



ARIZONA SCHOOL REPORT CARD ACADEMIC YEAR 2004-05

1600 W. Queen Creek Road, Chandler, AZ 85248

Chandler 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 LEARNS<sup>1</sup>

Elementary Achievement Profile (a)

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

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

School Overview

Principal/Administrator : Mrs. Sharon Kenyon
Schedule : 8:00 AM to 4:00 PM
Grades : 7-8
2004 Enrollment : 970
Web Address : www.chandler.k12.az.us/
Phone Number : (480) 883-5500
Fax Number : (480) 883-5520
E-mail : kenyon.sharon@chandler.k12.az.us

Mission

Bogle is committed to providing each student with a quality education by promoting academic excellence and responsible social development in a safe school environment, in order that each child becomes a successful and contributing member of society.

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

- Bogle will increase the total percent of students meeting or exceeding standards as measured by the AIMS test in the area of READING for the school year of 2004-05.
Bogle will increase the total percent of students meeting or exceeding standards as measured by the AIMS test in the area of MATH for the school year of 2004-05.

Enrollment

October 1, 2003 School Year Student Enrollment : 965
Accepting New Students in 2004-05 Under Open Enrollment Law : 2 Yes
Number of Students Attending Under Open Enrollment in 2003-04 : 58

Instructional Programs

- Honors Classes
- On-site Special Education
- ELL & Sheltered English Immersion
- Elective Program Selection
- CUSD Academically Talented Program: CATS

Calendar Information

Number of Instruction Days :	177
Average Daily Instruction Time :	6 hours 17 minutes
First Day of School :	7/27/2004
Last Day of School :	6/1/2005

Shared Responsibilities

School

Parents are informed using report cards, progress reports, parent/teacher conferences, newsletters, phone calls, cards, electronic gradebook, Open House, phone master, PTO, community TV/newspaper articles, and school website.

Parents

Parents are responsible for reporting absences, providing health history/emergency contact information. They become partners in the learning process by participating in conferences, monitoring homework, serving on committees, and attending functions.

Transportation Policy

Transportation is provided grade 7-8 students who reside 1.5 miles or more from school; or students whose IEPs indicate a need. Student/parent signatures are required on a CUSD Transportation Agreement outlining student responsibilities on the bus.

School Honors

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

Award/Honor	Year
• NASPE Middle School P.E. Teacher of the Year	2004
• State Solo/Ensemble - Orchestra Superior Rating	2004
• National Close-Up for New Americans Student Honoree	2004
• Conference Athletic Champs: Cross Country and Baseball	2004

8th Grade

Mathematics	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	482	2089	75001	99	99	99	490	470	468	19	33	37	40	41	36	24	18	16	16	8	10
All Students (Prior Year)	613	1855	71167	98	97	99	477	473	463	24	29	38	51	47	41	17	16	14	8	8	7
Female	222	1035	36846	100	98	99	490	472	468	21	32	36	34	40	38	28	20	16	16	9	10
Male	254	1042	37974	96	99	99	491	469	467	17	34	39	45	42	34	21	16	16	16	8	11
African American	23	134	3720	100	98	98	480	457	446	20	41	53	60	46	33	10	9	9	10	3	4
Hispanic	127	605	26675	97	96	98	463	445	448	41	56	52	35	32	34	17	10	10	7	2	4
Asian/Pacific Islander	28	78	1575	97	98	99	550	521	504	7	11	18	15	31	33	15	19	20	63	39	29
American Indian/Alaskan Native	NC	23	4731	NC	92	98	NC	447	438	NC	53	61	NC	32	30	NC	16	7	NC	0	2
White	292	1226	37785	98	99	99	495	480	482	13	23	25	43	45	39	28	22	21	16	10	15
Students with Disabilities	38	196	8802	90	100	100	437	420	418	61	78	79	33	17	16	6	4	3	0	1	1
Students without Disabilities	444	1893	66199	100	98	99	493	473	472	18	30	34	40	42	38	25	19	17	17	9	11
Limited English Proficient Students	33	158	11710	56	57	100	413	408	429	100	91	70	0	6	25	0	3	4	0	0	1
Migrant Students	NC	19	709				NC	415	442	NC	80	57	NC	20	34	NC	0	7	NC	0	2
Economically Disadvantaged	88	459	29814				460	448	448	45	52	53	37	34	33	8	11	10	10	3	4
Non-Economically Disadvantaged	394	1630	45170				496	476	479	14	28	28	41	43	38	28	20	20	17	10	14

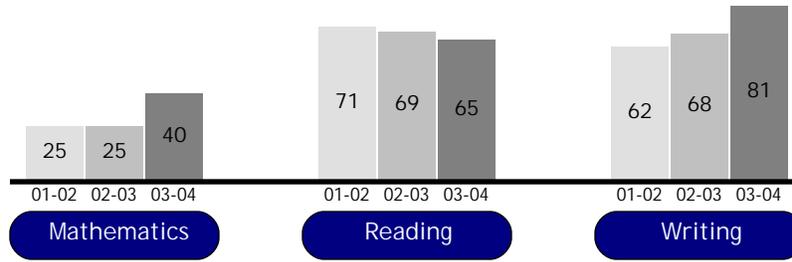
Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	483	2091	74918	99	99	99	516	505	497	17	25	32	18	19	19	45	40	35	20	17	15
All Students (Prior Year)	615	1849	71100	98	96	99	516	511	502	12	17	25	19	20	21	48	44	40	21	18	15
Female	222	1036	36805	100	98	99	518	509	501	17	22	28	16	18	19	46	41	37	21	18	16
Male	254	1042	37936	96	99	99	514	501	493	16	27	35	18	19	18	46	39	33	20	15	14
African American	23	136	3719	100	99	98	522	501	481	10	28	43	15	19	21	45	39	29	30	15	7
Hispanic	127	606	26645	97	96	98	495	480	478	36	45	46	20	22	20	34	26	27	11	7	6
Asian/Pacific Islander	28	78	1571	97	98	99	549	529	521	7	13	18	11	19	15	44	40	38	37	28	30
American Indian/Alaskan Native	NC	25	4729	NC	100	98	NC	480	468	NC	45	57	NC	14	19	NC	41	19	NC	0	4
White	292	1222	37773	98	99	99	520	515	511	11	15	20	18	17	18	49	46	41	22	21	21
Students with Disabilities	38	197	8801	90	100	100	465	451	448	56	73	75	25	14	13	19	12	10	0	2	2
Students without Disabilities	445	1894	66117	100	98	99	518	508	501	15	21	28	17	19	19	46	42	37	21	18	16
Limited English Proficient Students	33	159	11706	56	57	100	432	434	454	100	90	71	0	6	16	0	4	12	0	0	1
Migrant Students	NC	19	706				NC	454	467	NC	70	55	NC	10	22	NC	20	20	NC	0	4
Economically Disadvantaged	88	462	29785				491	482	477	39	43	47	21	22	20	31	28	26	10	7	6
Non-Economically Disadvantaged	395	1629	45115				521	511	508	13	20	23	17	18	18	48	43	39	22	19	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	479	2074	74503	98	98	99	541	512	491	2	5	9	17	26	32	66	60	51	15	9	8
All Students (Prior Year)	602	1817	69001	96	95	96	509	502	490	5	9	17	26	32	37	67	58	45	1	1	1
Female	221	1030	36686	99	98	99	549	521	506	2	3	5	13	23	29	66	64	57	19	10	9
Male	251	1031	37644	95	98	98	535	502	476	2	6	13	19	31	36	67	55	45	12	8	6
African American	23	135	3677	100	99	97	562	510	475	0	6	12	10	30	36	65	54	46	25	11	5
Hispanic	126	603	26500	96	95	97	510	481	467	3	9	13	27	36	39	63	51	44	7	5	4
Asian/Pacific Islander	28	78	1566	97	98	99	598	562	537	0	0	5	7	14	23	63	68	55	30	18	18
American Indian/Alaskan Native	NC	24	4695	NC	96	97	NC	484	464	NC	5	14	NC	41	39	NC	55	44	NC	0	3
White	290	1213	37606	97	98	99	545	523	508	2	3	6	14	22	28	68	64	56	16	10	10
Students with Disabilities	35	192	8662	83	100	100	442	428	409	20	26	37	40	52	42	40	20	20	0	2	1
Students without Disabilities	444	1882	65841	100	97	98	544	518	499	1	3	7	16	25	32	67	63	53	16	9	8
Limited English Proficient Students	33	159	11608	56	57	100	451	411	430	10	28	23	50	54	47	40	19	28	0	0	1
Migrant Students	NC	19	701				NC	459	449	NC	20	17	NC	30	43	NC	50	38	NC	0	1
Economically Disadvantaged	88	462	29587				503	478	465	7	9	14	25	37	40	61	51	43	7	3	4
Non-Economically Disadvantaged	391	1612	44898				548	521	507	1	4	7	15	24	28	67	62	55	17	10	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?	N
	Met Test Objectives?	N
	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 94 percent over the first 100 days of the academic year. Schools and districts not serving high school students must have an attendance rate of 94 percent, or show a one-percentage-point improvement over the previous year, in order to make AYP.

**Met Graduation Rate:**

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

**School Improvement - Year 1:**

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

**School Improvement - Year 2:**

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

**Corrective Action:**

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

For More Information on AYP, visit our website at [www.ade.az.gov/azlearns](http://www.ade.az.gov/azlearns) and go to NCLB link

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

Stanford 9 Percentile Rank Scores

Grade	Content Area	2001-2002				2002-2003				2003-2004			
		%	Score	D	AZ	%	Score	D	AZ	%	Score	D	AZ
7	Reading	95	63	57	48	98	63	58	51	99	66	NA	54
	Language	95	67	60	51	100	69	62	54	98	70	67	58
	Mathematics	96	63	57	54	100	65	59	58	99	69	65	62
8	Reading	97	63	56	49	99	62	57	53	99	67	NA	55
	Language	97	64	56	46	99	63	59	49	99	66	60	52
	Mathematics	98	64	59	54	99	66	61	58	99	71	62	61

The Stanford 9 is a standardized, norm-referenced test. Since 1999, all students in grades 2 through 9 have been tested in Reading, Mathematics and Language. The percentage (%) of eligible students tested and the school's percentile ranks are listed above. State average percentile ranks for Arizona and District are provided for comparison. Note that the average percentile ranks for the nation are 50 for all content areas in all grades. Under the Family Educational Rights and Privacy Act of 1974 (FERPA), no individually identifiable references to students may be made. Therefore, items of data containing information about fewer than ten students have been replaced with NC (not calculated) to protect student privacy. Some columns contain dashes (-) to indicate "no data available."

School Site Council

Council Composition

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

Council Duties

- Ü Curriculum Development
- Ü Prop 301 - Pay for Performance
- Ü School Safety Issues
- Ü Parent/Educator Relations
- Ü Operational Procedures
- Ü Community Partnerships

Staffing Information for School Year 2004-05

Position	Number	Position	Number
Administrator	3.00	Teacher	50.50
Other Professional Staff	3.66	Teacher Aide	6.00

Years of Teaching Experience for School Year 2004-05

Experience	Bachelor's	Master's	Doctorate	Other
3 or fewer years	8	3	0	0
4 to 6 years	3	5	0	0
7 to 9 years	2	12	0	0
10 or more years	5	14	0	0

Highly Qualified (NCLB) & Core Academics

Core academic teachers meeting the definition of Highly Qualified (NCLB):	36
Core academic classes taught by Highly Qualified (NCLB) teachers.	205
Teachers with Emergency Certificaton.	0

Resources Available at School Site

Special Facilities

- Ü Industrial Technology Lab
- Ü Classroom LCD Projectors
- Ü Three IBM Computer Labs - Smart Boards

Extracurricular Activities

- Ü Student Council
- Ü Varsity Club
- Ü National Junior Honor Society
- Ü French Club
- Ü Kiwanis - Builder's Club
- Ü East Valley Athletic Conference - Sports
- Ü Video Editing/Production Club

Social Services

- Ü Counseling Services
- Ü Tutoring/Intersession Remediation
- Ü Valley Big Brothers & Sisters Mentoring
- Ü After School Sports Program

Indicators of Success Based on Historical Data from 2003-04

School Achievements/Accomplishments 2003-04

- ü 2003-04 Arizona State Knowledge Bowl Champions; Central Arizona Science and Engineering Fair First Place Projects - Invention First and Second Place.
- ü CUSD Clean School Award--1994, 1995, 1996, 1997, 1998, 1999, 2000, 2001, 2002, 2003, 2004.
- ü Intel TIPS - Technology Integration Grants

Student Activity Rates for School Year 2003-04

	% School	Arizona		
		% K-6	% 7-8	% 9-12
Attendance Rate <sup>4</sup>	94	95	93	95
Transfers Out <sup>5</sup>	0	21	20	24
Transfers In <sup>6</sup> (Within District)	1	2	2	2
Transfers In <sup>7</sup> (Out of District)	7	10	9	9
Promotion Rate <sup>8</sup>	94	98	98	94
Retention Rate <sup>9</sup>	5	1	1	5
Dropout Rate <sup>10</sup>	--	NA		3
Status Unknown <sup>11</sup>	--			2
Graduation Rate <sup>12</sup>	--			77

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

Measure of Academic Progress

	% of Students Achieving One Year's Growth	
	Reading	Math
Grades 6-7	71	60
Grades 7-8	70	79

Arizona's Measure of Academic Progress (MAP) is an indicator of student academic growth from one year to the next. The results are based on the Stanford Achievement Test, Ninth Edition (Stanford 9), given in 2003-04. MAP includes only those students who were tested both years in consecutive grade levels at the same school or who started the school year in the same school in which they were tested in 2004. A student achieves One Year's Growth (OYG) if he or she remains in the same Stanine or advances a Stanine from one year to the next. There are two exceptions to this growth: 1) Students who begin in stanine 9 and move to stanine 8 will make OYG and 2) Students that stay in stanine 1 from one year to the next will not make OYG. The percentage of students achieving OYG at the school is reported above.

NC = Not Calculated (less than 10 matches) Dashes (--) = No Data Available

Stanines are normalized standard scores that range from a low of 1 to a high of 9, with 5 designating average performance. National Stanines, like National Percentile Ranks, indicate a student's relative standing in the national norm group (Source: Harcourt Educational Measurement).

School Safety

School-level Efforts to Ensure a Safe and Healthy Learning Environment

A detailed Crisis Plan is annually updated. Monthly fire drills/semester lock-downs are conducted to ensure calm, orderly response in emergency situations. A full-time security guard and School Resource Officer are on premises daily. Students are involved in a schoolwide anti-bullying campaign and are taught to recognize behaviors, roles, and responsibilities related to bullying and harassment. Athletes and coaches participate in character education through the Victory With Honor program.

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) :

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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	Sharon Kenyon	(480) 883-5500
Transportation Policy	Cathy Brown	(480) 812-7275
Community Resources	Susan Avey	(480) 883-5500
School Nutrition Programs	Carmen Rutherford	(480) 883-5504
Parent Organization	Krisan Partridge	(480) 883-5523
Student Health/Nurse	Maureen Briggs/Cheryl Weston	(480) 883-5502

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

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

DEFINITIONS:

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

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

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

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

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

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

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

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

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

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

1 For an explanation of the Achievement Profiles, please visit our website at [www.ade.az.gov/azlearns](http://www.ade.az.gov/azlearns).

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

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

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

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

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

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

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

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

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

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

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

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Total cost of printing: 12 Pages X .0318 Per page X 970 Copies = \$370.00

\*\* 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.