

## ARIZONA SCHOOL REPORT CARD ACADEMIC YEAR 2005-06

455 North 8th Avenue, Holbrook, AZ 86025

Holbrook 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>

#### High School Achievement Profile <sup>(a)</sup>

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

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

### No Child Left Behind

#### Adequate Yearly Progress <sup>(b)</sup>

2004-05	Met
2003-04	Met
2002-03	Met

#### School Improvement Status <sup>(b)</sup>

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. Travis H Udall  
 Schedule : 7:30 AM to 4:30 PM  
 Grades : 9-12  
 2005 Enrollment : 785  
 Web Address : holbrook.k12.az.us  
 Phone Number : (928) 524-2815  
 Fax Number : (928) 524-9340  
 E-mail : tudall@holbrook.k12.az.us

### Mission

Holbrook High School will provide a learning climate conducive to meeting the needs of all students based on high standards in a safe and orderly environment. The worth and dignity of every individual will be respected and valued. We are committed to our community and its children.

### School / Academic Goals

- ü By the end of the 2005-06 school year the percent of students (Sophmores and Juniors) who meet the requirements to pass the AIMS standard in math will increase by 5%.
- ü By the end of the 2005-06 school year the percent of students(Sophmores and Juniors) who meet the requirements to pass AIMS standard in writing will increase by 5%.
- ü By the end of the 2005-2006 school year the percent of students (Sophmores and Juniors) who meet the requirements to pass the AIMS standard in reading will increase by 5%

### Enrollment

October 1, 2004 School Year Student Enrollment : 778  
 Accepting New Students in 2005-06 Under Open Enrollment Law :<sup>2</sup> Yes  
 Number of Students Attending Under Open Enrollment in 2004-05 : 159

Instructional Programs

- ü Differentiated Instruction
- ü school within a school
- ü Integration of Technology
- ü NAVIT Program
- ü Alternative ED
- ü Special Reading Program

Calendar Information

Number of Instruction Days :	180
Average Daily Instruction Time :	6 hours 47 minutes
First Day of School :	8/9/2005
Last Day of School :	5/25/2006

Shared Responsibilities

School

We are responsible for ensuring parents that we have a safe and orderly school climate where every student has the opportunity to learn in a warm and inviting environment. We are obligated to keep parents informed of their child's progress in school.

Parents

Parents are responsible to help ensure that their child will meet the school's academic and behavior standards. Parents must provide encouragement and guidance so that students attend regularly and are prepared each day to learn. Parental involvement is the key to our continual improvement academically and socially.

Transportation Policy

Our main priority is that students are transported in a safe and efficient manner. Bus monitors and cameras help to ensure the fulfillment of our main priority. We pay mileage to parents for delivering their children to a bus stop.

School Honors

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

Award/Honor	Year
ü Ford Motor Company Scholarship	2005
ü Burlington Northern Santa Fe/AISES scholarship	2005
ü Navajo Nation Chief Manuelito Scholarship	2005

10th 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	161	161	69846	98	99	100	703	703	699	19	19	21	12	12	11	53	53	49	16	16	18
All Students (Prior Year)	193	193	65934	98	98	100	486	486	492	49	49	43	21	21	18	24	24	24	6	6	15
Female	86	86	34328	100	100	99	711	711	702	16	16	19	9	9	12	54	54	51	21	21	18
Male	75	75	35509	96	96	100	694	694	696	23	23	23	15	15	11	52	52	48	10	10	18
African American	NC	NC	3535	NC	NC	100	NC	NC	677	NC	NC	31	NC	NC	15	NC	NC	46	NC	NC	8
Hispanic	13	13	23363	93	93	100	696	696	680	8	8	32	15	15	16	77	77	45	0	0	7
Asian/Pacific Islander	NC	NC	1742	NC	NC	99	NC	NC	733	NC	NC	8	NC	NC	7	NC	NC	46	NC	NC	38
American Indian/Alaskan Native	103	103	4785	98	99	100	691	691	671	24	24	39	15	15	17	55	55	39	5	5	5
White	42	42	36421	100	100	99	738	738	714	11	11	12	3	3	8	35	35	54	51	51	26
Students with Disabilities	25	25	7690	93	93	100	660	660	593	65	65	64	17	17	14	13	13	21	4	4	2
Students without Disabilities	136	136	62220	99	100	99	711	711	712	11	11	16	11	11	11	60	60	53	18	18	20
Limited English Proficient Students	17	17	5834	85	89	100	681	681	612	27	27	46	24	24	20	46	46	31	2	2	3
Migrant Students	--	--	117	--	--	NA	--	--	677	--	--	44	--	--	18	--	--	35	--	--	3
Economically Disadvantaged	98	98	21421	97	98	92	696	696	686	20	20	35	13	13	15	59	59	43	9	9	7
Non-Economically Disadvantaged	63	63	48489	100	100	100	714	714	704	19	19	15	10	10	10	44	44	52	27	27	23

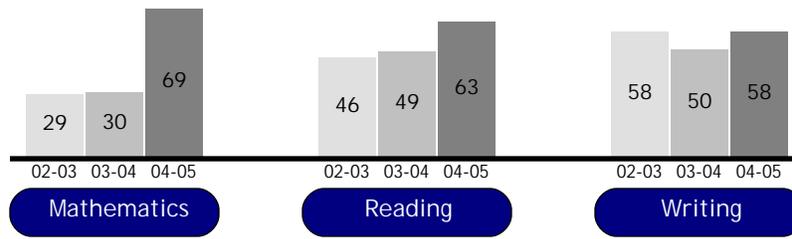
Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	169	169	71311	95	96	100	689	689	694	10	10	7	27	27	21	55	55	63	8	8	9
All Students (Prior Year)	200	200	68162	100	100	100	502	502	509	14	14	18	37	37	24	46	46	51	3	3	8
Female	89	89	34899	96	97	100	701	701	700	9	9	5	20	20	19	60	60	66	12	12	10
Male	80	80	36430	95	95	100	676	676	688	13	13	9	35	35	22	50	50	61	3	3	8
African American	NC	NC	3573	NC	NC	100	NC	NC	676	NC	NC	9	NC	NC	26	NC	NC	60	NC	NC	4
Hispanic	14	14	24056	88	88	100	698	698	672	0	0	13	15	15	31	85	85	53	0	0	3
Asian/Pacific Islander	NC	NC	1731	NC	NC	98	NC	NC	717	NC	NC	3	NC	NC	13	NC	NC	68	NC	NC	16
American Indian/Alaskan Native	108	108	5110	94	95	100	673	673	661	12	12	14	35	35	38	52	52	46	1	1	2
White	44	44	36841	100	100	99	725	725	713	10	10	3	10	10	12	51	51	72	28	28	13
Students with Disabilities	27	27	8021	93	93	100	635	635	590	43	43	27	43	43	42	13	13	29	0	0	1
Students without Disabilities	142	142	63379	96	97	100	699	699	707	5	5	5	24	24	18	63	63	68	9	9	10
Limited English Proficient Students	20	20	6402	95	100	100	662	662	596	16	16	25	47	47	44	37	37	30	0	0	1
Migrant Students	--	--	548	--	--	NA	--	--	659	--	--	26	--	--	36	--	--	38	--	--	0
Economically Disadvantaged	101	101	22243	93	94	93	680	680	677	10	10	14	33	33	32	55	55	51	2	2	3
Non-Economically Disadvantaged	68	68	49157	100	100	100	703	703	702	12	12	4	17	17	16	55	55	69	17	17	11

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	173	173	70868	98	98	100	683	683	688	5	5	5	37	37	23	52	52	63	6	6	9
All Students (Prior Year)	200	200	67629	100	100	100	507	507	524	26	26	22	24	24	16	48	48	59	2	2	3
Female	92	92	34710	99	100	99	696	696	697	1	1	3	30	30	19	61	61	66	8	8	12
Male	81	81	36176	96	96	100	668	668	678	10	10	7	45	45	27	42	42	59	3	3	7
African American	NC	NC	3557	NC	NC	99	NC	NC	675	NC	NC	7	NC	NC	25	NC	NC	62	NC	NC	6
Hispanic	15	15	23868	94	94	100	683	683	670	0	0	9	43	43	33	57	57	55	0	0	4
Asian/Pacific Islander	NC	NC	1732	NC	NC	98	NC	NC	713	NC	NC	2	NC	NC	12	NC	NC	64	NC	NC	22
American Indian/Alaskan Native	111	111	5001	97	97	100	672	672	661	7	7	9	44	44	41	48	48	48	2	2	2
White	44	44	36710	100	100	99	708	708	702	3	3	2	21	21	15	59	59	69	18	18	13
Students with Disabilities	27	27	7900	93	93	100	627	627	580	22	22	22	65	65	49	13	13	28	0	0	1
Students without Disabilities	146	146	63054	99	99	99	693	693	701	2	2	3	32	32	20	59	59	67	7	7	10
Limited English Proficient Students	20	20	6308	95	100	100	658	658	591	12	12	19	51	51	47	37	37	33	0	0	1
Migrant Students	--	--	540	--	--	NA	--	--	658	--	--	16	--	--	42	--	--	41	--	--	1
Economically Disadvantaged	104	104	21994	95	96	92	678	678	673	5	5	10	41	41	36	52	52	52	2	2	3
Non-Economically Disadvantaged	69	69	48960	100	100	100	691	691	694	5	5	3	31	31	18	52	52	67	11	11	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)

10th 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 2004-05

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?	Not Evaluated
	Met Graduation Rate?	Y
	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
9	Reading	98	26	26	41	99	42	NA	42	99	45	45	51
	Language	100	30	30	42	100	46	46	42	99	45	45	50
	Mathematics	98	50	50	60	100	71	71	63	99	46	46	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/](http://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

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

Council Duties

- Ü School/Community Relations
- Ü Curriculum Development/Assessment
- Ü School Safety Issues
- Ü Extracurricular Activities
- Ü School Policy Review
- Ü Student Achievement

Staffing Information for School Year 2005-06

Position	Number	Position	Number
Administrator	3.00	Teacher	50.00
Other Professional Staff	4.40	Teacher Aide	8.00

Years of Teaching Experience for School Year 2005-06

Experience	Bachelor's	Master's	Doctorate	Other
3 or fewer years	12	2	0	0
4 to 6 years	8	0	0	0
7 to 9 years	6	1	0	0
10 or more years	12	9	0	0

Highly Qualified (NCLB) School Year 2004-05

Core academic classes taught by Highly Qualified (NCLB) teachers.	34
Teachers with Emergency Certificaton.	6
Percent of teachers in the school with Emergency/Provisional Certification	12%
Percent of core classes not taught by Hightly Qualified Teachers	29%

Resources Available at School Site

Special Facilities

- Ü Computer Labs (2)
- Ü Career Center
- Ü Library

Extracurricular Activities

- Ü National Honor Society
- Ü Academic Decathlon
- Ü Future Business Leaders (FBLA)
- Ü American Indian Science & Eng. Society
- Ü Key Club
- Ü Athletic Clubs
- Ü Outdoor Club
- Ü Spanish/Navajo Clubs

Social Services

- Ü Crisis Intervention
- Ü Health Services
- Ü School Resource Officer
- Ü Extended Counseling Time
- Ü Parent classes

Indicators of Success Based on Historical Data from 2004-05

School Achievements/Accomplishments 2004-05

- ü 76% of our sophmores passed the state AIMS test. This was an increase from 39% the year before.
  
- ü Post high school statistics for the class of 2005- 18% to a four year university- 55%to a community college- 14% to a career/tech school- 12% directly into the work force- 1% to the military.
  
- ü We met AYP for the second straight year.

Student Activity Rates for School Year 2004-05

	% School	Arizona		
		% K-6/UE	% 7-8	% 9-12/US
Attendance Rate <sup>4</sup>	94	95	94	95
Transfers Out Rates <sup>5</sup>	14	12	12	17
Transfers In Rate <sup>6</sup>	21	28	28	37
Stability Rate <sup>7</sup>	86	87	87	82
Promotion Rate <sup>8</sup>	73	96	95	81
Retention Rate <sup>9</sup>	3	1	1	3
Dropout Rate <sup>10</sup>	10	0	1	6
Status Unknown <sup>11</sup>	6	0	1	4
Graduation Rate <sup>12</sup>	83	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

Holbrook High School recognizes that a safe and orderly environment is essential for student achievement. To help create a positive learning climate, we have rules and regulations that, when enforced, will aid in the establishment of this climate school wide. We have zero tolerance for drugs and alcohol and have established an alternative school to help in dealing with students that need an another learning environment.

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) :

32
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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.

The Arizona Department of Education does not audit the information submitted by each school.

Contacts

	Name	Phone Number
School Site Council	Travis Udall	(928) 524-2815
Transportation Policy	CarolLee Dewitt	(928) 524-6144
Community Resources	Terri White	(928) 524-2815
School Nutrition Programs	Sunny Obren	(928) 524-2815
Parent Organization	Teri Tafoya	(928) 524-6144
Student Health/Nurse	Lana Hausman	(928) 524-2815

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.

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](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. 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](http://www.ade.az.gov/researchpolicy/grad).

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Total cost of printing: 12 Pages X .0318 Per page X 200 Copies = \$76.00

\*\* 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.