



ARIZONA SCHOOL REPORT CARD ACADEMIC YEAR 2005-06

1 Mile North of Pinon on Navajo Rte.41, Pinon, AZ 86510

Pinon Unified District

Arizona's report cards have been revised to include requirements in the federal No Child Left Behind Act, such as Adequate Yearly Progress and the disaggregation of student level data into required subgroups.

AZ LEARNS¹

Elementary Achievement Profile (a)

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

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

School Overview

Principal/Administrator : Mrs. Dorothy R. Yazzie
 Schedule : 07:00 AM to 05:00 PM
 Grades : 6-8
 2005 Enrollment : 360
 Web Address : www.pusdatsa.org
 Phone Number : (928) 725-2310
 Fax Number : (928) 725-2370
 E-mail : dryazzie@pusdatsa.org

Mission

Pinon Accelerated Middle School's mission is to afford all students the maximum opportunity for high academic achievement in preparation for high school.

No Child Left Behind

Adequate Yearly Progress (b)

2004-05	Met
2003-04	Not Met
2002-03	Not Met

School Improvement Status (b)

2004-05	Corrective Action
2003-04	Corrective Action
2002-03	Year 2

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

School / Academic Goals

- ü Thirty percent of the students will meet or exceed AIMS reading test by the end of eighth grade. We are using the Navajo County average rate.
- ü Eighteen percent of the students will meet or exceed AIMS math test by the end of eight grade.
- ü Eighty percent of the students will achieve Adequate Yearly Progress in reading and math.

Enrollment

October 1, 2004 School Year Student Enrollment : 378
 Accepting New Students in 2005-06 Under Open Enrollment Law : ² Yes
 Number of Students Attending Under Open Enrollment in 2004-05 : 3

Instructional Programs

- ü Accelerated School Philosophy
- ü GLAD/SEI Teaching Strategies
- ü SRA Corrective Reading Program
- ü Connected Mathematics program
- ü Intel Partnership Science program
- ü Using NWEA Data to Guide Instruction
- ü Inclusion
- ü Study Island for AIMS testing

Calendar Information

Number of Instruction Days :	180
Average Daily Instruction Time :	6 hours 30 minutes
First Day of School :	8/1/2005
Last Day of School :	5/31/2006

Shared Responsibilities

School

Powerschool training to access their child's grades and attendance. Develop an annual plan and timeline for parent involvement activities. Improve communication between home and school. Provide training in parenting skills, school improvement plan, and NCLB/AZLearns.

Parents

Parent will form a parent committee to provide input on behalf of parents and their child on school improvements. Parents will support the school in their children's learning by attending parent/teacher conferences, and Report Card Parties. They will be actively involved in their children's education by visiting the classes, assisting with homework, and knowing the student handbook content. Parents will attend parent skills classes and other training provided.

Transportation Policy

Student transportation is an extended privilege to students, and is not a statutory requirement except for necessary transportation of handicapped students as indicated in their IEP. Students will comply with the bus riding rules for their safety.

School Honors

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

Award/Honor	Year
ü International Science Fair Winners	2005
ü Northern Arizona Science Fair Winners - 1st & 2nd Place	2003
ü Poetry Writing Winner	2003
ü ASU Science Fair Winners - 2nd / 3rd Places	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	119	119	78250	100	100	99	523	523	548	43	43	21	21	21	18	31	31	48	5	5	13
All Students (Prior Year)	156	167	75001	97	100	99	425	423	468	80	81	37	18	17	36	1	1	16	1	1	10
Female	53	53	38071	100	100	99	522	522	549	46	46	20	23	23	19	27	27	49	4	4	12
Male	66	66	40126	100	100	99	525	525	547	40	40	23	20	20	17	35	35	46	5	5	14
African American	--	--	4058	--	--	99	--	--	523	--	--	32	--	--	22	--	--	41	--	--	5
Hispanic	--	--	29129	--	--	99	--	--	527	--	--	32	--	--	23	--	--	40	--	--	6
Asian/Pacific Islander	--	--	1747	--	--	100	--	--	589	--	--	9	--	--	9	--	--	50	--	--	32
American Indian/Alaskan Native	117	117	4996	100	100	100	524	524	518	42	42	36	22	22	25	32	32	36	5	5	4
White	NC	NC	38320	NC	NC	99	NC	NC	568	NC	NC	12	NC	NC	14	NC	NC	55	NC	NC	19
Students with Disabilities	11	11	9329	100	100	100	467	467	454	100	100	64	0	0	18	0	0	16	0	0	2
Students without Disabilities	108	108	68996	98	98	99	528	528	561	38	38	16	23	23	18	34	34	52	5	5	14
Limited English Proficient Students	75	75	10133	100	100	100	515	515	488	46	46	45	24	24	25	27	27	28	3	3	2
Migrant Students	--	--	83	--	--	NA	--	--	520	--	--	39	--	--	28	--	--	30	--	--	4
Economically Disadvantaged	105	105	33388	98	98	94	522	522	530	43	43	32	22	22	22	31	31	40	4	4	5
Non-Economically Disadvantaged	14	14	44937	100	100	100	534	534	561	44	44	13	11	11	15	33	33	54	11	11	18

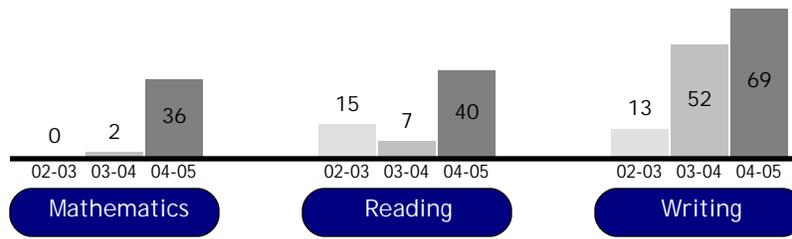
Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	120	120	78302	100	0	99	487	487	512	24	24	11	37	37	25	38	38	57	2	2	7
All Students (Prior Year)	157	168	74918	98	100	99	449	447	497	81	82	32	12	11	19	4	4	35	3	2	15
Female	54	54	38082	100	0	99	497	497	518	14	14	8	39	39	24	45	45	61	2	2	7
Male	66	66	40166	100	0	99	478	478	507	33	33	14	35	35	26	31	31	54	2	2	6
African American	--	--	4064	--	--	100	--	--	498	--	--	14	--	--	29	--	--	54	--	--	3
Hispanic	--	--	29152	--	--	99	--	--	492	--	--	17	--	--	34	--	--	46	--	--	2
Asian/Pacific Islander	--	--	1746	--	--	100	--	--	542	--	--	5	--	--	13	--	--	66	--	--	16
American Indian/Alaskan Native	118	118	4993	100	0	100	487	487	484	24	24	19	36	36	38	38	38	42	2	2	1
White	NC	NC	38347	NC	NC	99	NC	NC	531	NC	NC	5	NC	NC	17	NC	NC	68	NC	NC	10
Students with Disabilities	11	11	9353	100	0	100	437	437	429	75	75	40	25	25	38	0	0	22	0	0	1
Students without Disabilities	109	109	69024	99	0	99	491	491	524	20	20	7	38	38	23	41	41	62	2	2	7
Limited English Proficient Students	75	75	10140	100	0	100	476	476	451	31	31	28	41	41	43	27	27	29	0	0	1
Migrant Students	--	--	83	--	--	NA	--	--	480	--	--	29	--	--	36	--	--	35	--	--	0
Economically Disadvantaged	105	105	33398	98	0	94	487	487	495	24	24	18	35	35	35	38	38	46	2	2	2
Non-Economically Disadvantaged	15	15	44979	100	0	100	483	483	525	20	20	6	50	50	18	30	30	66	0	0	10

Writing	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	118	118	78094	100	100	99	528	528	545	5	5	3	26	26	18	69	69	77	0	0	2
All Students (Prior Year)	158	169	74503	98	100	99	463	457	491	11	15	9	37	37	32	51	48	51	1	1	8
Female	53	53	38025	100	100	99	543	543	558	2	2	2	19	19	13	79	79	82	0	0	2
Male	65	65	40013	98	98	99	514	514	534	7	7	5	33	33	23	59	59	71	0	0	1
African American	--	--	4037	--	--	99	--	--	532	--	--	4	--	--	22	--	--	73	--	--	1
Hispanic	--	--	29068	--	--	99	--	--	523	--	--	5	--	--	27	--	--	67	--	--	1
Asian/Pacific Islander	--	--	1743	--	--	100	--	--	577	--	--	2	--	--	9	--	--	82	--	--	8
American Indian/Alaskan Native	116	116	4981	99	99	100	529	529	526	5	5	4	25	25	25	70	70	70	0	0	0
White	NC	NC	38265	NC	NC	99	NC	NC	564	NC	NC	2	NC	NC	11	NC	NC	84	NC	NC	3
Students with Disabilities	11	11	9275	100	100	100	435	435	444	25	25	14	75	75	46	0	0	39	0	0	1
Students without Disabilities	107	107	68892	97	97	98	535	535	559	3	3	2	22	22	14	74	74	82	0	0	2
Limited English Proficient Students	74	74	10084	100	100	100	512	512	474	7	7	10	33	33	39	59	59	50	0	0	1
Migrant Students	--	--	81	--	--	NA	--	--	504	--	--	12	--	--	27	--	--	60	--	--	0
Economically Disadvantaged	104	104	33296	97	97	94	526	526	527	5	5	5	27	27	27	68	68	67	0	0	0
Non-Economically Disadvantaged	14	14	44871	100	100	100	538	538	559	0	0	2	22	22	12	78	78	84	0	0	3

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

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

8th Grade Proficiency



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

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

AYP Determination	Met Percent Tested?	Y
	Met Test Objectives?	Y
	Met Attendance Rate?	Y
	Met Graduation Rate?	Not Evaluated
	Made AYP?	Yes

Glossary:

Adequate Yearly Progress

A measure of school performance as mandated by the federal government in the No Child Left Behind. AYP holds schools accountable for the performance of subgroups, as well as all students. AYP measures school toward the goal of having 100 percent of all students proficient in state standards for reading and math by 2013-14.

Met Percent Tested:

The school or district tested at least ninety-five percent (95%) of its students enrolled at the time of the test administration. Schools and districts must test at least 95 percent of their student in order to make AYP.

Met Test Objectives:

The percentage of students in the school or district that demonstrate proficiency in state standards by passing the AIMS test meets or exceeds the goal for that year. No Child Left Behind requires that Arizona set goals, called Annual Measurable Objectives, for the percentage of students passing AIMS for all public schools and districts in the state. The goals increase over time toward 100 percent passing by 2014. To meet the test objectives, every subgroup in the school must meet the Annual Measurable Objective.

Met Attendance Rate:

The school or district had an attendance rate of at least 90 percent over the first 100 days of the academic year. Schools and districts not serving high school students must have an attendance rate of 90 percent, or show a one-percentage-point improvement over the previous year, in order to make AYP.

Met Graduation Rate:

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

Achievement Test Results

Stanford 9 and TerraNova/AIMS DPA

Grade	Content Area	2002-2003 (SAT9)				2003-2004 (SAT9)				2004-2005 (TerraNova)			
		%	Score	D	AZ	%	Score	D	AZ	%	Score	D	AZ
6	Reading	97	16	16	53	89	22	NA	56	93	32	32	51
	Language	100	12	12	45	92	13	13	48	93	30	30	47
	Mathematics	100	17	17	62	91	26	25	66	93	34	34	52
7	Reading	94	18	18	51	91	17	NA	54	100	30	30	50
	Language	98	23	23	54	95	24	24	58	100	31	31	52
	Mathematics	98	23	23	58	94	28	27	62	100	27	27	50
8	Reading	98	20	20	53	96	23	NA	55	100	36	36	51
	Language	100	18	18	49	99	20	18	52	100	38	38	50
	Mathematics	100	24	24	58	99	27	25	61	100	33	33	53

Starting in Spring 2004-05, students were tested using AIMS DPA and TerraNova. AIMS DPA is a statewide assessment that is both standards-based, measuring student's knowledge against the Arizona Academic Standards, and norm-referenced, comparing student knowledge against students nationwide. TerraNova was administered to all students in grades 2 and 9. It is important to note the TerraNova/AIMS DPA and Stanford 9 test results are not comparable. For more information on the TerraNova and AIMS DPA, see our website at www.ade.az.gov/standards/

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

School Site Council

Council Composition

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

Council Duties

- Ü Student Academic Achievement
- Ü Instructional Skills and Strategies
- Ü Parent/Educator Relations
- Ü Student Management/Discipline
- Ü Attendance
- Ü Technology Integration

Staffing Information for School Year 2005-06

Position	Number	Position	Number
Administrator	1.00	Teacher	25.00
Other Professional Staff	2.30	Teacher Aide	7.00

Years of Teaching Experience for School Year 2005-06

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

Highly Qualified (NCLB) School Year 2004-05

Core academic classes taught by Highly Qualified (NCLB) teachers.	116
Teachers with Emergency Certificaton.	7
Percent of teachers in the school with Emergency/Provisional Certification	28%
Percent of core classes not taught by Hightly Qualified Teachers	31%

Resources Available at School Site

Special Facilities

- Ü Media/Library
- Ü Computer Lab
- Ü Multipurpose Room

Extracurricular Activities

- Ü Student Council
- Ü Band
- Ü Afterschool Tutoring
- Ü Middle School Athletic Program
- Ü Academic Olympiads
- Ü Science Fairs
- Ü 8th Grade Class

Social Services

- Ü Counseling Services
- Ü IHS Health & Mental Health Services
- Ü TANNF/Work Force Program
- Ü School Resource Officer
- Ü Day Care
- Ü NPC Adult Education
- Ü Social Service/Child Protection Services

Indicators of Success Based on Historical Data from 2004-05

School Achievements/Accomplishments 2004-05

- ü 40% of our 8th grade students meet/exceed the AIMS reading test. 35% of our 8th grade students meet/exceed the AIMS math test. 64% of our 8th grade students meet the AIMS writing test. We finally met the AYP.

- ü 2 of our students won the Best of Competition Awards in the Intel Science & Engineering Internation fair. The other winners: 2 students took 1st Place; 3 students took 2nd Place; 5 students placed in 3rd Place.

- ü One student has made the 400 semifinalist in the Discovery Channel Young Scientist Challenge finals. He is in the running for the top 40 finalists.

Student Activity Rates for School Year 2004-05

	% School	Arizona		
		% K-6/UE	% 7-8	% 9-12/US
Attendance Rate ⁴	93	95	94	95
Transfers Out Rates ⁵	12	12	12	17
Transfers In Rate ⁶	59	28	28	37
Stability Rate ⁷	87	87	87	82
Promotion Rate ⁸	74	96	95	81
Retention Rate ⁹	3	1	1	3
Dropout Rate ¹⁰	8	0	1	6
Status Unknown ¹¹	7	0	1	4
Graduation Rate ¹²	NA	NA	NA	79

NA = Graduation rate does not apply to K-8.

K-6/UE - Kindergarten to Grade 6 including Ungraded Elementary (UE).

9-12/US - 9th grade to 12th grade including Ungraded Secondary (US).

School Safety

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

We will continue to focus on drug and violent prevention education with students and parents. Sweatlodge, Ropes and ISS programs will focus on students who need discipline intervention strategies. We have implemented Code Black/Lock Down for gun/weapon related incidents. We are in the process of implementing the District/Communities Emergency Response Management system.

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) :

42

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	Dorothy R. Yazzie	(928) 725-2300
Transportation Policy	Reggie Tso	(928) 725-2120
Community Resources	Jerome Towne	(928) 725-2312
School Nutrition Programs	Donald Chee	(928) 725-2316
Parent Organization	Kee Gonnie Jr.	(928) 725-2312
Student Health/Nurse	Katherine Reynolds	(928) 725-2314

The Arizona School Report Card was prepared by the Arizona Department of Education using a standardized format to combine information provided by the local school with data compiled from state records. Each school has special strengths and needs, and all schools benefit from the active involvement of parents in their children's education. If you have questions about the report card or need more information, contact the school office. Arizona School Report Cards can be found for all schools at www.ade.az.gov/srcs on the Internet. "The Arizona Department of Education of the State of Arizona does not discriminate on the basis of race, religion, color, national origin, sex, disability or age in its programs, activities or in its hiring and employment practices. If you have questions or grievances related to this policy, please contact the Administrative Services DAS at (602) 542-3186."

ACHIEVEMENT PROFILES

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

DEFINITIONS:

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

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

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

Performing - meets state performance goals.

Performing Plus - above state performance goals, however the number of students exceeding the standard on the AIMS test is not sufficient to earn a highly performing or excelling label.

Highly Performing - above state performance goals or has demonstrated adequate improvement, in addition a significant number of students have exceeded the standard on the AIMS test.

Excelling - significantly above state performance goals, in addition a significant number of students have exceeded the standard on the AIMS test.

TITLE I TERMS

Title I School Improvement Year 1

A Title I school that has not made adequate yearly progress (AYP) for two consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and support to the school in its school improvement efforts.

Title I School Improvement Year 2

A Title I school that has not made adequate yearly progress (AYP) for three consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and offer supplemental educational services to eligible students, and offer support to the school in its school improvement efforts.

Title I School Improvement Year 3 or Corrective Action

A Title I school that has not made adequate yearly progress (AYP) for four consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and offer supplemental educational services to eligible students, and offer support to the school in its school improvement efforts. In addition, the school must choose and implement at least one of six corrective actions. See Section 1116(b)(7) of NCLB for a list of the corrective action options.

Title I School Improvement Year 4 or Restructuring (Planning Phase)

A Title I school that has not made adequate yearly progress (AYP) for five consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and offer supplemental educational services to eligible students, and offer support to the school in its school improvement efforts. In addition, the school must prepare a restructuring plan and make necessary arrangements to carry out one of three restructuring activities. See Section 1116(b)(8) of NCLB for a list of the restructuring activities.

Title I School Improvement Year 5 or Restructuring (Implementation Phase)

A Title I school that has not made adequate yearly progress (AYP) for six consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and offer supplemental educational services to eligible students, and offer support to the school in its school improvement efforts. In addition, the school must prepare a restructuring plan and make necessary arrangements to carry out one of three restructuring activities. See Section 1116(b)(8) of NCLB for a list of the restructuring activities.

1 For an explanation of the Achievement Profiles, please visit our website at www.ade.az.gov/azlearns.

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

3 Arizona's Instrument to Measure Standards (AIMS) includes the reading, writing and mathematics subject areas. The proficiency levels include: Falls Far Below (FFB) the standard, Approaches (A) the standard, Meets or Met (M) the standard and Exceeds (E) the standard. MSS = Mean Scaled Score. The federal law, No Child Left Behind, requires disaggregation in subgroups and ethnicity. NC= Not Calculated. Under the Family Educational Rights and Privacy Act of 1974 (FERPA), no individually identifiable references to students may be made. Therefore, items of data containing information about fewer than ten (10) students have been replaced with NC. For more information on testing and Arizona Academic Standards go to <http://www.ade.az.gov/AIMS/default.asp>

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

5 Transfers Out: the rate at which students transfer out of a particular school relative to the school's original enrollment for a given school year.

6 Transfers In: the rate at which students transfer into a particular school relative to the school's original enrollment for a given school year.

7 Stability (s): the rate at which students starting the year at a particular school remain enrolled in that particular school until the end of a given school year.

8 Promotion Rate: Percentage of students promoted to the next grade or who met graduation requirements and received a traditional diploma at the end of the 2004-05 school year. Percentage includes students who left school at age 22 or who had completed school and received a non-traditional diploma.

9 Retention Rate: Percentage of students retained at the end of the 2004-05 school year.

10 Dropout Rate: Percentage of students counted as withdrawn due to chronic illness, expulsion or dropping out during the 2004-05 school year, to include activity during the summer of 2004. This rate includes students who were withdrawn after 10 consecutive days of unexcused absences or were coded by the school as "status unknown." The Promotion Rate, Retention Rate and Dropout Rate may not add to 100% due to the inclusion of summer activity in the Dropout Rate but not in the Promotion Rate and Retention Rate. For more information on the dropout rate study see our website at <http://www.ade.az.gov/researchpolicy/DropoutInfo/>

11 Annual Status Unknown: Percentage of students unaccounted for by any method during the 2004-05 school year. Annual status unknown students are not necessarily dropouts. For more information on status unknown, see our dropout rate study website at <http://www.ade.az.gov/researchpolicy/DropoutInfo/>

12 Graduation Rate: The graduation rate presented here is a 5 year cohort rate for the class of 2004. For more information on the Graduation Rate Study published by the ADE, please see our website at www.ade.az.gov/researchpolicy/grad.

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

Total cost of printing: 12 Pages X .0318 Per page X 360 Copies = \$137.00

** 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.