



ARIZONA SCHOOL REPORT CARD ACADEMIC YEAR 2004-05

14620 S. Desert Foothills Blvd., Phoenix, AZ 85048

Kyrene 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 LEARNS<sup>1</sup>

Elementary Achievement Profile (a)

2003-04	Excelling
2002-03	Excelling
2001-02	Maintaining

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

School Overview

Principal/Administrator : Ms. Nancy Corner  
 Schedule : 7:30 AM to 4:00 PM  
 Grades : 6-8  
 2004 Enrollment : 1181  
 Web Address : www.kyrene.org  
 Phone Number : (480) 783-1300  
 Fax Number : (480) 460-2094  
 E-mail : ncorne@kyrene.org

Mission

Student success is our shared mission. Altadena Middle School strives to provide learning experiences that challenge students to achieve their highest potential academically, physically, personally and interpersonally.

No Child Left Behind

Adequate Yearly Progress (b)

2003-04	Met
2002-03	Not 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 Increase student achievement in math, reading and language arts.
- ü Increase student achievement by integrating technology into the daily lives of students and staff.

Enrollment

October 1, 2003 School Year Student Enrollment : 1220  
 Accepting New Students in 2004-05 Under Open Enrollment Law : <sup>2</sup> Yes  
 Number of Students Attending Under Open Enrollment in 2003-04 : 52

Instructional Programs

- ü Advanced Placement
- ü Rigorous Core Curriculum
- ü On-site Special Education/SEI
- ü Athletic Program
- ü ACE Club
- ü Academic Recovery Class (ARC)
- ü Outstanding Music Programs - All Grades
- ü Exploratory Classes

Calendar Information

Number of Instruction Days :	178
Average Daily Instruction Time :	6 hours 45 minutes
First Day of School :	8/9/2004
Last Day of School :	5/25/2005

Shared Responsibilities

School

The staff at Kyrene Altadena Middle School are committed to providing an excellent education in a safe and supportive environment. Teachers will practice quality instruction and timely communication regarding student progress.

Parents

Learning is a partnership for parents, students and staff. Parents are encouraged to attend school functions, celebrate their child's learning by attending parent/teacher conferences, communicate with teachers, and help with homework and projects.

Transportation Policy

Transportation is provided for students in grades 6-8 who are residents within the school attendance area and live more than 1.5 miles from school, and for students whose Individual Education Plans indicate that transportation is required.

School Honors

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

Award/Honor	Year
ü National Geography Bee Finalist--State	2003
ü Silver Apple Award	2003
ü Band/Strings/Chorus Awards, In-State/Out-of-State	2004
ü Student Scholastic National Writing Award	2004

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	430	2334	75001	100	100	99	504	495	468	12	18	37	39	38	36	24	24	16	25	20	10
All Students (Prior Year)	368	2099	71167	98	97	99	493	484	463	15	22	38	43	42	41	26	23	14	16	13	7
Female	228	1180	36846	100	100	99	503	496	468	13	17	36	36	38	38	26	25	16	24	19	10
Male	201	1153	37974	100	100	99	506	495	467	10	19	39	42	37	34	22	23	16	26	21	11
African American	17	143	3720	100	100	98	476	456	446	38	43	53	38	40	33	6	10	9	19	7	4
Hispanic	17	283	26675	94	97	98	490	469	448	14	37	52	43	36	34	36	16	10	7	11	4
Asian/Pacific Islander	32	158	1575	100	100	99	548	532	504	0	9	18	28	24	33	9	22	20	63	44	29
American Indian/Alaskan Native	NC	37	4731	NC	97	98	NC	454	438	NC	41	61	NC	41	30	NC	19	7	NC	0	2
White	361	1699	37785	100	100	99	502	500	482	12	13	25	40	39	39	26	27	21	23	21	15
Students with Disabilities	31	191	8802	100	96	100	445	435	418	65	66	79	13	24	16	9	3	3	13	8	1
Students without Disabilities	399	2143	66199	100	100	99	508	499	472	9	15	34	40	39	38	25	26	17	26	21	11
Limited English Proficient Students	NC	43	11710	NC	91	100	NC	419	429	NC	71	70	NC	21	25	NC	7	4	NC	0	1
Migrant Students	--	--	709				--	--	442	--	--	57	--	--	34	--	--	7	--	--	2
Economically Disadvantaged	NC	210	29814				NC	450	448	NC	49	53	NC	37	33	NC	10	10	NC	4	4
Non-Economically Disadvantaged	423	2124	45170				505	499	479	12	15	28	38	38	38	25	25	20	25	22	14

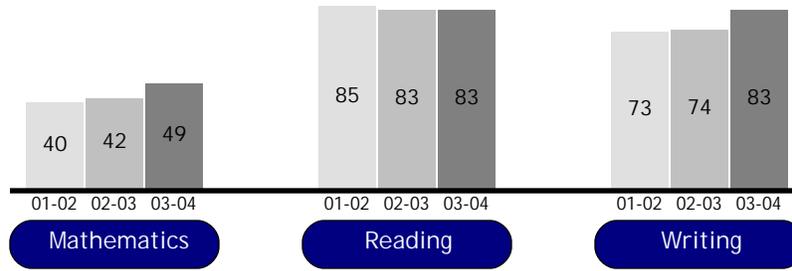
Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	429	2334	74918	100	100	99	534	522	497	8	14	32	10	13	19	47	44	35	36	28	15
All Students (Prior Year)	369	2114	71100	99	97	99	532	523	502	7	12	25	10	14	21	50	46	40	33	28	15
Female	227	1179	36805	100	100	99	535	525	501	7	12	28	8	12	19	50	47	37	35	29	16
Male	201	1154	37936	100	100	99	534	519	493	9	17	35	12	14	18	44	42	33	36	27	14
African American	17	143	3719	100	100	98	519	495	481	24	34	43	24	18	21	24	35	29	29	13	7
Hispanic	16	283	26645	89	97	98	518	498	478	20	30	46	7	17	20	40	38	27	33	16	6
Asian/Pacific Islander	32	159	1571	100	100	99	553	546	521	0	6	18	3	7	15	44	36	38	53	51	30
American Indian/Alaskan Native	NC	37	4729	NC	97	98	NC	489	468	NC	32	57	NC	22	19	NC	38	19	NC	8	4
White	361	1698	37773	100	100	99	534	527	511	7	10	20	10	13	18	49	47	41	34	30	21
Students with Disabilities	31	191	8801	100	96	100	477	461	448	52	63	75	13	18	13	29	15	10	6	4	2
Students without Disabilities	398	2143	66117	100	100	99	539	527	501	4	11	28	9	13	19	49	46	37	38	30	16
Limited English Proficient Students	NC	43	11706	NC	91	100	NC	439	454	NC	86	71	NC	14	16	NC	0	12	NC	0	1
Migrant Students	--	--	706				--	--	467	--	--	55	--	--	22	--	--	20	--	--	4
Economically Disadvantaged	NC	211	29785				NC	488	477	NC	41	47	NC	18	20	NC	30	26	NC	11	6
Non-Economically Disadvantaged	422	2123	45115				535	525	508	7	12	23	9	13	18	47	46	39	36	30	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	430	2330	74503	100	100	99	546	517	491	2	4	9	14	23	32	66	62	51	17	10	8
All Students (Prior Year)	355	2067	69001	95	95	96	515	508	490	5	8	17	21	27	37	72	63	45	2	2	1
Female	228	1179	36686	100	100	99	559	533	506	2	2	5	8	16	29	71	70	57	19	12	9
Male	201	1150	37644	100	100	98	531	501	476	3	7	13	22	30	36	61	55	45	15	9	6
African American	17	143	3677	100	100	97	539	491	475	6	7	12	29	33	36	35	53	46	29	7	5
Hispanic	17	283	26500	94	97	97	503	476	467	13	11	13	20	33	39	60	52	44	7	3	4
Asian/Pacific Islander	32	158	1566	100	100	99	599	559	537	0	2	5	6	14	23	56	62	55	38	22	18
American Indian/Alaskan Native	NC	37	4695	NC	97	97	NC	477	464	NC	5	14	NC	43	39	NC	49	44	NC	3	3
White	361	1695	37606	100	100	99	543	524	508	2	3	6	14	21	28	69	65	56	15	11	10
Students with Disabilities	31	192	8662	100	96	100	424	419	409	25	28	37	46	46	42	29	26	20	0	0	1
Students without Disabilities	399	2138	65841	100	100	98	555	524	499	1	3	7	12	21	32	69	65	53	18	11	8
Limited English Proficient Students	NC	43	11608	NC	91	100	NC	419	430	NC	29	23	NC	50	47	NC	21	28	NC	0	1
Migrant Students	--	--	701				--	--	449	--	--	17	--	--	43	--	--	38	--	--	1
Economically Disadvantaged	NC	211	29587				NC	470	465	NC	12	14	NC	36	40	NC	47	43	NC	4	4
Non-Economically Disadvantaged	423	2119	44898				547	521	507	2	4	7	14	22	28	66	64	55	17	11	10

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 2003-04

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](http://www.ade.az.gov/azlearns) and go to NCLB link

Stanford Achievement Test, Ninth Edition (SAT-9) Results

Stanford 9 Percentile Rank Scores

Grade	Content Area	2001-2002				2002-2003				2003-2004			
		%	Score	D	AZ	%	Score	D	AZ	%	Score	D	AZ
6	Reading	99	75	68	49	98	80	74	53	99	80	NA	56
	Language	99	67	61	42	98	71	65	45	98	70	65	48
	Mathematics	99	83	80	58	97	88	84	62	98	89	84	66
7	Reading	99	71	67	48	97	79	73	51	100	78	NA	54
	Language	99	74	72	51	98	81	76	54	100	80	77	58
	Mathematics	99	74	75	54	97	80	78	58	99	83	80	62
8	Reading	97	69	63	49	96	75	71	53	100	78	NA	55
	Language	99	72	66	46	95	72	69	49	100	75	70	52
	Mathematics	96	73	69	54	95	78	75	58	100	80	75	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."

School Site Council

Council Composition

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

Council Duties

- Ü Describe Mission, Beliefs, Vision
- Ü Create School Improvement Plan
- Ü Determine Indicators of Success
- Ü Analyze Current Situation
- Ü School Safety Issues
- Ü Implement Goals/Assess Progress

Staffing Information for School Year 2004-05

Position	Number	Position	Number
Administrator	2.00	Teacher	63.20
Other Professional Staff	4.00	Teacher Aide	5.00

Years of Teaching Experience for School Year 2004-05

Experience	Bachelor's	Master's	Doctorate	Other
3 or fewer years	18	2	0	0
4 to 6 years	14	4	0	0
7 to 9 years	2	2	0	0
10 or more years	9	19	0	0

Highly Qualified (NCLB) & Core Academics

Core academic teachers meeting the definition of Highly Qualified (NCLB):	46
Core academic classes taught by Highly Qualified (NCLB) teachers.	276
Teachers with Emergency Certificaton.	0

Resources Available at School Site

Special Facilities

- Ü Media Center
- Ü 5 Computer Labs
- Ü Band Room/Gymnasium/Multipurpose Room
- Ü Outdoor Athletic Fields

Extracurricular Activities

- Ü Yearbook
- Ü Dance Club
- Ü Athletics
- Ü Technology Club
- Ü Student Council
- Ü Peer Leadership Class - 8th Grade Only
- Ü Community Education Classes/Clubs

Social Services

- Ü ACE Club (Academics and Social Skills)
- Ü MiniTown Program
- Ü City of Phoenix - Summer Program
- Ü Regional Counselor

Indicators of Success Based on Historical Data from 2003-04

School Achievements/Accomplishments 2003-04

- ü Math, Language and Reading achievement on the Stanford 9 exceeds state and national averages.
  
- ü Integration of technology curriculum with content area targets. Internet access is possible from every classroom work station and from four 30-station labs.

Student Activity Rates for School Year 2003-04

	% School	Arizona		
		% K-6	% 7-8	% 9-12
Attendance Rate <sup>4</sup>	95	95	93	95
Transfers Out <sup>5</sup>	2	21	20	24
Transfers In <sup>6</sup> (Within District)	--	2	2	2
Transfers In <sup>7</sup> (Out of District)	4	10	9	9
Promotion Rate <sup>8</sup>	100	98	98	94
Retention Rate <sup>9</sup>	0	1	1	5
Dropout Rate <sup>10</sup>	--	NA		3
Status Unknown <sup>11</sup>	--			2
Graduation Rate <sup>12</sup>	--			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	83	85
Grades 6-7	68	63
Grades 7-8	74	79

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

Altadena uses the Kyrene School District Handbook as a guide with parents and students. Altadena uses the services of a resource officer from the Phoenix Police Department for any situations that need his expertise. Altadena has a detailed emergency plan.

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) :

6

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	Nancy Corner	(480) 783-1300
Transportation Policy	Chuck Lee	(480) 783-4200
Community Resources	Doug Olson	(480) 783-1300
School Nutrition Programs	Lynn Hansen	(480) 783-4260
Parent Organization	Janet Blau	(480) 783-1300
Student Health/Nurse	Tami Garrison	(480) 783-1384

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.

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](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. 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](http://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](http://www.ade.az.gov/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.