



ARIZONA SCHOOL REPORT CARD ACADEMIC YEAR 2005-06

340 Blvd. Del Rey David, Nogales, AZ 85621

Nogales 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
2003-04 Performing
2002-03 Performing

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

School Overview

Principal/Administrator : Mrs. Joan Molera
Schedule : 07:00 AM to 05:00 PM
Grades : 6-8
2005 Enrollment : 879
Web Address : www2.nusd.k12.az.us/dsms/
Phone Number : (520) 377-2646
Fax Number : (520) 377-2674
E-mail : jmolera@nusd.k12.az.us

Mission

Desert Shadows Middle School will provide a quality educational program to our diverse community of students where all are expected to learn.

No Child Left Behind

Adequate Yearly Progress (b)

2004-05 Met
2003-04 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 / Academic Goals

- ü The academic achievement of all students will improve in reading.
- ü The academic achievement of all students will improve in writing.
- ü The academic achievement of all students will improve in mathematics.
- ü Students will learn and apply the Six Pillars of Character: Responsibility, Trustworthiness, Caring, Respect, Fairness, and Citizenship.

Enrollment

October 1, 2004 School Year Student Enrollment : 850
Accepting New Students in 2005-06 Under Open Enrollment Law : ² Yes
Number of Students Attending Under Open Enrollment in 2004-05 : 68

Instructional Programs

- ü Pre AP / IB Program
- ü ESL Program
- ü Advisory Class (Workplace Standards)
- ü AIMS Reading Class (Reading Standards)
- ü Pre-ROTC Program

Calendar Information

Number of Instruction Days :	180
Average Daily Instruction Time :	6 hours 25 minutes
First Day of School :	8/11/2005
Last Day of School :	5/26/2006

Shared Responsibilities

School

A quarterly letter to parents--in English and Spanish--is mailed home. A school calendar that highlights all campus activities, report cards, and other relevant handouts are included in this quarterly mailing. Parents are able to access grades and attendance on the district internet site. Parent-teacher conferences are held twice a year, but informal conferences occur frequently throughout the school year.

Parents

Desert Shadows Middle School encourages parent participation in all phases of the school's operation. Parents are responsible to review the behavior guidelines outlined in the DSMS Student Planner (school rules), the Citizen Auto Stage handout (bus rules) and the District's Discipline Manual (district rules). Parents are encouraged to attend academic awards ceremonies, athletic events, and other school functions.

Transportation Policy

Nogales Unified School District provides bus service for students residing in the Desert Shadows attendance zone. It is the responsibility of the students to follow the rules for bus riding. Failure to do so results in suspension of bus privileges.

School Honors

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

Award/Honor	Year
ü Honor Roll and Perfect Attendance Student Recognition	2005
ü Various Music Group Awards	2005
ü Various Athletic Team Awards	2005
ü Numerous Awards in Local Essay Contests	2005

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	264	466	78250	99	100	99	533	537	548	22	25	21	25	24	18	46	42	48	7	9	13
All Students (Prior Year)	249	472	75001	100	100	99	455	464	468	48	42	37	34	35	36	11	14	16	7	9	10
Female	134	233	38071	99	100	99	537	541	549	24	25	20	20	21	19	48	44	49	8	10	12
Male	130	233	40126	100	100	99	529	532	547	20	25	23	30	27	17	43	40	46	7	8	14
African American	--	--	4058	--	--	99	--	--	523	--	--	32	--	--	22	--	--	41	--	--	5
Hispanic	256	458	29129	99	100	99	532	536	527	23	25	32	24	24	23	46	42	40	7	9	6
Asian/Pacific Islander	NC	NC	1747	NC	NC	100	NC	NC	589	NC	NC	9	NC	NC	9	NC	NC	50	NC	NC	32
American Indian/Alaskan Native	--	--	4996	--	--	100	--	--	518	--	--	36	--	--	25	--	--	36	--	--	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	23	45	9329	100	100	100	367	420	454	64	68	64	36	24	18	0	7	16	0	0	2
Students without Disabilities	241	421	68996	98	99	99	549	548	561	18	20	16	23	24	18	50	46	52	8	10	14
Limited English Proficient Students	61	151	10133	100	100	100	503	513	488	34	36	45	27	26	25	37	34	28	3	4	2
Migrant Students	--	--	83	--	--	NA	--	--	520	--	--	39	--	--	28	--	--	30	--	--	4
Economically Disadvantaged	191	367	33388	98	99	94	535	537	530	26	28	32	25	25	22	45	39	40	4	8	5
Non-Economically Disadvantaged	73	99	44937	100	100	100	529	535	561	12	14	13	23	21	15	49	52	54	15	14	18

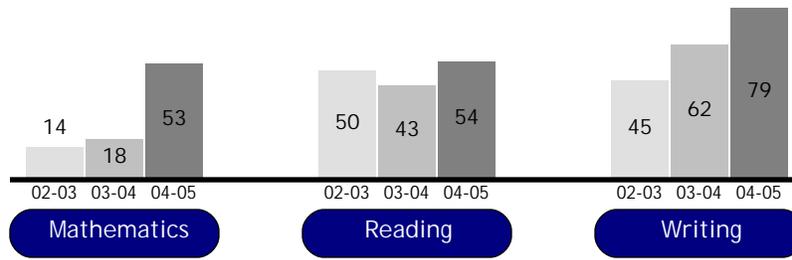
Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	264	467	78302	99	0	99	493	492	512	13	18	11	33	33	25	51	47	57	3	2	7
All Students (Prior Year)	248	471	74918	99	100	99	488	490	497	38	37	32	19	20	19	34	33	35	9	10	15
Female	134	233	38082	99	0	99	497	497	518	14	14	8	30	34	24	54	50	61	2	2	7
Male	130	234	40166	100	0	99	489	486	507	13	21	14	35	33	26	48	43	54	4	3	6
African American	--	--	4064	--	--	100	--	--	498	--	--	14	--	--	29	--	--	54	--	--	3
Hispanic	256	459	29152	99	0	99	491	490	492	13	18	17	33	34	34	51	47	46	2	2	2
Asian/Pacific Islander	NC	NC	1746	NC	NC	100	NC	NC	542	NC	NC	5	NC	NC	13	NC	NC	66	NC	NC	16
American Indian/Alaskan Native	--	--	4993	--	--	100	--	--	484	--	--	19	--	--	38	--	--	42	--	--	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	23	46	9353	100	0	100	348	393	429	41	55	40	50	38	38	9	7	22	0	0	1
Students without Disabilities	241	421	69024	98	0	99	507	502	524	10	14	7	31	33	23	55	51	62	3	2	7
Limited English Proficient Students	61	152	10140	100	0	100	459	468	451	23	28	28	46	43	43	29	28	29	1	1	1
Migrant Students	--	--	83	--	--	NA	--	--	480	--	--	29	--	--	36	--	--	35	--	--	0
Economically Disadvantaged	191	368	33398	98	0	94	492	490	495	17	21	18	36	36	35	45	43	46	1	1	2
Non-Economically Disadvantaged	73	99	44979	100	0	100	496	497	525	3	6	6	23	26	18	66	61	66	8	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	264	466	78094	99	100	99	538	531	545	4	4	3	17	24	18	79	71	77	0	0	2
All Students (Prior Year)	246	468	74503	98	100	99	487	487	491	10	8	9	28	34	32	58	53	51	4	5	8
Female	134	233	38025	99	100	99	549	542	558	3	4	2	11	16	13	86	81	82	0	0	2
Male	130	233	40013	100	100	99	525	518	534	6	5	5	23	33	23	71	62	71	0	0	1
African American	--	--	4037	--	--	99	--	--	532	--	--	4	--	--	22	--	--	73	--	--	1
Hispanic	256	458	29068	99	100	99	536	530	523	4	4	5	17	25	27	78	71	67	0	0	1
Asian/Pacific Islander	NC	NC	1743	NC	NC	100	NC	NC	577	NC	NC	2	NC	NC	9	NC	NC	82	NC	NC	8
American Indian/Alaskan Native	--	--	4981	--	--	100	--	--	526	--	--	4	--	--	25	--	--	70	--	--	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	23	45	9275	100	100	100	364	409	444	27	24	14	41	51	46	32	24	39	0	0	1
Students without Disabilities	241	421	68892	98	99	98	554	543	559	2	2	2	15	22	14	83	76	82	0	0	2
Limited English Proficient Students	61	151	10084	100	100	100	502	502	474	6	6	10	29	37	39	64	56	50	0	0	1
Migrant Students	--	--	81	--	--	NA	--	--	504	--	--	12	--	--	27	--	--	60	--	--	0
Economically Disadvantaged	191	367	33296	98	99	94	537	529	527	6	5	5	20	27	27	74	68	67	0	0	0
Non-Economically Disadvantaged	73	99	44871	100	100	100	539	538	559	1	2	2	10	16	12	89	82	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.

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	100	42	37	53	97	43	NA	56	96	42	39	51
	Language	100	39	33	45	98	42	40	48	96	40	37	47
	Mathematics	100	68	61	62	98	66	62	66	96	47	44	52
7	Reading	100	34	30	51	98	44	NA	54	98	40	38	50
	Language	100	47	39	54	99	51	43	58	98	43	40	52
	Mathematics	100	47	46	58	99	58	52	62	98	48	45	50
8	Reading	100	47	42	53	97	41	NA	55	97	44	41	51
	Language	100	43	36	49	99	37	36	52	97	46	42	50
	Mathematics	100	51	52	58	99	47	53	61	97	52	50	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

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

Council Duties

- Ü Student Achievement
- Ü Programs (i.e. Music, Showcase)
- Ü School Safety Issues
- Ü School Calendar
- Ü Extracurricular Activities

Staffing Information for School Year 2005-06

Position	Number	Position	Number
Administrator	2.00	Teacher	38.50
Other Professional Staff	3.00	Teacher Aide	7.00

Years of Teaching Experience for School Year 2005-06

Experience	Bachelor's	Master's	Doctorate	Other
3 or fewer years	5	1	0	0
4 to 6 years	1	2	0	0
7 to 9 years	1	3	0	0
10 or more years	9	17	0	0

Highly Qualified (NCLB) School Year 2004-05

Core academic classes taught by Highly Qualified (NCLB) teachers.	158
Teachers with Emergency Certificaton.	5
Percent of teachers in the school with Emergency/Provisional Certification	13%
Percent of core classes not taught by Highly Qualified Teachers	15%

Resources Available at School Site

Special Facilities

- Ü Library / Conference Room
- Ü Dynamic Athletic Fields and Gym
- Ü A PC Computer Lab (35 stations)

Extracurricular Activities

- Ü Music Program (Band, Choir, Marachi)
- Ü Athletics (14 sports)
- Ü Clubs (6)

Social Services

- Ü Breakfast / Lunch Program
- Ü After School Tutoring Program
- Ü Counseling Services

Indicators of Success Based on Historical Data from 2004-05

School Achievements/Accomplishments 2004-05

- ü DSMS students earn several academic awards, such as: Honor Roll, Sparkle and Gem, Athletic Certificates, Presidential Award of Excellence, 4.0 Medal, Yearly Perfect Attendance, Middle Schools Perfect Attendance, and Diamondback Award.

- ü The DSMS music program, including band and mariachi, received numerous awards in regional and statewide competitions.

- ü The DSMS athletic program has impressive participation and records.

- ü DSMS students earn honors in both local and state contests. These contests include essay competitions sponsored by various service and fraternal organizations.

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	5	12	12	17
Transfers In Rate ⁶	9	28	28	37
Stability Rate ⁷	94	87	87	82
Promotion Rate ⁸	88	96	95	81
Retention Rate ⁹	8	1	1	3
Dropout Rate ¹⁰	0	0	1	6
Status Unknown ¹¹	0	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

Our current incident count is low due to our successful intervention strategies. A full-time SRO and security guard are employed. A schoolwide crisis plan is implemented by our school crisis team. Law-related Education (LRE) classes are integrated in our curriculum according to the parameters of the School Safety Grant. As well, teachers implement a Character Education curriculum based on the Six Pillars of Character: Responsibility, Trustworthiness, Caring, Respect, Fairness, and Citizenship.

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	Joan Molera	(520) 377-2646
Transportation Policy	Michael Young	(520) 377-2646
Community Resources	Blanca Suzarrey	(520) 377-2646
School Nutrition Programs	Lysette Cervantes	(520) 377-2646
Parent Organization	Susie Trujillo	(520) 377-2646
Student Health/Nurse	Chris Montes	(520) 377-2646

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.