



ARIZONA SCHOOL REPORT CARD ACADEMIC YEAR 2005-06

98 Swanson Plaza, Lake Havasu City, AZ 86403

Lake Havasu 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	Performing
2002-03	Underperforming

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

School Overview

Principal/Administrator : Mr. Hector Fimbres  
 Schedule : 07:00 AM to 03:30 PM  
 Grades : 6-8  
 2005 Enrollment : 468  
 Web Address : www.havasu.k12.az.us/daytona/  
 Phone Number : (928) 855-4200  
 Fax Number : (928) 855-6323  
 E-mail : hfimbres@havasu.k12.az.us

Mission

Our mission is to provide a safe and orderly atmosphere to allow students to develop to their highest potential socially, academically and morally. 'LEARNING IS THE KEY TO THE FUTURE.'

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

- Teachers will increase direct reading instruction across the curriculum.
- Administration and Teachers will develop an intensive intervention program to provide more time for students indentified as FFB (Falls Far Below as per AIMS standards) in the targeted area.

Enrollment

October 1, 2004 School Year Student Enrollment : 474  
 Accepting New Students in 2005-06 Under Open Enrollment Law : <sup>2</sup> Yes  
 Number of Students Attending Under Open Enrollment in 2004-05 : 122

Instructional Programs

- Ü Accelerated Reader Program
- Ü Reading Renaissance
- Ü On-site Special Education
- Ü Differentiated Instruction
- Ü Reading Strategies/ASCD Action Tool

Calendar Information

Number of Instruction Days :	180
Average Daily Instruction Time :	6 hours 30 minutes
First Day of School :	7/18/2005
Last Day of School :	6/6/2006

Shared Responsibilities

School

Daytona Middle School will provide a safe and orderly atmosphere to allow students to develop to their highest potential socially, academically, and morally.

Parents

Parents need to work with the administration/staff in forming a healthy partnership in reinforcing behaviors and seeing that our students have every opportunity to succeed academically. Parents are encouraged to become involved with their child's school day. Parents need to require students to attend classes regularly.

Transportation Policy

General transportation is provided for middle school students. For more information, call 928-855-8279.

School Honors

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

Award/Honor	Year
Ü Renaissance	2001
Ü Excellence in Education	2001
Ü National Junior Honors Society	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	173	544	78250	95	98	99	541	558	548	21	15	21	17	14	18	59	60	48	3	11	13
All Students (Prior Year)	160	517	75001	99	98	99	456	472	468	45	30	37	43	44	36	10	18	16	2	8	10
Female	82	270	38071	96	98	99	549	565	549	11	9	20	20	13	19	64	65	49	4	13	12
Male	91	274	40126	94	98	99	534	551	547	30	20	23	14	14	17	53	56	46	3	10	14
African American	NC	NC	4058	NC	NC	99	NC	NC	523	NC	NC	32	NC	NC	22	NC	NC	41	NC	NC	5
Hispanic	40	91	29129	100	100	99	531	550	527	29	23	32	19	14	23	52	55	40	0	8	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	NC	NC	4996	NC	NC	100	NC	NC	518	NC	NC	36	NC	NC	25	NC	NC	36	NC	NC	4
White	128	440	38320	93	97	99	545	562	568	18	13	12	15	13	14	62	62	55	5	12	19
Students with Disabilities	25	59	9329	100	100	100	485	478	454	76	73	64	5	13	18	19	13	16	0	0	2
Students without Disabilities	148	485	68996	94	97	99	551	567	561	12	8	16	19	14	18	65	65	52	4	12	14
Limited English Proficient Students	NC	17	10133	NC	100	100	NC	459	488	NC	64	45	NC	9	25	NC	27	28	NC	0	2
Migrant Students	--	--	83	--	--	NA	--	--	520	--	--	39	--	--	28	--	--	30	--	--	4
Economically Disadvantaged	90	198	33388	94	96	94	533	546	530	25	23	32	17	15	22	58	55	40	0	7	5
Non-Economically Disadvantaged	83	346	44937	97	100	100	550	566	561	17	10	13	17	13	15	59	63	54	7	14	18

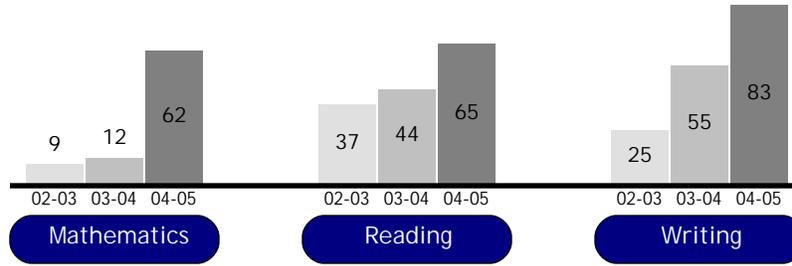
Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	172	541	78302	95	0	99	513	526	512	12	8	11	23	16	25	62	70	57	3	6	7
All Students (Prior Year)	160	514	74918	99	98	99	489	504	497	33	22	32	23	23	19	38	41	35	6	14	15
Female	82	268	38082	96	0	99	525	536	518	7	4	8	17	12	24	71	75	61	4	9	7
Male	90	273	40166	93	0	99	502	516	507	17	12	14	29	21	26	53	65	54	1	3	6
African American	NC	NC	4064	NC	NC	100	NC	NC	498	NC	NC	14	NC	NC	29	NC	NC	54	NC	NC	3
Hispanic	39	90	29152	98	0	99	502	516	492	20	13	17	30	24	34	47	60	46	3	3	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	NC	NC	4993	NC	NC	100	NC	NC	484	NC	NC	19	NC	NC	38	NC	NC	42	NC	NC	1
White	128	438	38347	93	0	99	518	530	531	9	7	5	20	14	17	68	73	68	3	7	10
Students with Disabilities	25	59	9353	100	0	100	470	452	429	48	47	40	29	36	38	24	18	22	0	0	1
Students without Disabilities	147	482	69024	93	0	99	520	533	524	6	4	7	22	14	23	68	76	62	3	6	7
Limited English Proficient Students	NC	17	10140	NC	0	100	NC	403	451	NC	82	28	NC	9	43	NC	9	29	NC	0	1
Migrant Students	--	--	83	--	--	NA	--	--	480	--	--	29	--	--	36	--	--	35	--	--	0
Economically Disadvantaged	89	197	33398	93	0	94	503	515	495	18	13	18	22	20	35	59	65	46	0	2	2
Non-Economically Disadvantaged	83	344	44979	97	0	100	524	532	525	6	5	6	24	14	18	64	73	66	6	8	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	170	541	78094	93	98	99	556	561	545	2	1	3	15	13	18	83	85	77	0	1	2
All Students (Prior Year)	159	515	74503	99	98	99	488	492	491	7	8	9	37	33	32	50	54	51	5	5	8
Female	78	266	38025	92	97	99	567	572	558	1	1	2	9	7	13	90	91	82	0	1	2
Male	92	275	40013	95	99	99	546	551	534	3	2	5	20	19	23	77	80	71	0	0	1
African American	NC	NC	4037	NC	NC	99	NC	NC	532	NC	NC	4	NC	NC	22	NC	NC	73	NC	NC	1
Hispanic	37	88	29068	93	98	99	536	554	523	7	3	5	10	12	27	83	86	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	NC	NC	4981	NC	NC	100	NC	NC	526	NC	NC	4	NC	NC	25	NC	NC	70	NC	NC	0
White	128	440	38265	93	97	99	563	565	564	1	1	2	14	12	11	85	86	84	0	1	3
Students with Disabilities	24	58	9275	100	100	100	497	480	444	0	4	14	67	60	46	33	36	39	0	0	1
Students without Disabilities	146	483	68892	92	97	98	566	570	559	2	1	2	6	8	14	91	90	82	0	1	2
Limited English Proficient Students	NC	16	10084	NC	100	100	NC	419	474	NC	20	10	NC	40	39	NC	40	50	NC	0	1
Migrant Students	--	--	81	--	--	NA	--	--	504	--	--	12	--	--	27	--	--	60	--	--	0
Economically Disadvantaged	87	195	33296	91	94	94	549	550	527	4	4	5	17	15	27	79	81	67	0	0	0
Non-Economically Disadvantaged	83	346	44871	97	100	100	564	567	559	0	0	2	13	11	12	87	87	84	0	1	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	96	58	62	53	95	51	NA	56	99	59	57	51
	Language	96	46	57	45	95	40	52	48	99	57	54	47
	Mathematics	98	65	71	62	97	50	66	66	98	56	59	52
7	Reading	95	48	59	51	100	59	NA	54	99	49	53	50
	Language	95	45	65	54	100	65	73	58	99	52	56	52
	Mathematics	95	42	60	58	100	59	65	62	99	45	53	50
8	Reading	95	48	59	53	96	53	NA	55	95	49	56	51
	Language	96	40	56	49	98	43	58	52	95	51	55	50
	Mathematics	96	42	57	58	96	49	65	61	95	49	57	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)
- 6 Teacher(s)
- 3 Parent(s)
- 2 Community Member(s)
- 2 Student(s)

Council Duties

- Ü Fundraising
- Ü Athletics
- Ü Parent/Educator Relations
- Ü School Safety Issues

Staffing Information for School Year 2005-06

Position	Number	Position	Number
Administrator	1.50	Teacher	27.50
Other Professional Staff	5.00	Teacher Aide	8.00

Years of Teaching Experience for School Year 2005-06

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

Highly Qualified (NCLB) School Year 2004-05

Core academic classes taught by Highly Qualified (NCLB) teachers.	142
Teachers with Emergency Certificaton.	1
Percent of teachers in the school with Emergency/Provisional Certification	3%
Percent of core classes not taught by Highly Qualified Teachers	2%

Resources Available at School Site

Special Facilities

- Ü Students Have Access to 3 Computer Labs
- Ü Band/Choir, Art, Weight Rm
- Ü Science Lab
- Ü Media Center

Extracurricular Activities

- Ü Student Government
- Ü Drama Club
- Ü Yearbook Committee
- Ü Student Enrichment and Tutoring
- Ü Robotics
- Ü Volleyball, Cross Country, Basketball
- Ü Track, Baseball, Softball
- Ü Grade/Behavior Incentive Program

Social Services

- Ü Free Breakfast/Lunch Programs
- Ü DES Services
- Ü Health Services
- Ü Homeless Liason
- Ü Coyote Closet
- Ü Student Assistance Programs, Tolerance
- Ü Interagency, Mohave Mental Health
- Ü Peer Mediation

## Indicators of Success Based on Historical Data from 2004-05

## School Achievements/Accomplishments 2004-05

- ü AIMS DPA percentages in the meets/exceeds category for 6th grade: 80% in reading, 72% in writing, and 66% in math.
- ü AIMS DPA percentages in the meets/exceeds category for 7th grade: 66% in reading, 66% in writing, and 59% in math.
- ü AIMS DPA percentages in the meets/exceeds category for 8th grade: 68% in reading, 89% in writing, and 67% in math.

## 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>	12	12	12	17
Transfers In Rate <sup>6</sup>	34	28	28	37
Stability Rate <sup>7</sup>	87	87	87	82
Promotion Rate <sup>8</sup>	95	96	95	81
Retention Rate <sup>9</sup>	2	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

On April 1, 2002 Daytona Middle School began Peer Mediation as a Pilot Program. Students learn negotiation skills and ways to resolve their problems. Peer Mediation is used to resolve conflicts with compromise, therefore avoiding disciplinary action. The school also offers Character Education and an Anti Bullying Program.

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) :

56
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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	Hector F. Fimbres	(928) 855-4200
Transportation Policy	Ron Nelson	(928) 855-8279
Community Resources	Cheryl Dailey	(928) 855-4200
School Nutrition Programs	Bill Hurter	(928) 855-5121
Parent Organization	Daytona Site Council	(928) 855-4200
Student Health/Nurse	Tammie Dutton	(928) 855-4200

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

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

DEFINITIONS:

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

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

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

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).

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\*\* 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.