

## ARIZONA SCHOOL REPORT CARD ACADEMIC YEAR 2006-07

530 E. Riley Dr., Avondale, AZ 85323

Agua Fria Union High 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>

2005-06	Performing Plus
2004-05	Performing
2003-04	Performing

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

### School Overview

Principal/Administrator : Dr. Bryce Anderson  
 Schedule : 07:00 AM to 04:00 PM  
 Grades : 9-12  
 Web Address : www.aguafria.org  
 Phone Number : (623) 932-7300  
 Fax Number : (623) 932-0650  
 E-mail : banderson@aguafria.org

### Mission

Agua Fria's mission is to ensure that every student will become self-reliant by developing academic, interpersonal, and technological skills. Our philosophy is that all students can learn in a setting where high expectations are in place for both teaching and learning for staff and students.

### No Child Left Behind

#### Adequate Yearly Progress <sup>(b)</sup>

2005-06	Not Met
2004-05	Met
2003-04	Met

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

2005-06	Warning Year
2004-05	N/A
2003-04	N/A

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

### School / Academic Goals

- ü Reading/writing will be integrated into the teaching and learning process so that all students will demonstrate and improve the reading, writing and comprehension skills needed to reach and/or exceed reading and writing proficiencies and standards.
- ü Math concepts, problem solving and critical thinking will be integrated into the teaching and learning process so that all students will demonstrate and improve math skills needed to reach and/or exceed math proficiencies.
- ü All students and staff will actively participate in an advisory program that provides personalization and a meaningful school environment for every student, and facilitates character, respect, and pride in self, family, school and community.
- ü Students will demonstrate responsibility, respect for others and school property, improved attendance, and positive involvement in academic and school activities. Our focus is PRIDE: Perseverance, Responsibility, Integrity, Dedication, and Education.

### Enrollment

October 1, 2005 School Year Student Enrollment : 1780  
 Accepting New Students in 2005-06 Under Open Enrollment Law : <sup>2</sup> Yes  
 Number of Students Attending Under Open Enrollment in 2005-06 : 89

## Instructional Programs

- ü Advanced Placement/Honors Courses
- ü College Credit/Concurrent Enrollment
- ü On-site Special Education/EAP Programs
- ü Integrated Instruction/Career & Tech Edu
- ü School-to-Work /Teaching/Nursing/Law
- ü Smaller Learning Communities/Tutoring
- ü Visual&Performing Arts/Dance/JROTC
- ü Transition/Night School/Credit Recovery

## Calendar Information

Number of Instruction Days :	180
Average Daily Instruction Time :	6 hours 0 minutes
First Day of School :	8/9/2005
Last Day of School :	5/25/2006

## Shared Responsibilities

### School

Parents can expect Agua Fria Union High School to provide a safe, stable learning environment with high expectations for students and staff. School personnel will communicate honestly, openly, and ethically with parents and students and make informed decisions with parental and/or student input. Student handbooks outlining attendance, academic and behavior expectations are provided to each student. Progress reports and grade cards are mailed home. Newsletters are mailed quarterly.

### Parents

It is the responsibility of parents to adhere to all statutes, policies, rules, and regulations pertaining to the education of their children. Parents should take an active role, support their children in all aspects of their education, and be familiar with information in the Student Handbook, as well as policies regarding dress, cell phones, attendance, academics, and athletics. Parent involvement in educational planning and communicating with the school regarding their child is important.

## Transportation Policy

Bus transportation is provided for students who live more than 1.5 miles from campus and who live within the school's attendance boundaries. The safety and welfare of students is the first consideration. Evacuation drills are conducted regularly for students and staff.

## School Honors

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

Award/Honor	Year
ü \$2.5 Million in Scholarships to the Class of 2006	2006
ü 3 Byrd Scholars/Nat'l Hispanic Merit Finalist Scholar	2006
ü Army West Point Appt/Air Force ROTC Scholarship	2006
ü 1 National Merit Commended Scholar	2006

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	429	1203	71130	95	96	95	691	697	701	27	23	23	16	14	13	49	51	51	7	12	14
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	215	584	35465	95	96	96	693	699	702	23	20	21	19	17	13	51	52	53	7	11	13
Male	214	618	35648	95	96	94	689	696	701	31	26	24	14	12	12	48	50	50	7	12	14
African American	51	118	3868	91	93	95	683	688	686	27	23	33	25	23	17	45	52	45	2	3	6
Hispanic	221	491	25103	94	96	95	686	687	685	32	31	34	16	16	16	47	47	45	5	6	5
Asian/Pacific Islander	18	48	1805	95	98	98	732	736	731	NA	NA	9	6	4	7	67	50	50	28	46	34
American Indian/Alaskan Native	NC	15	4241	NC	94	90	NC	682	679	NC	40	39	NC	13	19	NC	33	39	NC	13	3
White	132	531	36075	99	98	95	698	706	715	20	17	12	14	11	9	55	56	58	11	16	21
Students with Disabilities	31	69	5862	57	63	71	653	651	658	61	74	63	23	14	15	13	9	20	3	3	2
Students without Disabilities	398	1134	65268	100	99	98	693	700	705	24	20	19	16	14	12	52	54	54	8	12	15
Limited English Proficient Students	35	57	4859	95	97	93	652	655	662	80	74	64	11	12	15	9	12	20	NA	2	1
Migrant Students	NC	NC	786	NC	NC	95	NC	NC	681	NC	NC	38	NC	NC	18	NC	NC	41	NC	NC	4
Economically Disadvantaged	163	325	22957	92	93	93	682	683	685	33	34	34	21	19	17	43	42	44	4	5	5
Non-Economically Disadvantaged	266	878	48173	97	98	96	696	703	709	23	19	17	14	12	11	53	54	55	10	14	18

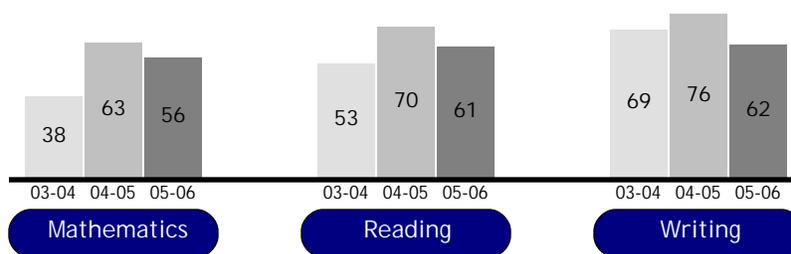
Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	450	1249	73018	100	100	97	690	702	703	9	7	6	30	22	23	56	65	64	5	7	8
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	225	600	36181	100	100	97	695	707	708	5	5	4	30	21	21	59	67	65	5	8	9
Male	225	648	36816	100	100	96	684	696	699	12	9	7	31	24	24	52	63	62	5	5	7
African American	55	126	3976	100	100	96	688	690	689	9	10	8	29	26	29	56	60	59	5	5	3
Hispanic	235	516	25801	99	100	96	681	687	683	11	10	10	38	30	34	47	56	53	4	4	3
Asian/Pacific Islander	19	48	1812	100	98	98	721	726	722	NA	NA	3	11	10	15	79	77	66	11	13	16
American Indian/Alaskan Native	NC	15	4389	NC	100	93	NC	684	675	NC	27	9	NC	27	42	NC	47	47	NC	NA	1
White	136	544	37024	100	100	97	702	716	721	5	3	2	21	15	12	68	73	73	6	9	13
Students with Disabilities	50	103	7170	89	92	85	644	647	654	26	27	23	54	53	47	18	17	29	2	2	1
Students without Disabilities	400	1146	65848	100	100	98	695	706	708	7	5	4	28	19	20	60	69	67	6	7	9
Limited English Proficient Students	38	59	5099	100	98	95	640	639	641	32	37	29	61	49	59	8	14	12	NA	NA	0
Migrant Students	NC	11	817	NC	100	96	NC	650	667	NC	27	15	NC	45	44	NC	27	39	NC	NA	1
Economically Disadvantaged	176	349	23912	98	98	94	675	678	681	13	14	10	40	34	36	45	50	52	1	1	2
Non-Economically Disadvantaged	274	900	49106	100	100	98	699	711	714	6	4	4	24	17	16	62	70	69	8	9	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	447	1236	72810	99	99	96	675	683	685	8	7	6	29	26	30	60	62	58	2	5	6
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	225	599	36111	100	99	97	684	694	695	7	5	4	23	20	23	66	68	65	4	7	8
Male	222	636	36678	99	98	95	666	674	674	10	9	9	35	32	36	55	56	52	1	3	3
African American	57	126	3962	100	100	96	677	682	675	9	9	8	26	23	33	61	67	55	4	2	3
Hispanic	233	514	25735	98	99	96	669	672	669	9	9	10	35	35	41	54	53	48	1	3	2
Asian/Pacific Islander	18	48	1809	95	98	97	700	708	704	NA	NA	4	11	8	19	83	83	65	6	8	13
American Indian/Alaskan Native	NC	13	4370	NC	87	92	NC	665	670	NC	23	9	NC	23	39	NC	54	50	NC	NA	2
White	135	535	36915	100	98	97	683	693	697	6	5	3	21	21	21	69	67	67	4	7	8
Students with Disabilities	45	89	7071	80	79	84	622	621	634	29	35	24	44	46	53	24	18	21	2	1	1
Students without Disabilities	402	1147	65739	100	100	98	681	688	689	6	5	4	27	25	27	64	65	62	2	5	6
Limited English Proficient Students	38	60	5046	100	100	94	621	610	621	29	37	31	58	53	56	13	10	12	NA	NA	0
Migrant Students	NC	11	812	NC	100	96	NC	634	654	NC	18	15	NC	64	51	NC	18	34	NC	NA	0
Economically Disadvantaged	173	339	23814	97	95	94	666	664	667	12	12	10	34	37	41	53	50	47	1	1	2
Non-Economically Disadvantaged	274	897	48996	100	100	97	681	691	693	6	5	4	26	22	24	65	66	64	3	6	7

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?	N
	Met Test Objectives?	N
	Met Attendance Rate?	NA
	Met Graduation Rate?	Y
	Made AYP?	No

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	2003-2004 (SAT9)				2004-2005 (TerraNova)				2005-2006 (TerraNova)			
		%	Score	D	AZ	%	Score	D	AZ	%	Score	D	AZ
9	Reading	94	44	NA	42	98	46	50	51	98	50	56	52
	Language	94	41	44	42	98	45	48	50	98	48	54	50
	Mathematics	94	58	60	63	98	47	50	50	98	46	54	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)
- 2 Non-certified Employee(s)
- 2 Teacher(s)
- 3 Parent(s)
- 1 Community Member(s)
- 2 Student(s)

Council Duties

- Ü Community Outreach & Partnerships
- Ü Parental Involvement
- Ü School Climate/Safety Issues
- Ü School Improvement Goals/NCA
- Ü Student Conduct/Campus Policies
- Ü Curriculum & Instruction

Staffing Information for School Year 2005-06

Position	Number	Position	Number
Administrator	3.00	Teacher	93.35
Other Professional Staff	5.00	Teacher Aide	21.00

Years of Teaching Experience for School Year 2005-06

Experience	Bachelor's	Master's	Doctorate	Other
3 or fewer years	24	7	0	0
4 to 6 years	4	7	0	0
7 to 9 years	4	11	0	0
10 or more years	11	24	0	0

Highly Qualified (NCLB) School Year 2004-05

Core academic classes taught by Highly Qualified (NCLB) teachers.	367
Teachers with Emergency Certification.	36
Percent of teachers in the school with Emergency/Provisional Certification	36%
Percent of core classes not taught by Highly Qualified Teachers	7%

Resources Available at School Site

Special Facilities

- Ü Campus Library/Media Center/ETC Room
- Ü Math Lab/Reading Labs/Lang Arts Lab
- Ü Fine Arts Center/Black Box Theatre
- Ü Career & Tech Ed Facility

Extracurricular Activities

- Ü AIA Athletics/Spiritline
- Ü Thespian Society/Dance/MECHA
- Ü Marching Band/Choir/Drama
- Ü School Newspaper/Yearbook
- Ü Student Government/26 Clubs & Activities
- Ü Ballet Folklorico/Speech & Debate
- Ü National Honor Society/ACES
- Ü Interact Club/OKOM

Social Services

- Ü Counseling Services/Crisis Intervention
- Ü Breakfast & Lunch Programs
- Ü Diversity Coordinator/Psychologist
- Ü Health Services/Dental Program
- Ü English Aquisition Program Support Team
- Ü Special Needs Physical Therapy
- Ü Parent/Community Volunteers
- Ü College/Career Center

Indicators of Success Based on Historical Data from 2005-06

School Achievements/Accomplishments 2005-06

- ü Agua Fria continues to work toward improvement of AIMS writing, reading and math scores. After school tutoring 3 days a week provides students access to individualized instruction and remediation.
  
- ü Agua Fria teachers continue to pursue advanced degrees - masters/doctorates. Several teachers are pursuing National Board Certification. A leadership team meets monthly to assess school improvement goals and department strategies for student growth.
  
- ü Agua Fria students have been successful in art and music competitions, JROTC cadets and drill teams in drill competitions, service clubs through giving back to their community, a nursing program, scholarships, and success in athletic programs.
  
- ü All students and staff participate in an advisory program stressing character development and grade level needs. Advisory maintains personalization with each student and provides them with a mentor and positive role model.

Student Activity Rates for School Year 2005-06

		Arizona		
		% K-6/UE	% 7-8	% 9-12/US
Attendance Rate <sup>4</sup>	96	95	94	95
Promotion Rate <sup>5</sup>	83	89	88	73
Graduation Rate <sup>6</sup>	83	NA	NA	81

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

Agua Fria High School promotes a safe, positive learning environment. Campus security is provided; Avondale Police Department provides a School Resource Officer who also affords law-related education; emergency drills are practiced; and a closed campus is maintained throughout the school day. Each teacher meets weekly with a grade level group of students in our Advisory Program to promote personalization and character. Student Council works toward student involvement and positive school climate.

Total number of incidents that occurred on the school grounds for school year 2005-06 that required the intervention of local, state or federal law enforcement (A.R.S.15-746.6) :

3

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	Dr. Bryce Anderson	(623) 932-7301
Transportation Policy	Audrey Alexander	(623) 932-7100
Community Resources	Candy Reid	(623) 932-7040
School Nutrition Programs	Bob Singleton	(623) 932-7009
Parent Organization	Jan Counts	(623) 932-7301
Student Health/Nurse	Bernadette Gibson	(623) 932-7301

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 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.

6 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 .0243 Per page X 1836 Copies = \$535.00

\*\* 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.