

ARIZONA SCHOOL REPORT CARD ACADEMIC YEAR 2004-05

10100 E. Adobe Rd, Mesa, AZ 85207

Mesa Unified District

Arizona's report cards have been revised to include requirements in the federal No Child Left Behind Act, such as Adequate Yearly Progress and the disaggregation of student level data into required subgroups.

AZ LEARNS¹

Elementary Achievement Profile (a)

2003-04 Excelling
2002-03 New School
2001-02 N/A

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

School Overview

Principal/Administrator : Mr. Bruce Cox
Schedule : 8:00 AM to 4:30 PM
Grades : 7-9
2004 Enrollment : 1484
Web Address : www.mpsaz.org/smith
Phone Number : (480) 472-9900
Fax Number : (480) 472-9999
E-mail : bdcoc@mpsaz.org

Mission

The mission of George N. Smith Junior High is to support the successful educational process of the whole child in a safe and orderly environment. Our staff provides opportunities for all students to become lifelong learners: producing quality work; developing appropriate interpersonal skills; supporting the total school program; and becoming positive role models in the community.

No Child Left Behind

Adequate Yearly Progress (b)

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

School Improvement Status (b)

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

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

School / Academic Goals

- ü The Smith Staff will strive to increase academic success among our students with the use of an intervention program designed to identify at-risk students; assign them to a teacher for tutoring; and to monitor their academic progress.
- ü Our main objectives are writing, reading and math across the curriculum to better prepare students for Arizona's Instrument to Measure Standards (AIMS).

Enrollment

October 1, 2003 School Year Student Enrollment : 1456
Accepting New Students in 2004-05 Under Open Enrollment Law : ² No
Number of Students Attending Under Open Enrollment in 2003-04 : 73

Instructional Programs

- ü At-Risk Programs
- ü School-to-Work
- ü Gifted Classes
- ü On-Site Special Education
- ü Tutoring Program
- ü SEI Instruction
- ü Advanced Placment

Calendar Information

Number of Instruction Days :	185
Average Daily Instruction Time :	6 hours 30 minutes
First Day of School :	8/12/2004
Last Day of School :	5/25/2005

Shared Responsibilities

School

Smith Junior High School's responsibilities are to provide a safe environment with quality instruction and to maintain high academic standards for students.

Parents

Responsibilities of Smith Junior High School's parents/guardians: keep immunizations current; provide proper clothing and nourishment; support school programs; maintain student attendance; keep open lines of communication with the school.

Transportation Policy

Busing is provided for all students living more than two miles from the school to which they are assigned. Transportation is not provided for open enrollment students. Specialized transportation for special education students is addressed in the IEP.

School Honors

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

Award/Honor	Year
ü Science Teacher Selected to Complete NAOO Project @ Sea	2004
ü Superior w/ Distinction Rating: Band, Orchestra & Choir	2004
ü Won Top 4 Spots in AZ Masonic 7th Grade Essay Contest	2003
ü 2 Choir Students Selected to Nat. Jr. Hg. Honor Choir	2003

Arizona's Instrument to Measure Standards (AIMS) Results 2003-04 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	480	5673	75001	99	99	99	509	489	468	17	24	37	25	33	36	27	24	16	30	20	10
All Students (Prior Year)	457	5563	71167	100	98	99	483	480	463	18	24	38	44	41	41	30	23	14	9	13	7
Female	234	2761	36846	99	100	99	509	489	468	18	22	36	25	36	38	27	25	16	30	18	10
Male	246	2908	37974	100	99	99	509	489	467	17	26	39	26	30	34	28	23	16	30	22	11
African American	19	221	3720	100	100	98	485	468	446	26	39	53	26	31	33	21	18	9	26	12	4
Hispanic	95	1551	26675	97	99	98	489	462	448	24	40	52	32	37	34	26	17	10	18	7	4
Asian/Pacific Islander	17	136	1575	100	100	99	535	507	504	19	17	18	0	27	33	13	22	20	69	34	29
American Indian/Alaskan Native	NC	213	4731	NC	98	98	NC	450	438	NC	51	61	NC	32	30	NC	13	7	NC	4	2
White	344	3539	37785	100	99	99	515	502	482	15	16	25	25	32	39	29	27	21	31	25	15
Students with Disabilities	43	476	8802	100	100	100	431	421	418	68	75	79	27	21	16	0	3	3	5	1	1
Students without Disabilities	437	5197	66199	98	99	99	516	494	472	13	20	34	25	34	38	30	25	17	32	21	11
Limited English Proficient Students	33	799	11710	100	100	100	463	454	429	36	46	70	44	37	25	12	13	4	8	4	1
Migrant Students	--	23	709				--	430	442	--	67	57	--	28	34	--	6	7	--	0	2
Economically Disadvantaged	172	2327	29814				487	464	448	24	39	53	32	35	33	27	16	10	16	10	4
Non-Economically Disadvantaged	308	3346	45170				521	505	479	14	14	28	22	31	38	27	28	20	37	26	14

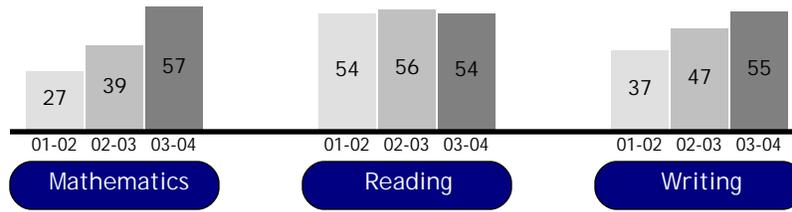
Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	479	5674	74918	99	99	99	500	502	497	27	28	32	18	18	19	40	36	35	14	18	15
All Students (Prior Year)	451	5561	71100	99	98	99	503	507	502	19	20	25	24	20	21	46	44	40	10	17	15
Female	234	2760	36805	99	99	99	504	507	501	25	25	28	16	19	19	45	37	37	14	19	16
Male	245	2910	37936	99	99	99	497	498	493	29	32	35	21	16	18	35	35	33	14	17	14
African American	19	222	3719	100	100	98	490	489	481	26	38	43	26	18	21	37	31	29	11	13	7
Hispanic	95	1550	26645	97	99	98	483	477	478	39	47	46	18	19	20	34	27	27	9	6	6
Asian/Pacific Islander	17	136	1571	100	100	99	518	512	521	13	21	18	13	16	15	50	40	38	25	23	30
American Indian/Alaskan Native	NC	214	4729	NC	99	98	NC	469	468	NC	54	57	NC	19	19	NC	22	19	NC	5	4
White	343	3539	37773	99	99	99	504	514	511	25	19	20	19	17	18	41	40	41	15	24	21
Students with Disabilities	43	477	8801	100	100	100	440	440	448	80	81	75	10	11	13	7	6	10	2	2	2
Students without Disabilities	436	5197	66117	98	99	99	506	507	501	22	24	28	19	18	19	43	38	37	15	20	16
Limited English Proficient Students	33	802	11706	100	100	100	464	467	454	52	57	71	20	18	16	24	21	12	4	4	1
Migrant Students	--	23	706				--	449	467	--	78	55	--	22	22	--	0	20	--	0	4
Economically Disadvantaged	171	2331	29785				483	479	477	37	46	47	24	19	20	31	28	26	7	8	6
Non-Economically Disadvantaged	308	3343	45115				509	516	508	22	18	23	16	17	18	45	41	39	18	25	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	478	5635	74503	99	99	99	484	479	491	7	13	9	39	37	32	49	42	51	6	8	8
All Students (Prior Year)	435	5441	69001	96	96	96	490	494	490	17	13	17	37	36	37	47	50	45	0	0	1
Female	234	2744	36686	99	99	99	502	497	506	3	8	5	32	35	29	57	47	57	8	11	9
Male	244	2886	37644	99	98	98	467	461	476	10	18	13	45	40	36	41	37	45	4	6	6
African American	19	219	3677	100	100	97	479	463	475	21	21	12	26	36	36	42	36	46	11	7	5
Hispanic	95	1545	26500	97	99	97	463	444	467	7	21	13	50	45	39	41	31	44	2	3	4
Asian/Pacific Islander	17	134	1566	100	100	99	491	497	537	6	11	5	31	32	23	56	44	55	6	13	18
American Indian/Alaskan Native	NC	208	4695	NC	96	97	NC	444	464	NC	23	14	NC	43	39	NC	29	44	NC	4	3
White	342	3517	37606	99	98	99	490	495	508	6	9	6	37	35	28	51	47	56	6	10	10
Students with Disabilities	43	472	8662	100	100	100	415	394	409	32	48	37	46	36	42	22	15	20	0	1	1
Students without Disabilities	435	5163	65841	98	99	98	491	486	499	4	10	7	38	38	32	52	44	53	6	9	8
Limited English Proficient Students	33	795	11608	100	100	100	416	422	430	20	30	23	60	45	47	20	23	28	0	2	1
Migrant Students	--	23	701				--	412	449	--	39	17	--	33	43	--	28	38	--	0	1
Economically Disadvantaged	170	2304	29587				459	445	465	14	22	14	45	42	40	37	32	43	4	4	4
Non-Economically Disadvantaged	308	3331	44898				497	500	507	3	7	7	35	34	28	55	48	55	6	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.

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?	N
	Met Attendance Rate?	Y
	Met Graduation Rate?	Not Evaluated
	Made AYP?	Yes

Glossary:

Adequate Yearly Progress

A measure of school performance as mandated by the federal government in the No Child Left Behind. AYP holds schools accountable for the performance of subgroups, as well as all students. AYP measures school toward the goal of having 100 percent of all students proficient in state standards for reading and math by 2013-14.

Met Percent Tested:

The school or district tested at least ninety-five percent (95%) of its students enrolled at the time of the test administration. Schools and districts must test at least 95 percent of their student in order to make AYP.

Met Test Objectives:

The percentage of students in the school or district that demonstrate proficiency in state standards by passing the AIMS test meets or exceeds the goal for that year. No Child Left Behind requires that Arizona set goals, called Annual Measurable Objectives, for the percentage of students passing AIMS for all public schools and districts in the state. The goals increase over time toward 100 percent passing by 2014. To meet the test objectives, every subgroup in the school must meet the Annual Measurable Objective.

Met Attendance Rate:

The school or district had an attendance rate of at least 94 percent over the first 100 days of the academic year. Schools and districts not serving high school students must have an attendance rate of 94 percent, or show a one-percentage-point improvement over the previous year, in order to make AYP.

Met Graduation Rate:

The school or district had a four-year graduation rate of 71 percent or greater. School or districts granting a high school diploma must have a graduation rate of 71 percent, or show a one-percentage-point improvement over the previous year, in order to make AYP.

School Improvement - Year 1:

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

School Improvement - Year 2:

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

Corrective Action:

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

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

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
7	Reading	100	48	53	48	91	63	59	51	93	57	NA	54
	Language	100	52	56	51	92	66	62	54	97	59	64	58
	Mathematics	100	69	67	54	92	85	74	58	95	84	75	62
8	Reading	100	44	54	49	90	59	58	53	94	62	NA	55
	Language	100	39	51	46	93	50	56	49	98	59	58	52
	Mathematics	100	60	66	54	94	71	69	58	98	84	73	61
9	Reading	100	39	46	37	93	48	50	41	89	49	NA	42
	Language	100	38	49	38	94	49	54	42	94	48	54	42
	Mathematics	100	63	71	56	95	82	74	60	94	85	76	63

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)
 0 Non-certified Employee(s)
 4 Teacher(s)
 4 Parent(s)
 0 Community Member(s)
 0 Student(s)

Council Duties

Ü Instructional Programs
 Ü Curriculum Development
 Ü School Improvement
 Ü School Safety Issues
 Ü School/Business/Community Relations
 Ü Proposition 301 Involvement

Staffing Information for School Year 2004-05

Position	Number	Position	Number
Administrator	2.00	Teacher	64.60
Other Professional Staff	6.00	Teacher Aide	10.00

Years of Teaching Experience for School Year 2004-05

Experience	Bachelor's	Master's	Doctorate	Other
3 or fewer years	12	6	0	0
4 to 6 years	9	3	0	0
7 to 9 years	2	4	0	0
10 or more years	11	32	1	0

Highly Qualified (NCLB) & Core Academics

Core academic teachers meeting the definition of Highly Qualified (NCLB): 50
 Core academic classes taught by Highly Qualified (NCLB) teachers. 255
 Teachers with Emergency Certificaton. 1

Resources Available at School Site

Special Facilities

Ü Computer Labs
 Ü Media Center (Library)
 Ü Student Writing Lab

Extracurricular Activities

Ü Academic Clubs
 Ü Arizona Interscholastic Sports
 Ü Intramural Sports
 Ü National Academic League
 Ü Student Council
 Ü Band, Orchestra, Chorus Programs

Social Services

Ü Recreational Activities
 Ü Clothing/Food Bank
 Ü Afterschool Programs
 Ü Crisis Intervention

Indicators of Success Based on Historical Data from 2003-04

School Achievements/Accomplishments 2003-04

- ü SJHS met MPS District student achievement goals for the 2003-04 school year. Results were based on an increase in the number of 7th, 8th and 9th grade students who demonstrated one year's growth on the Stanford 9 Test in reading, language and math.
- ü SJHS met MPS District student achievement goals for the 2003-04 school year based on an increase in the number of 8th grade students who scored at the meets or exceeds standards levels on AIMS in reading, math and writing.
- ü SJHS has shown a consistent increase in the percentage of students meeting or exceeding the standard on the AIMS test. In 2004, Smith's math students had the second highest percentage at the meets or exceeds level in the Mesa District.
- ü SJHS's students have consistently scored in the highest percentages of the Mesa Schools on the District Criterion Referenced test in english, math, science and social studies.

Student Activity Rates for School Year 2003-04

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

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

Measure of Academic Progress

	% of Students Achieving One Year's Growth	
	Reading	Math
Grades 6-7	62	87
Grades 7-8	71	65

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

Smith Jr. and Mesa Public Schools have a Zero-tolerance Policy with regard to discrimination/harassment, threats/intimidation. Consequences include short suspensions, long suspensions or expulsion. Smith educates students to problem-solve.

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) :

1

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	Bruce Cox	(480) 472-4650
Transportation Policy	Mike Yonker	(480) 472-0178
Community Resources	Bruce Cox	(480) 472-4650
School Nutrition Programs	Peggy King	(480) 472-9909
Parent Organization	Coreen Wax	(480) 472-4650
Student Health/Nurse	Brenda Hogan	(480) 472-9907

The Arizona School Report Card was prepared by the Arizona Department of Education using a standardized format to combine information provided by the local school with data compiled from state records. Each school has special strengths and needs, and all schools benefit from the active involvement of parents in their children's education. If you have questions about the report card or need more information, contact the school office. Arizona School Report Cards can be found for all schools at www.ade.az.gov/srcs on the Internet. "The Arizona Department of Education of the State of Arizona does not discriminate on the basis of race, religion, color, national origin, sex, disability or age in its programs, activities or in its hiring and employment practices. If you have questions or grievances related to this policy, please contact the Administrative Services DAS at (602) 542-3186."

Arizona's Achievement Profiles capture the performance level of every school.

DEFINITIONS:

Failing to Meet the Academic Standards - needs to meet state performance and state progress goals.

School performance has been designated as Underperforming for three consecutive years and a site review determined that the designation of Failing to Meet the Academic Standards was warranted.

Underperforming - needs to meet state performance and state progress goals.

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

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

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

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

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

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

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

1 For an explanation of the Achievement Profiles, please visit our website at www.ade.az.gov/azlearns.

2 Under ARS 15-816, school district governing boards must implement open enrollment programs and establish policies covering admission criteria, application procedures and transportation provisions. For more information, contact the school district office.

3 Arizona's Instrument to Measure Standards (AIMS) includes the reading, writing and mathematics subject areas. AIMS was administered to all students in grades 3, 5, 8, and 10 in the spring of 2000. In the spring of 2001, grades 3, 5, 8, 10 and 11 were tested; students tested in grade 11 consisted of students retaking AIMS who did pass in grade 10 plus any new students. In the spring of 2002, grades 3, 5, 8, 10, 11, and 12 were tested; students tested in grades 11 and 12 were either re-testing or were new. As a result, the number of students tested in grades 11 and 12 is smaller than the number of students tested in grade 10. The proficiency levels include: Falls Far Below (FFB) the standard, Approaches (A) the standard, Meets or Met the standards, and Exceeds. MSS: The Mean Scaled Score (average) on a 200-800 scale. A student must have achieved a scale score of 500 to meet the standard. Scale scores are not comparable among content areas. Migrant, Economically Disadvantaged and Non-Economically Disadvantaged % tested for 2002-03 are not available, however, they will be calculated in the future. The federal law, No Child Left Behind, requires disaggregation in subgroups and ethnicity. NC= Not Calculated. Under the Family Educational Rights and Privacy Act of 1974 (FERPA), no individually identifiable references to students may be made. Therefore, items of data containing information about fewer than ten (10) students have been replaced with NC. No Data Available is replaced with dashes (--). For more information on testing and Arizona Academic Standards go to www.ade.az.gov/standards

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

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

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

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

8 Promotion Rate: Percentage of students promoted to the next grade or who met graduation requirements and received a traditional diploma at the end of the 2003-04 school year. Percentage includes students who left school at age 22 or who had completed school and received a non-traditional diploma.

9 Retention Rate: Percentage of students retained at the end of the 2003-04 school year.

10 Dropout Rate: Percentage of students counted as withdrawn due to chronic illness, expulsion or dropping out during the 2003-04 school year, to include activity during the summer of 2003. This rate includes students who were withdrawn after 10 consecutive days of unexcused absences or were coded by the school as "status unknown." The Promotion Rate, Retention Rate and Dropout Rate may not add to 100% due to the inclusion of summer activity in the Dropout Rate but not in the Promotion Rate and Retention Rate.

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

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

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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.