

ARIZONA SCHOOL REPORT CARD ACADEMIC YEAR 2005-06

5040 S. Campbell Avenue, Tucson, AZ 85706

Alta Vista Public Charter High School

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	Underperforming
2002-03	Not Evaluated

(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 Evaluated

School Improvement Status (b)

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

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

School Overview

Principal/Administrator : Mrs. Alicia Alvarez
 Schedule : 07:00 AM to 08:00 PM
 Grades : 9-12
 2005 Enrollment : 500
 Web Address :
 Phone Number : (520) 294-4922
 Fax Number : (520) 294-4933
 E-mail : alicia.alvarez@leonagroup.com

Mission

Our mission is to provide each student a diverse education in a safe and supportive environment that promotes respect, self-discipline, creativity, academic excellence, and service the community. The teachers and staff of Alta Vista High School will work with parents and the community to assist students in developing skills essential to becoming independent adults who will succeed and contribute responsibly to their community.

School / Academic Goals

- ü Strengthen school curriculum to help students meet or exceed graduation requirements set forth by the Arizona State Department of Education
- ü Expose and involve 100 percent of our student body to our 'Character Education' program and Positive Behavior Supports System (PBS).
- ü Increase student opportunities through scholarships, grants, and greater ties to the community while decreasing drop out rate.
- ü Develop a wide range of academic and non-academic programs to support the full spectrum of students' social and academic needs, goals, and objectives.

Enrollment

October 1, 2004 School Year Student Enrollment : 443
 Accepting New Students in 2005-06 Under Open Enrollment Law :² Yes
 Number of Students Attending Under Open Enrollment in 2004-05 : 660

Instructional Programs

- ü Curricula Aligned to the AZ Standards
- ü Accommodations for Special Education
- ü ELL Instruction in an SEI Environment
- ü College Preparation Courses
- ü Character Counts
- ü Math and Reading Remediation
- ü Afterschool and Friday tutoring
- ü Afternoon and Evening School Program

Calendar Information

Number of Instruction Days :	144
Average Daily Instruction Time :	5 hours 45 minutes
First Day of School :	8/15/2005
Last Day of School :	6/1/2006

Shared Responsibilities

School

Alta Vista High School provides a safe environment for students to pursue their academic goals. All students are given an equal educational opportunity and are treated with respect. We inform parents/guardians about student's progress regularly. Teachers are available before and after class to communicate with parents/guardians. Parent workshops addressing their child's needs are offered 4 times per year.

Parents

Parents are responsible for: reading the Code of Student Conduct and abiding by the rules and policies, ensuring the student's daily attendance and contacting the school about any absences, prohibiting students from using or possessing drugs or alcohol, and being actively involved in the student's success.

Transportation Policy

Students are responsible for transportation to and from school. We encourage our students to use the City of Tucson transit system. Students who demonstrate financial need are provided with bus passes.

School Honors

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

Award/Honor	Year
ü WordV- Office of Councilman Leal-Principal's List Recog	2004
ü 2005 President's Education Awards	2005

10th Grade

Mathematics	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	120	120	69846	97	97	100	661	661	699	57	57	21	24	24	11	18	18	49	0	0	18
All Students (Prior Year)	103	103	65934	96	96	100	456	456	492	87	87	43	12	12	18	1	1	24	0	0	15
Female	65	65	34328	100	100	99	663	663	702	57	57	19	20	20	12	24	24	51	0	0	18
Male	55	55	35509	93	93	100	658	658	696	58	58	23	31	31	11	11	11	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	105	105	23363	97	97	100	660	660	680	59	59	32	25	25	16	16	16	45	0	0	7
Asian/Pacific Islander	NC	NC	1742	NC	NC	99	NC	NC	733	NC	NC	8	NC	NC	7	NC	NC	46	NC	NC	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	NC	NC	36421	NC	NC	99	NC	NC	714	NC	NC	12	NC	NC	8	NC	NC	54	NC	NC	26
Students with Disabilities	13	13	7690	93	93	100	648	648	593	73	73	64	18	18	14	9	9	21	0	0	2
Students without Disabilities	107	107	62220	97	97	99	663	663	712	55	55	16	25	25	11	20	20	53	0	0	20
Limited English Proficient Students	11	11	5834	92	92	100	649	649	612	70	70	46	20	20	20	10	10	31	0	0	3
Migrant Students	--	--	117	--	--	NA	--	--	677	--	--	44	--	--	18	--	--	35	--	--	3
Economically Disadvantaged	87	87	21421	96	96	92	660	660	686	59	59	35	23	23	15	18	18	43	0	0	7
Non-Economically Disadvantaged	33	33	48489	100	100	100	665	665	704	52	52	15	29	29	10	19	19	52	0	0	23

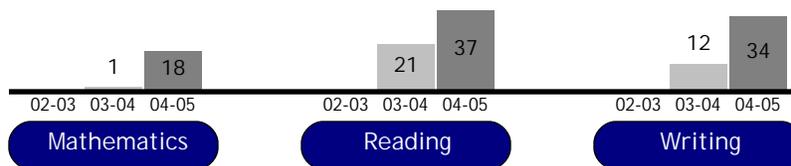
Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	120	120	71311	98	98	100	657	657	694	18	18	7	46	46	21	37	37	63	0	0	9
All Students (Prior Year)	105	105	68162	96	96	100	476	476	509	41	41	18	38	38	24	21	21	51	0	0	8
Female	64	64	34899	100	100	100	664	664	700	14	14	5	44	44	19	42	42	66	0	0	10
Male	56	56	36430	95	95	100	649	649	688	23	23	9	48	48	22	30	30	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	104	104	24056	98	98	100	656	656	672	18	18	13	47	47	31	35	35	53	0	0	3
Asian/Pacific Islander	NC	NC	1731	NC	NC	98	NC	NC	717	NC	NC	3	NC	NC	13	NC	NC	68	NC	NC	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	NC	NC	36841	NC	NC	99	NC	NC	713	NC	NC	3	NC	NC	12	NC	NC	72	NC	NC	13
Students with Disabilities	18	18	8021	100	100	100	633	633	590	38	38	27	38	38	42	23	23	29	0	0	1
Students without Disabilities	102	102	63379	95	95	100	661	661	707	14	14	5	47	47	18	39	39	68	0	0	10
Limited English Proficient Students	10	10	6402	91	91	100	633	633	596	44	44	25	33	33	44	22	22	30	0	0	1
Migrant Students	--	--	548	--	--	NA	--	--	659	--	--	26	--	--	36	--	--	38	--	--	0
Economically Disadvantaged	93	93	22243	100	100	93	655	655	677	17	17	14	47	47	32	36	36	51	0	0	3
Non-Economically Disadvantaged	27	27	49157	93	93	100	665	665	702	20	20	4	40	40	16	40	40	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	117	117	70868	96	96	100	660	660	688	9	9	5	56	56	23	34	34	63	0	0	9
All Students (Prior Year)	105	105	67629	96	96	100	440	440	524	70	70	22	18	18	16	12	12	59	0	0	3
Female	61	61	34710	97	97	99	670	670	697	4	4	3	57	57	19	38	38	66	0	0	12
Male	56	56	36176	95	95	100	647	647	678	15	15	7	55	55	27	30	30	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	101	101	23868	95	95	100	660	660	670	8	8	9	58	58	33	34	34	55	0	0	4
Asian/Pacific Islander	NC	NC	1732	NC	NC	98	NC	NC	713	NC	NC	2	NC	NC	12	NC	NC	64	NC	NC	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	NC	NC	36710	NC	NC	99	NC	NC	702	NC	NC	2	NC	NC	15	NC	NC	69	NC	NC	13
Students with Disabilities	15	15	7900	100	100	100	622	622	580	40	40	22	60	60	49	0	0	28	0	0	1
Students without Disabilities	102	102	63054	95	95	99	665	665	701	5	5	3	56	56	20	39	39	67	0	0	10
Limited English Proficient Students	10	10	6308	91	91	100	622	622	591	33	33	19	56	56	47	11	11	33	0	0	1
Migrant Students	--	--	540	--	--	NA	--	--	658	--	--	16	--	--	42	--	--	41	--	--	1
Economically Disadvantaged	88	88	21994	95	95	92	658	658	673	9	9	10	60	60	36	31	31	52	0	0	3
Non-Economically Disadvantaged	29	29	48960	100	100	100	664	664	694	10	10	3	45	45	18	45	45	67	0	0	12

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

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

10th Grade Proficiency



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

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	--	--	--	41	99	21	NA	42	91	25	25	51
	Language	--	--	--	42	100	18	18	42	91	24	24	50
	Mathematics	--	--	--	60	100	28	28	63	91	28	28	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)
- 0 Non-certified Employee(s)
- 2 Teacher(s)
- 2 Parent(s)
- 1 Community Member(s)
- 2 Student(s)

Council Duties

- Ü School Safety Issues
- Ü Extra Curricular Activities
- Ü Monitoring School Improvement Plan
- Ü Community Relations and Projects

Staffing Information for School Year 2005-06

Position	Number	Position	Number
Administrator	4.00	Teacher	16.00
Other Professional Staff	.00	Teacher Aide	1.00

Years of Teaching Experience for School Year 2005-06

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

Highly Qualified (NCLB) School Year 2004-05

Core academic classes taught by Highly Qualified (NCLB) teachers.	146
Teachers with Emergency Certificaton.	0
Percent of teachers in the school with Emergency/Provisional Certification	0%
Percent of core classes not taught by Highly Qualified Teachers	17%

Resources Available at School Site

Special Facilities

- Ü On-site Computer Lab with 30 Terminals
- Ü Career Center

Extracurricular Activities

- Ü Student Leadership Club
- Ü Yearbook
- Ü Prom
- Ü Basketball Teams
- Ü Volleyball Teams

Social Services

- Ü Family Counseling Services
- Ü Drop-out Prevention
- Ü College and Career Counselor
- Ü Collaboration with Non-Profit Org.

Indicators of Success Based on Historical Data from 2004-05

School Achievements/Accomplishments 2004-05

- ü Time and content grids, curriculum maps, lesson plans and on-going teacher observations verified that courses were alligned to state standards. 9 sections of Enrichment and Skills courses exposed students to content necessary to meet state standards.
- ü The students were exposed to character education on a daily basis. The school marquee exhibited weekly affirmations and teachers incorporated Character Education in their curriculum. School discipline was centered around six pillars of character.
- ü 17% of our Graduating Seniors received Scholarships for higher education. Four Juniors received Scholarship to attend Summer Leadership Camps.
- ü Required classes offered included regular and honors level classes. Elective classes included: Sign Language, Weights and Conditioning, Dance, Technology, Art and Athletics.

Student Activity Rates for School Year 2004-05

	% School	Arizona		
		% K-6/UE	% 7-8	% 9-12/US
Attendance Rate ⁴	97	95	94	95
Transfers Out Rates ⁵	33	12	12	17
Transfers In Rate ⁶	68	28	28	37
Stability Rate ⁷	66	87	87	82
Promotion Rate ⁸	75	96	95	81
Retention Rate ⁹	0	1	1	3
Dropout Rate ¹⁰	17	0	1	6
Status Unknown ¹¹	8	0	1	4
Graduation Rate ¹²	29	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

Our school's perimeter is protected by walls with additional wrought-iron security fencing. Our closed campus policy keeps students on campus during school hours. Employing a Tucson Police Officer ensures the safety of students and staff, consistency and implementation of school policies. Staff and faculty are involved in identifying student concerns and overseeing mediation while involving parents. The school also conducts annual Safety surveys with the Student Body and practices its Safety Plan .

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) :

55

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	Alicia Alvarez	(520) 294-4922
Transportation Policy	Svetlana Shakhova	(520) 294-4922
Community Resources	David Harris	(520) 294-4922
School Nutrition Programs	Svetlana Shakhova	(520) 294-4922
Parent Organization	David Garland	(520) 294-4922
Student Health/Nurse	Helga Mendivil	(520) 294-4922

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.