

Pitt County Schools Comprehensive School Plan: 2010-2012

(School Improvement & Title I)

School Name: **North Pitt High School**

School's Mission Statement:

North Pitt High School is committed to developing a culture of learners that is prepared to actively and effectively connect, communicate, and collaborate with others while meeting the demands of the 21st Century.

Please Check One: ☒ **Non-Title I School**

Title I School: ☐ **Schoolwide**

Date of Original: 12/1/2010

Amendment Date: _____

Amendment Date: _____

Amended Section: _____

Amended Section: _____

File this document with your Southern Association School Improvement and Title I Information

SCHOOL: _____

PCS DATA SUMMARY CHART

| K-8 | 2009-2010 | 2010-2011 | 2011-2012 |
|--|---|---|---|
| • % proficient on DRA (K-2) | K _____ 1 st _____ 2 nd _____ | K _____ 1 st _____ 2 nd _____ | K _____ 1 st _____ 2 nd _____ |
| • % proficient on Math Assessment (K-2) | K _____ 1 st _____ 2 nd _____ | K _____ 1 st _____ 2 nd _____ | K _____ 1 st _____ 2 nd _____ |
| • % proficient on EOG (3-8: Reading) | 3 rd _____ 6 th _____ 4 th _____ 7 th _____ 5 th _____ 8 th _____ | 3 rd _____ 6 th _____ 4 th _____ 7 th _____ 5 th _____ 8 th _____ | 3 rd _____ 6 th _____ 4 th _____ 7 th _____ 5 th _____ 8 th _____ |
| • % proficient on EOG (3-8: Math) | 3 rd _____ 6 th _____ 4 th _____ 7 th _____ 5 th _____ 8 th _____ | 3 rd _____ 6 th _____ 4 th _____ 7 th _____ 5 th _____ 8 th _____ | 3 rd _____ 6 th _____ 4 th _____ 7 th _____ 5 th _____ 8 th _____ |

SCHOOL: _____

PCS DATA SUMMARY CHART

[illegible]

SCHOOL: _____

PCS DATA SUMMARY CHART

| K-8 | 2009-2010 | 2010-2011 | 2011-2012 |
|---|---|---|---|
| • % of LEP students proficient on EOG in Math (3-8) | 3 rd _____ 6 th _____ 4 th _____ 7 th _____ 5 th _____ 8 th _____ | 3 rd _____ 6 th _____ 4 th _____ 7 th _____ 5 th _____ 8 th _____ | 3 rd _____ 6 th _____ 4 th _____ 7 th _____ 5 th _____ 8 th _____ |
| • % of LEP students proficient on EOG in Reading (3-8) | 3 rd _____ 6 th _____ 4 th _____ 7 th _____ 5 th _____ 8 th _____ | 3 rd _____ 6 th _____ 4 th _____ 7 th _____ 5 th _____ 8 th _____ | 3 rd _____ 6 th _____ 4 th _____ 7 th _____ 5 th _____ 8 th _____ |
| • % of exceptional students proficient on EOG in Math (3-8) | 3 rd _____ 6 th _____ 4 th _____ 7 th _____ 5 th _____ 8 th _____ | 3 rd _____ 6 th _____ 4 th _____ 7 th _____ 5 th _____ 8 th _____ | 3 rd _____ 6 th _____ 4 th _____ 7 th _____ 5 th _____ 8 th _____ |
| • % of exceptional students proficient on EOG in Reading (3-8) | 3 rd _____ 6 th _____ 4 th _____ 7 th _____ 5 th _____ 8 th _____ | 3 rd _____ 6 th _____ 4 th _____ 7 th _____ 5 th _____ 8 th _____ | 3 rd _____ 6 th _____ 4 th _____ 7 th _____ 5 th _____ 8 th _____ |

SCHOOL: _____

PCS DATA SUMMARY CHART

| | | | |
|--|----------------|----------------|----------------|
| (6-8 only) • % proficient students in CTE courses | Course _____ % | Course _____ % | Course _____ % |
| | Course _____ % | Course _____ % | Course _____ % |
| | Course _____ % | Course _____ % | Course _____ % |

PCS DATA SUMMARY CHART

| 9th - 12th | 2009-2010 | 2010-2011 | 2011-2 |
|--|------------------------------|--------------------------|--------------------------|
| • Percentage of students who graduate | _____ | _____ | _____ |
| | 91% of seniors | | |
| | graduated in 2009-2010 | | |
| • Percentage of dropouts | 9 th _____ 41 | 9 th _____ % | 9 th _____ % |
| | 10 th _____ 24 | 10 th _____ % | 10 th _____ % |
| | 11 th _____ 29 | 11 th _____ % | 11 th _____ % |
| | 12 th _____ 6 | 12 th _____ % | 12 th _____ % |
| • AYP Results: Identify subgroups not making AYP and their proficiency. | Subgroup Black: Reading 37 % | Subgroup _____ % | Subgroup _____ |
| | Subgroup All: Math 67 % | Subgroup _____ % | Subgroup _____ |
| | Subgroup Black: Math 56 % | Subgroup _____ % | Subgroup _____ |
| | Subgroup ED: Math 62 % | Subgroup _____ % | Subgroup _____ |
| | Subgroup _____ % | Subgroup _____ % | Subgroup _____ |
| | Subgroup _____ % | Subgroup _____ % | Subgroup _____ |

PCS DATA SUMMARY CHART

| 9 th - 12 th | 2009-2010 | 2010-2011 | 2011- |
|--|---|---|---|
| • Performance on EOC test Subject Area % proficient | U.S. History: 69.3 % prof. Civic/Econ: _ 70.8 % prof. Biology: ____ 67.8 % prof. Algebra I: _ % prof Algebra II: _ 89.6 English I: _ 63.5 Geometry: _ 80.2 Physics: ____ NO EOC Chemistry: _ NO EOC Physical Science: 87.3 | U.S. History: _____ % prof. Civic/Econ: _____ % prof. Biology: _____ % prof. Algebra I: _____ % prof. Algebra II: _____ % prof. English I: _____ % prof. Geometry: _____ % prof. Physics: _____ % prof. Chemistry: _____ % prof. Physical Science _____ % prof | U.S. History: ____ Civic/Econ: ____ Biology: ____ Algebra I: ____ Algebra II: ____ English I: ____ Geometry: ____ Physics: ____ Chemistry: ____ Physical Science _ |
| • % of student body enrolled in challenging courses (include AP and Honors) <div>9</div> | Total # of student body _____ 905 Percentage of: B _____ 31% W _____ 27.50% H _____ 4.50% O _____ 1.90% | Total # of student body _____ Percentage of: B _____ W _____ H _____ O _____ | Total # of student body _____ Percentage of: B _____ W _____ H _____ O _____ |

PCS DATA SUMMARY CHART

| 9 th - 12 th | 2009-2010 | 2010-2011 | 2011- |
|--|--|---|---|
| • % of proficient LEP students on the EOC Subject Area % proficient | U.S. History: No subgroup Civic/Econ: _ 50 Biology: ____ 80 Algebra I: ____ 52.9 Algebra II: ____ 89.4 English I: ____ 50 Geometry: ____ No subgroup Physics: ____ No EOC Chemistry: _ No EOC Physical Science: No subgroup | U.S. History: _____ % prof. Civic/Econ: _____ % prof. Biology: _____ % prof. Algebra I: _____ % prof. Algebra II: _____ % prof. English I: _____ % prof. Geometry: _____ % prof. Physics: _____ % prof. Chemistry: _____ % prof. Physical Science _____ % prof | U.S. History: ____ Civic/Econ: ____ Biology: ____ Algebra I: ____ Algebra II: ____ English I: ____ Geometry: ____ Physics: ____ Chemistry: ____ Physical Science _ |
| • % of proficient EC students on the EOC Subject Area % proficient | U.S. History: 75 Civic/Econ: _ No subgroup Biology: ____ 46 Algebra I: ____ 17.6 Algebra II: _ No subgroup English I: ____ 10 Geometry: ____ No subgroup Physics: ____ No EOC Chemistry: _ No EOC Physical Science: 75 | U.S. History: _____ % prof. Civic/Econ: _____ % prof. Biology: _____ % prof. Algebra I: _____ % prof. Algebra II: _____ % prof. English I: _____ % prof. Geometry: _____ % prof. Physics: _____ % prof. Chemistry: _____ % prof. Physical Science _____ % prof | U.S. History: ____ Civic/Econ: ____ Biology: ____ Algebra I: ____ Algebra II: ____ English I: ____ Geometry: ____ Physics: ____ Chemistry: ____ Physical Science _ |

SCHOOL: North Pitt High Scl

PCS DATA SUMMARY CHART

| 9th - 12th | 2009-2010 | | 2010-2011 | | 2011-2 | |
|--|------------------|---------------------------------------|------------------|---|---------------|-----------------------------|
| % of proficient students in CTE course (VoCATS) | Course | <u>Business Education 80.2</u> % | Course | <u> </u> % | Course | <u> </u> |
| | Course | <u>Family and Consumer Sci 83.6</u> % | Course | <u> </u> % | Course | <u> </u> |
| | Course | <u>Marketing Education 100.0</u> % | | <u> </u> | | <u> </u> |
| | Course | <u>Health Occupations 75.4</u> % | Course | <u> </u> % | Course | <u> </u> |
| | Course | <u>Trade and Ind. Ed. 7.1</u> % | | | | |
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SCHOOL: North Pitt High School

COMPREHENSIVE NEEDS ASSESSMENT

(Respond to each statement in narrative form)

School Reform

a) Describe demographics and characteristics of school community.

North Pitt is a school with 994 students enrolled. The make-up of the school is 580 Black, 267 White, 1 Asian, 120 Hispanics, 1 American Indian, and 25 Multi-racial students. The administrative team consists of 1 principal, 2 assistant principals, and 1 administrative intern. North Pitt has 75 classroom teachers and 6 teacher assistants. We receive students from 4 feeder schools and our population is represented from our feeder schools as Welcome Middle School 70%, Pactolus School 10%, Stokes School 15%, and Bethel School 15%. North Pitt has several different programs in place that make our school distinctive: AVID implementation, Link Crew, low socioeconomic status, SIG recipient, and the school has had strong school spirit but has declined over the years. The staff is committed to helping break several barriers to increase the achievement gap they are family input, economic status of families, complacent mind set from students and staff, as well as lack of motivation from students. Several initiatives have been put in place to help with motivation and family input. We have been actively initiating PBIS and using a Family Engagement Coordinator for family involvement.

b) Stakeholders' perspective (In-School Survey Data)

*** Schools will be required to conduct two in-house surveys per year that will include feedback from students, parents, and staff.**

(Use same questions for both surveys)

The stakeholders feel comfortable in the school. They feel the staff and administration listens to their concerns and provides a safe place for students to learn. The faculty seems to have open communication with the administration as well as the students. Teachers can do a better job of engaging students and learning to utilize more technology to be purchased with SIG funds. Survey results are attached.

Summary Analysis

*** Review school data and consider a variety of perspectives including overall school/ student Performance, sub-group performance, attendance, teacher satisfaction (TWC), instructional practice and student learning (from walk-throughs/observations).**

a) What does the analysis tell you about your schools strengths?

North Pitt does several things well to help the achievement of our students. The students are well behaved, and the faculty and staff exhibit caring attitudes towards the students. North Pitt has implemented a new English and Algebra curricula to help close the achievement gap. We have a transition program in place for incoming freshmen. NPHS was the recipient of the School Improvement Grant (SIG) to help impact student achievement. Since after school remediation has been established to help students, transportation is also being provided for the after school program. Students receive positive recognition for both academics and behavior.

b) What does the analysis tell you about your school's gaps or opportunities for improvement?

The analysis tells the school that things could be better and there is room for improvement. The survey provided information for us to grow. NPHS plans to monitor the areas for improvement and implement strategies to close the gap. There have been 2 new positions added that have helped with attendance and grades. The positions were an attendance specialist and a graduation coach. These 2 positions have helped many students already this year remain focused and want to attend school.

2010-2012 Pitt County Comprehensive School Plan (School Improvement & Title I)

North Pitt High
School

State Strategic Priority: Globally Competitive Students

Section A: Instructional Excellence and Alignment

Part 1: Overall strategies to achieve growth standards for all students.

| Strategy | Why Did You Select This Strategy? What Need? | Data Collection & Analysis | | | | Timeline | Funding Source | | | | |
|----------|---|--|--|---|--|-----------|----------------|-------------------|------------------|--------------------|-----------|
| | | Measurement Instrument | Baseline | Target Goal | Person(s) Responsible | | Title I (050) | School Imp. (105) | State Rem. (069) | Levels 1 & 2 (072) | Other |
| 1 | Add an Extra Period for Remediation during the school day | To increase EOC scores | EOC scores 2009-2010 | Increase EOC scores by 10% points in each core subject area | Administration, Counselors, Teachers | June 2011 | | x | | | |
| 2 | Hire Graduation Coach and Attendance Specialist | To increase the graduation rate and attendance rates | % of graduates from 4 year cohort, attendance data 2009-2010 | Class rosters with % of attendance and # of referrals. Increase Graduation and Attendance rate by using Attendance specialist and Grad. Coach | Administration, Counselors, Teachers, Grad. Coach, Attendance Specialist | June 2011 | | X | X | | SIG Funds |
| 3 | Academic Support of all Students | To increase EOC scores | EOC scores 2009-2010 | Increase EOC scores by 10% points in each core subject area | Administration, Counselors, Teachers | June 2011 | | | X | | SIG Funds |

2010-2012 Pitt County Comprehensive School Plan (School Improvement & Title I)

North Pitt
High

State Strategic Priority: Globally Competitive Students

Section A: Instructional Excellence and Alignment

Part 2: Intervention strategies for students performing below proficiency standards & subgroups not making AYP.

| Strategy | Why Did You Select This Strategy? What Need? | Data Collection & Analysis | | | | Timeline | Funding Source | | | | |
|----------|--|---|---|---|-------------------------------------|-----------|----------------|-------------------|------------------|--------------------|-----------|
| | | Measurement Instrument | Baseline | Target Goal | Person(s) Responsible | | Title I (050) | School Imp. (105) | State Rem. (069) | Levels 1 & 2 (072) | Other |
| 1 | Use EVAAS data and Hand schedule students | EOC scores and promotion rates of identified students, EVAAS Data | # of at-risk students below grade level upon entering 9th grade in Math and English | Increase the At-Risk success rate by 5% | Counselor, Administration, Teachers | 2010-2011 | | X | | | SIG Funds |
| 2 | Remediation Program (Intro. To Alg and Language!), target black males to increase subgroup prof. | Grades EOC courses and Vocat courses | 2009-2010 Data | # of Black Males attending remediation sessions | Entire Faculty and Staff | 2010-2011 | | X | X | | SIG Funds |
| 3 | Monitor Study Skills enrollment | Number of students making growth in core classes | 2009-2010 Data | Increase # students making growth | Entire Faculty and Staff | 2010-2011 | | X | | | |

**North
Pitt**

Part 3: Intervention strategies for insuring the academic growth of advanced learners.

[illegible]

Part 4: Intervention strategies for insuring the academic growth of Exceptional Children.

[illegible]

Part 5: Intervention strategies for insuring the academic growth of students with limited English proficiency.

[illegible]

State Strategic Priority: Twenty-first Century Professionals*

Section B: Professional Capacity for Teachers, Administrators and Staff

Part 1: Strategies for all staff development activities including state, Title I or system sponsored activities. Title I schools: include professional development towards low performing academic areas and 10% set-aside for School Improvement.

| Staff Development Activity | Why Did You Select This Activity? What Need? | # of Participants | Outcomes: What change in student progress or teacher behavior will occur as a result of the activity? | Evaluation: How will you know when the instructional need has been met? | Person(s) Responsible | Timeline | Funding Source | | | | |
|--|--|-------------------|--|---|--|-----------|----------------|-------------------|------------------|--------------------|-----------|
| | | | | | | | Title I (050) | School Imp. (105) | State Rem. (069) | Levels 1 & 2 (072) | Other |
| 1 Full Link Crew and PBIS Implementation | To involve the entire staff in Link Crew as well as use PBIS as a model to reward the positive behaviors | 75 | The students will be rewarded for doing the right things. Which will decrease students discipline referrals. | When all teachers are implementing PBIS and following Link Crew Strategies | Link Crew Admin. and PBIS Coordinators, administration | June 2012 | | X | | | SIG Funds |
| 2 ClassScape Training | To implement benchmark testing as well as formative assessments | All EOC teachers | The outcome will be an increase in EOC scores. As well as teachers using data driven decisions to guide lessons. | The need will be ongoing to always analyze data to make instruction better. | Administration, Instructional Coach | June 2011 | | | X | | |
| 3 SIOP | To provide strategies and objectives to students in classroom | All Teachers | The outcome will occur when all teachers are using SIOP objectives effectively with their lessons | The need will be ongoing until the SIOP strategies are used regularly | SIOP Coordinator, Administration | June 2011 | | X | | | SIG Funds |

[illegible]

State Strategic Priority: Healthy and Responsible Students

Section C: School Climate

Part 1: A plan to create and maintain a safe and positive school climate which is supportive of learning; insures the success of all children and the staff who serve them; and addresses a reduction in out-of-school suspensions.

| Strategy | | Why Did You Select This Strategy? What Need? | Data Collection & Analysis | | | | Timeline | Funding Source | | | | |
|----------|---|--|---|--------------------------------|---------------------------------------|---|-----------|----------------|-------------------|------------------|--------------------|-------------------------|
| | | | Measurement Instrument | Baseline | Target Goal | Person(s) Responsible | | Title I (050) | School Imp. (105) | State Rem. (069) | Levels 1 & 2 (072) | Other |
| 1 | Continue to celebrate academic achievement through Panther Pride, Academic Breakfast, and Year end luncheon | Recognize and encourage achievement | # of students attending throughout year | 1st celebration attendance #'s | Increase the # of students recognized | Administration, Teachers | June 2011 | | X | | | SIG Funds and donations |
| 2 | Teachers visible in hallways and common areas | Monitor student behavior | SMC Data | SMC Data | To decrease number of students in SMC | Teachers and SMC Coordinator | June 2011 | | | | | |
| 3 | Project Equal | High OSS rate | Data from Fulcrum | Data from Fulcrum | Reduce OSS Rate | SMC Coordinator, Administration, and Teachers | June 2011 | | | | | Project Equal Funds |

Section: Physical Activity and Nutrition

[illegible]

State Strategic Priority: Leadership for Innovation

Section D: Communication to enhance leadership capacity

Part 1: A plan to effectively communicate the education priorities of the students, and the needs of the families to the community, in order to gain the support of local organizations and businesses, and create partnerships that match student and family needs with what the community organizations and businesses have to offer. Public school professionals collaborate with higher education.

| Strategy | | Why Did You Select This Strategy? What Need? | Means of Evaluation | | | Timeline | Funding Source | | | | | |
|----------|--|---|---|---|--|-----------|----------------|-------------------|------------------|--------------------|-------|-----------|
| | | | How will you measure the success of this strategy? (Student and/or Org/Bus Participation, Improved Grades, Improved Behavior, etc.) | How will you inform the parents and the community of the outcome? | Person(s) Responsible | | Title I (050) | School Imp. (105) | State Rem. (069) | Levels 1 & 2 (072) | Other | |
| 1 | Print and post newsletter to the website and have copies available in the office | To keep parents up to date of what is occurring at NPHS | Participation of parents and improved grades from students | Newsletter and website | Administration and CTE Depart. | June 2011 | | X | | | | X |
| 2 | Hire Family Engagement Cordinator | To promote the value of parent and community involvement within schools | # of parents and community members that attend school functions | Newsletter, website, and AlertNow | Administration and CTE Depart., Family Engagement Cordinator | | | | | | | SIG Funds |
| 3 | Recruit Parents for PTSA | To increase the PTSA and parent support | Membership of PTSA | AlertNow, website | PTSA | | | | | | | X |

State Strategic Priority: Planning and Operational Effectiveness

Part 1: Financial planning and budgeting focused on resource attainment and maximizing student achievement.

| Strategy | Why Did You Select This Strategy? What Need? | How Will You Document Use of Strategy? | Person(s) Responsible | Timeline | Funding Source | | | | |
|----------|---|--|--|---|----------------|-------------------|------------------|--------------------|-----------|
| | | | | | Title I (050) | School Imp. (105) | State Rem. (069) | Levels 1 & 2 (072) | Other |
| 1 | Encourage teachers to submit mini-grant applications | To utilize the funds that are provided by Pitt County Ed. Foundation | # of applications submitted and # of grant recipients | Instructional Coach | Jan. 2011 | | | | |
| 2 | Increase Tech. in NPHS | To utilize technology in the classroom | Amount of technology purchased | Media Coordinator | June 2011 | | | | SIG Funds |
| 3 | Provide Staff Development as needed for teachers to be successful | To provide initiatives in the classroom to promote student success | # of teachers attending staff development (My Learning Plan) | Instructional Coach and Media Coordinator | June 2011 | | | | SIG Funds |

*Plans for additional funding.

[illegible]

School: North Pitt High School

School Year: 2010-2011

Submission of Comprehensive Plan

A. School Approval

This school improvement plan has been developed in accordance with all statutory and local board requirements. This plan includes Southern Association School Improvement Plan, Title I, Safe Schools and Title II (formerly Eisenhower Staff Development).

The school staff approved the plan by a vote of: _____

Principal Signature

Date

School Improvement Team Chair Signature

Date

B. Superintendent's Recommendation

☐ The plan meets all State requirements and is recommended for board approval.

☐ The plan as submitted is recommended for board rejection based upon the following reasons:

Superintendent Signature

Date

C. Board Action

☐ The plan is accepted

☐ The plan is accepted with the following modifications:

☐ The plan is rejected based upon the following reasons:

Board Chair Signature

Date

School: North Pitt High School

School Year: 2010-2011

School Improvement Team Signatures

| Name | Title | Elected By | | | Signature | | | Date |
|-------------------|---------------------|---|--|--|-----------|--|--|------|
| Phil Woolard | Chair/History Rep | SIT | | | | | | |
| Eddie James | At Large | Faculty/Staff | | | | | | |
| Jaye Weeks-Hughes | Eng. Rep | Faculty/Staff | | | | | | |
| Leslie Bowman | Math Rep | Faculty/Staff | | | | | | |
| Sarah Pohlman | Science Rep | Faculty/Staff | | | | | | |
| Julie Howard | Arts | Faculty/Staff | | | | | | |
| Monika Schonbeck | Career & Technical | Faculty/Staff | | | | | | |
| Maria Cortright | Foreign Language | Faculty/Staff | | | | | | |
| Amanda Morris | PE | Faculty/Staff | | | | | | |
| Freida Love | EC | Faculty/Staff | | | | | | |
| Kim Bryant | Guidance | Faculty/Staff | | | | | | |
| April Bullock | Teacher Assistants | Faculty/Staff | | | | | | |
| Mabel Perry | Instructional Coach | Faculty/Staff | | | | | | |
| Laura Mangum | Media | Faculty/Staff | | | | | | |
| William Brown | JROTC | Faculty/Staff | | | | | | |
| Mike King | Principal | | | | | | | |
| Maurice Harris | Assistant Principal | | | | | | | |
| Cher Basnight | Assistant Principal | | | | | | | |
| | Parent | A) Elected by PTA or largest parent group | | | | | | |
| | Parent | B) Parent of an exceptional child | | | | | | |
| | Parent | C) Parent of Title I child/reflective student pop | | | | | | |

A) GS 115-105.27 requires that parents be elected by the largest organization of parents at the school.

B) It is a Pitt County Schools requirement that a parent of an exceptional child serve on the team.

C) It is an NCLB requirement that a parent of a Title I child serve on the team. Non-Title I schools must pick a parent reflective of the demographics of your student population.

School: _____

School Year: _____

Budget Summary

| <i>Budget Code & Category</i> | Grants/Others (PRC 28) | State Remediation (PRC 69 & 72) | Title I (PRC 050 & 105) | Perkins Workforce Development Vocational (PRC 17 & 14) | Stimulus (PRC 141) |
|--|-----------------------------------|--|--|---|-------------------------------|
| Travel, Meals, Registration (312) | | | | | |
| Stipends (182) | | | | | |
| Substitutes (186) | | | | | |
| Salaries Including Benefits | | | | | |
| Non-Capitalized Equipment (461 & 462) | | | | | |
| Capitalized Equipment (over \$500; 541 & 542) | | | | | |
| Instructional Materials & Supplies (411) | | | | | |
| Other / Specify: | | | | | |
| Other / Specify: | | | | | |
| <i>Budget Code Totals</i> | \$0.00 | \$0.00 | \$0.00 | \$0.00 | \$0.00 |
| <i>Total: All Budget Codes & Categories</i> | | | | \$0.00 | |