

## ARIZONA SCHOOL REPORT CARD ACADEMIC YEAR 2005-06

3400 South Houghton Road, Tucson, AZ 85730

Tucson Unified District

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

### AZ LEARNS<sup>1</sup>

#### Elementary Achievement Profile (a)

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

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

### 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	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 Overview

Principal/Administrator : Mr. James Christ  
 Schedule : 07:00 AM to 04:00 PM  
 Grades : 6-8  
 2005 Enrollment : 590  
 Web Address : edweb.tusd.k12.az.us/Secrist/  
 Phone Number : (520) 731-5300  
 Fax Number : (520) 731-5301  
 E-mail : Jim.Christ@tusd.k12.az.us

### Mission

Our mission at Secrist Middle School is to empower students to become self-confident, responsible, productive citizens, helping them achieve their academic and physical potential in a culturally aware and safe learning environment.

### School / Academic Goals

- Ü Personal Qualities: Self-directed learner; collaborative worker; problem solver; responsible citizen; quality producer.
- Ü Skills and Knowledge: Reading; writing; mathematics; social studies; science; fine arts; listening and speaking; health.
- Ü Good citizenship: Positive interaction with peers and adults; good decision making skills; positive interaction with community.
- Ü Goal setting: Establish goals to achieve as student prepares for high school. Learn to establish timeline needed to obtain each goal.

### Enrollment

October 1, 2004 School Year Student Enrollment : 619  
 Accepting New Students in 2005-06 Under Open Enrollment Law : <sup>2</sup> Yes  
 Number of Students Attending Under Open Enrollment in 2004-05 : 42

Instructional Programs

- ü GATE Classes
- ü Technology based learning
- ü On-site Special Education
- ü High School Credit Classes
- ü ESL Classes
- ü Tutoring
- ü Honors Classes
- ü At-Risk program

Calendar Information

Number of Instruction Days :	178
Average Daily Instruction Time :	6 hours 16 minutes
First Day of School :	8/15/2005
Last Day of School :	5/24/2006

Shared Responsibilities

School

Provide a safe and appropriate learning environment for each Secrist student. Communicate appropriate information about students in a timely manner. Listen and respond to parent input and feedback regarding operations and instruction of the school.

Parents

To actively form a partnership with the school, their student and our community. Parents are encouraged to participate in school governance and advisement through site council, the parent teacher organization and a districtwide partnership council.

Transportation Policy

Buses available for students living beyond a two and one-half mile radius.

School Honors

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

Award/Honor	Year
ü Girls Soccer Division and City Champions	2004
ü Boys Volleyball City Champions	2003
ü Girls Volleyball Division Champions	2003
ü Boys Basketball City Champions	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	208	4765	78250	100	99	99	558	536	548	13	26	21	18	21	18	60	45	48	9	8	13
All Students (Prior Year)	213	4553	75001	98	98	99	466	455	468	33	46	37	48	35	36	10	12	16	8	7	10
Female	106	2364	38071	100	99	99	557	537	549	14	24	20	19	23	19	54	45	49	13	8	12
Male	102	2400	40126	100	99	99	558	534	547	13	28	23	17	19	17	65	45	46	5	9	14
African American	14	331	4058	100	100	99	552	509	523	0	36	32	27	26	22	64	33	41	9	5	5
Hispanic	51	2423	29129	96	99	99	539	521	527	21	32	32	28	24	23	45	40	40	6	4	6
Asian/Pacific Islander	11	122	1747	100	100	100	604	585	589	0	10	9	10	14	9	60	48	50	30	29	32
American Indian/Alaskan Native	NC	197	4996	NC	99	100	NC	512	518	NC	40	36	NC	28	25	NC	28	36	NC	3	4
White	131	1692	38320	99	99	99	562	560	568	12	14	12	14	15	14	66	56	55	8	15	19
Students with Disabilities	24	659	9329	100	100	100	529	445	454	35	65	64	22	17	18	35	16	16	9	1	2
Students without Disabilities	184	4107	68996	100	99	99	562	550	561	10	20	16	18	22	18	63	49	52	9	9	14
Limited English Proficient Students	NC	587	10133	NC	100	100	NC	485	488	NC	43	45	NC	28	25	NC	28	28	NC	1	2
Migrant Students	--	--	83	--	--	NA	--	--	520	--	--	39	--	--	28	--	--	30	--	--	4
Economically Disadvantaged	59	2431	33388	100	96	94	546	525	530	23	35	32	17	24	22	52	37	40	8	4	5
Non-Economically Disadvantaged	149	2335	44937	100	100	100	562	546	561	10	17	13	18	18	15	63	52	54	10	13	18

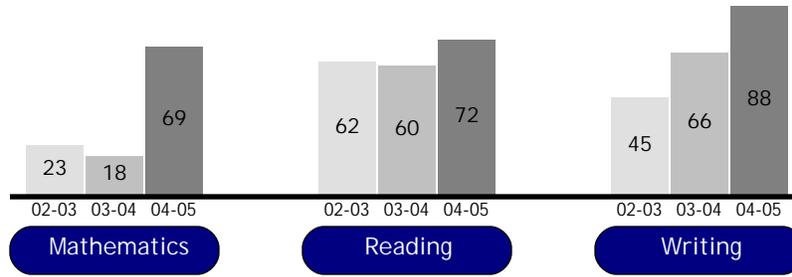
Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	208	4767	78302	100	0	99	521	499	512	6	15	11	21	30	25	69	52	57	3	4	7
All Students (Prior Year)	201	4522	74918	92	97	99	507	485	497	20	41	32	20	19	19	42	29	35	18	11	15
Female	106	2366	38082	100	0	99	526	504	518	7	12	8	18	29	24	70	55	61	4	4	7
Male	102	2401	40166	100	0	99	516	494	507	5	17	14	24	31	26	68	49	54	2	3	6
African American	14	331	4064	100	0	100	531	482	498	0	17	14	27	39	29	64	42	54	9	3	3
Hispanic	51	2425	29152	96	0	99	506	486	492	11	19	17	28	36	34	62	44	46	0	2	2
Asian/Pacific Islander	11	122	1746	100	0	100	563	533	542	0	5	5	0	21	13	100	64	66	0	10	16
American Indian/Alaskan Native	NC	198	4993	NC	0	100	NC	486	484	NC	17	19	NC	41	38	NC	40	42	NC	2	1
White	131	1691	38347	99	0	99	523	520	531	6	8	5	19	19	17	71	66	68	4	7	10
Students with Disabilities	24	662	9353	100	0	100	491	416	429	22	46	40	26	36	38	48	18	22	4	0	1
Students without Disabilities	184	4107	69024	100	0	99	525	512	524	4	10	7	21	29	23	72	57	62	3	4	7
Limited English Proficient Students	NC	586	10140	NC	0	100	NC	450	451	NC	27	28	NC	42	43	NC	30	29	NC	0	1
Migrant Students	--	--	83	--	--	NA	--	--	480	--	--	29	--	--	36	--	--	35	--	--	0
Economically Disadvantaged	59	2434	33398	100	0	94	514	488	495	6	20	18	33	39	35	60	40	46	2	1	2
Non-Economically Disadvantaged	149	2335	44979	100	0	100	524	510	525	7	9	6	17	21	18	73	64	66	4	6	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	208	4758	78094	100	99	99	558	536	545	1	4	3	11	20	18	87	74	77	1	1	2
All Students (Prior Year)	213	4511	74503	98	97	99	507	485	491	2	10	9	32	34	32	60	50	51	6	6	8
Female	106	2364	38025	100	99	99	568	548	558	1	3	2	5	16	13	93	80	82	1	2	2
Male	102	2393	40013	100	99	99	548	524	534	1	6	5	17	25	23	82	69	71	0	1	1
African American	14	325	4037	100	98	99	587	519	532	0	7	4	0	19	22	100	73	73	0	1	1
Hispanic	51	2424	29068	96	99	99	547	521	523	2	6	5	15	26	27	81	68	67	2	0	1
Asian/Pacific Islander	11	122	1743	100	100	100	581	574	577	0	1	2	10	12	9	90	78	82	0	9	8
American Indian/Alaskan Native	NC	198	4981	NC	99	100	NC	527	526	NC	4	4	NC	23	25	NC	72	70	NC	1	0
White	131	1689	38265	99	99	99	559	559	564	0	1	2	11	13	11	89	84	84	0	2	3
Students with Disabilities	24	651	9275	100	100	100	519	433	444	0	17	14	43	44	46	57	39	39	0	1	1
Students without Disabilities	184	4108	68892	100	99	98	563	552	559	1	2	2	7	17	14	92	80	82	1	2	2
Limited English Proficient Students	NC	586	10084	NC	100	100	NC	472	474	NC	11	10	NC	38	39	NC	51	50	NC	0	1
Migrant Students	--	--	81	--	--	NA	--	--	504	--	--	12	--	--	27	--	--	60	--	--	0
Economically Disadvantaged	59	2424	33296	100	96	94	555	523	527	2	6	5	12	27	27	85	66	67	2	1	0
Non-Economically Disadvantaged	149	2335	44871	100	100	100	559	549	559	1	2	2	11	13	12	88	82	84	0	2	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.

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?	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	91	59	45	53	97	62	NA	56	99	51	44	51
	Language	91	53	38	45	98	56	38	48	99	49	41	47
	Mathematics	87	69	52	62	98	69	52	66	99	56	44	52
7	Reading	87	61	44	51	99	59	NA	54	99	54	44	50
	Language	91	60	48	54	100	66	48	58	99	59	48	52
	Mathematics	88	57	47	58	96	64	49	62	99	57	44	50
8	Reading	86	59	49	53	98	57	NA	55	100	56	46	51
	Language	83	55	46	49	99	55	41	52	100	55	47	50
	Mathematics	85	56	53	58	98	58	50	61	100	58	48	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/](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)
- 7 Teacher(s)
- 7 Parent(s)
- 1 Community Member(s)
- 0 Student(s)

Council Duties

- Ü School Safety Issues/Parent Involvement
- Ü Setting Schoolwide Goals
- Ü Increasing Attendance
- Ü Reducing Suspension
- Ü Extracurricular Activities
- Ü Staff Development

Staffing Information for School Year 2005-06

Position	Number	Position	Number
Administrator	2.00	Teacher	31.00
Other Professional Staff	3.00	Teacher Aide	3.00

Years of Teaching Experience for School Year 2005-06

Experience	Bachelor's	Master's	Doctorate	Other
3 or fewer years	5	7	0	0
4 to 6 years	2	1	0	0
7 to 9 years	3	3	0	0
10 or more years	6	12	0	0

Highly Qualified (NCLB) School Year 2004-05

Core academic classes taught by Highly Qualified (NCLB) teachers.	126
Teachers with Emergency Certificaton.	1
Percent of teachers in the school with Emergency/Provisional Certification	3%
Percent of core classes not taught by Hightly Qualified Teachers	0%

Resources Available at School Site

Special Facilities

- Ü State-of-the-Art Science Rooms
- Ü Two Computer Labs
- Ü Dance/Music rooms

Extracurricular Activities

- Ü Extensive Interscholastics Program
- Ü Fine Arts-Band/Orchestra/Choir/Drama/Art
- Ü National Junior Honor Society
- Ü Student Enrichment Team
- Ü Unity Council
- Ü Drill Team

Social Services

- Ü Counseling Services
- Ü Clothing Bank
- Ü Tobacco Free Ways
- Ü Second Step Violence Prevention Program
- Ü Substance Abuse Support Program
- Ü Bully Free School Program
- Ü Groups on Substance Abuse

Indicators of Success Based on Historical Data from 2004-05

School Achievements/Accomplishments 2004-05

ü District Certificate of Improvement for AIMS gains in Reading, Writing and Mathematics.

ü District Certificate of Improvement for Tara Nova gains in Mathematics.

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>	8	12	12	17
Transfers In Rate <sup>6</sup>	16	28	28	37
Stability Rate <sup>7</sup>	91	87	87	82
Promotion Rate <sup>8</sup>	98	96	95	81
Retention Rate <sup>9</sup>	0	1	1	3
Dropout Rate <sup>10</sup>	1	0	1	6
Status Unknown <sup>11</sup>	0	0	1	4
Graduation Rate <sup>12</sup>	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

Secrist has a Multi-Hazard School Safety Plan. We work with neighborhood associations to improve school/community safety. Students and staff practice each part of our plan (lockdown, evacuation, etc.) We promote a positive and accepting environment. SRO works with the Student Enhancement Team to assist with school safety.

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) :

5

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	Jim Christ	(520) 731-5300
Transportation Policy	Bud Waters	(520) 731-6706
Community Resources	William Hubbard	(520) 731-5319
School Nutrition Programs	Pam Palmo	(520) 225-4720
Parent Organization	Linda Matz	(520) 731-5300
Student Health/Nurse	Jan Hart-Fast	(520) 731-5317

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).

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

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.