ARIZONA DEPARTMENT OF EDUCATION

Tom Horne, Superintendent of Public Instruction

Vista Verde Middle School

ARIZONA SCHOOL REPORT CARD ACADEMIC YEAR 2005-06

2826 E Grovers, Phoenix, AZ 85032

Paradise Valley Unified District

AZ LEARNS[1]

Elementary Achievement Profile (a)

2004-05	Performing
2003-04	Highly Performing
2002-03	Highly 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.

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.

School Overview

Principal/Administrator :	Ms. Elaine Jacobs
Schedule :	07:00 AM to 03:30 PM
Grades :	7-8
2005 Enrollment :	880
Web Address :	epage.pvusd.k12.az.us/vvmswebsite/index.htm
Phone Number :	(602) 493-6013
Fax Number :	(602) 493-7656
E-mail :	ejacobs@pvusd.k12.az.us

Mission

The mission of Vista Verde Middle School is to equip all students with the knowledge and life skills necessary to become productive members of society.

School / Academic Goals

- To increase the quality of teaming at VVMS.
- To increase staff development opportunities for differentiating instruction in order to assist students to meet the AIMS.
- To increase student involvement in academically rigorous programs
- To increase opportunities for academic intervention.

Enrollment

October 1, 2004 School Year Student Enrollment : 929

Accepting New Students in 2005-06 Under Open Enrollment Law :[2] Yes

Number of Students Attending Under Open Enrollment in 2004-05 : 76

Visit http://www.ade.az.gov/azlearns/ for more information on AZLearns and NCLB accountability requirements.

Instructional Programs

- Multi-level Performing Arts Program
- Honors Program
- Advanced Placement Opportunities
- Exploratory Electives
- Interdisciplinary Teaming
- AVID program
- Middle Years IB program beginning 2006

Calendar Information

Number of Instruction Days :	180
Average Daily Instruction Time :	6 hours 35 minutes
First Day of School :	8/15/2005
Last Day of School :	5/25/2006

Shared Responsibilities

School

During the 2004-2005 school year, VVMS developed a Parent/School Compact. Parents can expect: a safe and clean environment; quality teachers who are prepared to teach daily, which includes a positive attitude, high and realistic expectations for students, appropriately challenging activities, excitement about student accomplishments; child-centered lessons aligned to state standards; respect toward parents and students; timely communication via phone, e-mail, and regular mail.

Parents

The school expects parents to: encourage students to use their planners; ensure daily and timely school attendance; encourage students to be rested and eat regular meals; demonstrate respect toward all school staff and peers; encourage students to be prepared to work; provide a home environment and time for daily homework/studying; attend parent/teacher conferences; read Vista Verde correspondence; access technology, if possible; stay abreast of schoolwork; monitor student dress.

Transportation Policy

Bus transportation services are provided for all students who reside farther than one and one-half miles from the school. We also offer a late bus for students participating in after school activities.

School Honors

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

Award/Honor	Year
Jazz Band Earned Superior Rating @ Jazz on the Mountain	2004
Individual Writing Awards in PVUSD-sponsored Contests	2004
Outstanding Performance in District Spelling Bee	2004
Kumlin Cup Award for Undefeated Wrestling Team	2004

Arizona's Instrument to Measure Standards (AIMS) Results 2004-05 [3]

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	441	2777	78250	99	100	99	546	570	548	22	12	21	21	14	18	45	53	48	12	20	13
All Students (Prior Year)	450	2804	75001	100	100	99	463	481	468	38	26	37	40	39	36	15	20	16	8	15	10
Female	215	1332	38071	100	100	99	551	568	549	21	12	20	19	15	19	47	55	49	14	19	12
Male	226	1443	40126	98	99	99	541	571	547	23	13	23	24	13	17	43	52	46	10	22	14
African American	24	89	4058	100	99	99	538	536	523	27	21	32	14	21	22	55	55	41	5	4	5
Hispanic	99	453	29129	97	98	99	525	535	527	31	26	32	28	24	23	34	44	40	7	6	6
Asian/Pacific Islander	NC	79	1747	NC	98	100	NC	597	589	NC	8	9	NC	5	9	NC	54	50	NC	32	32
American Indian/Alaskan Native	12	33	4996	100	100	100	558	553	518	11	11	36	33	30	25	44	48	36	11	11	4
White	297	2123	38320	100	100	99	552	577	568	19	10	12	20	12	14	47	55	55	14	23	19
Students with Disabilities	59	289	9329	100	100	100	475	477	454	61	59	64	16	16	18	18	21	16	4	4	2
Students without Disabilities	382	2488	68996	99	99	99	556	580	561	17	7	16	22	14	18	49	57	52	13	22	14
Limited English Proficient Students	30	187	10133	100	100	100	477	480	488	46	41	45	28	24	25	23	33	28	3	2	2
Migrant Students	--	--	83	--	--	NA	--	--	520	--	--	39	--	--	28	--	--	30	--	--	4
Economically Disadvantaged	138	586	33388	92	91	94	531	539	530	31	26	32	23	22	22	42	46	40	4	6	5
Non-Economically Disadvantaged	303	2191	44937	100	100	100	552	578	561	18	9	13	21	12	15	46	55	54	15	24	18

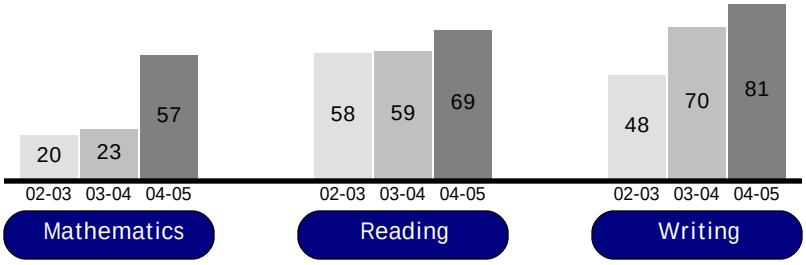
Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	441	2777	78302	99	0	99	518	530	512	9	7	11	21	17	25	64	66	57	5	10	7
All Students (Prior Year)	449	2801	74918	100	100	99	505	511	497	24	20	32	17	17	19	43	43	35	16	20	15
Female	215	1332	38082	100	0	99	527	535	518	5	4	8	20	15	24	70	70	61	6	10	7
Male	226	1443	40166	98	0	99	509	524	507	14	9	14	22	19	26	60	62	54	4	10	6
African American	24	89	4064	100	0	100	519	508	498	18	12	14	18	21	29	59	64	54	5	3	3
Hispanic	99	453	29152	97	0	99	491	496	492	15	18	17	38	31	34	46	48	46	1	2	2
Asian/Pacific Islander	NC	79	1746	NC	0	100	NC	544	542	NC	7	5	NC	9	13	NC	62	66	NC	22	16
American Indian/Alaskan Native	12	33	4993	100	0	100	526	519	484	0	4	19	11	33	38	89	59	42	0	4	1
White	297	2123	38347	100	0	99	525	537	531	7	4	5	17	14	17	70	70	68	6	12	10
Students with Disabilities	59	288	9353	100	0	100	452	450	429	39	31	40	35	41	38	22	25	22	4	3	1
Students without Disabilities	382	2489	69024	99	0	99	527	539	524	5	4	7	19	14	23	70	71	62	5	11	7
Limited English Proficient Students	30	187	10140	100	0	100	446	439	451	26	33	28	49	40	43	23	24	29	3	2	1
Migrant Students	--	--	83	--	--	NA	--	--	480	--	--	29	--	--	36	--	--	35	--	--	0
Economically Disadvantaged	138	586	33398	92	0	94	502	501	495	14	17	18	32	31	35	52	49	46	2	3	2
Non-Economically Disadvantaged	303	2191	44979	100	0	100	525	537	525	7	4	6	16	13	18	70	71	66	7	12	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	441	2772	78094	99	99	99	550	560	545	2	2	3	17	13	18	80	84	77	1	2	2
All Students (Prior Year)	445	2793	74503	100	100	99	510	507	491	6	7	9	24	27	32	61	57	51	9	9	8
Female	215	1327	38025	100	99	99	567	571	558	1	1	2	9	7	13	89	90	82	1	2	2
Male	226	1443	40013	98	99	99	532	549	534	4	2	5	24	18	23	72	78	71	0	2	1
African American	24	89	4037	100	99	99	529	533	532	14	5	4	18	22	22	68	71	73	0	1	1
Hispanic	98	450	29068	96	98	99	531	524	523	1	5	5	23	26	27	76	68	67	0	1	1
Asian/Pacific Islander	10	80	1743	100	99	100	557	585	577	0	0	2	10	8	9	90	87	82	0	5	8
American Indian/Alaskan Native	12	33	4981	100	100	100	556	569	526	0	0	4	22	7	25	78	93	70	0	0	0
White	297	2120	38265	100	100	99	556	567	564	2	1	2	14	10	11	82	87	84	1	2	3
Students with Disabilities	59	288	9275	100	100	100	461	470	444	12	9	14	47	44	46	41	45	39	0	2	1
Students without Disabilities	382	2484	68892	99	99	98	562	570	559	1	1	2	12	9	14	86	88	82	1	2	2
Limited English Proficient Students	30	186	10084	100	100	100	478	467	474	5	10	10	41	40	39	54	48	50	0	2	1
Migrant Students	--	--	81	--	--	NA	--	--	504	--	--	12	--	--	27	--	--	60	--	--	0
Economically Disadvantaged	138	584	33296	92	91	94	537	533	527	5	5	5	22	24	27	73	71	67	0	0	0
Non-Economically Disadvantaged	303	2188	44871	100	100	100	555	567	559	1	1	2	14	10	12	83	87	84	1	2	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.

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

Achievement Test Results

Stanford 9 and TerraNova/AIMS DPA

		2002-2003 (SAT9)				2003-2004 (SAT9)				2004-2005 (TerraNova)			
Grade	Content Area	%	Score	D	AZ	%	Score	D	AZ	%	Score	D	AZ
7	Reading	96	51	60	51	94	56	NA	54	98	50	57	50
	Language	98	53	64	54	99	61	69	58	98	53	61	52
	Mathematics	98	66	70	58	92	64	73	62	97	48	59	50
8	Reading	93	51	60	53	95	55	NA	55	99	54	59	51
	Language	96	49	59	49	98	54	62	52	99	53	58	50
	Mathematics	96	57	67	58	96	58	71	61	99	54	63	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/

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	Council Duties
1 School Administrator(s)	ü Extracurricular Activities
1 Non-certified Employee(s)	ü School Improvement
2 Teacher(s)	ü School/Community Partnerships
2 Parent(s)	ü Elementary-to-Middle School Transition
1 Community Member(s)	ü Parent/Educator Relations
0 Student(s)	ü School Safety

Staffing Information for School Year 2005-06

Position	Number	Position	Number
Administrator	2.00	Teacher	47.33
Other Professional Staff	4.30	Teacher Aide	9.00

Years of Teaching Experience for School Year 2005-06

Experience	Bachelor's	Master's	Doctorate	Other
3 or fewer years	7	4	0	0
4 to 6 years	2	1	0	0
7 to 9 years	2	3	0	0
10 or more years	9	31	0	0

Highly Qualified (NCLB) School Year 2004-05

Core academic classes taught by Highly Qualified (NCLB) teachers.	407
Teachers with Emergency Certificaton.	1
Percent of teachers in the school with Emergency/Provisional Certification	1%
Percent of core classes not taught by Hightly Qualified Teachers	0%

Resources Available at School Site

Special Facilities

- ü Computer Labs
- ü Broadcast Studio
- ü Drama Rehearsal Lab
- ü Tech 2000 Lab

Extracurricular Activities

- ü Intramural Sports and Clubs
- ü Festival Sports/Interscholastic Sports
- ü Fine Arts/Performing Arts
- ü National Junior Honor Society
- ü Student Council
- ü It's Not Just Joking Around Club

Social Services

- ü Counseling Services
- ü Crisis Intervention
- ü Parks and Rec. Programs On-site
- ü Clothing/Food Banks
- ü Dental Clinic

Indicators of Success Based on Historical Data from 2004-05

School Achievements/Accomplishments 2004-05

- PTSA Educator of the Year. Honorable mention for PTSA Support Service Employee.
- Largest percentage increase in PTSA membership in Northeast Maricopa Region
- Largest increase in PTSA membership by #s in the state of Arizona
- Largest increase in PTSA membership by #s in the Northeast Maricopa Region

Student Activity Rates for School Year 2004-05

		Arizona		
	% School	% K-6/UE	% 7-8	% 9-12/US
Attendance Rate [4]	94	95	94	95
Transfers Out Rate [5]	11	12	12	17
Transfers In Rate [6]	23	28	28	37
Stability Rate [7]	88	87	87	82
Promotion Rate [8]	94	96	95	81
Retention Rate [9]	2	1	1	3
Dropout Rate [10]	1	0	1	6
Status Unknown [11]	0	0	1	4
Graduation Rate [12]	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

The ABC Discipline Plan was created by the staff of Vista Verde for the unique needs of our school. At the plan's core is the premise that each student is responsible for their own behavior.

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) : 17

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	Elaine Jacobs	(602) 493-6013
Transportation Policy	Jeff Cook	(602) 493-6320
Community Resources	Susi Bragg	(602) 493-6013
School Nutrition Programs	Kathy Glindmeier	(602) 493-6330
Parent Organization	Linda Woolley	(602) 493-6013
Student Health/Nurse	Karen Kitson	(602) 493-6012

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."

ACHIEVEMENT PROFILES

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.

Footnotes

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 100 Copies = $38.00

** 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.