

## ARIZONA SCHOOL REPORT CARD ACADEMIC YEAR 2005-06

2820 W, Rose Garden Lane, Phoenix, AZ 85027

Deer Valley 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>

#### High School Achievement Profile <sup>(a)</sup>

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

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

### School Overview

Principal/Administrator : Mrs. Carol Patterson  
 Schedule : 07:00 AM to 03:30 PM  
 Grades : 9-12  
 2005 Enrollment : 2034  
 Web Address : bghs.dvUSD.org/  
 Phone Number : (623) 445-3000  
 Fax Number : (623) 445-3080  
 E-mail : rolson@bg.dvUSD.org

### Mission

Barry Goldwater High School believes in the importance of teaching and learning for all students. Our community will provide the organization and support our students need in order to master academic standards and develop positive life skills.

### No Child Left Behind

#### Adequate Yearly Progress <sup>(b)</sup>

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

#### School Improvement Status <sup>(b)</sup>

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 All students will demonstrate increased student achievement through the use of a standards-based approach infused with higher-order thinking skills.
- ü All students will develop and demonstrate integrated technology skills to enhance their opportunities in our teaching and learning environment.
- ü All students will develop a four-year education plan that includes academics, career and achievement goals, and student involvement.
- ü All students will receive instructional practices that are research-based and support effectiveness in the learning process.

### Enrollment

October 1, 2004 School Year Student Enrollment : 2024  
 Accepting New Students in 2005-06 Under Open Enrollment Law :<sup>2</sup> No  
 Number of Students Attending Under Open Enrollment in 2004-05 : 214

Instructional Programs

- ü International Baccalaureate Diploma
- ü Advanced Placement and Honors Classes
- ü Career Pathway / Vocational Programs
- ü School-to-Work Options
- ü Inclusion Programs for Special Needs
- ü English Learners
- ü ACE Plus Partnership with GCC
- ü Summer Extended Academies

Calendar Information

Number of Instruction Days :	180
Average Daily Instruction Time :	6 hours 45 minutes
First Day of School :	8/15/2005
Last Day of School :	5/25/2006

Shared Responsibilities

School

BGHS provides an educational program that focuses on curriculum and instructional programs based upon Arizona Academic and International Baccalaureate Standards. Higher-order thinking skills, utilization of technology, and a safe, structured environment are also high priorities.

Parents

BGHS believes parents are partners in education. Parents are encouraged to help their sons and daughters by communicating with teachers, assuring consistent attendance, and participating in school events and parent programs.

Transportation Policy

Bus service is provided for all students who live more than 1.75 miles from the school.

School Honors

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

Award/Honor	Year
ü Yearly National Merit Finalists	2005
ü BGHS exceeds National World standards on IB scores	2005
ü Prudential Spirit of Community Award winner	2005
ü Advanced Placement Scholar Recognition	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	500	2390	69846	99	99	100	699	713	699	20	11	21	9	8	11	54	60	49	17	21	18
All Students (Prior Year)	493	2226	65934	100	99	100	500	502	492	28	27	43	20	21	18	33	36	24	19	16	15
Female	249	1202	34328	99	100	99	700	714	702	21	10	19	7	8	12	52	61	51	20	21	18
Male	251	1187	35509	100	98	100	698	712	696	19	12	23	11	8	11	55	59	48	15	21	18
African American	15	77	3535	100	100	100	568	690	677	27	10	31	9	9	15	55	71	46	9	10	8
Hispanic	89	233	23363	97	97	100	688	691	680	33	20	32	11	12	16	49	55	45	7	13	7
Asian/Pacific Islander	12	93	1742	100	100	99	760	726	733	9	7	8	9	5	7	36	55	46	45	33	38
American Indian/Alaskan Native	NC	17	4785	NC	94	100	NC	707	671	NC	13	39	NC	13	17	NC	53	39	NC	20	5
White	380	1970	36421	100	99	99	703	716	714	17	10	12	9	8	8	55	60	54	19	22	26
Students with Disabilities	76	237	7690	100	97	100	605	624	593	60	60	64	13	11	14	24	28	21	3	2	2
Students without Disabilities	424	2154	62220	99	100	99	715	722	712	13	6	16	9	8	11	59	63	53	20	23	20
Limited English Proficient Students	47	71	5834	100	100	100	584	572	612	48	34	46	8	12	20	40	48	31	4	6	3
Migrant Students	--	--	117	--	--	NA	--	--	677	--	--	44	--	--	18	--	--	35	--	--	3
Economically Disadvantaged	66	147	21421	86	90	92	691	704	686	33	20	35	19	17	15	35	47	43	12	16	7
Non-Economically Disadvantaged	434	2244	48489	100	100	100	700	714	704	18	10	15	8	7	10	56	61	52	18	21	23

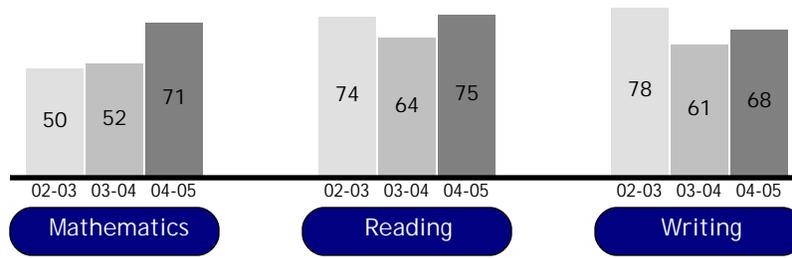
Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	517	2444	71311	100	100	100	697	717	694	4	2	7	21	11	21	65	73	63	10	13	9
All Students (Prior Year)	503	2267	68162	100	100	100	514	524	509	15	7	18	21	18	24	56	65	51	8	11	8
Female	259	1228	34899	99	100	100	701	720	700	4	2	5	18	10	19	68	74	66	10	14	10
Male	258	1217	36430	100	100	100	693	714	688	4	3	9	25	13	22	61	73	61	10	12	8
African American	15	76	3573	100	100	100	577	692	676	0	1	9	25	11	26	75	80	60	0	7	4
Hispanic	93	243	24056	96	100	100	679	691	672	12	5	13	37	26	31	45	60	53	6	9	3
Asian/Pacific Islander	12	92	1731	100	100	98	721	713	717	9	6	3	18	12	13	55	67	68	18	16	16
American Indian/Alaskan Native	NC	19	5110	NC	100	100	NC	705	661	NC	0	14	NC	20	38	NC	73	46	NC	7	2
White	391	2014	36841	100	100	99	705	721	713	2	2	3	18	9	12	69	75	72	11	14	13
Students with Disabilities	81	259	8021	100	100	100	606	629	590	7	13	27	55	44	42	35	41	29	3	2	1
Students without Disabilities	436	2187	63379	100	100	100	713	727	707	3	1	5	16	8	18	70	77	68	11	15	10
Limited English Proficient Students	51	76	6402	100	100	100	571	556	596	25	19	25	45	42	44	25	34	30	4	5	1
Migrant Students	--	--	548	--	--	NA	--	--	659	--	--	26	--	--	36	--	--	38	--	--	0
Economically Disadvantaged	68	147	22243	81	86	93	690	703	677	4	5	14	33	22	32	58	66	51	5	7	3
Non-Economically Disadvantaged	449	2299	49157	100	100	100	698	718	702	4	2	4	20	11	16	66	74	69	11	14	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	517	2443	70868	100	100	100	682	701	688	4	2	5	29	16	23	60	74	63	8	9	9
All Students (Prior Year)	499	2265	67629	100	100	100	522	538	524	19	11	22	20	16	16	58	71	59	3	2	3
Female	260	1228	34710	99	100	99	686	707	697	4	2	3	25	11	19	61	76	66	10	11	12
Male	257	1216	36176	100	100	100	678	694	678	3	2	7	33	20	27	59	71	59	6	6	7
African American	15	76	3557	100	100	99	575	678	675	8	3	7	8	20	25	75	73	62	8	4	6
Hispanic	94	244	23868	97	100	100	671	681	670	13	6	9	36	25	33	48	61	55	3	8	4
Asian/Pacific Islander	12	92	1732	100	100	98	705	700	713	0	3	2	36	12	12	45	74	64	18	10	22
American Indian/Alaskan Native	NC	18	5001	NC	100	100	NC	697	661	NC	0	9	NC	29	41	NC	71	48	NC	0	2
White	390	2013	36710	100	100	99	687	704	702	1	1	2	28	14	15	62	75	69	9	9	13
Students with Disabilities	80	257	7900	100	100	100	594	616	580	9	11	22	54	50	49	34	37	28	3	2	1
Students without Disabilities	437	2188	63054	100	100	99	697	710	701	3	1	3	25	12	20	64	78	67	9	9	10
Limited English Proficient Students	51	75	6308	100	100	100	557	546	591	25	20	19	47	41	47	24	34	33	4	5	1
Migrant Students	--	--	540	--	--	NA	--	--	658	--	--	16	--	--	42	--	--	41	--	--	1
Economically Disadvantaged	68	146	21994	81	86	92	676	690	673	7	5	10	42	29	36	46	60	52	5	6	3
Non-Economically Disadvantaged	449	2299	48960	100	100	100	682	701	694	3	2	3	27	15	18	62	75	67	8	9	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.

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	89	41	49	41	88	44	NA	42	97	55	60	51
	Language	96	40	49	42	89	41	50	42	97	53	58	50
	Mathematics	95	62	67	60	91	62	71	63	97	52	58	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/](http://www.ade.az.gov/standards/)

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

School Site Council

Council Composition

- 1 School Administrator(s)
- 1 Non-certified Employee(s)
- 12 Teacher(s)
- 8 Parent(s)
- 0 Community Member(s)
- 1 Student(s)

Council Duties

- Ü School Improvement
- Ü Parent Involvement
- Ü District and School Strategic Planning
- Ü Curriculum and Program Development
- Ü Student Achievement
- Ü Budget

Staffing Information for School Year 2005-06

Position	Number	Position	Number
Administrator	3.60	Teacher	104.20
Other Professional Staff	9.60	Teacher Aide	21.00

Years of Teaching Experience for School Year 2005-06

Experience	Bachelor's	Master's	Doctorate	Other
3 or fewer years	8	5	0	0
4 to 6 years	10	3	0	1
7 to 9 years	6	11	0	0
10 or more years	28	36	0	0

Highly Qualified (NCLB) School Year 2004-05

Core academic classes taught by Highly Qualified (NCLB) teachers.	358
Teachers with Emergency Certificaton.	0
Percent of teachers in the school with Emergency/Provisional Certification	0%
Percent of core classes not taught by Hightly Qualified Teachers	0%

Resources Available at School Site

Special Facilities

- Ü Tech Lab 2000 and Multiple Computer Labs
- Ü Networked Classrooms and Media Center
- Ü Extended Library Access
- Ü Multiple Mobile Computer & Display Labs

Extracurricular Activities

- Ü Three Levels of Athletics
- Ü Academic/Service Clubs
- Ü Fine Arts (Theatre/Music/Visual Arts)
- Ü VICA/DECA, School-to-Work
- Ü Student Leadership
- Ü National Hispanic Honor Society
- Ü National Honor Society
- Ü Thespians Troupe

Social Services

- Ü Counseling/Referral Services
- Ü Health Services
- Ü City of Phoenix Police Program
- Ü College Financial Aid Services
- Ü Dental Services
- Ü Peer Mediation
- Ü Free and Reduced Lunch and Breakfast
- Ü IB, AP, SAT, ACT Fee Waivers

Indicators of Success Based on Historical Data from 2004-05

School Achievements/Accomplishments 2004-05

- ü 150 students are in our current 9th-12th grade International Baccalaureate Program. Thirty three students have graduated with additional IB honors, along with IB students achieving well above world averages in six of the nine categories assessed.
  
- ü 60% of our Goldwater staff and students have volunteered to become part of several community service projects such as Food for the Hungry, Blood Drives, Blanket Drives for the homeless, and the clean up, painting, and landscaping in the community.
  
- ü Barry Goldwater High School currently has 8 teachers who have been honored as Deer Valley district 'Teachers of the Year' and 7 regional 'Coaches of the Year'.

Student Activity Rates for School Year 2004-05

	% School	Arizona		
		% K-6/UE	% 7-8	% 9-12/US
Attendance Rate <sup>4</sup>	94	95	94	95
Transfers Out Rates <sup>5</sup>	15	12	12	17
Transfers In Rate <sup>6</sup>	16	28	28	37
Stability Rate <sup>7</sup>	84	87	87	82
Promotion Rate <sup>8</sup>	92	96	95	81
Retention Rate <sup>9</sup>	0	1	1	3
Dropout Rate <sup>10</sup>	4	0	1	6
Status Unknown <sup>11</sup>	3	0	1	4
Graduation Rate <sup>12</sup>	78	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

School staff are required to wear ID badges. Students must have their ID in their possession. A uniformed City of Phoenix police officer is on campus each day along with employed security monitors. A video security system is in place campuswide.

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) :

21
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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	Carol Patterson	(623) 445-3004
Transportation Policy	Mr. Nick Portonova	(623) 467-5090
Community Resources	Mike Andersen	(623) 445-3035
School Nutrition Programs	Laura Sharp	(623) 445-3014
Parent Organization	Brenda Moore	(623) 445-3004
Student Health/Nurse	Loraine Gerraughty	(623) 445-3010

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."

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](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. 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](http://www.ade.az.gov/researchpolicy/grad).

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Total cost of printing: 12 Pages X .0318 Per page X 400 Copies = \$153.00

\*\* 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.