



ARIZONA SCHOOL REPORT CARD ACADEMIC YEAR 2005-06

10101 E. Thompson Peak Parkway, Scottsdale, AZ 85255

Scottsdale 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	Excelling
2003-04	Not Evaluated
2002-03	New School

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

School Overview

Principal/Administrator : Mrs. Marla Zimmerman  
 Schedule : 08:00 AM to 04:30 PM  
 Grades : 6-8  
 2005 Enrollment : 551  
 Web Address : www.susd.org/schools/Elem/copperridgees/index.htm  
 Phone Number : (480) 484-1500  
 Fax Number : (480) 484-1501  
 E-mail : mzimmerman@susd.org

Mission

The staff of Copper Ridge Middle School is committed to providing all students the resources and opportunities to achieve academic and personal excellence in a safe and supportive environment.

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 / Academic Goals

- ü To increase the percentage of students who currently 'meet' the Aims standard to 'exceed' the Aims standard.
- ü Students and teachers will be educated on Bullying and decrease incidents at school.
- ü Teachers will have web pages with links to grades.
- ü Teachers will continue with professional development hours in goal areas.

Enrollment

October 1, 2004 School Year Student Enrollment : 549  
 Accepting New Students in 2005-06 Under Open Enrollment Law : <sup>2</sup> Yes  
 Number of Students Attending Under Open Enrollment in 2004-05 : 40

Instructional Programs

- Ü Heterogeneous Groupings
- Ü Exploratory Programs
- Ü Gifted/Integrated/Thematic
- Ü Humanities/Reading
- Ü Accelerated Math
- Ü Speech&Communications
- Ü Special Education
- Ü Fine Arts Program

Calendar Information

Number of Instruction Days :	180
Average Daily Instruction Time :	6 hours 0 minutes
First Day of School :	8/22/2005
Last Day of School :	6/8/2006

Shared Responsibilities

School

The staff at Copper Ridge Middle School is committed to providing all students the resources and opportunities to achieve academic and personal excellence in a safe and supportive environment.

Parents

Provide a supportive home environment conducive to study and learning; motivate their children to do their best; be role models by valuing education and by participating in the activities of the school and parent organizations.

Transportation Policy

Transportation is provided for students who live more than one mile from school. Service is also provided for special education students whose IEPs require it. The safety and welfare of student riders is the first consideration.

School Honors

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

Award/Honor	Year
Ü Heritage Festival (Silver and Bronze Awarded)	2002
Ü Hertiage Festival (Gold and Silver Awards)	2003
Ü Heritage Festival (Silver Awards)	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	185	2263	78250	99	100	99	589	577	548	7	11	21	8	11	18	59	54	48	26	24	13
All Students (Prior Year)	154	2214	75001	100	99	99	498	486	468	12	23	37	42	37	36	28	23	16	19	17	10
Female	89	1134	38071	100	100	99	596	579	549	4	9	20	6	11	19	61	56	49	30	24	12
Male	96	1129	40126	99	100	99	582	575	547	10	13	23	10	10	17	57	53	46	23	24	14
African American	NC	60	4058	NC	95	99	NC	522	523	NC	36	32	NC	22	22	NC	36	41	NC	6	5
Hispanic	NC	275	29129	NC	100	99	NC	534	527	NC	31	32	NC	21	23	NC	40	40	NC	7	6
Asian/Pacific Islander	NC	69	1747	NC	100	100	NC	599	589	NC	11	9	NC	2	9	NC	52	50	NC	36	32
American Indian/Alaskan Native	--	26	4996	--	93	100	--	533	518	--	41	36	--	23	25	--	23	36	--	14	4
White	171	1833	38320	99	100	99	590	584	568	5	7	12	9	9	14	58	57	55	28	26	19
Students with Disabilities	11	182	9329	100	100	100	510	474	454	64	57	64	9	17	18	18	24	16	9	2	2
Students without Disabilities	174	2082	68996	99	100	99	594	586	561	3	7	16	8	10	18	62	57	52	28	26	14
Limited English Proficient Students	NC	129	10133	NC	100	100	NC	491	488	NC	42	45	NC	22	25	NC	34	28	NC	2	2
Migrant Students	--	--	83	--	--	NA	--	--	520	--	--	39	--	--	28	--	--	30	--	--	4
Economically Disadvantaged	NC	345	33388	NC	93	94	NC	532	530	NC	32	32	NC	22	22	NC	40	40	NC	6	5
Non-Economically Disadvantaged	183	1919	44937	99	100	100	589	584	561	6	8	13	8	9	15	60	56	54	26	27	18

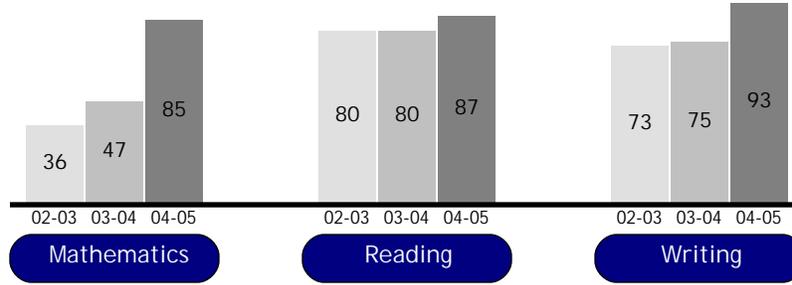
Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	186	2268	78302	100	0	99	549	543	512	4	5	11	9	12	25	75	69	57	12	14	7
All Students (Prior Year)	154	2212	74918	100	99	99	525	519	497	10	17	32	10	13	19	52	43	35	28	27	15
Female	89	1134	38082	100	0	99	557	549	518	2	3	8	5	10	24	79	71	61	14	16	7
Male	97	1133	40166	100	0	99	542	536	507	5	6	14	13	14	26	72	67	54	11	13	6
African American	NC	60	4064	NC	0	100	NC	508	498	NC	8	14	NC	28	29	NC	56	54	NC	8	3
Hispanic	NC	275	29152	NC	0	99	NC	502	492	NC	18	17	NC	29	34	NC	47	46	NC	5	2
Asian/Pacific Islander	NC	69	1746	NC	0	100	NC	562	542	NC	5	5	NC	9	13	NC	63	66	NC	23	16
American Indian/Alaskan Native	--	26	4993	--	0	100	--	512	484	--	14	19	--	32	38	--	55	42	--	0	1
White	172	1838	38347	100	0	99	549	549	531	3	3	5	10	9	17	76	73	68	12	15	10
Students with Disabilities	11	183	9353	100	0	100	476	448	429	45	33	40	18	34	38	36	30	22	0	2	1
Students without Disabilities	175	2086	69024	100	0	99	554	551	524	1	2	7	8	10	23	77	72	62	13	15	7
Limited English Proficient Students	NC	129	10140	NC	0	100	NC	456	451	NC	30	28	NC	34	43	NC	34	29	NC	1	1
Migrant Students	--	--	83	--	--	NA	--	--	480	--	--	29	--	--	36	--	--	35	--	--	0
Economically Disadvantaged	NC	346	33398	NC	0	94	NC	506	495	NC	16	18	NC	29	35	NC	52	46	NC	3	2
Non-Economically Disadvantaged	184	1923	44979	100	0	100	549	549	525	3	3	6	9	9	18	76	72	66	12	16	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	183	2258	78094	98	100	99	577	575	545	0	1	3	7	10	18	88	84	77	5	4	2
All Students (Prior Year)	153	2201	74503	99	99	99	528	522	491	1	6	9	24	24	32	65	54	51	10	15	8
Female	87	1131	38025	98	99	99	591	588	558	0	1	2	0	6	13	93	88	82	7	6	2
Male	96	1126	40013	99	100	99	565	562	534	0	2	5	14	14	23	84	81	71	2	3	1
African American	NC	59	4037	NC	94	99	NC	534	532	NC	2	4	NC	29	22	NC	69	73	NC	0	1
Hispanic	NC	275	29068	NC	100	99	NC	532	523	NC	6	5	NC	28	27	NC	65	67	NC	1	1
Asian/Pacific Islander	NC	69	1743	NC	100	100	NC	596	577	NC	2	2	NC	5	9	NC	81	82	NC	13	8
American Indian/Alaskan Native	--	26	4981	--	93	100	--	543	526	--	0	4	--	18	25	--	82	70	--	0	0
White	169	1829	38265	98	99	99	577	582	564	0	1	2	8	7	11	87	88	84	5	4	3
Students with Disabilities	11	178	9275	100	100	100	504	475	444	0	9	14	45	41	46	55	49	39	0	0	1
Students without Disabilities	172	2081	68892	98	99	98	582	583	559	0	1	2	5	7	14	90	87	82	5	5	2
Limited English Proficient Students	NC	128	10084	NC	100	100	NC	483	474	NC	11	10	NC	37	39	NC	53	50	NC	0	1
Migrant Students	--	--	81	--	--	NA	--	--	504	--	--	12	--	--	27	--	--	60	--	--	0
Economically Disadvantaged	NC	344	33296	NC	92	94	NC	534	527	NC	5	5	NC	30	27	NC	64	67	NC	1	0
Non-Economically Disadvantaged	181	1915	44871	98	100	100	578	582	559	0	1	2	7	7	12	88	88	84	5	5	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	99	78	72	53	100	75	NA	56	100	69	64	51
	Language	99	76	67	45	100	66	64	48	100	70	63	47
	Mathematics	98	80	78	62	100	81	78	66	99	72	66	52
7	Reading	99	78	70	51	100	79	NA	54	100	65	63	50
	Language	99	83	75	54	100	85	78	58	100	71	67	52
	Mathematics	98	76	74	58	99	79	76	62	100	65	61	50
8	Reading	98	76	71	53	100	74	NA	55	100	67	65	51
	Language	99	79	70	49	100	71	71	52	100	68	64	50
	Mathematics	99	77	72	58	100	75	74	61	99	70	65	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

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

Council Duties

- Ü School Vision
- Ü Develop School Improvement Plan
- Ü Establish/Coordinate School Goals
- Ü Public Relations
- Ü Promote Continuous Student Achievement
- Ü Conduct Self-assessment

Staffing Information for School Year 2005-06

Position	Number	Position	Number
Administrator	2.00	Teacher	30.00
Other Professional Staff	3.00	Teacher Aide	.00

Years of Teaching Experience for School Year 2005-06

Experience	Bachelor's	Master's	Doctorate	Other
3 or fewer years	8	1	1	0
4 to 6 years	1	0	0	0
7 to 9 years	1	3	0	0
10 or more years	5	12	0	0

Highly Qualified (NCLB) School Year 2004-05

Core academic classes taught by Highly Qualified (NCLB) teachers.	131
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 Gymnasium
- Ü Multimedia Computer Labs
- Ü Media Center
- Ü Auditorium

Extracurricular Activities

- Ü Athletic Programs
- Ü Student Government and Leadership
- Ü Diversity/Mini-Town Events
- Ü Menu of Student Clubs/Yearbook

Social Services

- Ü Scottsdale Prevention Institute
- Ü City of Scottsdale Parks and Recreation
- Ü Counseling Services
- Ü Health Services
- Ü School Resource Officer
- Ü Social Worker

School Achievements/Accomplishments 2004-05

- ü Heritage Music Festival, Strings Program Silver award.
  
- ü 2004 Future Cities 1st place team award.
  
- ü CRMS 8th grade percentage of students who met or exceeded math standard increased by 39%.
  
- ü 2004/2005 District Champions
  - 8th grade Baseball
  - 7th grade Soccer
  - Girls Track

Student Activity Rates for School Year 2004-05

	% School	Arizona		
		% K-6/UE	% 7-8	% 9-12/US
Attendance Rate <sup>4</sup>	95	95	94	95
Transfers Out Rates <sup>5</sup>	5	12	12	17
Transfers In Rate <sup>6</sup>	9	28	28	37
Stability Rate <sup>7</sup>	94	87	87	82
Promotion Rate <sup>8</sup>	99	96	95	81
Retention Rate <sup>9</sup>	0	1	1	3
Dropout Rate <sup>10</sup>	0	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

Pillars of Character Program, Take a Stand Against Harassment Program, Open Lines for Parents and Staff, School Resource Officer visits classrooms and offers a variety of programs, Adoped a school-wide discipline program, Parent awareness night for internet saftey.

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) :

22
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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	Marla Zimmerman	(480) 484-1510
Transportation Policy	Dan Shearer	(480) 451-5050
Community Resources	Kieth Sterling	(480) 484-6111
School Nutrition Programs	Susan Bettenhausen	(480) 484-6208
Parent Organization	Carolyn Attal	(480) 484-1500
Student Health/Nurse	Alison Anderson	(480) 484-1511

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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Total cost of printing: 12 Pages X .0318 Per page X 200 Copies = \$76.00

\*\* 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.