

ARIZONA SCHOOL REPORT CARD ACADEMIC YEAR 2005-06

2805 E. Ajo Way, Tucson, AZ 85713

Pima County Board of Supervisors

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	N/A

(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	Not Met
2002-03	N/A

School Improvement Status (b)

2004-05	SI Year 1
2003-04	Year 1
2002-03	N/A

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

School Overview

Principal/Administrator : Ms. Gloria Proo
 Schedule : 08:00 AM to 05:00 PM
 Grades : 9-12
 2005 Enrollment : 91
 Web Address : www.pimavocational.com
 Phone Number : (520) 903-0102
 Fax Number : (520) 903-0753
 E-mail : gproo@csd.pima.gov

Mission

The mission of Pima Vocational High School is to provide a comprehensive educational program for all students ages 17 to 21 wishing to meet the requirements of the State of Arizona for a high school diploma, and who wish to obtain a sustainable job through career oriented work experience. We are a small school learning community, with small classes and individualized learning. Our program targets students who have previously dropped out of school or are at risk of not completing high school.

School / Academic Goals

- ü Students will complete all requirements for a high school diploma according to the State of Arizona Department of Education. Students will master the state standards for secondary education and demonstrate continuous academic progress.
- ü Students will apply basic skills within a school-to-work program that will result in mastery of vocational skills in work placement and employment training classes.
- ü Students will successfully complete training in career-oriented work placements by completing career plan portfolios and required vocational internships.
- ü Students will demonstrate Adequate Yearly Progress by attaining 95% participation in the AIMS assessment, and demonstrating academic progress according to the stated annual goals.

Enrollment

October 1, 2004 School Year Student Enrollment : 112
 Accepting New Students in 2005-06 Under Open Enrollment Law :² Yes
 Number of Students Attending Under Open Enrollment in 2004-05 : 218

Instructional Programs

- ü School-to-work prog. with small classes
- ü Year-round school
- ü Basic skills mastery in applied setting
- ü Individualized program
- ü Vocational training daily
- ü On the job work experience
- ü Career exploration & assessment
- ü Support services on site

Calendar Information

Number of Instruction Days :	210
Average Daily Instruction Time :	5 hours 10 minutes
First Day of School :	7/18/2005
Last Day of School :	6/22/2006

Shared Responsibilities

School

1. To provide the best possible learning environment for students including:
 - *individual educational plan
 - *mastery of Arizona State standards
 - *vocational training and skills, on-the-job experience and workplace mentoring
 - *small school communitites and classes
2. On-going communication with parents to include:
 - *student progress and AIMS reports
 - *special education services
 - *highly qualified teacher status
 - *students'employment profiles and skills
 - *invitation of parents to participate

Parents

- 1) supporting student school attendance
- 2) informing school of information that will help in providing optimal instruction
- 3) support of school policies
- 4) participating on the school board or giving input to school policies
- 5) assisting students with health and nutritional needs

Transportation Policy

The school will assist low income students with monthly bus passes. The school will provide transportation between school sites as needed for attendance. Students are expected to provide an example of mature behavior on buses and vans at all times.

School Honors

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

Award/Honor	Year
ü 2 students & 2 staff went to leaders. conf. in Indiana	2005
ü Congressional letters of commendation to graduates	2005
ü Alumna granted full scholarship to com. college	2004

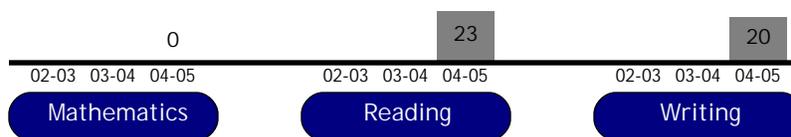
10th Grade

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	62	62	69846	100	100	100	645	645	699	90	90	21	10	10	11	0	0	49	0	0	18
All Students (Prior Year)	--	27	65934	--	75	100	--	444	492	--	96	43	--	0	18	--	4	24	--	0	15
Female	23	23	34328	100	100	99	645	645	702	86	86	19	14	14	12	0	0	51	0	0	18
Male	39	39	35509	100	100	100	646	646	696	93	93	23	7	7	11	0	0	48	0	0	18
African American	NC	NC	3535	NC	NC	100	NC	NC	677	NC	NC	31	NC	NC	15	NC	NC	46	NC	NC	8
Hispanic	41	41	23363	100	100	100	648	648	680	83	83	32	17	17	16	0	0	45	0	0	7
Asian/Pacific Islander	--	--	1742	--	--	99	--	--	733	--	--	8	--	--	7	--	--	46	--	--	38
American Indian/Alaskan Native	NC	NC	4785	NC	NC	100	NC	NC	671	NC	NC	39	NC	NC	17	NC	NC	39	NC	NC	5
White	12	12	36421	100	100	99	646	646	714	100	100	12	0	0	8	0	0	54	0	0	26
Students with Disabilities	15	15	7690	100	100	100	643	643	593	100	100	64	0	0	14	0	0	21	0	0	2
Students without Disabilities	47	47	62220	100	100	99	646	646	712	87	87	16	13	13	11	0	0	53	0	0	20
Limited English Proficient Students	NC	NC	5834	NC	NC	100	NC	NC	612	NC	NC	46	NC	NC	20	NC	NC	31	NC	NC	3
Migrant Students	--	--	117	--	--	NA	--	--	677	--	--	44	--	--	18	--	--	35	--	--	3
Economically Disadvantaged	51	51	21421	100	100	92	645	645	686	91	91	35	9	9	15	0	0	43	0	0	7
Non-Economically Disadvantaged	11	11	48489	100	100	100	646	646	704	86	86	15	14	14	10	0	0	52	0	0	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	65	65	71311	100	100	100	656	656	694	19	19	7	58	58	21	23	23	63	0	0	9
All Students (Prior Year)	--	25	68162	--	69	100	--	463	509	--	64	18	--	32	24	--	5	51	--	0	8
Female	26	26	34899	100	100	100	653	653	700	23	23	5	62	62	19	15	15	66	0	0	10
Male	39	39	36430	100	100	100	658	658	688	15	15	9	54	54	22	31	31	61	0	0	8
African American	NC	NC	3573	NC	NC	100	NC	NC	676	NC	NC	9	NC	NC	26	NC	NC	60	NC	NC	4
Hispanic	42	42	24056	100	100	100	661	661	672	20	20	13	47	47	31	33	33	53	0	0	3
Asian/Pacific Islander	--	--	1731	--	--	98	--	--	717	--	--	3	--	--	13	--	--	68	--	--	16
American Indian/Alaskan Native	NC	NC	5110	NC	NC	100	NC	NC	661	NC	NC	14	NC	NC	38	NC	NC	46	NC	NC	2
White	11	11	36841	100	100	99	655	655	713	20	20	3	60	60	12	20	20	72	0	0	13
Students with Disabilities	17	17	8021	100	100	100	634	634	590	33	33	27	67	67	42	0	0	29	0	0	1
Students without Disabilities	48	48	63379	100	100	100	662	662	707	15	15	5	55	55	18	30	30	68	0	0	10
Limited English Proficient Students	--	--	6402	--	--	100	--	--	596	--	--	25	--	--	44	--	--	30	--	--	1
Migrant Students	--	--	548	--	--	NA	--	--	659	--	--	26	--	--	36	--	--	38	--	--	0
Economically Disadvantaged	54	54	22243	100	100	93	654	654	677	23	23	14	55	55	32	23	23	51	0	0	3
Non-Economically Disadvantaged	11	11	49157	100	100	100	667	667	702	0	0	4	75	75	16	25	25	69	0	0	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	63	63	70868	100	100	100	647	647	688	8	8	5	72	72	23	20	20	63	0	0	9
All Students (Prior Year)	--	25	67629	--	69	100	--	436	524	--	61	22	--	30	16	--	9	59	--	0	3
Female	26	26	34710	100	100	99	663	663	697	0	0	3	71	71	19	29	29	66	0	0	12
Male	37	37	36176	100	100	100	627	627	678	18	18	7	73	73	27	9	9	59	0	0	7
African American	NC	NC	3557	NC	NC	99	NC	NC	675	NC	NC	7	NC	NC	25	NC	NC	62	NC	NC	6
Hispanic	42	42	23868	100	100	100	655	655	670	6	6	9	63	63	33	31	31	55	0	0	4
Asian/Pacific Islander	--	--	1732	--	--	98	--	--	713	--	--	2	--	--	12	--	--	64	--	--	22
American Indian/Alaskan Native	NC	NC	5001	NC	NC	100	NC	NC	661	NC	NC	9	NC	NC	41	NC	NC	48	NC	NC	2
White	10	10	36710	100	100	99	622	622	702	25	25	2	75	75	15	0	0	69	0	0	13
Students with Disabilities	16	16	7900	100	100	100	624	624	580	33	33	22	67	67	49	0	0	28	0	0	1
Students without Disabilities	47	47	63054	100	100	99	655	655	701	0	0	3	74	74	20	26	26	67	0	0	10
Limited English Proficient Students	--	--	6308	--	--	100	--	--	591	--	--	19	--	--	47	--	--	33	--	--	1
Migrant Students	--	--	540	--	--	NA	--	--	658	--	--	16	--	--	42	--	--	41	--	--	1
Economically Disadvantaged	50	50	21994	100	100	92	645	645	673	5	5	10	80	80	36	15	15	52	0	0	3
Non-Economically Disadvantaged	13	13	48960	100	100	100	655	655	694	20	20	3	40	40	18	40	40	67	0	0	12

NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District



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?	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	100	24	24	41	--	--	NA	42	NC	NC	NC	51
	Language	100	15	15	42	--	--	9	42	NC	NC	NC	50
	Mathematics	100	26	26	60	--	--	20	63	NC	NC	NC	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

- 2 School Administrator(s)
- 1 Non-certified Employee(s)
- 2 Teacher(s)
- 2 Parent(s)
- 2 Community Member(s)
- 2 Student(s)

Council Duties

- Ü Technology Planning
- Ü Curriculum recommendations/review
- Ü Vocational planning
- Ü Program evaluation

Staffing Information for School Year 2005-06

Position	Number	Position	Number
Administrator	2.00	Teacher	7.75
Other Professional Staff	1.00	Teacher Aide	.00

Years of Teaching Experience for School Year 2005-06

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

Highly Qualified (NCLB) School Year 2004-05

Core academic classes taught by Highly Qualified (NCLB) teachers.	20
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	40%

Resources Available at School Site

Special Facilities

- Ü Computer lab at each site
- Ü Teen health clinic on site
- Ü County services center on site
- Ü One-Stop Center on site (Employ. & Tra)

Extracurricular Activities

- Ü Vocational Training work placements
- Ü Tutoring and mentoring
- Ü Computer classes
- Ü Leadership activities and conferences
- Ü Gym available for after school sports

Social Services

- Ü Health Services
- Ü Counseling services
- Ü Case management (individual)
- Ü Job Counseling
- Ü Parenting classes
- Ü Homeless services
- Ü WIC
- Ü Utility assistance

Indicators of Success Based on Historical Data from 2004-05

School Achievements/Accomplishments 2004-05

- ü Thirty-two students graduated with a high school diploma in . These students had returned to school after having been out of school due to significant barriers and successfully completed all state requirements for graduation.

- ü Students successfully completed two hundred ten classes in their appropriate vocational components of work placement and employment training classes.

- ü All graduating seniors completed their career plan portfolios and vocational internship requirements.

- ü Ninety-five percent of the students in 10th, 11th, and 12th grade were present to take the AIMS test.

Student Activity Rates for School Year 2004-05

	% School	Arizona		
		% K-6/UE	% 7-8	% 9-12/US
Attendance Rate ⁴	85	95	94	95
Transfers Out Rates ⁵	66	12	12	17
Transfers In Rate ⁶	317	28	28	37
Stability Rate ⁷	33	87	87	82
Promotion Rate ⁸	22	96	95	81
Retention Rate ⁹	10	1	1	3
Dropout Rate ¹⁰	52	0	1	6
Status Unknown ¹¹	42	0	1	4
Graduation Rate ¹²	8	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 had 1 incident related to maintaining a safe and drug free campus during the 2004-2005 school year. Our school has strengthened the safe & drug-free policy already in existence by employing counselors to intervene with students proactively. A prevention program is in place and all staff receive training on mediation practices to promote a peaceful and respectful campus. Students are strongly encouraged to take responsibility for themselves and monitor their own behavior.

Total number of incidents that occurred on the school grounds for school year 2004-05 that required the intervention of local, state or federal law enforcement (A.R.S.15-746.6) :

1

The Arizona Attorney General's Office has a hotline that allows students to report suspicious activities at schools and to get help with potentially violent situations, such as bullying, harassment, hate crimes, discrimination and gangs. The toll-free number, 1-877-900-1086, is anonymous and available 24 hours a day.

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

Contacts

	Name	Phone Number
School Site Council	Michele Heimpel	(520) 740-4626
Transportation Policy	Rosa Ramos	(520) 903-0102
Community Resources	Alex Fernandez	(520) 740-4612
School Nutrition Programs	Alex Fernandez	(520) 740-4612
Parent Organization	Betty Walsh	(520) 903-0102
Student Health/Nurse	Diane Kerrihard	(520) 740-4600

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 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.