

## ARIZONA SCHOOL REPORT CARD ACADEMIC YEAR 2005-06

6051 W. Sweetwater Ave., Glendale, AZ 85304

Peoria Unified 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 LEARNS<sup>1</sup>

#### High School Achievement Profile <sup>(a)</sup>

2004-05	Excelling
2003-04	Highly 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 <sup>(b)</sup>

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

#### School Improvement Status <sup>(b)</sup>

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. Mark Matheson  
 Schedule : 07:00 AM to 05:00 PM  
 Grades : 9-12  
 2005 Enrollment : 2184  
 Web Address : www/Schools/schoolinformation/Ironwood  
 Phone Number : (623) 486-6400  
 Fax Number : (623) 486-6424  
 E-mail : mmatheso@peoriaud.k12.az.us

### Mission

Provide outstanding programs and opportunities for all students to be responsible citizens and lifelong learners in a changing world. Ironwood High School exists for the benefit of each student regardless of his/her capacity for learning. The mission of the Peoria Unified School District is to achieve the highest standards of excellence in education for all students.

### School / Academic Goals

- ü Student learning:  
This is the central focus of everything we do. It involves continuous efforts to ensure learning for all students. This entails innovative practice that serves every student and the highest standard of excellence in education.
- ü Capacity Development:  
Continuous innovation to improve organizational structures and procedures throughout the system to improve learning for all students.
- ü Community Connectedness:  
Focuses attention on the extent to which we have strong and ongoing partnership with our internal and external communities.
- ü Data Driven Decision Making:  
Examine how we use multiple sources of data to improve instructional practice. The continuous use of data is seen as central to accomplishing our mission to improve student performance.

### Enrollment

October 1, 2004 School Year Student Enrollment : 2164  
 Accepting New Students in 2005-06 Under Open Enrollment Law :<sup>2</sup> Yes  
 Number of Students Attending Under Open Enrollment in 2004-05 : 300

## Instructional Programs

- Ü Honors Classes
- Ü International Baccalaureate
- Ü On-site Special Education
- Ü Advanced Placement
- Ü Integrated curriculum / Instruction
- Ü ESL / Bilingual Instruction
- Ü Tutoring
- Ü Smaller Learning Communities

## Calendar Information

Number of Instruction Days :	180
Average Daily Instruction Time :	6 hours 30 minutes
First Day of School :	8/15/2005
Last Day of School :	5/25/2006

## Shared Responsibilities

### School

Provide all students with the best learning environment and the best opportunities to learn. In addition to providing safe, attractive school campuses, each school invites and maintains high parent involvement. The vision of the Peoria Unified School District is "every student, every day, prepared to meet tomorrow".

### Parents

Parents have the responsibility to act in partnership with the school and work cooperatively with staff members to educate their children. This includes supporting student attendance, modeling positive attitudes toward learning and fostering respect.

## Transportation Policy

Transportation is provided for all eligible students who reside beyond two miles of Ironwood High School. Additionally, transportation services are provided for eligible special education students to Ironwood High School.

## School Honors

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

Award/Honor	Year
Ü National Hispanic Scholars	2004
Ü Distinguished Scholar	2005
Ü Academy of Finance	2005
Ü National Merit Scholar Finalist	2005

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	525	--	69846	100	--	100	719	--	699	10	--	21	6	--	11	59	--	49	25	--	18
All Students (Prior Year)	524	2747	65934	97	98	100	507	508	492	25	21	43	20	23	18	34	35	24	22	21	15
Female	254	--	34328	100	--	99	722	--	702	7	--	19	6	--	12	59	--	51	28	--	18
Male	271	--	35509	100	--	100	715	--	696	13	--	23	7	--	11	58	--	48	22	--	18
African American	27	156	3535	100	99	100	695	685	677	32	19	31	8	8	15	40	61	46	20	11	8
Hispanic	92	--	23363	97	--	100	712	--	680	10	--	32	9	--	16	65	--	45	16	--	7
Asian/Pacific Islander	23	95	1742	100	98	99	741	733	733	9	6	8	0	3	7	48	49	46	43	41	38
American Indian/Alaskan Native	NC	--	4785	NC	--	100	NC	--	671	NC	--	39	NC	--	17	NC	--	39	NC	--	5
White	375	--	36421	100	--	99	721	--	714	8	--	12	6	--	8	60	--	54	26	--	26
Students with Disabilities	52	--	7690	98	--	100	655	--	593	57	--	64	18	--	14	22	--	21	4	--	2
Students without Disabilities	473	--	62220	100	--	99	726	--	712	5	--	16	5	--	11	63	--	53	27	--	20
Limited English Proficient Students	11	85	5834	100	100	100	684	501	612	21	20	46	11	20	20	37	49	31	32	11	3
Migrant Students	--	--	117	--	--	NA	--	--	677	--	--	44	--	--	18	--	--	35	--	--	3
Economically Disadvantaged	NC	189	21421	NC	82	92	NC	708	686	NC	12	35	NC	11	15	NC	67	43	NC	10	7
Non-Economically Disadvantaged	524	--	48489	100	--	100	719	--	704	10	--	15	6	--	10	59	--	52	25	--	23

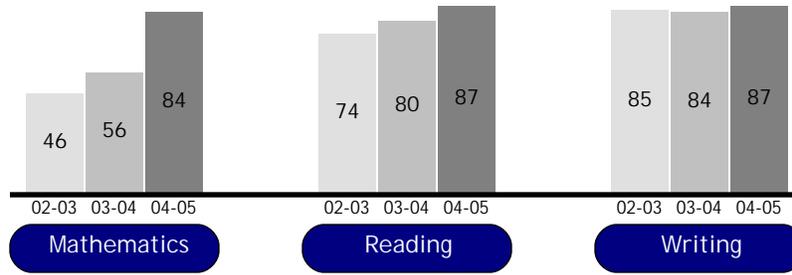
Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	529	--	71311	99	--	100	719	--	694	2	--	7	10	--	21	76	--	63	11	--	9
All Students (Prior Year)	537	2819	68162	99	99	100	532	525	509	6	7	18	15	18	24	64	64	51	16	11	8
Female	253	1407	34899	98	99	100	722	712	700	2	1	5	6	11	19	79	76	66	14	12	10
Male	276	--	36430	100	--	100	717	--	688	3	--	9	13	--	22	74	--	61	10	--	8
African American	31	163	3573	100	98	100	693	682	676	3	4	9	24	25	26	72	67	60	0	4	4
Hispanic	93	--	24056	98	--	100	705	--	672	4	--	13	15	--	31	78	--	53	3	--	3
Asian/Pacific Islander	23	96	1731	100	98	98	719	711	717	4	4	3	4	9	13	74	76	68	17	12	16
American Indian/Alaskan Native	NC	--	5110	NC	--	100	NC	--	661	NC	--	14	NC	--	38	NC	--	46	NC	--	2
White	374	--	36841	99	--	99	725	--	713	2	--	3	7	--	12	77	--	72	14	--	13
Students with Disabilities	53	--	8021	96	--	100	659	--	590	20	--	27	33	--	42	45	--	29	2	--	1
Students without Disabilities	476	--	63379	100	--	100	726	--	707	0	--	5	7	--	18	80	--	68	12	--	10
Limited English Proficient Students	11	84	6402	100	100	100	645	482	596	16	8	25	26	35	44	53	54	30	5	3	1
Migrant Students	--	--	548	--	--	NA	--	--	659	--	--	26	--	--	36	--	--	38	--	--	0
Economically Disadvantaged	NC	199	22243	NC	82	93	NC	694	677	NC	6	14	NC	22	32	NC	69	51	NC	4	3
Non-Economically Disadvantaged	528	--	49157	100	--	100	719	--	702	2	--	4	10	--	16	76	--	69	11	--	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	528	--	70868	99	--	100	710	--	688	1	--	5	12	--	23	76	--	63	11	--	9
All Students (Prior Year)	535	2808	67629	98	99	100	564	560	524	6	8	22	10	12	16	79	75	59	5	5	3
Female	253	1403	34710	98	99	99	716	709	697	0	1	3	7	8	19	79	80	66	14	11	12
Male	275	--	36176	100	--	100	704	--	678	2	--	7	16	--	27	74	--	59	8	--	7
African American	31	162	3557	100	98	99	704	685	675	3	1	7	7	19	25	86	74	62	3	6	6
Hispanic	92	--	23868	97	--	100	702	--	670	1	--	9	17	--	33	76	--	55	6	--	4
Asian/Pacific Islander	23	96	1732	100	98	98	720	713	713	0	2	2	9	6	12	70	74	64	22	17	22
American Indian/Alaskan Native	NC	--	5001	NC	--	100	NC	--	661	NC	--	9	NC	--	41	NC	--	48	NC	--	2
White	374	--	36710	99	--	99	712	--	702	1	--	2	11	--	15	76	--	69	12	--	13
Students with Disabilities	51	--	7900	93	--	100	647	--	580	8	--	22	53	--	49	39	--	28	0	--	1
Students without Disabilities	477	--	63054	100	--	99	716	--	701	0	--	3	7	--	20	80	--	67	12	--	10
Limited English Proficient Students	10	83	6308	100	100	100	653	483	591	0	6	19	28	31	47	61	58	33	11	6	1
Migrant Students	--	--	540	--	--	NA	--	--	658	--	--	16	--	--	42	--	--	41	--	--	1
Economically Disadvantaged	NC	195	21994	NC	80	92	NC	693	673	NC	4	10	NC	21	36	NC	73	52	NC	3	3
Non-Economically Disadvantaged	527	--	48960	100	--	100	710	--	694	1	--	3	12	--	18	76	--	67	11	--	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	96	47	49	41	92	49	NA	42	94	60	59	51
	Language	99	53	49	42	97	52	48	42	94	58	57	50
	Mathematics	99	66	69	60	97	67	68	63	93	57	57	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/](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)
- 2 Teacher(s)
- 6 Parent(s)
- 2 Community Member(s)
- 2 Student(s)

Council Duties

- Ü Parent/Educator Relations
- Ü Community Communication
- Ü School Support
- Ü School Safety
- Ü School Climate
- Ü School Appearance

Staffing Information for School Year 2005-06

Position	Number	Position	Number
Administrator	4.50	Teacher	110.00
Other Professional Staff	8.00	Teacher Aide	11.00

Years of Teaching Experience for School Year 2005-06

Experience	Bachelor's	Master's	Doctorate	Other
3 or fewer years	38	5	0	0
4 to 6 years	13	10	0	0
7 to 9 years	11	0	0	0
10 or more years	20	23	1	0

Highly Qualified (NCLB) School Year 2004-05

Core academic classes taught by Highly Qualified (NCLB) teachers.	421
Teachers with Emergency Certificaton.	0
Percent of teachers in the school with Emergency/Provisional Certification	0%
Percent of core classes not taught by Highly Qualified Teachers	0%

Resources Available at School Site

Special Facilities

- Ü Media Production Studio
- Ü PASS Lab

Extracurricular Activities

- Ü National Honor Society
- Ü Distinguished Scholar Program
- Ü Performing Arts Programs
- Ü Variety of Service Clubs

Social Services

- Ü Counseling Services
- Ü Crisis Intervention
- Ü Job Placement Services
- Ü Adult Education

Indicators of Success Based on Historical Data from 2004-05

School Achievements/Accomplishments 2004-05

- ü All teachers document instruction in higher-level thinking skills during annual formal evaluations. Approximately 50 AP, Honors and AIM classes average 24 students per class. Scholar athlete teams; Golden Bell Award for Distinguished Scholar Program.
- ü Course assessments include writing across the curriculum. Students earn multiple scholarships and are accepted to prestigious universities. Flinn Scholar; Voice of Democracy; Aeirie Writing Magazine; District Poetry Winners; Journalism Awards.
- ü Students demonstrated a very high level of proficiency on th AIMS test-In Reading, Writing and Math.

Student Activity Rates for School Year 2004-05

	% School	Arizona		
		% K-6/UE	% 7-8	% 9-12/US
Attendance Rate <sup>4</sup>	98	95	94	95
Transfers Out Rates <sup>5</sup>	8	12	12	17
Transfers In Rate <sup>6</sup>	7	28	28	37
Stability Rate <sup>7</sup>	92	87	87	82
Promotion Rate <sup>8</sup>	94	96	95	81
Retention Rate <sup>9</sup>	1	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>	96	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

Ironwood provides a safe and nurturing learning environment. The discipline policy is proactive, positive and individualized. In addition, the school has a comprehensive Crisis Management Plan to resolve campus concerns.

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	Mark Matheson	(623) 486-6402
Transportation Policy	Office	(623) 486-6165
Community Resources	Cindy Hostetler	(623) 486-6408
School Nutrition Programs	Kay Varns	(623) 486-6413
Parent Organization	Catherine Mallen	(623) 878-4141
Student Health/Nurse	Cindy Hostetler	(623) 486-6408

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 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.