

# Franklin Elementary

2736 Franklin Rd  
Merced, CA 95348-9436  
(209) 385-6623  
Vance D'Escoto, Principal  
Dr. RoseMary Parga Duran, Superintendent



## School Accountability Report Card

### Reported Using Data from the 2010–11 School Year

*Published During 2011–12*

Every school in California is required by state law to publish a School Accountability Report Card (SARC), by February 1 of each year. The SARC contains information about the condition and performance of each California public school.

- For more information about SARC requirements, see the California Department of Education (CDE) SARC Web page at <http://www.cde.ca.gov/ta/ac/sa/>.
- For additional information about the school, parents and community members should contact the school principal or the district office.

## I. Data and Access

### Ed-Data Partnership Web Site

Ed-Data is a partnership of the CDE, EdSource, and the Fiscal Crisis and Management Assistance Team (FCMAT) that provides extensive financial, demographic, and performance information about California's public kindergarten through grade twelve school districts and schools.

### DataQuest

DataQuest is an online data tool located on the CDE DataQuest Web page at <http://dq.cde.ca.gov/dataquest/> that contains additional information about this school and comparisons of the school to the district, the county, and the state. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., state Academic Performance Index [API], federal Adequate Yearly Progress [AYP]), test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners.

### Internet Access

Internet access is available at public libraries and other locations that are publicly accessible (e.g., the California State Library). Access to the Internet at libraries and public locations is generally provided on a first-come, first-served basis. Other use restrictions may include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available on a workstation, and the ability to print documents.

## II. About This School

### Contact Information (School Year 2011–12)

School		District	
<b>School Name</b>	Franklin Elementary	<b>District Name</b>	Merced City Elementary
<b>Street</b>	2736 Franklin Rd.	<b>Phone Number</b>	(209) 385-6600
<b>City, State, Zip</b>	Merced, CA, 95348	<b>Web Site</b>	www.mcsd.k12.ca.us
<b>Phone Number</b>	(209) 385-6623	<b>Superintendent</b>	RoseMary Parga Duran
<b>Principal</b>	Vance D'Escoto	<b>E-mail Address</b>	rpargaduran@mcsd.k12.ca.us
<b>E-mail Address</b>	vdescoto@mcsd.k12.ca.us	<b>CDS Code</b>	24657716025621

### School Description and Mission Statement (School Year 2010–11)

Welcome to Franklin Elementary School, home of the Eagles. It is our intent to provide a positive educational environment which fosters student learning and promotes positive self-esteem. Our staff and community are dedicated to continually supporting Franklin students in "striving for academic excellence". Franklin Elementary services preschool through second grade children with capacity to educate 640 students annually on a traditional school schedule. In the 07-08 school years Franklin successfully met the academic target goals for two consecutive years and exited Program Improvement.

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Franklin is a Professional Learning Community in which all persons are learners and focused on student achievement. Our staff and community understand the importance of challenging, supporting and nurturing students in a positive manner, and we encourage parents and the community to become actively involved in the education of our students. Franklin School is a place where all students and their abilities are valued. Staff members are highly qualified and provide an outstanding educational foundation for all students. Franklin School staff members concern themselves with the entire well being of students and promote high academic achievement, acceptable social behavior, as well as emotional and physical wellness. Franklin School is rich in tradition; however, is also one of the oldest schools in our district. We are challenged by limited funding in our efforts to improve the physical aspects of the school and fully incorporate the latest technology. We continue to strive to find better ways to assist our English learners in mastering English language skills so they too may maximize their access to learning.

**Opportunities for Parental Involvement (School Year 2010–11)**

Franklin Elementary School is devoted to all students and their families; for that reason, parental involvement is highly encouraged. Franklin School offers many opportunities for parental involvement in organizations and events. School Site Council (SSC) offers all parents the opportunity to be involved with Franklin’s school plan, programs and budgets. The English Learner Advisory Committee (ELAC) provides parents of English Learners a forum to discuss issues related to their children’s education. Parents are invited to participate and collaborate along with teachers in the Parent/Teacher Club (PTC). All parents are invited to visit their child’s classroom and to tour the school during Back to School Night and Open House events, as well as to participate in the Passport to Success training which is offered on campus. All parents are invited to visit the school during parent teacher conferences to meet with their child’s teacher. Parents are also encouraged to become volunteers in the classroom and to take part in all organizations and events. Bilingual interpreters in Spanish and Hmong are available during special events for those parents whose English is limited.

**Student Enrollment by Grade Level (School Year 2010–11)**

Grade Level	Number of Students	Grade Level	Number of Students
Kindergarten	171	Grade 8	0
Grade 1	183	Ungraded Elementary	0
Grade 2	177	Grade 9	0
Grade 3	0	Grade 10	0
Grade 4	0	Grade 11	0
Grade 5	0	Grade 12	0
Grade 6	0	Ungraded Secondary	0
Grade 7	0	Total Enrollment	531

**Student Enrollment by Subgroup (School Year 2010–11)**

Group	Percent of Total Enrollment
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Black or African American	3.2%
American Indian or Alaska Native	0.4%
Asian	15.8%
Filipino	1.7%
Hispanic or Latino	54.4%
Native Hawaiian or Pacific Islander	0.0%
White	15.6%
Two or More Races	2.8%
Socioeconomically Disadvantaged	83.4%
English Learners	40.9%
Students with Disabilities	3.4%

Average Class Size and Class Size Distribution (Elementary)

Grade Level	Avg. Class Size	2008–09 Number of Classes*			Avg. Class Size	2009–10 Number of Classes*			Avg. Class Size	2010–11 Number of Classes*		
		1-20	21-32	33+		1-20	21-32	33+		1-20	21-32	33+
K	18.8	9	0	0	24.4	0	7	0	24.4	0	7	0
1	19.0	8	0	0	24.7	1	6	0	24.0	0	8	0
2	19.2	9	0	0	24.3	1	5	0	24.0	1	6	0
3												
4												
5												
6												
Other						1						

\* Number of classes indicates how many classes fall into each size category (a range of total students per classroom).

### III. School Climate

#### School Safety Plan (School Year 2010–11)

The Safety Plan is evaluated and updated on a yearly basis with input from the Merced Police Department, parents, staff, and the community. A district safety team conducts a minimum of one lockdown drill at the site and critiques the drill with the site administrator. The staff conducts quarterly lockdown and monthly fire drills. Teachers and administrators regularly review the rules for safe, responsible behavior in school and on the grounds. We have a closed campus and gates into the school are locked once school begins. Visitors must enter the school grounds through the office and sign and display a visitor pass before entering the campus. Staff members including teachers, instructional aides, administrators, and noon-duty supervisors, supervise the grounds at all times. Gang Intervention Officers that are placed at all four middle schools are always available for support.

#### Suspensions and Expulsions

Rate*	School 2008–09	School 2009–10	School 2010–11	District 2008–09	District 2009–10	District 2010–11
Suspensions	1.6	1.6	2.2	10.4	12.1	13.0
Expulsions	0	0	0	.20	1.7	1.0

\* The rate of suspensions and expulsions is calculated by dividing the total number of incidents by the total enrollment.

### IV. School Facilities

#### School Facility Conditions and Planned Improvements (School Year 2011–12)

Franklin Elementary is an old facility and recently received many improvements to the facility and grounds. These improvements included: Removal of four portable classrooms and adding landscaping where the portables stood. Installing permanent sprinklers on the interior campus grass areas replacing portable irrigation pipes. Installing new playground equipment, enlarging and connecting the woodchip play boxes. Other improvements include the posting of signs in the appropriate areas stating playground rules, bathroom rules, tetherball rules, and school rules. Removal of old trees and planning of new trees between classrooms and on the playground was done. Constructing pathways and gates that align with the natural flow of foot traffic to the classrooms and play ground and the remodel of the front office.

#### School Facility Good Repair Status (School Year 2011–12)

Year and month in which data were collected: November 15, 2011

System Inspected	Repair Status				Repair Needed and Action Taken or Planned
	Exemplary	Good	Fair	Poor	
Systems: Gas Leaks, Mechanical/HVAC, Sewer		X			
Interior: Interior Surfaces		X			

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<b>Cleanliness:</b> Overall Cleanliness, Pest/ Vermin Infestation		X			
<b>Electrical:</b> Electrical		X			
<b>Restrooms/Fountains:</b> Restrooms, Sinks/ Fountains		X			
<b>Safety:</b> Fire Safety, Hazardous Materials		X			
<b>Structural:</b> Structural Damage, Roofs		X			
<b>External:</b> Playground/School Grounds, Windows/ Doors/Gates/Fences		X			
<b>Overall Rating</b>		GOOD			

Note: Cells shaded in black do not require data.

## V. Teachers

### Teacher Credentials

Teachers	School 2008–09	School 2009–10	School 2010–11	District 2010–11
With Full Credential	27	23	24	437
Without Full Credential	1	0	0	0
Teaching Outside Subject Area of Competence (with full credential)	0	0	0	3

### Teacher Misassignments and Vacant Teacher Positions

Indicator	2009–10	2010–11	2011–12
Misassignments of Teachers of English Learners	0	0	0
Total Teacher Misassignments*	0	0	0
Vacant Teacher Positions	0	0	0

Note: "Misassignments" refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc.

\* Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.

### Core Academic Classes Taught by Highly Qualified Teachers (School Year 2010–11)

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The Federal Elementary and Secondary Education Act (ESEA), also known as No Child Left Behind (NCLB), requires that core academic subjects be taught by Highly Qualified Teachers, defined as having at least a bachelor's degree, an appropriate California teaching credential, and demonstrated core academic subject area competence. For more information, see the CDE *Improving Teacher and Principal Quality* Web page at: <http://www.cde.ca.gov/nclb/sr/tq/>

Location of Classes	Percent of Classes In Core Academic Subjects Taught by Highly Qualified Teachers	Percent of Classes In Core Academic Subjects Not Taught by Highly Qualified Teachers
This School	100	0
All Schools in District	97.6	2.4
High-Poverty Schools in District	97.6	2.4
Low-Poverty Schools in District	0	0

Note: High-poverty schools are defined as those schools with student eligibility of approximately 40 percent or more in the free and reduced price meals program. Low-poverty schools are those with student eligibility of approximately 25 percent or less in the free and reduced price meals program.

## VI. Support Staff

### Academic Counselors and Other Support Staff (School Year 2010–11)

Title	Number of FTE* Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor		531
Counselor (Social/Behavioral or Career Development)	.20	
Library Media Teacher (librarian)	.50	
Library Media Services Staff (paraprofessional)	.875	
Psychologist	.30	
Social Worker		
Nurse	.23	
Speech/Language/Hearing Specialist	.50	
Resource Specialist (non-teaching)	1.0	
Other		

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Note: Cells shaded in black do not require data.

\* One Full-Time Equivalent (FTE) equals one staff member working full-time; one FTE could also represent two staff members who each work 50 percent of full-time.

## VII. Curriculum and Instructional Materials

### Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2011–12)

This section describes whether the textbooks and instructional materials used at the school are from the most recent adoption; whether there are sufficient textbooks and instruction materials for each student; and information about the school's use of any supplemental curriculum or non-adopted textbooks or instructional materials.

Year and month in which data were collected: September, 2011

Core Curriculum Area	Textbooks and instructional materials/year of adoption	From most recent adoption?	Percent students lacking own assigned copy
Reading/Language Arts	Reading California, Houghton Mifflin, 2003	Yes	0
Mathematics	California Math, Houghton Mifflin, 2009	Yes	0
Science	California Science, MacMillan/McGraw, 2008	Yes	0
History-Social Science	California Vistas, MacMillan/McGraw, 2007	Yes	0
Foreign Language			
Health	Health Wave, Health Wave, 1997	Yes	0
Visual and Performing Arts	Arts In Action, Holt, 1985	Yes	0
Science Laboratory Equipment (grades 9-12)			

## VIII. School Finances

### Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2009–10)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Supplemental / Restricted)	Expenditures Per Pupil (Basic / Unrestricted)	Average Teacher Salary
School Site	\$5,747	\$1,255	\$4,490	\$73,567
District			\$4,216	\$73,601
Percent Difference –			.93	.0004

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School Site and District			
State		\$5,455	\$69,419
Percent Difference – School Site and State		1.21	.05

Note: Cells shaded in black do not require data.

**Supplemental/Restricted** expenditures come from money whose use is controlled by law or by a donor. Money that is designated for specific purposes by the district or governing board is not considered restricted. **Basic/unrestricted** expenditures are from money whose use, except for general guidelines, is not controlled by law or by a donor.

For detailed information on school expenditures for all districts in California, see the *CDE Current Expense of Education & Per-pupil Spending* Web page at <http://www.cde.ca.gov/ds/fd/ec/>. For information on teacher salaries for all districts in California, see the *CDE Certificated Salaries & Benefits* Web page at <http://www.cde.ca.gov/ds/fd/cs/>. To look up expenditures and salaries for a specific school district, see the Ed-Data Web site at: <http://www.ed-data.org>.

**Types of Services Funded (Fiscal Year 2010–11)**

In addition to general revenue funding from the State, the District receives state and federal categorical grants and allocations for special programs. This includes, but is not limited to the following categorical, special education, and support programs: Title I, Part A - Basic Grant, Title I, Program Improvement, Title II, Part A - Teacher Quality Title II, Part D - Technology Title III, Part A - Limited English Proficiency, Title IV, Part A - Safe and Drug Free Schools, Special Education, Community Based Education and Tutoring, Home-to-School Transportation, Class Size Reduction, Gifted and Talented Education, Economic Impact Aid and Quality Education Investment Act grant. Economic Impact Aid/State Compensatory Education & Economic Impact Aid/Limited English Proficient.

**Teacher and Administrative Salaries (Fiscal Year 2009–10)**

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$41,212	\$41,692
Mid-Range Teacher Salary	\$72,129	\$68,251
Highest Teacher Salary	\$83,980	\$86,582
Average Principal Salary (Elementary)	\$106,504	\$108,334
Average Principal Salary (Middle)	\$104,126	\$111,791
Average Principal Salary (High)	\$0	\$113,648

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Superintendent Salary	\$175,000	\$180,492
Percent of Budget for Teacher Salaries	56.06%	42.00%
Percent of Budget for Administrative Salaries	7.87%	6.00%

Note: For detailed information on salaries, see the CDE Certificated Salaries & Benefits Web page at <http://www.cde.ca.gov/ds/fd/cs/>.

## IX. Student Performance

### Standardized Testing and Reporting Program

The Standardized Testing and Reporting (STAR) Program consists of several key components, including:

- **California Standards Tests (CSTs)**, which include English-language arts (ELA) and mathematics in grades two through eleven; science in grades five, eight, and nine through eleven; and history-social science in grades eight, and nine through eleven.
- **California Modified Assessment (CMA)**, an alternate assessment that is based on modified achievement standards in ELA for grades three through eleven; mathematics for grades three through seven, Algebra I, and Geometry; and science in grades five and eight, and Life Science in grade ten. The CMA is designed to assess those students whose disabilities preclude them from achieving grade-level proficiency on an assessment of the California content standards with or without accommodations.
- **California Alternate Performance Assessment (CAPA)**, includes ELA and mathematics in grades two through eleven, and science for grades five, eight, and ten. The CAPA is given to those students with significant cognitive disabilities whose disabilities prevent them from taking either the CSTs with accommodations or modifications or the CMA with accommodations.

The assessments under the STAR Program show how well students are doing in relation to the state content standards. On each of these assessments, student scores are reported as performance levels.

For detailed information regarding the STAR Program results for each grade and performance level, including the percent of students not tested, see the CDE STAR Results Web site at <http://star.cde.ca.gov>.

### Standardized Testing and Reporting Results for All Students – Three-Year Comparison

Subject	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)								
	School			District			State		
	2008–09	2009–10	2010–11	2008–09	2009–10	2010–11	2008–09	2009–10	2010–11
English-Language Arts	39%	44%	46%	43%	45%	46%	49%	52%	54%

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Mathematics	46%	41%	62%	42%	47%	50%	46%	48%	50%
Science	0%	0%	0%	40%	48%	49%	50%	54%	57%
History-Social Science	0%	0%	0%	28%	33%	41%	41%	44%	48%

Note: Scores are not shown when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Standardized Testing and Reporting Results by Student Group – Most Recent Year

Group	Percent of Students Scoring at Proficient or Advanced			
	English- Language Arts	Mathematics	Science	History- Social Science
All Students in the LEA	46%	50%	49%	41%
All Students at the School	46%	62%	0%	0%
Male	47%	65%	0%	0%
Female	44%	57%	0%	0%
Black or African American	0%	0%	0%	0%
American Indian or Alaska Native	0%	0%	0%	0%
Asian	50%	64%	0%	0%
Filipino	0%	0%	0%	0%
Hispanic or Latino	42%	58%	0%	0%
Native Hawaiian or Pacific Islander				
White	56%	76%	0%	0%
Two or More Races	36%	50%	0%	0%
Socioeconomically Disadvantaged	42%	61%	0%	0%
English Learners	39%	55%	0%	0%
Students with Disabilities	0%	0%	0%	0%
Students Receiving Migrant Education Services	0%	0%	0%	0%

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Note: Scores are not shown when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

## X. Accountability

### Academic Performance Index

The Academic Performance Index (API) is an annual measure of state academic performance and progress of schools in California. API scores range from 200 to 1,000, with a statewide target of 800. For detailed information about the API, see the CDE *API Web page* at <http://www.cde.ca.gov/ta/ac/ap/>.

### Academic Performance Index Ranks – Three-Year Comparison

This table displays the school's statewide and similar schools' API ranks. The *statewide API rank* ranges from 1 to 10. A statewide rank of 1 means that the school has an API score in the lowest ten percent of all schools in the state, while a statewide rank of 10 means that the school has an API score in the highest ten percent of all schools in the state.

The *similar schools API rank* reflects how a school compares to 100 statistically matched "similar schools." A similar schools rank of 1 means that the school's academic performance is comparable to the lowest performing ten schools of the 100 similar schools, while a similar schools rank of 10 means that the school's academic performance is better than at least 90 of the 100 similar schools.

API Rank	2008	2009	2010
Statewide	4	4	3
Similar Schools	3	2	2

### Academic Performance Index Growth by Student Group – Three-Year Comparison

Group	Actual API Change 2008–09	Actual API Change 2009–10	Actual API Change 2010–11
All Students at the School	8	-1	30
Black or African American			
American Indian or Alaska Native			
Asian			
Filipino			
Hispanic or Latino	9	-30	42
Native Hawaiian or Pacific Islander			
White			

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Two or More Races	N/D		
Socioeconomically Disadvantaged	3	11	25
English Learners	42	-40	36
Students with Disabilities			

Note: "N/D" means that no data were available to the CDE or LEA to report. "B" means the school did not have a valid API Base and there is no Growth or target information. "C" means the school had significant demographic changes and there is no Growth or target information.

**Academic Performance Index Growth by Student Group – 2011 Growth API Comparison**

This table displays, by student group, the number of students included in the API and the 2011 Growth API at the school, LEA, and state level.

Group	2011 Growth API					
	Number of Students	School	Number of Students	LEA	Number of Students	State
All Students at the School	160	786	7,946	763	4,683,676	778
Black or African American	4		469	688	317,856	696
American Indian or Alaska Native	1		25	870	33,774	733
Asian	19	822	895	802	398,869	898
Filipino	1		61	932	123,245	859
Hispanic or Latino	96	768	4,829	738	2,406,749	729
Native Hawaiian or Pacific Islander	0		18	761	26,953	764
White	25	812	1,436	826	1,258,831	845
Two or More Races	5		153	840	76,766	836
Socioeconomically Disadvantaged	133	776	6,249	734	2,731,843	726
English Learners	70	756	2,790	712	1,521,844	707
Students with Disabilities	8		759	557	521,815	595

**Adequate Yearly Progress**

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The federal ESEA requires that all schools and districts meet the following Adequate Yearly Progress (AYP) criteria:

- Participation rate on the state's standards-based assessments in ELA and mathematics
- Percent proficient on the state's standards-based assessments in ELA and mathematics
- API as an additional indicator
- Graduation rate (for secondary schools)

For detailed information about AYP, including participation rates and percent proficient results by student group, see the CDE *AYP Web page* at <http://www.cde.ca.gov/ta/ac/ay/>.

### Adequate Yearly Progress Overall and by Criteria (School Year 2010–11)

AYP Criteria	School	District
Made AYP Overall	No	No
Met Participation Rate - English-Language Arts	Yes	Yes
Met Participation Rate - Mathematics	Yes	Yes
Met Percent Proficient - English-Language Arts	No	No
Met Percent Proficient - Mathematics	Yes	No
Met API Criteria	Yes	Yes
Met Graduation Rate	N/A	N/A

### Federal Intervention Program (School Year 2011–12)

Schools and districts receiving federal Title I funding enter Program Improvement (PI) if they do not make AYP for two consecutive years in the same content area (ELA or mathematics) or on the same indicator (API or graduation rate). After entering PI, schools and districts advance to the next level of intervention with each additional year that they do not make AYP. For detailed information about PI identification, see the CDE *PI Status Determinations Web page*: <http://www.cde.ca.gov/ta/ac/ay/tidetermine.asp>.

Indicator	School	District
Program Improvement Status	In PI	In PI
First Year of Program Improvement	2010-2011	2004-2005
Year in Program Improvement	Year 2	Year 3
Number of Schools Currently in Program Improvement		14
Percent of Schools Currently in Program Improvement		77.8%

Note: Cells shaded in black do not require data.

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Note: "N/D" means that no data were available to the CDE or LEA to report.

## **XI. Instructional Planning and Scheduling**

### **Professional Development**

This section provides information on the annual number of school days dedicated to staff development for the most recent three-year period.

Every year specific days are dedicated to staff development for teachers and other professional staff. Credentialed/licensed staff members receive training in core curricular areas, instructional strategies and technology integration. District conducted staff development include:

#### **2008-2009**

K-5 California Mathematics  
6-8 Holt California  
CELDT Training  
CPR Training/First Aid  
Soar To Success  
Math/Destination  
Math/Expressions  
Fast Forward  
Read 180  
Data Director

#### **2009-2010**

Special Education Staff Development: 3 days  
Special Education SETPD: 4 days  
Autism: 3 days  
New Teacher Orientation: 2 days  
Dataworks Step Up academy: 10 days  
English Learner Professional Development: 5 days  
DataDirector Assessment: 1 day  
Houghton Mifflin Math: 3 days  
Holt Math: 3 days  
Core + 30: 1 day  
Explicit Direct Instruction: 4 days  
Strategic Schooling: 4 days  
SETPD English Learners: 5 days  
English Learners Language Arts West Ed: 5 days  
Coach Training: 18 days  
CELDT Support Coaching: 10 days  
Benchmark/Pacing Committee: 2 day

#### **2010-2011**

CELDT Support Training: 3 days  
READ 180 System 44: 4 days  
Houghton Mifflin Mathematics Training: 10 days  
Muir QEIA Training: 3 days  
New Teacher Orientation: 2 days  
DataDirector Training: 5 days  
Professional Learning Communities Training Solution Tree: 2 days  
Crisis Prevention Intervention: 2 days  
DataWorks Explicit Direct Instruction Lesson Design Textbook Correlation: 9 days  
DataWorks Instructional Leadership Instructional Effectiveness: 8 days  
DataWorks Concept & Skill Development Workshop: 2 days

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DataWorks Lesson Design & Lesson Study: 9 days  
DataWORKS Administrators' Institute: 18 days  
MCOE Academic Performance Survey Training: 2 days  
Positive Behavioral Intervention Support Training: 6 days  
Autism Spectrum Disorder Training: 6 days  
English Learners Language Arts WestED: 3 days  
EL Identification & Assessment Training: 1 day  
State Testing Training: 3 days  
English Language Arts Houghton Mifflin Medallions/ELD Training: 4 days  
District Progress Assessment/Pacing Committee: 4 days  
CPR/First Aid Training: 1 day  
P-16 Math Forum: 1 day