

ARIZONA SCHOOL REPORT CARD ACADEMIC YEAR 2004-05

1965 East Hermosa Drive, Tempe, AZ 85282

Tempe Elementary 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)

2003-04	Performing
2002-03	Alternative School
2001-02	N/A

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

School Overview

Principal/Administrator : Mr. Rick Horvath
 Schedule : 8:00 AM to 4:30 PM
 Grades : 6-8
 2004 Enrollment : 22
 Web Address :
 Phone Number : (480) 491-8871
 Fax Number : (480) 491-1710
 E-mail : rhorvath@tempeschools.org

Mission

There are no throw-away children. We provide a modified course of study and adapted teaching methods, materials and techniques in an highly structured alternative educational environment, with a low staff to student ratio, for students unable to profit from the regular middle school course of study and environment. The students are considered academically, socially, or behaviorally at-risk, or who have been long-term suspended from their home schools for violation of a zero tolerance policy.

No Child Left Behind

Adequate Yearly Progress (b)

2003-04	Met
2002-03	Met
2001-02	N/A

School Improvement Status (b)

2003-04	N/A
2002-03	N/A
2001-02	N/A

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

School / Academic Goals

- ü The student will demonstrate, through standardized or criterion referenced testing, adequate yearly progress in reading.
- ü The student will demonstrate, through standardized or criterion referenced testing, adequate yearly progress in math.
- ü The student will demonstrate, through standardized or criterion referenced testing, adequate yearly progress in writing.
- ü The student will develop behaviors that will facilitate their return to their home school and promote success.

Enrollment

October 1, 2003 School Year Student Enrollment : 7
 Accepting New Students in 2004-05 Under Open Enrollment Law : ² No
 Number of Students Attending Under Open Enrollment in 2003-04 : 0

Intervention Learning Program

Instructional Programs

- Ü Integrated Curriculum & Instruction
- Ü Structured Environment
- Ü Preventative Intervention Learning
- Ü On-Site Special Education
- Ü Service Learning
- Ü Goal Setting
- Ü Multiage / Multigrade Classrooms
- Ü At-Risk Program

Calendar Information

Number of Instruction Days :	179
Average Daily Instruction Time :	6 hours 15 minutes
First Day of School :	8/9/2004
Last Day of School :	5/25/2005

Shared Responsibilities

School

The ILP staff will provide quality teaching and leadership, challenge each student at his/her level, demonstrate care and concern for each student and promote daily communication with parents/guardians. In addition to the educational responsibilities the program will provide a behavior modification program.

Parents

The student's parents/guardians will ensure their child's regular school attendance, support the uniform policy and school rules, ensure homework and projects are completed in a timely manner, communicate regularly with child's teacher, and volunteer to help the school one or two hours a month.

Transportation Policy

The ILP program follows the district-wide transportation policy on safety and behavior. Violation of these policies are referred to the program for appropriate action. All students are required to be bused to and from school for this program. Parents are required to provide timely transportation to and from school for students suspended from the bus.

School Honors

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

Award/Honor

Year

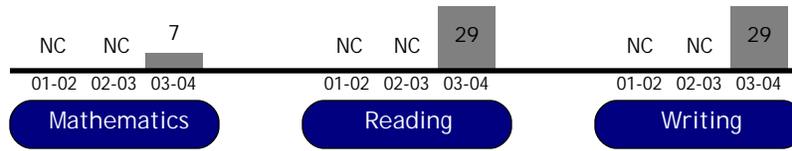
8th Grade

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	16	1312	75001	100	100	99	432	452	468	64	53	37	29	30	36	7	9	16	0	8	10
All Students (Prior Year)	NC	1219	71167	NC	99	99	NC	452	463	NC	47	38	NC	38	41	NC	10	14	NC	5	7
Female	NC	645	36846	NC	100	99	NC	451	468	NC	51	36	NC	34	38	NC	9	16	NC	6	10
Male	14	666	37974	100	100	99	423	452	467	75	55	39	17	27	34	8	9	16	0	9	11
African American	NC	169	3720	NC	98	98	NC	439	446	NC	63	53	NC	29	33	NC	6	9	NC	1	4
Hispanic	10	535	26675	100	99	98	416	439	448	75	61	52	25	29	34	0	6	10	0	3	4
Asian/Pacific Islander	--	64	1575	--	100	99	--	474	504	--	38	18	--	35	33	--	10	20	--	17	29
American Indian/Alaskan Native	NC	103	4731	NC	98	98	NC	423	438	NC	77	61	NC	20	30	NC	3	7	NC	0	2
White	NC	435	37785	NC	100	99	NC	471	482	NC	38	25	NC	34	39	NC	14	21	NC	14	15
Students with Disabilities	NC	174	8802	NC	100	100	NC	407	418	NC	91	79	NC	6	16	NC	2	3	NC	1	1
Students without Disabilities	11	1138	66199	100	99	99	448	457	472	50	48	34	40	33	38	10	10	17	0	8	11
Limited English Proficient Students	NC	310	11710	NC	100	100	NC	413	429	NC	85	70	NC	14	25	NC	0	4	NC	1	1
Migrant Students	--	--	709				--	--	442	--	--	57	--	--	34	--	--	7	--	--	2
Economically Disadvantaged	NC	658	29814				NC	433	448	NC	69	53	NC	24	33	NC	5	10	NC	2	4
Non-Economically Disadvantaged	NC	654	45170				NC	467	479	NC	40	28	NC	36	38	NC	12	20	NC	12	14

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	16	1311	74918	100	100	99	464	484	497	50	43	32	21	19	19	29	26	35	0	12	15
All Students (Prior Year)	NC	1218	71100	NC	99	99	NC	495	502	NC	30	25	NC	23	21	NC	36	40	NC	12	15
Female	NC	645	36805	NC	100	99	NC	490	501	NC	40	28	NC	19	19	NC	28	37	NC	14	16
Male	14	665	37936	100	100	99	457	478	493	58	47	35	17	19	18	25	24	33	0	10	14
African American	NC	170	3719	NC	98	98	NC	471	481	NC	53	43	NC	20	21	NC	23	29	NC	4	7
Hispanic	10	535	26645	100	99	98	437	471	478	75	55	46	25	18	20	0	21	27	0	6	6
Asian/Pacific Islander	--	64	1571	--	100	99	--	497	521	--	35	18	--	13	15	--	31	38	--	21	30
American Indian/Alaskan Native	NC	103	4729	NC	98	98	NC	457	468	NC	68	57	NC	18	19	NC	13	19	NC	1	4
White	NC	433	37773	NC	100	99	NC	505	511	NC	24	20	NC	21	18	NC	34	41	NC	21	21
Students with Disabilities	NC	175	8801	NC	100	100	NC	440	448	NC	79	75	NC	11	13	NC	8	10	NC	2	2
Students without Disabilities	11	1136	66117	100	99	99	480	489	501	30	39	28	30	20	19	40	28	37	0	13	16
Limited English Proficient Students	NC	310	11706	NC	100	100	NC	440	454	NC	83	71	NC	15	16	NC	2	12	NC	0	1
Migrant Students	--	--	706				--	--	467	--	--	55	--	--	22	--	--	20	--	--	4
Economically Disadvantaged	NC	657	29785				NC	466	477	NC	60	47	NC	17	20	NC	18	26	NC	5	6
Non-Economically Disadvantaged	NC	654	45115				NC	499	508	NC	30	23	NC	20	18	NC	32	39	NC	18	20

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	16	1309	74503	100	100	99	423	468	491	21	15	9	50	37	32	29	43	51	0	5	8
All Students (Prior Year)	NC	1185	69001	NC	96	96	NC	484	490	NC	22	17	NC	41	37	NC	37	45	NC	0	1
Female	NC	645	36686	NC	100	99	NC	485	506	NC	9	5	NC	38	29	NC	47	57	NC	6	9
Male	14	663	37644	100	99	98	429	451	476	25	22	13	42	37	36	33	38	45	0	3	6
African American	NC	168	3677	NC	97	97	NC	469	475	NC	14	12	NC	41	36	NC	40	46	NC	4	5
Hispanic	10	534	26500	100	99	97	409	446	467	25	16	13	50	47	39	25	34	44	0	3	4
Asian/Pacific Islander	--	64	1566	--	100	99	--	488	537	--	13	5	--	37	23	--	40	55	--	10	18
American Indian/Alaskan Native	NC	103	4695	NC	98	97	NC	433	464	NC	23	14	NC	44	39	NC	32	44	NC	1	3
White	NC	435	37606	NC	100	99	NC	492	508	NC	13	6	NC	26	28	NC	54	56	NC	7	10
Students with Disabilities	NC	173	8662	NC	100	100	NC	398	409	NC	48	37	NC	30	42	NC	21	20	NC	1	1
Students without Disabilities	11	1136	65841	100	99	98	424	476	499	10	12	7	60	38	32	30	45	53	0	5	8
Limited English Proficient Students	NC	310	11608	NC	100	100	NC	408	430	NC	26	23	NC	57	47	NC	17	28	NC	0	1
Migrant Students	--	--	701				--	--	449	--	--	17	--	--	43	--	--	38	--	--	1
Economically Disadvantaged	NC	657	29587				NC	447	465	NC	21	14	NC	43	40	NC	34	43	NC	3	4
Non-Economically Disadvantaged	NC	652	44898				NC	485	507	NC	11	7	NC	33	28	NC	50	55	NC	7	10

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



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. If Adequate Yearly Progress (AYP) is different from the AYP Determination Page, it is due to an appeal and the underlying data is not changed.

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 94 percent over the first 100 days of the academic year. Schools and districts not serving high school students must have an attendance rate of 94 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.

School Improvement - Year 1:

Schools that have not made adequate yearly progress for two consecutive years are required to be identified for school improvement. These schools must write a school improvement plan, set aside funds for teacher training, implement the plan and offer Public School Choice (transportation) to the parents of all students attending the school.

School Improvement - Year 2:

Schools that have not made adequate yearly progress for three consecutive years are identified for school improvement for the second year. These schools must continue the school improvement requirements from Year 1. In addition, they must offer Supplemental Educational Services (tutoring) to the parents of eligible students attending the school.

Corrective Action:

Schools that have not made adequate yearly progress for four consecutive years are identified for Corrective Action. These schools must continue the school improvement requirements from Year 2. In addition, the district or charter holder must implement one corrective action from a list of six possible actions as stated in the No Child Left Behind Act of 2001.

For More Information on AYP, visit our website at www.ade.az.gov/azlearns and go to NCLB link

Grade	Content Area	2001-2002				2002-2003				2003-2004			
		%	Score	D	AZ	%	Score	D	AZ	%	Score	D	AZ
6	Reading	NC	NC	40	49	NC	NC	47	53	NC	NC	NA	56
	Language	NC	NC	33	42	NC	NC	38	45	NC	NC	38	48
	Mathematics	NC	NC	46	58	NC	NC	53	62	NC	NC	56	66
7	Reading	100	24	41	48	NC	NC	45	51	100	NA	NA	54
	Language	100	21	43	51	NC	NC	47	54	100	29	50	58
	Mathematics	100	15	43	54	NC	NC	46	58	100	26	50	62
8	Reading	NC	NC	41	49	NC	NC	45	53	100	28	NA	55
	Language	NC	NC	35	46	NC	NC	38	49	100	19	41	52
	Mathematics	NC	NC	42	54	NC	NC	48	58	86	32	48	61

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."

Intervention Learning Program

School Site Council

Council Composition

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

Council Duties

- Ü School Improvement Plan
- Ü Parental Involvement
- Ü School/Business/Community Relations
- Ü Budget Collaboration
- Ü Extracurricular Activities
- Ü School Safety Issues

Staffing Information for School Year 2004-05

Position	Number	Position	Number
Administrator	1.00	Teacher	3.00
Other Professional Staff	2.20	Teacher Aide	3.00

Years of Teaching Experience for School Year 2004-05

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

Highly Qualified (NCLB) & Core Academics

Core academic teachers meeting the definition of Highly Qualified (NCLB):	2
Core academic classes taught by Highly Qualified (NCLB) teachers.	2
Teachers with Emergency Certificaton.	0

Resources Available at School Site

Special Facilities

- Ü 32 Station Computer Lab
- Ü Multipurpose Room
- Ü Music and Band Rooms
- Ü One to Six Staff - Student Ratio

Extracurricular Activities

- Ü Service Learning Program
- Ü Mentoring Program
- Ü Tutor Program
- Ü Guest Speaker Program

Social Services

- Ü Parent/School Liaison
- Ü Parent Workshops
- Ü Breakfast Program
- Ü Counseling Services
- Ü Psychological Services
- Ü Drug Diversion Program
- Ü Adult Education

Intervention Learning Program

Indicators of Success Based on Historical Data from 2003-04

School Achievements/Accomplishments 2003-04

- ü Our school is an innovative program for Tempe School District #3 students who would benefit from a smaller environment with fewer transitions and teachers, or for students who cannot attend a regular district school for a period of time.
- ü The ILP received an overall 94 percent satisfaction rating. The school uniform requirement received 100 percent satisfaction rating. Enrollment expanded by a third for the second half of the 2003-04 school year.
- ü The ILP expanded services from 20 students to 36 students.

Student Activity Rates for School Year 2003-04

	% School	Arizona		
		% K-6	% 7-8	% 9-12
Attendance Rate ⁴	87	95	93	95
Transfers Out ⁵	0	21	20	24
Transfers In ⁶ (Within District)	0	2	2	2
Transfers In ⁷ (Out of District)	--	10	9	9
Promotion Rate ⁸	100	98	98	94
Retention Rate ⁹	0	1	1	5
Dropout Rate ¹⁰	--	NA		3
Status Unknown ¹¹	--			2
Graduation Rate ¹²	--			77

NA = Dropout Rate, status unknown and graduation rate does not apply to K-8. Dashes (--) = data not verified or school did not submit data.

Measure of Academic Progress

	% of Students Achieving One Year's Growth	
	Reading	Math
Grades 5-6	NC	NC
Grades 6-7	90	NC
Grades 7-8	NC	NC

Arizona's Measure of Academic Progress (MAP) is an indicator of student academic growth from one year to the next. The results are based on the Stanford Achievement Test, Ninth Edition (Stanford 9), given in 2003-04. MAP includes only those students who were tested both years in consecutive grade levels at the same school or who started the school year in the same school in which they were tested in 2004. A student achieves One Year's Growth (OYG) if he or she remains in the same Stanine or advances a Stanine from one year to the next. There are two exceptions to this growth: 1) Students who begin in stanine 9 and move to stanine 8 will make OYG and 2) Students that stay in stanine 1 from one year to the next will not make OYG. The percentage of students achieving OYG at the school is reported above.

NC = Not Calculated (less than 10 matches) Dashes (--) = No Data Available

Stanines are normalized standard scores that range from a low of 1 to a high of 9, with 5 designating average performance. National Stanines, like National Percentile Ranks, indicate a student's relative standing in the national norm group (Source: Harcourt Educational Measurement).

School Safety

School-level Efforts to Ensure a Safe and Healthy Learning Environment

ILP provides a one-to-six staff to student ratio, with two additional staff to provide any needed supervision on a one-to-one or small group basis. Students are under constant staff supervision while on campus. All students are required to wear uniforms and ride the bus to and from school. The program participates in an anti-bullying program.

Total number of incidents that occurred on the school grounds that required the intervention of local, state or federal law enforcement (A.R.S.15-746.6) :

0

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.

Contacts

	Name	Phone Number
School Site Council	Rick Horvath	(480) 491-8871
Transportation Policy	Paul Novak	(480) 350-9006
Community Resources	Gary Aungst	(480) 730-7195
School Nutrition Programs	Pam Gorowara	(480) 774-2126
Parent Organization	Idali Moreno	(480) 491-8871
Student Health/Nurse	Denise Allen / Lolly Bolye	(480) 491-8871

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.

School receives total scale value placing it in the Underperforming classification. School performance was below the state baseline in 2000/2001 and did not make adequate growth, or the school started above the state baseline and did not make adequate growth during the past three years.

Performing - meets state performance goals, and meets state progress goals.

School receives total scale value placing it in the Performing classification. School performance was at or above the state baseline in 2000/2001 and/or the school made adequate growth during the past three years.

Highly Performing - meets or exceeds state performance and state progress goals and has the requisite percentage of students "Exceeding the Standard" category on AIMS.

School receives total scale value placing it in the Highly Performing classification. School performance was at or above the state baseline in 2000/2001 and/or the school made adequate growth during the past three years. Additionally, the school met the performance threshold required for Highly Performing schools with a certain percentage of their students "Exceeds the Standard" category on the Arizona Instrument to Measure Standards (AIMS) over the past three years.

Excelling - meets or exceeds state performance and state progress goals and has the requisite percentage of students "Exceeding the Standard" category on AIMS.

School performance was at or above the state baseline in 2000/2001 and/or the school made adequate growth during the past three years. Additionally, the school met the performance threshold required for Excelling schools with a certain percentage of their students exceeding the standard on the Arizona Instrument to Measure Standards (AIMS) over the past three years.

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. AIMS was administered to all students in grades 3, 5, 8, and 10 in the spring of 2000. In the spring of 2001, grades 3, 5, 8, 10 and 11 were tested; students tested in grade 11 consisted of students retaking AIMS who did pass in grade 10 plus any new students. In the spring of 2002, grades 3, 5, 8, 10, 11, and 12 were tested; students tested in grades 11 and 12 were either re-testing or were new. As a result, the number of students tested in grades 11 and 12 is smaller than the number of students tested in grade 10. The proficiency levels include: Falls Far Below (FFB) the standard, Approaches (A) the standard, Meets or Met the standards, and Exceeds. MSS: The Mean Scaled Score (average) on a 200-800 scale. A student must have achieved a scale score of 500 to meet the standard. Scale scores are not comparable among content areas. Migrant, Economically Disadvantaged and Non-Economically Disadvantaged % tested for 2002-03 are not available, however, they will be calculated in the future. 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. No Data Available is replaced with dashes (--). For more information on testing and Arizona Academic Standards go to www.ade.az.gov/standards

4 Attendance Rate: Percentage of students attending the first 100 days of the academic year.

5 Transfers Out: Percentage of accountable students withdrawing to continue studies in another school or to be taught at home for the 2003-04 school year.

6 Transfers In (Within District): Percentage of accountable students entering school who were previously enrolled in another Arizona public school within the school district during the 2003-04 school year.

7 Transfers In (Out of District): Percentage of accountable students entering school who were previously enrolled in another school district during the 2003-04 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 2003-04 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 2003-04 school year.

10 Dropout Rate: Percentage of students counted as withdrawn due to chronic illness, expulsion or dropping out during the 2003-04 school year, to include activity during the summer of 2003. 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.

11 Status Unknown: Percentage of students unaccounted for by any method during the 2003-04 school year. Status unknown students are not necessarily dropouts.

12 Graduation Rate: The graduation rate presented here is a 5 year cohort rate for the class of 2003. For more information on the Graduation Rate Study published by the ADE, please see our website at www.ade.az.gov/grad.

Printed in Phoenix, Arizona, by the Arizona Department of Education. February 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.