



ARIZONA SCHOOL REPORT CARD ACADEMIC YEAR 2005-06

2400 North Country Club Road, Tucson, AZ 85716

Tucson Unified 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	Excelling
2002-03	Excelling

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

School Overview

Principal/Administrator : Ms. Charlotte Patterson
 Schedule : 08:00 AM to 04:30 PM
 Grades : 6-8
 2005 Enrollment : 842
 Web Address :
 Phone Number : (520) 232-6900
 Fax Number : (520) 232-6901
 E-mail : charlotte.patterson@tusd.k12.az.us

Mission

The Doolen community provides a safe, productive, and caring school environment where all students have the right and opportunity to learn. Doolen fosters learning in a diverse school community. Doolen recognizes that each child is unique and should be given opportunities to develop and experience a broad range of intellectual, cultural, social, recreational, and civic interests so that each may become a productive and responsible member of society.

No Child Left Behind

Adequate Yearly Progress (b)

2004-05	Not 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 Eighth grade students will demonstrate a five percent increase in reading skills as measured on the 2006 AIMS reading subtest when compared to the eighth grade 2005 AIMS reading subtest.
- ü Sixth and seventh grade students will demonstrate a five percent increase in reading skills as measured by the 2006 TerraNova reading subtest when compared to the sixth and seventh grade 2005 TerraNova reading subtest.

Enrollment

October 1, 2004 School Year Student Enrollment : 896
 Accepting New Students in 2005-06 Under Open Enrollment Law : ² Yes
 Number of Students Attending Under Open Enrollment in 2004-05 : 22

Instructional Programs

- Ü Teaching Teams
- Ü Gifted/Talented Education
- Ü English as a Second Language
- Ü Special Education
- Ü 'Character Counts' Program
- Ü Read 180 Program
- Ü Law Related Education

Calendar Information

Number of Instruction Days :	180
Average Daily Instruction Time :	6 hours 30 minutes
First Day of School :	8/15/2005
Last Day of School :	5/24/2006

Shared Responsibilities

School

Doolen facilitates open communication among families, teachers, and other professional staff, in order to provide an environment where all community members feel welcome. All members are informed about programs and policies that affect student growth and achievement.

Parents

Parents work in partnership with the school to provide support for student learning and healthy development. This partnership promotes consistent attendance, compliance with school policies, procedures, guidelines, and completion of homework assignments.

Transportation Policy

The five feeder elementary schools are Blenman, Cragin, Wright, Davidson and Jefferson Park. Students are provided bus transportation if they live outside the two and one-half mile perimeter of the school or are in a self-contained special education program. Some students identified through their IEP or 504 Accommodation are also provided district transportation.

School Honors

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

Award/Honor	Year
Ü 13 of Top 15 Scores in State Algebra Competition	2005
Ü Honors Band and Honors Orchestra	2004
Ü Boys/Girls Track City Championship	2003
Ü Gilder-Lehrman History Fellow	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	297	4765	78250	100	99	99	534	536	548	38	26	21	12	21	18	31	45	48	19	8	13
All Students (Prior Year)	274	4553	75001	100	98	99	455	455	468	52	46	37	22	35	36	12	12	16	13	7	10
Female	133	2364	38071	100	99	99	527	537	549	40	24	20	14	23	19	29	45	49	17	8	12
Male	164	2400	40126	99	99	99	540	534	547	36	28	23	11	19	17	33	45	46	20	9	14
African American	29	331	4058	100	100	99	482	509	523	78	36	32	7	26	22	15	33	41	0	5	5
Hispanic	122	2423	29129	100	99	99	523	521	527	42	32	32	14	24	23	38	40	40	7	4	6
Asian/Pacific Islander	17	122	1747	100	100	100	613	585	589	19	10	9	6	14	9	25	48	50	50	29	32
American Indian/Alaskan Native	22	197	4996	92	99	100	524	512	518	50	40	36	15	28	25	25	28	36	10	3	4
White	107	1692	38320	100	99	99	549	560	568	24	14	12	13	15	14	32	56	55	31	15	19
Students with Disabilities	53	659	9329	100	100	100	438	445	454	72	65	64	15	17	18	11	16	16	2	1	2
Students without Disabilities	244	4107	68996	100	99	99	556	550	561	30	20	16	12	22	18	36	49	52	22	9	14
Limited English Proficient Students	50	587	10133	100	100	100	477	485	488	50	43	45	19	28	25	28	28	28	3	1	2
Migrant Students	--	--	83	--	--	NA	--	--	520	--	--	39	--	--	28	--	--	30	--	--	4
Economically Disadvantaged	174	2431	33388	96	96	94	514	525	530	50	35	32	15	24	22	30	37	40	5	4	5
Non-Economically Disadvantaged	123	2335	44937	100	100	100	560	546	561	23	17	13	9	18	15	32	52	54	36	13	18

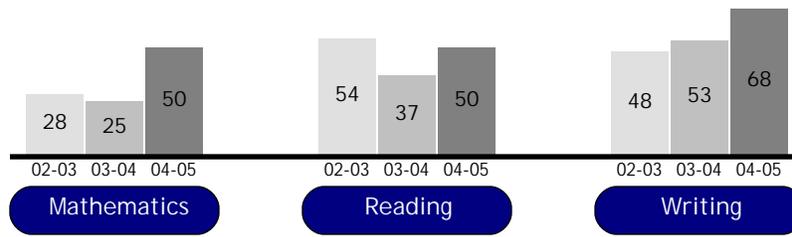
Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	295	4767	78302	100	0	99	497	499	512	21	15	11	28	30	25	40	52	57	10	4	7
All Students (Prior Year)	274	4522	74918	100	97	99	479	485	497	49	41	32	14	19	19	23	29	35	14	11	15
Female	133	2366	38082	100	0	99	494	504	518	22	12	8	29	29	24	40	55	61	9	4	7
Male	162	2401	40166	98	0	99	499	494	507	21	17	14	27	31	26	41	49	54	11	3	6
African American	29	331	4064	100	0	100	461	482	498	41	17	14	41	39	29	19	42	54	0	3	3
Hispanic	120	2425	29152	100	0	99	486	486	492	24	19	17	35	36	34	37	44	46	4	2	2
Asian/Pacific Islander	17	122	1746	100	0	100	543	533	542	19	5	5	6	21	13	50	64	66	25	10	16
American Indian/Alaskan Native	22	198	4993	92	0	100	504	486	484	20	17	19	25	41	38	45	40	42	10	2	1
White	107	1691	38347	100	0	99	507	520	531	14	8	5	22	19	17	47	66	68	17	7	10
Students with Disabilities	53	662	9353	100	0	100	408	416	429	53	46	40	34	36	38	13	18	22	0	0	1
Students without Disabilities	242	4107	69024	99	0	99	516	512	524	14	10	7	27	29	23	46	57	62	13	4	7
Limited English Proficient Students	49	586	10140	100	0	100	438	450	451	38	27	28	27	42	43	35	30	29	0	0	1
Migrant Students	--	--	83	--	--	NA	--	--	480	--	--	29	--	--	36	--	--	35	--	--	0
Economically Disadvantaged	172	2434	33398	95	0	94	477	488	495	34	20	18	30	39	35	34	40	46	2	1	2
Non-Economically Disadvantaged	123	2335	44979	100	0	100	521	510	525	5	9	6	25	21	18	48	64	66	21	6	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	291	4758	78094	98	99	99	527	536	545	11	4	3	21	20	18	63	74	77	5	1	2
All Students (Prior Year)	273	4511	74503	99	97	99	486	485	491	15	10	9	32	34	32	42	50	51	11	6	8
Female	129	2364	38025	98	99	99	532	548	558	9	3	2	21	16	13	65	80	82	5	2	2
Male	162	2393	40013	98	99	99	523	524	534	12	6	5	21	25	23	61	69	71	6	1	1
African American	28	325	4037	97	98	99	487	519	532	23	7	4	27	19	22	50	73	73	0	1	1
Hispanic	118	2424	29068	98	99	99	513	521	523	13	6	5	26	26	27	61	68	67	1	0	1
Asian/Pacific Islander	17	122	1743	100	100	100	588	574	577	0	1	2	19	12	9	56	78	82	25	9	8
American Indian/Alaskan Native	22	198	4981	92	99	100	530	527	526	20	4	4	15	23	25	60	72	70	5	1	0
White	106	1689	38265	100	99	99	540	559	564	5	1	2	17	13	11	70	84	84	8	2	3
Students with Disabilities	53	651	9275	100	100	100	411	433	444	30	17	14	43	44	46	28	39	39	0	1	1
Students without Disabilities	238	4108	68892	97	99	98	553	552	559	6	2	2	16	17	14	71	80	82	7	2	2
Limited English Proficient Students	46	586	10084	100	100	100	442	472	474	23	11	10	33	38	39	43	51	50	2	0	1
Migrant Students	--	--	81	--	--	NA	--	--	504	--	--	12	--	--	27	--	--	60	--	--	0
Economically Disadvantaged	168	2424	33296	93	96	94	499	523	527	16	6	5	30	27	27	55	66	67	0	1	0
Non-Economically Disadvantaged	123	2335	44871	100	100	100	562	549	559	4	2	2	11	13	12	73	82	84	12	2	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?	N
	Met Attendance Rate?	Y
	Met Graduation Rate?	Not Evaluated
	Made AYP?	No

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	95	52	45	53	100	58	NA	56	99	45	44	51
	Language	96	39	38	45	100	48	38	48	99	45	41	47
	Mathematics	94	53	52	62	99	66	52	66	99	43	44	52
7	Reading	91	46	44	51	99	48	NA	54	96	47	44	50
	Language	93	46	48	54	98	53	48	58	96	50	48	52
	Mathematics	94	48	47	58	98	56	49	62	95	47	44	50
8	Reading	96	59	49	53	96	50	NA	55	98	44	46	51
	Language	97	50	46	49	95	43	41	52	98	47	47	50
	Mathematics	96	57	53	58	95	56	50	61	99	45	48	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)
- 3 Non-certified Employee(s)
- 5 Teacher(s)
- 5 Parent(s)
- 1 Community Member(s)
- 0 Student(s)

Council Duties

- Ü 301Goals
- Ü School Accountability Plan
- Ü Data Analysis
- Ü Community Partnerships
- Ü Cultural Diversity
- Ü Student Rights/Responsibilities

Staffing Information for School Year 2005-06

Position	Number	Position	Number
Administrator	3.00	Teacher	61.00
Other Professional Staff	7.00	Teacher Aide	8.00

Years of Teaching Experience for School Year 2005-06

Experience	Bachelor's	Master's	Doctorate	Other
3 or fewer years	15	6	0	0
4 to 6 years	2	3	0	0
7 to 9 years	1	7	0	0
10 or more years	8	22	0	0

Highly Qualified (NCLB) School Year 2004-05

Core academic classes taught by Highly Qualified (NCLB) teachers.	176
Teachers with Emergency Certificaton.	1
Percent of teachers in the school with Emergency/Provisional Certification	1%
Percent of core classes not taught by Hightly Qualified Teachers	0%

Resources Available at School Site

Special Facilities

- Ü Three Computer Learning Labs
- Ü SEI Lab
- Ü Read 180 Lab

Extracurricular Activities

- Ü Student Council
- Ü Year Book
- Ü National Junior Honor Society
- Ü Interscholastic Sports
- Ü Chess Club
- Ü FCCLA
- Ü Outdoors Club
- Ü Culture Club

Social Services

- Ü Clothing Bank
- Ü Counseling Services
- Ü Crisis Intervention
- Ü Tutoring
- Ü Safe Schools Grant
- Ü Strengthening Families Program

Indicators of Success Based on Historical Data from 2004-05

School Achievements/Accomplishments 2004-05

- ü We work in conjunction with University of Arizona professors to provide College of Education students practicum experiences and work study opportunities on our campus.

- ü We partner with local businesses to provide monthly lunches to recognize the positive efforts of our Doolen students.

- ü Several of the 7th grade GATE students won placements at the National Young Naturalist competition. Subsequently one student placed first in the nation, while the others placed as semi-finalists.

- ü One of the 6th grade GATE students was a national finalist with the Discovery Young Scientist Awards.

Student Activity Rates for School Year 2004-05

	% School	Arizona		
		% K-6/UE	% 7-8	% 9-12/US
Attendance Rate ⁴	92	95	94	95
Transfers Out Rates ⁵	18	12	12	17
Transfers In Rate ⁶	39	28	28	37
Stability Rate ⁷	81	87	87	82
Promotion Rate ⁸	94	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

We incorporate the "Character Counts" program into the daily homebase tutorials. This program is a nationally recognized character-building curriculum endorsed by the state of Arizona. Instruction includes two lessons per week that involve the six "pillars" of good character - responsibility, respect, fairness, caring, trustworthiness and citizenship. An Arizona Behavior Initiative Grant provided teachers with curricular materials to enhance the effectiveness of the program.

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) :

48

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	Mel Williams	(520) 232-6900
Transportation Policy	Bill Ball	(520) 225-4800
Community Resources	Carole Chavez	(520) 232-6922
School Nutrition Programs	Mike Kraych	(520) 232-6923
Parent Organization	Nancy Schlegel	(520) 232-6900
Student Health/Nurse	Margo Evans	(520) 232-6947

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.

Printed in Phoenix, Arizona, by the Arizona Department of Education. December 2005

Total cost of printing: 12 Pages X .0318 Per page X 100 Copies = \$38.00

** 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.