

ARIZONA SCHOOL REPORT CARD ACADEMIC YEAR 2005-06

315 East Prince Road, Tucson, AZ 85705

Amphitheater 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	Highly Performing
2002-03	Highly Performing

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

School Overview

Principal/Administrator : Mr. Charles Bermudez
 Schedule : 07:30 AM to 04:00 PM
 Grades : 6-8
 2005 Enrollment : 834
 Web Address : www.amphi.com/schools/ams/
 Phone Number : (520) 696-6230
 Fax Number : (520) 696-6236
 E-mail : cbermude@amphi.com

Mission

The mission of Amphitheater Middle School's richly diverse community is to ensure that all students realize academic success as lifelong learners. AMS provides a safe, caring, dynamic environment that guarantees extraordinary achievement.

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 / Academic Goals

- ü Students continue their reading development in all content areas through the use of nonfiction, technical reading, and literature. Every student has a reading class designed to support strategic reading instruction.
- ü Students demonstrate knowledge of math through real-world application and problem solving. Use of technology will be emphasized to support basic math skills. Students will be provided with multiple opportunities to achieve the math standards.
- ü To help students achieve their educational goals, an after school tutoring program is available. Last year, over 300 students voluntarily attended this program.

Enrollment

October 1, 2004 School Year Student Enrollment : 903
 Accepting New Students in 2005-06 Under Open Enrollment Law : ² Yes
 Number of Students Attending Under Open Enrollment in 2004-05 : 111

Instructional Programs

- ü Title I Schoolwide Reading
- ü Accelerated Math & English Placement
- ü Academic Competitions
- ü Technology - based Learning
- ü REACH Classes (Gifted)
- ü At-Risk Programs
- ü On-site Special Education
- ü After School Tutoring

Calendar Information

Number of Instruction Days :	178
Average Daily Instruction Time :	6 hours 0 minutes
First Day of School :	8/11/2005
Last Day of School :	5/25/2006

Shared Responsibilities

School

AMS sets high academic standards to maximize classroom learning. We seek to clearly communicate via report cards, newsletters, our web site, site council and parent organization. A safe school environment is clearly articulated, and discipline is fair and consistent.

Parents

It is the responsibility of the parents to see that their children attend school on time everyday. Parents support students by providing a learning environment at home. Our parent/teacher/student compact ensures a common understanding of these goals.

Transportation Policy

District vehicles and school buses are provided as a service to students. Riding in a school vehicle is a privilege. Students residing in the AMS attendance area are eligible to ride the bus if they are located more than 1 and 3/4 miles from school.

School Honors

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

Award/Honor	Year
ü MESA - 2nd in State & 3rd in National Competition	2005
ü 8th & 7th Grd Girls Volleyball NW League Champions-Undf	2005
ü 6th Grd Girls Basketball NW League Champions-Undefeated	2005
ü Members of National Junior Honor Society	2005

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	283	1351	78250	94	98	99	530	557	548	31	15	21	24	16	18	38	54	48	7	15	13
All Students (Prior Year)	261	1384	75001	99	99	99	459	486	468	42	27	37	42	33	36	12	22	16	6	18	10
Female	123	643	38071	90	98	99	541	561	549	27	12	20	21	16	19	42	57	49	10	16	12
Male	161	709	40126	98	99	99	522	554	547	35	19	23	27	16	17	34	52	46	4	14	14
African American	20	58	4058	80	94	99	509	535	523	47	30	32	12	14	22	41	50	41	0	6	5
Hispanic	173	434	29129	99	100	99	523	531	527	34	25	32	31	26	23	29	42	40	6	7	6
Asian/Pacific Islander	NC	38	1747	NC	100	100	NC	565	589	NC	9	9	NC	0	9	NC	67	50	NC	24	32
American Indian/Alaskan Native	13	24	4996	93	96	100	540	531	518	25	25	36	17	30	25	58	45	36	0	0	4
White	71	797	38320	88	98	99	549	573	568	24	9	12	16	11	14	48	60	55	11	19	19
Students with Disabilities	52	183	9329	100	100	100	483	457	454	72	62	64	17	18	18	9	19	16	2	2	2
Students without Disabilities	232	1169	68996	92	98	99	542	572	561	22	8	16	26	15	18	45	59	52	8	17	14
Limited English Proficient Students	23	77	10133	100	100	100	516	472	488	40	35	45	31	30	25	28	33	28	2	1	2
Migrant Students	--	--	83	--	--	NA	--	--	520	--	--	39	--	--	28	--	--	30	--	--	4
Economically Disadvantaged	237	488	33388	93	95	94	528	535	530	32	27	32	27	24	22	36	42	40	5	6	5
Non-Economically Disadvantaged	47	864	44937	100	100	100	543	569	561	30	9	13	10	11	15	48	60	54	13	19	18

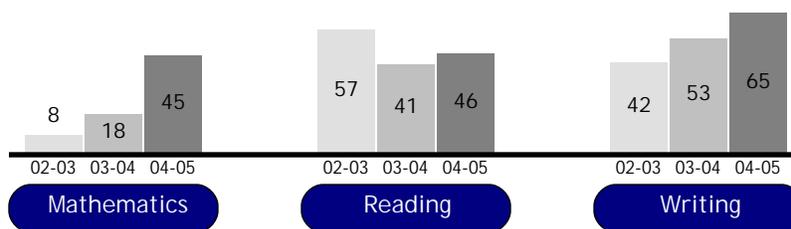
Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	283	1349	78302	94	0	99	492	520	512	25	9	11	29	21	25	44	61	57	2	8	7
All Students (Prior Year)	258	1382	74918	98	99	99	483	507	497	44	26	32	16	16	19	30	36	35	11	21	15
Female	123	643	38082	90	0	99	507	529	518	14	4	8	32	21	24	50	66	61	4	10	7
Male	161	707	40166	98	0	99	481	511	507	33	14	14	26	22	26	40	58	54	1	7	6
African American	20	58	4064	80	0	100	485	508	498	29	16	14	24	26	29	47	56	54	0	2	3
Hispanic	173	434	29152	99	0	99	485	495	492	27	16	17	34	34	34	36	45	46	2	5	2
Asian/Pacific Islander	NC	38	1746	NC	0	100	NC	523	542	NC	6	5	NC	12	13	NC	64	66	NC	18	16
American Indian/Alaskan Native	13	23	4993	93	0	100	482	488	484	33	32	19	8	11	38	58	58	42	0	0	1
White	71	796	38347	88	0	99	516	534	531	16	5	5	19	15	17	60	70	68	5	10	10
Students with Disabilities	52	182	9353	100	0	100	454	433	429	62	35	40	21	39	38	17	24	22	0	1	1
Students without Disabilities	232	1168	69024	92	0	99	502	533	524	16	6	7	30	19	23	51	67	62	3	9	7
Limited English Proficient Students	23	77	10140	100	0	100	468	429	451	40	28	28	35	42	43	25	29	29	0	1	1
Migrant Students	--	--	83	--	--	NA	--	--	480	--	--	29	--	--	36	--	--	35	--	--	0
Economically Disadvantaged	237	487	33398	93	0	94	488	497	495	25	19	18	32	33	35	42	46	46	1	2	2
Non-Economically Disadvantaged	47	863	44979	100	0	100	513	531	525	25	5	6	13	15	18	55	69	66	8	11	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	286	1353	78094	95	99	99	520	556	545	7	3	3	27	14	18	65	80	77	0	3	2
All Students (Prior Year)	251	1368	74503	95	98	99	463	502	491	21	8	9	27	27	32	49	57	51	4	9	8
Female	125	645	38025	91	98	99	543	571	558	5	2	2	18	9	13	76	85	82	1	4	2
Male	162	709	40013	99	99	99	502	541	534	9	4	5	34	19	23	56	75	71	0	2	1
African American	22	59	4037	88	95	99	529	552	532	6	4	4	18	12	22	76	82	73	0	2	1
Hispanic	175	437	29068	100	100	99	511	527	523	7	6	5	34	24	27	59	69	67	0	1	1
Asian/Pacific Islander	NC	38	1743	NC	100	100	NC	563	577	NC	0	2	NC	12	9	NC	79	82	NC	9	8
American Indian/Alaskan Native	13	23	4981	93	92	100	519	529	526	17	11	4	8	11	25	75	79	70	0	0	0
White	70	796	38265	86	98	99	537	570	564	8	2	2	16	9	11	74	85	84	2	4	3
Students with Disabilities	52	182	9275	100	100	100	451	444	444	26	15	14	51	43	46	23	40	39	0	1	1
Students without Disabilities	235	1172	68892	93	98	98	536	572	559	3	1	2	21	10	14	75	86	82	1	3	2
Limited English Proficient Students	24	78	10084	100	100	100	484	444	474	11	12	10	45	40	39	44	46	50	0	1	1
Migrant Students	--	--	81	--	--	NA	--	--	504	--	--	12	--	--	27	--	--	60	--	--	0
Economically Disadvantaged	241	491	33296	95	95	94	516	527	527	7	6	5	28	25	27	65	68	67	0	1	0
Non-Economically Disadvantaged	46	863	44871	100	100	100	537	570	559	8	2	2	23	8	12	67	86	84	3	4	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.

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.

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	97	43	63	53	96	53	NA	56	100	39	57	51
	Language	95	42	57	45	94	51	61	48	100	38	55	47
	Mathematics	96	64	73	62	96	74	80	66	100	50	61	52
7	Reading	96	46	65	51	93	50	NA	54	100	38	53	50
	Language	93	47	68	54	93	52	70	58	100	44	58	52
	Mathematics	93	52	69	58	93	57	74	62	100	45	57	50
8	Reading	97	52	65	53	98	54	NA	55	94	38	54	51
	Language	96	47	64	49	95	53	67	52	94	41	56	50
	Mathematics	96	50	68	58	98	54	71	61	94	45	59	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)
- 1 Non-certified Employee(s)
- 3 Teacher(s)
- 8 Parent(s)
- 0 Community Member(s)
- 0 Student(s)

Council Duties

- Ü Curriculum Development
- Ü Strategic Plan Implementation
- Ü Extracurricular Activities
- Ü School Safety Issues
- Ü Some Budget Decisions
- Ü Student Discipline Issues

Staffing Information for School Year 2005-06

Position	Number	Position	Number
Administrator	3.00	Teacher	57.00
Other Professional Staff	4.50	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	8	0	0
4 to 6 years	14	7	0	0
7 to 9 years	4	4	0	0
10 or more years	3	13	0	0

Highly Qualified (NCLB) School Year 2004-05

Core academic classes taught by Highly Qualified (NCLB) teachers.	174
Teachers with Emergency Certificaton.	3
Percent of teachers in the school with Emergency/Provisional Certification	5%
Percent of core classes not taught by Highly Qualified Teachers	0%

Resources Available at School Site

Special Facilities

- Ü CompassMath and READ 180 Learning Labs
- Ü Library Media Center with 48,000 Items

Extracurricular Activities

- Ü MESA - Math, Engineering, & Science
- Ü League Sports Competition
- Ü Odyssey of the Mind
- Ü Student Council
- Ü Poetry Club
- Ü Club for Guys
- Ü Dazzling Divas
- Ü Youth Safety Core

Social Services

- Ü Breakfast/Lunch Programs
- Ü Three Counselors
- Ü Psychologist
- Ü Speech and Language Pathologist
- Ü Clothing Bank
- Ü Drug and Violence Prevention Coordinator

School Achievements/Accomplishments 2004-05

- ü Amphitheater Middle School improved students' grasp of reading and math through a school wide reading emphasis, as well as through advanced math course offerings. This focus allowed students to advance well beyond grade level in both areas of study.
- ü Our school meets the technology challenge with Internet access in all classrooms and daily in-house video announcements. Four labs provide students with current information and a link to worldwide communication.

Student Activity Rates for School Year 2004-05

	% School	Arizona		
		% K-6/UE	% 7-8	% 9-12/US
Attendance Rate ⁴	93	95	94	95
Transfers Out Rates ⁵	16	12	12	17
Transfers In Rate ⁶	44	28	28	37
Stability Rate ⁷	83	87	87	82
Promotion Rate ⁸	94	96	95	81
Retention Rate ⁹	0	1	1	3
Dropout Rate ¹⁰	4	0	1	6
Status Unknown ¹¹	1	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

AMS leads the way in middle school drug prevention and school safety programs. We have three counselors working with students. We also have a full-time "Safe School" probation officer and a school resource officer on-site working with children and teaching classes. Each student has a copy of our Code of Conduct and attends an assembly which identifies suitable behavior and the rewards that come with doing a great job.

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) :

43

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	Charles C. Bermudez	(520) 696-6235
Transportation Policy	Marc Lappitt	(520) 696-3780
Community Resources	Alberto Marquez	(520) 696-6344
School Nutrition Programs	Amy Richards	(520) 696-6409
Parent Organization	Sheila Bradley	(520) 323-2209
Student Health/Nurse	Loy Mentzer	(520) 696-6240

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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Total cost of printing: 12 Pages X .0318 Per page X 800 Copies = \$305.00

** 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.