

## ARIZONA SCHOOL REPORT CARD ACADEMIC YEAR 2004-05

10301 S San Miguel, Goodyear, AZ 85338

Liberty Elementary 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 Highly Performing  
2002-03 Highly Performing  
2001-02 Maintaining

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

### School Overview

Principal/Administrator : Mr. Dave Bogart  
Schedule : 7:00 AM to 4:00 PM  
Grades : Pre-K-8  
2004 Enrollment : 660  
Web Address : www.liberty.k12.az.us  
Phone Number : (623) 327-2820  
Fax Number : (623) 327-2829  
E-mail : dbogart@liberty.k12.az.us

### Mission

The mission of the Liberty District is to create a child-centered environment that ensures academic and personal success for all our children.

### 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 / Academic Goals

- ü To help students become better readers, writers, thinkers, and problem solvers. Every child will read at or above grade level at the completion of third grade.
- ü To take the next step in implementing Professional Learning Communities on our campus to improve our teaching and learning of all students. This will be done by aligning our instructional strategies with the Articulated Arizona State Standards.
- ü Liberty District students will meet or exceed state standards in all curriculum areas.
- ü The Liberty District will provide systems of communication to promote involvement of parents, staff, and community.

### Enrollment

October 1, 2003 School Year Student Enrollment : 734  
Accepting New Students in 2004-05 Under Open Enrollment Law : <sup>2</sup> No  
Number of Students Attending Under Open Enrollment in 2003-04 : 16

Instructional Programs

- ü K-8 Reading Aligned with State Standards
- ü K-3 Reading Intervention DIBELS Based
- ü 2-8 Accelerated Math Program
- ü 6-8 Literary Elements Reading Program
- ü On-site Special Education
- ü Full-day Kindergarten
- ü Academic clubs

Calendar Information

Number of Instruction Days :	179
Average Daily Instruction Time :	7 hours 5 minutes
First Day of School :	8/5/2004
Last Day of School :	5/27/2005

Shared Responsibilities

School

Estrella Mountain will provide the following: An attractive and safe environment for students; a high level of academic standards; monthly and weekly news bulletins; quarterly progress reports and report cards; an open door policy.

Parents

Parents are asked to support their children by: becoming actively involved in school activities; communicating with teachers often to become a partner in their child's education; supporting all school rules and policies.

Transportation Policy

The Liberty School District will bus students that are outside a one-mile radius of the school. Bus services are viewed as a privilege for students, and we have high expectations for student behavior to ensure their safety on the bus.

School Honors

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

Award/Honor	Year
ü Math Counts, Third Place Regionals	2001
ü Numerous top three placements State Olympiad	2002
ü 4th Team at State Science Olympiad	2003
ü Westmarc Best of West Award in Education	2003

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	102	238	75001	100	100	99	476	474	468	30	29	37	46	47	36	7	9	16	16	15	10
All Students (Prior Year)	71	213	71167	100	100	99	462	464	463	41	36	38	46	47	41	9	12	14	4	6	7
Female	48	124	36846	100	100	99	473	476	468	28	25	36	51	52	38	6	10	16	15	14	10
Male	54	114	37974	100	100	99	478	472	467	32	35	39	42	41	34	8	9	16	18	16	11
African American	NC	NC	3720	NC	NC	98	NC	NC	446	NC	NC	53	NC	NC	33	NC	NC	9	NC	NC	4
Hispanic	10	55	26675	91	95	98	453	451	448	50	48	52	40	37	34	10	11	10	0	4	4
Asian/Pacific Islander	NC	NC	1575	NC	NC	99	NC	NC	504	NC	NC	18	NC	NC	33	NC	NC	20	NC	NC	29
American Indian/Alaskan Native	NC	NC	4731	NC	NC	98	NC	NC	438	NC	NC	61	NC	NC	30	NC	NC	7	NC	NC	2
White	82	167	37785	100	100	99	475	480	482	30	25	25	45	48	39	8	10	21	17	17	15
Students with Disabilities	11	31	8802	100	97	100	422	427	418	83	69	79	17	31	16	0	0	3	0	0	1
Students without Disabilities	91	207	66199	100	100	99	479	477	472	26	27	34	48	48	38	8	10	17	18	16	11
Limited English Proficient Students	--	NC	11710	--	NC	100	--	NC	429	--	NC	70	--	NC	25	--	NC	4	--	NC	1
Migrant Students	--	NC	709	--	NC	100	--	NC	442	--	NC	57	--	NC	34	--	NC	7	--	NC	2
Economically Disadvantaged	NC	65	29814	NC	NC	98	NC	457	448	NC	39	53	NC	48	33	NC	7	10	NC	6	4
Non-Economically Disadvantaged	95	173	45170	100	100	99	477	480	479	30	26	28	46	46	38	7	10	20	18	18	14

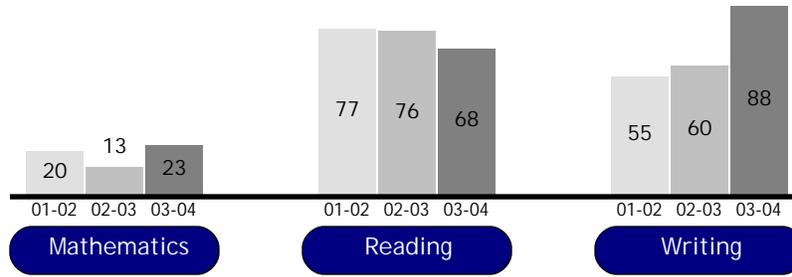
Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	102	239	74918	100	100	99	519	505	497	13	23	32	20	23	19	45	36	35	23	19	15
All Students (Prior Year)	71	213	71100	100	100	99	525	510	502	7	15	25	16	24	21	52	45	40	24	16	15
Female	48	124	36805	100	100	99	518	509	501	11	19	28	18	21	19	48	40	37	23	21	16
Male	54	115	37936	100	100	99	520	502	493	15	27	35	21	25	18	42	32	33	23	17	14
African American	NC	NC	3719	NC	NC	98	NC	NC	481	NC	NC	43	NC	NC	21	NC	NC	29	NC	NC	7
Hispanic	10	55	26645	91	95	98	515	484	478	20	41	46	40	26	20	20	22	27	20	11	6
Asian/Pacific Islander	NC	NC	1571	NC	NC	99	NC	NC	521	NC	NC	18	NC	NC	15	NC	NC	38	NC	NC	30
American Indian/Alaskan Native	NC	NC	4729	NC	NC	98	NC	NC	468	NC	NC	57	NC	NC	19	NC	NC	19	NC	NC	4
White	82	168	37773	100	100	99	520	512	511	13	17	20	17	22	18	49	40	41	22	21	21
Students with Disabilities	11	32	8801	100	100	100	443	454	448	100	67	75	0	33	13	0	0	10	0	0	2
Students without Disabilities	91	207	66117	100	100	99	520	508	501	12	21	28	20	22	19	45	38	37	23	20	16
Limited English Proficient Students	--	NC	11706	--	NC	100	--	NC	454	--	NC	71	--	NC	16	--	NC	12	--	NC	1
Migrant Students	--	NC	706	--	NC	100	--	NC	467	--	NC	55	--	NC	22	--	NC	20	--	NC	4
Economically Disadvantaged	NC	64	29785	NC	NC	98	NC	486	477	NC	40	47	NC	19	20	NC	34	26	NC	8	6
Non-Economically Disadvantaged	95	175	45115	100	100	99	518	512	508	11	17	23	21	24	18	45	37	39	23	23	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	102	240	74503	100	100	99	558	513	491	1	6	9	11	23	32	67	59	51	21	12	8
All Students (Prior Year)	71	213	69001	100	100	96	508	494	490	3	12	17	37	41	37	60	48	45	0	0	1
Female	48	124	36686	100	100	99	580	535	506	0	3	5	5	16	29	70	67	57	25	14	9
Male	54	116	37644	100	100	98	537	489	476	2	10	13	17	30	36	64	51	45	17	9	6
African American	NC	NC	3677	NC	NC	97	NC	NC	475	NC	NC	12	NC	NC	36	NC	NC	46	NC	NC	5
Hispanic	10	56	26500	91	97	97	544	474	467	0	15	13	10	24	39	80	59	44	10	2	4
Asian/Pacific Islander	NC	NC	1566	NC	NC	99	NC	NC	537	NC	NC	5	NC	NC	23	NC	NC	55	NC	NC	18
American Indian/Alaskan Native	NC	NC	4695	NC	NC	97	NC	NC	464	NC	NC	14	NC	NC	39	NC	NC	44	NC	NC	3
White	82	168	37606	100	100	99	557	522	508	1	3	6	13	23	28	63	59	56	23	15	10
Students with Disabilities	11	32	8662	100	100	100	NA	383	409	NA	38	37	NA	50	42	NA	13	20	NA	0	1
Students without Disabilities	91	208	65841	100	100	98	558	518	499	1	5	7	11	22	32	67	61	53	21	12	8
Limited English Proficient Students	--	NC	11608	--	NC	100	--	NC	430	--	NC	23	--	NC	47	--	NC	28	--	NC	1
Migrant Students	--	NC	701	--	NC	100	--	NC	449	--	NC	17	--	NC	43	--	NC	38	--	NC	1
Economically Disadvantaged	NC	64	29587	NC	NC	98	NC	479	465	NC	13	14	NC	26	40	NC	57	43	NC	4	4
Non-Economically Disadvantaged	95	176	44898	100	100	99	556	524	507	1	4	7	12	21	28	66	60	55	21	14	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
8	Reading	100	71	54	49	100	69	57	53	100	71	NA	55
	Language	100	69	50	46	100	69	54	49	100	71	59	52
	Mathematics	100	69	61	54	100	69	62	58	100	65	65	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

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

Council Duties

- Ü School/Community Relations
- Ü Extracurricular Activities
- Ü Fine Arts Committee
- Ü School Safety Issues
- Ü Parent/Educator Relations
- Ü Budget

Staffing Information for School Year 2004-05

Position	Number	Position	Number
Administrator	1.00	Teacher	38.00
Other Professional Staff	4.00	Teacher Aide	4.00

Years of Teaching Experience for School Year 2004-05

Experience	Bachelor's	Master's	Doctorate	Other
3 or fewer years	15	0	0	0
4 to 6 years	3	2	0	0
7 to 9 years	3	1	0	0
10 or more years	8	4	0	0

Highly Qualified (NCLB) & Core Academics

Core academic teachers meeting the definition of Highly Qualified (NCLB):	37
Core academic classes taught by Highly Qualified (NCLB) teachers.	44
Teachers with Emergency Certificaton.	4

Resources Available at School Site

Special Facilities

- Ü Computer Lab: 30 Stations
- Ü Computers in Classrooms K-8
- Ü Student computers 4-8

Extracurricular Activities

- Ü Science Olympiad/Science Club
- Ü Band
- Ü Chorus
- Ü Athletics
- Ü Math Counts
- Ü Chess Club
- Ü Debate Club

Social Services

- Ü Goodyear Police Support/Program
- Ü Goodyear Fire Education Program
- Ü Health Services
- Ü School Lunch Program
- Ü Second Steps
- Ü Parenting Classes

Indicators of Success Based on Historical Data from 2003-04

School Achievements/Accomplishments 2003-04

- ü Estrella Mountain Elementary School met our 2003-2004 reading goal averaging nearly 94% of all students reading at grade level in 2nd through 8th grade.
- ü Estrella Mountain Elementary School met or exceeded the state averages in both Reading and Language on Arizona State assessments.

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 7-8	56	76

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

Our school utilizes the Responsible Thinking Discipline Program decreasing disruptions in the classroom. Proactive programs include Character Counts Curriculum and School Resource Officer activities, which create a safe learning environment. We utilize our school counselor to actively instruct students in peer mediation and bully intervention strategies.

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	Dave Bogart	(623) 327-2820
Transportation Policy	Gene Rusch	(623) 327-2970
Community Resources	Angela Cravener	(623) 327-2820
School Nutrition Programs	Kathryn Austin	(623) 327-2975
Parent Organization	Amie Odle	(623) 327-2820
Student Health/Nurse	Timi Wyman	(623) 327-2820

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).

Printed in Phoenix, Arizona, by the Arizona Department of Education. February 2005

Total cost of printing: 12 Pages X .0318 Per page X 450 Copies = \$172.00

\*\* 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.