

## ARIZONA SCHOOL REPORT CARD ACADEMIC YEAR 2004-05

130 West Mesquite Street, Gilbert, AZ 85233

Gilbert 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 LEARNS<sup>1</sup>

#### Elementary Achievement Profile (a)

2003-04	Excelling
2002-03	Excelling
2001-02	Maintaining

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

### No Child Left Behind

#### Adequate Yearly Progress (b)

2003-04	Met
2002-03	Met
2001-02	N/A

#### School Improvement Status (b)

2003-04	N/A
2002-03	N/A
2001-02	N/A

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

### School Overview

Principal/Administrator : Mr. Ron Izzett  
 Schedule : 7:00 AM to 4:30 PM  
 Grades : 7-8  
 2004 Enrollment : 1037  
 Web Address : [www.gilbert.k12.az.us/info/schools/mjhs/mjhs](http://www.gilbert.k12.az.us/info/schools/mjhs/mjhs)  
 Phone Number : (480) 926-1433  
 Fax Number : (480) 813-9002  
 E-mail : [ron\\_izzett@gilbert.k12.az.us](mailto:ron_izzett@gilbert.k12.az.us)

### Mission

MJHS has provided the community and students with an established institution of education. With a balance of academic programs, and extracurricular, our students are prepared for the challenges. Parent involvement provides; experience and knowledge.

### School / Academic Goals

- ü Prop 301 alignment, and School Improvement - Unit goal consists of: MJHS students will be exposed to strategies to demonstrate growth in their writing skills.
- ü School Improvement - Unit goal consists of students increasing their level of personal responsibility. Character Education will be provided; trustworthiness, fairness, respect, caring, responsibility and citizenship.
- ü As all students of GPS they will excel academically with an emphasis on mathematics, writing, and reading.
- ü MJHS will continue to focus on responsibility, achievement, technology, awareness, tolerance, independence, motivation, and achievement in all aspects of learning.

### Enrollment

October 1, 2003 School Year Student Enrollment : 1034  
 Accepting New Students in 2004-05 Under Open Enrollment Law : <sup>2</sup> Yes  
 Number of Students Attending Under Open Enrollment in 2003-04 : 171

Instructional Programs

- Honors Classes
- On-site Special Education
- ELL
- Language Arts Block (7th & 8th Grades)

Calendar Information

Number of Instruction Days :	179
Average Daily Instruction Time :	6 hours 51 minutes
First Day of School :	8/12/2004
Last Day of School :	5/26/2005

Shared Responsibilities

School

MJHS academic standards and goals. A daily stamp program ensures responsibility of the teachers, students, and parents. MJHS provides a safe environment with supervision before, after and during school hours.

Parents

Parents are responsible for students arriving on time, dressed appropriately, with completed homework. Parents are responsible for the health and for reporting to the school any health issues which may impact their child's ability to learn.

Transportation Policy

MJHS uses 17 buses to transport students who live outside a one-mile range to and from the school each day. MJHS boundaries are approximately 10 square miles.

School Honors

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

Award/Honor	Year
• Grant--Desert Botanical Gardens	1992
• Ecoquest Program	1999
• MJHS Fine Arts Department	1999
• Character Counts Education	2001

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	531	2882	75001	100	100	99	493	487	468	12	19	37	46	42	36	29	25	16	13	14	10
All Students (Prior Year)	510	2602	71167	100	98	99	485	483	463	18	19	38	49	49	41	21	21	14	12	11	7
Female	289	1458	36846	100	100	99	494	487	468	10	18	36	47	44	38	31	25	16	12	12	10
Male	242	1404	37974	100	100	99	491	486	467	14	21	39	46	40	34	26	24	16	14	15	11
African American	23	116	3720	100	99	98	470	456	446	39	40	53	39	44	33	17	13	9	4	4	4
Hispanic	84	381	26675	100	99	98	473	470	448	24	30	52	57	46	34	13	18	10	6	6	4
Asian/Pacific Islander	33	97	1575	97	99	99	506	510	504	7	10	18	44	34	33	22	29	20	26	27	29
American Indian/Alaskan Native	NC	24	4731	NC	100	98	NC	466	438	NC	32	61	NC	36	30	NC	27	7	NC	5	2
White	386	2204	37785	100	99	99	497	490	482	9	17	25	45	42	39	33	26	21	13	15	15
Students with Disabilities	60	331	8802	100	100	100	470	439	418	46	61	79	25	29	16	21	6	3	8	3	1
Students without Disabilities	471	2551	66199	100	99	99	494	490	472	10	16	34	47	43	38	29	26	17	13	14	11
Limited English Proficient Students	11	32	11710	100	100	100	443	446	429	50	43	70	50	57	25	0	0	4	0	0	1
Migrant Students	--	--	709				--	--	442	--	--	57	--	--	34	--	--	7	--	--	2
Economically Disadvantaged	50	245	29814				469	469	448	28	33	53	54	41	33	15	18	10	3	8	4
Non-Economically Disadvantaged	481	2637	45170				495	488	479	11	18	28	46	42	38	30	25	20	14	14	14

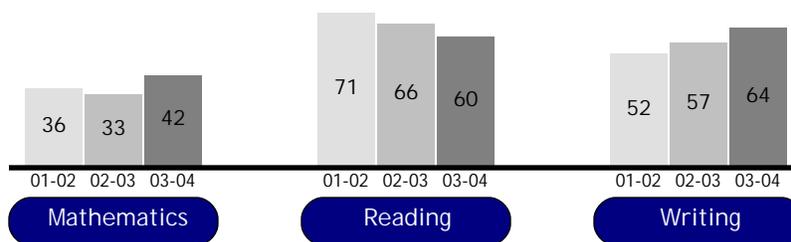
Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	531	2881	74918	100	100	99	508	509	497	21	21	32	18	18	19	42	43	35	18	19	15
All Students (Prior Year)	508	2617	71100	100	98	99	513	513	502	15	14	25	18	20	21	47	48	40	19	18	15
Female	288	1461	36805	100	100	99	513	512	501	15	18	28	19	19	19	47	44	37	19	20	16
Male	243	1397	37936	100	100	99	501	507	493	29	24	35	17	16	18	37	42	33	17	18	14
African American	23	118	3719	100	100	98	495	487	481	26	37	43	26	22	21	39	31	29	9	10	7
Hispanic	83	380	26645	99	99	98	489	496	478	40	30	46	21	22	20	29	38	27	10	11	6
Asian/Pacific Islander	33	97	1571	97	99	99	516	522	521	21	17	18	14	14	15	34	38	38	31	32	30
American Indian/Alaskan Native	NC	24	4729	NC	100	98	NC	493	468	NC	35	57	NC	26	19	NC	26	19	NC	13	4
White	387	2212	37773	100	99	99	512	512	511	18	18	20	17	17	18	46	45	41	19	20	21
Students with Disabilities	61	332	8801	100	100	100	464	460	448	69	67	75	13	17	13	11	13	10	7	3	2
Students without Disabilities	470	2549	66117	99	99	99	513	514	501	16	17	28	19	18	19	46	46	37	20	20	16
Limited English Proficient Students	11	32	11706	100	100	100	430	465	454	100	63	71	0	13	16	0	25	12	0	0	1
Migrant Students	--	--	706				--	--	467	--	--	55	--	--	22	--	--	20	--	--	4
Economically Disadvantaged	50	250	29785				478	495	477	40	29	47	27	24	20	31	36	26	2	11	6
Non-Economically Disadvantaged	481	2631	45115				510	511	508	20	20	23	17	17	18	43	44	39	20	19	20

Writing	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	529	2861	74503	100	100	99	502	508	491	7	6	9	29	28	32	55	58	51	9	9	8
All Students (Prior Year)	496	2574	69001	97	97	96	499	499	490	9	8	17	34	36	37	57	56	45	0	0	1
Female	288	1452	36686	100	99	99	522	524	506	2	2	5	27	23	29	59	65	57	12	11	9
Male	241	1389	37644	100	99	98	479	492	476	13	9	13	31	33	36	50	50	45	6	7	6
African American	23	117	3677	100	100	97	478	486	475	0	6	12	39	37	36	61	53	46	0	4	5
Hispanic	84	377	26500	100	98	97	482	494	467	8	6	13	38	33	39	48	54	44	6	7	4
Asian/Pacific Islander	33	97	1566	97	99	99	532	542	537	4	2	5	29	22	23	54	57	55	14	18	18
American Indian/Alaskan Native	NC	23	4695	NC	100	97	NC	472	464	NC	9	14	NC	39	39	NC	43	44	NC	9	3
White	384	2199	37606	100	98	99	506	511	508	7	6	6	26	27	28	57	59	56	10	9	10
Students with Disabilities	60	327	8662	100	100	100	410	423	409	33	31	37	45	43	42	18	23	20	4	2	1
Students without Disabilities	469	2534	65841	99	99	98	513	516	499	4	3	7	27	26	32	59	61	53	10	9	8
Limited English Proficient Students	11	32	11608	100	100	100	456	457	430	0	25	23	50	38	47	50	38	28	0	0	1
Migrant Students	--	--	701				--	--	449	--	--	17	--	--	43	--	--	38	--	--	1
Economically Disadvantaged	49	245	29587				471	483	465	16	9	14	25	32	40	55	54	43	5	4	4
Non-Economically Disadvantaged	480	2616	44898				505	511	507	6	5	7	29	27	28	55	58	55	10	9	10

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

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

8th Grade Proficiency



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

ADEQUATE YEARLY PROGRESS (AYP) FOR SCHOOL YEAR 2003-04

The table below shows the schools that met or did not meet based on federal AYP requirements. To meet AYP for the year, all applicable goals must be met. If Adequate Yearly Progress (AYP) is different from the AYP Determination Page, it is due to an appeal and the underlying data is not changed.

AYP Determination	Met Percent Tested?	Y
	Met Test Objectives?	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 94 percent over the first 100 days of the academic year. Schools and districts not serving high school students must have an attendance rate of 94 percent, or show a one-percentage-point improvement over the previous year, in order to make AYP.

**Met Graduation Rate:**

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

**School Improvement - Year 1:**

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

**School Improvement - Year 2:**

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

**Corrective Action:**

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

For More Information on AYP, visit our website at [www.ade.az.gov/azlearns](http://www.ade.az.gov/azlearns) and go to NCLB link

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

Stanford 9 Percentile Rank Scores

Grade	Content Area	2001-2002				2002-2003				2003-2004			
		%	Score	D	AZ	%	Score	D	AZ	%	Score	D	AZ
7	Reading	99	67	69	48	100	70	70	51	99	70	NA	54
	Language	98	67	70	51	100	72	73	54	99	72	74	58
	Mathematics	98	71	73	54	100	79	76	58	100	80	78	62
8	Reading	99	62	64	49	99	64	65	53	100	64	NA	55
	Language	98	59	63	46	100	64	65	49	100	62	64	52
	Mathematics	98	71	73	54	100	76	74	58	100	77	75	61

The Stanford 9 is a standardized, norm-referenced test. Since 1999, all students in grades 2 through 9 have been tested in Reading, Mathematics and Language. The percentage (%) of eligible students tested and the school's percentile ranks are listed above. State average percentile ranks for Arizona and District are provided for comparison. Note that the average percentile ranks for the nation are 50 for all content areas in all grades. Under the Family Educational Rights and Privacy Act of 1974 (FERPA), no individually identifiable references to students may be made. Therefore, items of data containing information about fewer than ten students have been replaced with NC (not calculated) to protect student privacy. Some columns contain dashes (-) to indicate "no data available."

School Site Council

Council Composition

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

Council Duties

- Ü Textbook Selection
- Ü School Safety Issues
- Ü Extracurricular Activities
- Ü Parent/Educator Relations
- Ü Reviews Literature and Data
- Ü Recommendation for School Improvement

Staffing Information for School Year 2004-05

Position	Number	Position	Number
Administrator	2.00	Teacher	58.00
Other Professional Staff	5.00	Teacher Aide	18.00

Years of Teaching Experience for School Year 2004-05

Experience	Bachelor's	Master's	Doctorate	Other
3 or fewer years	15	5	0	0
4 to 6 years	9	9	0	0
7 to 9 years	3	7	0	0
10 or more years	2	8	0	0

Highly Qualified (NCLB) & Core Academics

Core academic teachers meeting the definition of Highly Qualified (NCLB):	39
Core academic classes taught by Highly Qualified (NCLB) teachers.	227
Teachers with Emergency Certificaton.	0

Resources Available at School Site

Special Facilities

- Ü Mesquite Aquatic Center
- Ü Desert Botanical Gardens
- Ü MJHS Auditorium
- Ü MJHS Media Center

Extracurricular Activities

- Ü National Junior Honor Society
- Ü Fine Arts
- Ü Athletics/Intramurals
- Ü Vocational (FACS), Ind. Tech., Comp. App)
- Ü Ambassadors
- Ü Peer Mediation
- Ü Chess

Social Services

- Ü Citizenship Classes
- Ü Counseling Services
- Ü Crisis Intervention
- Ü Health Services
- Ü Psychological Services

Indicators of Success Based on Historical Data from 2003-04

School Achievements/Accomplishments 2003-04

- ü Mesquite Junior High School achieved an excelling label according to the state calculation of our achievement criterion.
  
- ü This year's Academic Night Program, 3.8 GPA average consisted of 24% of our student body.
  
- ü Mesquite Junior High Future Cities Program received state recognition for their achievements at a state vocational competition.
  
- ü Ambassadors is a student group that will assist with welcoming new students to our school and district. This will be facilitated by our Transitional Specialist.

Student Activity Rates for School Year 2003-04

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

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

Measure of Academic Progress

	% of Students Achieving One Year's Growth	
	Reading	Math
Grades 6-7	71	72
Grades 7-8	62	75

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

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

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

School Safety

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

The GPS district and Town of Gilbert have collaborated to provide each JHS campus with a Student Resource Officer. A Transition Specialist has been placed on our campus to ensure preventative programs for the students at MJHS.

Total number of incidents that occurred on the school grounds that required the intervention of local, state or federal law enforcement (A.R.S.15-746.6) :

3

The Arizona Attorney General's Office has a hotline that allows students to report suspicious activities at schools and to get help with potentially violent situations, such as bullying, harassment, hate crimes, discrimination and gangs. The toll-free number, 1-877-900-1086, is anonymous and available 24 hours a day.

Contacts

	Name	Phone Number
School Site Council	Ron Izzett	(480) 926-1433
Transportation Policy	Jay Morris	(480) 497-3314
Community Resources	Dianne Bowers	(480) 497-3364
School Nutrition Programs	Bonnie Burman	(480) 926-1433
Parent Organization	Cathy Pai	(480) 813-6787
Student Health/Nurse	Darlene Carroll	(480) 926-1433

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](http://www.ade.az.gov/srcs) on the Internet. "The Arizona Department of Education of the State of Arizona does not discriminate on the basis of race, religion, color, national origin, sex, disability or age in its programs, activities or in its hiring and employment practices. If you have questions or grievances related to this policy, please contact the Administrative Services DAS at (602) 542-3186."

Arizona's Achievement Profiles capture the performance level of every school.

### DEFINITIONS:

Failing to Meet the Academic Standards - needs to meet state performance and state progress goals.

School performance has been designated as Underperforming for three consecutive years and a site review determined that the designation of Failing to Meet the Academic Standards was warranted.

Underperforming - needs to meet state performance and state progress goals.

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

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

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

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

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

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

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

1 For an explanation of the Achievement Profiles, please visit our website at [www.ade.az.gov/azlearns](http://www.ade.az.gov/azlearns).

2 Under ARS 15-816, school district governing boards must implement open enrollment programs and establish policies covering admission criteria, application procedures and transportation provisions. For more information, contact the school district office.

3 Arizona's Instrument to Measure Standards (AIMS) includes the reading, writing and mathematics subject areas. AIMS was administered to all students in grades 3, 5, 8, and 10 in the spring of 2000. In the spring of 2001, grades 3, 5, 8, 10 and 11 were tested; students tested in grade 11 consisted of students retaking AIMS who did pass in grade 10 plus any new students. In the spring of 2002, grades 3, 5, 8, 10, 11, and 12 were tested; students tested in grades 11 and 12 were either re-testing or were new. As a result, the number of students tested in grades 11 and 12 is smaller than the number of students tested in grade 10. The proficiency levels include: Falls Far Below (FFB) the standard, Approaches (A) the standard, Meets or Met the standards, and Exceeds. MSS: The Mean Scaled Score (average) on a 200-800 scale. A student must have achieved a scale score of 500 to meet the standard. Scale scores are not comparable among content areas. Migrant, Economically Disadvantaged and Non-Economically Disadvantaged % tested for 2002-03 are not available, however, they will be calculated in the future. The federal law, No Child Left Behind, requires disaggregation in subgroups and ethnicity. NC= Not Calculated. Under the Family Educational Rights and Privacy Act of 1974 (FERPA), no individually identifiable references to students may be made. Therefore, items of data containing information about fewer than ten (10) students have been replaced with NC. No Data Available is replaced with dashes (--). For more information on testing and Arizona Academic Standards go to [www.ade.az.gov/standards](http://www.ade.az.gov/standards)

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

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

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

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

8 Promotion Rate: Percentage of students promoted to the next grade or who met graduation requirements and received a traditional diploma at the end of the 2003-04 school year. Percentage includes students who left school at age 22 or who had completed school and received a non-traditional diploma.

9 Retention Rate: Percentage of students retained at the end of the 2003-04 school year.

10 Dropout Rate: Percentage of students counted as withdrawn due to chronic illness, expulsion or dropping out during the 2003-04 school year, to include activity during the summer of 2003. This rate includes students who were withdrawn after 10 consecutive days of unexcused absences or were coded by the school as "status unknown." The Promotion Rate, Retention Rate and Dropout Rate may not add to 100% due to the inclusion of summer activity in the Dropout Rate but not in the Promotion Rate and Retention Rate.

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

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