

ARIZONA SCHOOL REPORT CARD ACADEMIC YEAR 2005-06

101 El Mirage, Page, AZ 86040

Page 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 Plus
2003-04 Excelling
2002-03 Highly Performing

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

School Overview

Principal/Administrator : Mr. Eric Bonnicksen
Schedule : 07:30 AM to 04:30 PM
Grades : 6-8
2005 Enrollment : 694
Web Address : www.pageud.k12.az.us
Phone Number : (928) 608-4300
Fax Number : (928) 645-9285
E-mail : ebonnicksen@pageud.k12.az.us

Mission

Our school is a setting that ensures academic, social, and emotional growth to students. Students will gain a solid academic foundation in our school that is vital for success. In addition to Language Arts, students are enrolled in reading classes. Students that are reading below grade level are enrolled in our Corrective Reading Program which utilizes a Direct Instruction teaching method. All proficient readers enter Enrichment Reading classes to further develop their reading skills.

No Child Left Behind

Adequate Yearly Progress (b)

2004-05 Met
2003-04 Met
2002-03 Met

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 / Academic Goals

- ü Students will increase their Stanford 9 NCE and AIMS scores in reading, writing, and math at every grade level.
- ü Continue to refine standards-based curriculum, scope and sequence, and criterion-referenced tests in all subjects and to focus on integration with the high school and elementary schools.
- ü Implement Differentiated Instruction into all classes to ensure that all students are receiving instruction at their level.

Enrollment

October 1, 2004 School Year Student Enrollment : 801
Accepting New Students in 2005-06 Under Open Enrollment Law : ² Yes
Number of Students Attending Under Open Enrollment in 2004-05 : 0

Instructional Programs

- ü Integrated Curriculum/Instruction
- ü Homework Assistance Program
- ü Corrective/Enrichment Reading Programs
- ü After-School Tutoring
- ü Choices At-Risk Program
- ü Extended Day Math Program
- ü Accelerated Reader Program
- ü Adult Mentoring Program

Calendar Information

Number of Instruction Days :	180
Average Daily Instruction Time :	6 hours 0 minutes
First Day of School :	8/16/2005
Last Day of School :	5/26/2006

Shared Responsibilities

School

PMS takes responsibility to ensure that all students are provided with an opportunity to learn. Gradebook software is used to communicate students' progress towards AZ standards. Parent input is solicited and a positive home-school relationship is maintained. All handbooks are distributed and signed by students and parents. A school-wide Responsible Thinking Discipline Process is in place and provides a safe and orderly school environment for students.

Parents

Acknowledge, accept and cooperate in the support and enforcement of school rules. Provide time and space for students to complete school work and support the school in encouraging students to complete all work. Open communication with Middle School staff members is encouraged.

Transportation Policy

The district covers about 2,600 square miles. Bus routes run from a low of 11 miles to a high of 68 miles one way. We operate 51 bus routes averaging 2,301 miles per day. We operate 37 buses and students are on buses from 5:00 A.M. - 8:45 P.M.

School Honors

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

Award/Honor	Year
ü National Assessment of Educational Progress Award	2002
ü Excelling School Status	2004
ü AAJHSC Honor Council/Adviser of the Year	1998
ü Gilder Lerman Institute Social Studies Recipient	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	244	244	78250	99	100	99	544	544	548	14	14	21	22	22	18	59	59	48	5	5	13
All Students (Prior Year)	255	268	75001	98	100	99	486	486	468	21	21	37	40	40	36	23	23	16	16	16	10
Female	118	118	38071	100	100	99	552	552	549	12	12	20	23	23	19	61	61	49	4	4	12
Male	126	126	40126	98	99	99	535	535	547	16	16	23	21	21	17	57	57	46	6	6	14
African American	--	--	4058	--	--	99	--	--	523	--	--	32	--	--	22	--	--	41	--	--	5
Hispanic	NC	NC	29129	NC	NC	99	NC	NC	527	NC	NC	32	NC	NC	23	NC	NC	40	NC	NC	6
Asian/Pacific Islander	--	--	1747	--	--	100	--	--	589	--	--	9	--	--	9	--	--	50	--	--	32
American Indian/Alaskan Native	186	186	4996	98	99	100	539	539	518	15	15	36	24	24	25	57	57	36	4	4	4
White	51	51	38320	100	100	99	563	563	568	9	9	12	13	13	14	67	67	55	11	11	19
Students with Disabilities	40	40	9329	100	100	100	461	461	454	47	47	64	32	32	18	18	18	16	3	3	2
Students without Disabilities	204	204	68996	98	99	99	560	560	561	7	7	16	20	20	18	67	67	52	6	6	14
Limited English Proficient Students	42	42	10133	100	100	100	514	514	488	25	25	45	27	27	25	43	43	28	5	5	2
Migrant Students	--	--	83	--	--	NA	--	--	520	--	--	39	--	--	28	--	--	30	--	--	4
Economically Disadvantaged	167	167	33388	98	98	94	543	543	530	15	15	32	27	27	22	54	54	40	3	3	5
Non-Economically Disadvantaged	77	77	44937	100	100	100	544	544	561	11	11	13	11	11	15	68	68	54	10	10	18

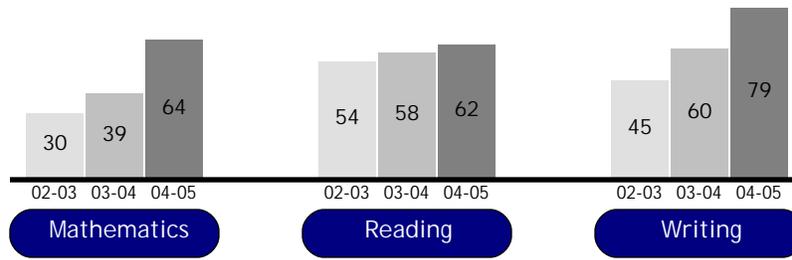
Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	244	244	78302	99	0	99	507	507	512	10	10	11	29	29	25	56	56	57	6	6	7
All Students (Prior Year)	257	270	74918	99	100	99	510	510	497	21	21	32	21	21	19	37	37	35	21	21	15
Female	118	118	38082	100	0	99	521	521	518	4	4	8	29	29	24	62	62	61	5	5	7
Male	126	126	40166	98	0	99	492	492	507	16	16	14	28	28	26	50	50	54	6	6	6
African American	--	--	4064	--	--	100	--	--	498	--	--	14	--	--	29	--	--	54	--	--	3
Hispanic	NC	NC	29152	NC	NC	99	NC	NC	492	NC	NC	17	NC	NC	34	NC	NC	46	NC	NC	2
Asian/Pacific Islander	--	--	1746	--	--	100	--	--	542	--	--	5	--	--	13	--	--	66	--	--	16
American Indian/Alaskan Native	186	186	4993	98	0	100	499	499	484	10	10	19	32	32	38	55	55	42	2	2	1
White	51	51	38347	100	0	99	537	537	531	9	9	5	11	11	17	61	61	68	20	20	10
Students with Disabilities	40	40	9353	100	0	100	419	419	429	50	50	40	32	32	38	16	16	22	3	3	1
Students without Disabilities	204	204	69024	98	0	99	524	524	524	2	2	7	28	28	23	64	64	62	6	6	7
Limited English Proficient Students	42	42	10140	100	0	100	479	479	451	18	18	28	36	36	43	43	43	29	4	4	1
Migrant Students	--	--	83	--	--	NA	--	--	480	--	--	29	--	--	36	--	--	35	--	--	0
Economically Disadvantaged	167	167	33398	98	0	94	505	505	495	10	10	18	33	33	35	55	55	46	1	1	2
Non-Economically Disadvantaged	77	77	44979	100	0	100	510	510	525	10	10	6	19	19	18	56	56	66	15	15	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	240	240	78094	97	98	99	546	546	545	1	1	3	20	20	18	77	77	77	2	2	2
All Students (Prior Year)	255	268	74503	98	100	99	491	491	491	7	7	9	33	33	32	55	55	51	5	5	8
Female	118	118	38025	100	100	99	572	572	558	1	1	2	11	11	13	86	86	82	3	3	2
Male	122	122	40013	95	96	99	520	520	534	2	2	5	29	29	23	68	68	71	1	1	1
African American	--	--	4037	--	--	99	--	--	532	--	--	4	--	--	22	--	--	73	--	--	1
Hispanic	NC	NC	29068	NC	NC	99	NC	NC	523	NC	NC	5	NC	NC	27	NC	NC	67	NC	NC	1
Asian/Pacific Islander	--	--	1743	--	--	100	--	--	577	--	--	2	--	--	9	--	--	82	--	--	8
American Indian/Alaskan Native	185	185	4981	98	98	100	545	545	526	1	1	4	21	21	25	76	76	70	2	2	0
White	48	48	38265	94	98	99	554	554	564	0	0	2	18	18	11	80	80	84	2	2	3
Students with Disabilities	37	37	9275	97	100	100	450	450	444	8	8	14	44	44	46	44	44	39	3	3	1
Students without Disabilities	203	203	68892	97	98	98	564	564	559	0	0	2	15	15	14	83	83	82	2	2	2
Limited English Proficient Students	41	41	10084	100	100	100	521	521	474	1	1	10	27	27	39	70	70	50	2	2	1
Migrant Students	--	--	81	--	--	NA	--	--	504	--	--	12	--	--	27	--	--	60	--	--	0
Economically Disadvantaged	163	163	33296	95	96	94	550	550	527	1	1	5	20	20	27	78	78	67	1	1	0
Non-Economically Disadvantaged	77	77	44871	100	100	100	538	538	559	1	1	2	21	21	12	75	75	84	3	3	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
6	Reading	96	41	41	53	97	48	NA	56	97	46	46	51
	Language	100	30	30	45	98	36	36	48	97	40	40	47
	Mathematics	96	59	59	62	97	63	63	66	97	46	46	52
7	Reading	100	41	41	51	96	46	NA	54	100	43	43	50
	Language	100	48	48	54	96	50	50	58	100	43	43	52
	Mathematics	99	59	59	58	97	63	63	62	100	42	42	50
8	Reading	99	47	47	53	95	55	NA	55	98	52	52	51
	Language	100	44	44	49	95	52	52	52	98	47	47	50
	Mathematics	100	62	62	58	94	67	67	61	98	52	52	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)
- 2 Non-certified Employee(s)
- 2 Teacher(s)
- 2 Parent(s)
- 2 Community Member(s)
- 1 Student(s)

Council Duties

- Ü Curriculum Development
- Ü Curriculum Assessment
- Ü Program Evaluation
- Ü School Improvement
- Ü Textbook/Supplemental Material Selection

Staffing Information for School Year 2005-06

Position	Number	Position	Number
Administrator	2.00	Teacher	49.00
Other Professional Staff	5.00	Teacher Aide	6.00

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	7	2	0	0
7 to 9 years	2	3	0	0
10 or more years	10	12	0	1

Highly Qualified (NCLB) School Year 2004-05

Core academic classes taught by Highly Qualified (NCLB) teachers.	238
Teachers with Emergency Certificaton.	1
Percent of teachers in the school with Emergency/Provisional Certification	1%
Percent of core classes not taught by Hightly Qualified Teachers	3%

Resources Available at School Site

Special Facilities

- Ü Five Computer/Technology Labs
- Ü Well stocked Library
- Ü Performing Arts Facility

Extracurricular Activities

- Ü Student Council
- Ü Odyssey of the Mind
- Ü Fall/Winter/Spring Extracurricular Sport
- Ü Native Cultures Club
- Ü Band/Orchestra/Choir/Guitar
- Ü Art Club
- Ü National Junior Honor Society
- Ü Guitar Club

Social Services

- Ü Recreational Activities
- Ü Health and Nutrition Services
- Ü ENACT
- Ü Health Services
- Ü Counseling Services
- Ü Afterschool Program

Indicators of Success Based on Historical Data from 2004-05

School Achievements/Accomplishments 2004-05

- ü Improvement in AIM's test scores. There was positive growth in moving students to the Meets and Exceeds levels on the AIM's test.

- ü All subjects have a written, taught, and tested curriculum tied to Arizona and national standards. All content areas have common assessments in place so that they can frequently monitor student progress toward standards.

- ü Achievement gap between Native American and Anglo students has been closed.

Student Activity Rates for School Year 2004-05

	% School	Arizona		
		% K-6/UE	% 7-8	% 9-12/US
Attendance Rate ⁴	95	95	94	95
Transfers Out Rates ⁵	10	12	12	17
Transfers In Rate ⁶	19	28	28	37
Stability Rate ⁷	90	87	87	82
Promotion Rate ⁸	92	96	95	81
Retention Rate ⁹	0	1	1	3
Dropout Rate ¹⁰	2	0	1	6
Status Unknown ¹¹	0	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

PMS has a Responsible Thinking Classroom to provide support to teachers who have classroom issues with disruptions. We have a campus safety person to monitor grounds provide supervision during school time. We have a sound Crisis Management 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) :

5

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	Eric Bonniksen	(928) 608-4300
Transportation Policy	Kathy Wagnon	(928) 608-4100
Community Resources	Eric Bonniksen	(928) 608-4300
School Nutrition Programs	Shauna Leach	(928) 608-4102
Parent Organization	Eric Bonniksen	(928) 608-4300
Student Health/Nurse	Carol Nimrod	(928) 608-4300

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.

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** 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.