



ARIZONA SCHOOL REPORT CARD ACADEMIC YEAR 2005-06

8300 E. Speedway Blvd., Tucson, AZ 85710

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 LEARNS<sup>1</sup>

Elementary Achievement Profile (a)

2004-05	Highly Performing
2003-04	Excelling
2002-03	Highly Performing

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

School Overview

Principal/Administrator : Mr. Jerry Holmes  
 Schedule : 07:00 AM to 03:30 PM  
 Grades : 6-8  
 2005 Enrollment : 863  
 Web Address : www.mageemiddleschool.com  
 Phone Number : (520) 731-5000  
 Fax Number : (520) 731-5001  
 E-mail : jerry.holmes@tusd.k12.az.us

Mission

Magee Middle School continues to raise the standard for academic excellence. The faculty and staff are committed to maintaining a secure learning environment where all students achieve success. The safety of everyone on our campus is our top priority.

No Child Left Behind

Adequate Yearly Progress (b)

2004-05	Met
2003-04	Met
2002-03	Not 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 The number of students meeting or exceeding the standards in reading will improve by 3.3% AYP as measured by the AIMS.
- ü Increase opportunities for parents to monitor their student's achievement.
- ü Demonstrate a 1% quarterly increase in the number of students achieving an overall '22' on the district mandated quarterly writing assessments.
- ü The number of students meeting or exceeding the standards in mathematics will improve by 5.0% as measured by the AIMS.

Enrollment

October 1, 2004 School Year Student Enrollment : 1016  
 Accepting New Students in 2005-06 Under Open Enrollment Law : <sup>2</sup> Yes  
 Number of Students Attending Under Open Enrollment in 2004-05 : 140

Instructional Programs

- HS Credit Spanish
- HS Credit Algebra
- 7th Grade Teaching Team
- Pioneers Vocal Program
- World Class Odyssey of the Mind Pgm.
- Webmasters
- Gate 6th grade class
- Award winning band and orchestra

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

Magee is responsible for maintaining a safe and secure environment for students while maximizing a child's ability to achieve academic success.

Parents

Magee parents are responsible for supporting teachers and their children while providing a home environment that places a high value on education. Maintaining open communication with the school will maximize the achievement ability for each student.

Transportation Policy

Transportation is provided for students who live 2.5 miles from school as measured by the most direct route.

School Honors

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

Award/Honor	Year
• Red Cross Penny Drive	2004
• Silver Pin Award from So. Az. Community Diaper Bank	2004
• Arizona Band and Orchestra Association Award	2004
• American Heart Assoc. Jump for Heart Recognition	2004

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	354	4765	78250	99	99	99	560	536	548	12	26	21	14	21	18	65	45	48	10	8	13
All Students (Prior Year)	345	4553	75001	96	98	99	478	455	468	27	46	37	42	35	36	18	12	16	13	7	10
Female	194	2364	38071	99	99	99	561	537	549	9	24	20	14	23	19	69	45	49	7	8	12
Male	160	2400	40126	99	99	99	558	534	547	15	28	23	13	19	17	59	45	46	13	9	14
African American	19	331	4058	100	100	99	527	509	523	50	36	32	7	26	22	36	33	41	7	5	5
Hispanic	61	2423	29129	100	99	99	541	521	527	17	32	32	22	24	23	59	40	40	2	4	6
Asian/Pacific Islander	14	122	1747	93	100	100	569	585	589	0	10	9	15	14	9	62	48	50	23	29	32
American Indian/Alaskan Native	NC	197	4996	NC	99	100	NC	512	518	NC	40	36	NC	28	25	NC	28	36	NC	3	4
White	253	1692	38320	98	99	99	565	560	568	9	14	12	13	15	14	67	56	55	11	15	19
Students with Disabilities	41	659	9329	100	100	100	501	445	454	54	65	64	22	17	18	22	16	16	3	1	2
Students without Disabilities	313	4107	68996	98	99	99	567	550	561	7	20	16	13	22	18	70	49	52	10	9	14
Limited English Proficient Students	NC	587	10133	NC	100	100	NC	485	488	NC	43	45	NC	28	25	NC	28	28	NC	1	2
Migrant Students	--	--	83	--	--	NA	--	--	520	--	--	39	--	--	28	--	--	30	--	--	4
Economically Disadvantaged	58	2431	33388	92	96	94	532	525	530	30	35	32	21	24	22	45	37	40	4	4	5
Non-Economically Disadvantaged	296	2335	44937	100	100	100	565	546	561	9	17	13	12	18	15	68	52	54	11	13	18

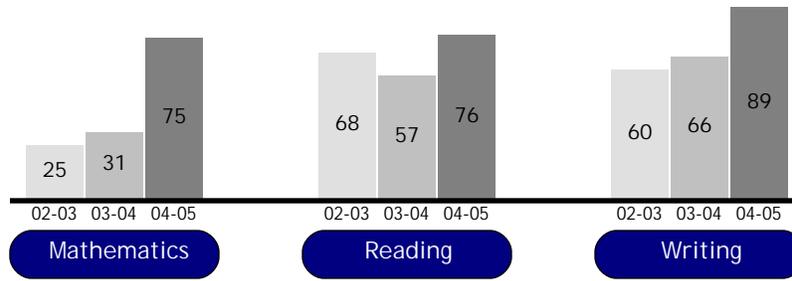
Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	354	4767	78302	99	0	99	530	499	512	7	15	11	17	30	25	70	52	57	6	4	7
All Students (Prior Year)	354	4522	74918	99	97	99	504	485	497	26	41	32	17	19	19	38	29	35	19	11	15
Female	194	2366	38082	99	0	99	536	504	518	4	12	8	16	29	24	72	55	61	7	4	7
Male	160	2401	40166	99	0	99	523	494	507	10	17	14	18	31	26	68	49	54	5	3	6
African American	19	331	4064	100	0	100	521	482	498	14	17	14	21	39	29	64	42	54	0	3	3
Hispanic	62	2425	29152	100	0	99	513	486	492	11	19	17	24	36	34	63	44	46	2	2	2
Asian/Pacific Islander	14	122	1746	93	0	100	521	533	542	8	5	5	23	21	13	69	64	66	0	10	16
American Indian/Alaskan Native	NC	198	4993	NC	0	100	NC	486	484	NC	17	19	NC	41	38	NC	40	42	NC	2	1
White	252	1691	38347	98	0	99	535	520	531	6	8	5	15	19	17	71	66	68	8	7	10
Students with Disabilities	41	662	9353	100	0	100	477	416	429	38	46	40	32	36	38	30	18	22	0	0	1
Students without Disabilities	313	4107	69024	98	0	99	537	512	524	3	10	7	15	29	23	75	57	62	7	4	7
Limited English Proficient Students	NC	586	10140	NC	0	100	NC	450	451	NC	27	28	NC	42	43	NC	30	29	NC	0	1
Migrant Students	--	--	83	--	--	NA	--	--	480	--	--	29	--	--	36	--	--	35	--	--	0
Economically Disadvantaged	60	2434	33398	95	0	94	507	488	495	15	20	18	28	39	35	54	40	46	4	1	2
Non-Economically Disadvantaged	294	2335	44979	100	0	100	535	510	525	5	9	6	15	21	18	73	64	66	6	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	352	4758	78094	98	99	99	571	536	545	1	4	3	10	20	18	87	74	77	2	1	2
All Students (Prior Year)	342	4511	74503	96	97	99	511	485	491	6	10	9	28	34	32	55	50	51	11	6	8
Female	193	2364	38025	98	99	99	577	548	558	1	3	2	8	16	13	88	80	82	3	2	2
Male	159	2393	40013	98	99	99	564	524	534	1	6	5	12	25	23	86	69	71	1	1	1
African American	19	325	4037	100	98	99	536	519	532	0	7	4	29	19	22	71	73	73	0	1	1
Hispanic	61	2424	29068	100	99	99	552	521	523	2	6	5	13	26	27	85	68	67	0	0	1
Asian/Pacific Islander	14	122	1743	93	100	100	565	574	577	0	1	2	15	12	9	85	78	82	0	9	8
American Indian/Alaskan Native	NC	198	4981	NC	99	100	NC	527	526	NC	4	4	NC	23	25	NC	72	70	NC	1	0
White	251	1689	38265	98	99	99	577	559	564	1	1	2	8	13	11	89	84	84	2	2	3
Students with Disabilities	40	651	9275	100	100	100	501	433	444	8	17	14	44	44	46	47	39	39	0	1	1
Students without Disabilities	312	4108	68892	98	99	98	579	552	559	0	2	2	6	17	14	92	80	82	2	2	2
Limited English Proficient Students	NC	586	10084	NC	100	100	NC	472	474	NC	11	10	NC	38	39	NC	51	50	NC	0	1
Migrant Students	--	--	81	--	--	NA	--	--	504	--	--	12	--	--	27	--	--	60	--	--	0
Economically Disadvantaged	59	2424	33296	94	96	94	538	523	527	4	6	5	21	27	27	75	66	67	0	1	0
Non-Economically Disadvantaged	293	2335	44871	99	100	100	577	549	559	0	2	2	8	13	12	90	82	84	2	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?	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	81	68	45	53	98	59	NA	56	99	63	44	51
	Language	87	59	38	45	98	53	38	48	99	59	41	47
	Mathematics	93	75	52	62	98	71	52	66	99	65	44	52
7	Reading	90	63	44	51	98	62	NA	54	98	55	44	50
	Language	93	71	48	54	97	67	48	58	98	60	48	52
	Mathematics	93	69	47	58	98	66	49	62	97	56	44	50
8	Reading	91	67	49	53	97	59	NA	55	99	59	46	51
	Language	94	69	46	49	97	58	41	52	99	58	47	50
	Mathematics	96	73	53	58	96	63	50	61	99	59	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/](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)
- 1 Non-certified Employee(s)
- 4 Teacher(s)
- 4 Parent(s)
- 1 Community Member(s)
- 0 Student(s)

Council Duties

- Ü Attaining parent approval of By-Laws
- Ü Establishing School Goals
- Ü Curriculum Development
- Ü Instructional Programs/Strategies
- Ü Extracurricular Activities

Staffing Information for School Year 2005-06

Position	Number	Position	Number
Administrator	3.00	Teacher	43.00
Other Professional Staff	7.00	Teacher Aide	4.00

Years of Teaching Experience for School Year 2005-06

Experience	Bachelor's	Master's	Doctorate	Other
3 or fewer years	13	1	0	0
4 to 6 years	3	2	0	0
7 to 9 years	3	2	0	0
10 or more years	14	21	1	0

Highly Qualified (NCLB) School Year 2004-05

Core academic classes taught by Highly Qualified (NCLB) teachers.	174
Teachers with Emergency Certificaton.	1
Percent of teachers in the school with Emergency/Provisional Certification	2%
Percent of core classes not taught by Hightly Qualified Teachers	2%

Resources Available at School Site

Special Facilities

- Ü Computer Labs
- Ü Library
- Ü Technology Lab
- Ü Sound System for Vocal Performing

Extracurricular Activities

- Ü Odyssey of the Mind
- Ü Student Council
- Ü Track
- Ü Volleyball
- Ü Basketball
- Ü Soccer
- Ü Cross Country
- Ü Washington, DC Club

Social Services

- Ü Crisis Intervention
- Ü Clothing Bank
- Ü Counseling Services
- Ü Recreational Services

Indicators of Success Based on Historical Data from 2004-05

School Achievements/Accomplishments 2004-05

- ü State Band Awards; Numerous Community Service Awards; Writing Contest Winners; High Academic Recognition.
  
- ü Traveling - Student trips to: Catalina Island, Washington D.C., Europe and Australia
  
- ü Odyssey of the Mind won state championship and competed in World at the University of Maryland.
  
- ü Vending machines removed from premises. Consistently awarded school district honors for top service oriented food service.

Student Activity Rates for School Year 2004-05

	% School	Arizona		
		% K-6/UE	% 7-8	% 9-12/US
Attendance Rate <sup>4</sup>	94	95	94	95
Transfers Out Rates <sup>5</sup>	8	12	12	17
Transfers In Rate <sup>6</sup>	12	28	28	37
Stability Rate <sup>7</sup>	91	87	87	82
Promotion Rate <sup>8</sup>	99	96	95	81
Retention Rate <sup>9</sup>	0	1	1	3
Dropout Rate <sup>10</sup>	0	0	1	6
Status Unknown <sup>11</sup>	0	0	1	4
Graduation Rate <sup>12</sup>	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

Magee Middle School has a clear and concise Discipline Policy that all students are expected to follow. The administration is very consistent in administrating the Discipline Policy, consequently Magee has an exceptionally orderly campus. Although we cannot control what students bring or choose to do on campus, we send a strong message that we will not tolerate disruption to the educational process or environment. Students must be responsible for the choices they make.

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) :

11
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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	Mr. Ed Messing	(520) 731-5000
Transportation Policy	Jerry Holmes	(520) 731-5000
Community Resources	Jerry Holmes	(520) 731-5000
School Nutrition Programs	Linda Burnett	(520) 731-5023
Parent Organization	Jerry Holmes	(520) 731-5000
Student Health/Nurse	Ms. Kelly Slife	(520) 731-5017

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.