

ARIZONA SCHOOL REPORT CARD ACADEMIC YEAR 2004-05

6600 West Missouri Avenue, Glendale, AZ 85301

Glendale Elementary 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	Performing
2002-03	Underperforming
2001-02	Underperforming

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

No Child Left Behind

Adequate Yearly Progress (b)

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

School Improvement Status (b)

2003-04	Out of Improvement
2002-03	Year 1
2001-02	N/A

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

School Overview

Principal/Administrator : Mrs. Kristen L Hartsuff
 Schedule : 8:00 AM to 4:30 PM
 Grades : Pre-K-3
 2004 Enrollment : 977
 Web Address : www.gesd.k12.az.us
 Phone Number : (623) 842-8250
 Fax Number : (623) 842-8335
 E-mail : khartsuff@gesd40.org

Mission

Mission: To provide our students with the essential foundation for success in achieving their social, emotional, intellectual, and physical goals in life. We believe (a) all students can learn, (b) parent involvement is important to the education of all students, (c) students need a safe environment in which to learn and take risks, (d) successful learning experiences will help build self-esteem in our students, and (e) a positive attitude and acceptable behavior can be learned by all students.

School / Academic Goals

- ü To increase student achievement in Reading, Writing, and Math through the guidance of a well-developed, meaningful, data-driven school improvement plan. The development of the plan will include a committee representing all stakeholders.
- ü To increase parent involvement within the classroom/campus as well as on committees. The partnership established with parents - staff - community results in success for all students.
- ü To increase social/emotional growth among the students as a means to increase self-esteem, self-confidence, and self-management.
- ü To increase school safety through safety drills, partnerships with the law enforcement and social work agencies, and prevention programs.

Enrollment

October 1, 2003 School Year Student Enrollment : 964
 Accepting New Students in 2004-05 Under Open Enrollment Law : ² Yes
 Number of Students Attending Under Open Enrollment in 2003-04 : 6

Instructional Programs

- Harcourt Reading for all staff
- SIOP strategies
- Basic/Discovery Math Skills
- Special Education and Gifted
- Ninety (90) minute reading blocks
- Daily scatter groups
- After school & intersession instruction
- Differentiated Instruction

Calendar Information

Number of Instruction Days :	179
Average Daily Instruction Time :	6 hours 30 minutes
First Day of School :	8/2/2004
Last Day of School :	6/9/2005

Shared Responsibilities

School

The school's responsibility is to implement the best educational practices for students that promote high academic achievement and develop lifelong learners. The school implements safety procedures that provide a healthy and safe environment in which all students feel secure. The school is dedicated to building a learning community where parents are involved in the educational process and decisions are a collaborative effort.

Parents

Parents instill a positive attitude toward learning by providing daily study routines and reading with their child each evening. Parents help their children succeed by becoming involved in school, communicating regularly with school personnel, and having high expectations for their children. Parent partnerships develop a school community where decisions are made together. The results are a safe environment where all students reach high academic achievement.

Transportation Policy

For regular education, transportation services are provided for students residing farther than one mile from school. Special education transportation services are provided as required. The transportation department practices safety procedures to ensure the safety of all students.

School Honors

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

Award/Honor	Year
• American Heart Association Jump Rope for Heart	2001
• Westside Food Drive Trophy	2003

3rd 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	221	1490	75509	100	100	100	485	491	521	33	27	13	26	33	23	30	24	33	10	16	31
All Students (Prior Year)	265	1442	75372	100	100	100	492	495	523	21	20	9	41	38	25	22	28	36	15	14	30
Female	117	741	37013	99	100	100	479	488	522	36	28	12	28	34	24	30	25	33	6	13	31
Male	104	749	38430	100	100	99	491	494	521	30	26	14	24	32	22	30	24	33	15	18	31
African American	15	116	3660	100	98	99	453	473	496	67	39	24	8	31	31	25	26	28	0	5	18
Hispanic	179	989	30486	100	100	99	489	486	505	32	29	18	23	36	29	30	20	32	15	15	21
Asian/Pacific Islander	--	29	1780	--	94	98	--	520	549	--	20	5	--	27	13	--	27	33	--	27	50
American Indian/Alaskan Native	NC	26	4075	NC	100	100	NC	470	486	NC	26	28	NC	48	34	NC	26	26	NC	0	12
White	21	321	35192	100	98	99	498	505	534	15	20	8	45	29	19	35	30	35	5	22	39
Students with Disabilities	23	171	9708	100	100	100	453	467	489	57	42	32	29	38	27	14	14	24	0	6	17
Students without Disabilities	198	1319	65801	99	98	98	487	493	525	31	26	11	26	33	23	31	25	34	11	17	33
Limited English Proficient Students	119	584	16928	100	100	100	531	518	485	0	0	29	0	50	33	100	25	26	0	25	12
Migrant Students	NC	19	750				NC	421	499	NC	100	21	NC	0	29	NC	0	30	NC	0	20
Economically Disadvantaged	181	1097	36411				486	482	503	34	31	19	24	36	29	28	23	32	13	10	20
Non-Economically Disadvantaged	40	393	39040				481	506	534	31	20	8	31	28	19	34	27	34	3	24	39

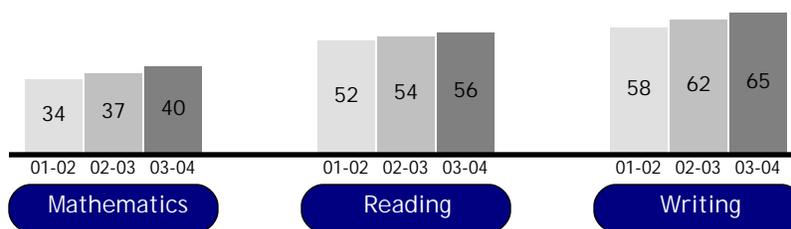
Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	222	1485	75492	100	100	100	499	505	519	30	23	12	14	22	16	46	42	47	10	14	24
All Students (Prior Year)	263	1441	75221	100	100	100	504	505	523	19	19	8	27	24	16	48	48	56	6	8	21
Female	117	738	37014	99	99	100	500	509	523	26	22	10	15	20	15	51	42	48	8	17	27
Male	105	747	38400	100	100	99	499	501	516	33	24	14	14	23	17	41	41	47	12	11	21
African American	15	116	3665	100	98	99	475	495	505	62	29	20	15	27	22	23	38	43	0	7	14
Hispanic	179	987	30438	100	100	99	500	502	508	31	26	17	15	22	21	42	39	47	12	14	15
Asian/Pacific Islander	--	29	1773	--	94	98	--	522	534	--	13	4	--	20	10	--	53	50	--	13	36
American Indian/Alaskan Native	NC	26	4081	NC	100	100	NC	489	498	NC	30	25	NC	39	26	NC	22	40	NC	9	8
White	22	318	35177	100	97	99	514	513	528	9	17	8	9	19	13	73	48	49	9	17	31
Students with Disabilities	23	169	9707	100	100	100	461	477	495	79	53	33	7	16	21	7	27	33	7	4	13
Students without Disabilities	199	1316	65785	99	98	98	505	507	522	22	20	10	16	22	16	52	43	49	10	15	26
Limited English Proficient Students	119	583	16905	100	100	100	517	498	489	0	25	34	0	0	28	100	75	32	0	0	6
Migrant Students	NC	20	763				NC	445	499	NC	100	21	NC	0	30	NC	0	40	NC	0	8
Economically Disadvantaged	181	1093	36302				498	497	507	33	28	18	10	23	21	48	40	46	10	9	14
Non-Economically Disadvantaged	41	392	39164				503	517	528	23	15	8	26	19	13	42	45	48	10	21	31

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	222	1476	75053	100	99	99	533	558	597	17	13	7	18	17	12	63	63	72	2	6	9
All Students (Prior Year)	259	1407	73654	99	99	99	511	510	530	17	19	9	21	22	13	59	56	70	3	3	7
Female	117	732	36872	99	99	99	552	578	621	12	11	5	16	15	9	71	65	74	2	9	12
Male	105	744	38109	100	99	99	513	537	573	22	16	10	20	20	14	56	61	69	2	3	6
African American	15	115	3636	100	97	99	514	552	568	33	15	12	0	16	16	67	66	67	0	4	6
Hispanic	179	981	30235	100	99	98	533	551	575	16	14	9	19	19	14	62	61	70	3	6	6
Asian/Pacific Islander	--	28	1768	--	90	98	--	639	651	--	0	3	--	7	5	--	71	72	--	21	19
American Indian/Alaskan Native	NC	25	4044	NC	100	99	NC	507	550	NC	23	13	NC	14	17	NC	64	66	NC	0	4
White	22	319	35028	100	98	99	557	571	613	5	11	6	23	17	10	73	65	73	0	7	11
Students with Disabilities	23	170	9625	100	100	100	456	489	530	45	30	21	27	24	21	27	45	55	0	0	4
Students without Disabilities	199	1306	65428	99	97	98	543	565	604	13	12	6	17	17	11	68	65	73	2	7	10
Limited English Proficient Students	119	574	16765	100	99	100	560	507	525	0	0	17	0	25	20	100	75	60	0	0	2
Migrant Students	NC	20	752				NC	394	562	NC	100	9	NC	0	18	NC	0	68	NC	0	5
Economically Disadvantaged	181	1086	36077				533	542	566	19	15	10	17	19	16	63	62	69	1	4	5
Non-Economically Disadvantaged	41	390	38950				534	582	618	13	11	5	19	15	9	65	64	73	3	10	12

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)

3rd 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.

ADEQUATE YEARLY PROGRESS (AYP) FOR SCHOOL YEAR 2003-04

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?	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 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
2	Reading	96	21	24	44	87	24	32	50	89	37	NA	58
	Language	95	17	22	39	98	18	26	43	88	34	34	50
	Mathematics	96	28	32	52	99	24	36	57	94	46	47	64
3	Reading	95	21	27	43	96	26	28	47	97	31	NA	55
	Language	95	26	34	50	97	36	35	54	96	39	42	61
	Mathematics	96	23	31	50	97	31	32	54	96	42	39	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

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

Council Duties

- Ü Create Mission/Vision/Beliefs
- Ü Develop Goals (data driven decisions)
- Ü Develop School Improvement Plan (SIP)
- Ü Communicate with all stakeholders
- Ü Monitor School Improvement Plan
- Ü Align staff development to SIP

Staffing Information for School Year 2004-05

Position	Number	Position	Number
Administrator	2.00	Teacher	42.00
Other Professional Staff	8.00	Teacher Aide	8.95

Years of Teaching Experience for School Year 2004-05

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

Highly Qualified (NCLB) & Core Academics

Core academic teachers meeting the definition of Highly Qualified (NCLB): 37
 Core academic classes taught by Highly Qualified (NCLB) teachers. 133
 Teachers with Emergency Certificaton. 0

Resources Available at School Site

Special Facilities

- Ü Literacy and Math Lab with Computers
- Ü Media Center - Library/Computer
- Ü Desert Botanical Habitat with Guide

Extracurricular Activities

- Ü Intersession Tutoring Fall and Spring
- Ü Afterschool Tutoring Fall and Spring
- Ü Student Council
- Ü Summer School

Social Services

- Ü Extended Care Program 6 A.M.-6 P.M.
- Ü Counseling Services
- Ü Parenting Classes
- Ü Health Services

Indicators of Success Based on Historical Data from 2003-04

School Achievements/Accomplishments 2003-04

- ü William C. Jack School has programs to support our community. Services include social services to assist in health needs such as medical, dental, vision, counseling, and parenting classes.

- ü Our Reading First and Title I programs include a wide variety of strategies and support for children including a core reading program for direct reading instruction and on-going assessment to monitor student achievement.

Student Activity Rates for School Year 2003-04

	% School	Arizona		
		% K-6	% 7-8	% 9-12
Attendance Rate ⁴	93	95	93	95
Transfers Out ⁵	0	21	20	24
Transfers In ⁶ (Within District)	3	2	2	2
Transfers In ⁷ (Out of District)	0	10	9	9
Promotion Rate ⁸	100	98	98	94
Retention Rate ⁹	0	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 2-3	66	64

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

We have implemented school wide violence prevention programs that promote the positive social skills of empathy, problem-solving, decision-making and anger management. We have a safety program that includes lock-down drills, evacuation plans, and fire drills. School safety also includes routine walks of the campus and checklists to make sure the grounds promote a safe campus.

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) :

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.

Contacts

	Name	Phone Number
School Site Council	Kristen Hartsuff	(623) 842-8250
Transportation Policy	Eric Kissel	(623) 842-8180
Community Resources	Colleen Longstrom	(623) 842-8103
School Nutrition Programs	Barry Leimkuehler	(623) 842-8120
Parent Organization	Kathy Williams	(623) 842-8250
Student Health/Nurse	Melvina Boyd	(623) 842-8250

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.