

ARIZONA SCHOOL REPORT CARD ACADEMIC YEAR 2005-06

4100 W 20th St, Yuma, AZ 85364
Yuma Union High School District

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

AZ LEARNS¹

High School Achievement Profile ^(a)

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

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

No Child Left Behind

Adequate Yearly Progress ^(b)

2004-05	Met
2003-04	Met
2002-03	Met

School Improvement Status ^(b)

2004-05	N/A
2003-04	N/A
2002-03	N/A

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

School Overview

Principal/Administrator : Mr. Anthony Steen
Schedule : 07:30 AM to 04:00 PM
Grades : 9-12
2005 Enrollment : 2372
Web Address : www.cibolahigh.com
Phone Number : (928) 502-5700
Fax Number : (928) 502-6046
E-mail : asteen@yumaed.org

Mission

Cibola High School is committed to success, challenging students and staff to achieve their highest potential. Cibola has created a unique and successful student-centered school culture, born from the exceptional expectations of its staff.

School / Academic Goals

- ü The Cibola community will increase AIMS scores by 20% and 'teach for success' by maximizing instructional time.
- ü Students will improve writing skills across the curriculum. Target objectives: Organization, format, introductions and conclusions; supports with examples, persuasive writing; grammar, spelling, punctuation; appropriate style, audience awareness.
- ü All Cibola community members will maximize instructional time by eliciting engagement in the learning process. Target objectives: students will expect to be involved in the learning process and accountable for their own learning.

Enrollment

October 1, 2004 School Year Student Enrollment : 2570
Accepting New Students in 2005-06 Under Open Enrollment Law :² No
Number of Students Attending Under Open Enrollment in 2004-05 : 0

Instructional Programs

- Ü Honors Classes
- Ü Advanced Placement
- Ü Gifted Education
- Ü Interdisciplinary Teams
- Ü On-site, Inclusive Special Education
- Ü School-to-Work
- Ü Dual Credit
- Ü English Learners Program

Calendar Information

Number of Instruction Days :	180
Average Daily Instruction Time :	6 hours 39 minutes
First Day of School :	8/9/2005
Last Day of School :	5/25/2006

Shared Responsibilities

School

Model and nurture a passion for learning. Teach literacy, citizenship and leadership skills, including critical thinking, problem solving and decision making in all disciplines to all students. Engage students in their own learning experiences. Increase communication with parents and the community.

Parents

Make sure your child attends all classes. Support the school in its efforts to maintain proper discipline. Encourage your sons/daughters to study. Model reading at home and talk with your child about goals. Be actively involved in his/her education.

Transportation Policy

Provide an opportunity for students to take advantage of all educational opportunities. Students who live more than 1.5 miles from school are provided transportation. Special education students receive service in accordance with their IEPs.

School Honors

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

Award/Honor	Year
Ü 3 National Merit Finalists	2005
Ü Robert Byrd Scholarship winner	2005
Ü Dorrance Merit Scholar	2004
Ü NAAE Outstanding Secondary Ag. Education Program	2002

10th Grade

Mathematics	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	674	2253	69846	97	98	100	691	679	699	22	30	21	17	17	11	51	46	49	10	7	18
All Students (Prior Year)	654	2219	65934	100	100	100	483	478	492	50	58	43	24	20	18	21	17	24	5	5	15
Female	341	1125	34328	98	99	99	688	681	702	19	28	19	19	17	12	54	49	51	8	6	18
Male	333	1128	35509	96	97	100	694	678	696	24	32	23	14	16	11	49	44	48	12	8	18
African American	10	38	3535	91	97	100	718	692	677	10	33	31	10	18	15	60	39	46	20	9	8
Hispanic	509	1702	23363	97	99	100	685	674	680	24	33	32	19	18	16	50	44	45	6	5	7
Asian/Pacific Islander	NC	20	1742	NC	100	99	NC	720	733	NC	16	8	NC	16	7	NC	42	46	NC	26	38
American Indian/Alaskan Native	13	28	4785	100	97	100	678	682	671	42	28	39	0	12	17	58	60	39	0	0	5
White	133	465	36421	98	95	99	713	695	714	10	19	12	11	12	8	56	54	54	23	15	26
Students with Disabilities	80	223	7690	99	100	100	611	560	593	64	70	64	22	14	14	14	15	21	0	0	2
Students without Disabilities	594	2030	62220	97	98	99	702	693	712	16	26	16	16	17	11	56	50	53	11	8	20
Limited English Proficient Students	42	227	5834	100	100	100	624	602	612	34	47	46	28	21	20	38	32	31	0	0	3
Migrant Students	NC	25	117	NC	NA	NA	NC	656	677	NC	72	44	NC	12	18	NC	16	35	NC	0	3
Economically Disadvantaged	399	1458	21421	95	95	92	688	684	686	27	35	35	18	17	15	48	42	43	6	5	7
Non-Economically Disadvantaged	275	795	48489	100	100	100	696	672	704	13	21	15	15	15	10	56	54	52	15	10	23

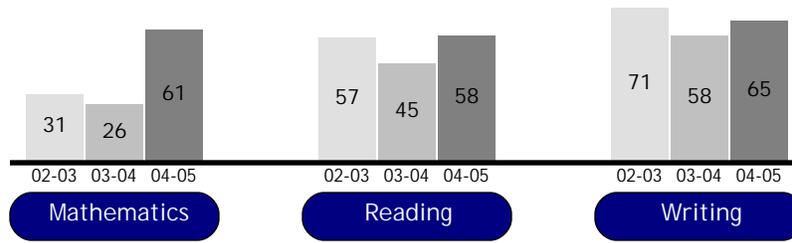
Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	700	2319	71311	97	99	100	678	669	694	13	16	7	29	30	21	54	51	63	4	3	9
All Students (Prior Year)	661	2246	68162	100	100	100	496	492	509	26	29	18	30	30	24	40	37	51	5	4	8
Female	353	1153	34899	98	100	100	679	674	700	9	13	5	31	30	19	56	53	66	4	4	10
Male	347	1167	36430	97	98	100	677	665	688	18	18	9	26	30	22	53	49	61	3	3	8
African American	10	36	3573	91	97	100	712	699	676	0	10	9	20	29	26	70	48	60	10	13	4
Hispanic	526	1750	24056	97	100	100	669	660	672	15	19	13	34	34	31	49	46	53	2	1	3
Asian/Pacific Islander	NC	20	1731	NC	100	98	NC	701	717	NC	10	3	NC	25	13	NC	60	68	NC	5	16
American Indian/Alaskan Native	13	28	5110	93	93	100	659	676	661	25	12	14	42	32	38	33	56	46	0	0	2
White	142	485	36841	98	98	99	711	700	713	5	6	3	11	15	12	72	69	72	12	10	13
Students with Disabilities	83	226	8021	100	100	100	592	547	590	52	49	27	36	34	42	12	17	29	0	0	1
Students without Disabilities	617	2094	63379	97	99	100	690	683	707	8	12	5	28	29	18	60	55	68	4	3	10
Limited English Proficient Students	45	236	6402	100	100	100	598	574	596	33	44	25	44	38	44	22	18	30	0	0	1
Migrant Students	117	449	548	NA	NA	NA	661	656	659	24	27	26	38	37	36	38	35	38	0	0	0
Economically Disadvantaged	415	1505	22243	95	96	93	670	667	677	17	20	14	35	34	32	47	44	51	1	1	3
Non-Economically Disadvantaged	285	815	49157	100	100	100	690	674	702	8	8	4	20	21	16	65	65	69	7	7	11

Writing	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	689	2292	70868	96	98	100	682	671	688	5	7	5	30	33	23	58	56	63	7	4	9
All Students (Prior Year)	643	2198	67629	98	99	100	516	512	524	21	24	22	21	19	16	56	55	59	2	2	3
Female	349	1145	34710	97	99	99	687	679	697	4	6	3	22	26	19	66	62	66	8	5	12
Male	340	1148	36176	95	97	100	677	664	678	6	8	7	38	40	27	51	49	59	5	3	7
African American	10	36	3557	91	97	99	714	703	675	0	3	7	10	10	25	80	77	62	10	10	6
Hispanic	515	1723	23868	95	98	100	675	664	670	6	8	9	34	38	33	56	52	55	4	2	4
Asian/Pacific Islander	NC	20	1732	NC	100	98	NC	704	713	NC	5	2	NC	30	12	NC	35	64	NC	30	22
American Indian/Alaskan Native	13	30	5001	93	100	100	676	685	661	0	0	9	42	37	41	58	63	48	0	0	2
White	142	483	36710	98	97	99	706	694	702	2	3	2	15	18	15	68	69	69	15	10	13
Students with Disabilities	78	217	7900	96	97	100	595	545	580	22	26	22	57	53	49	21	20	28	0	1	1
Students without Disabilities	611	2076	63054	96	98	99	694	685	701	3	5	3	27	31	20	63	60	67	7	4	10
Limited English Proficient Students	42	228	6308	100	100	100	602	570	591	15	28	19	56	51	47	29	20	33	0	1	1
Migrant Students	114	442	540	NA	NA	NA	664	656	658	11	15	16	43	45	42	45	39	41	1	0	1
Economically Disadvantaged	404	1479	21994	92	95	92	675	671	673	7	9	10	37	39	36	54	51	52	2	2	3
Non-Economically Disadvantaged	285	814	48960	100	100	100	692	673	694	2	3	3	21	23	18	64	65	67	13	9	12

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

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

10th Grade Proficiency



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

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

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

Glossary:

Adequate Yearly Progress

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

Met Percent Tested:

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

Met Test Objectives:

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

Met Attendance Rate:

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

Met Graduation Rate:

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

Achievement Test Results

Stanford 9 and TerraNova/AIMS DPA

Grade	Content Area	2002-2003 (SAT9)				2003-2004 (SAT9)				2004-2005 (TerraNova)			
		%	Score	D	AZ	%	Score	D	AZ	%	Score	D	AZ
9	Reading	98	31	27	41	89	27	NA	42	96	47	41	51
	Language	100	33	28	42	91	33	29	42	96	48	41	50
	Mathematics	100	58	51	60	90	58	51	63	96	49	41	50

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

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

School Site Council

Council Composition

- 1 School Administrator(s)
- 1 Non-certified Employee(s)
- 3 Teacher(s)
- 3 Parent(s)
- 0 Community Member(s)
- 2 Student(s)

Council Duties

- Ü Parent/Educator Relations
- Ü Extracurricular Activities
- Ü North Central Association SIP
- Ü School Safety Issues
- Ü Alumni Surveys
- Ü Parent Surveys

Staffing Information for School Year 2005-06

Position	Number	Position	Number
Administrator	5.00	Teacher	112.00
Other Professional Staff	13.00	Teacher Aide	8.00

Years of Teaching Experience for School Year 2005-06

Experience	Bachelor's	Master's	Doctorate	Other
3 or fewer years	12	2	0	1
4 to 6 years	19	7	0	1
7 to 9 years	11	13	0	1
10 or more years	10	38	1	0

Highly Qualified (NCLB) School Year 2004-05

Core academic classes taught by Highly Qualified (NCLB) teachers.	385
Teachers with Emergency Certificaton.	1
Percent of teachers in the school with Emergency/Provisional Certification	0%
Percent of core classes not taught by Highly Qualified Teachers	1%

Resources Available at School Site

Special Facilities

- Ü 6-8 Computers in English Classes
- Ü Agriculture Biotech Lab & Library
- Ü Radio/TV Studio
- Ü Computer/Media Center

Extracurricular Activities

- Ü National Honor Society
- Ü AIA Sports and Activities
- Ü Vocational Industrial Clubs of America
- Ü Academic Decathlon
- Ü Student Council
- Ü Performing Arts
- Ü Future Farmers of America
- Ü Law Enforcement Exploration

Social Services

- Ü Community College Classes
- Ü Adult Literacy Education
- Ü Full-time Registered Nurse and LPN
- Ü Migrant Family Services
- Ü Healthy Kids Program
- Ü City Parks and Recreation Activities
- Ü Blood Drives
- Ü Visiting Performing Artists

Indicators of Success Based on Historical Data from 2004-05

School Achievements/Accomplishments 2004-05

- ü The graduation rate has increased from 73% in 1993-94 to 5-year rate of over 90% for the class of 2003. The dropout rate has decreased from 8% in 1993-94 to 3.4% in 2003. Minority graduation rate is well above state and national averages.
- ü SAT 1 mean scores for Cibola juniors in 2004-05 were 512 in Verbal and 535 in Math. The average composite ACT score for the 2004-05 school year was 21. YUHSD students have outpaced their AZ and US counterparts in ACT performance since 2000.
- ü Students in the class of 2005 were awarded nearly \$2.5 million in scholarships from public and private colleges and universities. In addition, in the past five years, 9 students have received appointments to U.S. Military Academies.
- ü 31 students from the class of 2005 qualified for the Cibola Academic Hall of Fame, graduating with a 3.5 or better grade point average and scoring a 25 or better composite on the ACT.

Student Activity Rates for School Year 2004-05

	% School	Arizona		
		% K-6/UE	% 7-8	% 9-12/US
Attendance Rate ⁴	94	95	94	95
Transfers Out Rates ⁵	12	12	12	17
Transfers In Rate ⁶	14	28	28	37
Stability Rate ⁷	87	87	87	82
Promotion Rate ⁸	91	96	95	81
Retention Rate ⁹	2	1	1	3
Dropout Rate ¹⁰	3	0	1	6
Status Unknown ¹¹	2	0	1	4
Graduation Rate ¹²	86	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

Cibola High School maintains a closed campus with constant security personnel on site during school hours and extracurricular activities. Yuma Police Department provides a Student Resource Officer on campus during school hours and at activities. Regularly scheduled safety drills. Tardy sweep helps ensure students are accounted for. A wide variety of activities, clubs, and sports provide students opportunities to be positively involved.

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) :

8

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	Tony Steen	(928) 502-5700
Transportation Policy	Bob Lawson	(928) 341-9076
Community Resources	Molly Kelly	(928) 502-5700
School Nutrition Programs	David Smith	(928) 726-4479
Parent Organization	Tony Steen	(928) 502-5700
Student Health/Nurse	Nancy Woodhouse	(928) 502-5700

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.

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.