



ARIZONA SCHOOL REPORT CARD ACADEMIC YEAR 2004-05

450 S. 4th Avenue, Yuma, AZ 85364

Yuma Elementary 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)

2003-04	Performing
2002-03	Underperforming
2001-02	Underperforming

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

School Overview

Principal/Administrator : Dr. Judy Bishop
 Schedule : 7:30 AM to 4:00 PM
 Grades : 7-8
 2004 Enrollment : 577
 Web Address : www.yuma.org/fourthave.html
 Phone Number : (928) 783-2193
 Fax Number : (928) 783-2195
 E-mail : jbishop@yumaed.org

Mission

The Fourth Avenue staff fosters a positive learning environment in which students are provided life skills and challenges necessary to become successful in achieving academic excellence.

No Child Left Behind

Adequate Yearly Progress (b)

2003-04	Not Met
2002-03	Not Met
2001-02	N/A

School Improvement Status (b)

2003-04	Restructuring
2002-03	Corrective Action
2001-02	N/A

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

School / Academic Goals

- ü Increase percentage of students making at least one year's growth in reading and math as measured by the AIMS, Stanford 9 Achievement Test and District assessment.
- ü Increase teacher performance through increased utilization of effective instructional strategies/practices. Extensive professional development is offered to all teachers in order that they may increase their skills and update their methodology.
- ü Improve management through inclusion of leadership team, site council, parents, staff and students in the planning and support of the school programs.
- ü Build a cohesive staff, which in made up of teachers who are dedicated to doing whatever is necessary to motivate and help our students increase their academic performance.

Enrollment

October 1, 2003 School Year Student Enrollment : 584
 Accepting New Students in 2004-05 Under Open Enrollment Law : ² Yes
 Number of Students Attending Under Open Enrollment in 2003-04 : 5

Instructional Programs

- Ü Mentoring/Volunteer Program
- Ü Wilda's Writing Program/6 Traits
- Ü Gifted Program
- Ü Reading Counts
- Ü On Site Special Education
- Ü Parent Academy
- Ü Career Exploration

Calendar Information

Number of Instruction Days :	179
Average Daily Instruction Time :	6 hours 30 minutes
First Day of School :	8/11/2004
Last Day of School :	6/3/2005

Shared Responsibilities

School

Provide a safe environment for learning. Offer challenging instruction in a respectful environment. Communicate and work with families to support learning. Respect the cultural differences of students and their families.

Parents

Parents are asked to see that their child attends school regularly, to support the school in its effort to maintain proper discipline, abide by the dress code, establish a time for supervised homework, encourage their child's efforts and be available for conferences concerning their child's progress and behavior.

Transportation Policy

Transportation is provided for students living more than one mile from the campus. Students are responsible for proper conduct on the bus to and from school.

School Honors

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

Award/Honor	Year
Ü Migrant program was recognized at the national level	2003
Ü Seventh grade girls won city volleyball championship	2004
Ü Poetry Contest Winners	2004
Ü US Navy Americanism essay contest - finalist	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	291	1183	75001	100	99	99	429	445	468	73	57	37	22	31	36	4	9	16	0	4	10
All Students (Prior Year)	266	1100	71167	98	98	99	429	444	463	69	53	38	28	39	41	2	6	14	1	2	7
Female	139	567	36846	99	99	99	428	445	468	73	55	36	23	35	38	3	8	16	1	3	10
Male	152	616	37974	100	99	99	429	444	467	73	59	39	21	28	34	6	9	16	0	4	11
African American	NC	33	3720	NC	89	98	NC	429	446	NC	72	53	NC	25	33	NC	3	9	NC	0	4
Hispanic	257	800	26675	100	99	98	426	438	448	75	63	52	21	29	34	4	6	10	1	2	4
Asian/Pacific Islander	--	14	1575	--	100	99	--	491	504	--	25	18	--	25	33	--	33	20	--	17	29
American Indian/Alaskan Native	NC	NC	4731	NC	NC	98	NC	NC	438	NC	NC	61	NC	NC	30	NC	NC	7	NC	NC	2
White	24	321	37785	96	98	99	449	458	482	58	44	25	29	36	39	13	13	21	0	7	15
Students with Disabilities	22	130	8802	92	97	100	394	413	418	100	84	79	0	12	16	0	2	3	0	1	1
Students without Disabilities	269	1053	66199	100	99	99	431	447	472	71	54	34	24	33	38	5	9	17	0	4	11
Limited English Proficient Students	171	413	11710	97	96	100	420	422	429	80	78	70	19	20	25	1	2	4	0	1	1
Migrant Students	57	125	709				419	430	442	83	73	57	17	23	34	0	3	7	0	2	2
Economically Disadvantaged	184	616	29814				427	439	448	76	63	53	22	28	33	2	6	10	0	3	4
Non-Economically Disadvantaged	107	567	45170				432	450	479	69	51	28	22	34	38	8	11	20	1	4	14

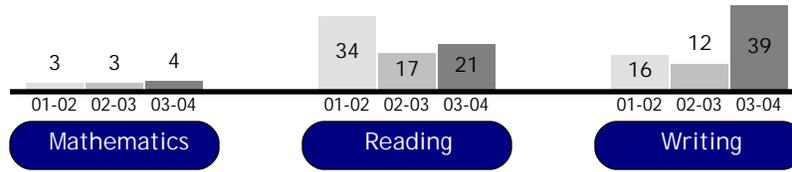
Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	292	1188	74918	100	99	99	463	483	497	64	42	32	15	20	19	19	31	35	2	7	15
All Students (Prior Year)	267	1100	71100	99	98	99	466	487	502	55	34	25	27	25	21	16	34	40	1	7	15
Female	139	568	36805	99	99	99	467	486	501	61	40	28	17	22	19	17	31	37	4	7	16
Male	153	620	37936	100	100	99	459	481	493	65	44	35	14	18	18	20	31	33	1	7	14
African American	NC	34	3719	NC	92	98	NC	470	481	NC	50	43	NC	28	21	NC	22	29	NC	0	7
Hispanic	257	802	26645	100	100	98	460	473	478	67	50	46	14	21	20	17	25	27	2	3	6
Asian/Pacific Islander	--	14	1571	--	100	99	--	517	521	--	17	18	--	17	15	--	33	38	--	33	30
American Indian/Alaskan Native	NC	NC	4729	NC	NC	98	NC	NC	468	NC	NC	57	NC	NC	19	NC	NC	19	NC	NC	4
White	25	322	37773	100	98	99	487	503	511	36	26	20	24	18	18	36	42	41	4	14	21
Students with Disabilities	22	130	8801	92	97	100	417	448	448	94	76	75	6	13	13	0	10	10	0	1	2
Students without Disabilities	270	1058	66117	100	100	99	467	486	501	61	39	28	16	21	19	20	32	37	2	7	16
Limited English Proficient Students	171	413	11706	97	96	100	450	456	454	79	70	71	14	20	16	6	9	12	0	0	1
Migrant Students	57	125	706				443	459	467	83	65	55	10	15	22	7	18	20	0	2	4
Economically Disadvantaged	183	616	29785				463	474	477	65	51	47	17	21	20	16	23	26	1	5	6
Non-Economically Disadvantaged	109	572	45115				463	492	508	61	34	23	13	19	18	23	37	39	3	9	20

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	287	1175	74503	100	98	99	453	478	491	13	8	9	48	40	32	38	49	51	1	3	8
All Students (Prior Year)	243	1032	69001	90	92	96	457	477	490	44	27	17	45	43	37	12	30	45	0	0	1
Female	137	565	36686	98	99	99	461	486	506	6	4	5	53	38	29	41	55	57	0	3	9
Male	150	610	37644	100	98	98	446	470	476	20	11	13	43	43	36	35	44	45	2	3	6
African American	NC	33	3677	NC	89	97	NC	462	475	NC	10	12	NC	42	36	NC	48	46	NC	0	5
Hispanic	253	795	26500	100	99	97	451	467	467	15	9	13	46	43	39	39	46	44	1	2	4
Asian/Pacific Islander	--	13	1566	--	100	99	--	533	537	--	0	5	--	33	23	--	58	55	--	8	18
American Indian/Alaskan Native	NC	NC	4695	NC	NC	97	NC	NC	464	NC	NC	14	NC	NC	39	NC	NC	44	NC	NC	3
White	24	318	37606	96	97	99	468	500	508	4	4	6	58	34	28	33	57	56	4	5	10
Students with Disabilities	21	124	8662	88	93	100	407	419	409	31	23	37	63	64	42	6	13	20	0	0	1
Students without Disabilities	266	1051	65841	100	99	98	457	482	499	12	7	7	47	38	32	40	52	53	1	3	8
Limited English Proficient Students	167	405	11608	95	94	100	437	443	430	16	14	23	53	53	47	31	32	28	0	1	1
Migrant Students	55	123	701				414	440	449	36	19	17	43	48	43	21	33	38	0	0	1
Economically Disadvantaged	182	609	29587				459	466	465	11	9	14	48	44	40	41	45	43	1	2	4
Non-Economically Disadvantaged	105	566	44898				444	489	507	18	6	7	48	37	28	33	53	55	1	4	10

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 2003-04

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. If Adequate Yearly Progress (AYP) is different from the AYP Determination Page, it is due to an appeal and the underlying data is not changed.

AYP Determination	Met Percent Tested?	Y
	Met Test Objectives?	N
	Met Attendance Rate?	Y
	Met Graduation Rate?	Not Evaluated
	Made AYP?	No

Glossary:

Adequate Yearly Progress

A measure of school performance as mandated by the federal government in the No Child Left Behind. AYP holds schools accountable for the performance of subgroups, as well as all students. AYP measures school toward the goal of having 100 percent of all students proficient in state standards for reading and math by 2013-14.

Met Percent Tested:

The school or district tested at least ninety-five percent (95%) of its students enrolled at the time of the test administration. Schools and districts must test at least 95 percent of their student in order to make AYP.

Met Test Objectives:

The percentage of students in the school or district that demonstrate proficiency in state standards by passing the AIMS test meets or exceeds the goal for that year. No Child Left Behind requires that Arizona set goals, called Annual Measurable Objectives, for the percentage of students passing AIMS for all public schools and districts in the state. The goals increase over time toward 100 percent passing by 2014. To meet the test objectives, every subgroup in the school must meet the Annual Measurable Objective.

Met Attendance Rate:

The school or district had an attendance rate of at least 94 percent over the first 100 days of the academic year. Schools and districts not serving high school students must have an attendance rate of 94 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.

School Improvement - Year 1:

Schools that have not made adequate yearly progress for two consecutive years are required to be identified for school improvement. These schools must write a school improvement plan, set aside funds for teacher training, implement the plan and offer Public School Choice (transportation) to the parents of all students attending the school.

School Improvement - Year 2:

Schools that have not made adequate yearly progress for three consecutive years are identified for school improvement for the second year. These schools must continue the school improvement requirements from Year 1. In addition, they must offer Supplemental Educational Services (tutoring) to the parents of eligible students attending the school.

Corrective Action:

Schools that have not made adequate yearly progress for four consecutive years are identified for Corrective Action. These schools must continue the school improvement requirements from Year 2. In addition, the district or charter holder must implement one corrective action from a list of six possible actions as stated in the No Child Left Behind Act of 2001.

For More Information on AYP, visit our website at www.ade.az.gov/azlearns and go to NCLB link

Stanford Achievement Test, Ninth Edition (SAT-9) Results

Stanford 9 Percentile Rank Scores

Grade	Content Area	2001-2002				2002-2003				2003-2004			
		%	Score	D	AZ	%	Score	D	AZ	%	Score	D	AZ
7	Reading	100	26	37	48	96	25	42	51	92	28	NA	54
	Language	100	27	39	51	99	30	45	54	97	35	55	58
	Mathematics	100	32	41	54	100	34	47	58	93	33	48	62
8	Reading	100	28	39	49	99	25	43	53	92	32	NA	55
	Language	100	24	33	46	99	22	37	49	97	27	39	52
	Mathematics	100	34	41	54	94	38	47	58	97	36	45	61

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)
- 5 Teacher(s)
- 3 Parent(s)
- 0 Community Member(s)
- 0 Student(s)

Council Duties

- Ü School Goals
- Ü Instructional Programs
- Ü Budget Priorities
- Ü Curriculum
- Ü School Safety
- Ü School Improvement Programs

Staffing Information for School Year 2004-05

Position	Number	Position	Number
Administrator	2.00	Teacher	34.00
Other Professional Staff	4.00	Teacher Aide	4.00

Years of Teaching Experience for School Year 2004-05

Experience	Bachelor's	Master's	Doctorate	Other
3 or fewer years	5	2	0	0
4 to 6 years	2	1	0	0
7 to 9 years	3	6	0	0
10 or more years	7	8	0	0

Highly Qualified (NCLB) & Core Academics

Core academic teachers meeting the definition of Highly Qualified (NCLB):	30
Core academic classes taught by Highly Qualified (NCLB) teachers.	0
Teachers with Emergency Certificaton.	4

Resources Available at School Site

Special Facilities

- Ü Computer Lab
- Ü Library
- Ü School Theater

Extracurricular Activities

- Ü Interscholastic Athletic Program
- Ü Math Counts
- Ü National Junior Honor Society
- Ü Academic Pentathalon
- Ü Chess Club
- Ü School Newspaper
- Ü Yearbook Club

Social Services

- Ü EXCEL
- Ü Children's Village
- Ü Health Services
- Ü School Bell
- Ü Community Liaison Coordinator
- Ü Parent Academy
- Ü Night classes in GED and English
- Ü Community Outreach Program

Indicators of Success Based on Historical Data from 2003-04

School Achievements/Accomplishments 2003-04

- ü One of our eighth grade students had the second highest score on an algebra test given to all algebra students in grades 8 through 12. Math is one of our targeted areas in our improvement plan.
- ü Three of our students won awards in the Arizona Poetry contest. We have worked intensively this year to improve our students' writing skills. This is just one of the many instances we have had, which show that we are making good progress.
- ü We have established a Parent Academy on our campus. We have over 100 parents who attend evening classes regularly. We provide lessons in English and GED preparation and work with parents to help them learn how to help their children in school.
- ü One of our students was chosen as an alternate to attend Space Camp this summer. The student qualified for his high science scores and his ability to write a convincing essay.

Student Activity Rates for School Year 2003-04

	% School	Arizona		
		% K-6	% 7-8	% 9-12
Attendance Rate ⁴	97	95	93	95
Transfers Out ⁵	--	21	20	24
Transfers In ⁶ (Within District)	--	2	2	2
Transfers In ⁷ (Out of District)	--	10	9	9
Promotion Rate ⁸	--	98	98	94
Retention Rate ⁹	--	1	1	5
Dropout Rate ¹⁰	--	NA		3
Status Unknown ¹¹	--			2
Graduation Rate ¹²	--			77

NA = Dropout Rate, status unknown and graduation rate does not apply to K-8. Dashes (--) = data not verified or school did not submit data.

Measure of Academic Progress

	% of Students Achieving One Year's Growth	
	Reading	Math
Grades 6-7	54	49
Grades 7-8	60	67

Arizona's Measure of Academic Progress (MAP) is an indicator of student academic growth from one year to the next. The results are based on the Stanford Achievement Test, Ninth Edition (Stanford 9), given in 2003-04. MAP includes only those students who were tested both years in consecutive grade levels at the same school or who started the school year in the same school in which they were tested in 2004. A student achieves One Year's Growth (OYG) if he or she remains in the same Stanine or advances a Stanine from one year to the next. There are two exceptions to this growth: 1) Students who begin in stanine 9 and move to stanine 8 will make OYG and 2) Students that stay in stanine 1 from one year to the next will not make OYG. The percentage of students achieving OYG at the school is reported above.

NC = Not Calculated (less than 10 matches) Dashes (--) = No Data Available

Stanines are normalized standard scores that range from a low of 1 to a high of 9, with 5 designating average performance. National Stanines, like National Percentile Ranks, indicate a student's relative standing in the national norm group (Source: Harcourt Educational Measurement).

School Safety

School-level Efforts to Ensure a Safe and Healthy Learning Environment

The school has implemented the assistance of a School Resource Officer and Talent Search Tutoring Program to ensure a safe and orderly learning environment. The counselor runs mediation hearings to decrease truancies. We have started a community outreach program, which will place a staff member as a parent/community liaison. This person will work with parents to offer help in acquiring needed services, scheduling classes requested and encouraging parents to become a part of our school.

Total number of incidents that occurred on the school grounds 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.

Contacts

	Name	Phone Number
School Site Council	Judy Bishop	(928) 783-2193
Transportation Policy	Mr. Lawson	(928) 341-9076
Community Resources	Dann Miller	(928) 783-2193
School Nutrition Programs	Karen Johnson	(928) 343-0800
Parent Organization	Maria Nixen	(928) 783-2193
Student Health/Nurse	Nancy Terry	(928) 783-2193

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.

School receives total scale value placing it in the Underperforming classification. School performance was below the state baseline in 2000/2001 and did not make adequate growth, or the school started above the state baseline and did not make adequate growth during the past three years.

Performing - meets state performance goals, and meets state progress goals.

School receives total scale value placing it in the Performing classification. School performance was at or above the state baseline in 2000/2001 and/or the school made adequate growth during the past three years.

Highly Performing - meets or exceeds state performance and state progress goals and has the requisite percentage of students "Exceeding the Standard" category on AIMS.

School receives total scale value placing it in the Highly Performing classification. School performance was at or above the state baseline in 2000/2001 and/or the school made adequate growth during the past three years. Additionally, the school met the performance threshold required for Highly Performing schools with a certain percentage of their students "Exceeds the Standard" category on the Arizona Instrument to Measure Standards (AIMS) over the past three years.

Excelling - meets or exceeds state performance and state progress goals and has the requisite percentage of students "Exceeding the Standard" category on AIMS.

School performance was at or above the state baseline in 2000/2001 and/or the school made adequate growth during the past three years. Additionally, the school met the performance threshold required for Excelling schools with a certain percentage of their students exceeding the standard on the Arizona Instrument to Measure Standards (AIMS) over the past three years.

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. AIMS was administered to all students in grades 3, 5, 8, and 10 in the spring of 2000. In the spring of 2001, grades 3, 5, 8, 10 and 11 were tested; students tested in grade 11 consisted of students retaking AIMS who did pass in grade 10 plus any new students. In the spring of 2002, grades 3, 5, 8, 10, 11, and 12 were tested; students tested in grades 11 and 12 were either re-testing or were new. As a result, the number of students tested in grades 11 and 12 is smaller than the number of students tested in grade 10. The proficiency levels include: Falls Far Below (FFB) the standard, Approaches (A) the standard, Meets or Met the standards, and Exceeds. MSS: The Mean Scaled Score (average) on a 200-800 scale. A student must have achieved a scale score of 500 to meet the standard. Scale scores are not comparable among content areas. Migrant, Economically Disadvantaged and Non-Economically Disadvantaged % tested for 2002-03 are not available, however, they will be calculated in the future. 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. No Data Available is replaced with dashes (--). For more information on testing and Arizona Academic Standards go to www.ade.az.gov/standards

4 Attendance Rate: Percentage of students attending the first 100 days of the academic year.

5 Transfers Out: Percentage of accountable students withdrawing to continue studies in another school or to be taught at home for the 2003-04 school year.

6 Transfers In (Within District): Percentage of accountable students entering school who were previously enrolled in another Arizona public school within the school district during the 2003-04 school year.

7 Transfers In (Out of District): Percentage of accountable students entering school who were previously enrolled in another school district during the 2003-04 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 2003-04 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 2003-04 school year.

10 Dropout Rate: Percentage of students counted as withdrawn due to chronic illness, expulsion or dropping out during the 2003-04 school year, to include activity during the summer of 2003. 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.

11 Status Unknown: Percentage of students unaccounted for by any method during the 2003-04 school year. Status unknown students are not necessarily dropouts.

12 Graduation Rate: The graduation rate presented here is a 5 year cohort rate for the class of 2003. For more information on the Graduation Rate Study published by the ADE, please see our website at www.ade.az.gov/grad.

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

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.