve their full potential. The learning and working environment is safe, positive and productive. Staff and students respect the rights of all individuals. Student achievement is the top priority.

Parents

The parents' responsibility is to ensure that children attend school on a regular basis. Parents are encouraged to participate in the activities at the school including PTA and volunteer support. Parents are partners in the education of the students at Drachman.

Transportation Policy

Transportation is only offered for our magnet students and exceptional education students in grade Pre-K to 3rd. The Transpotation Policy dicusses safety precautions and common courtesies. Students and parents are informed about violations of bus rules and discipline procedures designed to correct problems.

School Honors

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

Award/Honor	Year
Optimist Club Grant Recipient (Reading is Fundamental)	2004
Golden Apple Award for three years	2004
AACEE Environmental Education Grant	2000
Wells Fargo Teacher Partners Prog. Grant	2000

Arizona's Instrument to Measure Standards (AIMS) Results 2004-05 [3]

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	21	4755	79306	100	99	99	467	436	445	0	15	10	19	21	18	52	49	51	29	15	20
All Students (Prior Year)	13	4633	75509	100	98	100	522	513	521	23	16	13	8	26	23	46	32	33	23	26	31
Female	11	2272	38691	100	100	99	448	438	446	0	13	10	27	20	18	55	51	52	18	15	20
Male	10	2483	40583	100	99	99	489	433	445	0	16	11	10	22	18	50	46	50	40	16	21
African American	NC	317	4041	NC	98	99	NC	417	426	NC	22	17	NC	22	23	NC	47	50	NC	9	10
Hispanic	12	2608	32869	100	99	99	457	426	429	0	17	15	17	25	25	58	48	51	25	10	10
Asian/Pacific Islander	NC	124	1935	NC	100	99	NC	467	474	NC	5	3	NC	10	9	NC	45	48	NC	40	40
American Indian/Alaskan Native	NC	222	4264	NC	98	100	NC	410	419	NC	30	19	NC	28	30	NC	38	45	NC	5	6
White	NC	1484	36197	NC	100	99	NC	457	463	NC	8	5	NC	14	11	NC	52	53	NC	26	31
Students with Disabilities	NC	602	10321	NC	100	100	NC	374	389	NC	36	30	NC	29	27	NC	31	34	NC	5	9
Students without Disabilities	20	4154	69060	100	99	98	461	445	454	0	12	7	20	20	17	55	51	54	25	17	22
Limited English Proficient Students	--	730	15509	--	100	100	--	400	406	--	23	20	--	30	30	--	41	45	--	6	5
Migrant Students	--	--	118	--	--	NA	--	--	419	--	--	25	--	--	21	--	--	50	--	--	3
Economically Disadvantaged	NC	2845	39415	NC	97	96	NC	428	431	NC	18	15	NC	25	25	NC	48	50	NC	9	10
Non-Economically Disadvantaged	12	1911	39966	100	100	100	475	447	459	0	10	6	17	16	12	50	50	52	33	24	30

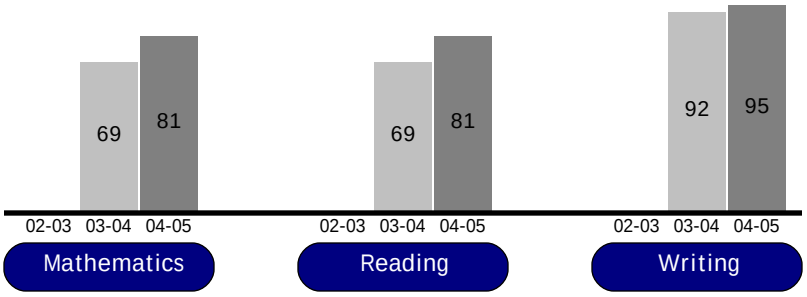
Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	21	4759	79395	100	0	99	467	436	446	5	13	9	14	28	25	62	50	55	19	8	11
All Students (Prior Year)	13	4638	75492	100	98	100	518	514	519	8	16	12	23	19	16	46	44	47	23	21	24
Female	11	2273	38743	100	0	100	454	444	451	9	10	7	18	25	24	64	55	57	9	10	12
Male	10	2486	40618	100	0	99	481	428	440	0	16	11	10	31	27	60	47	53	30	6	9
African American	NC	319	4052	NC	0	100	NC	421	434	NC	17	11	NC	30	29	NC	47	54	NC	5	6
Hispanic	12	2612	32915	100	0	99	467	425	426	0	16	15	17	33	35	67	46	47	17	5	4
Asian/Pacific Islander	NC	125	1936	NC	0	99	NC	457	468	NC	6	3	NC	16	14	NC	68	63	NC	10	19
American Indian/Alaskan Native	NC	223	4271	NC	0	100	NC	418	420	NC	19	15	NC	36	42	NC	44	41	NC	2	2
White	NC	1480	36221	NC	0	99	NC	459	465	NC	7	4	NC	20	15	NC	58	63	NC	15	17
Students with Disabilities	NC	601	10331	NC	0	100	NC	371	388	NC	35	25	NC	34	37	NC	28	34	NC	3	4
Students without Disabilities	20	4159	69139	100	0	99	465	445	454	5	10	7	15	27	24	65	54	58	15	9	11
Limited English Proficient Students	--	734	15545	--	0	100	--	392	399	--	25	21	--	39	42	--	34	35	--	1	1
Migrant Students	--	--	120	--	--	NA	--	--	414	--	--	20	--	--	45	--	--	35	--	--	0
Economically Disadvantaged	NC	2855	39484	NC	0	96	NC	426	429	NC	17	14	NC	33	35	NC	46	47	NC	4	4
Non-Economically Disadvantaged	12	1905	39986	100	0	100	480	449	461	0	8	4	17	21	16	58	57	63	25	14	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	21	4735	78869	100	99	99	485	439	442	0	6	6	5	22	21	81	63	63	14	9	10
All Students (Prior Year)	13	4606	75053	100	97	99	628	612	597	0	6	7	8	11	12	92	73	72	0	11	9
Female	11	2264	38536	100	99	99	486	457	458	0	4	4	9	15	15	73	69	67	18	12	14
Male	10	2471	40302	100	99	99	484	423	428	0	9	8	0	28	26	90	58	60	10	6	7
African American	NC	316	4015	NC	98	99	NC	422	430	NC	8	8	NC	19	24	NC	67	61	NC	6	7
Hispanic	12	2602	32606	100	99	98	486	432	426	0	7	8	8	24	27	75	62	60	17	7	5
Asian/Pacific Islander	NC	125	1925	NC	100	99	NC	466	471	NC	4	3	NC	11	11	NC	67	64	NC	19	22
American Indian/Alaskan Native	NC	222	4245	NC	98	100	NC	422	423	NC	8	9	NC	28	26	NC	61	61	NC	4	4
White	NC	1470	36078	NC	99	99	NC	454	459	NC	5	4	NC	18	16	NC	64	66	NC	13	14
Students with Disabilities	NC	597	10246	NC	100	100	NC	354	367	NC	20	18	NC	40	39	NC	38	40	NC	2	4
Students without Disabilities	20	4139	68697	100	98	98	485	451	454	0	4	4	5	19	18	80	67	67	15	10	11
Limited English Proficient Students	--	730	15339	--	100	100	--	398	399	--	11	11	--	30	31	--	55	54	--	4	3
Migrant Students	--	--	119	--	--	NA	--	--	402	--	--	16	--	--	30	--	--	53	--	--	1
Economically Disadvantaged	NC	2835	39106	NC	97	95	NC	430	427	NC	8	8	NC	25	28	NC	62	59	NC	5	5
Non-Economically Disadvantaged	12	1901	39837	100	100	100	488	452	457	0	4	4	8	16	14	75	65	67	17	14	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.

For More Information on AYP, visit our website at www.ade.az.gov/azlearns and go to NCLB link

Achievement Test Results

Stanford 9 and TerraNova/AIMS DPA

		2002-2003 (SAT9)				2003-2004 (SAT9)				2004-2005 (TerraNova)			
Grade	Content Area	%	Score	D	AZ	%	Score	D	AZ	%	Score	D	AZ
2	Reading	93	34	42	50	94	43	NA	58	96	37	43	47
	Language	91	24	39	43	94	43	45	50	96	43	42	47
	Mathematics	97	34	49	57	96	57	56	64	99	55	48	50
3	Reading	--	--	41	47	100	55	NA	55	100	57	41	44
	Language	--	--	48	54	100	56	56	61	100	55	40	44
	Mathematics	--	--	46	54	100	49	53	61	100	67	47	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	Council Duties
1 School Administrator(s)	ü School Safety
1 Non-certified Employee(s)	ü Extracurricular Activities
3 Teacher(s)	ü Parent/Educator Relations
3 Parent(s)	ü Curriculum Development
1 Community Member(s)	ü Tax Credit Funds
0 Student(s)	ü Student Achievement

Staffing Information for School Year 2005-06

Position	Number	Position	Number
Administrator	1.00	Teacher	20.40
Other Professional Staff	5.00	Teacher Aide	12.00

Years of Teaching Experience for School Year 2005-06

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

Highly Qualified (NCLB) School Year 2004-05

Core academic classes taught by Highly Qualified (NCLB) teachers.	16
Teachers with Emergency Certificaton.	1
Percent of teachers in the school with Emergency/Provisional Certification	4%
Percent of core classes not taught by Hightly Qualified Teachers	6%

Resources Available at School Site

Special Facilities

- ü Library
- ü Multi Purpose Room
- ü Classroom 'Pods'

Extracurricular Activities

- ü Student Council
- ü Extended-Day Program
- ü Library Reading Program
- ü Fiddle Club
- ü Mileage Club

Social Services

- ü After School Program
- ü Clothing Bank
- ü Counseling Services
- ü Crisis Intervention
- ü Lunch Program
- ü Breakfast Program
- ü Homeless Student Support

Indicators of Success Based on Historical Data from 2004-05

School Achievements/Accomplishments 2004-05

- Drachman School made AYP for the 2004-2005 School Year
- Ninety-Seven (97) percent parent overall satisfaction on school quality survey.
- Increase in 3rd Grade AIMS results when comparing 2003-2004 test scores to 2004-2005 test scores.
- CCSA 2004-2005 results indicate an increase in math scores for 1st and 2nd Grades when compared to the 2003-2004 CCSA results.

Student Activity Rates for School Year 2004-05

		Arizona		
	% School	% K-6/UE	% 7-8	% 9-12/US
Attendance Rate [4]	93	95	94	95
Transfers Out Rate [5]	7	12	12	17
Transfers In Rate [6]	25	28	28	37
Stability Rate [7]	92	87	87	82
Promotion Rate [8]	93	96	95	81
Retention Rate [9]	4	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

Implementation of the counseling curriculum to promote safety and a caring environment between all community members. Additionally students are recognized for their positive efforts in many areas including reading, physical education, and behavior during the Wednesday Community Gatherings.

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) : 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.

The Arizona Department of Education does not audit the information submitted by each school.

Contacts

	Name	Phone Number
School Site Council	Kim Erickson	(520) 225-1500
Transportation Policy	Bill Ball	(520) 225-4852
Community Resources	Pam Fine	(520) 225-6400
School Nutrition Programs	Pamela Palmo	(520) 225-4700
Parent Organization	Francesca Olivares Miller	(520) 225-1500
Student Health/Nurse	Kim Fenderson	(520) 225-1517

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.

Footnotes

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.