

ARIZONA SCHOOL REPORT CARD ACADEMIC YEAR 2005-06

6602 N. 75th Avenue, Glendale, AZ 85303

Glendale Union High School 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

High School Achievement Profile ^(a)

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

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

School Overview

Principal/Administrator : Mr. Mark E Farison
 Schedule : 07:15 AM to 04:30 PM
 Grades : 9-12
 2005 Enrollment : 1727
 Web Address : www.guhsdaz.org/schools/independence.asp
 Phone Number : (623) 435-6100
 Fax Number : (623) 435-6157
 E-mail : mefariso@guhsdaz.org

Mission

Independence High School's mission is to empower all students for the choices and challenges of the 21st Century.

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 **READING:** All students will demonstrate improved reading comprehension through a variety of assessments in a diverse curricula.
- ü **ACHIEVEMENT:** All students will demonstrate proficiency on district, state and national assessments.
- ü **COMMUNICATION:** Independence High School will implement new strategies to improve communication between the school, parents, and our community.
- ü **EXTRACURRICULAR ACTIVITIES:** Independence High School will develop and implement strategies to encourage increased student participation in extracurricular activities.

Enrollment

October 1, 2004 School Year Student Enrollment : 1620
 Accepting New Students in 2005-06 Under Open Enrollment Law :² Yes
 Number of Students Attending Under Open Enrollment in 2004-05 : 65

Instructional Programs

- ü AP/Fine Arts/Dual Enrollment Prog.
- ü School-to-Career Transition Experiences
- ü NJROTC/ELL/Excel/Explore Prog.
- ü Extended Opportunity Courses/Read 180
- ü App. Tech/Business/Fam.Cons. Sciences
- ü Foreign Lang./Lang. Arts/Mathematics
- ü Science/Soc. Studies/Visual Arts
- ü Physical Education/CNA Program

Calendar Information

Number of Instruction Days :	180
Average Daily Instruction Time :	6 hours 0 minutes
First Day of School :	7/11/2005
Last Day of School :	5/25/2006

Shared Responsibilities

School

Our school maintains a learning environment that is safe, orderly, productive and committed to quality instruction. Independence strives for continuous improvement in programs and practices resulting in success for all students. We promote two-way communication between the school and the home. We urge parents to encourage their student to be involved in extracurricular activities.

Parents

Parents should reinforce all school/classroom policies and expectations. They should encourage academic and extracurricular endeavors and work with the school on all matters related to their student. We strongly encourage parental involvement through membership in the Parent Booster Club and the Planning Team.

Transportation Policy

Students within the district who reside more than 1 1/2 miles from school may ride the school bus. Students who are physically handicapped and live closer to the school may apply for a permit to ride the bus (Policy #8321).

School Honors

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

Award/Honor	Year
ü IHS Student Receives Appointment to Annapolis	2005
ü NJROTC Receives Distinguished Unit with Academic Honors	2005
ü IHS Band Rated "Excellent" at State Marching Festival	2005
ü IHS Senior Receives Scholarship to Harvard	2004

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	434	3552	69846	100	100	100	699	706	699	19	16	21	12	9	11	51	48	49	18	27	18
All Students (Prior Year)	397	3443	65934	100	99	100	490	500	492	45	33	43	24	20	18	21	29	24	11	19	15
Female	219	1740	34328	100	100	99	703	709	702	16	14	19	12	9	12	55	49	51	17	27	18
Male	217	1815	35509	100	100	100	694	704	696	21	18	23	12	9	11	48	46	48	18	27	18
African American	62	268	3535	100	100	100	704	663	677	9	28	31	19	14	15	60	45	46	11	13	8
Hispanic	234	1283	23363	100	100	100	693	692	680	24	22	32	12	14	16	51	48	45	12	16	7
Asian/Pacific Islander	12	123	1742	100	100	99	715	737	733	25	11	8	8	4	7	42	46	46	25	40	38
American Indian/Alaskan Native	11	93	4785	100	100	100	702	692	671	20	16	39	0	7	17	60	49	39	20	27	5
White	115	1785	36421	100	100	99	704	721	714	13	10	12	9	6	8	48	48	54	30	37	26
Students with Disabilities	48	398	7690	100	100	100	568	556	593	83	58	64	10	16	14	7	23	21	0	3	2
Students without Disabilities	388	3160	62220	100	100	99	714	725	712	11	11	16	12	8	11	57	51	53	20	30	20
Limited English Proficient Students	54	387	5834	100	100	100	631	604	612	33	38	46	16	18	20	40	37	31	11	7	3
Migrant Students	--	--	117	--	--	NA	--	--	677	--	--	44	--	--	18	--	--	35	--	--	3
Economically Disadvantaged	170	1149	21421	92	93	92	697	701	686	26	26	35	13	11	15	51	47	43	10	15	7
Non-Economically Disadvantaged	266	2409	48489	100	100	100	700	709	704	14	11	15	11	8	10	52	48	52	23	34	23

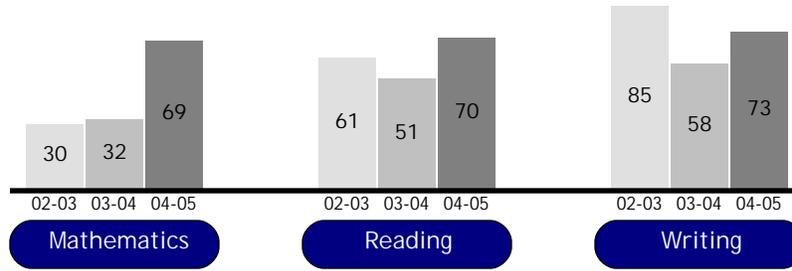
Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	445	3657	71311	100	100	100	687	692	694	7	7	7	24	19	21	63	65	63	7	10	9
All Students (Prior Year)	421	3592	68162	100	100	100	498	514	509	21	14	18	29	22	24	49	56	51	2	8	8
Female	220	1779	34899	100	100	100	694	698	700	6	6	5	20	17	19	66	66	66	8	11	10
Male	224	1875	36430	100	100	100	681	688	688	8	7	9	27	21	22	60	63	61	5	9	8
African American	63	280	3573	100	100	100	696	656	676	6	11	9	24	30	26	61	53	60	9	6	4
Hispanic	237	1315	24056	100	100	100	680	674	672	9	11	13	28	27	31	59	58	53	4	4	3
Asian/Pacific Islander	12	126	1731	100	100	98	688	705	717	0	7	3	42	17	13	58	68	68	0	8	16
American Indian/Alaskan Native	13	102	5110	100	100	100	684	672	661	8	4	14	25	28	38	67	66	46	0	2	2
White	120	1834	36841	100	100	99	694	711	713	5	3	3	14	12	12	70	70	72	10	15	13
Students with Disabilities	49	413	8021	100	100	100	574	555	590	31	20	27	51	47	42	18	31	29	0	2	1
Students without Disabilities	396	3248	63379	99	100	100	702	710	707	4	5	5	20	16	18	68	69	68	7	11	10
Limited English Proficient Students	54	414	6402	100	100	100	602	579	596	24	28	25	38	40	44	38	30	30	0	1	1
Migrant Students	--	--	548	--	--	NA	--	--	659	--	--	26	--	--	36	--	--	38	--	--	0
Economically Disadvantaged	177	1201	22243	94	92	93	684	684	677	10	12	14	29	28	32	58	57	51	4	4	3
Non-Economically Disadvantaged	268	2460	49157	100	100	100	689	697	702	5	4	4	20	15	16	66	69	69	9	13	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	440	3635	70868	100	100	100	683	691	688	6	4	5	21	17	23	68	68	63	5	11	9
All Students (Prior Year)	421	3575	67629	100	99	100	518	545	524	25	16	22	17	16	16	57	62	59	1	6	3
Female	217	1776	34710	100	100	99	693	700	697	5	3	3	15	12	19	74	70	66	6	14	12
Male	222	1857	36176	100	100	100	675	682	678	6	5	7	26	21	27	63	67	59	4	8	7
African American	63	278	3557	100	100	99	698	661	675	2	7	7	20	21	25	72	65	62	6	7	6
Hispanic	233	1302	23868	99	99	100	677	678	670	9	6	9	25	23	33	61	65	55	5	6	4
Asian/Pacific Islander	12	126	1732	100	100	98	692	709	713	0	4	2	33	13	12	67	65	64	0	18	22
American Indian/Alaskan Native	13	101	5001	100	100	100	680	674	661	0	4	9	33	20	41	67	70	48	0	7	2
White	119	1828	36710	100	100	99	687	703	702	4	2	2	11	12	15	77	71	69	7	14	13
Students with Disabilities	48	409	7900	100	100	100	559	551	580	31	16	22	47	48	49	22	33	28	0	2	1
Students without Disabilities	392	3229	63054	98	99	99	699	708	701	3	2	3	18	13	20	74	73	67	6	12	10
Limited English Proficient Students	52	408	6308	100	100	100	590	581	591	25	18	19	38	39	47	36	41	33	0	3	1
Migrant Students	--	--	540	--	--	NA	--	--	658	--	--	16	--	--	42	--	--	41	--	--	1
Economically Disadvantaged	175	1191	21994	93	91	92	681	686	673	9	8	10	26	24	36	63	63	52	2	5	3
Non-Economically Disadvantaged	265	2447	48960	100	100	100	685	693	694	4	2	3	17	13	18	71	71	67	7	14	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.

ADEQUATE YEARLY PROGRESS (AYP) FOR SCHOOL YEAR 2004-05

The table below shows the schools that met or did not meet based on federal AYP requirements. To meet AYP for the year, all applicable goals must be met.

AYP Determination	Met Percent Tested?	Y
	Met Test Objectives?	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	96	33	40	41	85	42	NA	42	98	45	50	51
	Language	99	36	45	42	85	42	50	42	98	46	50	50
	Mathematics	99	57	66	60	85	63	71	63	98	43	50	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/

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."

Independence High School

School Site Council

Council Composition

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

Council Duties

- Ü Enhance/Improve Student Achievement
- Ü Communication With Students/Staff/Parent
- Ü Planning Students'/School's Future Focus
- Ü Maintain High Grad Rate/Low Dropout Rate
- Ü Analyze School Effectiveness
- Ü Explore Educational Innovations

Staffing Information for School Year 2005-06

Position	Number	Position	Number
Administrator	4.00	Teacher	85.80
Other Professional Staff	8.40	Teacher Aide	19.00

Years of Teaching Experience for School Year 2005-06

Experience	Bachelor's	Master's	Doctorate	Other
3 or fewer years	20	2	0	0
4 to 6 years	12	1	0	0
7 to 9 years	6	4	0	0
10 or more years	18	26	1	1

Highly Qualified (NCLB) School Year 2004-05

Core academic classes taught by Highly Qualified (NCLB) teachers.	261
Teachers with Emergency Certificaton.	3
Percent of teachers in the school with Emergency/Provisional Certification	3%
Percent of core classes not taught by Highly Qualified Teachers	1%

Resources Available at School Site

Special Facilities

- Ü 9 Computer Labs/Media Center/Theatre
- Ü Music Center/Digital Photo Lab
- Ü Computer-assisted Drafting/Introtech Lab
- Ü Media Productions Studio

Extracurricular Activities

- Ü Service Clubs (i.e., Key Club, NHS)
- Ü Young Environmentalist Club)
- Ü Academic (Decathlon/Speech) Clubs
- Ü NJROTC
- Ü Athletic Support Clubs (i.e., Spiritline)
- Ü CNA Program
- Ü Special Interest Clubs (Art, Rocketry,
- Ü Diversified Cooperative Education

Social Services

- Ü School Nurse/School-Based Clinic
- Ü Federal School Lunch Program
- Ü Counseling Services/Social Worker
- Ü Homeland Security Partnership
- Ü Emergency Response Program
- Ü Adopt-a-Family Program
- Ü Free Health Exams
- Ü Food Bank Participation

School Achievements/Accomplishments 2004-05

- ü Independence seniors were offered 2.3 million dollars in financial aid and scholarships.

- ü Local survey results indicate that 94 percent of Independence High School parents are satisfied with the school.

- ü Sophomore AIMS scores improved 21 percent in reading, 20 percent in writing, and 42 percent in Math.

- ü Sixty-eight percent of all Independence High School students participated in at least one extracurricular activity during the school year.

Student Activity Rates for School Year 2004-05

	% School	Arizona		
		% K-6/UE	% 7-8	% 9-12/US
Attendance Rate ⁴	96	95	94	95
Transfers Out Rates ⁵	18	12	12	17
Transfers In Rate ⁶	30	28	28	37
Stability Rate ⁷	82	87	87	82
Promotion Rate ⁸	93	96	95	81
Retention Rate ⁹	2	1	1	3
Dropout Rate ¹⁰	1	0	1	6
Status Unknown ¹¹	0	0	1	4
Graduation Rate ¹²	91	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

IHS promotes a safe climate through high visibility of school personnel, monitored campus access, ID cards, dress/behavior guidelines, student accountability, closed campus, sweeps, support and resources for students, and a clearly defined emergency response 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) :

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.

The Arizona Department of Education does not audit the information submitted by each school.

Contacts

	Name	Phone Number
School Site Council	Ann Flaata	(623) 435-6100
Transportation Policy	Eddie Astorga	(623) 435-6084
Community Resources	Mary Ellen Naughton	(866) 435-6170
School Nutrition Programs	Dung (Yome) Gokool	(623) 435-6016
Parent Organization	Cassandra Webb	(623) 435-6100
Student Health/Nurse	Linda Keeler	(623) 435-6103

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."

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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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.