

ARIZONA SCHOOL REPORT CARD ACADEMIC YEAR 2005-06

Highway 264, Ganado, AZ 86505

Ganado Unified 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 LEARNS¹

Elementary Achievement Profile (a)

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

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

School Overview

Principal/Administrator : Mr. Keith D. Pertusio
 Schedule : 07:30 AM to 05:00 PM
 Grades : 4-6
 2005 Enrollment : 401
 Web Address : www.ganado.k12.az.us
 Phone Number : (928) 755-1126
 Fax Number : (928) 755-1139
 E-mail : keith.pertusio@ganado.k12.az.us

Mission

Striving for Excellence- Inspiring Lifelong Learners

No Child Left Behind

Adequate Yearly Progress (b)

2004-05	Not Met
2003-04	Not Met
2002-03	Met

School Improvement Status (b)

2004-05	SI Year 1
2003-04	N/A
2002-03	N/A

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

School / Academic Goals

- ü Our students will achieve state and national grade-level standards in reading, writing, mathematics, technology, science, social studies, and Fine Arts.
- ü Our students will achieve in reading comprehension in the following areas: functional reading, textual reading, recreational reading, critical analysis, process strategies, and interpretation.
- ü Our students will achieve in the area of vocabulary in the following areas: synonyms, context, and multiple meanings.
- ü Our students will achieve in the area of language in the following areas: prewriting, composing, editing, mechanics and usage, and spelling.

Enrollment

October 1, 2004 School Year Student Enrollment : 441
 Accepting New Students in 2005-06 Under Open Enrollment Law : ² Yes
 Number of Students Attending Under Open Enrollment in 2004-05 : 5

Instructional Programs

- Accelerated Reader Program
- Daily Guided Reading Program
- Alignment w/Arizona Academic Standards
- After-school Tutoring
- New Harcourt Mathematics Program
- Study Island AIMS Test Practice
- Hooked On Phonics Remediation

Calendar Information

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

Shared Responsibilities

School

The responsibilities of our school are to provide a safe school environment, to meet the educational needs of students, to help each child to reach learning potential, and to communicate with parents and guardians about their children's progress. Our goal is to help each student be successful in school.

Parents

Parents have the right and responsibility to share in decisions about their children's education and to support their children's attendance and learning. Parents are asked to communicate with their child's teacher about their wishes and their child's needs. Parents are asked to support the school by reinforcing at home the learning their child does in the classroom. Parents are encouraged to get involved in the learning of their child at school.

Transportation Policy

Transportation for Ganado Intermediate School students is provided by the Transportation Department. The Transportation Department complies with state statute and Governing Board policy. The Transportation Department seeks to provide safe and dependable transportation for all of our students.

School Honors

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

Award/Honor	Year
• Kids Voting - Arizona School of the Year	2000
• Catching the Dream Principal of the Year	2000

5th 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	157	157	78906	100	100	99	459	459	498	34	34	13	36	36	19	29	29	48	1	1	20
All Students (Prior Year)	137	137	76019	97	97	100	447	447	499	33	33	14	61	61	39	4	4	14	2	2	33
Female	80	80	38644	100	100	99	460	460	500	32	32	12	36	36	19	32	32	49	0	0	19
Male	77	77	40236	100	100	99	458	458	497	35	35	15	35	35	19	27	27	46	3	3	20
African American	--	--	4087	--	--	99	--	--	481	--	--	20	--	--	24	--	--	45	--	--	11
Hispanic	NC	NC	31938	NC	NC	99	NC	NC	481	NC	NC	19	NC	NC	25	NC	NC	46	NC	NC	10
Asian/Pacific Islander	--	--	1805	--	--	98	--	--	536	--	--	5	--	--	8	--	--	45	--	--	42
American Indian/Alaskan Native	156	156	4593	100	100	100	459	459	467	34	34	26	35	35	29	30	30	39	1	1	6
White	--	--	36483	--	--	99	--	--	517	--	--	7	--	--	13	--	--	51	--	--	30
Students with Disabilities	13	13	10664	100	100	100	431	431	430	77	77	42	15	15	27	8	8	26	0	0	5
Students without Disabilities	144	144	68310	100	100	98	462	462	509	29	29	9	38	38	18	32	32	51	2	2	22
Limited English Proficient Students	55	55	12573	100	100	100	460	460	454	30	30	27	39	39	30	30	30	38	2	2	5
Migrant Students	--	--	125	--	--	NA	--	--	476	--	--	18	--	--	35	--	--	42	--	--	5
Economically Disadvantaged	137	137	38679	98	99	96	458	458	483	33	33	20	37	37	25	30	30	45	1	1	10
Non-Economically Disadvantaged	20	20	40295	100	100	100	467	467	513	39	39	7	28	28	13	28	28	50	6	6	30

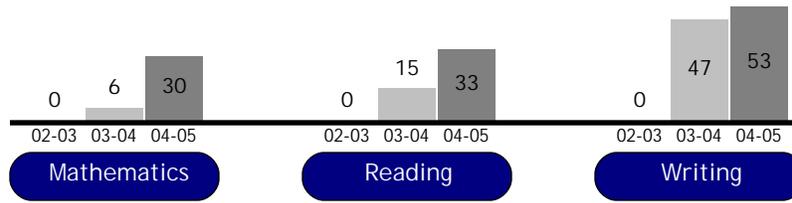
Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	132	132	78908	84	0	99	453	453	484	21	21	10	46	46	23	33	33	58	0	0	9
All Students (Prior Year)	139	140	76020	99	99	100	482	482	503	61	61	25	24	24	23	15	15	40	0	0	12
Female	69	69	38648	86	0	99	461	461	489	13	13	8	42	42	22	45	45	61	0	0	10
Male	63	63	40233	82	0	99	444	444	479	30	30	12	51	51	25	19	19	55	0	0	8
African American	--	--	4092	--	--	99	--	--	473	--	--	12	--	--	28	--	--	54	--	--	5
Hispanic	NC	NC	31940	NC	NC	99	NC	NC	465	NC	NC	16	NC	NC	32	NC	NC	49	NC	NC	3
Asian/Pacific Islander	--	--	1805	--	--	98	--	--	507	--	--	4	--	--	13	--	--	65	--	--	18
American Indian/Alaskan Native	131	131	4569	84	0	100	453	453	457	21	21	18	46	46	39	33	33	41	0	0	2
White	--	--	36502	--	--	99	--	--	502	--	--	4	--	--	14	--	--	67	--	--	15
Students with Disabilities	13	13	10665	100	0	100	424	424	423	62	62	30	31	31	36	8	8	31	0	0	2
Students without Disabilities	119	119	68312	83	0	98	456	456	493	16	16	7	48	48	21	36	36	62	0	0	10
Limited English Proficient Students	48	48	12556	87	0	100	454	454	436	17	17	24	49	49	40	34	34	35	0	0	1
Migrant Students	--	--	125	--	--	NA	--	--	457	--	--	22	--	--	40	--	--	38	--	--	0
Economically Disadvantaged	118	118	38662	84	0	96	454	454	468	20	20	16	45	45	32	35	35	49	0	0	3
Non-Economically Disadvantaged	14	14	40315	82	0	100	439	439	498	25	25	5	58	58	15	17	17	66	0	0	14

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	156	156	78750	99	100	99	472	472	500	13	13	6	34	34	29	52	52	63	1	1	2
All Students (Prior Year)	140	141	75673	99	100	100	500	500	530	14	14	12	39	39	25	46	46	58	1	1	4
Female	79	79	38586	99	100	99	478	478	515	12	12	4	26	26	22	61	61	71	1	1	3
Male	77	77	40135	100	100	99	465	465	486	14	14	8	42	42	35	42	42	56	1	1	1
African American	--	--	4081	--	--	99	--	--	488	--	--	8	--	--	32	--	--	59	--	--	2
Hispanic	NC	NC	31841	NC	NC	99	NC	NC	483	NC	NC	8	NC	NC	36	NC	NC	55	NC	NC	1
Asian/Pacific Islander	--	--	1802	--	--	98	--	--	533	--	--	2	--	--	16	--	--	75	--	--	7
American Indian/Alaskan Native	155	155	4586	99	100	100	473	473	481	13	13	8	34	34	37	52	52	54	1	1	1
White	--	--	36440	--	--	99	--	--	516	--	--	3	--	--	22	--	--	71	--	--	4
Students with Disabilities	12	12	10622	92	92	100	436	436	415	25	25	21	58	58	50	17	17	28	0	0	1
Students without Disabilities	144	144	68196	100	100	98	475	475	513	12	12	3	32	32	25	55	55	69	2	2	3
Limited English Proficient Students	55	55	12504	100	100	100	474	474	451	13	13	12	32	32	44	54	54	43	2	2	1
Migrant Students	--	--	126	--	--	NA	--	--	464	--	--	14	--	--	44	--	--	41	--	--	0
Economically Disadvantaged	136	136	38558	97	98	96	471	471	485	13	13	8	34	34	37	52	52	54	1	1	1
Non-Economically Disadvantaged	20	20	40260	100	100	100	482	482	514	11	11	3	33	33	21	50	50	72	6	6	4

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)

5th 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?	Y
	Met Attendance Rate?	Y
	Met Graduation Rate?	Not Evaluated
	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	2002-2003 (SAT9)				2003-2004 (SAT9)				2004-2005 (TerraNova)			
		%	Score	D	AZ	%	Score	D	AZ	%	Score	D	AZ
4	Reading	88	32	32	52	90	32	NA	56	98	36	36	48
	Language	93	24	24	48	100	26	26	52	98	47	47	49
	Mathematics	100	30	30	57	100	28	28	61	98	39	39	53
5	Reading	97	26	26	50	96	20	NA	55	84	32	32	50
	Language	96	26	26	46	98	20	20	49	84	32	32	50
	Mathematics	99	34	34	57	98	24	24	63	100	30	30	49
6	Reading	--	--	23	53	96	30	NA	56	100	32	32	51
	Language	--	--	16	45	96	22	22	48	100	31	31	47
	Mathematics	--	--	24	62	96	31	31	66	100	30	30	52

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

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

Council Duties

- Ü Curriculum
- Ü Instruction
- Ü Assessment
- Ü Parent/Community Outreach
- Ü Learning Improvement Process
- Ü ESL/LEP Instruction

Staffing Information for School Year 2005-06

Position	Number	Position	Number
Administrator	1.00	Teacher	27.00
Other Professional Staff	2.00	Teacher Aide	10.00

Years of Teaching Experience for School Year 2005-06

Experience	Bachelor's	Master's	Doctorate	Other
3 or fewer years	5	0	0	0
4 to 6 years	5	2	0	0
7 to 9 years	1	4	0	0
10 or more years	2	6	0	0

Highly Qualified (NCLB) School Year 2004-05

Core academic classes taught by Highly Qualified (NCLB) teachers.	108
Teachers with Emergency Certificaton.	4
Percent of teachers in the school with Emergency/Provisional Certification	14%
Percent of core classes not taught by Hightly Qualified Teachers	30%

Resources Available at School Site

Special Facilities

- Ü Computer Graphics Lab
- Ü Library
- Ü AIMS Computer Lab
- Ü Research Lab

Extracurricular Activities

- Ü Reading/Tutoring
- Ü Band Program
- Ü Peewee Sports
- Ü PowWow Club
- Ü Graphics Club
- Ü Student Council
- Ü After-school Counseling Groups
- Ü After-school Clubs

Social Services

- Ü Breakfast Program
- Ü Lunch Program
- Ü Counseling Services
- Ü Parent Workshops

Indicators of Success Based on Historical Data from 2004-05

School Achievements/Accomplishments 2004-05

- ü We have aligned our curriculum, instruction and assessment with the Arizona Academic Standards. We are developing a curriculum map for all subject areas to guide instruction and assessments to measure progress.
- ü We are successfully implementing a Reading Block which provides two uninterrupted hours of reading instruction through Guided Reading, Shared Reading, Independent Reading, and Read-Aloud.
- ü Recognized by the Rural Systemic Initiative for 'Outstanding Dedication, Commitment and Leadership To Academic Excellence' on June 10, 2004.
- ü NCA accredited since 1986.

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	7	12	12	17
Transfers In Rate ⁶	21	28	28	37
Stability Rate ⁷	92	87	87	82
Promotion Rate ⁸	90	96	95	81
Retention Rate ⁹	1	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

This year we have implemented the PeaceBuilders program. Our program emphasizes the following ideas: To praise people; to give up putdowns; to seek wise people; to help others; to notice hurts and make amends; to right wrongs. We implement this program to decrease bullying and negative behaviors in our school. We are committed to a safe school environment and work hard to make sure all students are safe.

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) :

0

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	Keith Pertusio	(928) 755-1120
Transportation Policy	Nathan Brady	(928) 755-1205
Community Resources	Philip A. Donk	(928) 755-1123
School Nutrition Programs	Ella Silversmith	(928) 755-1120
Parent Organization	Ramona Nelson	(928) 755-1120
Student Health/Nurse	Victoria Shepherd	(928) 755-1120

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.

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 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.