

ARIZONA SCHOOL REPORT CARD ACADEMIC YEAR 2005-06

1650 Washington Ave., Douglas, AZ 85607

Douglas Unified District

Arizona's report cards have been revised to include requirements in the federal No Child Left Behind Act, such as Adequate Yearly Progress and the disaggregation of student level data into required subgroups.

AZ LEARNS¹

Elementary Achievement Profile (a)

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

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

No Child Left Behind

Adequate Yearly Progress (b)

2004-05	Not Met
2003-04	Not Met
2002-03	Met

School Improvement Status (b)

2004-05	SI Year 1
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 : Mr. George B. Watkins
 Schedule : 07:00 AM to 04:00 PM
 Grades : 6-8
 2005 Enrollment : 608
 Web Address : www.dusd.k12.az.us/paulhuber
 Phone Number : (520) 364-2840
 Fax Number : (520) 364-2421
 E-mail : gwatkins@dusd.k12.us.az

Mission

All students have the opportunity and responsibility to become proficient in the Arizona State Standards via quality instruction, in a safe and supportive environment, and to become successful at the next academic level. Student progress will be evaluated using common assessments, augmented with intervention and enrichment.

School / Academic Goals

- ü Increase percentage of students meeting/exceeding the State Standards; reduce percentage of students falling below the State Standards and increase the percentage of ELL students meeting/exceeding State Standards in Reading, Writing, and Math.
- ü Employ and retain highly qualified and trained personnel in standards based instruction and researched based instructional methods to increase students' academic progress.
- ü Become a Professional Learning Community by asking four simple questions: 1) what are the students to learn?; 2) How do we know if they have learned it?; 3) What do we do if they do not learn it?; and 4) What do we do if they already know it?
- ü Engage in regular collaboration and communication between students/parents/staff/admin-istration/community to maintain a positive environment conducive to student learning.

Enrollment

October 1, 2004 School Year Student Enrollment : 571
 Accepting New Students in 2005-06 Under Open Enrollment Law : ² Yes
 Number of Students Attending Under Open Enrollment in 2004-05 : 33

Instructional Programs

- ü Advanced Placement
- ü On-site Special Education
- ü Gifted Program
- ü Yearbook
- ü Teaming Concept

Calendar Information

Number of Instruction Days : 180
 Average Daily Instruction Time : 6 hours 11 minutes
 First Day of School : 8/8/2005
 Last Day of School : 5/24/2006

Shared Responsibilities

School

Provide students a safe/secure environment for learning. Notify parents of students' attendance, special events/activities, school policies/rules/expectations, and academic progress. Allow parent input through Site Council and PTSO group.

Parents

Monitor student progress through school/teacher contact. Ensure students are on time and attend school regularly. Assist child with homework strategies. Help students develop good health habits. Provide nutritional needs for students.

Transportation Policy

DUSD #27 provides bus transportation to and from school for all students in need. Furthermore, special van services are available for the physically challenged child. Vans are available for our MAS (gifted) program, field trips and special events.

School Honors

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

Award/Honor	Year
ü Nations' Report Card-Assessment of Educational Progress	2003
ü AZ Youth Survey - AZ Criminal Justice System	2003
ü Walk for Diabetes Fundraiser	2005
ü St. Jude's Math-A-Thon Fundraiser	2005

8th Grade

Mathematics	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	166	285	78250	99	100	99	545	543	548	27	25	21	14	17	18	51	51	48	8	6	13
All Students (Prior Year)	199	316	75001	98	99	99	467	469	468	33	30	37	43	46	36	16	17	16	7	6	10
Female	80	142	38071	99	100	99	545	543	549	29	24	20	10	17	19	56	56	49	5	4	12
Male	86	142	40126	99	99	99	546	543	547	25	26	23	18	18	17	47	47	46	10	9	14
African American	--	--	4058	--	--	99	--	--	523	--	--	32	--	--	22	--	--	41	--	--	5
Hispanic	153	271	29129	99	100	99	544	542	527	28	25	32	14	17	23	52	52	40	7	6	6
Asian/Pacific Islander	NC	NC	1747	NC	NC	100	NC	NC	589	NC	NC	9	NC	NC	9	NC	NC	50	NC	NC	32
American Indian/Alaskan Native	--	--	4996	--	--	100	--	--	518	--	--	36	--	--	25	--	--	36	--	--	4
White	12	13	38320	100	100	99	566	566	568	18	18	12	27	27	14	36	36	55	18	18	19
Students with Disabilities	15	30	9329	94	100	100	484	472	454	80	82	64	13	11	18	0	4	16	7	4	2
Students without Disabilities	151	255	68996	99	99	99	552	551	561	21	19	16	14	18	18	57	57	52	8	7	14
Limited English Proficient Students	43	76	10133	98	99	100	524	523	488	37	37	45	17	19	25	43	39	28	3	4	2
Migrant Students	NC	19	83	NC	NA	NA	NC	535	520	NC	32	39	NC	16	28	NC	47	30	NC	5	4
Economically Disadvantaged	104	206	33388	97	99	94	536	537	530	32	28	32	14	16	22	50	51	40	5	5	5
Non-Economically Disadvantaged	62	79	44937	100	100	100	562	559	561	19	16	13	15	20	15	54	53	54	12	11	18

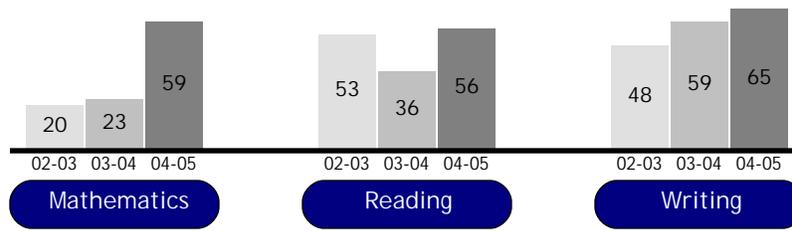
Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	166	285	78302	99	0	99	506	500	512	6	11	11	39	37	25	53	51	57	3	1	7
All Students (Prior Year)	200	318	74918	99	99	99	487	486	497	39	39	32	24	26	19	28	28	35	8	7	15
Female	80	142	38082	99	0	99	509	503	518	4	9	8	36	35	24	58	55	61	1	1	7
Male	86	142	40166	99	0	99	503	496	507	7	13	14	41	39	26	48	46	54	4	2	6
African American	--	--	4064	--	--	100	--	--	498	--	--	14	--	--	29	--	--	54	--	--	3
Hispanic	153	271	29152	99	0	99	503	498	492	6	12	17	39	37	34	53	50	46	2	1	2
Asian/Pacific Islander	NC	NC	1746	NC	NC	100	NC	NC	542	NC	NC	5	NC	NC	13	NC	NC	66	NC	NC	16
American Indian/Alaskan Native	--	--	4993	--	--	100	--	--	484	--	--	19	--	--	38	--	--	42	--	--	1
White	12	13	38347	100	0	99	534	534	531	0	0	5	36	36	17	55	55	68	9	9	10
Students with Disabilities	15	30	9353	94	0	100	456	449	429	40	54	40	53	36	38	7	11	22	0	0	1
Students without Disabilities	151	255	69024	99	0	99	511	505	524	2	6	7	37	37	23	58	55	62	3	2	7
Limited English Proficient Students	43	76	10140	98	0	100	480	476	451	13	23	28	63	52	43	24	24	29	0	0	1
Migrant Students	NC	19	83	NC	NA	NA	NC	480	480	NC	26	29	NC	37	36	NC	37	35	NC	0	0
Economically Disadvantaged	104	206	33398	97	0	94	499	494	495	6	13	18	46	40	35	46	45	46	3	2	2
Non-Economically Disadvantaged	62	79	44979	100	0	100	518	515	525	5	5	6	27	28	18	66	65	66	2	1	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	167	286	78094	99	100	99	527	523	545	4	6	3	31	30	18	65	65	77	0	0	2
All Students (Prior Year)	198	314	74503	98	98	99	482	483	491	10	9	9	31	35	32	53	51	51	6	5	8
Female	80	142	38025	99	100	99	542	536	558	1	3	2	19	21	13	79	76	82	0	0	2
Male	87	143	40013	100	99	99	513	512	534	6	7	5	42	40	23	52	53	71	0	0	1
African American	--	--	4037	--	--	99	--	--	532	--	--	4	--	--	22	--	--	73	--	--	1
Hispanic	154	272	29068	99	100	99	524	522	523	4	6	5	32	31	27	64	64	67	0	0	1
Asian/Pacific Islander	NC	NC	1743	NC	NC	100	NC	NC	577	NC	NC	2	NC	NC	9	NC	NC	82	NC	NC	8
American Indian/Alaskan Native	--	--	4981	--	--	100	--	--	526	--	--	4	--	--	25	--	--	70	--	--	0
White	12	13	38265	100	100	99	561	561	564	0	0	2	18	18	11	82	82	84	0	0	3
Students with Disabilities	16	31	9275	100	100	100	442	424	444	27	36	14	53	54	46	20	11	39	0	0	1
Students without Disabilities	151	255	68892	99	99	98	536	535	559	1	2	2	29	27	14	70	71	82	0	0	2
Limited English Proficient Students	44	77	10084	100	100	100	496	489	474	8	11	10	49	44	39	43	44	50	0	0	1
Migrant Students	NC	19	81	NC	NA	NA	NC	501	504	NC	11	12	NC	32	27	NC	58	60	NC	0	0
Economically Disadvantaged	105	207	33296	98	99	94	521	517	527	4	7	5	35	33	27	61	60	67	0	0	0
Non-Economically Disadvantaged	62	79	44871	100	100	100	537	541	559	3	3	2	25	22	12	71	76	84	0	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.

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

Met Graduation Rate:

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

Achievement Test Results

Stanford 9 and TerraNova/AIMS DPA

Grade	Content Area	2002-2003 (SAT9)				2003-2004 (SAT9)				2004-2005 (TerraNova)			
		%	Score	D	AZ	%	Score	D	AZ	%	Score	D	AZ
6	Reading	98	40	35	53	100	44	NA	56	98	45	43	51
	Language	99	40	36	45	100	42	37	48	98	41	40	47
	Mathematics	98	58	57	62	100	57	53	66	98	47	46	52
7	Reading	98	50	45	51	100	40	NA	54	98	49	43	50
	Language	99	60	55	54	100	51	51	58	98	51	46	52
	Mathematics	98	66	64	58	99	61	60	62	98	48	45	50
8	Reading	97	54	48	53	100	50	NA	55	99	47	42	51
	Language	98	55	49	49	100	54	52	52	99	48	45	50
	Mathematics	98	64	64	58	100	62	61	61	99	50	50	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

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

Council Duties

- Ü Extracurricular Activities
- Ü Curriculum Development
- Ü School Safety Issues
- Ü Parent/Educator Relations
- Ü Planning Strategies

Staffing Information for School Year 2005-06

Position	Number	Position	Number
Administrator	2.00	Teacher	28.00
Other Professional Staff	2.00	Teacher Aide	10.00

Years of Teaching Experience for School Year 2005-06

Experience	Bachelor's	Master's	Doctorate	Other
3 or fewer years	2	1	0	0
4 to 6 years	2	1	0	0
7 to 9 years	4	2	0	0
10 or more years	1	18	0	0

Highly Qualified (NCLB) School Year 2004-05

Core academic classes taught by Highly Qualified (NCLB) teachers.	296
Teachers with Emergency Certificaton.	2
Percent of teachers in the school with Emergency/Provisional Certification	7%
Percent of core classes not taught by Hightly Qualified Teachers	4%

Resources Available at School Site

Special Facilities

- Ü Career Exploration Lab
- Ü Keyboarding Lab
- Ü Library and Library Computer Lab
- Ü Science Lab

Extracurricular Activities

- Ü National Junior Honor Society
- Ü Shining Stars
- Ü Student Council
- Ü Football, Basketball, Wrestling, Track
- Ü Wrestling Club
- Ü Volleyball
- Ü Folklorico/Mariachi Groups

Social Services

- Ü Peer Mediation
- Ü Anti-Bullying Curriculum
- Ü Breakfast Program
- Ü Lunch Program
- Ü Counseling Services

Indicators of Success Based on Historical Data from 2004-05

School Achievements/Accomplishments 2004-05

- ü Have significantly raised school reading and math scores. Even though Huber is not required to be on a school improvement plan, we are taking a proactive approach by developing an active school improvement plan.

- ü Have significantly lowered the number of student suspensions, graffiti and disruptions in classrooms and hallways. Gang activity has decreased tremendously.

Student Activity Rates for School Year 2004-05

	% School	Arizona		
		% K-6/UE	% 7-8	% 9-12/US
Attendance Rate ⁴	93	95	94	95
Transfers Out Rates ⁵	4	12	12	17
Transfers In Rate ⁶	16	28	28	37
Stability Rate ⁷	95	87	87	82
Promotion Rate ⁸	95	96	95	81
Retention Rate ⁹	2	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

We have a zero-tolerance policy toward violence and drug abuse on campus. We offer anger management counseling. Peer mediators help students work out their differences to avoid violence. Teachers have duty before and after school throughout the campus. Closed campus allows for close supervision of students. Visitors must sign in at the front office upon arriving on school grounds. Passes are provided to visitors for recognition.

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) :

8

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	George B. Watkins	(520) 364-2840
Transportation Policy	Gilbert Gutierrez	(520) 364-8476
Community Resources		
School Nutrition Programs	Beverly Jackson	(520) 364-5641
Parent Organization	John Vaughn	(520) 364-2840
Student Health/Nurse	Yolanda Caruso	(520) 364-2840

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 200 Copies = \$76.00

** 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.