

ARIZONA SCHOOL REPORT CARD ACADEMIC YEAR 2005-06

421 Arcadia, Tucson, AZ 85711

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

High School Achievement Profile (a)

2004-05	Performing
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 (b)

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

School Improvement Status (b)

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

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

School Overview

Principal/Administrator : Ms. Angela B. Julien
 Schedule : 07:00 AM to 05:00 PM
 Grades : 9-12
 2005 Enrollment : 367
 Web Address : edweb.tusd.k12.az.us/Rincon/
 Phone Number : (520) 232-5600
 Fax Number : (520) 232-5601
 E-mail : angela.julien@tusd.k12.az.us

Mission

Our mission is to provide an environment to support and promote all students to become literate, responsible community members. Rangers acquire and master requisite literacy and math skills, make responsible choices personally and interpersonally, and serve their community. Rincon Rangers strive for greatness promoting community involvement, responsible citizenship and life-long learning.

School / Academic Goals

- ü Students will demonstrate effective literacy skills by being able to extract information from non-fiction reading materials. They will also demonstrate high-level reading comprehension skills.
- ü Students will demonstrate high skill levels in writing as measured by the Six Traits of Writing Rubric. A particular emphasis will be made in persuasive writing.
- ü Rincon students will master mathematics skills at a level which will enable them to be successful on AIMS and prepare them for post-secondary educational experiences.
- ü Rincon students will be able to use research and thinking skills to attack problems and find a variety of solutions.

Enrollment

October 1, 2004 School Year Student Enrollment : 1242
 Accepting New Students in 2005-06 Under Open Enrollment Law :² Yes
 Number of Students Attending Under Open Enrollment in 2004-05 : 330

Instructional Programs

- ü Interdisc Instruction Junior Eng/Hist.
- ü Advanced Placement Courses
- ü All Levels of English as Second Language
- ü Gifted/Honors Level Classes
- ü Teaching Academy
- ü Freshman House Program
- ü Advisory

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

Rincon High School has the responsibility to frequently communicate student progress, set high academic and behavior standards, prepare students for college and/or work and to meet State Standards. We also must provide a safe, productive learning environment that encourages students and families to be involved. We must implement a curriculum that approaches the diversity of our student body. We must also share in decision-making by collaborating with families and the community.

Parents

Parents need to monitor attendance, providing documentation of the reason for absence. They also need to attend parent/teacher conferences and initiate communication when a need arises. Parents also need to provide maintenance needs for students, respond to teacher phone calls, support students in doing homework and support school policies.

Being an active member of the school community enhances their child's education.

Transportation Policy

Transportation is provided for students who live out of the local attendance area but attend due to a desegregation order. Students from other areas who are ESL, or special education or free/reduced lunch are given bus passes or ride the UHS buses.

School Honors

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

Award/Honor	Year
ü Coach of the Year Award/Track	2004
ü NCTE Steering Committee	2002
ü Everyday Heroes Top 3 School Award	2003
ü Multiple Regional Music Awards	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	297	4134	69846	99	98	100	679	694	699	33	23	21	9	13	11	48	48	49	10	17	18
All Students (Prior Year)	288	4071	65934	95	98	100	479	490	492	57	46	43	15	17	18	20	22	24	8	15	15
Female	149	2050	34328	99	98	99	695	697	702	33	21	19	9	14	12	46	50	51	12	16	18
Male	148	2083	35509	99	97	100	665	691	696	32	24	23	10	12	11	50	46	48	8	18	18
African American	23	268	3535	100	96	100	675	682	677	35	27	31	15	15	15	50	48	46	0	10	8
Hispanic	124	1822	23363	98	97	100	681	678	680	46	33	32	7	17	16	40	44	45	6	7	7
Asian/Pacific Islander	16	132	1742	100	100	99	683	723	733	31	14	8	31	11	7	38	45	46	0	30	38
American Indian/Alaskan Native	NC	122	4785	NC	93	100	NC	659	671	NC	34	39	NC	23	17	NC	39	39	NC	4	5
White	127	1790	36421	98	99	99	679	712	714	18	12	12	7	8	8	58	53	54	17	27	26
Students with Disabilities	32	485	7690	100	97	100	544	578	593	73	62	64	7	16	14	20	20	21	0	1	2
Students without Disabilities	265	3649	62220	99	98	99	697	709	712	27	17	16	10	12	11	52	52	53	11	19	20
Limited English Proficient Students	39	369	5834	100	100	100	615	613	612	55	48	46	14	20	20	30	31	31	2	1	3
Migrant Students	--	--	117	--	--	NA	--	--	677	--	--	44	--	--	18	--	--	35	--	--	3
Economically Disadvantaged	139	1384	21421	96	91	92	683	686	686	40	35	35	12	14	15	42	43	43	6	7	7
Non-Economically Disadvantaged	158	2750	48489	100	100	100	676	698	704	26	16	15	7	12	10	54	50	52	13	22	23

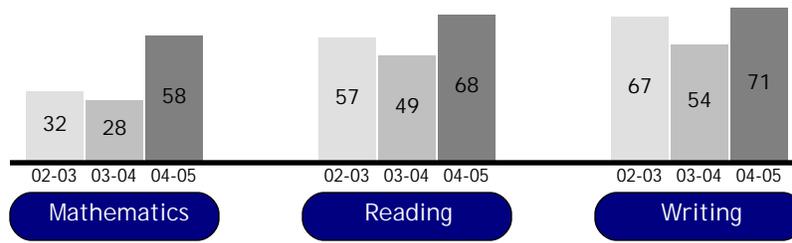
Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	308	4182	71311	100	98	100	683	691	694	9	8	7	23	22	21	61	62	63	7	9	9
All Students (Prior Year)	298	4214	68162	97	98	100	499	505	509	26	22	18	25	23	24	44	47	51	5	8	8
Female	157	2058	34899	100	98	100	699	697	700	9	6	5	22	21	19	60	64	66	9	10	10
Male	151	2124	36430	99	97	100	666	685	688	9	10	9	24	22	22	62	60	61	4	8	8
African American	26	267	3573	100	95	100	692	681	676	5	6	9	27	27	26	68	63	60	0	4	4
Hispanic	131	1842	24056	100	97	100	674	671	672	17	12	13	34	31	31	44	53	53	5	3	3
Asian/Pacific Islander	17	133	1731	100	100	98	676	709	717	12	5	3	29	17	13	59	66	68	0	12	16
American Indian/Alaskan Native	NC	130	5110	NC	94	100	NC	652	661	NC	12	14	NC	35	38	NC	51	46	NC	1	2
White	129	1810	36841	100	99	99	690	712	713	2	3	3	10	11	12	77	70	72	10	16	13
Students with Disabilities	34	488	8021	100	95	100	540	571	590	23	28	27	43	44	42	33	28	29	0	1	1
Students without Disabilities	274	3694	63379	100	98	100	700	706	707	8	5	5	20	19	18	65	66	68	8	10	10
Limited English Proficient Students	40	391	6402	100	100	100	595	594	596	25	25	25	49	47	44	25	27	30	0	0	1
Migrant Students	--	--	548	--	--	NA	--	--	659	--	--	26	--	--	36	--	--	38	--	--	0
Economically Disadvantaged	145	1415	22243	95	91	93	680	677	677	12	14	14	32	31	32	53	51	51	2	3	3
Non-Economically Disadvantaged	163	2767	49157	100	100	100	685	698	702	6	4	4	14	17	16	69	67	69	11	12	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	305	4168	70868	100	97	100	677	684	688	9	5	5	20	23	23	65	66	63	6	6	9
All Students (Prior Year)	301	4179	67629	98	97	100	506	523	524	24	22	22	21	16	16	54	59	59	0	3	3
Female	155	2053	34710	100	98	99	696	693	697	9	4	3	15	19	19	67	69	66	9	8	12
Male	150	2115	36176	99	97	100	658	674	678	9	6	7	24	26	27	63	63	59	4	4	7
African American	26	265	3557	100	95	99	688	681	675	9	5	7	23	24	25	64	66	62	5	5	6
Hispanic	132	1839	23868	100	97	100	673	671	670	15	8	9	28	31	33	54	59	55	4	2	4
Asian/Pacific Islander	17	133	1732	100	100	98	678	702	713	18	5	2	12	13	12	65	75	64	6	7	22
American Indian/Alaskan Native	NC	131	5001	NC	95	100	NC	660	661	NC	5	9	NC	30	41	NC	61	48	NC	4	2
White	125	1800	36710	98	98	99	678	697	702	3	2	2	12	16	15	76	72	69	10	10	13
Students with Disabilities	34	481	7900	100	94	100	541	568	580	13	18	22	53	50	49	30	32	28	3	1	1
Students without Disabilities	271	3687	63054	100	98	99	694	698	701	9	3	3	15	20	20	69	70	67	7	7	10
Limited English Proficient Students	40	389	6308	100	100	100	592	594	591	31	19	19	31	44	47	37	37	33	2	0	1
Migrant Students	--	--	540	--	--	NA	--	--	658	--	--	16	--	--	42	--	--	41	--	--	1
Economically Disadvantaged	143	1404	21994	94	91	92	678	674	673	16	10	10	22	33	36	58	55	52	4	2	3
Non-Economically Disadvantaged	162	2764	48960	100	100	100	676	688	694	4	2	3	17	18	18	71	71	67	9	8	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	95	37	40	41	75	41	NA	42	93	44	48	51
	Language	90	36	40	42	75	38	37	42	93	43	46	50
	Mathematics	97	52	57	60	76	54	57	63	93	42	46	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/

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)
- 5 Teacher(s)
- 5 Parent(s)
- 2 Community Member(s)
- 5 Student(s)

Council Duties

- Ü School Beautification
- Ü Curriculum and Instruction
- Ü Community Partnership
- Ü Student and Adult Behavior Norms
- Ü 301 Goals
- Ü High School Reform

Staffing Information for School Year 2005-06

Position	Number	Position	Number
Administrator	4.00	Teacher	64.20
Other Professional Staff	8.10	Teacher Aide	13.00

Years of Teaching Experience for School Year 2005-06

Experience	Bachelor's	Master's	Doctorate	Other
3 or fewer years	7	1	0	0
4 to 6 years	7	8	0	0
7 to 9 years	6	3	0	1
10 or more years	10	20	1	0

Highly Qualified (NCLB) School Year 2004-05

Core academic classes taught by Highly Qualified (NCLB) teachers.	57
Teachers with Emergency Certificaton.	0
Percent of teachers in the school with Emergency/Provisional Certification	0%
Percent of core classes not taught by Hightly Qualified Teachers	7%

Resources Available at School Site

Special Facilities

- Ü Several Computer Labs
- Ü Library
- Ü Two gymnasiums
- Ü Newly remodeled Fine Arts Area

Extracurricular Activities

- Ü National Honor Society
- Ü UNITY Club
- Ü DECA
- Ü MESA
- Ü Academic Decathlon
- Ü Full array of sports
- Ü Salsa Club
- Ü DECA

Social Services

- Ü Counseling Services
- Ü Campus School Safety Probation Officer
- Ü Community College Classes on Campus
- Ü Job Services
- Ü Youth on Their Own Counselor

Indicators of Success Based on Historical Data from 2004-05

School Achievements/Accomplishments 2004-05

- ü A team of teachers worked together to create a plan for Small Learning Communities beginning at the 9th grade. In the first month we have already seen improvement in discipline and academics among freshmen.
- ü We have changed our In-School Suspension program to include a dropout prevention component. Our dropout rate is down to 2.3% and we decreased our number of suspensions significantly.
- ü We have successfully implemented a school wide writing program that includes monthly and quarterly assessments. Our students' writing abilities have shown improvement.
- ü We have increased our numbers of students participating in extra-curricular activities. Students who are involved, particularly in sports and fine arts competitive events tend to do better in their classwork.

Student Activity Rates for School Year 2004-05

	% School	Arizona		
		% K-6/UE	% 7-8	% 9-12/US
Attendance Rate ⁴	95	95	94	95
Transfers Out Rates ⁵	17	12	12	17
Transfers In Rate ⁶	25	28	28	37
Stability Rate ⁷	82	87	87	82
Promotion Rate ⁸	95	96	95	81
Retention Rate ⁹	0	1	1	3
Dropout Rate ¹⁰	2	0	1	6
Status Unknown ¹¹	1	0	1	4
Graduation Rate ¹²	86	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 have a Multi-hazard Emergency Plan. We practice school evacuation and school lockdown. Our On-Site Probation Officer and School Safety Liaison work with trained administrators to deal with high risk students. School monitors ensure a safe environment.

Administrators are highly visible around campus and in classrooms. Our Link Crew Program pairs older students with younger ones in a mentor/mentee role.

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) :

16

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	MaryAnn Green	(520) 232-5600
Transportation Policy	Bill Ball	(520) 225-4800
Community Resources	Pam Fine	(520) 225-6403
School Nutrition Programs	Pam Palmo	(520) 225-4720
Parent Organization	Judy Pickerell	(520) 232-5600
Student Health/Nurse	Marie Williams	(520) 232-5600

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.

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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.