

ARIZONA SCHOOL REPORT CARD ACADEMIC YEAR 2005-06

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)

2004-05	Excelling
2003-04	Excelling
2002-03	New School

(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.

School Overview

Principal/Administrator : Mr. Bruce Cox
 Schedule : 07:30 AM to 04:30 PM
 Grades : 7-9
 2005 Enrollment : 1466
 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.

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, 2004 School Year Student Enrollment : 1452
 Accepting New Students in 2005-06 Under Open Enrollment Law : ² Yes
 Number of Students Attending Under Open Enrollment in 2004-05 : 90

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 :	9/15/2005
Last Day of School :	5/26/2006

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	2005
ü Won Top 4 Spots in AZ Masonic 7th Grade Essay Contest	2003
ü 2 Choir Students Selected to Nat. Jr. Hg. Honor Choir	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	477	5700	78250	99	98	99	576	565	548	9	14	21	14	13	18	52	52	48	25	21	13
All Students (Prior Year)	480	5673	75001	99	99	99	509	489	468	17	24	37	25	33	36	27	24	16	30	20	10
Female	237	2750	38071	98	98	99	570	568	549	9	12	20	15	14	19	55	53	49	21	20	12
Male	240	2950	40126	99	98	99	582	563	547	9	15	23	14	13	17	49	51	46	28	21	14
African American	19	230	4058	90	97	99	565	527	523	6	20	32	31	20	22	44	53	41	19	7	5
Hispanic	96	1677	29129	99	99	99	548	538	527	12	26	32	26	18	23	45	47	40	17	9	6
Asian/Pacific Islander	15	136	1747	100	96	100	538	587	589	21	7	9	7	8	9	29	51	50	43	34	32
American Indian/Alaskan Native	NC	233	4996	NC	98	100	NC	524	518	NC	26	36	NC	23	25	NC	43	36	NC	8	4
White	340	3424	38320	99	98	99	587	582	568	8	7	12	10	10	14	55	56	55	27	27	19
Students with Disabilities	51	498	9329	100	100	100	439	423	454	45	55	64	27	19	18	25	24	16	2	3	2
Students without Disabilities	426	5203	68996	98	98	99	591	579	561	5	10	16	13	13	18	55	55	52	27	23	14
Limited English Proficient Students	18	423	10133	100	100	100	321	443	488	53	45	45	18	22	25	29	33	28	0	1	2
Migrant Students	--	--	83	--	--	NA	--	--	520	--	--	39	--	--	28	--	--	30	--	--	4
Economically Disadvantaged	178	2386	33388	93	93	94	574	549	530	9	23	32	18	18	22	54	49	40	19	10	5
Non-Economically Disadvantaged	299	3315	44937	100	100	100	577	577	561	9	7	13	12	10	15	51	55	54	29	28	18

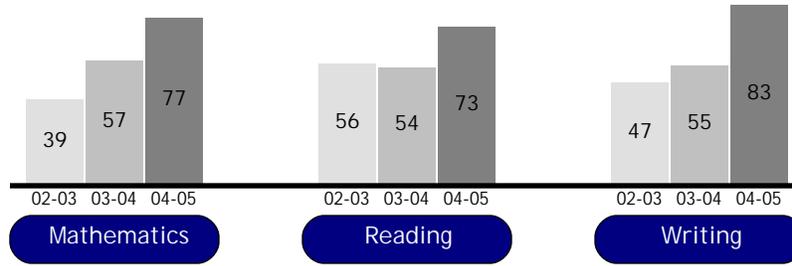
Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	477	5699	78302	99	0	99	518	523	512	7	7	11	21	19	25	66	65	57	7	9	7
All Students (Prior Year)	479	5674	74918	99	99	99	500	502	497	27	28	32	18	18	19	40	36	35	14	18	15
Female	237	2752	38082	98	0	99	520	531	518	4	5	8	22	18	24	69	67	61	5	10	7
Male	240	2947	40166	99	0	99	517	516	507	11	9	14	19	20	26	62	62	54	8	8	6
African American	19	230	4064	90	0	100	510	496	498	0	4	14	50	36	29	50	59	54	0	2	3
Hispanic	96	1678	29152	99	0	99	492	497	492	8	15	17	25	30	34	63	52	46	4	3	2
Asian/Pacific Islander	15	136	1746	100	0	100	495	537	542	7	4	5	21	14	13	57	67	66	14	14	16
American Indian/Alaskan Native	NC	233	4993	NC	0	100	NC	486	484	NC	15	19	NC	31	38	NC	52	42	NC	2	1
White	340	3422	38347	99	0	99	528	539	531	7	3	5	17	13	17	68	71	68	8	12	10
Students with Disabilities	51	498	9353	100	0	100	399	400	429	50	33	40	30	39	38	18	27	22	2	1	1
Students without Disabilities	426	5202	69024	98	0	99	532	535	524	2	5	7	20	17	23	71	68	62	7	10	7
Limited English Proficient Students	18	423	10140	100	0	100	300	405	451	29	33	28	41	42	43	29	24	29	0	1	1
Migrant Students	--	--	83	--	--	NA	--	--	480	--	--	29	--	--	36	--	--	35	--	--	0
Economically Disadvantaged	178	2384	33398	93	0	94	515	507	495	6	13	18	27	30	35	64	54	46	3	4	2
Non-Economically Disadvantaged	299	3316	44979	100	0	100	520	534	525	8	3	6	17	12	18	66	72	66	9	13	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	478	5652	78094	99	97	99	549	546	545	3	3	3	15	17	18	82	78	77	1	2	2
All Students (Prior Year)	478	5635	74503	99	99	99	484	479	491	7	13	9	39	37	32	49	42	51	6	8	8
Female	238	2739	38025	99	97	99	563	562	558	0	2	2	9	12	13	89	83	82	2	3	2
Male	240	2913	40013	99	97	99	535	531	534	5	5	5	20	21	23	74	72	71	1	1	1
African American	20	227	4037	95	96	99	549	525	532	0	2	4	24	23	22	76	74	73	0	0	1
Hispanic	96	1662	29068	99	98	99	527	515	523	2	7	5	17	29	27	81	63	67	0	0	1
Asian/Pacific Islander	15	135	1743	100	95	100	523	563	577	7	4	2	14	8	9	64	80	82	14	8	8
American Indian/Alaskan Native	NC	226	4981	NC	95	100	NC	510	526	NC	7	4	NC	23	25	NC	69	70	NC	1	0
White	341	3402	38265	99	97	99	557	564	564	2	1	2	14	11	11	83	85	84	1	3	3
Students with Disabilities	50	484	9275	100	100	100	416	397	444	14	17	14	40	48	46	47	34	39	0	1	1
Students without Disabilities	428	5169	68892	99	97	98	564	560	559	1	2	2	12	14	14	85	82	82	2	2	2
Limited English Proficient Students	18	412	10084	100	100	100	297	405	474	24	19	10	41	47	39	35	33	50	0	1	1
Migrant Students	--	--	81	--	--	NA	--	--	504	--	--	12	--	--	27	--	--	60	--	--	0
Economically Disadvantaged	177	2356	33296	92	92	94	551	529	527	2	6	5	19	26	27	80	67	67	0	1	0
Non-Economically Disadvantaged	301	3297	44871	100	100	100	548	558	559	3	2	2	12	11	12	83	84	84	2	3	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.

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.

Achievement Test Results

Stanford 9 and TerraNova/AIMS DPA

Grade	Content Area	2002-2003 (SAT9)				2003-2004 (SAT9)				2004-2005 (TerraNova)			
		%	Score	D	AZ	%	Score	D	AZ	%	Score	D	AZ
7	Reading	91	63	59	51	93	57	NA	54	97	60	55	50
	Language	92	66	62	54	97	59	64	58	97	62	58	52
	Mathematics	92	85	74	58	95	84	75	62	97	65	58	50
8	Reading	90	59	58	53	94	62	NA	55	98	57	57	51
	Language	93	50	56	49	98	59	58	52	98	56	55	50
	Mathematics	94	71	69	58	98	84	73	61	98	65	62	53
9	Reading	93	48	50	41	89	49	NA	42	97	61	60	51
	Language	94	49	54	42	94	48	54	42	97	60	59	50
	Mathematics	95	82	74	60	94	85	76	63	97	64	62	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/

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 2005-06

Position	Number	Position	Number
Administrator	2.00	Teacher	64.00
Other Professional Staff	6.00	Teacher Aide	10.00

Years of Teaching Experience for School Year 2005-06

Experience	Bachelor's	Master's	Doctorate	Other
3 or fewer years	13	0	0	0
4 to 6 years	7	6	0	0
7 to 9 years	7	2	0	0
10 or more years	10	39	6	0

Highly Qualified (NCLB) School Year 2004-05

Core academic classes taught by Highly Qualified (NCLB) teachers.	299
Teachers with Emergency Certificaton.	5
Percent of teachers in the school with Emergency/Provisional Certification	5%
Percent of core classes not taught by Highly Qualified Teachers	3%

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 2004-05

School Achievements/Accomplishments 2004-05

- ü SJHS met MPS District student achievement goals for the 2004-05 school year. Students in 7th, 8th and 9th demonstrated one year's growth on District Criterion Referenced Testing in reading, language and math.
- ü SJHS met MPS District student achievement goals for the 2004-05 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 met the federal mandate under "No Child Left Behind" with all sub groups of students demonstrating one year's growth in math and reading.
- 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 2004-05

	% School	Arizona		
		% K-6/UE	% 7-8	% 9-12/US
Attendance Rate ⁴	95	95	94	95
Transfers Out Rates ⁵	10	12	12	17
Transfers In Rate ⁶	16	28	28	37
Stability Rate ⁷	89	87	87	82
Promotion Rate ⁸	97	96	95	81
Retention Rate ⁹	0	1	1	3
Dropout Rate ¹⁰	1	0	1	6
Status Unknown ¹¹	1	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

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 for school year 2004-05 that required the intervention of local, state or federal law enforcement (A.R.S.15-746.6) :

18

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	Bruce Cox	(480) 472-4650
Transportation Policy	Mike Yonker	(602) 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."

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.

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.

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Total cost of printing: 12 Pages X .0318 Per page X 10 Copies = \$4.00

** 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.