

ARIZONA SCHOOL REPORT CARD ACADEMIC YEAR 2005-06

1135 N. Main St, San Luis, AZ 85349

Gadsden 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)

2004-05	Performing
2003-04	Performing
2002-03	Underperforming

(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	Not Met

School Improvement Status (b)

2004-05	N/A
2003-04	Year 2
2002-03	Year 2

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

School Overview

Principal/Administrator : Mr. Carlos Robles
 Schedule : 07:00 AM to 04:00 PM
 Grades : 7-8
 2005 Enrollment : 584
 Web Address : www.gesd32.org
 Phone Number : (928) 627-6926
 Fax Number : (928) 627-9339
 E-mail : carobles@gesd32.org

Mission

Our mission is to provide high quality and interesting educational programs dedicated to ensure a brighter future for our students through student-centered learning. Our educational personnel and community will support our student-centered opportunities. We are a "English Learning Community"

School / Academic Goals

- ü Students will perform at grade level or above in reading, language, and mathematics using district and state-approved evaluation instruments (AIMS, State Standards and District Benchmark tests).
- ü To Prepare our ELL students with English language skills for successful academic achievement through the implementation of SIOP/SEI strategies.
- ü To increase our student's oral language fluency by teaching vocabulary and oral communication skills in small using cooperative learning strategies.
- ü To instill the thinking that we are an English Learning Community

Enrollment

October 1, 2004 School Year Student Enrollment : 618
 Accepting New Students in 2005-06 Under Open Enrollment Law : ² Yes
 Number of Students Attending Under Open Enrollment in 2004-05 : 3

Instructional Programs

- ü SEI
- ü Middle School Philosophy
- ü On-site Special Education
- ü Gifted
- ü After-school tutoring
- ü Community Works
- ü Law Related Education
- ü Peer Mediation

Calendar Information

Number of Instruction Days :	180
Average Daily Instruction Time :	6 hours 55 minutes
First Day of School :	8/8/2005
Last Day of School :	5/26/2006

Shared Responsibilities

School

Our school is a "English Learning Community" and provides a safe learning environment. We have high academic standards that are aligned to our curriculum. One month before the year begins, an information letter is sent to all parents. An orientation meeting is held for 6th grade students and parents the week before school ends. Another orientation meeting is held for all students and parents the week after school begins. We distribute a monthly newsletter. Grades are reported eight times per year.

Parents

Our district has a strict dress code policy that we enforce everyday of the school year. Parents are to have students dress appropriately each school day. Parents are to send their children to school every day. Parents are encouraged to participate as school volunteers and to become involved in their child's education. Parents are invited to participate in site council, PTO, and other school activities.

Transportation Policy

Transportation is provided for students who live more than one mile from school and for students with disabilities as indicated in their Individual Education Plan or 504 Plan. All other students walk or are transported by parents.

School Honors

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

Award/Honor	Year
ü 1st Place Student - Statewide Spanish Spelling Bee	2003
ü Athletic Championships: 8th Boys/ 7th Girls Soccer	2005
ü Runner up in 8th Boys Softball	2003
ü Yuma County Chess Champions - 11 out of 12 yrs	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	301	537	78250	97	98	99	512	508	548	47	48	21	22	21	18	28	29	48	3	2	13
All Students (Prior Year)	540	540	75001	97	97	99	475	475	468	29	29	37	38	38	36	21	21	16	12	12	10
Female	148	254	38071	97	98	99	511	512	549	47	46	20	24	22	19	27	30	49	2	2	12
Male	153	283	40126	97	98	99	513	504	547	48	49	23	20	20	17	29	28	46	3	2	14
African American	NC	NC	4058	NC	NC	99	NC	NC	523	NC	NC	32	NC	NC	22	NC	NC	41	NC	NC	5
Hispanic	300	535	29129	97	97	99	512	507	527	48	48	32	22	21	23	28	29	40	3	2	6
Asian/Pacific Islander	--	--	1747	--	--	100	--	--	589	--	--	9	--	--	9	--	--	50	--	--	32
American Indian/Alaskan Native	--	--	4996	--	--	100	--	--	518	--	--	36	--	--	25	--	--	36	--	--	4
White	--	--	38320	--	--	99	--	--	568	--	--	12	--	--	14	--	--	55	--	--	19
Students with Disabilities	23	36	9329	96	100	100	472	415	454	77	74	64	5	6	18	18	20	16	0	0	2
Students without Disabilities	278	501	68996	97	97	99	515	514	561	45	46	16	23	22	18	29	30	52	3	2	14
Limited English Proficient Students	190	397	10133	97	98	100	509	505	488	50	49	45	23	22	25	26	27	28	2	2	2
Migrant Students	NC	NC	83	NC	NC	NA	NC	NC	520	NC	NC	39	NC	NC	28	NC	NC	30	NC	NC	4
Economically Disadvantaged	296	523	33388	99	98	94	513	508	530	47	47	32	22	22	22	28	29	40	3	2	5
Non-Economically Disadvantaged	NC	14	44937	NC	74	100	NC	485	561	NC	70	13	NC	0	15	NC	30	54	NC	0	18

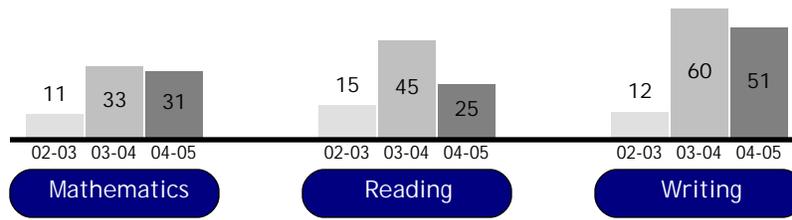
Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	301	538	78302	97	0	99	472	469	512	34	33	11	41	41	25	24	26	57	1	0	7
All Students (Prior Year)	539	539	74918	96	96	99	489	489	497	35	35	32	20	20	19	36	36	35	9	9	15
Female	148	254	38082	97	0	99	472	476	518	33	28	8	42	44	24	24	28	61	1	0	7
Male	153	284	40166	97	0	99	471	464	507	36	37	14	40	38	26	24	25	54	1	0	6
African American	NC	NC	4064	NC	NC	100	NC	NC	498	NC	NC	14	NC	NC	29	NC	NC	54	NC	NC	3
Hispanic	300	536	29152	97	0	99	471	469	492	35	33	17	41	41	34	24	26	46	1	0	2
Asian/Pacific Islander	--	--	1746	--	--	100	--	--	542	--	--	5	--	--	13	--	--	66	--	--	16
American Indian/Alaskan Native	--	--	4993	--	--	100	--	--	484	--	--	19	--	--	38	--	--	42	--	--	1
White	--	--	38347	--	--	99	--	--	531	--	--	5	--	--	17	--	--	68	--	--	10
Students with Disabilities	23	36	9353	96	0	100	444	389	429	68	63	40	27	29	38	5	9	22	0	0	1
Students without Disabilities	278	502	69024	97	0	99	474	475	524	32	30	7	42	42	23	25	27	62	1	0	7
Limited English Proficient Students	190	398	10140	97	0	100	469	466	451	35	34	28	43	43	43	21	23	29	0	0	1
Migrant Students	NC	NC	83	NC	NC	NA	NC	NC	480	NC	NC	29	NC	NC	36	NC	NC	35	NC	NC	0
Economically Disadvantaged	296	524	33398	99	0	94	472	469	495	34	33	18	41	41	35	24	26	46	1	0	2
Non-Economically Disadvantaged	NC	14	44979	NC	0	100	NC	471	525	NC	30	6	NC	40	18	NC	30	66	NC	0	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	301	537	78094	97	98	99	501	496	545	9	10	3	40	38	18	51	52	77	0	0	2
All Students (Prior Year)	530	530	74503	95	95	99	495	495	491	7	7	9	33	33	32	50	50	51	10	10	8
Female	148	255	38025	97	98	99	509	509	558	6	6	2	38	35	13	56	59	82	0	0	2
Male	153	282	40013	97	97	99	493	484	534	11	13	5	42	41	23	47	46	71	0	0	1
African American	NC	NC	4037	NC	NC	99	NC	NC	532	NC	NC	4	NC	NC	22	NC	NC	73	NC	NC	1
Hispanic	300	535	29068	97	97	99	501	496	523	9	10	5	40	38	27	51	52	67	0	0	1
Asian/Pacific Islander	--	--	1743	--	--	100	--	--	577	--	--	2	--	--	9	--	--	82	--	--	8
American Indian/Alaskan Native	--	--	4981	--	--	100	--	--	526	--	--	4	--	--	25	--	--	70	--	--	0
White	--	--	38265	--	--	99	--	--	564	--	--	2	--	--	11	--	--	84	--	--	3
Students with Disabilities	23	36	9275	96	100	100	453	383	444	23	34	14	59	43	46	18	23	39	0	0	1
Students without Disabilities	278	501	68892	97	97	98	505	504	559	7	8	2	39	38	14	54	54	82	0	0	2
Limited English Proficient Students	189	395	10084	96	97	100	496	491	474	9	10	10	43	40	39	48	50	50	0	0	1
Migrant Students	NC	NC	81	NC	NC	NA	NC	NC	504	NC	NC	12	NC	NC	27	NC	NC	60	NC	NC	0
Economically Disadvantaged	296	523	33296	99	98	94	502	496	527	8	9	5	41	39	27	51	52	67	0	0	0
Non-Economically Disadvantaged	NC	14	44871	NC	74	100	NC	476	559	NC	30	2	NC	20	12	NC	50	84	NC	0	3

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

Recent Trends in Student Proficiency on the State Standards (AIMS Test)

8th Grade Proficiency



The graph includes the percentage of students that met or exceeded the standards. NC = Not Calculated. Under the Family Educational Rights and Privacy Act of 1974 (FERPA), no individually identifiable references to students may be made. Therefore, items of data containing information about fewer than ten (10) students have been replaced with NC.

The table below shows the schools that met or did not meet based on federal AYP requirements. To meet AYP for the year, all applicable goals must be met.

AYP Determination	Met Percent Tested?	Y
	Met Test Objectives?	Y
	Met Attendance Rate?	Y
	Met Graduation Rate?	Not Evaluated
	Made AYP?	Yes

Glossary:

Adequate Yearly Progress

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

Met Percent Tested:

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

Met Test Objectives:

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

Met Attendance Rate:

The school or district had an attendance rate of at least 90 percent over the first 100 days of the academic year. Schools and districts not serving high school students must have an attendance rate of 90 percent, or show a one-percentage-point improvement over the previous year, in order to make AYP.

Met Graduation Rate:

The school or district had a four-year graduation rate of 71 percent or greater. School or districts granting a high school diploma must have a graduation rate of 71 percent, or show a one-percentage-point improvement over the previous year, in order to make AYP.

Achievement Test Results

Stanford 9 and TerraNova/AIMS DPA

Grade	Content Area	2002-2003 (SAT9)				2003-2004 (SAT9)				2004-2005 (TerraNova)			
		%	Score	D	AZ	%	Score	D	AZ	%	Score	D	AZ
7	Reading	98	17	17	51	97	17	NA	54	97	27	26	50
	Language	98	19	19	54	98	25	25	58	97	33	32	52
	Mathematics	99	52	52	58	98	45	45	62	97	38	38	50
8	Reading	97	19	19	53	94	45	NA	55	97	24	24	51
	Language	98	13	13	49	96	43	43	52	97	34	35	50
	Mathematics	97	44	44	58	96	68	68	61	97	40	40	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)
- 1 Teacher(s)
- 1 Parent(s)
- 1 Community Member(s)
- 1 Student(s)

Council Duties

- Ü School Safety Issues
- Ü Student Incentive Programs
- Ü Parent/Educator Relations
- Ü Staff Recognition
- Ü Increased Parent Involvement
- Ü School Needs Assessment Review

Staffing Information for School Year 2005-06

Position	Number	Position	Number
Administrator	2.00	Teacher	28.00
Other Professional Staff	4.00	Teacher Aide	3.00

Years of Teaching Experience for School Year 2005-06

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

Highly Qualified (NCLB) School Year 2004-05

Core academic classes taught by Highly Qualified (NCLB) teachers.	23
Teachers with Emergency Certificaton.	8
Percent of teachers in the school with Emergency/Provisional Certification	27%
Percent of core classes not taught by Highly Qualified Teachers	17%

Resources Available at School Site

Special Facilities

- Ü Library
- Ü Activity Center/Gymnasium
- Ü Computer Lab
- Ü Community College/Evenings

Extracurricular Activities

- Ü Interscholastic Athletics
- Ü Chess Club
- Ü Student Council
- Ü Garden Club
- Ü Future Business Leaders of America
- Ü Spirit Club
- Ü New York/Washington, DC Trip
- Ü Basketball Club

Social Services

- Ü Health Services - School Based Clinic
- Ü County Probation Officer
- Ü Counseling Services and Peer Mediation
- Ü Local Police Enforcement Assistance
- Ü Crisis Intervention
- Ü Parent Liaison
- Ü Safe Schools Officer
- Ü Migrant Program

Indicators of Success Based on Historical Data from 2004-05

School Achievements/Accomplishments 2004-05

- ü A successful year for ALternative Classes, where all eight graders where promoted to high school

- ü Our students continue to demonstrate improvement on the district Personal Narrative assessment.

- ü Our writng program implemented last year really gave to off last years and it shows ina dramatic improvment in our writing scores

Student Activity Rates for School Year 2004-05

	% School	Arizona		
		% K-6/UE	% 7-8	% 9-12/US
Attendance Rate ⁴	96	95	94	95
Transfers Out Rates ⁵	7	12	12	17
Transfers In Rate ⁶	9	28	28	37
Stability Rate ⁷	92	87	87	82
Promotion Rate ⁸	96	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	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

Students wear school uniforms. School rules and discipline matrix are reviewed with students and parents. PO teaches law-related education and also reviews school rules with every class. Students are supervised at all times during the day. In-school suspension is available to discourage repeated discipline infractions. An alternative program serves as an intervention for at-risk students.

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) :

4

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	Carlos robles	(928) 627-6926
Transportation Policy	Connie Ray	(928) 627-6559
Community Resources	Yolanda Conroy	(928) 627-6923
School Nutrition Programs	Delia Gradias	(928) 627-6928
Parent Organization	Sarai Robles	(928) 627-6936
Student Health/Nurse	Rosie Figueroa	(928) 627-6974

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."

ACHIEVEMENT PROFILES

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.

Printed in Phoenix, Arizona, by the Arizona Department of Education. December 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.