

ARIZONA SCHOOL REPORT CARD ACADEMIC YEAR 2005-06

3100 Ave A, Yuma, AZ 85364

Yuma Union High 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

High School Achievement Profile ^(a)

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 ^(b)

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

School Improvement Status ^(b)

2004-05	N/A
2003-04	Out of Improvement
2002-03	Year 2

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

School Overview

Principal/Administrator : Mr. Jamie Sheldahl
 Schedule : 07:00 AM to 03:30 PM
 Grades : 9-12
 2005 Enrollment : 2517
 Web Address : www.yumaunion.com-click on Kofa
 Phone Number : (928) 502-5400
 Fax Number : (928) 502-5693
 E-mail : jsheldahl@yumaed.org

Mission

Kofa High School is committed to the educational excellence of our students by empowering them with the means for success and by challenging them to become productive members of society.

Through a rigorous curriculum, extensive extracurricular activities and a caring staff who connects with students, Kofa High School prepares students for the challenges they will face as they move from high school to higher education and the workplace.

School / Academic Goals

- ü Teachers will maximize instructional time through effective, research based strategies, with special attention to those that benefit students from diverse learning backgrounds. The first 30 minutes of each class period shall be uninterrupted.
- ü Students will improve literacy skills through a focus on reading and writing across the curriculum. All subjects shall assign writing assignments and grade them using the 6 trait writing rubric. Reading comprehension focus in all subjects.
- ü Students will improve math skills through a campus-wide approach, including instructional focus activities and after-school tutoring.
- ü Our special needs students will have the opportunity to be mainstreamed in as many instances as possible. Inclusion will be a part of all IEP and meetings with parents. Transitional programs will be developed and expanded

Enrollment

October 1, 2004 School Year Student Enrollment : 2246
 Accepting New Students in 2005-06 Under Open Enrollment Law :² No
 Number of Students Attending Under Open Enrollment in 2004-05 : 1

Instructional Programs

- Ü Advanced Placement
- Ü Freshman Academies
- Ü Advisor/Advisee time
- Ü Gifted Education
- Ü After-school tutoring
- Ü Accelerated-Star-Mathematics
- Ü College Express
- Ü Vocational Technology Programs

Calendar Information

Number of Instruction Days :	180
Average Daily Instruction Time :	6 hours 40 minutes
First Day of School :	8/9/2005
Last Day of School :	5/26/2006

Shared Responsibilities

School

Provide students with a safe environment and a rigorous curriculum taught by caring, qualified teachers, through which they have the opportunity to develop to their fullest potential by incorporating speaking, reading, math, and writing skills with critical thinking, computer skills and high expectations.

Parents

Provide students who are properly fed, clothed, and are mentally and physically ready to accept the academic and social challenges a large comprehensive high school provides. Support your child's teachers by providing time and a place for homework. Ask your child what s/he learned at school each day.

Transportation Policy

Students who live beyond 1 1/2 miles from school are provided transportation. Spec ed students receive service in accordance with their IEPs. 52 buses travel 6,500 miles transporting 3,000 students daily throughout our 2,000-square-mile district.

School Honors

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

Award/Honor	Year
Ü National Merit Finalist	2005
Ü Odyssey of the Mind World Competitor	2004
Ü Flinn Scholar	2004
Ü Academy Appointments	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	454	2253	69846	100	98	100	662	679	699	28	30	21	16	17	11	51	46	49	5	7	18
All Students (Prior Year)	420	2219	65934	100	100	100	478	478	492	59	58	43	20	20	18	17	17	24	3	5	15
Female	226	1125	34328	99	99	99	666	681	702	28	28	19	16	17	12	52	49	51	4	6	18
Male	228	1128	35509	100	97	100	658	678	696	28	32	23	17	16	11	50	44	48	6	8	18
African American	15	38	3535	94	97	100	677	692	677	33	33	31	25	18	15	42	39	46	0	9	8
Hispanic	295	1702	23363	100	99	100	648	674	680	33	33	32	17	18	16	48	44	45	3	5	7
Asian/Pacific Islander	NC	20	1742	NC	100	99	NC	720	733	NC	16	8	NC	16	7	NC	42	46	NC	26	38
American Indian/Alaskan Native	NC	28	4785	NC	97	100	NC	682	671	NC	28	39	NC	12	17	NC	60	39	NC	0	5
White	133	465	36421	95	95	99	690	695	714	18	19	12	12	12	8	60	54	54	10	15	26
Students with Disabilities	55	223	7690	100	100	100	434	560	593	63	70	64	14	14	14	22	15	21	0	0	2
Students without Disabilities	399	2030	62220	99	98	99	693	693	712	23	26	16	16	17	11	55	50	53	6	8	20
Limited English Proficient Students	29	227	5834	100	100	100	284	602	612	46	47	46	21	21	20	32	32	31	0	0	3
Migrant Students	NC	25	117	NC	NA	NA	NC	656	677	NC	72	44	NC	12	18	NC	16	35	NC	0	3
Economically Disadvantaged	221	1458	21421	94	95	92	682	684	686	36	35	35	17	17	15	45	42	43	3	5	7
Non-Economically Disadvantaged	233	795	48489	100	100	100	643	672	704	20	21	15	16	15	10	57	54	52	7	10	23

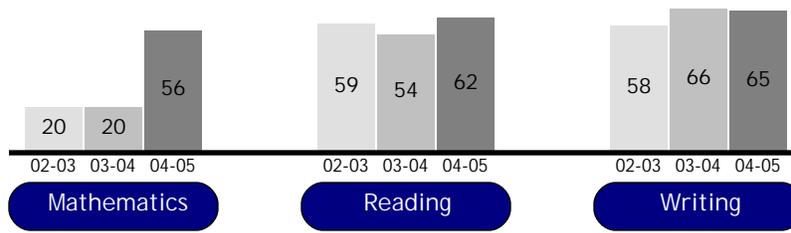
Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	476	2319	71311	100	99	100	663	669	694	11	16	7	26	30	21	58	51	63	4	3	9
All Students (Prior Year)	421	2246	68162	100	100	100	503	492	509	20	29	18	27	30	24	48	37	51	6	4	8
Female	233	1153	34899	100	100	100	667	674	700	8	13	5	28	30	19	59	53	66	5	4	10
Male	243	1167	36430	100	98	100	658	665	688	14	18	9	24	30	22	58	49	61	3	3	8
African American	15	36	3573	94	97	100	695	699	676	17	10	9	25	29	26	42	48	60	17	13	4
Hispanic	310	1750	24056	100	100	100	645	660	672	15	19	13	31	34	31	53	46	53	1	1	3
Asian/Pacific Islander	NC	20	1731	NC	100	98	NC	701	717	NC	10	3	NC	25	13	NC	60	68	NC	5	16
American Indian/Alaskan Native	NC	28	5110	NC	93	100	NC	676	661	NC	12	14	NC	32	38	NC	56	46	NC	0	2
White	141	485	36841	99	98	99	696	700	713	4	6	3	15	15	12	73	69	72	8	10	13
Students with Disabilities	54	226	8021	100	100	100	422	547	590	40	49	27	42	34	42	19	17	29	0	0	1
Students without Disabilities	422	2094	63379	100	99	100	693	683	707	8	12	5	24	29	18	63	55	68	4	3	10
Limited English Proficient Students	31	236	6402	100	100	100	280	574	596	52	44	25	28	38	44	21	18	30	0	0	1
Migrant Students	79	449	548	NA	NA	NA	660	656	659	25	27	26	34	37	36	41	35	38	0	0	0
Economically Disadvantaged	231	1505	22243	93	96	93	678	667	677	15	20	14	30	34	32	53	44	51	2	1	3
Non-Economically Disadvantaged	245	815	49157	100	100	100	648	674	702	8	8	4	23	21	16	64	65	69	6	7	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	477	2292	70868	100	98	100	660	671	688	7	7	5	28	33	23	61	56	63	4	4	9
All Students (Prior Year)	414	2198	67629	100	99	100	529	512	524	18	24	22	16	19	16	63	55	59	3	2	3
Female	234	1145	34710	100	99	99	671	679	697	6	6	3	24	26	19	66	62	66	4	5	12
Male	243	1148	36176	100	97	100	649	664	678	9	8	7	32	40	27	56	49	59	4	3	7
African American	15	36	3557	94	97	99	692	703	675	8	3	7	17	10	25	67	77	62	8	10	6
Hispanic	310	1723	23868	100	98	100	646	664	670	9	8	9	31	38	33	57	52	55	4	2	4
Asian/Pacific Islander	NC	20	1732	NC	100	98	NC	704	713	NC	5	2	NC	30	12	NC	35	64	NC	30	22
American Indian/Alaskan Native	NC	30	5001	NC	100	100	NC	685	661	NC	0	9	NC	37	41	NC	63	48	NC	0	2
White	141	483	36710	99	97	99	685	694	702	3	3	2	20	18	15	72	69	69	5	10	13
Students with Disabilities	53	217	7900	100	97	100	422	545	580	31	26	22	44	53	49	25	20	28	0	1	1
Students without Disabilities	424	2076	63054	100	98	99	689	685	701	4	5	3	26	31	20	65	60	67	5	4	10
Limited English Proficient Students	31	228	6308	100	100	100	269	570	591	41	28	19	38	51	47	21	20	33	0	1	1
Migrant Students	79	442	540	NA	NA	NA	659	656	658	16	15	16	35	45	42	47	39	41	1	0	1
Economically Disadvantaged	232	1479	21994	94	95	92	679	671	673	8	9	10	31	39	36	58	51	52	4	2	3
Non-Economically Disadvantaged	245	814	48960	100	100	100	641	673	694	7	3	3	25	23	18	64	65	67	5	9	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.

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	96	34	27	41	80	41	NA	42	94	45	41	51
	Language	95	33	28	42	81	34	29	42	94	44	41	50
	Mathematics	95	50	51	60	81	50	51	63	93	43	41	50

Starting in Spring 2004-05, students were tested using AIMS DPA and TerraNova. AIMS DPA is a statewide assessment that is both standards-based, measuring student's knowledge against the Arizona Academic Standards, and norm-referenced, comparing student knowledge against students nationwide. TerraNova was administered to all students in grades 2 and 9. It is important to note the TerraNova/AIMS DPA and Stanford 9 test results are not comparable. For more information on the TerraNova and AIMS DPA, see our website at www.ade.az.gov/standards/

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

School Site Council

Council Composition

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

Council Duties

- Ü School Goal Development
- Ü Curriculum Development
- Ü School Safety Issues
- Ü Extracurricular Activities
- Ü AIMS Strategies Development
- Ü Special Education

Staffing Information for School Year 2005-06

Position	Number	Position	Number
Administrator	5.00	Teacher	116.40
Other Professional Staff	10.00	Teacher Aide	27.00

Years of Teaching Experience for School Year 2005-06

Experience	Bachelor's	Master's	Doctorate	Other
3 or fewer years	20	3	0	0
4 to 6 years	13	8	0	0
7 to 9 years	6	6	0	0
10 or more years	14	33	1	0

Highly Qualified (NCLB) School Year 2004-05

Core academic classes taught by Highly Qualified (NCLB) teachers.	365
Teachers with Emergency Certificaton.	0
Percent of teachers in the school with Emergency/Provisional Certification	N/A
Percent of core classes not taught by Hightly Qualified Teachers	2%

Resources Available at School Site

Special Facilities

- Ü Computer Labs--Comprehensive Shops
- Ü Auditorium and Theater--Dance Room
- Ü Media Center Video Room
- Ü Two Gymnasiums

Extracurricular Activities

- Ü Academic Decathlon/Over 60 Clubs
- Ü Athletics--19 Varsity Programs/JV/Frosh
- Ü Band/Choir/Drama
- Ü National Honor Society
- Ü On-The-Job Training Programs
- Ü VSO
- Ü Gifted Educational Program

Social Services

- Ü Dropout Prevention
- Ü After School and Evening Tutoring
- Ü Counseling Services
- Ü Crisis Intervention
- Ü Breakfast/Lunch Program
- Ü Peer Mediation
- Ü Migrant Education

Indicators of Success Based on Historical Data from 2004-05

School Achievements/Accomplishments 2004-05

- ü State qualifier for Academic Decathlon for the past eight years. State and nationally recognized FFA members.

- ü Renaissance and A Team school with an increasing number of students qualifying each year.

- ü Three AZ State Skills USA officers. State champion in welding.

- ü The Kofa yearbook, 'La Corona' has received national recognition by Taylor Publishing for the last three years. It has been used as a 'sales sample' throughout the country.

Student Activity Rates for School Year 2004-05

	% School	Arizona		
		% K-6/UE	% 7-8	% 9-12/US
Attendance Rate ⁴	93	95	94	95
Transfers Out Rates ⁵	16	12	12	17
Transfers In Rate ⁶	25	28	28	37
Stability Rate ⁷	83	87	87	82
Promotion Rate ⁸	84	96	95	81
Retention Rate ⁹	2	1	1	3
Dropout Rate ¹⁰	9	0	1	6
Status Unknown ¹¹	4	0	1	4
Graduation Rate ¹²	88	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

We are teaching our students respect for difference and diversity. We have a Parents on Patrol program. The staff and administration have maintained our visibility during school and at afterschool events. We have a full-time SRO on our campus.

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) :

31

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	Gina Leonard	(928) 502-5400
Transportation Policy	Dave Bradley	(928) 341-9076
Community Resources	Gloria Valentin	(928) 502-5553
School Nutrition Programs	David Smith	(928) 726-4479
Parent Organization	Michele Butler	(928) 502-5364
Student Health/Nurse	Sandy Morris	(928) 502-5509

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.

Printed in Phoenix, Arizona, by the Arizona Department of Education. December 2005

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.