



ARIZONA SCHOOL REPORT CARD ACADEMIC YEAR 2004-05

1811 E. Michigan 3, Phoenix, AZ 85022

Paradise Valley 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	Not Evaluated
2002-03	New School
2001-02	N/A

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

School Overview

Principal/Administrator : Mr. Michael Halley  
 Schedule : 8:00 AM to 4:00 PM  
 Grades : 4-6  
 2004 Enrollment : 484  
 Web Address :  
 Phone Number : (602) 485-7040  
 Fax Number : (602) 485-7048  
 E-mail : mhalley@pvusd.k12.az.us

Mission

Our mission is to inspire every student to think, to learn, to achieve, and to care. Every learner will have the opportunity to be successful. We are committed to preparing a diverse student body for a future as responsible and productive citizens.

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

- ü At EMIS our goal is to improve achievement measures of all students, and assure at least one year of expected growth on norm-referenced assessments.
- ü At EMIS our goal is to provide focused instruction in Reading, Writing, and Math using a flexible grouping concept to increase the number of students meeting the State Standards.

Enrollment

October 1, 2003 School Year Student Enrollment : 483  
 Accepting New Students in 2004-05 Under Open Enrollment Law : <sup>2</sup> Yes  
 Number of Students Attending Under Open Enrollment in 2003-04 : 18

Instructional Programs

- Û Make Your Day Citizenship Program
- Û Honors & Enrichment Programs
- Û Math Lab Programs
- Û Reading Lab Programs

Calendar Information

Number of Instruction Days :	180
Average Daily Instruction Time :	5 hours 20 minutes
First Day of School :	8/16/2004
Last Day of School :	5/26/2005

Shared Responsibilities

School

We place high priority on providing students with an opportunity to learn within a safe, stimulating environment. We assess individual needs; communicate regularly with parents on progress; and allow children to learn from their mistakes.

Parents

Be available when your child needs assistance; provide a quiet place to study and encourage work completion; assist your child in arriving on time every day; spend at least 15 minutes per day reading with your child; and attend parent conferences.

Transportation Policy

District transportation allows for bus service to all who live more than one mile from school. Transfer students who live outside this radius must supply their own transportation. Special education students are accommodated according to their IEP.

School Honors

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

Award/Honor	Year
Û Diversity Grant	2004
Û ASA Distinguished Elementary Division Principal	2002
Û Arizona PTA Membership Award	2001

5th Grade

Mathematics	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	161	2756	76019	100	100	100	477	513	499	19	9	14	46	32	39	16	16	14	18	43	33
All Students (Prior Year)	145	2748	76230	100	100	100	498	513	498	9	7	12	43	32	38	16	13	12	32	49	37
Female	81	1336	37207	98	99	100	472	511	499	21	9	12	50	34	41	16	16	14	13	41	33
Male	79	1408	38677	100	99	100	484	515	498	16	9	15	43	31	38	16	15	13	25	45	34
African American	10	84	3817	100	95	100	457	492	475	50	14	23	17	43	47	33	16	11	0	27	18
Hispanic	63	539	29458	100	98	100	458	476	480	29	26	20	53	42	48	9	12	12	9	19	20
Asian/Pacific Islander	NC	75	1673	NC	99	99	NC	536	531	NC	3	4	NC	25	29	NC	15	14	NC	57	53
American Indian/Alaskan Native	NC	38	4735	NC	95	100	NC	493	466	NC	22	28	NC	28	49	NC	9	10	NC	41	13
White	80	1990	35880	100	99	100	490	521	515	11	5	7	44	30	32	18	16	16	27	49	45
Students with Disabilities	31	371	9786	100	100	100	496	469	457	0	29	39	50	45	40	25	11	7	25	14	13
Students without Disabilities	130	2385	66233	98	99	99	476	517	503	20	7	11	46	31	39	15	16	14	18	46	35
Limited English Proficient Students	41	271	15206	98	89	100	455	448	459	31	43	31	56	42	53	13	8	7	0	7	9
Migrant Students	--	--	745				--	--	473	--	--	22	--	--	53	--	--	11	--	--	15
Economically Disadvantaged	103	805	35714				465	481	480	28	22	20	47	42	47	11	14	12	14	22	20
Non-Economically Disadvantaged	58	1951	40266				492	524	513	8	5	9	46	29	33	22	16	15	24	50	43

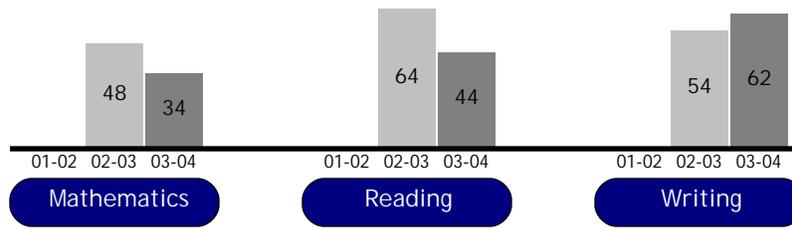
Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	161	2754	76020	100	100	100	497	510	503	28	17	25	28	18	23	36	47	40	8	18	12
All Students (Prior Year)	145	2755	76202	100	100	100	509	513	505	15	11	19	21	20	24	54	51	46	10	18	11
Female	81	1335	37213	98	99	100	497	511	504	27	15	22	31	19	23	34	47	42	8	19	13
Male	79	1407	38666	100	99	100	497	509	501	27	19	29	25	16	22	39	48	38	8	17	12
African American	10	84	3819	100	95	100	491	501	494	33	24	37	50	35	26	17	31	31	0	9	6
Hispanic	63	537	29442	100	98	99	488	494	494	44	40	37	26	23	26	24	31	31	6	6	6
Asian/Pacific Islander	NC	75	1672	NC	99	99	NC	512	513	NC	13	12	NC	15	19	NC	48	49	NC	24	20
American Indian/Alaskan Native	NC	38	4735	NC	95	100	NC	496	489	NC	30	48	NC	21	25	NC	45	24	NC	3	3
White	80	1990	35890	100	99	100	501	514	511	21	11	15	23	16	20	47	52	48	9	21	18
Students with Disabilities	31	372	9784	100	100	100	516	490	485	0	46	58	25	24	19	50	25	19	25	5	4
Students without Disabilities	130	2382	66236	98	98	99	496	512	504	29	14	23	28	17	23	35	49	42	7	19	13
Limited English Proficient Students	41	271	15198	98	89	100	481	480	483	56	67	59	31	22	25	13	9	14	0	2	1
Migrant Students	--	--	743				--	--	488	--	--	50	--	--	28	--	--	19	--	--	3
Economically Disadvantaged	103	802	35703				492	494	494	39	37	37	27	25	26	28	33	31	6	6	6
Non-Economically Disadvantaged	58	1952	40274				502	515	509	14	10	17	30	15	20	46	52	47	10	22	17

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	160	2748	75673	99	99	100	516	558	530	13	7	12	25	18	25	61	68	58	1	7	4
All Students (Prior Year)	143	2708	74692	100	99	99	502	519	502	16	10	18	31	22	27	47	56	47	7	12	8
Female	80	1333	37099	96	99	100	534	572	548	7	5	8	25	14	22	67	73	64	2	8	6
Male	79	1403	38441	100	99	99	495	543	513	22	9	16	25	22	29	53	64	52	0	5	3
African American	NC	83	3791	NC	94	99	NC	546	506	NC	5	18	NC	27	29	NC	63	50	NC	4	3
Hispanic	63	535	29305	100	98	99	504	508	507	15	17	16	32	29	31	53	51	51	0	4	2
Asian/Pacific Islander	NC	75	1665	NC	99	99	NC	600	573	NC	0	6	NC	15	16	NC	75	67	NC	10	10
American Indian/Alaskan Native	NC	37	4707	NC	93	100	NC	533	492	NC	13	19	NC	22	33	NC	59	46	NC	6	1
White	80	1989	35760	100	99	99	523	568	550	12	5	9	18	15	21	70	73	64	0	7	6
Students with Disabilities	31	369	9706	100	100	100	582	486	462	0	22	36	0	31	32	100	46	31	0	1	1
Students without Disabilities	129	2379	65967	97	98	99	514	564	536	14	5	10	26	17	25	60	70	60	1	7	5
Limited English Proficient Students	41	269	15115	98	88	100	456	457	471	25	30	26	56	42	38	19	28	35	0	0	1
Migrant Students	--	--	738				--	--	488	--	--	23	--	--	33	--	--	43	--	--	1
Economically Disadvantaged	103	800	35541				501	511	504	17	15	17	30	29	31	52	54	50	2	2	2
Non-Economically Disadvantaged	57	1948	40091				535	574	550	8	4	9	18	15	21	73	73	64	0	8	6

NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

Recent Trends in Student Proficiency on the State Standards (AIMS Test)

5th Grade Proficiency



The graph includes the percentage of students that met or exceeded the standards. NC = Not Calculated. Under the Family Educational Rights and Privacy Act of 1974 (FERPA), no individually identifiable references to students may be made. Therefore, items of data containing information about fewer than ten (10) students have been replaced with NC.

The table below shows the schools that met or did not meet based on federal AYP requirements. To meet AYP for the year, all applicable goals must be met. 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?	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
4	Reading	--	--	63	47	100	39	65	52	98	50	NA	56
	Language	--	--	59	45	100	39	60	48	99	46	63	52
	Mathematics	--	--	65	52	100	50	69	57	99	55	72	61
5	Reading	--	--	62	46	97	49	64	50	100	47	NA	55
	Language	--	--	57	43	98	43	58	46	100	43	60	49
	Mathematics	--	--	68	54	95	56	69	57	100	53	72	63
6	Reading	--	--	65	49	96	48	67	53	94	44	NA	56
	Language	--	--	59	42	96	37	60	45	96	37	61	48
	Mathematics	--	--	73	58	94	50	74	62	95	47	76	66

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

School Site Council

Council Composition

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

Council Duties

- Ü Advisory to Principal
- Ü School-wide Improvement
- Ü Parent/educator Relations
- Ü School Safety & Procedures
- Ü Student Discipline and Citizenship
- Ü Implementing School & District Goals

Staffing Information for School Year 2004-05

Position	Number	Position	Number
Administrator	1.00	Teacher	29.70
Other Professional Staff	3.50	Teacher Aide	1.00

Years of Teaching Experience for School Year 2004-05

Experience	Bachelor's	Master's	Doctorate	Other
3 or fewer years	11	0	0	0
4 to 6 years	5	3	0	0
7 to 9 years	2	2	0	0
10 or more years	2	12	1	0

Highly Qualified (NCLB) & Core Academics

Core academic teachers meeting the definition of Highly Qualified (NCLB):	24
Core academic classes taught by Highly Qualified (NCLB) teachers.	72
Teachers with Emergency Certificaton.	0

Resources Available at School Site

Special Facilities

- Ü Computer and Technology Lab
- Ü Math and Reading Labs
- Ü Science Lab
- Ü Media Center

Extracurricular Activities

- Ü Student Council
- Ü Student Mediation and PALS
- Ü Choir Club
- Ü Broadcast Club
- Ü Chess Club
- Ü Percussion Ensemble Club
- Ü Math Club
- Ü Gardening Club

Social Services

- Ü Parent Liaison
- Ü After School Programs
- Ü Social Worker
- Ü Parenting Classes
- Ü School Psychologist
- Ü Adult Education Classes for GED
- Ü Adult Education Classes for English
- Ü Adult Education Classes for Technology

Indicators of Success Based on Historical Data from 2003-04

School Achievements/Accomplishments 2003-04

- ü EMIS school data indicates increased student safety and decreased instructional interruptions as a result of school-wide bullying training, Kindness is Contagious program, and the Make Your Day citizenship program implementation.
- ü Analysis of EMIS SAT-9 mean percentile rank scores by grade level shows students who speak English at home exceed district, state, and national averages in Reading, Math and Language Arts.

Student Activity Rates for School Year 2003-04

	% School	Arizona		
		% K-6	% 7-8	% 9-12
Attendance Rate <sup>4</sup>	95	95	93	95
Transfers Out <sup>5</sup>	0	21	20	24
Transfers In <sup>6</sup> (Within District)	2	2	2	2
Transfers In <sup>7</sup> (Out of District)	0	10	9	9
Promotion Rate <sup>8</sup>	100	98	98	94
Retention Rate <sup>9</sup>	0	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 3-4	73	78
Grades 4-5	70	60
Grades 5-6	64	62

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

EMIS uses the Make Your Day Program as well as district policies. EMIS monitors visitors to campus; provides prevention and support programs; conducts threat assessments as needed; and maintains high expectations in our common areas.

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	Michael Halley	(602) 485-7040
Transportation Policy	Jeff Cook	(602) 493-6324
Community Resources	Linda Donofrio	(602) 485-7040
School Nutrition Programs	Kathy Glindmeier	(602) 493-6330
Parent Organization	Carissa Grayson	(602) 485-7040
Student Health/Nurse	Shelly Gresko	(602) 485-7043

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 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.