



## **AGENDA**

### **STATE BOARD OF EDUCATION**

July 15, 2016

Arkansas Department of Education

ADE Auditorium

9:00 AM

- I. Reception for National Board Certified Teachers (8:30 a.m. in the ADE lobby)
- II. Call to Order
- III. Recognition of National Board Certified Teachers  
Presenter: Ivy Pfeffer, Assistant Commissioner for Educator Effectiveness and Licensure
- IV. Action Agenda
  1. Consideration of Reallocation of ABC Grants 10  
Pursuant to the authority granted to the State Board of Education, the Division of Child Care and Early Childhood Education respectfully requests approval for the reallocation of the AR Better Chance funding for the purpose of expanding existing programs or the development of new programs. The funding for these grants resulted from programs either relinquishing their slots or being placed in re-competition.  
Presenter: Mary Kaye McKinney
  2. Consideration of ABC Payment to the Scholastic Academy - Summer Services  
Presenter: Mary Kaye McKinney
  3. Consideration of Little Rock School District Community Advisory Board Membership  
Pursuant to Arkansas Code Annotated § 6-15-430 (2)(A) If the State Board determines that sufficient progress has been made by a public school or school district in academic distress toward correcting all

issues that caused the classification of academic distress, but the public school or school district has not yet resolved all issues that caused the classification of academic distress, the commissioner, with the approval of the State Board, may appoint a community advisory board of either five (5) or seven (7) members to serve under the supervision and direction of the commissioner.

Presenter: Commissioner Johnny Key

4. District Request for Waivers Granted to Open-Enrollment Charters: 23

Barton Lexa School District

Act 1240 of 2015 allows a school district to petition the State Board of Education for all or some of the waivers granted to open-enrollment public charter schools that serve students who reside in the school district. On January 14, 2014, the State Board of Education approved waivers for the Barton Lexa School District. Representatives of the district are appearing before the Board with another petition for waivers.

Presenter: Mary Perry

5. District Request for Waivers Granted to Open-Enrollment Charters: 34

Bismarck School District

Act 1240 of 2015 allows a school district to petition the State Board of Education for all or some of the waivers granted to open-enrollment public charter schools that serve students who reside in the school district. Representatives of the Bismarck School District are appearing before the Board with a petition for waivers.

Presenter: Mary Perry

6. District Request for Waivers Granted to Open-Enrollment Charters: 61

Brinkley School District

Act 1240 of 2015 allows a school district to petition the State Board of Education for all or some of the waivers granted to open-enrollment public charter schools that serve students who reside in the school district. Representatives of the Brinkley School District are appearing before the Board with a petition for waivers.

Presenter: Mary Perry

7. District Request for Waivers Granted to Open-Enrollment Charters: 69  
Glen Rose School District  
Act 1240 of 2015 allows a school district to petition the State Board of Education for all or some of the waivers granted to open-enrollment public charter schools that serve students who reside in the school district. Representatives of the Glen Rose School District are appearing before the Board with a petition for waivers.  
Presenter: Mary Perry
8. District Request for Waivers Granted to Open-Enrollment Charters: 99  
Southeast Cooperative Districts  
Act 1240 of 2015 allows a school district to petition the State Board of Education for all or some of the waivers granted to open-enrollment public charter schools that serve students who reside in the school district. Representatives of the Southeast Cooperative are appearing before the Board with a petition for waivers on behalf of 13 districts served by the cooperative.  
Presenter: Mary Perry
- a. Cleveland County School District 101  
Act 1240 of 2015 allows a school district to petition the State Board of Education for all or some of the waivers granted to open-enrollment public charter schools that serve students who reside in the school district. Representatives of the Cleveland County School District are appearing before the Board with a petition for waivers.  
Presenter: Mary Perry
- b. Crossett School District 109  
Act 1240 of 2015 allows a school district to petition the State Board of Education for all or some of the waivers granted to open-enrollment public charter schools that serve students who reside in the school district. Representatives of the Crossett School District are appearing before the Board with a petition for waivers.  
Presenter: Mary Perry
- c. Dermott School District 117

Act 1240 of 2015 allows a school district to petition the State Board of Education for all or some of the waivers granted to open-enrollment public charter schools that serve students who reside in the school district. Representatives of the Dermott School District are appearing before the Board with a petition for waivers.

Presenter: Mary Perry

d. DeWitt School District 125

Act 1240 of 2015 allows a school district to petition the State Board of Education for all or some of the waivers granted to open-enrollment public charter schools that serve students who reside in the school district. Representatives of the DeWitt School District are appearing before the Board with a petition for waivers.

Presenter: Mary Perry

e. Drew Central School District 133

Act 1240 of 2015 allows a school district to petition the State Board of Education for all or some of the waivers granted to open-enrollment public charter schools that serve students who reside in the school district. Representatives of the Drew Central School District are appearing before the Board with a petition for waivers.

Presenter: Mary Perry

f. Dumas School District 141

Act 1240 of 2015 allows a school district to petition the State Board of Education for all or some of the waivers granted to open-enrollment public charter schools that serve students who reside in the school district. Representatives of the Dumas School District are appearing before the Board with a petition for waivers.

Presenter: Mary Perry

g. Hamburg School District 149

Act 1240 of 2015 allows a school district to petition the State Board of Education for all or some of the waivers granted to open-enrollment public charter schools that serve students who reside in the school district. Representatives of the Hamburg School District are appearing before the Board with a petition for waivers.



Presenter: Mary Perry

h. Hermitage School District 157

Act 1240 of 2015 allows a school district to petition the State Board of Education for all or some of the waivers granted to open-enrollment public charter schools that serve students who reside in the school district. Representatives of the Hermitage School District are appearing before the Board with a petition for waivers.

Presenter: Mary Perry

i. Lakeside School District 165

Act 1240 of 2015 allows a school district to petition the State Board of Education for all or some of the waivers granted to open-enrollment public charter schools that serve students who reside in the school district. Representatives of the Lakeside School District are appearing before the Board with a petition for waivers.

Presenter: Mary Perry

j. McGehee School District 173

Act 1240 of 2015 allows a school district to petition the State Board of Education for all or some of the waivers granted to open-enrollment public charter schools that serve students who reside in the school district. Representatives of the McGehee School District are appearing before the Board with a petition for waivers.

Presenter: Mary Perry

k. Monticello School District 181

Act 1240 of 2015 allows a school district to petition the State Board of Education for all or some of the waivers granted to open-enrollment public charter schools that serve students who reside in the school district. Representatives of the Monticello School District are appearing before the Board with a petition for waivers.

Presenter: Mary Perry

l. Star City School District 189

Act 1240 of 2015 allows a school district to petition the State Board of Education for all or some of the waivers granted to open-enrollment public charter schools that serve students who reside in

the school district. Representatives of the Star City School District are appearing before the Board with a petition for waivers.

Presenter: Mary Perry

m. Warren School District 197

Act 1240 of 2015 allows a school district to petition the State Board of Education for all or some of the waivers granted to open-enrollment public charter schools that serve students who reside in the school district. Representatives of the Warren School District are appearing before the Board with a petition for waivers.

Presenter: Mary Perry

9. Consideration of Adoption of English Language Arts and Disciplinary Literacy Standards 205

When charged with the task of revising the previous English language arts and disciplinary literacy standards, a group of qualified individuals from across the state came together to craft standards that were specific for the schools and students of Arkansas. The result of this work is the Arkansas English Language Arts Standards and the Arkansas Disciplinary Literacy Standards. Reflecting what Arkansas educators know to be best for students, these standards retain the same structure as the previous standards and work together to ensure that students are college and career ready and on track for success. The Arkansas English Language Arts Standards and Arkansas Disciplinary Literacy Standards are respectfully submitted to the State Board of Education for adoption.

Presenter: Stacy Smith and Sherri Thorne

10. Consideration of Embedded Courses 728

Act 421 of 2013 allows curriculum frameworks from two (2) separate courses to be taught in a single course, known as a combined or embedded course. Several school districts made application to the Curriculum and Instruction Unit for approval of a combined or embedded course and assured, in writing, that the curriculum frameworks for both courses will be taught fully in the

combined or embedded course. Arkansas Department of Education staff respectfully requests the State Board of Education to approve the embedded courses as attached with the understanding that when the curriculum frameworks for one of the courses are revised, a new course approval request must be submitted to the State Board of Education and approval must be granted before a school is allowed to offer the embedded course.

Presenter: Stacy Smith

11. Consideration for Final Approval: ADE Rules Governing How to Meet the Needs of Children with Dyslexia 730

The ADE proposes revisions to these rules to bring them into compliance with Act 1268 of 2015 (codified at Ark. Code Ann. §§ 6-40-601 through 610). The proposed rules set forth a process for school district screening students for characteristics of dyslexia and providing services as appropriate. The State Board released these rules for public comment on January 14, 2016. A public hearing was held on February 2, 2016. Many comments were received during the public comment period, resulting in non-substantive changes to the rules. Department staff respectfully requests the State Board give final approval to these rules pending Legislative Council review or approval.

Presenter: Lori Freno

12. Consideration for Final Approval: ADE Rules Governing Creation of School Districts by Detachment 771

Acts 372 and 947 of 2015 amended Ark. Code Ann. § 6-15-1501 et seq. regarding the creation of school districts by detachment. A public comment hearing was held on May 3, 2016. No public comments were received. The rules were approved by the Governor on April 14, 2016. ADE staff respectfully requests the State Board give final approval to these rules.

Presenter: Jennifer Davis

13. Consideration for Final Approval: Proposed ADE Rules Governing Arkansas Highly Qualified Teacher Requirements 787

As a result of changes in federal law that eliminate highly qualified teacher status for all except special education, the ADE is recommending these rules to ensure that during the state transition to implementation of requirements of the Every Student Succeeds Act, all students have qualified teachers for core content areas when licensure is waived for charter schools or school districts, and for special education and alternative learning environment teachers. The rules were approved for public comment on May 12, 2016, and a public comment hearing was held on June 16, 2016. Public comments were received, but no substantive changes were made.

These rules have been approved by the Governor in accordance with Executive Order # 15-02. ADE staff respectfully requests the State Board give final approval for these rules.

Presenter: Jennifer Davis and Ivy Pfeffer

14. Consideration of Recommendation to Adopt the Praxis™ 802

Fundamental Subjects: Content Knowledge (5511)

As an additional option for educators to demonstrate content knowledge as required with Arkansas Qualified Teacher (AQT) rules, the Department seeks Board approval to use the Praxis®

Fundamental Subjects: Content Knowledge (5511) as an assessment for special education teachers with a K-12 license and ALE educators, grades K-12, to use the Fundamental Subjects assessment as a means of demonstrating content knowledge in the area of qualification. If approved, ALE educators and K-12 licensed special education teachers who successfully pass this assessment would be qualified under AQT to teach multiple core subjects. This assessment would not be used for licensure endorsements or certifications but only for AQT in these circumstances.

Presenter: Ivy Pfeffer

15. Recommendations for Schools Classified in Academic Distress 806

Presentation of recommendations for schools classified in Academic Distress on April 14, 2016. ADE assigned a team of educators to conduct an onsite review and make recommendations to the State Board of Education, the superintendent of the school district, and

principal of the school. Once reviewed by the State Board of Education, the recommendations become binding on the district for implementation.

Presenter: Dr. Richard Wilde and members of the academic review team

16. Approval of Cut Scores for ACT Aspire 826

The Arkansas Department of Education requests the approval of the State Board of Education to use the ACT Aspire established cut scores for Arkansas students. This will allow Arkansas to have national comparisons with other states that are also assessed with the ACT Aspire, as well as provide schools with guidance about which performance levels will require an academic improvement plan.

See <https://www.discoveractaspire.org/act-aspire-technical-bulletin-1/>.

Presenter: Hope Allen

V. Reports

1. Chair's Report

Presenter: Mireya Reith, Chair

2. Commissioner's Report

Presenter: Commissioner Johnny Key

3. Learning Services Report 837

The ACT and ACT Aspire Report will be presented. The information will be uploaded as soon as the data reports are available.

Presenter: Stacy Smith and Hope Allen

4. Priority School 4th Quarter Progress Reports 1394

ESEA Flexibility Waiver established that the State Board would receive quarterly progress reports related to Schools in Priority Status.

Presenter: Dr. Richard Wilde

VI. Adjournment

### Round 1 - Arkansas Better Chance (ABC) Reallocation Grant Awards 2016-2017

	AGENCY	Awarded # Slots 2016- 17	New Grant Award Amount	One time start up funding	Current 2016-17 Renewal Grant Funding	Total Grant Funding incuding original approval and reallocation
1	Our House, Inc. (NEW) - Pulaski	20	\$ 97,200.00	\$ 5,000.00	\$ -	\$ 102,200.00
2	First Baptist Church Early Childhood Center (NEW) - Pulaski	40	\$ 194,400.00	\$ 5,000.00	\$ -	\$ 199,400.00
3	Ozark Opportunities (NEW) - Baxter	28	\$ 136,080.00	\$ 5,000.00	\$ -	\$ 141,080.00
4	Lee County SD	40	\$ 194,400.00	\$ -	\$ -	\$ 194,400.00
5	Dawson Education Cooperative- Garland, Pike	140	\$ 680,400.00	\$ -	\$ 2,259,900.00	\$ 2,940,300.00
6					\$ -	
	<b>TOTAL</b>	<b>268</b>	<b>\$ 1,302,480.00</b>	<b>\$ 15,000.00</b>	<b>\$ 2,434,900.00</b>	<b>\$ 3,577,380.00</b>

These programs were introduced during the June meeting however I failed to include the amount for the \$15000 start up into the total grant award for the first round for reallocation. The first reallocation total is corrected to the total of the new grant award and the one time start up funding (\$1,302,480 + \$15,000) = \$1,317,480.00.

### Round 2 - Arkansas Better Chance (ABC) Reallocation Grant Awards 2016-2017

	AGENCY	Awarded # Slots 2016- 17	Award Amount	Additional Awarded slots	Amount for New Slots	Total Grant Funding 2016-17
1	Clarendon School District	24	\$ 116,640.00	10	\$ 48,600.00	\$ 165,240.00
2	Kids Spot HIPPY	44	\$ 77,000.00	40	\$ 70,000.00	\$ 147,000.00
3	Bright Beginings - North Little Rock	40	\$ 194,400.00	20	\$ 97,200.00	\$ 291,600.00
4	Ouachita Industries	20	\$ 97,200.00	20	\$ 97,200.00	\$ 194,400.00
5	KIPP Delta	34	\$ 165,240.00	5	\$ 24,300.00	\$ 189,540.00
6	Ozark Opportunities (New from Rd 1)	28	\$ 141,080.00	4	\$ 19,440.00	\$ 160,520.00
7	Mulberry School District	20	\$ 97,200.00	10	\$ 48,600.00	\$ 145,800.00
	<b>TOTAL</b>	<b>210</b>	<b>\$ 888,760.00</b>	<b>109</b>	<b>\$ 405,340.00</b>	<b>\$ 1,294,100.00</b>

The total award amount for the second round of reallocations is \$405,304.00. This funding will replace two programs that recently relinquished their funding. The programs are the Southwest AR Development Council (\$98,000.00) and Jefferson Comprehensive Center (\$141,750.00).

Name of School District, Coop, Charter School or other grantee	Vendor #	Payment Amount	# of Funded Slots	Type of Program
ABC CHILDRENS ACADEMY & DEVELOPMENT	100049543	\$ 1,506,600.00	310	Center-based
ACADEMY OF LEARNING INC	600000034	\$ 291,600.00	60	Center-based
ADAMS LINDA A (THE HUNNY TREE)	100083748	\$ 48,600.00	10	Center-based
ARCARE CENTER FOR ED & WELLNESS	600000238	\$ 97,200.00	20	Center-based
ARCH FORD EDUCATION SERVICES COOP	3152000001	\$ 97,200.00	20	Center-based
ARKADELPHIA PUBLIC SCHOOL DISTRICT	3100200001	\$ 388,800.00	80	Center-based
ARKANSAS CHILDREN'S HOSPITAL HIPPY/PAT	600000308	\$ 630,000.00	360	Home Visiting
ARKANSAS RIVER EDUCATION SERVICE PAT	3352000001	\$ 105,000.00	60	Home Visiting
ARKANSAS RIVER EDUCATION SERVICE HIPPY	3352000001	\$ 1,050,000.00	600	Home Visiting
ARKANSAS STATE UNIVERSITY-JONESBORO	9901250001	\$ 2,498,040.00	514	Center-based
ATKINS SCHOOL DISTRICT	3580100001	\$ 194,400.00	40	Center-based
AUGUSTA SCHOOL DISTRICT	3740100001	\$ 291,600.00	60	Center-based
BARTON-LEXA SCHOOL DISTRICT	3540100001	\$ 97,200.00	20	Center-based
BATESVILLE SCHOOL DISTRICT	3320100001	\$ 729,000.00	150	Center-based
BATESVILLE SCHOOL DISTRICT PAT	3320100001	\$ 98,000.00	56	Home Visiting
BEEBE PUBLIC SCHOOL	3730200001	\$ 388,800.00	80	Center-based
BENTON SCHOOL DISTRICT - HIPPY	3630200001	\$ 84,000.00	48	Home Visiting
BENTONVILLE SCHOOL DISTRICT	3040100001	\$ 1,166,400.00	240	Center-based
BENTONVILLE SCHOOL DISTRICT - PAT	3040100001	\$ 47,250.00	27	Home Visiting
BIGELOW ASSEMBLY OF GOD	100122691	\$ 97,200.00	20	Center-based
BLACK RIVER AREA DEVELOPMENT CORP (BRAD)	600000679	\$ 422,820.00	87	Center-based
BLEVINS SCHOOL DISTRICT	3290100001	\$ 72,900.00	15	Center-based
BLYTHEVILLE K CENTER PRESCHOOL	3470200001	\$ 194,400.00	40	Center-based
BOONEVILLE SCHOOL DISTRICT	3420100001	\$ 97,200.00	20	Center-based
BOST INC	600000706	\$ 145,800.00	30	Center-based
BOSTON MOUNTAIN EDUCATIONAL COOPERA - HIPPY	3722000001	\$ 525,000.00	300	Home Visiting
BRADFORD SCHOOL DISTRICT	3730300001	\$ 97,200.00	20	Center-based
BRIGHT BEGINNINGS CHILD CARE CENTER	100089382	\$ 291,600.00	60	Center-based
BRINKLEY SCHOOL DISTRICT	3480100001	\$ 155,520.00	32	Center-based
BROOKLAND SCHOOL DISTRICT	3160300001	\$ 393,660.00	81	Center-based
BRYANT SCHOOL DISTRICT	3630300001	\$ 364,500.00	75	Center-based
BUFFALO ISLAND CENTRAL SCHOOL DISTR	3160500001	\$ 145,800.00	30	Center-based
BUTLER VERLIN S (MOTHER GOOSE)	100047637	\$ 87,480.00	18	Center-based
C B KING MEMORIAL SCHOOL INC	600000764	\$ 97,200.00	20	Center-based
CABOT SCHOOL DISTRICT	3430400001	\$ 874,800.00	180	Center-based
CAMDEN FAIRVIEW SCHOOL DISTRICT	3520400001	\$ 291,600.00	60	Center-based
CAMDEN FAIRVIEW SCHOOL DISTRICT HIPPY	3520400001	\$ 236,250.00	135	Home Visiting
CARACO INC	100055711	\$ 354,780.00	73	Center-based
CARLISLE SCHOOL DISTRICT	3430300001	\$ 194,400.00	40	Center-based
CARROLL COUNTY LEARNING CENTER INC	600000785	\$ 179,820.00	37	Center-based
CATHY JONES (SWEET DUMPLINGS)	100135436	\$ 48,600.00	10	Center-based
CAVE CITY SCHOOL DISTRICT	3680200001	\$ 291,600.00	60	Center-based
CEDAR RIDGE	3321200001	\$ 388,800.00	80	Center-based
CENTRAL ARKANSAS DEVELOPMENT COUNCI	600000818	\$ 510,300.00	105	Center-based
CHARLESTON SCHOOL DISTRICT	3240200001	\$ 97,200.00	20	Center-based
CLARENDON SCHOOL DISTRICT	3480200001	\$ 165,240.00	34	Center-based
CLEVELAND COUNTY SCHOOL DISTRICT	3130500001	\$ 136,080.00	28	Center-based
CLINTON SCHOOL DISTRICT	3710200001	\$ 194,400.00	40	Center-based
COMMUNITY OUTREACH PARTNERSHIP	600000968	\$ 194,400.00	40	Center-based
CONCORD SCHOOL DISTRICT	3120100001	\$ 413,100.00	85	Center-based

2016-17 Arkansas Better Chance (ABC) Renewal Grants Revision with New Reallocation Grants  
 Purple - Pending approval/ 1xFunding/Adjustment

CONWAY PUBLIC SCHOOLS	3230100001	\$ 874,800.00	180	Center-based
COUNTY LINE SCHOOL DISTRICT	3240300001	\$ 97,200.00	20	Center-based
CROSSETT SCHOOL DISTRICT	3020100001	\$ 388,800.00	80	Center-based
CROWLEYS RIDGE EDUCATIONAL SERVICE	3562000001	\$ 923,400.00	190	Center-based
DANVILLE SCHOOL DISTRICT	3750300001	\$ 194,400.00	40	Center-based
DEBBIE MAYS (BRIGHT BEGINNNINGS)	100093288	\$ 77,760.00	16	Center-based
DECATUR SCHOOL DISTRICT	3040200001	\$ 170,100.00	35	Center-based
DEDICATING RESOURCES TO EXCEL ALL M	600001134	\$ 97,200.00	20	Center-based
DEQUEEN-MENA EDUCATIONAL COOPERATIV	3672000001	\$ 3,844,260.00	791	Center-based
DEQUEEN-MENA EDUCATIONAL COOPERATIV HIPPY	3672000001	\$ 141,750.00	81	Home Visiting
DERMOTT SCHOOL DISTRICT	3090100001	\$ 48,600.00	10	Center-based
DES ARC SCHOOL DISTRICT	3590100001	\$ 97,200.00	20	Center-based
DEWITT SCHOOL DISTRICT	3010100001	\$ 97,200.00	20	Center-based
DOLLARWAY SCHOOL DISTRICT	3350200001	\$ 729,000.00	150	Center-based
DREW CENTRAL SCHOOL DISTRICT	3220200001	\$ 291,600.00	60	Center-based
DUMAS SCHOOL DISTRICT	3210400001	\$ 170,100.00	35	Center-based
EARLE SCHOOL DISTRICT	3180200001	\$ 155,520.00	32	Center-based
EARLE SCHOOL DISTRICT HIPPY	3180200001	\$ 105,000.00	60	Home Visiting
EARLY HORIZONS CHILD DEVELOPMENT CE	600001190	\$ 243,000.00	50	Center-based
EAST END SCHOOL DISTRICT	3530100001	\$ 97,200.00	20	Center-based
EAST POINSETT COUNTY SCHOOL DISTRIC	3560800001	\$ 291,600.00	60	Center-based
ECONOMIC OPPORTUNITY AGENCY OF	600001217	\$ 306,180.00	63	Center-based
ELIZABETH A KNIGHT (MS BETH'S)	100180643	\$ 48,600.00	10	Center-based
EMMANUEL BIBLE FELLOWSHIP COMMUNITY	600001246	\$ 388,800.00	80	Center-based
ERMERS LEARNING ACADEMY INC	100055671	\$ 97,200.00	20	Center-based
EUREKA SPRINGS SCHOOL DISTRICT	3080200001	\$ 194,400.00	40	Center-based
EXPLORATION STATION THE	100145515	\$ 126,360.00	26	Center-based
FAMILIES & CHILDREN TOGETHER INC	600001296	\$ 972,000.00	200	Center-based
FAYETTEVILLE SCHOOL DISTRICT	3720300001	\$ 583,200.00	120	Center-based
FIFTEENTH STREET CHILD CARE DEV CTR	100050832	\$ 291,600.00	60	Center-based
First Baptist Church Early Childhood Center (NEW)		\$ 199,400.00	40	Center-based +1X Funding
FIRST PRESBYTERIAN CHURCH CHILD CAR	600001341	\$ 194,400.00	40	Center-based
FIRST STEP INC	600001342	\$ 97,200.00	20	Center-based
FLIPPIN SCHOOL DISTRICT	3450100001	\$ 291,600.00	60	Center-based
FOCUS INC	600001356	\$ 194,400.00	40	Center-based
FORREST CITY SCHOOL DISTRICT	3620100001	\$ 1,156,680.00	238	Center-based
FORT SMITH SCHOOL DISTRICT	3660100001	\$ 1,263,600.00	260	Center-based
FORT SMITH SCHOOL DISTRICT PAT	3660100001	\$ 194,250.00	111	Home Visiting
FOUKE SCHOOL DISTRICT	3460300001	\$ 286,740.00	59	Center-based
FRANK C STEUDLEIN LEARNING CENTER	600001387	\$ 194,400.00	40	Center-based
FRIENDSHIP COMMUNITY CARE INC	600001411	\$ 685,260.00	141	Center-based
GLEN ROSE SCHOOL DISTRICT	3300200001	\$ 126,360.00	26	Home Visiting
GRAVETTE SCHOOL DISTRICT	3040400001	\$ 243,000.00	50	Home Visiting
GREENBRIER SCHOOL DISTRICT	3230300001	\$ 291,600.00	60	Center-based
GREENBRIER SCHOOL DISTRICT HIPPY	3230300001	\$ 330,750.00	189	Home Visiting
GREENE CO TECH SCHOOL DISTRICT	3280700001	\$ 680,400.00	140	Center-based
GREENWOOD SCHOOL DISTRICT	3660200001	\$ 486,000.00	100	Center-based
GROWING GODS KINGDOM	100113327	\$ 534,600.00	110	Center-based
GURDON SCHOOL DISTRICT	3100300001	\$ 243,000.00	50	Center-based
GUY-PERKINS SCHOOL DISTRICT	3230400001	\$ 72,900.00	15	Center-based
HACKETT SCHOOL DISTRICT	3660300001	\$ 97,200.00	20	Center-based
HAMBURG SCHOOL DISTRICT	3020300001	\$ 680,400.00	140	Center-based
HAMPTON SCHOOL DISTRICT	3070100001	\$ 97,200.00	20	Center-based
HARRISON SCHOOL DISTRICT	3050300001	\$ 97,200.00	20	Home Visiting



2016-17 Arkansas Better Chance (ABC) Renewal Grants Revision with New Reallocation Grants  
 Purple - Pending approval/ 1xFunding/Adjustment

HAZEN SCHOOL DISTRICT	3590300001	\$ 116,640.00	24	Center-based
HEAD OF THE CLASS CHILD CARE	100136029	\$ 194,400.00	40	Center-based
HEAD START CHILD AND FAMILY SERVICES	600001542	\$ 568,620.00	117	Center-based
HEBER SPRINGS SCHOOL DISTRICT HIPPY	3120200001	\$ 105,000.00	60	Home Visiting
HELPING HAND CHILD CARE OF BATESVIL	600001572	\$ 145,800.00	30	Center-based
HERMITAGE SCHOOL DISTRICT	3060100001	\$ 179,820.00	37	Center-based
HIS LITTLE LAMBS	100187692	\$ 77,760.00	16	Center-based
HOPE FOR THE YOUNG	600001606	\$ 194,400.00	40	Center-based
HOPE SCHOOL DISTRICT	3290300001	\$ 680,400.00	140	Center-based
HOT SPRINGS CHILD CARE CENTER	100153740	\$ 631,800.00	130	Center-based
HOT SPRINGS SCHOOL DISTRICT	3260300001	\$ 291,600.00	60	Center-based
HOWARD A DAWSON SOUTH CENTRAL	3102000001	\$ 2,940,300.00	605	Center-based
HOWARD A DAWSON SOUTH CENTRAL HIPPY	3102000001	\$ 175,000.00	100	Home Visiting
HOXIE SCHOOL DISTRICT	3380400001	\$ 243,000.00	50	Center-based
HUNTSVILLE SCHOOL DISTRICT	3440100001	\$ 170,100.00	35	Center-based
IN HIS IMAGE YOUTH DEVELOPMENT CENT	600001643	\$ 826,200.00	170	Center-based
INSPIRED COMMUNITIES FOUNDATION PAT	600001659	\$ 82,250.00	47	Home Visiting
IZARD CO CONSOLIDATED SCHOOL DISTRI	3330600001	\$ 145,800.00	30	Center-based
JACKSON COUNTY SCHOOL DISTRICT	3340500001	\$ 388,800.00	80	Center-based
JELLYBEAN JUNCTION PRESCHOOL INC	100173285	\$ 97,200.00	20	Center-based
JONESBORO SCHOOL DISTRICT	3160800001	\$ 388,800.00	80	Center-based
JURHA HOUSING AND COMMUNITY HIPPY	600001783	\$ 47,250.00	27	Home Visiting
JURHA HOUSING AND COMMUNITY PAT	600001783	\$ 59,500.00	34	Home Visiting
KID TO KID CDC	100149455	\$ 97,200.00	20	Center-based
KIDDIE KOLLEGE DAY CARE CENTER INC	600001799	\$ 218,700.00	45	Center-based
KIDS PLACE LEARNING CENTER	100135681	\$ 680,400.00	140	Center-based
KIDS PLACE LEARNING CENTER HIPPY	100135681	\$ 147,000.00	84	Home Visiting
KIPP DELTA INC	3544070001	\$ 189,540.00	39	Center-based
KOSMIC KIDZ LEARNING CENTER	100166944	\$ 97,200.00	20	Center-based
LAKESIDE SCHOOL DISTRICT (CHICOT)	3090300001	\$ 486,000.00	100	Center-based
LAKESIDE SCHOOL DISTRICT (GARLAND)	3260600001	\$ 354,780.00	73	Center-based
LAMAR SCHOOL DISTRICT	3360400001	\$ 291,600.00	60	Center-based
LANE SHALYNN (MS SHA'S)	100046012	\$ 48,600.00	10	Center-based
LANTZ LAURA (HAPPY DAYS)	100047535	\$ 48,600.00	10	Center-based
LAVACA SCHOOL DISTRICT	3660500001	\$ 267,300.00	55	Center-based
LEAP FORWARD ACADEMY INC	100191155	\$ 97,200.00	20	Center-based
Lee County SD		\$ 194,400.00		Center-based
LIL MOTIVATORS ACADEMY CHILDCARE	100054509	\$ 97,200.00	20	Center-based
LINCOLN CHILD CARE CENTER INC	600001875	\$ 369,360.00	76	Center-based
LINCOLN SCHOOL DISTRICT 48	3720500001	\$ 194,400.00	40	Center-based
LITTLE BITTY CITY DAYCARE LLC	100171265	\$ 97,200.00	20	Center-based
LITTLE KIDS PRESCHOOL INC	100138748	\$ 165,240.00	34	Center-based
LITTLE ROCK SCHOOL DISTRICT	3600100001	\$ 5,525,820.00	1137	Center-based
LITTLE SCHOLAR'S ACADEMY OF MAUMELL	100154198	\$ 97,200.00	20	Center-based
LITTLE SCHOLARS LEARNING ACADEMY	600001908	\$ 97,200.00	20	Center-based
LITTLE ZION DAY CARE & LEARNING CTR	100055243	\$ 97,200.00	20	Center-based
LONDON BRIDGES CHILD CARE CENTER	600001920	\$ 97,200.00	20	Center-based
LONOKE SCHOOL DISTRICT	3430100001	\$ 194,400.00	40	Center-based
MAGAZINE SCHOOL DISTRICT	3420200001	\$ 218,700.00	45	Center-based
MAGNOLIA SCHOOL DISTRICT	3140200001	\$ 583,200.00	120	Center-based
MAINSTREET KIDS	600001984	\$ 291,600.00	60	Center-based
MAMMOTH SPRING SCHOOL DISTRICT	3250100001	\$ 174,960.00	36	Center-based
MANILA SCHOOL DISTRICT	3471200001	\$ 194,400.00	40	Center-based
MANSFIELD ABC INC	600001988	\$ 291,600.00	60	Center-based

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MARMADUKE SCHOOL DISTRICT	3280300001	\$ 136,080.00	28	Center-based
MARVELL SCHOOL DISTRICT	3540400001	\$ 145,800.00	30	Center-based
MARY A STUDEBAKER (MS MARY'S)	100053221	\$ 48,600.00	10	Center-based
MAYFLOWER SCHOOL DISTRICT	3230500001	\$ 145,800.00	30	Center-based
MCCRORY SCHOOL DISTRICT	3740300001	\$ 97,200.00	20	Center-based
MCGEHEE SCHOOL DISTRICT	3210500001	\$ 291,600.00	60	Center-based
MELBA J CONNELLY (GRAM'S HOUSE)	100055667	\$ 145,800.00	30	Center-based
MELBOURNE SCHOOL DISTRICT	3330200001	\$ 97,200.00	20	Center-based
MELISSA JENKS DONAHOE (MS MELISSA'S)	100043000	\$ 48,600.00	10	Center-based
MIDLAND SCHOOL DISTRICT	3321100001	\$ 291,600.00	60	Center-based
MISSISSIPPI COUNTY ARKANSAS ECONOMIC	600002076	\$ 1,535,760.00	316	Center-based
MISSISSIPPI COUNTY ARKANSAS ECONOMIC HIPPY	600002076	\$ 63,000.00	36	Home Visiting
MONTICELLO SCHOOL DISTRICT	3220300001	\$ 194,400.00	40	Center-based
MOUNT VERNON ENOLA SCHOOL DISTRICT	3230600001	\$ 97,200.00	20	Center-based
MOUNTAIN VIEW SCHOOL DISTRICT	3690100001	\$ 243,000.00	50	Center-based
MOUNTAINBURG SCHOOL DISTRICT	3170300001	\$ 194,400.00	40	Center-based
MULBERRY SCHOOL DISTRICT	3170400001	\$ 145,800.00	30	Center-based
MY FIRST SCHOOL JACKSONVILLE INC	100168143	\$ 116,640.00	24	Center-based
NEMO VISTA SCHOOL DISTRICT	3150300001	\$ 97,200.00	20	Center-based
NETTLETON SCHOOL DISTRICT	3161100001	\$ 437,400.00	90	Center-based
NEWPORT SCHOOL DISTRICT	3340300001	\$ 495,720.00	102	Center-based
NORTH LITTLE ROCK SCHOOL DISTRICT	3600200001	\$ 2,838,240.00	584	Center-based
NORTHCENTRAL ARKANSAS DEVELOPMENT	600002418	\$ 194,400.00	40	Center-based
NORTHEAST ARKANSAS EDUCATION COOP	3382000001	\$ 1,224,720.00	252	Center-based
NORTHEAST ARKANSAS EDUCATION COOP HIPPY	3382000001	\$ 288,750.00	165	Home Visiting
OMAHA SCHOOL DISTRICT	3050400001	\$ 194,400.00	40	Center-based
OPEN ARMS LEARNING CENTER / NOAH'S ARK	600002481	\$ 291,600.00	60	Center-based
OSCEOLA SCHOOL DISTRICT	3471300001	\$ 291,600.00	60	Center-based
OUACHITA INDUSTRIES INC	600002506	\$ 194,400.00	40	Center-based
Our House, Inc. (NEW) - Pulaski		\$ 102,200.00	20	Center-based +1X Funding
Ozark Opportunities (NEW) - Baxter		\$ 160,520.00	32	Center-based +1X Funding
OZARK SCHOOL DISTRICT	3240400001	\$ 194,400.00	40	Center-based
OZARK UNLIMITED RESOURCE EDUCATIONA	3052000001	\$ 1,715,580.00	353	Center-based
OZARK UNLIMITED RESOURCE EDUCATIONA HIPPY	3052000001	\$ 481,250.00	275	Home Visiting
PALESTINE WHEATLEY SCHOOL DISTRICT	3620500001	\$ 145,800.00	30	Center-based
PANGBURN SCHOOL DISTRICT	3730900001	\$ 131,220.00	27	Center-based
PARAGOULD SCHOOL DISTRICT	3280800001	\$ 612,360.00	126	Center-based
PARIS SCHOOL DISTRICT	3420300001	\$ 315,900.00	65	Center-based
PHYLLIS MOBLEY (P-NUTS PLAYHOUSE)	100040809	\$ 24,300.00	5	Center-based
PINE BLUFF SCHOOL DISTRICT	3350500001	\$ 388,800.00	80	Center-based
PLAY SCHOOL DAY CARE CENTER INC	600002604	\$ 607,500.00	125	Center-based
POCAHONTAS SCHOOL DISTRICT	3610300001	\$ 194,400.00	40	Center-based
PRESCOTT NEVADA COUNTY SPECIAL SERVICE	600002620	\$ 136,080.00	28	Center-based
PRISM EDUCATION CENTER	600002632	\$ 48,600.00	10	Center-based
PULASKI COUNTY SCHOOL DISTRICT	3600300001	\$ 3,402,000.00	700	Center-based
PULASKI COUNTY SCHOOL DISTRICT HIPPY	3600300001	\$ 236,250.00	135	Home Visiting
QUALITY CHILD CARE INC	100051447	\$ 388,800.00	80	Center-based
RAINBOW OF CHALLENGES INC	600002680	\$ 194,400.00	40	Center-based
RITA NEVE (MOTHER'S TOUCH)	100053989	\$ 77,760.00	16	Center-based
RIVERCREST SCHOOL DISTRICT	3470600001	\$ 145,800.00	30	Center-based
RIVERVIEW SCHOOL DISTRICT	3730700001	\$ 194,400.00	40	Center-based
ROCKET ZONE PRESCHOOL	100216052	\$ 97,200.00	20	Center-based
ROGERS SCHOOL DISTRICT	3040500001	\$ 1,360,800.00	280	Center-based
ROGERS SCHOOL DISTRICT HIPPY	3040500001	\$ 147,000.00	84	Home Visiting

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ROSE BUD SCHOOL DISTRICT	3731000001	\$ 87,480.00	18	Center-based
RURAL EDUCATIONAL HERITAGE INC	600004096	\$ 97,200.00	20	Center-based
RUSSELLVILLE SCHOOL DISTRICT	3580500001	\$ 748,440.00	154	Center-based
SANDRA H MCNAUGHTON (HUGS N TUGS)	100182022	\$ 63,180.00	13	Center-based
SANDYS DAY CARE INC	600002778	\$ 87,480.00	18	Center-based
SCHOLASTIC ACADEMY INC	100117988	\$ 291,600.00	60	Center-based
SEARCY COUNTY SCHOOL DISTRICT	3650200001	\$ 194,400.00	40	Center-based
SHERIDAN SCHOOL DISTRICT	3270500001	\$ 388,800.00	80	Center-based
SILAM SPRINGS SCHOOL DISTRICT	3040600001	\$ 680,400.00	140	Center-based
SMACKOVER SCHOOL DISTRICT	3700800001	\$ 291,600.00	60	Center-based
SMALL WORLD PRESCHOOL OF MOUNTAIN HOME	600002845	\$ 388,800.00	80	Center-based
SOUTH ARKANSAS DEVELOPMENT CENTER F	600002876	\$ 291,600.00	60	Center-based
SOUTH CENTRAL SERVICE COOPERATIVE	3522000001	\$ 1,054,620.00	217	Center-based
SOUTH CONWAY COUNTY SCHOOL DISTRICT	3150700001	\$ 388,800.00	80	Center-based
SOUTHEAST ARKANSAS EDUCATION SERVIC HIPPY	3222000001	\$ 980,000.00	560	Home Visiting
SOUTHSIDE CHILD DEVELOPMENT CENTER	100155246	\$ 97,200.00	20	Center-based
SOUTHSIDE SCHOOL DISTRICT	3320900001	\$ 427,680.00	88	Center-based
SOUTHSIDE SCHOOL DISTRICT - BEE BRANCH	3710500001	\$ 97,200.00	20	Center-based
SOUTHSIDE SCHOOL DISTRICT HIPPY	3320900001	\$ 148,750.00	85	Home Visiting
SOUTHWEST ARKANSAS COMMUNITY DEVELO	600002930	\$ 145,800.00	30	Center-based
SOUTHWEST ARKANSAS EDUCATION COOP	3292000001	\$ 97,200.00	20	Center-based
SOUTHWEST ARKANSAS EDUCATION COOP HIPPY	3292000001	\$ 145,250.00	83	Home Visiting
SPRINGDALE SCHOOL DISTRICT	3720700001	\$ 3,139,560.00	646	Center-based
STAR CITY SCHOOL DISTRICT	3400300001	\$ 340,200.00	70	Center-based
STEPPING STONE SCHOOL FOR EXCEPTION	600003016	\$ 97,200.00	20	Center-based
STRAIGHTWAY APOSTOLIC DELIVERANCE	600003019	\$ 97,200.00	20	Center-based
STUTTGART SCHOOL DISTRICT	3010400001	\$ 208,980.00	43	Center-based
SUNSHINE SCHOOL & DEV. CENTER - CB	600000650	\$ 199,260.00	41	Center-based
SUNSHINE SCHOOL & DEV. CENTER - PAT	600000650	\$ 47,250.00	27	Home Visiting
TAYLOR KIMBERLY ANN (MISS KIM'S)	100055013	\$ 48,600.00	10	Center-based
TENDER LOVING CARE EARLY LEARNING C	100125162	\$ 388,800.00	80	Center-based
TEXARKANA AR SCHOOL DISTRICT	3460500001	\$ 787,320.00	162	Center-based
TRUMANN SCHOOL DISTRICT	3560500001	\$ 388,800.00	80	Center-based
TWO RIVERS SCHOOL DISTRICT	3751000001	\$ 379,080.00	78	Center-based
U OF A COMMUNITY COLLEGE AT MORRILT	9906890001	\$ 48,600.00	10	Center-based
UNIVERSITY OF ARKANSAS AT PINE BLUF	9901600011	\$ 140,940.00	29	Center-based
VALLEY VIEW SCHOOL DISTRICT	3161200001	\$ 291,600.00	60	Center-based
VAN BUREN SCHOOL DISTRICT	3170500001	\$ 388,800.00	80	Center-based
VILONIA SCHOOL DISTRICT	3230700001	\$ 437,400.00	90	Center-based
WALDRON SCHOOL DISTRICT	3640100001	\$ 520,020.00	107	Center-based
WARREN SCHOOL DISTRICT (SEACBEC)	3060200003	\$ 583,200.00	120	Center-based
WEST MEMPHIS SCHOOL DISTRICT	3180300001	\$ 437,400.00	90	Center-based
WEST MEMPHIS SCHOOL DISTRICT HIPPY	3180300001	\$ 262,500.00	150	Home Visiting
WEST SIDE SCHOOL DISTRICT-GREERS FERRY HIPPY	3120400001	\$ 26,250.00	15	Home Visiting
WESTERN ARKANSAS CHILD DEVELOPMENT	600003401	\$ 1,458,000.00	300	Center-based
WESTERN YELL COUNTY SCHOOL DISTRICT	3750900001	\$ 145,800.00	30	Center-based
WESTSIDE CONSOLIDATED SCHOOL DISTRICT	3160200001	\$ 170,100.00	35	Center-based
WESTSIDE SCHOOL DISTRICT (HARTMAN)	3360600001	\$ 97,200.00	20	Center-based
WHITE COUNTY CENTRAL SCHOOL DISTRIC	3730400001	\$ 194,400.00	40	Center-based
WHITE RIVER PRESCHOOL	600003448	\$ 97,200.00	20	Center-based
WILBUR D MILLS EDUCATION SERVICE CO HIPPY	3732000001	\$ 1,384,250.00	791	Home Visiting
WONDERVIEW SCHOOL DISTRICT	3150500001	\$ 97,200.00	20	Center-based
WYNNE COMMUNITY ENLIGHTENMENT AND	600003500	\$ 218,700.00	45	Center-based

<b>TOTAL</b>		\$ 101,613,270.00	23,927	
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Name of School District, Coop, Charter School or other grantee	Vendor #	April ADE Board Approvals	May ADE Board Approvals	June ADE Board Approvals	July ADE Board Requests	Total by Provider to Date	# of Slots	Type of Program
ABC CHILDRENS ACADEMY & DEVELOPMENT	100049543	\$ 1,506,600.00				\$ 1,506,600.00	310	Center-based
ACADEMY OF LEARNING INC	600000034	\$ 291,600.00				\$ 291,600.00	60	Center-based
ADAMS LINDA A (THE HUNNY TREE)	100083748	\$ 48,600.00				\$ 48,600.00	10	Center-based
ARCARE CENTER FOR ED & WELLNESS	600000238	\$ 97,200.00				\$ 97,200.00	20	Center-based
ARCH FORD EDUCATION SERVICES COOP	3152000001	\$ 97,200.00				\$ 97,200.00	20	Center-based
ARKADELPHIA PUBLIC SCHOOL DISTRICT	3100200001	\$ 388,800.00				\$ 388,800.00	80	Center-based
ARKANSAS CHILDREN'S HOSPITAL HIPPI/PAT	600000308	\$ 630,000.00				\$ 630,000.00	360	Home Visiting
ARKANSAS RIVER EDUCATION SERVICE PAT	3352000001	\$ 105,000.00				\$ 105,000.00	60	Home Visiting
ARKANSAS RIVER EDUCATION SERVICE HIPPI	3352000001	\$ 1,050,000.00				\$ 1,050,000.00	600	Home Visiting
ARKANSAS STATE UNIVERSITY-JONESBORO	9901250001	\$ 2,498,040.00				\$ 2,498,040.00	514	Center-based
ATKINS SCHOOL DISTRICT	3580100001	\$ 194,400.00				\$ 194,400.00	40	Center-based
AUGUSTA SCHOOL DISTRICT	3740100001	\$ 291,600.00				\$ 291,600.00	60	Center-based
BARTON-LEXA SCHOOL DISTRICT	3540100001	\$ 97,200.00				\$ 97,200.00	20	Center-based
BATESVILLE SCHOOL DISTRICT	3320100001	\$ 729,000.00				\$ 729,000.00	150	Center-based
BATESVILLE SCHOOL DISTRICT PAT	3320100001	\$ 98,000.00				\$ 98,000.00	56	Home Visiting
BEEBE PUBLIC SCHOOL	3730200001	\$ 388,800.00				\$ 388,800.00	80	Center-based
BENTON SCHOOL DISTRICT - HIPPI	3630200001	\$ 84,000.00				\$ 84,000.00	48	Home Visiting
BENTONVILLE SCHOOL DISTRICT	3040100001	\$ 1,166,400.00				\$ 1,166,400.00	240	Center-based
BENTONVILLE SCHOOL DISTRICT - PAT	3040100001	\$ 47,250.00				\$ 47,250.00	27	Home Visiting
BIGELOW ASSEMBLY OF GOD	100122691	\$ 97,200.00				\$ 97,200.00	20	Center-based
BLACK RIVER AREA DEVELOPMENT CORP (BRAD)	600000679	\$ 422,820.00				\$ 422,820.00	87	Center-based
BLEVINS SCHOOL DISTRICT	3290100001	\$ 72,900.00				\$ 72,900.00	15	Center-based
BLYTHEVILLE K CENTER PRESCHOOL	3470200001	\$ 194,400.00				\$ 194,400.00	40	Center-based
BOONEVILLE SCHOOL DISTRICT	3420100001	\$ 97,200.00				\$ 97,200.00	20	Center-based
BOST INC	600000706	\$ 145,800.00				\$ 145,800.00	30	Center-based
BOSTON MOUNTAIN EDUCATIONAL COOPERA - HIPPI	3722000001	\$ 525,000.00				\$ 525,000.00	300	Home Visiting
BRADFORD SCHOOL DISTRICT	3730300001	\$ 97,200.00				\$ 97,200.00	20	Center-based
BRIGHT BEGINNINGS CHILD CARE CENTER	100089382	\$ 194,400.00			97,200.00	\$ 291,600.00	60	Center-based
BRINKLEY SCHOOL DISTRICT	3480100001	\$ 155,520.00				\$ 155,520.00	32	Center-based
BROOKLAND SCHOOL DISTRICT	3160300001	\$ 393,660.00				\$ 393,660.00	81	Center-based
BRYANT SCHOOL DISTRICT	3630300001	\$ 364,500.00				\$ 364,500.00	75	Center-based
BUFFALO ISLAND CENTRAL SCHOOL DISTR	3160500001	\$ 145,800.00				\$ 145,800.00	30	Center-based
BUTLER VERLIN S (MOTHER GOOSE)	100047637	\$ 87,480.00				\$ 87,480.00	18	Center-based
C B KING MEMORIAL SCHOOL INC	600000764	\$ 97,200.00				\$ 97,200.00	20	Center-based
CABOT SCHOOL DISTRICT	3430400001	\$ 874,800.00				\$ 874,800.00	180	Center-based
CAMDEN FAIRVIEW SCHOOL DISTRICT	3520400001	\$ 291,600.00				\$ 291,600.00	60	Center-based
CAMDEN FAIRVIEW SCHOOL DISTRICT HIPPI	3520400001	\$ 236,250.00				\$ 236,250.00	135	Home Visiting
CARACO INC	100055711	\$ 354,780.00				\$ 354,780.00	73	Center-based
CARLISLE SCHOOL DISTRICT	3430300001	\$ 194,400.00				\$ 194,400.00	40	Center-based
CARROLL COUNTY LEARNING CENTER INC	600000785	\$ 179,820.00				\$ 179,820.00	37	Center-based
CATHY JONES (SWEET DUMPLINGS)	100135436	\$ 48,600.00				\$ 48,600.00	10	Center-based
CAVE CITY SCHOOL DISTRICT	3680200001	\$ 291,600.00				\$ 291,600.00	60	Center-based
CEDAR RIDGE	3321200001	\$ 388,800.00				\$ 388,800.00	80	Center-based
CENTRAL ARKANSAS DEVELOPMENT COUNCI	600000818	\$ 510,300.00				\$ 510,300.00	105	Center-based
CHARLESTON SCHOOL DISTRICT	3240200001	\$ 97,200.00				\$ 97,200.00	20	Center-based
CLARENDON SCHOOL DISTRICT	3480200001	\$ 116,640.00			48,600.00	\$ 165,240.00	34	Center-based
CLEVELAND COUNTY SCHOOL DISTRICT	3130500001	\$ 136,080.00				\$ 136,080.00	28	Center-based
CLINTON SCHOOL DISTRICT	3710200001	\$ 194,400.00				\$ 194,400.00	40	Center-based
COMMUNITY OUTREACH PARTNERSHIP	600000968	\$ 194,400.00				\$ 194,400.00	40	Center-based
CONCORD SCHOOL DISTRICT	3120100001	\$ 413,100.00				\$ 413,100.00	85	Center-based
CONWAY PUBLIC SCHOOLS	3230100001	\$ 874,800.00				\$ 874,800.00	180	Center-based
COUNTY LINE SCHOOL DISTRICT	3240300001	\$ 97,200.00				\$ 97,200.00	20	Center-based
CROSSETT SCHOOL DISTRICT	3020100001	\$ 388,800.00				\$ 388,800.00	80	Center-based
CROWLEYS RIDGE EDUCATIONAL SERVICE	3562000001	\$ 923,400.00				\$ 923,400.00	190	Center-based
DANVILLE SCHOOL DISTRICT	3750300001	\$ 194,400.00				\$ 194,400.00	40	Center-based
DEBBIE MAYS (BRIGHT BEGINNNINGS)	100093288	\$ 77,760.00				\$ 77,760.00	16	Center-based



Name of School District, Coop, Charter School or other grantee	Vendor #	April ADE Board Approvals	May ADE Board Approvals	June ADE Board Approvals	July ADE Board Requests	Total by Provider to Date	# of Slots	Type of Program
DECATUR SCHOOL DISTRICT	3040200001	\$ 170,100.00				\$ 170,100.00	35	Center-based
DEDICATING RESOURCES TO EXCEL ALL M	600001134	\$ 97,200.00				\$ 97,200.00	20	Center-based
DEQUEEN-MENA EDUCATIONAL COOPERATIV	3672000001	\$ 3,844,260.00				\$ 3,844,260.00	791	Center-based
DEQUEEN-MENA EDUCATIONAL COOPERATIV HIPPY	3672000001	\$ 141,750.00				\$ 141,750.00	81	Home Visiting
DERMOTT SCHOOL DISTRICT	3090100001	\$ 48,600.00				\$ 48,600.00	10	Center-based
DES ARC SCHOOL DISTRICT	3590100001	\$ 97,200.00				\$ 97,200.00	20	Center-based
DEWITT SCHOOL DISTRICT	3010100001	\$ 97,200.00				\$ 97,200.00	20	Center-based
DOLLARWAY SCHOOL DISTRICT	3350200001	\$ 729,000.00				\$ 729,000.00	150	Center-based
DREW CENTRAL SCHOOL DISTRICT	3220200001	\$ 291,600.00				\$ 291,600.00	60	Center-based
DUMAS SCHOOL DISTRICT	3210400001	\$ 170,100.00				\$ 170,100.00	35	Center-based
EARLE SCHOOL DISTRICT	3180200001	\$ 155,520.00				\$ 155,520.00	32	Center-based
EARLE SCHOOL DISTRICT HIPPY	3180200001	\$ 105,000.00				\$ 105,000.00	60	Home Visiting
EARLY HORIZONS CHILD DEVELOPMENT CE	600001190	\$ 243,000.00				\$ 243,000.00	50	Center-based
EAST END SCHOOL DISTRICT	3530100001	\$ 97,200.00				\$ 97,200.00	20	Center-based
EAST POINSETT COUNTY SCHOOL DISTRIC	3560800001	\$ 291,600.00				\$ 291,600.00	60	Center-based
ECONOMIC OPPORTUNITY AGENCY OF	600001217	\$ 306,180.00				\$ 306,180.00	63	Center-based
ELIZABETH A KNIGHT (MS BETH'S)	100180643	\$ 48,600.00				\$ 48,600.00	10	Center-based
EMMANUEL BIBLE FELLOWSHIP COMMUNITY	600001246	\$ 388,800.00				\$ 388,800.00	80	Center-based
ERMERS LEARNING ACADEMY INC	100055671	\$ 97,200.00				\$ 97,200.00	20	Center-based
EUREKA SPRINGS SCHOOL DISTRICT	3080200001	\$ 194,400.00				\$ 194,400.00	40	Center-based
EXPLORATION STATION THE	100145515	\$ 126,360.00				\$ 126,360.00	26	Center-based
FAMILIES & CHILDREN TOGETHER INC	600001296	\$ 972,000.00				\$ 972,000.00	200	Center-based
FAYETTEVILLE SCHOOL DISTRICT	3720300001	\$ 583,200.00				\$ 583,200.00	120	Center-based
FIFTEENTH STREET CHILD CARE DEV CTR	100050832	\$ 291,600.00				\$ 291,600.00	60	Center-based
First Baptist Church Early Childhood Center (NEW) Pending vendor #				\$ 194,400.00	5,000.00	\$ 199,400.00	40	Center-based
FIRST PRESBYTERIAN CHURCH CHILD CAR	600001341	\$ 194,400.00				\$ 194,400.00	40	Center-based
FIRST STEP INC	600001342	\$ 97,200.00				\$ 97,200.00	20	Center-based
FLIPPIN SCHOOL DISTRICT	3450100001	\$ 291,600.00				\$ 291,600.00	60	Center-based
FOCUS INC	600001356	\$ 194,400.00				\$ 194,400.00	40	Center-based
FORREST CITY SCHOOL DISTRICT	3620100001	\$ 1,156,680.00				\$ 1,156,680.00	238	Center-based
FORT SMITH SCHOOL DISTRICT	3660100001	\$ 1,263,600.00				\$ 1,263,600.00	260	Center-based
FORT SMITH SCHOOL DISTRICT PAT	3660100001	\$ 194,250.00				\$ 194,250.00	111	Home Visiting
FOUKE SCHOOL DISTRICT	3460300001	\$ 286,740.00				\$ 286,740.00	59	Center-based
FRANK C STEUDLEIN LEARNING CENTER	600001387	\$ 194,400.00				\$ 194,400.00	40	Center-based
FRIENDSHIP COMMUNITY CARE INC	600001411	\$ 685,260.00				\$ 685,260.00	141	Center-based
GLEN ROSE SCHOOL DISTRICT	3300200001	\$ 126,360.00				\$ 126,360.00	26	Center-based
GRAVETTE SCHOOL DISTRICT	3040400001	\$ 243,000.00				\$ 243,000.00	50	Center-based
GREENBRIER SCHOOL DISTRICT	3230300001	\$ 291,600.00				\$ 291,600.00	60	Center-based
GREENBRIER SCHOOL DISTRICT HIPPY	3230300001	\$ 330,750.00				\$ 330,750.00	189	Home Visiting
GREENE CO TECH SCHOOL DISTRICT	3280700001	\$ 680,400.00				\$ 680,400.00	140	Center-based
GREENWOOD SCHOOL DISTRICT	3660200001	\$ 486,000.00				\$ 486,000.00	100	Center-based
GROWING GODS KINGDOM	100113327	\$ 534,600.00				\$ 534,600.00	110	Center-based
GURDON SCHOOL DISTRICT	3100300001	\$ 243,000.00				\$ 243,000.00	50	Center-based
GUY-PERKINS SCHOOL DISTRICT	3230400001	\$ 72,900.00				\$ 72,900.00	15	Center-based
HACKETT SCHOOL DISTRICT	3660300001	\$ 97,200.00				\$ 97,200.00	20	Center-based
HAMBURG SCHOOL DISTRICT	3020300001	\$ 680,400.00				\$ 680,400.00	140	Center-based
HAMPTON SCHOOL DISTRICT	3070100001	\$ 97,200.00				\$ 97,200.00	20	Center-based
HARRISON SCHOOL DISTRICT	3050300001	\$ 97,200.00		194,400.00		\$ 291,600.00	60	Center-based
HAZEN SCHOOL DISTRICT	3590300001	\$ 116,640.00				\$ 116,640.00	24	Center-based
HEAD OF THE CLASS CHILD CARE	100136029	\$ 194,400.00				\$ 194,400.00	40	Center-based
HEAD START CHILD AND FAMILY SERVICES	600001542	\$ 568,620.00				\$ 568,620.00	117	Center-based
HEBER SPRINGS SCHOOL DISTRICT HIPPY	3120200001	\$ 105,000.00				\$ 105,000.00	60	Home Visiting
HELPING HAND CHILD CARE OF BATESVIL	600001572	\$ 145,800.00				\$ 145,800.00	30	Center-based
HERMITAGE SCHOOL DISTRICT	3060100001	\$ 179,820.00				\$ 179,820.00	37	Center-based
HIS LITTLE LAMBS	100187692	\$ 77,760.00				\$ 77,760.00	16	Center-based
HOPE FOR THE YOUNG	600001606	\$ 194,400.00				\$ 194,400.00	40	Center-based

Name of School District, Coop, Charter School or other grantee	Vendor #	April ADE Board Approvals	May ADE Board Approvals	June ADE Board Approvals	July ADE Board Requests	Total by Provider to Date	# of Slots	Type of Program
HOPE SCHOOL DISTRICT	3290300001	\$ 680,400.00				\$ 680,400.00	140	Center-based
HOT SPRINGS CHILD CARE CENTER	100153740	\$ 631,800.00				\$ 631,800.00	130	Center-based
HOT SPRINGS SCHOOL DISTRICT	3260300001	\$ 291,600.00				\$ 291,600.00	60	Center-based
HOWARD A DAWSON SOUTH CENTRAL	3102000001	2,259,900.00		680,400.00		\$ 2,940,300.00	605	Center-based
HOWARD A DAWSON SOUTH CENTRAL HIPPIY	3102000001	\$ 175,000.00				\$ 175,000.00	100	Home Visiting
HOXIE SCHOOL DISTRICT	3380400001	\$ 243,000.00				\$ 243,000.00	50	Center-based
HUNTSVILLE SCHOOL DISTRICT	3440100001	\$ 170,100.00				\$ 170,100.00	35	Center-based
IN HIS IMAGE YOUTH DEVELOPMENT CENT	600001643	\$ 826,200.00				\$ 826,200.00	170	Center-based
INSPIRED COMMUNITIES FOUNDATION PAT	600001659	\$ 82,250.00				\$ 82,250.00	47	Home Visiting
IZARD CO CONSOLIDATED SCHOOL DISTRI	3330600001	\$ 145,800.00				\$ 145,800.00	30	Center-based
JACKSON COUNTY SCHOOL DISTRICT	3340500001	\$ 388,800.00				\$ 388,800.00	80	Center-based
JEFFERSON COMPREHENSIVE CARE SYSTEM PAT	600001728	\$ 141,750.00			(141,750.00)	\$ -	-	Home Visiting
JELLYBEAN JUNCTION PRESCHOOL INC	100173285	\$ 97,200.00				\$ 97,200.00	20	Center-based
JONESBORO SCHOOL DISTRICT	3160800001	\$ 388,800.00				\$ 388,800.00	80	Center-based
JURHA HOUSING AND COMMUNITY HIPPIY	600001783	\$ 47,250.00				\$ 47,250.00	27	Home Visiting
JURHA HOUSING AND COMMUNITY PAT	600001783	\$ 59,500.00				\$ 59,500.00	34	Home Visiting
KID TO KID CDC	100149455	\$ 97,200.00				\$ 97,200.00	20	Center-based
KIDDIE KOLLEGE DAY CARE CENTER INC	600001799	\$ 218,700.00				\$ 218,700.00	45	Center-based
KIDS PLACE LEARNING CENTER	100135681	\$ 680,400.00				\$ 680,400.00	140	Center-based
KIDS PLACE LEARNING CENTER HIPPIY	100135681	77,000.00			70,000.00	\$ 147,000.00	84	Home Visiting
KIPP DELTA INC	3544070001	165,240.00			24,300.00	\$ 189,540.00	39	Center-based
KOSMIC KIDZ LEARNING CENTER	100166944	\$ 97,200.00				\$ 97,200.00	20	Center-based
LAKESIDE SCHOOL DISTRICT (CHICOT)	3090300001	\$ 486,000.00				\$ 486,000.00	100	Center-based
LAKESIDE SCHOOL DISTRICT (GARLAND)	3260600001	\$ 354,780.00				\$ 354,780.00	73	Center-based
LAMAR SCHOOL DISTRICT	3360400001	\$ 291,600.00				\$ 291,600.00	60	Center-based
LANE SHALYNN (MS SHA'S)	100046012	\$ 48,600.00				\$ 48,600.00	10	Center-based
LANTZ LAURA (HAPPY DAYS)	100047535	\$ 48,600.00				\$ 48,600.00	10	Center-based
LAVACA SCHOOL DISTRICT	3660500001	\$ 267,300.00				\$ 267,300.00	55	Center-based
LEAP FORWARD ACADEMY INC	100191155	\$ 97,200.00				\$ 97,200.00	20	Center-based
Lee County SD	3390400001			\$ 194,400.00		\$ 194,400.00	40	Center-based
LIL MOTIVATORS ACADEMY CHILDCARE	100054509	\$ 97,200.00				\$ 97,200.00	20	Center-based
LINCOLN CHILD CARE CENTER INC	600001875	\$ 369,360.00				\$ 369,360.00	76	Center-based
LINCOLN SCHOOL DISTRICT 48	3720500001	\$ 194,400.00				\$ 194,400.00	40	Center-based
LITTLE BITTY CITY DAYCARE LLC	100171265	\$ 97,200.00				\$ 97,200.00	20	Center-based
LITTLE KIDS PRESCHOOL INC	100138748	\$ 165,240.00				\$ 165,240.00	34	Center-based
LITTLE ROCK SCHOOL DISTRICT	3600100001	\$ 5,525,820.00				\$ 5,525,820.00	1,137	Center-based
LITTLE SCHOLAR'S ACADEMY OF MAUMELL	100154198	\$ 97,200.00				\$ 97,200.00	20	Center-based
LITTLE SCHOLARS LEARNING ACADEMY	600001908	\$ 97,200.00				\$ 97,200.00	20	Center-based
LITTLE ZION DAY CARE & LEARNING CTR	100055243	\$ 97,200.00				\$ 97,200.00	20	Center-based
LONDON BRIDGES CHILD CARE CENTER	600001920	\$ 97,200.00				\$ 97,200.00	20	Center-based
LONOKE SCHOOL DISTRICT	3430100001	\$ 194,400.00				\$ 194,400.00	40	Center-based
MAGAZINE SCHOOL DISTRICT	3420200001	\$ 218,700.00				\$ 218,700.00	45	Center-based
MAGNOLIA SCHOOL DISTRICT	3140200001	\$ 583,200.00				\$ 583,200.00	120	Center-based
MAINSTREET KIDS	600001984	\$ 291,600.00				\$ 291,600.00	60	Center-based
MAMMOTH SPRING SCHOOL DISTRICT	3250100001	\$ 174,960.00				\$ 174,960.00	36	Center-based
MANILA SCHOOL DISTRICT	3471200001	\$ 194,400.00				\$ 194,400.00	40	Center-based
MANSFIELD ABC INC	600001988	\$ 291,600.00				\$ 291,600.00	60	Center-based
MARMADUKE SCHOOL DISTRICT	3280300001	\$ 136,080.00				\$ 136,080.00	28	Center-based
MARVELL SCHOOL DISTRICT	3540400001	\$ 145,800.00				\$ 145,800.00	30	Center-based
MARY A STUDEBAKER (MS MARY'S)	100053221	\$ 48,600.00				\$ 48,600.00	10	Center-based
MAYFLOWER SCHOOL DISTRICT	3230500001	\$ 145,800.00				\$ 145,800.00	30	Center-based
MCCRORY SCHOOL DISTRICT	3740300001	\$ 97,200.00				\$ 97,200.00	20	Center-based
MCGEHEE SCHOOL DISTRICT	3210500001	\$ 291,600.00				\$ 291,600.00	60	Center-based
MELBA J CONNELLY (GRAM'S HOUSE)	100055667	\$ 145,800.00				\$ 145,800.00	30	Center-based
MELBOURNE SCHOOL DISTRICT	3330200001	\$ 97,200.00				\$ 97,200.00	20	Center-based
MELISSA JENKS DONAHOE (MS MELISSA'S)	100043000	\$ 48,600.00				\$ 48,600.00	10	Center-based
MIDLAND SCHOOL DISTRICT	3321100001	\$ 291,600.00				\$ 291,600.00	60	Center-based

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MISSISSIPPI COUNTY ARKANSAS ECONOMIC	600002076	\$ 1,535,760.00				\$ 1,535,760.00	316	Center-based
MISSISSIPPI COUNTY ARKANSAS ECONOMIC HIPPY	600002076	\$ 63,000.00				\$ 63,000.00	36	Home Visiting
MONTICELLO SCHOOL DISTRICT	3220300001	\$ 194,400.00				\$ 194,400.00	40	Center-based
MOUNT VERNON ENOLA SCHOOL DISTRICT	3230600001	\$ 97,200.00				\$ 97,200.00	20	Center-based
MOUNTAIN VIEW SCHOOL DISTRICT	3690100001	\$ 243,000.00				\$ 243,000.00	50	Center-based
MOUNTAINBURG SCHOOL DISTRICT	3170300001	\$ 194,400.00				\$ 194,400.00	40	Center-based
MULBERRY SCHOOL DISTRICT	3170400001	\$ 97,200.00			48,600.00	\$ 145,800.00	30	Center-based
MY FIRST SCHOOL JACKSONVILLE INC	100168143	\$ 116,640.00				\$ 116,640.00	24	Center-based
NEMO VISTA SCHOOL DISTRICT	3150300001	\$ 97,200.00				\$ 97,200.00	20	Center-based
NETTLETON SCHOOL DISTRICT	3161100001	\$ 437,400.00				\$ 437,400.00	90	Center-based
NEWPORT SCHOOL DISTRICT	3340300001	\$ 495,720.00				\$ 495,720.00	102	Center-based
NORTH LITTLE ROCK SCHOOL DISTRICT	3600200001	\$ 2,838,240.00				\$ 2,838,240.00	584	Center-based
NORTHCENTRAL ARKANSAS DEVELOPMENT	600002418	\$ 194,400.00				\$ 194,400.00	40	Center-based
NORTHEAST ARKANSAS EDUCATION COOP	3382000001	\$ 1,224,720.00				\$ 1,224,720.00	252	Center-based
NORTHEAST ARKANSAS EDUCATION COOP HIPPY	3382000001	\$ 288,750.00				\$ 288,750.00	165	Home Visiting
OMAHA SCHOOL DISTRICT	3050400001	\$ 194,400.00				\$ 194,400.00	40	Center-based
OPEN ARMS LEARNING CENTER / NOAH'S ARK	600002481	\$ 291,600.00				\$ 291,600.00	60	Center-based
OSCEOLA SCHOOL DISTRICT	3471300001	\$ 291,600.00				\$ 291,600.00	60	Center-based
OUACHITA INDUSTRIES INC	600002506	\$ 97,200.00			97,200.00	\$ 194,400.00	40	Center-based
Our House, Inc. (NEW) - Pulaski	600002509			\$ 97,200.00	5,000.00	\$ 102,200.00	20	Center-based
Ozark Opportunities (NEW) - Baxter	600002532			\$ 136,080.00	24,440.00	\$ 160,520.00	32	Center-based
OZARK SCHOOL DISTRICT	3240400001	\$ 194,400.00				\$ 194,400.00	40	Center-based
OZARK UNLIMITED RESOURCE EDUCATIONA	3052000001	\$ 1,715,580.00		(194,400.00)		\$ 1,521,180.00	313	Center-based
OZARK UNLIMITED RESOURCE EDUCATIONA HIPPY	3052000001	\$ 481,250.00				\$ 481,250.00	275	Home Visiting
PALESTINE WHEATLEY SCHOOL DISTRICT	3620500001	\$ 145,800.00				\$ 145,800.00	30	Center-based
PANGBURN SCHOOL DISTRICT	3730900001	\$ 131,220.00				\$ 131,220.00	27	Center-based
PARAGOULD SCHOOL DISTRICT	3280800001	\$ 612,360.00				\$ 612,360.00	126	Center-based
PARIS SCHOOL DISTRICT	3420300001	\$ 315,900.00				\$ 315,900.00	65	Center-based
PHYLLIS MOBLEY (P-NUTS PLAYHOUSE)	100040809	\$ 24,300.00				\$ 24,300.00	5	Center-based
PINE BLUFF SCHOOL DISTRICT	3350500001	\$ 388,800.00				\$ 388,800.00	80	Center-based
PLAY SCHOOL DAY CARE CENTER INC	600002604	\$ 607,500.00				\$ 607,500.00	125	Center-based
POCAHONTAS SCHOOL DISTRICT	3610300001	\$ 194,400.00				\$ 194,400.00	40	Center-based
PRESCOTT NEVADA COUNTY SPECIAL SERVICE	600002620	\$ 136,080.00				\$ 136,080.00	28	Center-based
PRISM EDUCATION CENTER	600002632	\$ 48,600.00				\$ 48,600.00	10	Center-based
PULASKI COUNTY SCHOOL DISTRICT	3600300001	\$ 3,402,000.00				\$ 3,402,000.00	700	Center-based
PULASKI COUNTY SCHOOL DISTRICT HIPPY	3600300001	\$ 236,250.00				\$ 236,250.00	135	Home Visiting
QUALITY CHILD CARE INC	100051447	\$ 388,800.00				\$ 388,800.00	80	Center-based
RAINBOW OF CHALLENGES INC	600002680	\$ 194,400.00				\$ 194,400.00	40	Center-based
RITA NEVE (MOTHER'S TOUCH)	100053989	\$ 77,760.00				\$ 77,760.00	16	Center-based
RIVERCREST SCHOOL DISTRICT	3470600001	\$ 145,800.00				\$ 145,800.00	30	Center-based
RIVERVIEW SCHOOL DISTRICT	3730700001	\$ 194,400.00				\$ 194,400.00	40	Center-based
ROCKET ZONE PRESCHOOL	100216052	\$ 97,200.00				\$ 97,200.00	20	Center-based
ROGERS SCHOOL DISTRICT	3040500001	\$ 1,360,800.00				\$ 1,360,800.00	280	Center-based
ROGERS SCHOOL DISTRICT HIPPY	3040500001	\$ 147,000.00				\$ 147,000.00	84	Home Visiting
ROSE BUD SCHOOL DISTRICT	3731000001	\$ 87,480.00				\$ 87,480.00	18	Center-based
RURAL EDUCATIONAL HERITAGE INC	600004096	\$ 97,200.00				\$ 97,200.00	20	Center-based
RUSSELLVILLE SCHOOL DISTRICT	3580500001	\$ 748,440.00				\$ 748,440.00	154	Center-based
SANDRA H MCNAUGHTON (HUGS N TUGS)	100182022	\$ 63,180.00				\$ 63,180.00	13	Center-based
SANDYS DAY CARE INC	600002778	\$ 87,480.00				\$ 87,480.00	18	Center-based
SCHOLASTIC ACADEMY INC	100117988	\$ 291,600.00				\$ 291,600.00	60	Center-based
SEARCY COUNTY SCHOOL DISTRICT	3650200001	\$ 194,400.00				\$ 194,400.00	40	Center-based
SHERIDAN SCHOOL DISTRICT	3270500001	\$ 388,800.00				\$ 388,800.00	80	Center-based
SILOAM SPRINGS SCHOOL DISTRICT	3040600001	\$ 680,400.00				\$ 680,400.00	140	Center-based
SMACKOVER SCHOOL DISTRICT	3700800001	\$ 291,600.00				\$ 291,600.00	60	Center-based
SMALL WORLD PRESCHOOL OF MOUNTAIN HOME	600002845	\$ 388,800.00				\$ 388,800.00	80	Center-based
SOUTH ARKANSAS DEVELOPMENT CENTER F	600002876	\$ 291,600.00				\$ 291,600.00	60	Center-based
SOUTH CENTRAL SERVICE COOPERATIVE	3522000001	\$ 1,054,620.00				\$ 1,054,620.00	217	Center-based



Name of School District, Coop, Charter School or other grantee	Vendor #	April ADE Board Approvals	May ADE Board Approvals	June ADE Board Approvals	July ADE Board Requests	Total by Provider to Date	# of Slots	Type of Program
SOUTH CONWAY COUNTY SCHOOL DISTRICT	3150700001	\$ 388,800.00				\$ 388,800.00	80	Center-based
SOUTHEAST ARKANSAS EDUCATION SERVIC HIPPY	3222000001	\$ 980,000.00				\$ 980,000.00	560	Home Visiting
SOUTHSIDE CHILD DEVELOPMENT CENTER	100155246	\$ 97,200.00				\$ 97,200.00	20	Center-based
SOUTHSIDE SCHOOL DISTRICT	3320900001	\$ 427,680.00				\$ 427,680.00	88	Center-based
SOUTHSIDE SCHOOL DISTRICT - BEE BRANCH	3710500001	\$ 97,200.00				\$ 97,200.00	20	Center-based
SOUTHSIDE SCHOOL DISTRICT HIPPY	3320900001	\$ 148,750.00				\$ 148,750.00	85	Home Visiting
SOUTHWEST ARKANSAS COMMUNITY DEVELO	600002930	\$ 145,800.00				\$ 145,800.00	30	Center-based
SOUTHWEST ARKANSAS DEVELOPMENT COUN HIPPY	600002934	\$ 98,000.00			(98,000.00)	\$ -	-	Home Visiting
SOUTHWEST ARKANSAS EDUCATION COOP	3292000001	\$ 97,200.00				\$ 97,200.00	20	Center-based
SOUTHWEST ARKANSAS EDUCATION COOP HIPPY	3292000001	\$ 145,250.00				\$ 145,250.00	83	Home Visiting
SPRINGDALE SCHOOL DISTRICT	3720700001	\$ 3,139,560.00				\$ 3,139,560.00	646	Center-based
STAR CITY SCHOOL DISTRICT	3400300001	\$ 340,200.00				\$ 340,200.00	70	Center-based
STEPPING STONE SCHOOL FOR EXCEPTION	600003016	\$ 97,200.00				\$ 97,200.00	20	Center-based
STRAIGHTWAY APOSTOLIC DELIVERANCE	600003019	\$ 97,200.00				\$ 97,200.00	20	Center-based
STUTT GART SCHOOL DISTRICT	3010400001	\$ 208,980.00				\$ 208,980.00	43	Center-based
STUTT GART SCHOOL DISTRICT	3010400001				10,920.00	\$ 10,920.00	20	Center-based Summer
SUNSHINE SCHOOL & DEV. CENTER - CB	600000650	\$ 199,260.00				\$ 199,260.00	41	Center-based
SUNSHINE SCHOOL & DEV. CENTER - PAT	600000650	\$ 47,250.00				\$ 47,250.00	27	Home Visiting
TAYLOR KIMBERLY ANN (MISS KIM'S)	100055013	\$ 48,600.00				\$ 48,600.00	10	Center-based
TENDER LOVING CARE EARLY LEARNING C	100125162	\$ 388,800.00				\$ 388,800.00	80	Center-based
TEXARKANA AR SCHOOL DISTRICT	3460500001	\$ 787,320.00				\$ 787,320.00	162	Center-based
TRUMANN SCHOOL DISTRICT	3560500001	\$ 388,800.00				\$ 388,800.00	80	Center-based
TWO RIVERS SCHOOL DISTRICT	3751000001	\$ 379,080.00				\$ 379,080.00	78	Center-based
U OF A COMMUNITY COLLEGE AT MORRILT	9906890001	\$ 48,600.00				\$ 48,600.00	10	Center-based
UNIVERSITY OF ARKANSAS AT PINE BLUF	9901600011	\$ 140,940.00				\$ 140,940.00	29	Center-based
VALLEY VIEW SCHOOL DISTRICT	3161200001	\$ 291,600.00				\$ 291,600.00	60	Center-based
VAN BUREN SCHOOL DISTRICT	3170500001	\$ 388,800.00				\$ 388,800.00	80	Center-based
VILONIA SCHOOL DISTRICT	3230700001	\$ 437,400.00				\$ 437,400.00	90	Center-based
WALDRON SCHOOL DISTRICT	3640100001	\$ 520,020.00				\$ 520,020.00	107	Center-based
WARREN SCHOOL DISTRICT (SEACBEC)	3060200003	\$ 583,200.00				\$ 583,200.00	120	Center-based
WEST MEMPHIS SCHOOL DISTRICT	3180300001	\$ 437,400.00				\$ 437,400.00	90	Center-based
WEST MEMPHIS SCHOOL DISTRICT HIPPY	3180300001	\$ 262,500.00				\$ 262,500.00	150	Home Visiting
WEST SIDE SCHOOL DISTRICT-GREERS FERRY HIPPY	3120400001	\$ 26,250.00				\$ 26,250.00	15	Home Visiting
WESTERN ARKANSAS CHILD DEVELOPMENT	600003401	\$ 1,458,000.00				\$ 1,458,000.00	300	Center-based
WESTERN YELL COUNTY SCHOOL DISTRICT	3750900001	\$ 145,800.00				\$ 145,800.00	30	Center-based
WESTSIDE CONSOLIDATED SCHOOL DISTRICT	3160200001	\$ 170,100.00				\$ 170,100.00	35	Center-based
WESTSIDE SCHOOL DISTRICT (HARTMAN)	3360600001	\$ 97,200.00				\$ 97,200.00	20	Center-based
WHITE COUNTY CENTRAL SCHOOL DISTRICT	3730400001	\$ 194,400.00				\$ 194,400.00	40	Center-based
WHITE RIVER PRESCHOOL	600003448	\$ 97,200.00				\$ 97,200.00	20	Center-based
WILBUR D MILLS EDUCATION SERVICE CO HIPPY	3732000001	\$ 1,384,250.00				\$ 1,384,250.00	791	Home Visiting
WONDERVIEW SCHOOL DISTRICT	3150500001	\$ 97,200.00				\$ 97,200.00	20	Center-based
WYNNE COMMUNITY ENLIGHTENMENT AND	600003500	\$ 218,700.00				\$ 218,700.00	45	Center-based
Arkansas Children's Hospital	600000308		459,000.00			\$ 459,000.00		Monitoring/Technical Assistance
Arkansas State University Childhood Services	9901250001		460,787.00			\$ 460,787.00		Better Beg/PAS/BAS/Frameworks
Arkansas State University Childhood Services	9901250001		953,315.00			\$ 953,315.00		Environmental Rating Scales/TA
Arkansas State University Childhood Services	9901250001		296,427.00			\$ 296,427.00		TA Better Beg/High Risk/Business
Arkansas State University Childhood Services	9901250001		949,534.00			\$ 949,534.00		ABC Child Assessment
Arkansas State University Childhood Services	9901250001		374,597.00			\$ 374,597.00		Conscious Discipline/Curric. Prjct
Howard Dawson Educational Service Coop	3102000001		356,250.00			\$ 356,250.00		Professional Development
UAMS Healthy Hearts	9901500137		50,000.00			\$ 50,000.00		Professional Development
UAMS Pediatrics	9901500063		87,500.00			\$ 87,500.00		Professional Development
UAMS Family and Preventive Medicine	9901500075		340,000.00			\$ 340,000.00		TIPS/Al's Caring Pals/Naptime Aca.
UAMS Family and Preventive Medicine	9901500075		130,000.00			\$ 130,000.00		Family Map
UAMS Family and Preventive Medicine	9901500075		200,000.00			\$ 200,000.00		Reach/Project Play
University of Arkansas Cooperative Extension Services	9901350028		237,500.00			\$ 237,500.00		Professional Development
University of Arkansas Sponsored Programs	9901350042		1,832,234.00			\$ 1,832,234.00		Professional Development
University of Arkansas Welcome The Children	9901350042		137,500.00			\$ 137,500.00		Professional Development

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University of Central Arkansas	9901650012		327,000.00			\$ 327,000.00		AR Research Ctr Longitudinal Study
White River Planning & Dev District	600003447		57,750.00			\$ 57,750.00		Professional Development
<b>TOTAL</b>		\$ 100,130,200.00	\$ 7,249,394.00	\$ 1,302,480.00	\$ 191,510.00	\$ 108,873,584.00		
DHS Admininstration Fee (1.8% X \$111 million of appropriation)						\$ 1,998,000.00		
<b>Total Obligations to Date</b>						<b>\$ 110,871,584.00</b>		

Appropriation Summary		
Total Appropriation Authorized		\$ 111,000,000.00
Less Total Commitments Against Appropriation		(110,871,584.00)
<b>Total Appropriation Remaining</b>		<b>\$ 128,416.00</b>

Obligations Summary			
Center-based	\$ 93,224,520.00	19,182	\$4,860 per slot
Center-based Summer	10,920.00	20	\$546 per slot
Home Visiting	8,373,750.00	4,785	\$1,750 per slot
Start-up Payments	15,000.00	3	\$5,000 per provider
Professional Devel/Research	7,249,394.00		
DHS Administrative Fee	1,998,000.00		
<b>Total Obligations to Date</b>	<b>\$ 110,871,584.00</b>		



# ARKANSAS DEPARTMENT OF EDUCATION

## DISTRICT WAIVER REQUEST FORM

**District Name:** Barton School District

**Superintendent:** David Tollett

**Email Address:** dtollett@bartonsd.org

**Phone Number:** 870-572-7294 **Submission Date:** 6-13-16

**Name of Charter School(s) Attended by District Students**

KIPP Delta (Helena) and Arkansas Virtual Academy

**Waiver Topic:** Licensure Wavier For Core Subject Areas

**Statute/Standard/Rule to be Waived**

Arkansas Code Annotated

- 6-15-1004
- 6-17-309
- 6-17-401
- 6-17-902
- 6-17-919

Standards for Accreditation

- 15.03

ADE Rules

- ADE Rules Governing Teacher Licensure in the rules section

**Rationale for Waiver**

The above waivers have already been granted to the Barton-Lexa School District. We are asking for them to apply to core subject areas. The intent would be to compete for qualified staff positions with KIPP Delta and the Helena-West Helena School District which neighbors our school district. This would be in response to the lack of applicants because of our geographic location.

**Waiver Topic:** To Remove Restrictions On Class Size And Teacher Loads

**Statute/Standard/Rule to be Waived**

Standards for Accreditation

- 10.02.5

ADE Rules

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**Rationale for Waiver**

This waiver would be used to remove class size restrictions on vocational and senior seminar classes only. Student to teacher teaching loads for 7-12 teachers would be waved for all classes. Barton High School is currently on a 8 period day which means our teachers can teach up to 7 periods. The 150 number currently is not researched based and has not been updated since the 1980s. Technology has reduced the teachers grading load. We believe our teachers can teach more than 150 students if needed. Currently no teachers exceed that number for the 2016-17 school year.

**Waiver Topic: Flexible Classroom Time**

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**Statute/Standard/Rule to be Waived**

**Arkansas Code Annotated**

- 6-16-102
- 6-18-210

**Standards for Accreditation**

- 10.01.4

**ADE Rules**

- ADE Rules Governing Mandatory Attendance Requirements for students in grades nine through twelve.

**Rationale for Waiver**

This waiver would be used to provide flexible instructional time for all 7-12 classes. The waiver is needed to develop internship, apprentice, and work programs. It can also be used to develop civic education as well as a new hybrid home-school education model. All above waiver request would be allowed from July 20, 2016-July 20, 2021.

When the form is complete, email it with the waiver lists for the charter school(s) that serve district students to Mary Perry at [mary.perry@arkansas.gov](mailto:mary.perry@arkansas.gov). Waiver lists can be accessed from the Arkansas Department of Education website at <http://www.arkansased.gov/divisions/learning-services/charterschools/open-enrollment-charter-school-waivers>.

Questions should be directed to Mary Perry by email at [mary.perry@arkansas.gov](mailto:mary.perry@arkansas.gov) or by phone at (501) 683-4800.

# ARKANSAS VIRTUAL ACADEMY

## APPROVED WAIVERS

<b>District LEA:</b>	60-43-700	<b>Elementary School LEA:</b>	60-43-701
<b>City:</b>	Little Rock	<b>Middle School LEA:</b>	60-43-702
<b>Opening Date:</b>	Fall 2007	<b>High School LEA:</b>	60-43-703
<b>Grades Approved:</b>	K-12	<b>Expiration Date:</b>	6/30/2020
<b>CAP:</b>	2000	<b>Grades Served 2015-16:</b>	K-11

### Waivers from Title 6 of the Arkansas Code Annotated (Education Code)

6-5-405(b)(1)	Pertaining to the requirement for superintendents and assistant superintendents to have professional development on applying for state-supported student financial assistance for higher education
6-10-106	School year dates
6-10-110	School fire marshal program
6-13-109	School superintendent
6-13-608	Length of directors' terms
6-13-611	Vacancies generally
6-13-615	Election—Single member zones
6-13-616	Director eligibility
6-13-619	Monthly meetings
6-13-619(a)(1)	Monthly board meetings
6-13-619(c)(1)(A)	Requiring a board member to be physically present at a meeting to be counted for purposes of a quorum or to vote
6-13-620	Powers and duties
6-13-630	Election by zone and at large
6-13-631	Effect of minority population on election
6-13-634	School district board of directors—Size
6-14-101 et seq.	School Elections
6-15-902(a)	Grading scale—Exemptions—Special education (in grades 3-8, the uniform grading scale is waived only as to non-core courses)
6-15-903(a)(2)	Requiring report cards to be mailed, given to a parent at a conference, or sent home with the student
6-15-1004	Qualified teachers in every public school classroom
6-15-1005(b)(5)	Pertaining to alternative learning environments
6-15-1302	Emergency plan for war or terrorist attack
6-16-102	School day hours
6-16-108	Daily recitation of the Pledge of Allegiance
6-17-201 et seq.	Requirements—Written personnel policies—Teacher salary schedule
6-17-203	Committees on personnel policies—Members
6-17-208	Written grievance procedure
6-17-302	Principals—Responsibilities
6-17-309	Certification to teach grade or subject matter—Exceptions—Waivers
6-17-401	Teacher licensure requirement
6-17-427	Superintendent license—Superintendent mentoring program required
6-17-902	Definition (definition of a teacher as licensed)
6-17-908	Teachers' salary fund—Authorized disbursements

6-17-919	Warrants void without valid certification and contract (the ability to pay a teacher's salary only upon filing of a teacher's certificate with the county clerk's office, if the requirement of a teacher's certificate is waived for such teacher)
6-17-1501 et seq.	Teacher Fair Dismissal Act
6-17-1701 et seq.	Public School Employee Fair Hearing Act
6-17-2301 et seq.	Classified School Employee Personnel Policy Law
6-17-2403	Minimum teacher compensation schedule
6-18-209(b)	Adoption of student attendance policy—Effect of excessive absences
6-18-210	Definition of planned instructional time
6-18-213	Attendance records and reports generally
6-18-503(a)(1)(C)(i)	Pertaining to alternative learning environments
6-18-511	Removal of student from classroom by teacher
6-18-705	School breakfast program
6-18-706	School nurses—Nurse-to-student ratio
6-18-1001 et seq.	Public School Student Services Act
6-18-1005(a)(6)	Health services (requiring individual health care plans for certain students and trained and licensed personnel to perform medical tasks at school)
6-20-2208(c)(6)	Monitoring of expenditures (gifted and talented)
6-21-406	Adoption, sale, or exchange of instructional materials
6-21-413	Textbook selection committee
6-25-101 et seq.	Public School Library and Media Technology Act
6-25-103	Library media services program defined
6-25-104	Library media specialist—Qualifications
6-25-105	Establishment of guidelines for the selection, removal, and retention of materials (Library Media)
6-25-106	Provision of resources (Library Media)
6-42-101 et seq.	General Provisions (gifted and talented)
6-48-101 et seq.	Alternative Learning Environments

### **Waivers from ADE Rules Governing Standards for Accreditation of Arkansas Public Schools and Districts**

9.03.1.2	The Smart Core curriculum contained within 38 units that must be taught each year
9.03.2.7	Grades K-4 Practical Living Skills/Career Exploration
9.03.3.9	Grades 5-8 Career and Technical Education (not approved to the extent that it affects accountability)
9.03.4	Grades 9-12 (courses to be taught, requiring the 38 units of credit)
10.01.4	Planned instructional time
10.02	Class Size and Teaching Load
10.02.5	Requiring that teachers in Grades 7-12 not be assigned more than 150 students and classes should not exceed 30 students except for exceptional cases or courses that lend themselves to large group instruction
10.05	Extracurricular Activities
10.06	Requirements for Participation in Extracurricular Activities
10.07	Homework and Independent Study Skills

12.02	Grading
15.01	School District Superintendent
15.02	Principals
15.03	Licensure and Renewal
16.01	Guidance and Counseling
16.02	Media Services
16.03	Health and Safety Services
18	Gifted and Talented Education
19.03	Pertaining to alternative learning environments

**Waivers from Other Rules:**

ADE Rules Governing Uniform Grading Scales for Public Secondary Schools and for Optional Use in Public Elementary Schools

ADE Rules Governing Mandatory Attendance Requirements for Students in Grades Nine through Twelve

ADE Rules Governing the Superintendent Mentoring Program

ADE Rules Governing Educator Licensure

Section 4 of the ADE Rules Governing the Distribution of Student Special Needs Funding and the Determination of Allowable Expenditures of those Funds (Pertaining to alternative learning environments)

ADE Rules Governing Public School Student Services

ADE Rules for Gifted and Talented Program Approval Standards

ADE Rules Governing Nutrition and Physical Activity Standards and Body Mass Index for Age Assessment Protocols in Arkansas Public Schools

Section 1-7 of ADE Rules Governing School District Requirements for Personnel Policies, Salary Schedules, Minimum Salaries, and Documents Posted to District Websites (not a waiver of website posting requirements)

Alternative Learning

Certified staff salary scale

Defibrillator devices

Discipline and school safety policies

Distance learning

Expenditure requirements

Junior Fire Marshal Program

Purchasing of instructional materials

**Regardless of any waivers granted, every charter school must always abide by the following requirements:**

- All standardized assessments required by the state must be administered solely by licensed required by ADE Rules Governing the Arkansas Comprehensive Testing Assessment and Accountability personnel, as Program, Sections 5.02.4 and 5.03.2. Violations of ADE assessment procedures are subject to sanctions by the State Board, including without limitation sanctions pursuant to Ark. Code Ann. §§ 6-15-438 and 6.23.105.
- All teachers and school personnel, whether licensed or unlicensed, must submit to the criminal background and central registry checks required by law.
- Any teacher, whether licensed or unlicensed, who teaches a core academic subject area must meet the requirements of the ADE Rules Governing Highly Qualified Teachers Pursuant to the NO CHILD LEFT BEHIND ACT of 2001. Core academic subject are defined by federal law to include English Language Arts, Reading, Mathematics, Science, Foreign Languages, Social Studies, Music, and Art.

**KIPP DELTA COLLEGE PUBLIC SCHOOLS  
APPROVED WAIVERS**

<b>District LEA:</b>	54-40-700	<b>Elementary School LEA:</b>	54-40-701
<b>City:</b>	Helena, Blytheville, Forrest City	<b>Middle School LEA:</b>	54-40-702
		<b>High School LEA:</b>	54-40-703
<b>Opening Date:</b>	Fall 2010	<b>Blytheville LEA:</b>	54-40-705
		<b>Forrest City LeA:</b>	54-40-708
<b>Grades Approved:</b>	K-12	<b>Expiration Date:</b>	6/30/2023
<b>CAP:</b>	2,310	<b>Grades Served 2015-16:</b>	K-12

**Waivers from Title 6 of the Arkansas Code Annotated (Education Code)**

6-10-106	School year dates
6-13-109	School superintendent
6-13-601 et seq.	District Boards of Directors Generally
6-13-619(a)(1)	Monthly board meetings
6-13-619(c)(1)(A)	Requiring a board member to be physically present at a meeting to be counted for purposes of a quorum or to vote
6-13-635	School board review and approval of salary increases
6-15-902(a)	Grading scale—Exemptions—Special education (in grades 3-8, the uniform grading scale is waived only as to non-core courses)
6-15-902(c)(2)	Requiring quality points for Advanced Placement courses be contingent upon teacher AP training documentation
6-15-1004	Qualified teachers in every public school classroom
6-15-1005(b)(5)	Pertaining to alternative learning environments
6-15-1603	Establishment of local task forces on closing the achievement gap
6-17-111	Duty-free lunch periods
6-17-114	Daily planning period
6-17-201(c)(2)	Pertaining to teacher compensation
6-17-203	Committees on personnel policies—Members
6-17-302	Principals—Responsibilities
6-17-309	Certification to teach grade or subject matter—Exceptions—Waivers
6-17-401	Teacher licensure requirement
6-17-418	Teacher licensure—Arkansas history requirement
6-17-427	Superintendent license—Superintendent mentoring program required
6-17-902	Definition (definition of a teacher as licensed)
6-17-919	Warrants void without valid certification and contract (the ability to pay a teacher's salary only upon filing of a teacher's certificate with the county clerk's office, if the requirement of a teacher's certificate is waived for such teacher)
6-17-1301 et seq.	School Employees' Minimum Sick Leave Law
6-17-1501 et seq.	Teacher Fair Dismissal Act
6-17-1701 et seq.	Public School Employee Fair Hearing Act
6-17-2203	Minimum salary
6-17-2205	Paid breaks for certain classified employees
6-17-2403	Minimum teacher compensation schedule
6-18-503(a)(1)(C)(i)	Pertaining to alternative learning environments
6-18-508	Alternative learning environments
6-18-1001 et seq.	Public School Student Services Act
6-20-2208(c)(6)	Monitoring of expenditures (gifted and talented)
6-25-103	Library media services program defined
6-25-104	Library media specialist—Qualifications
6-42-101 et seq.	General Provisions (gifted and talented)
6-48-101 et seq.	Alternative Learning Environments



**Waivers from ADE Rules Governing Standards for Accreditation of Arkansas Public Schools and Districts**

9.03	Grades 5-8
9.03.3.11	5-8 Arkansas history (to be incorporated into other courses)
10.01.2	185-day teacher/administrator contracts
10.02	Class Size and Teaching Load
10.02.4	Requiring an average student/teacher ratio for grades 4-6 of no more than 25 students per and no more than 28 students per teacher in any classroom
10.02.5	Requiring that teachers in Grades 7-12 not be assigned more than 150 students and classes should not exceed 30 students except for exceptional cases or courses that lend themselves to large group instruction
15	Personnel
15.01	School District Superintendent
15.02	Principals
15.03	Licensure and Renewal
16	Support Services
16.01.3	Requiring a certified counselor at each school at a ratio of 1 to 450
16.02	Media Services
18	Gifted and Talented Education
19.03	Pertaining to alternative learning environments

**Waivers from Other Rules:**

ADE Rules Governing Uniform Grading Scales for Public Secondary Schools and for Optional Use in Public Elementary Schools (applies only to non-core classes)

Certified staff salary schedule

Gifted and Talented Program Approval Standards

Teacher Education and Licensure

Waivers of Minimum Salaries of Certified Personnel

ADE Rules Governing Parental Notification of an Assignment of a Non-Licensed Teacher to Teach a Class for More than Thirty (30) Consecutive Days and for Granting Waivers

ADE Rules Governing School District Requirements for Personnel Policies, Salary Schedules, Minimum Salaries, and Documents Posted to District Websites (pertaining to salary schedules and personnel policies)

ADE Rules Governing the Superintendent Mentoring Program

Section 4 of the ADE Rules Governing the Distribution of Student Special Needs Funding and the Determination of Allowable Expenditures of those Funds (Pertaining to alternative learning environments)

Section 4 of the ADE Rules for Advanced Placement and International Baccalaureate Diploma Incentive Program

Section 4.03(c)(i) of the ADE Rules Governing Uniform Grading Scales for Public Secondary Schools and for Optional Use in Public Elementary Schools

**Regardless of any waivers granted, every charter school must always abide by the following requirements:**

- All standardized assessments required by the state must be administered solely by licensed required by ADE Rules Governing the Arkansas Comprehensive Testing Assessment and Accountability personnel, as Program, Sections 5.02.4 and 5.03.2. Violations of ADE assessment procedures are subject to sanctions by the State Board, including without limitation sanctions pursuant to Ark. Code Ann. §§ 6-15-438 and 6.23.105.
- All teachers and school personnel, whether licensed or unlicensed, must submit to the criminal background and central registry checks required by law.
- Any teacher, whether licensed or unlicensed, who teaches a core academic subject area must meet the requirements of the ADE Rules Governing Highly Qualified Teachers Pursuant to the NO CHILD LEFT BEHIND ACT of 2001. Core academic subject are defined by federal law to include English Language Arts, Reading, Mathematics, Science, Foreign Languages, Social Studies, Music, and Art.

**BARTON-LEXA SCHOOL DISTRICT**

**Date of Waiver Request Submission**  
**90-Day Deadline for State Board of Education Action**

**June 13, 2016**  
**September 11, 2016**

<b>2015-2016 Enrollment</b>	
<b>2 or More Races</b>	<b>0</b>
<b>Asian</b>	<b>7</b>
<b>Black</b>	<b>282</b>
<b>Hispanic</b>	<b>29</b>
<b>Native American/ Native Alaskan</b>	<b>3</b>
<b>Native Hawaiian/ Pacific Islander</b>	<b>1</b>
<b>White</b>	<b>484</b>
<b>TOTAL</b>	<b>806</b>



# ARKANSAS DEPARTMENT OF EDUCATION

Johnny Key  
Commissioner

January 15, 2016

State Board  
of Education

Toyce Newton  
Crossett  
Chair

Mireya Reith  
Fayetteville  
Vice Chair

Dr. Jay Barth  
Little Rock

Joe Black  
Newport

Susan Chambers  
Bella Vista

Charisse Dean  
Little Rock

Vicki Saviers  
Little Rock

R. Brett Williamson  
El Dorado

Diane Zook  
Melbourne

Mr. David Tollet, Superintendent  
Barton-Lexa School District  
Box 97  
Barton, Arkansas 72312

Dear Superintendent Tollet:

On January 14, 2016, the State Board of Education approved the following waiver requests **to be effective for a period of five years, from July 1, 2016 through June 30, 2021**, as requested by the Barton-Lexa School District:

- Ark. Code Ann. § 6-10-106, to allow the school year to begin between August 1 and August 19;
- Ark. Code Ann. § 6-17-114, to allow for a common planning time at the end of the day;
- Pertaining to teacher licensure for **non-core classes only**
  - Ark. Code Ann. § 6-15-1004;
  - Ark. Code Ann. § 6-17-309;
  - Ark. Code Ann. § 6-17-401;
  - Ark. Code Ann. § 6-17-902;
  - Ark. Code Ann. § 6-17-919
  - Section 15.03 of the ADE Rules Governing Standards for Accreditation of Arkansas Public Schools and School Districts; and
  - ADE Rules Governing Educator Licensure; and
- Pertaining to the library media specialist, **except that there will be at least one certified library media specialist in the district**,
  - Ark. Code Ann. § 6-25-103;
  - Ark. Code Ann. § 6-25-104;
  - Section 16.02.3 of the ADE Rules Governing Standards for Accreditation of Arkansas Public Schools and School Districts.

Even with the waiver from the licensure requirements, the district is required to hire licensed teachers in core academic subject areas (English language arts, reading, mathematics, science, foreign languages, social studies, music, and art). Standardized assessments required by the state **must** be administered only by licensed teachers. All teachers and school personnel, whether licensed or not, **must** comply with all state laws requiring background checks. A waiver of teacher licensure requirements does not exempt licensed employees from the Code of Ethics for Arkansas Educators.

Please do not hesitate to contact me with any questions. I can be reached by phone, at (501) 683-4800, or by email, at [mary.perry@arkansas.gov](mailto:mary.perry@arkansas.gov).

Sincerely,

Mary Perry, Coordinator  
Division of Learning Services

Four Capitol Mall  
Little Rock, AR  
72201-1019  
(501) 682-4475  
[ArkansasEd.gov](http://ArkansasEd.gov)

## 2015 ESEA DISTRICT REPORT

**District:** BARTON-LEXA SCHOOL DISTRICT  
**LEA:** 5401000  
**Enrollment:** 818

**Superintendent:** JOHN WILSON  
**Attendance** 93.41  
**Poverty Rate:** 80.20

**Address:** BOX 97  
**Address:** BARTON, AR 72312  
**Phone:** (870) 572-7294

<b>OVERALL SCHOOL STATUS:</b>	<b>2014 NEEDS IMPROVEMENT</b>
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### PERCENT TESTED

PERCENT TESTED STATUS: <b>ACHIEVING</b>						
	ELA			MATHEMATICS		
ESEA Flexibility Indicators	# Attempted	# Expected	Percentage	# Attempted	# Expected	Percentage
All Students	495	497	99.60	491	493	99.59
Targeted Achievement Gap Group	387	388	99.74	384	385	99.74
ESEA Subgroups	# Attempted	# Expected	Percentage	# Attempted	# Expected	Percentage
African American	175	176	99.43	174	175	99.43
Hispanic	17	17	100.00	17	17	100.00
White	295	296	99.66	292	293	99.66
Economically Disadvantaged	376	377	99.73	375	376	99.73
English Language Learners	n < 10	n < 10	n < 10	n < 10	n < 10	n < 10
Students with Disabilities	70	70	100.00	61	61	100.00

### STUDENT PERFORMANCE -- ENGLISH LANGUAGE ARTS

ELA STATUS:				
ESEA Flexibility Indicators	# Achieved	# Tested	Percentage	2015 AMO
All Students	104	463	22.46	22.73
Targeted Achievement Gap Group	76	377	20.16	17.41
ESEA Subgroups	# Achieved	# Tested	Percentage	2015 AMO
African American	32	162	19.75	10.77
Hispanic	4	15	26.67	18.35
White	65	278	23.38	26.04
Economically Disadvantaged	76	370	20.54	17.63
English Language Learners	n < 10	n < 10	n < 10	7.64
Students with Disabilities	5	64	7.81	4.60

### STUDENT PERFORMANCE -- MATHEMATICS

MATHEMATICS STATUS:				
ESEA Flexibility Indicators	# Achieved	# Tested	Percentage	2015 AMO
All Students	59	460	12.83	13.95
Targeted Achievement Gap Group	43	375	11.47	10.82
ESEA Subgroups	# Achieved	# Tested	Percentage	2015 AMO
African American	17	162	10.49	5.87
Hispanic	1	15	6.67	12.10
White	38	275	13.82	17.14
Economically Disadvantaged	42	369	11.38	11.02
English Language Learners	n < 10	n < 10	n < 10	6.23
Students with Disabilities	5	57	8.77	4.60

### 2014 SCHOOL GRADUATION RATE

GRADUATION RATE STATUS: <b>ACHIEVING</b>					
ESEA Flexibility Indicators	# Actual Graduates	# Expected Graduates	Percentage	2014 AMO	90TH PCTL
All Students	65	74	87.84	81.29	94.00
Targeted Achievement Gap Group	35	43	81.40	71.43	94.00
Three Year Average Performance	# Actual Graduates	# Expected Graduates	Percentage	2014 AMO	90TH PCTL
All Students	173	195	88.72	81.29	94.00
Targeted Achievement Gap Group	102	118	86.44	71.43	94.00
ESEA Subgroups	# Actual Graduates	# Expected Graduates	Percentage	2014 AMO	
African American	27	29	93.10	86.67	
Hispanic	n < 10	n < 10	n < 10		
White	36	42	85.71	78.38	
Economically Disadvantaged	34	42	80.95	73.33	
English Language Learners	n < 10	n < 10	n < 10		
Students with Disabilities	n < 10	n < 10	n < 10	44.45	

## 2015 ESEA DISTRICT REPORT

<b>District:</b> BARTON-LEXA SCHOOL DISTRICT	<b>Superintendent:</b> JOHN WILSON	<b>Address:</b> BOX 97
<b>LEA:</b> 5401000	<b>Attendance</b> 93.41	<b>Address:</b> BARTON, AR 72312
<b>Enrollment:</b> 818	<b>Poverty Rate:</b> 80.20	<b>Phone:</b> (870) 572-7294

The Performance Based Assessment (PBA) component was given before the End of Year Assessment (EOY). The PBA consisted of extended tasks and applications of concepts and skills for ELA/Literacy and Math. ELA/Literacy included writing effectively when analyzing text and research simulation. Math included solving multi-step problems requiring abstract reasoning, precision, perseverance and strategic use of tools.

The EOY assessment consisted of innovative, short-answer items including the following: ELA/Literacy reading comprehension; Math short items that address both concepts and skills.

### **PBA Only and EOY Only are not included in performance calculations.**

Number of enrolled students with completed PBA only:	11
Number of enrolled students with completed EOY only:	15

### **Percent Tested: Source and Use of Enrollment**

For percent tested and school/district performance calculations student enrollment files were downloaded from eSchool via TRIAND to establish the students expected to test. These files were downloaded May 15, 2015.

When students' test and enrollment records were matched by school and student state identifier the demographic values from the enrollment files were used in ESEA calculations.

When a student had a test record and did not match an enrollment record the demographic values from the student's test record were used in ESEA calculations.

When a student had an enrollment record that did not match a test record the demographic values from the student's enrollment record were used in ESEA calculations.

Report created on: 01/07/2016



# ARKANSAS DEPARTMENT OF EDUCATION

## DISTRICT WAIVER REQUEST FORM

**District Name:** Bismarck School District

**Superintendent:** Ms. Susan Stewart

**Email Address:** susan.stewart@bsd-lions.net

**Phone Number:** (501)865-4888, ext. 4 **Submission Date:** 06/08/2016

**Name of Charter School(s) Attended by District Students**

Arkansas Virtual Academy

**Waiver Topic:** Personalized Learning for All Students

**Statute/Standard/Rule to be Waived**

Arkansas Code Annotated

- Ark. Code Ann. § 6-16-102;
- Ark. Code Ann. § 6-18-210;
- The Arkansas Department of Education Rules Governing the Arkansas Mandatory Attendance Requirements for Students in Grades Nine through Twelve;
- Section 10.01.4 of the Arkansas Department of Education Rules Governing Standards for Accreditation of Arkansas Public Schools and School Districts;
- The above waivers are being requested for a (5) five year period, through the 2020-2021 school year.

**Rationale for Waiver**

The Bismarck School District seeks the opportunity to create a more personalized learning experience for all students. By enabling more flexibility in regards to the traditional classroom day, a student will have the option to complete an internship, attain paid employment, enroll in postsecondary training (college or technical courses), participate in job-shadowing, or participate in community projects (for scholarship purposes or college admissions).

By providing our seniors with up to 3 periods per day of these enhanced learning opportunities, we believe that student grades will increase, student attendance will increase, student discipline referrals will decrease, the achievement gap will narrow, and our graduation rate will increase.

Many seniors are currently taking elective credits just to fill the school day seat time requirements. We have experienced an increased number of failing grades in some upper level electives due to the students not putting forth an effort to do well since they do not need the credit to graduate. To quantify what the high school staff observed, the following data was gathered:

66% of seniors attending Bismarck School District in the 2016-2017 school year, will need from one to four credits to graduate.

84% of seniors attending Bismarck School District in the 2016-2017 school year, will need from one to five credits to graduate.

Anecdotal evidence indicates that students who drop out before graduation do so because they see very little value in the elective courses that do not interest them. By eliminating some of the required seat time, students will be less likely to drop out of school knowing that the classes they are taking are relevant to their future goals. They can attend fewer classes and be involved in other opportunities they value.

In early May, we surveyed students to gather data on whether they felt they would benefit from internship opportunities. 98.2% of the current 11th grade students indicated that they would value the opportunity to gain real-world experiences in the career paths in which they are interested through an internship. Students will have more opportunities to obtain career and technical certifications during the school day, which would increase their employability. The students expressed that an internship would allow them the flexibility to pursue career interests, work to earn money, participate in student organizations, and complete their studies simultaneously.

**\*Student Responses to the Survey:**

By providing our school with the opportunity to work, shadow, or volunteer during school hours this would show students good work ethic, and let them see what they will be expecting in the real world. It is not for every student, but it would be a wonderful option to have. This would really help me out, because I would love to start getting the experience on the future job. I would be working at a Vet Clinic and this would benefit me. This opportunity would also greatly benefit other students and help them develop a good work ethic.

Being able to check out of school earlier would allow me to go to work and still have time for course/home work that I need to do instead of staying in school and taking elective classes that I do not need.

With this privilege, I would be able to either acquire a job and/or further pursue my college career.

Working during school hours would help me to make money that would go towards college. The more I work now, the less I have to work in college. I only need two more credits to graduate, yet I have to stay in classes all day long that I do not need. As of now, I cannot be at work until around 4:00 p.m. depending on traffic. This not only limits me to the amount of money I can make, but it also cuts the amount of time I have to do homework. If I could get out of school after I'm finished with my needed classes I could go make more money specifically for college and study for the classes that I actually need to graduate.

Being able to work during school hours would make it easier to balance work and school without being overly tired during the day, because I had to work a late shift. It would also make it easier to work because I would have more time available. I have a job at Olive Garden as a hostess so I spend a lot of time on my feet and when I get home I'm tired and don't want to do homework that late.

I am really interested in maturing with a job that I actually have to schedule around. I feel taking the same classes even after I have the credits I need to graduate are repetitive and unnecessary. That is probably why most seniors get "senioritis."

I will be taking two AP classes next year, so I will need at least 2 hours a night to study. Being able to go to work earlier will allow me more study time so I'm not too tired to do it when I get home.

Attending school and taking an unnecessary elective class while I could be using the extra time to make more money to help support my family. As of right now, I am only able to work the weekends. Although the extra money is needed, I cannot work weeknights because I am an Honors student involved in extracurricular activities and wouldn't be able to get my homework done to the best of my abilities.

Currently I work during the summer. This program would allow me to gain skills through work throughout the entire year. Working year round would allow me to experience a full commitment of working and help me learn people and job skills that will get me ready for college and get me ready to enter the job force. Wasting time through unnecessary classes is pointless when students could be gaining real skills outside of High school.

I have a vehicle that I have to pay off and I need to work as much as possible, plus I need to make more money to put towards college. I also am not able to get to work until about 4:00 every day and I wouldn't get off and get home until 8:00-9:00 every night. With that being said I don't have much time to study and do homework as I would like to have so being able to get out of school at lunch everyday and being able to go to work, I would not only be able to work more hours, but I would have more time to study and do homework for school.

Rather than having to wait until I was out of school, I would have an easier time taking care of things that I wouldn't be able to take care of if I was forced to be at school. I am looking into Occupational Therapy. With this addition of time, I would have the opportunity to shadow someone who is already in this field of work. If I was required to be in school, I would have a limited amount of time to do this.

Perhaps if I got out of school say, two hours earlier, I'd be able to go to work at 2 p.m. rather than 4 p.m. This would allow me to work a standard 4 hour shift and get home at about 6:30 or 7:00 rather than 8:30 or 9:00. In this case I would be able to do homework/study for two additional hours and still get the recommended 8 hours of sleep at night which we all so crave. Therefore, to be denied this opportunity would be gross and unjustified. Additionally, this would provide students in Beta Club an opportunity to get their community service hours in during school even if they had an after school job of some sort. Honestly, not everyone is going to need 6 or 7 more credits their senior years, so I see no reason not to seriously consider this change.

Honestly, I would be able to pay for myself and not depend on my parents. It would teach students that had a job how to juggle work with school. It also teaches us how to be responsible.

Because I would be able to further learning what career i would like to go to. After i get out of school I have to go straight to work on the farm working cattle, fixing fences, etc., I would end up going to bed at 10 or 11 at night. I feel as though this opportunity would be very fulfilling in finding our future careers.

\*Bismarck School District\*

#### Possible Considerations When Determining Our Waiver Request:

##### 1. How does the waiver support or complement the district's vision and/or strategic plan?

Bismarck Public Schools is a small, rural school district which seeks to provide diverse and creative learning opportunities for our students in order to not only provide a quality academic environment for our students, but also in order to remain a comparable option for parents when/if considering school choice. In order to remain competitive with the larger districts around us, we always strive to provide a challenging, innovative, and diverse learning experience for our students. Our high school currently ranks in the top 1% academically in the state based on last year's PARCC scores, and we feel that by providing an even more personalized education to our students, focusing on their personal and academic needs, we can continue that in the future.

##### 2/a. What are the specific benefits to students if these waivers are granted?

This waiver will allow qualifying students the ability to complete required coursework in less than six hours and to enroll in postsecondary training (college or technical classes), which will enable them the opportunity to get a head start on their college career, or learn a trade that will greatly benefit them in the future.

This opportunity will benefit students by allowing those who may have a financial hardship within their family or who are self-supported to seek higher paying employment with more flexible hours. Bismarck is a rural community with limited employment opportunities. This program will allow students who have a financial hardship to seek employment in Hot Springs or Arkadelphia and have more flexible hours that will not require them to be out on the highway as late, which is a safety risk.

This waiver will benefit some of our students by giving them the opportunity to participate in community projects and increase their chances of earning some of the more lucrative scholarships.

This program will also be a great benefit to our at-risk students by helping them stay engaged in



meaningful and relevant courses instead of taking classes they see as “just filling seat time.” By this, our hope is that these students will remain in school instead of dropping out.

2/b. What are the expected academic gains to the students if these waivers are granted?

Many seniors are currently taking elective credits to fill the school day seat time requirement. Because of this we have seen a dramatic increase in absenteeism (especially among those who are 18) and many are failing simply because they do not see the need to put forth the effort, especially since the electives do not count towards graduation.

The high school counselor has examined attendance, failing grades, and credit denial data to identify students who may benefit from a flexible schedule. Our estimate from the data shows approximately 35 students who may be in this group.

By eliminating some of the required seat time, we believe students will be less likely to drop out of school knowing they're participating in a program that is relevant to their future goals. We also believe this program will help improve student attendance in the courses they do need and improve their grade point average and scholarship opportunities.

3. What are the specific plans to implement the waiver?

The counselor will meet with qualifying students and parents who are interested in participating in the program. To be eligible to participate in the program, students must be on track to graduate, one factor being based on having the required credits to graduate. For the 2016-2017 school year, these meetings will take place in the summer before school starts in August. For the subsequent school years the counselor will meet with qualifying students and parents during the annual CAPS scheduling conferences which are held in March.

Our target is for qualifying students to clock fifteen hours/week for the off-campus activities.

To ensure students remain on track during the duration of the program, contracts, monitoring documentation, and a culminating project will be required. The school counselor and parental involvement coordinator will maintain the documentation and follow up with the students. They will also maintain regular communication with the contact person for the business/organization/learning institution that the student is involved with throughout the year.

For those students with limited or no transportation, we plan to offer some internship opportunities within the district. These opportunities include, but are not limited to, job-shadowing and assisting our technology department, job-shadowing elementary teachers (especially for those who may be thinking of a career in education), etc.

Students will be required to complete an internship project at the end of the year. This will give students the opportunity for reflection that is necessary to understand what they learned from the experience and how it will help them make decisions concerning future career choices.

4. Is the waiver consistent with district policy?

Yes, the waiver request was presented to the Bismarck School Board on May 16, 2016. The board approved a resolution in support of the waiver request and is prepared to take any actions necessary to facilitate the waivers.

5. What is the fiscal impact of the waiver? Will there be additional costs associated with this waiver, and if so, what is the source of funding? If funds are saved, what are the planned uses for the savings?

Two existing staff members, in addition to building and district-level leadership, will monitor the program and students participating in the internships; however, no new hiring will be required.

6. What effects will the waiver have on current academic, fiscal, or facilities distress status? How will the waiver help the district to alleviate the distress issues? Will implementation of the waiver cause any distress issues?

The district is not under academic distress, facilities distress, or fiscal distress. The waiver will not cause the district to incur any of these issues.

7. Will the use of the requested waivers assist the district in resolving any accreditation issues? Will the use of the requested waivers cause the district any difficulty in complying with the Standards for Accreditation?

If approved, it will not cause any issues in regards to compliance with the Standards of Accreditation. The Bismarck School District is fully accredited and has no accreditation issues.

8. How has the charter school effectively applied for this waiver? How will the district ensure effectiveness?

Arkansas Virtual Academy is an online (virtual) charter school requiring students to log 30 hours per week. Arkansas Virtual Academy uses its waivers to allow students a nonconforming/non-traditional schedule within those 30 hours of required time.

9. Does the district's school board support the waiver requests? Did the board sign a resolution?

Yes, the waiver request was approved by resolution on May 16, 2016 (resolution attached). The board is extremely supportive and excited about the opportunities this could provide for our students.

10. Have school employees been notified that the district intends to request and implement these waivers? If so, what methods of notification were used, and how often were notifications sent or published?

Yes, the Bismarck High School Leadership Team discussed the waiver request on several occasions, and it was presented to each departmental PLC (Professional Learning Community) the week of May 9, 2016. The principal addressed the entire staff during a faculty meeting on May 24, 2016. It was also shared via social media using the District Twitter account and was posted to the Faculty Drive in the form of Board minutes from the May 2016 minutes.

11. Have parents and other members of the community been notified that the district intends to request and implement these waivers? If so, what methods of notification were used, and how often were notifications sent or published?

Yes, the parents and community members were notified through the Bismarck School District website, the District Twitter account, and it was published in a local newspaper. In addition, the counselor and parental involvement coordinator will meet with the identified students who are eligible to participate in the program if approved. Parents will be given the option of whether to grant permission for their child to participate in the program. A survey was also given to students for input.

When the form is complete, email it with the waiver lists for the charter school(s) that serve district students to Mary Perry at [mary.perry@arkansas.gov](mailto:mary.perry@arkansas.gov). Waiver lists can be accessed from the Arkansas Department of Education website at <http://www.arkansased.gov/divisions/learning-services/charterschools/open-enrollment-charter-school-waivers>.

Questions should be directed to Mary Perry by email at [mary.perry@arkansas.gov](mailto:mary.perry@arkansas.gov) or by phone at (501) 683-4800.

**RESOLUTION OF THE BISMARCK SCHOOL DISTRICT BOARD OF  
DIRECTORS**

WHEREAS, 66 percent (66%) of seniors who will attend Bismarck School District in the 2016-2017 school year will need from one to four credits to graduate; and

WHEREAS, 84 percent (84%) of seniors who will attend Bismarck School District in the 2016-2017 school year will need from one to five credits to graduate; and

WHEREAS, many seniors who attend Bismarck School District take elective credits that are not always of interest to them to fill the school day and seat time; and

WHEREAS, the Bismarck School District seeks the opportunity to individualize educational settings to create more personalized learning for all students and provide real life opportunities to help students determine career paths; and

WHEREAS, a student's ability to complete required coursework in less than six (6) hours per day would allow the student to enroll in postsecondary training (college or technical classes), participate in community service projects (for college admissions or scholarship purposes); and participate in paid/unpaid internships; and

WHEREAS, waivers of certain state laws and administrative rules would allow Bismarck School District to provide the aforementioned personalized learning opportunities for its students; and

WHEREAS, Act 1240 of 2015, codified at Ark. Code Ann. § 6-15-103, allows Bismarck School District to petition the State Board of Education for all or some of the waivers granted to an open-enrollment public charter school that draws students from Bismarck School District; and

WHEREAS, Arkansas Virtual Academy is an open-enrollment public charter school that draws students from Bismarck School District; and

WHEREAS, the Arkansas State Board of Education granted Arkansas Virtual Academy a series of waivers, including waivers from: (1) the Arkansas Department of Education Rules Governing the Arkansas Mandatory Attendance Requirements for Students in Grades Nine through Twelve; and (2) Section 10.01.4 of the Arkansas Department of Education Rules Governing Standards for Accreditation of Arkansas Public Schools and School Districts; and

NOW, THEREFORE, BE IT RESOLVED BY THE BISMARCK SCHOOL DISTRICT BOARD OF DIRECTORS, THAT:

1. Pursuant to Act 1240 of 2015, codified at Ark. Code Ann. § 6-15-103, the Bismarck School District administration is hereby authorized to request the following waivers from the Arkansas State Board of Education:
  - a. Ark. Code Ann. § 6-16-102;
  - b. Ark. Code Ann. § 6-18-210;
  - c. The Arkansas Department of Education Rules Governing the Arkansas Mandatory Attendance Requirements for Students in Grades Nine through Twelve;
  - d. Section 10.01.4 of the Arkansas Department of Education Rules Governing Standards for Accreditation of Arkansas Public Schools and School Districts;
  - e. Section 16.01 of the Arkansas Department of Education Rules Governing Standards for Accreditation of Arkansas Public Schools and School Districts;
  - f. Section 16.02 of the Arkansas Department of Education Rules Governing Standards for Accreditation of Arkansas Public Schools and School Districts;
  - g. Any such other waivers as may legally be required and granted by the Arkansas State Board of Education to give effect to the personalized learning opportunities listed herein.
2. The Bismarck School District administration may seek these waivers to take effect beginning in the 2016-2017 school year.
3. The Bismarck School District Board of Directors agreed upon this resolution by vote on May 16, 2016, during an open, regularly scheduled meeting.

By:   
Dr. Birdie Holder, Board President

By:   
Mrs. Melissa Morrison, Board Secretary

**ARKANSAS VIRTUAL ACADEMY  
APPROVED WAIVERS**

District LEA:	60-43-700	Elementary School LEA:	60-43-701
City:	Little Rock	Middle School LEA:	60-43-702
Opening Date:	Fall 2007	High School LEA:	60-43-703
Grades Approved:	K-12	Expiration Date:	6/30/2020
CAP:	2000	Grades Served 2015-16:	K-11

**Waivers from Title 6 of the Arkansas Code Annotated (Education Code)**

6-5-405(b)(1)	Pertaining to the requirement for superintendents and assistant superintendents to have professional development on applying for state-supported student financial assistance for higher education
6-10-106	School year dates
6-10-110	School fire marshal program
6-13-109	School superintendent
6-13-608	Length of directors' terms
6-13-611	Vacancies generally
6-13-615	Election—Single member zones
6-13-616	Director eligibility
6-13-619	Monthly meetings
6-13-619(a)(1)	Monthly board meetings
6-13-619(c)(1)(A)	Requiring a board member to be physically present at a meeting to be counted for purposes of a quorum or to vote
6-13-620	Powers and duties
6-13-630	Election by zone and at large
6-13-631	Effect of minority population on election
6-13-634	School district board of directors—Size
6-14-101 et seq.	School Elections
6-15-902(a)	Grading scale—Exemptions—Special education (in grades 3-8, the uniform grading scale is waived only as to non-core courses)
6-15-903(a)(2)	Requiring report cards to be mailed, given to a parent at a conference, or sent home with the student
6-15-1004	Qualified teachers in every public school classroom
6-15-1005(b)(5)	Pertaining to alternative learning environments
6-15-1302	Emergency plan for war or terrorist attack
6-16-102	School day hours
6-16-108	Daily recitation of the Pledge of Allegiance
6-17-201 et seq.	Requirements—Written personnel policies—Teacher salary schedule
6-17-203	Committees on personnel policies—Members
6-17-208	Written grievance procedure
6-17-302	Principals—Responsibilities
6-17-309	Certification to teach grade or subject matter—Exceptions—Waivers
6-17-401	Teacher licensure requirement
6-17-427	Superintendent license—Superintendent mentoring program required
6-17-902	Definition (definition of a teacher as licensed)
6-17-908	Teachers' salary fund—Authorized disbursements

12.02	Grading
15.01	School District Superintendent
15.02	Principals
15.03	Licensure and Renewal
16.01	Guidance and Counseling
16.02	Media Services
16.03	Health and Safety Services
18	Gifted and Talented Education
19.03	Pertaining to alternative learning environments

**Waivers from Other Rules:**

ADE Rules Governing Uniform Grading Scales for Public Secondary Schools and for Optional Use in Public Elementary Schools

ADE Rules Governing Mandatory Attendance Requirements for Students in Grades Nine through Twelve

ADE Rules Governing the Superintendent Mentoring Program

ADE Rules Governing Educator Licensure

Section 4 of the ADE Rules Governing the Distribution of Student Special Needs Funding and the Determination of Allowable Expenditures of those Funds (Pertaining to alternative learning environments)

ADE Rules Governing Public School Student Services

ADE Rules for Gifted and Talented Program Approval Standards

ADE Rules Governing Nutrition and Physical Activity Standards and Body Mass Index for Age Assessment Protocols in Arkansas Public Schools

Section 1-7 of ADE Rules Governing School District Requirements for Personnel Policies, Salary Schedules, Minimum Salaries, and Documents Posted to District Websites (not a waiver of website posting requirements)

Alternative Learning

Certified staff salary scale

Defibrillator devices

Discipline and school safety policies

Distance learning

Expenditure requirements

Junior Fire Marshal Program

Purchasing of instructional materials

**Regardless of any waivers granted, every charter school must always abide by the following requirements:**

- All standardized assessments required by the state must be administered solely by licensed personnel required by ADE Rules Governing the Arkansas Comprehensive Testing Assessment and Accountability Program, Sections 5.02.4 and 5.03.2. Violations of ADE assessment procedures are subject to sanctions by the State Board, including without limitation sanctions pursuant to Ark. Code Ann. §§ 6-15-438 and 6-23-105.
- All teachers and school personnel, whether licensed or unlicensed, must submit to the criminal background and central registry checks required by law.
- Any teacher, whether licensed or unlicensed, who teaches a core academic subject area must meet the requirements of the ADE Rules Governing Highly Qualified Teachers Pursuant to the NO CHILD LEFT BEHIND ACT of 2001. Core academic subject areas are defined by federal law to include English Language Arts, Reading, Mathematics, Science, Foreign Languages, Social Studies, Music, and Art.

# 2015 SCHOOL DISTRICT REPORT

District: BISMARCK SCHOOL DISTRICT  
LEA: 3001000  
Enrollment: 969

Superintendent: SUSAN STEWART  
Attendance: 94.16  
Poverty Rate: 60.68

Address: 11636 HWY 84  
Address: BISMARCK, AR 71929  
Phone: (501) 865-4888

## OVERALL SCHOOL STATUS:

2014 NEEDS IMPROVEMENT

## PERCENT TESTED

PERCENT TESTED STATUS: ACHIEVING						
	ELA			MATHEMATICS		
ESEA Flexibility Indicators	# Attempted	# Expected	Percentage	# Attempted	# Expected	Percentage
All Students	588	589	99.83	617	618	99.84
Targeted Achievement Gap Group	386	387	99.74	400	401	99.75
ESEA Subgroups	# Attempted	# Expected	Percentage	# Attempted	# Expected	Percentage
African American	n < 10	n < 10	n < 10	n < 10	n < 10	n < 10
Hispanic	47	47	100.00	50	50	100.00
White	520	521	99.81	545	546	99.82
Economically Disadvantaged	374	375	99.73	389	390	99.74
English Language Learners	24	24	100.00	23	23	100.00
Students with Disabilities	72	72	100.00	62	62	100.00

## STUDENT PERFORMANCE -- ENGLISH LANGUAGE ARTS

ELA STATUS:				
ESEA Flexibility Indicators	# Achieved	# Tested	Percentage	2015 AMO
All Students	264	545	48.44	22.73
Targeted Achievement Gap Group	146	353	41.36	17.41
ESEA Subgroups	# Achieved	# Tested	Percentage	2015 AMO
African American	n < 10	n < 10	n < 10	10.77
Hispanic	22	47	46.81	18.35
White	234	481	48.65	26.04
Economically Disadvantaged	146	342	42.69	17.63
English Language Learners	12	24	50.00	7.64
Students with Disabilities	8	66	12.12	4.60

## STUDENT PERFORMANCE -- MATHEMATICS

MATHEMATICS STATUS:				
ESEA Flexibility Indicators	# Achieved	# Tested	Percentage	2015 AMO
All Students	203	574	35.37	13.95
Targeted Achievement Gap Group	109	367	29.70	10.82
ESEA Subgroups	# Achieved	# Tested	Percentage	2015 AMO
African American	n < 10	n < 10	n < 10	5.87
Hispanic	10	50	20.00	12.10
White	189	506	37.35	17.14
Economically Disadvantaged	109	357	30.53	11.02
English Language Learners	3	23	13.04	6.23
Students with Disabilities	9	58	15.52	4.60

## 2014 SCHOOL GRADUATION RATE

GRADUATION RATE STATUS: ACHIEVING					
ESEA Flexibility Indicators	# Actual Graduates	# Expected Graduates	Percentage	2014 AMO	90TH PCTL
All Students	69	75	92.00	89.33	94.00
Targeted Achievement Gap Group	34	39	87.18	85.71	94.00
Three Year Average Performance	# Actual Graduates	# Expected Graduates	Percentage	2014 AMO	90TH PCTL
All Students	210	233	90.13	89.33	94.00
Targeted Achievement Gap Group	113	130	86.92	85.71	94.00
ESEA Subgroups	# Actual Graduates	# Expected Graduates	Percentage	2014 AMO	
African American	n < 10	n < 10	n < 10	100.00	
Hispanic	n < 10	n < 10	n < 10	100.00	
White	68	73	93.15	89.21	
Economically Disadvantaged	33	38	86.84	84.76	
English Language Learners	n < 10	n < 10	n < 10	33.33	
Students with Disabilities	n < 10	n < 10	n < 10	84.61	

## 2015 ESEA TESTING REPORT

**District:** BISMARCK SCHOOL DISTRICT  
**LEA:** 3001000  
**Enrollment:** 969

**Superintendent:** SUSAN STEWART  
**Attendance:** 94.16  
**Poverty Rate:** 60.68

**Address:** 11636 HWY 84  
**Address:** BISMARCK, AR 71929  
**Phone:** (501) 865-4888

The Performance Based Assessment (PBA) component was given before the End of Year Assessment (EOY). The PBA consisted of extended tasks and applications of concepts and skills for ELA/Literacy and Math. ELA/Literacy included writing effectively when analyzing text and research simulation. Math included solving multi-step problems requiring abstract reasoning, precision, perseverance and strategic use of tools.

The EOY assessment consisted of innovative, short-answer items including the following: ELA/Literacy reading comprehension; Math short items that address both concepts and skills.

### **PBA Only and EOY Only are not included in performance calculations.**

Number of enrolled students with completed PBA only:	4
Number of enrolled students with completed EOY only:	8

### **Percent Tested: Source and Use of Enrollment**

For percent tested and school/district performance calculations student enrollment files were downloaded from eSchool via TRIAND to establish the students expected to test. These files were downloaded May 15, 2015.

When students' test and enrollment records were matched by school and student state identifier the demographic values from the enrollment files were used in ESEA calculations.

When a student had a test record and did not match an enrollment record the demographic values from the student's test record were used in ESEA calculations.

When a student had an enrollment record that did not match a test record the demographic values from the student's enrollment record were used in ESEA calculations.

Report created on: 01/07/2016



# 2015 ESEA SCHOOL REPORT

District: BISMARCK SCHOOL DISTRICT  
 School: BISMARCK HIGH SCHOOL  
 Grade: 9 - 12  
 Enrollment: 314

Superintendent: SUSAN STEWART LEA: 3001003  
 Principal: LARRY NEWSOM Address: 11636 HWY. 84  
 Attendance: 94.35 Address: BISMARCK, AR 71929  
 Poverty Rate: 55.41 Phone: (501) 865-4541

**OVERALL SCHOOL STATUS:** 2014 NEEDS IMPROVEMENT

## PERCENT TESTED

<b>PERCENT TESTED STATUS:</b>						
<b>ACHIEVING</b>						
	<b>ELA</b>			<b>MATHEMATICS</b>		
<b>ESEA Flexibility Indicators</b>	<b># Attempted</b>	<b># Expected</b>	<b>Percentage</b>	<b># Attempted</b>	<b># Expected</b>	<b>Percentage</b>
All Students	159	159	100.00	189	189	100.00
Targeted Achievement Gap Group	101	101	100.00	116	116	100.00
<b>ESEA Subgroups</b>	<b># Attempted</b>	<b># Expected</b>	<b>Percentage</b>	<b># Attempted</b>	<b># Expected</b>	<b>Percentage</b>
African American	n < 10	n < 10	n < 10	n < 10	n < 10	n < 10
Hispanic	10	10	100.00	13	13	100.00
White	142	142	100.00	168	168	100.00
Economically Disadvantaged	99	99	100.00	114	114	100.00
English Language Learners	n < 10	n < 10	n < 10	n < 10	n < 10	n < 10
Students with Disabilities	16	16	100.00	n < 10	n < 10	n < 10

## STUDENT PERFORMANCE -- ENGLISH LANGUAGE ARTS

<b>ELA STATUS:</b>				
<b>ESEA Flexibility Indicators</b>	<b># Achieved</b>	<b># Tested</b>	<b>Percentage</b>	<b>2015 AMO</b>
All Students	81	145	55.86	21.47
Targeted Achievement Gap Group	43	92	46.74	16.32
<b>ESEA Subgroups</b>	<b># Achieved</b>	<b># Tested</b>	<b>Percentage</b>	<b>2015 AMO</b>
African American	n < 10	n < 10	n < 10	10.44
Hispanic	6	10	60.00	15.49
White	72	130	55.38	26.68
Economically Disadvantaged	43	90	47.78	16.35
English Language Learners	n < 10	n < 10	n < 10	8.19
Students with Disabilities	2	15	13.33	3.23

## STUDENT PERFORMANCE -- MATHEMATICS

<b>MATHEMATICS STATUS:</b>				
<b>ESEA Flexibility Indicators</b>	<b># Achieved</b>	<b># Tested</b>	<b>Percentage</b>	<b>2015 AMO</b>
All Students	65	174	37.36	12.09
Targeted Achievement Gap Group	34	106	32.08	8.91
<b>ESEA Subgroups</b>	<b># Achieved</b>	<b># Tested</b>	<b>Percentage</b>	<b>2015 AMO</b>
African American	n < 10	n < 10	n < 10	4.17
Hispanic	5	13	38.46	10.85
White	58	155	37.42	16.34
Economically Disadvantaged	34	104	32.69	8.85
English Language Learners	n < 10	n < 10	n < 10	5.08
Students with Disabilities	n < 10	n < 10	n < 10	3.23

## 2014 SCHOOL GRADUATION RATE

<b>GRADUATION RATE STATUS:</b>					
<b>ACHIEVING</b>					
<b>ESEA Flexibility Indicators</b>	<b># Actual Graduates</b>	<b># Expected Graduates</b>	<b>Percentage</b>	<b>2014 AMO</b>	<b>90TH PCTL</b>
All Students	69	75	92.00	89.33	94.00
Targeted Achievement Gap Group	34	39	87.18	85.71	94.00
<b>Three Year Average Performance</b>	<b># Actual Graduates</b>	<b># Expected Graduates</b>	<b>Percentage</b>	<b>2014 AMO</b>	<b>90TH PCTL</b>
All Students	210	233	90.13	89.33	94.00
Targeted Achievement Gap Group	113	130	86.92	85.71	94.00
<b>ESEA Subgroups</b>	<b># Actual Graduates</b>	<b># Expected Graduates</b>	<b>Percentage</b>	<b>2014 AMO</b>	
African American	n < 10	n < 10	n < 10	100.00	
Hispanic	n < 10	n < 10	n < 10	100.00	
White	68	73	93.15	89.21	
Economically Disadvantaged	33	38	86.84	84.76	
English Language Learners	n < 10	n < 10	n < 10	33.33	
Students with Disabilities	n < 10	n < 10	n < 10	84.61	

## BISMARCK SCHOOL REPORT

**District:** BISMARCK SCHOOL DISTRICT  
**School:** BISMARCK HIGH SCHOOL  
**Grade:** 9 - 12  
**Enrollment:** 314

**Superintendent:** SUSAN STEWART **LEA:** 3001003  
**Principal:** LARRY NEWSOM **Address:** 11636 HWY. 84  
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The EOY assessment consisted of innovative, short-answer items including the following: ELA/Literacy reading comprehension; Math short items that address both concepts and skills.

### **PBA Only and EOY Only are not included in performance calculations.**

Number of enrolled students with completed PBA only: 3  
Number of enrolled students with completed EOY only: 0

### **Percent Tested: Source and Use of Enrollment**

For percent tested and school/district performance calculations student enrollment files were downloaded from eSchool via TRIAND to establish the students expected to test. These files were downloaded May 15, 2015.

When students' test and enrollment records were matched by school and student state identifier the demographic values from the enrollment files were used in ESEA calculations.

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When a student had an enrollment record that did not match a test record the demographic values from the student's enrollment record were used in ESEA calculations.

Report created on: 01/07/2016

## Bismarck School District

Date of Waiver Request Submission

June 14, 2016

90-Day Deadline for State Board of Education Action

September 12, 2016

<b>2015-2016 Enrollment</b>	
Two or More Races	3
Asian	7
Black	11
Hispanic or Latino	75
Native American/Alaskan Native	9
Hawaii/Pacific Islander	1
White	856
<b>Total</b>	<b>962</b>

***Bismarck School District***  
***11636 HWY 84***  
***BISMARCK, AR 71929-8170***

**ADMINISTRATION**

*Susan Stewart, Superintendent*  
*501-865-4888 (4) Fax 501-865-3626*  
*Larry Newsom, High School Principal*  
*501-865-4541 Fax 501-865-4542*  
*Mike Spraggins, Middle School Principal*  
*501-865-4543 Fax 501-865-4505*  
*Lana Hughes, Elementary Principal*  
*501-865-3616 Fax 501-865-3947*  
*Ellen Coleman, Curriculum Coordinator*  
*501-865-4888 Fax 501-865-3626*



*Home of the Lions*

**BOARD OF EDUCATION**

*Birdie Holder, Ph.D.*  
*President*  
*Brian Hinds*  
*Vice President*  
*Melissa Morrison*  
*Secretary*  
*Magen Allen*  
*Member*  
*Amy Fendley*  
*Member*

June 6, 2016

Arkansas State Board of Education  
Four Capital Mall  
Little Rock, AR 72201

Dear Members,

I am writing this letter as the principal of Bismarck High School, to express my support for the attendance waiver that is being sought for my students. This waiver will assist our school/students in many ways and allow us to create a more personalized learning experience for these students. Your approving this waiver will allow our students the opportunity to enroll in postsecondary courses, participate in job shadowing, complete an internship, or attain employment to help with financial needs within the family.

Currently we have many seniors who are taking elective courses just to fill seat time. Because of this, we have experienced an increase in absenteeism and failing grades due to the students not putting forth an effort to do well since they do not need the credit to graduate. We have also seen an increased number in our dropout rate and I believe this is due to the fact that many of these students need to work to provide for themselves (as many are self-supportive) or their family. Approving this waiver will allow these students the time they need to work and still complete the required course for graduation. Our hope is that this will also help these students see that we truly understand their needs and want to help them be successful and graduate.

To quantify this need, I surveyed each of this year's juniors and the following data was gathered.

We surveyed 23 females and 34 males. Of this number 98.2% stated they would be interested in this program and felt they could benefit from it. 78.9% stated they would be interested in seeking employment during school hours, while 19.3% stated they would like to pursue a paid or unpaid internship. Many stated that they would like to work hours earlier in the day to allow them more time at night to study and participate in school activities in the evening, when they would otherwise be working. We also have several students who are planning to pursue a degree in education and have expressed an interest in shadowing some of our elementary teachers. I believe this will be very beneficial not only to the teachers but will also give these students a better understanding of the daily schedule and work that a teacher does. This firsthand experience will help them make a better decision concerning seeking education as a career choice.

To ensure the effectiveness of this program, our school counselor will identify those students who qualify and meet with them to create a schedule. We will then have our leadership team create a contract, monitoring documentation, and a culminating project that each participant will be required to complete. The counselor along with the parental involvement coordinator will monitor this program throughout the year to ensure its effectiveness and recommend the removal of students who are not fulfilling their obligation.

In conclusion, it is my sincere hope that you will approve this attendance waiver. I truly believe it will help ensure the success of our students.

Sincerely,

A handwritten signature in black ink, appearing to read "Larry Newsom", with a long horizontal flourish extending to the right.

Larry Newsom  
High School Principal

May 24, 2016

Arkansas State Board of Education  
Four Capitol Mall  
Little Rock, AR 72201

Dear Members:

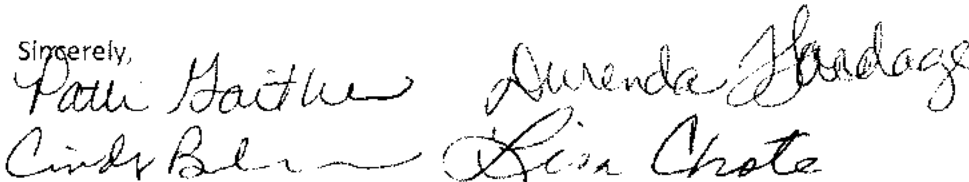
The Professional Leadership Committee is writing this letter in support of Bismarck High School's request for a waiver to the Arkansas Mandatory Attendance Requirements. Our principal, Larry Newsom, presented this request to this committee and asked for our input.

Our committee feels the advantages this waiver would provide to our students are many. We have outlined these below.

- Many of the families in Bismarck are low-income families. Early dismissal would provide the opportunity for students to contribute to their family's financial needs.
- Many of our students work at various jobs with hours that range from 4:00 p.m. to 11:00 p.m. Highway 7, on which our students travel to work, has proven to be a very dangerous stretch to travel at night. Having the ability to go to work and travel home earlier would be much safer for our students.
- Academically, the waiver would provide some students time to further their education at the College of the Ouachitas (COTO) in Malvern. Many of our students already are taking classes at this institution. This waiver would allow them to stay on campus and take additional courses instead of returning to Bismarck's campus.
- Bismarck not only has students taking concurrent college classes at COTO, but also has students enrolled in COTO's Career Center. These students would then be able to take advantage of job shadowing, internships, and apprentice programs in the various areas the Career Center offers, such as mechanics, engineering, cosmetology, and criminal justice.
- The Bismarck community supports our students both in academics and extracurricular activities. Over 20 scholarships were provided to this year's seniors by the community. Given the time provided by this waiver, our students would have more opportunities to give back to their community.

This committee fully supports the efforts of the district in its request.

Sincerely,



Members of the Professional Leadership Committee

Leah Beckwith, Cindy Bubulka, Lisa Chote, Patti Gaither, Durenda Hardage



*Bismarck School District*  
11636 HWY 84  
BISMARCK, AR 71929-8170



May 26, 2016

Arkansas State Board of Education  
Four Capitol Mall  
Little Rock, AR 72201

Dear Members:

I am writing this letter as a faculty member, the Parental Involvement Coordinator, the Personnel Policy Committee President, and as a parent for the purpose of supporting Bismarck High School's request for a waiver to the Arkansas Mandatory Attendance Requirements. When Larry Newsom, the high school principal, first mentioned the possibility of a waiver for our seniors, I felt this would have nothing but positive effects. As a high school teacher, I see students every day who struggle to attend a full day of school. These same students must complete assignments, work a job, help with their family, and volunteer in the community during a regular 24 hour day. This waiver would enable them to attend the classes they need to meet graduation requirements and have more time for a job, homework, helping at home, and volunteering.

Bismarck is a rural community and many of our families are low-income and students must have a job to help provide for their family. Many of the students have to drive to either Hot Springs or Arkadelphia to find employment. With the waiver, students would be able to work earlier during the day and still have time for studying and extracurricular activities. We have several farm families and students must help with crops and livestock.

Students would be able to take college classes that will help them toward their college requirements, or take part in job shadowing and internships that will provide them with invaluable experience in their chosen career field. These endeavors would have more practical meaning to the student than having to attend a class just to meet mandatory attendance requirements.

I am very much in favor and fully support the district in its efforts to attain this waiver.

Sincerely,

Cindy Bubulka  
Library Media Specialist  
Bismarck High School



May 9, 2016

Arkansas State Board of Education  
Four Capitol Mall  
Little Rock, AR 72201

Members:

On behalf of College of the Ouachitas, a comprehensive two-year college in Malvern, and as a parent of a student in the Bismarck school district, I am writing this letter to express my support for the district's request for a waiver to the Arkansas Mandatory Attendance Requirements. It is my belief that the granting of this waiver will ensure the local district has the authority to make educational decisions that are most beneficial to its students.

College of the Ouachitas continues to form partnerships with the secondary schools within its five county service area in an effort to provide districts with both vocational and post-secondary educational opportunities for their students. This waiver would provide the flexibility to expand our current offerings while also allowing for the possibility of internships and apprenticeship training.

College of the Ouachitas has long been a catalyst for secondary/post-secondary partnerships. We welcome the opportunity to develop new programs to better serve our constituents. The College stands ready to support the efforts of Bismarck Public Schools in this endeavor.

Sincerely,

Pat Simms  
Vice President of Instruction  
College of the Ouachitas



*Bismarck School District*  
11636 HWY 84  
BISMARCK, AR 71929-8170

**ADMINISTRATION**

*Susan Stewart, Superintendent*  
501-865-4888 (4) Fax 501-865-3626  
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*Home of the Lions*

**BOARD OF EDUCATION**

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*Member*  
*Amy Fendley*  
*Member*

5/16/16

Arkansas Department of Higher Education  
Attn: Regional Workforce Grant  
423 Main Street, Suite 400  
Little Rock, AR 72201

Dear Regional Workforce Implementation Grant Review Committee:

Bismarck School District strongly supports the College of the Ouachitas proposed Regional Workforce Implementation Grant submission for "Plumbing and Electrical Apprenticeships." College of the Ouachitas has worked very closely with a group of partners which includes, a state recognized Apprenticeship Program/NCCER, Accredited Training Sponsors (Arkansas Construction Education Foundation), and area employers who represent critical shortage needs in our area, in addition to Bismarck, Poyen, Ouachita, Sheridan, Glen Rose, Magnet Cove, Malvern School Districts.

As a proud member of this partnership, we feel that College of the Ouachitas' role as lead applicant and fiscal agent indicates their mission of forming "partnerships with K-12 schools, other colleges and universities, businesses, industries, public agencies, and civic groups that support learning and promote the economic development of Arkansas."

Thank you for your consideration of this worthy proposal.

Sincerely,

A handwritten signature in black ink, appearing to read "Susan K. Stewart".

Susan K. Stewart



*Bismarck School District*  
11636 HWY 84  
BISMARCK, AR 71929-8170



May 26, 2016

Arkansas State Board of Education  
Four Capitol Mall  
Little Rock, AR 72201

Dear Members:

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Sincerely,

Cindy Bubulka  
Library Media Specialist  
Bismarck High School

May 24, 2016

Arkansas State Board of Education  
Four Capitol Mall  
Little Rock, AR 72201

Dear Members:

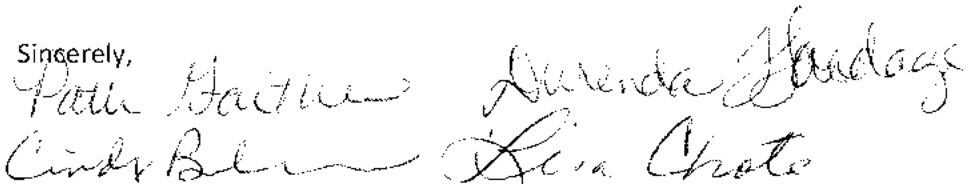
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This committee fully supports the efforts of the district in its request.

Sincerely,



Members of the Professional Leadership Committee

Leah Beckwith, Cindy Bubulka, Lisa Chote, Patti Gaither, Durenda Hardage

## DISTRICT ANNOUNCEMENT



Bismarck School District is looking into obtaining a waiver from the Arkansas State Department of Education to allow personalized learning opportunities for seniors who are on track to graduate. If approved for the waivers, these students would come to school only for the required core courses, then be involved in job-shadowing, internships, apprenticeships, college coursework, or employment in place of additional elective courses offered at Bismarck High School. Our goal for this proposal is to increase attendance, graduation rate, and reduce achievement gaps. For questions or comments, please contact Larry Newsom at (501)865 4541.

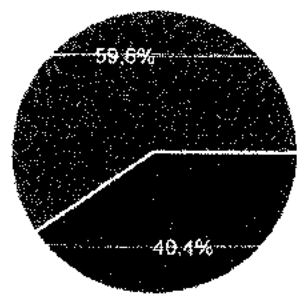
# Student Survey

## 57 responses

Publish analytics

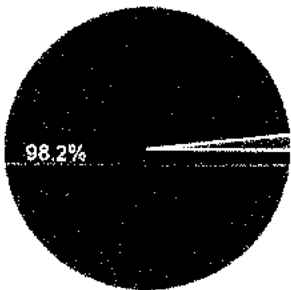
### Summary

What is your gender?



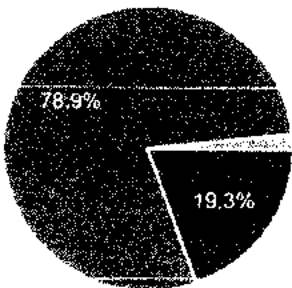
Female	23	40.4%
Male	34	59.6%

If you had the opportunity to sign up for a course that allowed you to participate in an internship, work during the school day, participate in college classes on another campus, or volunteer in the community, would you?



Yes	56	98.2%
No	1	1.8%

Which of these options would you be most interested in pursuing?



Paid or unpaid internship	11	19.3%
Work during school hours	45	78.9%
volunteer work in the community	1	1.8%

57

## BISMARCK SCHOOL DISTRICT

Date of Waiver Request Submission  
90-Day Deadline for State Board of Education Action

June 7, 2016  
September 5, 2016

2015-2016 Enrollment	
2 or More Races	1
Asian	7
Black	10
Hispanic	77
Native American/ Native Alaskan	9
Native Hawaiian/ Pacific Islander	1
White	862
TOTAL	967

## 2015 ESEA DISTRICT REPORT

**District:** BISMARCK SCHOOL DISTRICT  
**LEA:** 3001000  
**Enrollment:** 969

**Superintendent:** SUSAN STEWART  
**Attendance** 94.16  
**Poverty Rate:** 60.68

**Address:** 11636 HWY 84  
**Address:** BISMARCK, AR 71929  
**Phone:** (501) 865-4888

<b>OVERALL SCHOOL STATUS:</b>	<b>2014 NEEDS IMPROVEMENT</b>
-------------------------------	-------------------------------

### PERCENT TESTED

PERCENT TESTED STATUS: <b>ACHIEVING</b>						
	ELA			MATHEMATICS		
ESEA Flexibility Indicators	# Attempted	# Expected	Percentage	# Attempted	# Expected	Percentage
All Students	588	589	99.83	617	618	99.84
Targeted Achievement Gap Group	386	387	99.74	400	401	99.75
ESEA Subgroups	# Attempted	# Expected	Percentage	# Attempted	# Expected	Percentage
African American	n < 10	n < 10	n < 10	n < 10	n < 10	n < 10
Hispanic	47	47	100.00	50	50	100.00
White	520	521	99.81	545	546	99.82
Economically Disadvantaged	374	375	99.73	389	390	99.74
English Language Learners	24	24	100.00	23	23	100.00
Students with Disabilities	72	72	100.00	62	62	100.00

### STUDENT PERFORMANCE -- ENGLISH LANGUAGE ARTS

ELA STATUS:				
ESEA Flexibility Indicators	# Achieved	# Tested	Percentage	2015 AMO
All Students	264	545	48.44	22.73
Targeted Achievement Gap Group	146	353	41.36	17.41
ESEA Subgroups	# Achieved	# Tested	Percentage	2015 AMO
African American	n < 10	n < 10	n < 10	10.77
Hispanic	22	47	46.81	18.35
White	234	481	48.65	26.04
Economically Disadvantaged	146	342	42.69	17.63
English Language Learners	12	24	50.00	7.64
Students with Disabilities	8	66	12.12	4.60

### STUDENT PERFORMANCE -- MATHEMATICS

MATHEMATICS STATUS:				
ESEA Flexibility Indicators	# Achieved	# Tested	Percentage	2015 AMO
All Students	203	574	35.37	13.95
Targeted Achievement Gap Group	109	367	29.70	10.82
ESEA Subgroups	# Achieved	# Tested	Percentage	2015 AMO
African American	n < 10	n < 10	n < 10	5.87
Hispanic	10	50	20.00	12.10
White	189	506	37.35	17.14
Economically Disadvantaged	109	357	30.53	11.02
English Language Learners	3	23	13.04	6.23
Students with Disabilities	9	58	15.52	4.60

### 2014 SCHOOL GRADUATION RATE

GRADUATION RATE STATUS: <b>ACHIEVING</b>					
ESEA Flexibility Indicators	# Actual Graduates	# Expected Graduates	Percentage	2014 AMO	90TH PCTL
All Students	69	75	92.00	89.33	94.00
Targeted Achievement Gap Group	34	39	87.18	85.71	94.00
Three Year Average Performance	# Actual Graduates	# Expected Graduates	Percentage	2014 AMO	90TH PCTL
All Students	210	233	90.13	89.33	94.00
Targeted Achievement Gap Group	113	130	86.92	85.71	94.00
ESEA Subgroups	# Actual Graduates	# Expected Graduates	Percentage	2014 AMO	
African American	n < 10	n < 10	n < 10	100.00	
Hispanic	n < 10	n < 10	n < 10	100.00	
White	68	73	93.15	89.21	
Economically Disadvantaged	33	38	86.84	84.76	
English Language Learners	n < 10	n < 10	n < 10	33.33	
Students with Disabilities	n < 10	n < 10	n < 10	84.61	

## 2015 ESEA DISTRICT REPORT

**District:** BISMARCK SCHOOL DISTRICT  
**LEA:** 3001000  
**Enrollment:** 969

**Superintendent:** SUSAN STEWART  
**Attendance** 94.16  
**Poverty Rate:** 60.68

**Address:** 11636 HWY 84  
**Address:** BISMARCK, AR 71929  
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### **PBA Only and EOY Only are not included in performance calculations.**

Number of enrolled students with completed PBA only:	4
Number of enrolled students with completed EOY only:	8

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When a student had an enrollment record that did not match a test record the demographic values from the student's enrollment record were used in ESEA calculations.

Report created on: 01/07/2016





# ARKANSAS DEPARTMENT OF EDUCATION

## DISTRICT WAIVER REQUEST FORM

**District Name:** Brinkley

**Superintendent:** Dr. Debbie Goodwin

**Email Address:** dgoodwin@btigers.org

**Phone Number:** 870-793-5000 **Submission Date:** 06/14/2016

**Name of Charter School(s) Attended by District Students**

Arkansas Virtual Academy

**Waiver Topic:** Teacher Licensure

**Statute/Standard/Rule to be Waived**

Arkansas Code Annotated

- 6-15-1004 Qualified teachers in every public school
- 6-17-309 Certification to teach grade or subject matter-Exceptions-Waivers
- 6-17-401 Teacher Licensure requirements
- 6-17-902 Definition of a teacher as licensed
- 6-17-919 Warrants void without valid license and contract

Standards for Accreditation

- Section 15.03 of the Arkansas Department of Education Standards for Accreditation

ADE Rules

- Arkansas Department of Education Rules Governing Licensure

**Rationale for Waiver**

The Brinkley School District is located in Monroe County in the Delta Region of Arkansas. Many teaching positions remained unfilled last year in the Delta. This waiver would enable the district to offer a more varied curriculum for the students in the district. The district requests this waiver be in effect for 5 years.

**Waiver Topic:** Library Media Specialist

**Statute/Standard/Rule to be Waived**

Arkansas Code Annotated

- 6-25-103 Library Media Services program defined.
- 6-25-104 Library Media Specialist-Qualifications

Standards for Accreditation

- Section 16.02 of the Arkansas Department of Education Rules Governing Standards for Accreditation.

**Rationale for Waiver**

This waiver will allow the district flexibility in meeting their library/media services in the best interest of the students in our district. The district requests this waiver be in effect for 5 years.

When the form is complete, email it with the waiver lists for the charter school(s) that serve district students to Mary Perry at [mary.perry@arkansas.gov](mailto:mary.perry@arkansas.gov). Waiver lists can be accessed from the Arkansas Department of Education website at <http://www.arkansased.gov/divisions/learning-services/charterschools/open-enrollment-charter-school-waivers>.

Questions should be directed to Mary Perry by email at [mary.perry@arkansas.gov](mailto:mary.perry@arkansas.gov) or by phone at (501) 683-4800.

# ARKANSAS VIRTUAL ACADEMY

## APPROVED WAIVERS

<b>District LEA:</b>	60-43-700	<b>Elementary School LEA:</b>	60-43-701
<b>City:</b>	Little Rock	<b>Middle School LEA:</b>	60-43-702
<b>Opening Date:</b>	Fall 2007	<b>High School LEA:</b>	60-43-703
<b>Grades Approved:</b>	K-12	<b>Expiration Date:</b>	6/30/2020
<b>CAP:</b>	2000	<b>Grades Served 2015-16:</b>	K-11

### Waivers from Title 6 of the Arkansas Code Annotated (Education Code)

6-5-405(b)(1)	Pertaining to the requirement for superintendents and assistant superintendents to have professional development on applying for state-supported student financial assistance for higher education
6-10-106	School year dates
6-10-110	School fire marshal program
6-13-109	School superintendent
6-13-608	Length of directors' terms
6-13-611	Vacancies generally
6-13-615	Election—Single member zones
6-13-616	Director eligibility
6-13-619	Monthly meetings
6-13-619(a)(1)	Monthly board meetings
6-13-619(c)(1)(A)	Requiring a board member to be physically present at a meeting to be counted for purposes of a quorum or to vote
6-13-620	Powers and duties
6-13-630	Election by zone and at large
6-13-631	Effect of minority population on election
6-13-634	School district board of directors—Size
6-14-101 et seq.	School Elections
6-15-902(a)	Grading scale—Exemptions—Special education (in grades 3-8, the uniform grading scale is waived only as to non-core courses)
6-15-903(a)(2)	Requiring report cards to be mailed, given to a parent at a conference, or sent home with the student
6-15-1004	Qualified teachers in every public school classroom
6-15-1005(b)(5)	Pertaining to alternative learning environments
6-15-1302	Emergency plan for war or terrorist attack
6-16-102	School day hours
6-16-108	Daily recitation of the Pledge of Allegiance
6-17-201 et seq.	Requirements—Written personnel policies—Teacher salary schedule
6-17-203	Committees on personnel policies—Members
6-17-208	Written grievance procedure
6-17-302	Principals—Responsibilities
6-17-309	Certification to teach grade or subject matter—Exceptions—Waivers
6-17-401	Teacher licensure requirement
6-17-427	Superintendent license—Superintendent mentoring program required
6-17-902	Definition (definition of a teacher as licensed)
6-17-908	Teachers' salary fund—Authorized disbursements



6-17-919	Warrants void without valid certification and contract (the ability to pay a teacher's salary only upon filing of a teacher's certificate with the county clerk's office, if the requirement of a teacher's certificate is waived for such teacher)
6-17-1501 et seq.	Teacher Fair Dismissal Act
6-17-1701 et seq.	Public School Employee Fair Hearing Act
6-17-2301 et seq.	Classified School Employee Personnel Policy Law
6-17-2403	Minimum teacher compensation schedule
6-18-209(b)	Adoption of student attendance policy—Effect of excessive absences
6-18-210	Definition of planned instructional time
6-18-213	Attendance records and reports generally
6-18-503(a)(1)(C)(i)	Pertaining to alternative learning environments
6-18-511	Removal of student from classroom by teacher
6-18-705	School breakfast program
6-18-706	School nurses—Nurse-to-student ratio
6-18-1001 et seq.	Public School Student Services Act
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6-21-413	Textbook selection committee
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6-25-103	Library media services program defined
6-25-104	Library media specialist—Qualifications
6-25-105	Establishment of guidelines for the selection, removal, and retention of materials (Library Media)
6-25-106	Provision of resources (Library Media)
6-42-101 et seq.	General Provisions (gifted and talented)
6-48-101 et seq.	Alternative Learning Environments

**Waivers from ADE Rules Governing Standards for Accreditation of Arkansas Public Schools and Districts**

9.03.1.2	The Smart Core curriculum contained within 38 units that must be taught each year
9.03.2.7	Grades K-4 Practical Living Skills/Career Exploration
9.03.3.9	Grades 5-8 Career and Technical Education (not approved to the extent that it affects accountability)
9.03.4	Grades 9-12 (courses to be taught, requiring the 38 units of credit)
10.01.4	Planned instructional time
10.02	Class Size and Teaching Load
10.02.5	Requiring that teachers in Grades 7-12 not be assigned more than 150 students and classes should not exceed 30 students except for exceptional cases or courses that lend themselves to large group instruction
10.05	Extracurricular Activities
10.06	Requirements for Participation in Extracurricular Activities
10.07	Homework and Independent Study Skills

12.02	Grading
15.01	School District Superintendent
15.02	Principals
15.03	Licensure and Renewal
16.01	Guidance and Counseling
16.02	Media Services
16.03	Health and Safety Services
18	Gifted and Talented Education
19.03	Pertaining to alternative learning environments

**Waivers from Other Rules:**

ADE Rules Governing Uniform Grading Scales for Public Secondary Schools and for Optional Use in Public Elementary Schools

ADE Rules Governing Mandatory Attendance Requirements for Students in Grades Nine through Twelve

ADE Rules Governing the Superintendent Mentoring Program

ADE Rules Governing Educator Licensure

Section 4 of the ADE Rules Governing the Distribution of Student Special Needs Funding and the Determination of Allowable Expenditures of those Funds (Pertaining to alternative learning environments)

ADE Rules Governing Public School Student Services

ADE Rules for Gifted and Talented Program Approval Standards

ADE Rules Governing Nutrition and Physical Activity Standards and Body Mass Index for Age Assessment Protocols in Arkansas Public Schools

Section 1-7 of ADE Rules Governing School District Requirements for Personnel Policies, Salary Schedules, Minimum Salaries, and Documents Posted to District Websites (not a waiver of website posting requirements)

Alternative Learning

Certified staff salary scale

Defibrillator devices

Discipline and school safety policies

Distance learning

Expenditure requirements

Junior Fire Marshal Program

Purchasing of instructional materials

**Regardless of any waivers granted, every charter school must always abide by the following requirements:**

- All standardized assessments required by the state must be administered solely by licensed required by ADE Rules Governing the Arkansas Comprehensive Testing Assessment and Accountability personnel, as Program, Sections 5.02.4 and 5.03.2. Violations of ADE assessment procedures are subject to sanctions by the State Board, including without limitation sanctions pursuant to Ark. Code Ann. §§ 6-15-438 and 6.23.105.
- All teachers and school personnel, whether licensed or unlicensed, must submit to the criminal background and central registry checks required by law.
- Any teacher, whether licensed or unlicensed, who teaches a core academic subject area must meet the requirements of the ADE Rules Governing Highly Qualified Teachers Pursuant to the NO CHILD LEFT BEHIND ACT of 2001. Core academic subject are defined by federal law to include English Language Arts, Reading, Mathematics, Science, Foreign Languages, Social Studies, Music, and Art.

**BRINKLEY SCHOOL DISTRICT**

**Date of Waiver Request Submission**  
**90-Day Deadline for State Board of Education Action**

**June 14, 2016**  
**September 12, 2016**

<b>2015-2016 Enrollment</b>	
<b>2 or More Races</b>	<b>7</b>
<b>Asian</b>	<b>6</b>
<b>Black</b>	<b>344</b>
<b>Hispanic</b>	<b>9</b>
<b>Native American/ Native Alaskan</b>	<b>0</b>
<b>Native Hawaiian/ Pacific Islander</b>	<b>0</b>
<b>White</b>	<b>171</b>
<b>TOTAL</b>	<b>537</b>



## 2015 ESEA DISTRICT REPORT

**District:** BRINKLEY SCHOOL DISTRICT  
**LEA:** 4801000  
**Enrollment:** 518

**Superintendent:** ARTHUR TUCKER  
**Attendance** 93.79  
**Poverty Rate:** 100.00

**Address:** 200 TIGER DRIVE  
**Address:** BRINKLEY, AR 72021  
**Phone:** (870) 734-5000

<b>OVERALL SCHOOL STATUS:</b>	<b>2014 NEEDS IMPROVEMENT</b>
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### PERCENT TESTED

PERCENT TESTED STATUS: <b>ACHIEVING</b>						
	ELA			MATHEMATICS		
ESEA Flexibility Indicators	# Attempted	# Expected	Percentage	# Attempted	# Expected	Percentage
All Students	292	298	97.99	295	305	96.72
Targeted Achievement Gap Group	292	297	98.32	295	302	97.68
ESEA Subgroups	# Attempted	# Expected	Percentage	# Attempted	# Expected	Percentage
African American	173	176	98.30	177	183	96.72
Hispanic	n < 10	n < 10	n < 10	n < 10	n < 10	n < 10
White	103	106	97.17	103	107	96.26
Economically Disadvantaged	292	297	98.32	295	302	97.68
English Language Learners	n < 10	n < 10	n < 10	n < 10	n < 10	n < 10
Students with Disabilities	38	38	100.00	35	37	94.59

### STUDENT PERFORMANCE -- ENGLISH LANGUAGE ARTS

ELA STATUS:				
ESEA Flexibility Indicators	# Achieved	# Tested	Percentage	2015 AMO
All Students	65	255	25.49	22.73
Targeted Achievement Gap Group	65	255	25.49	17.41
ESEA Subgroups	# Achieved	# Tested	Percentage	2015 AMO
African American	28	157	17.83	10.77
Hispanic	n < 10	n < 10	n < 10	18.35
White	33	86	38.37	26.04
Economically Disadvantaged	65	255	25.49	17.63
English Language Learners	n < 10	n < 10	n < 10	7.64
Students with Disabilities	2	32	6.25	4.60

### STUDENT PERFORMANCE -- MATHEMATICS

MATHEMATICS STATUS:				
ESEA Flexibility Indicators	# Achieved	# Tested	Percentage	2015 AMO
All Students	59	259	22.78	13.95
Targeted Achievement Gap Group	59	259	22.78	10.82
ESEA Subgroups	# Achieved	# Tested	Percentage	2015 AMO
African American	22	161	13.66	5.87
Hispanic	n < 10	n < 10	n < 10	12.10
White	34	86	39.53	17.14
Economically Disadvantaged	59	259	22.78	11.02
English Language Learners	n < 10	n < 10	n < 10	6.23
Students with Disabilities	3	28	10.71	4.60

### 2014 SCHOOL GRADUATION RATE

GRADUATION RATE STATUS: <b>ACHIEVING</b>					
ESEA Flexibility Indicators	# Actual Graduates	# Expected Graduates	Percentage	2014 AMO	90TH PCTL
All Students	39	45	86.67	83.01	94.00
Targeted Achievement Gap Group	38	43	88.37	83.67	94.00
Three Year Average Performance	# Actual Graduates	# Expected Graduates	Percentage	2014 AMO	90TH PCTL
All Students	140	164	85.37	83.01	94.00
Targeted Achievement Gap Group	137	160	85.63	83.67	94.00
ESEA Subgroups	# Actual Graduates	# Expected Graduates	Percentage	2014 AMO	
African American	21	26	80.77	86.27	
Hispanic	n < 10	n < 10	n < 10		
White	14	14	100.00	73.33	
Economically Disadvantaged	38	43	88.37	83.67	
English Language Learners	n < 10	n < 10	n < 10		
Students with Disabilities	n < 10	n < 10	n < 10	66.67	

## 2015 ESEA DISTRICT REPORT

**District:** BRINKLEY SCHOOL DISTRICT  
**LEA:** 4801000  
**Enrollment:** 518

**Superintendent:** ARTHUR TUCKER  
**Attendance** 93.79  
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**Address:** 200 TIGER DRIVE  
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**Phone:** (870) 734-5000

The Performance Based Assessment (PBA) component was given before the End of Year Assessment (EOY). The PBA consisted of extended tasks and applications of concepts and skills for ELA/Literacy and Math. ELA/Literacy included writing effectively when analyzing text and research simulation. Math included solving multi-step problems requiring abstract reasoning, precision, perseverance and strategic use of tools.

The EOY assessment consisted of innovative, short-answer items including the following: ELA/Literacy reading comprehension; Math short items that address both concepts and skills.

### **PBA Only and EOY Only are not included in performance calculations.**

Number of enrolled students with completed PBA only:	12
Number of enrolled students with completed EOY only:	7

### **Percent Tested: Source and Use of Enrollment**

For percent tested and school/district performance calculations student enrollment files were downloaded from eSchool via TRIAND to establish the students expected to test. These files were downloaded May 15, 2015.

When students' test and enrollment records were matched by school and student state identifier the demographic values from the enrollment files were used in ESEA calculations.

When a student had a test record and did not match an enrollment record the demographic values from the student's test record were used in ESEA calculations.

When a student had an enrollment record that did not match a test record the demographic values from the student's enrollment record were used in ESEA calculations.

Report created on: 01/07/2016





## DISTRICT WAIVER REQUEST FORM

**District Name:** Glen Rose School District

**Superintendent:** Tim Holicer

**Email Address:** tholicer@grbeavers.org

**Phone Number:** 501-332-3694 ext 6 **Submission Date:** 06/14/2016

### Name of Charter School(s) Attended by District Students

Arkansas Virtual Academy

### Waiver Topic: Requesting wavier for 5 years and requesting wavier begins August 1, 2016

#### **Statute/Standard/Rule to be Waived**

##### **Arkansas Code Annotated**

- 6-16-102 School Day Hours
- 6-18-210 Definition of planned instructional time

##### **Standards for Accreditation**

- Section 10.01.4 of the Standards for Accreditation (The planned instructional time in each school day shall not average less than six (6) hours per day of thirty (30) hours per week.)
- The Arkansas Department of Education Rules Governing the Arkansas Mandatory Attendance Requirements for Students in Grades Nine through Twelve

#### **Rationale for Waiver**

AR Code 6-16-102, 6-18-210, standards for accreditation section 10.01.4 and the Arkansas Department of Education rules governing the Arkansas Mandatory Attendance requirements for students in grades nine through twelve.

The district seeks the opportunity to create more personalized learning for all students. A student's ability to complete required coursework in less than six hours a day could give the option for the student to enroll in postsecondary training (college or technical classes), participate in job shadowing, complete an internship / apprenticeship, or attain paid employment.

Evidence indicates that students who drop out before graduation do so because they see very little value in the elective courses that do not interest them. By eliminating some of the required seat time, students will be less likely to drop out of school knowing that the classes they are taking are relevant to their future goals.

When the form is complete, email it with the waiver lists for the charter school(s) that serve district students to Mary Perry at [mary.perry@arkansas.gov](mailto:mary.perry@arkansas.gov). Waiver lists can be accessed from the Arkansas Department of Education website at <http://www.arkansased.gov/divisions/learning-services/charterschools/open-enrollment-charter-school-waivers>.

Questions should be directed to Mary Perry by email at [mary.perry@arkansas.gov](mailto:mary.perry@arkansas.gov) or by phone at (501) 683-4800.

# ARKANSAS VIRTUAL ACADEMY

## APPROVED WAIVERS

<b>District LEA:</b>	60-43-700	<b>Elementary School LEA:</b>	60-43-701
<b>City:</b>	Little Rock	<b>Middle School LEA:</b>	60-43-702
<b>Opening Date:</b>	Fall 2007	<b>High School LEA:</b>	60-43-703
<b>Grades Approved:</b>	K-12	<b>Expiration Date:</b>	6/30/2020
<b>CAP:</b>	2000	<b>Grades Served 2015-16:</b>	K-11

### Waivers from Title 6 of the Arkansas Code Annotated (Education Code)

6-5-405(b)(1)	Pertaining to the requirement for superintendents and assistant superintendents to have professional development on applying for state-supported student financial assistance for higher education
6-10-106	School year dates
6-10-110	School fire marshal program
6-13-109	School superintendent
6-13-608	Length of directors' terms
6-13-611	Vacancies generally
6-13-615	Election—Single member zones
6-13-616	Director eligibility
6-13-619	Monthly meetings
6-13-619(a)(1)	Monthly board meetings
6-13-619(c)(1)(A)	Requiring a board member to be physically present at a meeting to be counted for purposes of a quorum or to vote
6-13-620	Powers and duties
6-13-630	Election by zone and at large
6-13-631	Effect of minority population on election
6-13-634	School district board of directors—Size
6-14-101 et seq.	School Elections
6-15-902(a)	Grading scale—Exemptions—Special education (in grades 3-8, the uniform grading scale is waived only as to non-core courses)
6-15-903(a)(2)	Requiring report cards to be mailed, given to a parent at a conference, or sent home with the student
6-15-1004	Qualified teachers in every public school classroom
6-15-1005(b)(5)	Pertaining to alternative learning environments
6-15-1302	Emergency plan for war or terrorist attack
6-16-102	School day hours
6-16-108	Daily recitation of the Pledge of Allegiance
6-17-201 et seq.	Requirements—Written personnel policies—Teacher salary schedule
6-17-203	Committees on personnel policies—Members
6-17-208	Written grievance procedure
6-17-302	Principals—Responsibilities
6-17-309	Certification to teach grade or subject matter—Exceptions—Waivers
6-17-401	Teacher licensure requirement
6-17-427	Superintendent license—Superintendent mentoring program required
6-17-902	Definition (definition of a teacher as licensed)
6-17-908	Teachers' salary fund—Authorized disbursements

6-17-919	Warrants void without valid certification and contract (the ability to pay a teacher's salary only upon filing of a teacher's certificate with the county clerk's office, if the requirement of a teacher's certificate is waived for such teacher)
6-17-1501 et seq.	Teacher Fair Dismissal Act
6-17-1701 et seq.	Public School Employee Fair Hearing Act
6-17-2301 et seq.	Classified School Employee Personnel Policy Law
6-17-2403	Minimum teacher compensation schedule
6-18-209(b)	Adoption of student attendance policy—Effect of excessive absences
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6-48-101 et seq.	Alternative Learning Environments

### **Waivers from ADE Rules Governing Standards for Accreditation of Arkansas Public Schools and Districts**

9.03.1.2	The Smart Core curriculum contained within 38 units that must be taught each year
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Section 4 of the ADE Rules Governing the Distribution of Student Special Needs Funding and the Determination of Allowable Expenditures of those Funds (Pertaining to alternative learning environments)

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- All teachers and school personnel, whether licensed or unlicensed, must submit to the criminal background and central registry checks required by law.
- Any teacher, whether licensed or unlicensed, who teaches a core academic subject area must meet the requirements of the ADE Rules Governing Highly Qualified Teachers Pursuant to the NO CHILD LEFT BEHIND ACT of 2001. Core academic subject are defined by federal law to include English Language Arts, Reading, Mathematics, Science, Foreign Languages, Social Studies, Music, and Art.

**Glen Rose School District  
Waiver Request  
Arkansas State Board of Education  
July 14, 2016**

**Name of Charter School(s) Attended by District Students:**

Arkansas Virtual Academy

**Each Law, Rule and/or Standard, with Corresponding Number(s) that the District wants to waive:**

Pursuant to Act 1240 of 2015, codified at Ark. Code Ann. 6-15-103, the Glen Rose School District administration is hereby authorized to request the following waivers from the Arkansas State Board of Education:

- A. Ark. Code Ann. 6-16-102; School day hours
- B. Ark Code Ann. 6-18-211; Mandatory Attendance
- C. The Arkansas Department of Education Rules Governing the Arkansas Mandatory Attendance Requirements for Students in Grades Nine through Twelve;
- D. Section 10.01.4 of the Arkansas Department of Education Rules Governing Standards for Accreditation of Arkansas Public Schools and School Districts.

The above waivers are requested for a five year period, through 2020-2021 school year.

**How does the waiver support or complement the district's vision/strategic plan?**

Vision: We recognize the uniqueness of each student and strive to provide an effective educational program designed to help each student develop his/her intellectual, social, emotional, moral, and physical potential. We believe the total learning process is a cumulative one, which is a parent-teacher-child responsibility. It is our educational system's responsibility to return to our community, citizens capable of functioning as contributing members in today's changing world. We believe that along with the basic skills, students should be taught thinking skills, decision-making skills, social skills, vocational skills, and any other relevant skill, which will enable them to achieve personal success. The curriculum will be designed to fit the needs of all students, the college-bound as well as those in need of the practical arts.

Mission: The mission of Glen Rose High School is to provide students with opportunities to develop personal growth and character, helping students to become responsible citizens, achieving academic and vocational success, and acquiring skills needed to succeed in a technology-oriented world.

The waiver will address the vision and mission by personalizing students' education to meet their academic and personal needs.

## **2/a. What are the specific benefits to students if these waivers are granted?**

The district seeks the opportunity to individualize educational settings to create more personalized learning for all students. A student's ability to complete required coursework in less than six hours a day could give the option for the student to enroll in postsecondary training (college or technical classes), participate in community projects (for college admissions or scholarship purposes), participate in job shadowing, complete an internship, or secure paid employment. The student would take core classes on campus.

Students at-risk for dropping out are more likely to stay in school if they are engaged in meaningful and relevant educational opportunities that are related to their established goals for their future.

The opportunities to work as an intern or a volunteer would allow the Glen Rose School District to build and strengthen relationships with community members to facilitate understanding of the program and the benefits for students.

These waivers could benefit students in many different situations. Listed below are a few real examples we have collected from actual students:

Student A: This has been accepted into the apprenticeship program at COTO for electrician and plumbing. Student A will be taking classes at night through COTO apprenticeship program during the 2016-2017 school year. The waiver would allow this student to attend school in the morning for their core classes and then participate in COTO apprenticeship program in the afternoon and evenings.

Student B: This student is an expecting father with a child due in the fall of 2016. Student B has a part time job and needs to work to help provide for their child. The waiver would allow him to work more hours during the day instead of filling his schedule with electives that he does not need. An internship/apprenticeship would also allow him to learn and strengthen soft skills like workplace communication and professional behavior.

Student C: This student's father is a cancer patient. Student D provides transportation to doctor appointments and treatments for their father. The waiver would allow this student to be able to attend school in the morning for their core classes and help at home with their father in the afternoon.

In our vision, each participating student would have a personalized learning plan developed by the student, parent, principal and career coach. The student's school day would be guided by the plan. Students would attend Glen Rose High School campus for core classes and then spend the rest of the day at COTO (working toward a technical certification or taking college courses to go along with their high school diploma), participating in an apprenticeship, internship, job-shadowing, community service or gaining paid employment with businesses that have developed a relationship with Glen Rose Schools.

## **2/b. What are the expected academic gains to the students if these waivers are granted?**

Many students are currently taking elective credits just to fill the school day seat time. We have experienced an increase in failing grades in some upper level electives due to the students not putting forth an effort to do well since they do not need the credit to graduate. Because the students did not need these classes to graduate they became apathetic and allowed themselves to fail.

The high school principal, counselor and career coach are examining attendance, failing grades and credit denial data to identify students who may benefit from a flexible schedule and more personalized learning.

By eliminating some of the required seat time, students will be less likely to drop out of school knowing they are participating in a program that is relevant to their future goals. They can attend classes needed to graduate, along with some electives, and also be involved in other opportunities they value. This will improve students' attendance leading to higher grade point averages.

## **3. What are the specific plans to implement the waiver (e.g., if the district is asking for larger class sizes, how are you going to do this; what is the largest you want to allow)?**

Beginning in the spring of a student's sophomore year, the high school principal and career coach will begin to identify eligible students who are interested in participating in off campus opportunities. They will meet and discuss individually with each student and their parent to review graduation requirements and opportunities for apprenticeships, internships, community service, employment, or post-secondary courses. In order to participate in the off campus opportunities a student must be in grades 11 or 12 and be on target to graduate.

During the spring scheduling process, the counselor and teachers will work with the identified students and their parents to ensure they have the required coursework and schedule they need to allow for other opportunities within the school day as previously listed. Our target is for students to clock approximately ten hours per week for the off-campus activities.

Contracts, monitoring documentation, and a culminating project will be required. The career coach will serve as an internship coordinator, and will maintain the documentation and follow up with the student, as well as the contact person for the business/organization throughout the year.

Potential employers and community volunteer agencies will be contacted for participation. A list of these businesses/agencies will be provided to the students and parents to assist in planning. However, the district will continue to add new businesses and agencies to the program. Also, we plan to offer some intern opportunities within the district that would not require transportation.

Students will be required to complete a culminating project, such as a video presentation, at the end of the school year. This will give students the opportunity for reflection that is necessary to understand what they learned from the experience and how it will help them in the future. In addition, many colleges are accepting student video portfolios as part of the application for admission. The technology specialist assisting the Library Media Specialist will support students as they create their culminating project.



By having a career coach on campus, we would not increase the workload for our school counselor, but shift some of the duties to the career coach. The Glen Rose School District would continue to maintain a certified counselor, however, any additional counseling staff that would be needed could be a staff member working in the capacity of the career-coaching model.

**4. Is the waiver consistent with district policy? It is important to recognize that the State Board may allow a waiver for flexibility, but whether the district can exercise it depends upon district policy. In the end, it is up to the district to effectuate the waiver.**

Yes, the waiver request was presented to the Glen Rose School Board on June 9, 2016. The Board approved the resolution in support of the waiver request and is prepared to take any actions needed to effectuate the waivers.

**5. What is the fiscal impact of the waiver? Will there be additional costs associated with this waiver, and if so, what is the source of funding? If funds are saved, what are the planned uses for the saving?**

One to two staff members will monitor students participating in the internship; however, we believe these positions can be covered by existing staff members and will not require hiring additional staff.

**6. What effects will the waiver have on current academic, fiscal or facilities distress status? Will the waiver help the district to alleviate the distress issues, or hinder the district's progress? Will the waiver cause any distress issues?**

The district is not under academic distress, fiscal distress, or facilities distress.

**7. Will the use of the requested waiver cause any issues with the district's compliance with the Standards of Accreditation? Will the use of the requested waivers assist the district in resolving any accreditation issues?**

If the waiver is approved, it will not cause any issues in complying with the Standards of Accreditation. The Glen Rose School District does not have any accreditation issues.

**8. How has the charter school effectively applied this waiver, and how do you expect to implement that effectiveness into your district?**

Arkansas Virtual Academy is an online (virtual) charter school. Students are required to log 30 hours per week. Arkansas Virtual Academy uses its waivers, in part, to allow students an atypical schedule within the required 30 hours.

Glen Rose High School has a traditional campus setting in which students attend classes on campus for six hours per day. The waiver would allow our students some flexibility of time

spent on campus. The students would be required to attend class on campus to obtain credits required for graduation.

**9. Has your school board approved the use of the requested waivers? Do you have a board resolution?**

Yes, the waiver request was presented to the Glen Rose School Board on June 9, 2016. The Glen Rose School Board approved a resolution for all waivers at the regular meeting on June 9, 2016. The resolution is attached.

**10. Have you notified the staff that you intend to request and implement these waivers? If so, what methods of notification did you use, and how often were the notifications sent out/published, etc.? If you have not notified the staff, how and when do you plan on notifying them?**

Yes, the Glen Rose School District leadership team discussed the waiver request on several occasions. It was presented to lead teachers, and it was discussed with various other teachers to gain their input.

**11. Have you notified the parents and the community that you intend to request and implement these waivers? If so, what methods of notification did you use, and how often were the notifications sent out/published, etc.? If you have not notified the parents/community, how and when do you plan on notifying them?**

Yes, the parents and community were notified through the Glen Rose School District website and social media. In addition, the program facilitator will meet with the identified students participating in the program. Parents will be given the option of whether to grant permission for their children to participate in the program.



### Resolution of the Glen Rose School District Board of Directors

WHEREAS, twenty-two percent (22%) of seniors who will attend Glen Rose School District in the 2016-2017 school year will need only English 12 credit to graduate; and

WHEREAS, fifty-six percent (56%) of seniors who will attend Glen Rose School District in the 2016-2017 school year will need only two or less required credits to graduate; and

WHEREAS, seventy-eight percent (78%) of seniors who will attend Glen Rose School District in the 2016-2017 school year will need only three or less required credits to graduate; and

WHEREAS, many seniors who attend Glen Rose School District take elective credits that are not always of interest to them to fill the school day and seat time; and

WHEREAS, the Glen Rose School District seeks the opportunity to individualize educational settings to create more personalized learning for all students and provide real life opportunities to help students determine career paths; and

WHEREAS, a student's ability to complete required coursework in less than six(6) hours per day would allow the student to enroll in postsecondary training (college or technical classes), and participate in paid/unpaid internships; and

WHEREAS, waivers of certain state laws and administrative rules would allow Glen Rose School District to provide the aforementioned personalized learning opportunities for its students, and

WHEREAS, Act 1240 of 2015, codified at Ark. Code Ann. 6-15-103, allows the Glen Rose School District to petition the State Board of Education for all or some of the waivers granted to an open-enrollment public charter school that draws students from the Glen Rose District; and


WHEREAS, Arkansas Virtual Academy is an open enrollment charter school that draws students from the Glen Rose School District; and

WHEREAS, the Arkansas State Board of Education granted Arkansas Virtual Academy a series of waivers, including a waivers from: (1) the Arkansas Department of Education Rules Governing the Arkansas Mandatory Attendance Requirements for Students in Grades Nine Through Twelve; and (2) Section 10.01.4 of the Arkansas Department of Education Rules Governing Standards for Accreditation of Arkansas Public Schools and School Districts; (3) Teacher licensure requirement and certification to teach grade or subject matter

NOW THEREFORE, BE IT RESOLVED BY THE GLEN ROSE SCHOOL DISTRICT BOARD OF DIRECTORS, THAT:

1. Pursuant to Act 1240 of 2015; codified at Ark. Code Ann. 6-15-103, the Glen Rose School District administration is hereby authorized to request the following waivers from the Arkansas State Board of Education:
  - a. Ark Code Ann. 6-16-102;
  - b. Ark Code Ann. 6-18-210;
  - c. The Arkansas Department of Education Rules Governing the Arkansas Mandatory Attendance Requirements for Students in Grades Nine Through Twelve;
  - d. Section 10.01.4 of the Arkansas Department of Education Rules Governing Standards for Accreditation of Arkansas Public Schools and School Districts;
  - e. Section 14.03 of the Arkansas Department of Education Rules Governing Standards for Accreditation of Arkansas Public Schools and School Districts; and
  - f. Any such other waivers as may legally be required and granted by the Arkansas State Board of Education to give effect to the personalized learning opportunities listed herein.
2. The Glen Rose School District administration may seek these waivers to take effect beginning in the 2016-2017 school year.
3. The Glen Rose School District Board of Directors agreed upon this resolution by vote on June 9, 2016 during an open, special scheduled meeting.

By: \_\_\_\_\_



Mr. Donnie Earnest, Board President

By: \_\_\_\_\_

  
Mr. Butch Jones, Board Secretary

Facebook, App, and Website:

Glen Rose School District is looking into obtaining a waiver from the Arkansas State Department of Education to allow personalized learning opportunities for juniors and seniors on track to graduate. If approved for the waivers, these students would come to school only for the required core courses, then be involved in job-shadowing, internships, apprenticeships, college coursework, or employment in place of additional elective courses offered at Glen Rose High School. Our goal for this proposal is to increase attendance, graduation rate, and reduce achievement gaps. For questions or comments, please contact Susan Blockburger at 501-332-3694 ext 5.





# **GLEN ROSE SCHOOL DISTRICT**

**WAIVER REQUESTS**

**ARKANSAS STATE BOARD OF EDUCATION**

**JULY 14, 2016**







# Glen Rose Elementary School





# Glen Rose Middle School

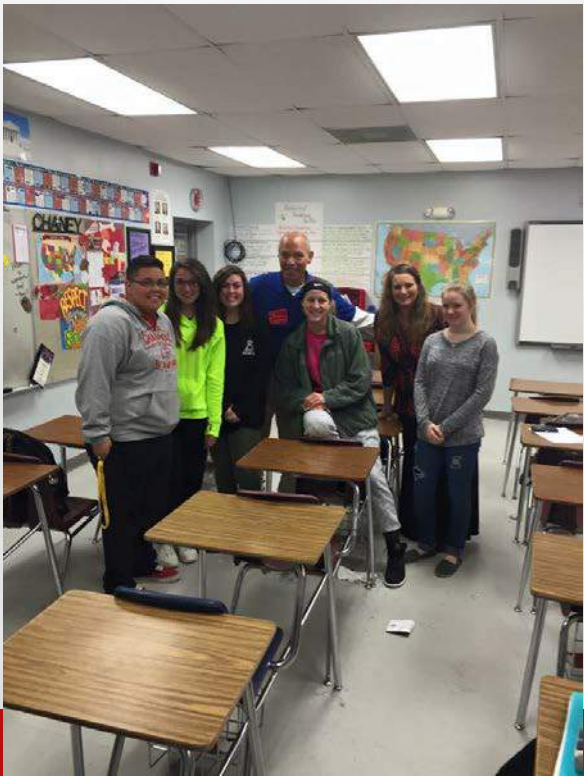




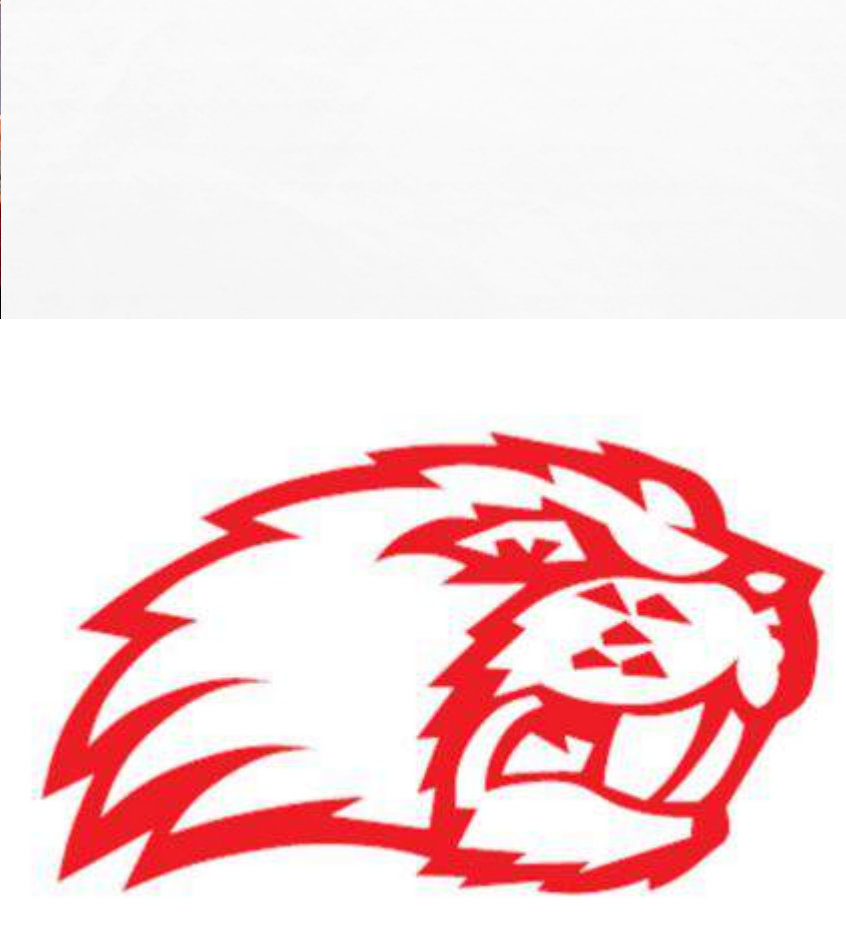
# Glen Rose High School



**GRHS FFA**











# WAIVERS REQUESTED

- **SCHOOL DAY HOURS**
- **DEFINITION OF PLANNED INSTRUCTIONAL TIME**
- **MANDATORY ATTENDANCE**



# MISSION



# STUDENT BENEFITS

- **REAL-WORLD EXPERIENCE**
- **PERSONALIZED LEARNING**
- **OPPORTUNITIES FOR COMMUNITY SERVICE**
- **INCREASED STUDENT ENGAGEMENT**
- **CONCURRENT CREDIT**
- **APPRENTICESHIPS/INTERNSHIPS**
- **JOB SHADOWING**
- **CAREER EXPLORATION**
- **OPPORTUNITY TO IMPACT “AT RISK” STUDENTS**

# EXPECTED ACADEMIC BENEFITS

- **IMPACT FAILING GRADES**
- **REDUCED DROP-OUTS**
- **INCREASED ATTENDANCE**
- **INCREASED STUDENT ENGAGEMENT IN CORE COURSES**
- **FEWER DISCIPLINE REFERRALS**



# IMPLEMENTATION PLANS

- **BEGIN FALL 2016**
- **STUDENTS WORK WITH CAREER COACH**
- **STUDENTS ENROLL IN PERSONAL LEARNING PATH**
- **CONTINUOUS MONITORING BY CAREER COACH**
- **FINAL CULMINATING PROJECTS DUE SPRING 2017**







**GLEN ROSE SCHOOL DISTRICT**

**Date of Waiver Request Submission**  
**90-Day Deadline for State Board of Education Action**

**June 13, 2016**  
**September 11, 2016**

<b>2015-2016 Enrollment</b>	
<b>2 or More Races</b>	<b>15</b>
<b>Asian</b>	<b>0</b>
<b>Black</b>	<b>1</b>
<b>Hispanic</b>	<b>31</b>
<b>Native American/ Native Alaskan</b>	<b>5</b>
<b>Native Hawaiian/ Pacific Islander</b>	<b>0</b>
<b>White</b>	<b>956</b>
<b>TOTAL</b>	<b>1,008</b>

## 2015 ESEA DISTRICT REPORT

**District:** GLEN ROSE SCHOOL DISTRICT  
**LEA:** 3002000  
**Enrollment:** 1003

**Superintendent:** TIM HOLICER  
**Attendance:** 94.19  
**Poverty Rate:** 56.73

**Address:** 14334 HIGHWAY 67  
**Address:** MALVERN, AR 72104  
**Phone:** (501) 332-6764

<b>OVERALL SCHOOL STATUS:</b>	<b>2014 NEEDS IMPROVEMENT</b>
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### PERCENT TESTED

PERCENT TESTED STATUS: <b>ACHIEVING</b>						
	ELA			MATHEMATICS		
ESEA Flexibility Indicators	# Attempted	# Expected	Percentage	# Attempted	# Expected	Percentage
All Students	607	608	99.84	596	597	99.83
Targeted Achievement Gap Group	359	359	100.00	361	361	100.00
ESEA Subgroups	# Attempted	# Expected	Percentage	# Attempted	# Expected	Percentage
African American	n < 10	n < 10	n < 10	n < 10	n < 10	n < 10
Hispanic	16	16	100.00	16	16	100.00
White	578	579	99.83	566	567	99.82
Economically Disadvantaged	340	340	100.00	343	343	100.00
English Language Learners	n < 10	n < 10	n < 10	n < 10	n < 10	n < 10
Students with Disabilities	69	69	100.00	63	63	100.00

### STUDENT PERFORMANCE -- ENGLISH LANGUAGE ARTS

ELA STATUS:				
ESEA Flexibility Indicators	# Achieved	# Tested	Percentage	2015 AMO
All Students	189	569	33.22	22.73
Targeted Achievement Gap Group	92	329	27.96	17.41
ESEA Subgroups	# Achieved	# Tested	Percentage	2015 AMO
African American	n < 10	n < 10	n < 10	10.77
Hispanic	5	12	41.67	18.35
White	177	544	32.54	26.04
Economically Disadvantaged	90	310	29.03	17.63
English Language Learners	n < 10	n < 10	n < 10	7.64
Students with Disabilities	5	64	7.81	4.60

### STUDENT PERFORMANCE -- MATHEMATICS

MATHEMATICS STATUS:				
ESEA Flexibility Indicators	# Achieved	# Tested	Percentage	2015 AMO
All Students	167	559	29.87	13.95
Targeted Achievement Gap Group	78	332	23.49	10.82
ESEA Subgroups	# Achieved	# Tested	Percentage	2015 AMO
African American	n < 10	n < 10	n < 10	5.87
Hispanic	3	12	25.00	12.10
White	157	533	29.46	17.14
Economically Disadvantaged	76	314	24.20	11.02
English Language Learners	n < 10	n < 10	n < 10	6.23
Students with Disabilities	5	60	8.33	4.60

### 2014 SCHOOL GRADUATION RATE

GRADUATION RATE STATUS: <b>NEEDS IMPROVEMENT</b>					
ESEA Flexibility Indicators	# Actual Graduates	# Expected Graduates	Percentage	2014 AMO	90TH PCTL
All Students	73	83	87.95	91.92	94.00
Targeted Achievement Gap Group	35	43	81.40	91.67	94.00
Three Year Average Performance	# Actual Graduates	# Expected Graduates	Percentage	2014 AMO	90TH PCTL
All Students	194	220	88.18	91.92	94.00
Targeted Achievement Gap Group	88	106	83.02	91.67	94.00
ESEA Subgroups	# Actual Graduates	# Expected Graduates	Percentage	2014 AMO	
African American	n < 10	n < 10	n < 10	100.00	
Hispanic	n < 10	n < 10	n < 10		
White	70	79	88.61	91.75	
Economically Disadvantaged	35	43	81.40	93.65	
English Language Learners	n < 10	n < 10	n < 10		
Students with Disabilities	n < 10	n < 10	n < 10	87.30	

## 2015 ESEA DISTRICT REPORT

**District:** GLEN ROSE SCHOOL DISTRICT  
**LEA:** 3002000  
**Enrollment:** 1003

**Superintendent:** TIM HOLICER  
**Attendance** 94.19  
**Poverty Rate:** 56.73

**Address:** 14334 HIGHWAY 67  
**Address:** MALVERN, AR 72104  
**Phone:** (501) 332-6764

The Performance Based Assessment (PBA) component was given before the End of Year Assessment (EOY). The PBA consisted of extended tasks and applications of concepts and skills for ELA/Literacy and Math. ELA/Literacy included writing effectively when analyzing text and research simulation. Math included solving multi-step problems requiring abstract reasoning, precision, perseverance and strategic use of tools.

The EOY assessment consisted of innovative, short-answer items including the following: ELA/Literacy reading comprehension; Math short items that address both concepts and skills.

### **PBA Only and EOY Only are not included in performance calculations.**

Number of enrolled students with completed PBA only:	1
Number of enrolled students with completed EOY only:	2

### **Percent Tested: Source and Use of Enrollment**

For percent tested and school/district performance calculations student enrollment files were downloaded from eSchool via TRIAND to establish the students expected to test. These files were downloaded May 15, 2015.

When students' test and enrollment records were matched by school and student state identifier the demographic values from the enrollment files were used in ESEA calculations.

When a student had a test record and did not match an enrollment record the demographic values from the student's test record were used in ESEA calculations.

When a student had an enrollment record that did not match a test record the demographic values from the student's enrollment record were used in ESEA calculations.

Report created on: 01/07/2016

## **RESOLUTION OF THE SOUTHEAST ARKANSAS EDUCATION SERVICE CO-OPERATIVE BOARD OF DIRECTORS**

WHEREAS, the Southeast Education Service Co-operative is a resource for 14 public school districts in its service area, which consists of school districts in Arkansas, Ashley, Bradley, Chicot, Cleveland, Desha, Drew, and Lincoln counties in the great state of Arkansas; and,

WHEREAS, the Southeast Education Service Co-operative and the public school districts in its service area recognize that teachers are the greatest single factor in the learning of the students; and,

WHEREAS, the public school districts and the Southeast Education Service Co-operative have enlisted many partners to assist in placing teachers in classrooms; and,

WHEREAS, the public school districts in the Southeast Education Service Co-operative are facing extreme challenges employing licensed teachers for all classrooms; and,

WHEREAS, waivers of certain state laws and administrative rules would allow the public school districts in the Southeast Arkansas Education Service Co-operative more flexibility in placing teachers in classrooms; and,

WHEREAS, Act 1240 of 2015, codified at Ark. Code Ann. § 6-15-103, allows public school districts to petition the State Board of Education for all or some of the waivers granted to an open-enrollment public charter school that draws students from the public school districts; and,

WHEREAS, Arkansas Virtual Academy is an open-enrollment public charter school that draws students from the Southeast Education Service Co-operative area and its member districts; and,

WHEREAS, the Arkansas State Board of Education granted Arkansas Virtual Academy a series of waivers, including waivers from the Arkansas Department of Education Rules Governing Standards of Accreditation of Arkansas Public Schools and School Districts, inclusive of section 15.03 and 16.02; and, Title 6 of the Arkansas Code Annotated, including: (1) Ark. Code Ann. § 6-15-1004; (2) Ark. Code Ann. § 6-17-309; (3) Ark. Code Ann. § 6-17-401; (4) Ark. Code Ann. § 6-17-902; (5) Ark. Code Ann. § 6-17-908; (6) Ark. Code Ann. § 6-17-919; (7) Ark. Code Ann. § 6-25-103, and, (8) Ark. Code Ann. § 6-25-104.

NOW, THEREFORE, BE IT RESOLVED BY THE SOUTHEAST EDUCATION SERVICE CO-OPERATIVE BOARD OF DIRECTORS, THAT:

1. Pursuant to Act 1240 of 2015, codified at Ark. Code Ann. § 6-15-103, the Southeast Arkansas Education Service Co-operative Board of Directors is hereby authorized to request the following waivers from the Arkansas State Board of Education:

- a. Sections 15.03 and 16.02 of the Arkansas Department of Education Rules Governing Standards of Accreditation of Arkansas Public Schools and School Districts;
- b. Ark. Code Ann. § 6-15-1004;
- c. Ark. Code Ann. § 6-17-309;
- d. Ark. Code Ann. § 6-17-401;
- e. Ark. Code Ann. § 6-17-902;
- f. Ark. Code Ann. § 6-17-908;
- g. Ark. Code Ann. § 6-17-919;
- h. Ark. Code Ann. § 6-25-103,
- i. Ark. Code Ann. § 6-25-104; and,
- j. Any other such waivers as may legally be required and granted by the Arkansas State Board of Education to give effect to the efforts to place licensed teachers in classrooms.

2. The school districts that are members of Southeast Arkansas Education Service Co-operative may seek these waivers for the 2016-2017 school year;

3. The Southeast Arkansas Education Service Co-operative Board of Directors agreed upon this resolution by vote on June 23, 2016, during an open, regularly scheduled meeting.

By: Billy Williams  
Mr. Billy Williams, Board President

By: Tracy Tucker  
Dr. Tracy Tucker, Board Secretary





# ARKANSAS DEPARTMENT OF EDUCATION

## DISTRICT WAIVER REQUEST FORM

**District Name:** Cleveland County

**Superintendent:** Johnnie Johnson

**Email Address:** johnnie.johnson@clevelandcountyschooldistrict.org

**Phone Number:** 870-325-6344 **Submission Date:** 06-22-2016

### **Name of Charter School(s) Attended by District Students**

Arkansas Virtual Academy

### **Waiver Topic: Teacher Licensure**

#### **Statute/Standard/Rule to be Waived**

##### **Arkansas Code Annotated**

- Ark. Code Ann.§6-15-1004 Qualified teachers in every public school classroom
- Ark. Code Ann.§6-17-309 Certified to teach grade or subject matter-Exceptions-Waivers
- Ark. Code Ann.§6-17-401 Teacher licensure requirement
- Ark. Code Ann.§6-17-902 Definition (definition of a teacher as licensed)
- Ark. Code Ann.§6-17-908 Teachers' salary fund-authorized disbursement
- Ark. Code Ann.§6-17-919 Warrants void without valid certification and contract (the ability to pay a teacher's salary only upon filing of a teacher's certificate with the county clerk's office, if the requirement of a teacher's certificate is waived for such teacher)
- Ark. Code Ann.§6-25-103 Library media services program defined
- Ark. Code Ann.§6-25-104 Library media specialist-qualifications

##### **Standards for Accreditation**

- Standards of Accreditation Section 15.03
- Standards of Accreditation Section 16.02

##### **ADE Rules**

- ADE Rules Governing Educator Licensure

### **Rationale for Waiver**

The school districts in southern Arkansas, particularly those in the Southeast (SE) Arkansas Education Service Co-operative area, face a major challenge when attempting to hire certified teachers with the content knowledge and appropriate licensure to teach the subject area they are assigned to teach and that have the sincere desire to enhance student learning. This challenge is very important to each district because the districts recognize that the teacher in the classroom is the single most important factor that influences learning in the classroom.

There are many data points that illustrate the enormity of this challenge for this part of our state. First of

all, simply review the census data for this part of the state. You will find a decline in the population spanning many years, a decrease in the number of residents with a college degree, and a high rate of poverty, which makes obtaining teacher licensure a larger challenge. After reviewing data from the only 4-year college in the SE Co-operative area, the University of Arkansas at Monticello (UAM), you will find that the number of candidates admitted to the teacher preparation program has decreased from 35 in 2011/2012 to 24 in 2014/2015. The number of students staying in the program and completing the Internship has decreased from 52 in 2011/2012 to 35 in 2014/2015 to 23 in 2015/2016 to 9 enrolled for the Fall 2016 semester. However, a silver lining for this part of the state is that the enrollment in the Master's of Art in Teaching (MAT) program at UAM has grown over the past few years. In 2012, the MAT program welcomed 43 students compared to 85 students in 2014. This online, statewide program has certainly assisted schools in attracting licensed teachers, but it has still not met all needs and isn't specifically working just with districts in southeast Arkansas. A roadblock to hiring UAM MAT teachers is the requirement for passing the Praxis II exam in the content area before they can be hired to teach with a provisional license. As of June 22, 2016, the MAT program at UAM has 3 secondary math teachers, 3 secondary business teachers, 1 biology teacher, 5 secondary English teachers, 4 middle level teachers, and 3 K-6 teachers that cannot be hired because they have not passed the Praxis II in their content area. All of these teachers are from southeast Arkansas and would accept a job in our area if they could be employed without consequences to the district. Additionally, the difficulty of scheduling and passing Praxis II exams in the time window offered has hampered this non-traditional program for teachers. The above data does not reflect the needs in the area of special education because of the federal requirements for these positions and the inability to waive requirements for special education. We depend on these non-traditional programs in our area of the state. We need these teachers desperately in our area of the state.

In Fall 2015, a series of meetings and discussions on the acute shortage of teachers in our area of the state began. One outcome of this meeting was the request for input, assistance and partnership with the Arkansas Department of Education, specifically the Division of Educator Effectiveness and Licensure, area legislators, UAM, and other partners in defining the issues and the roadblocks we face in our area of the state. This work continues and this conversation continues at monthly board meetings for the SE Arkansas Education Service Co-operative. Soon, it is anticipated that a formal partnership plan will be in place for recruiting educators for our classrooms.

The districts in the SE Arkansas co-op area have utilized many partners to assist in recruiting teachers. Districts work with the SE Arkansas Co-operative and their APPEL Program, the Teach for American Program, the UAM Teacher Preparation and MAT Program, the Southern Arkansas University MAT Program, the University of Central Arkansas MAT Program, the University of Arkansas Teacher Corps Program, as well as the Arkansas Department of Education for solutions to this dire situation. Each district utilizes their district website as a communication tool for employment needs as well as utilizing local print media, the SE Arkansas Co-op for job postings on their website, the UAM Education Renewal Zone (ERZ) job posting services, and statewide job boards. District personnel have attended job fairs across our region and some districts in the SE Arkansas Co-operative area have been able to implement the Teacher Cadet program in their high schools as a teacher recruitment tool.

In April of 2016, the 14 districts in the SE Arkansas Co-operative area posted 88 positions that would need to be filled for the 2016-2017 school year. As of June 22, 2016, the districts in the SE Arkansas Co-operative area still had 83 positions that need to be filled with certified teachers.

Despite the many efforts taken by the districts and partners in the SE Arkansas Co-op area, the need for certified teachers with the content knowledge and appropriate licensure to teach the subject area they are assigned to teach remains great.

By the time this request is presented each school district will have school board resolutions supporting this request. The above waivers are requested for a one year period for the 2016-2017 school year.

When the form is complete, email it with the waiver lists for the charter school(s) that serve district students to Mary Perry at [mary.perry@arkansas.gov](mailto:mary.perry@arkansas.gov). Waiver lists can be accessed from the Arkansas Department of Education website at <http://www.arkansased.gov/divisions/learning-services/charterschools/open-enrollment-charter-school-waivers>.

Questions should be directed to Mary Perry by email at [mary.perry@arkansas.gov](mailto:mary.perry@arkansas.gov) or by phone at (501) 683-4800.

ARKANSAS VIRTUAL ACADEMY  
APPROVED WAIVERS

District LEA:	60-43-700	Elementary School LEA:	60-43-701
City:	Little Rock	Middle School LEA:	60-43-702
Opening Date:	Fall2007	High School LEA:	60-43-703
Grades Approved:	K-12	Expiration Date:	6/30/2020
CAP:	2000	Grades Served 2015-16:	K-11

Waivers from Title 6 of the Arkansas Code Annotated (Education Code)

6-5-405(b)(1)	Pertaining to the requirement for superintendents and assistant superintendents to have professional development on applying for state-supported student financial assistance for higher education
6-10-106	School year dates
6-10-110	School fire marshal program
6-13-109	School superintendent
6-13-608	Length of directors' terms
6-13-611	Vacancies generally
6-13-615	Election-Single member zones
6-13-616	Director eligibility
6-13-619	Monthly meetings
6-13-619(a)(1)	Monthly board meetings
6-13-619(c)(1)(A)	Requiring a board member to be physically present at a meeting to be counted for purposes of a quorum or to vote
6-13-620	Powers and duties
6-13-630	Election by zone and at large
6-13-631	Effect of minority population on election
6-13-634	School district board of directors-Size
6-14-101 et seq.	School Elections
6-15-902(a)	Grading scale-Exemptions-Special education (in grades 3-8, the uniform grading scale is waived only as to non-core courses)
6-15-903(a)(2)	Requiring report cards to be mailed, given to a parent at a conference, or sent home with the student
6-15-1004	Qualified teachers in every public school classroom
6-15-1005(b)(5)	Pertaining to alternative learning environments
6-15-1302	Emergency plan for war or terrorist attack
6-16-102	School day hours
6-16-108	Daily recitation of the Pledge of Allegiance
6-17-201 et seq.	Requirements-Written personnel policies-Teacher salary schedule
6-17-203	Committees on personnel policies— Members
6-17-208	Written grievance procedure
6-17-302	Principals-Responsibilities
6-17-309	Certification to teach grade or subject matter-Exceptions-Waivers
6-17-401	Teacher licensure requirement
6-17-427	Superintendent license-Superintendent mentoring program required
6-17-902	Definition (definition of a teacher as licensed)
6-17-908	Teachers' salary fund-Authorized disbursements

6-17-919	Warrants void without valid certification and contract (the ability to pay a teacher's salary only upon filing of a teacher's certificate with the county clerk's office, if the requirement of a teacher's certificate is waived for such teacher)
6-17-1501 et seq.	Teacher Fair Dismissal Act
6-17-1701 et seq.	Public School Employee Fair Hearing Act Classified
6-17-2301 et seq.	School Employee Personnel Policy Law
6-17-2403	Minimum teacher compensation schedule
6-18-209(b)	Adoption of student attendance policy-Effect of excessive absences
6-18-210	Definition of planned instructional time
6-18-213	Attendance records and reports generally
6-18-503(a)(1)(C)(i)	Pertaining to alternative learning environments
6-18-511	Removal of student from classroom by teacher
6-18-705	School breakfast program
6-18-706	School nurses-Nurse-to-student ratio
6-18-1001 et seq.	Public School Student Services Act
6-18-1005(a)(6)	Health services (requiring individual health care plans for certain students and trained and licensed personnel to perform medical tasks at school)
6-20-2208(c){6}	Monitoring of expenditures (gifted and talented)
6-21-406	Adoption, sale, or exchange of instructional materials
6-21-413	Textbook selection committee
6-25-101 et seq.	Public School library and Media Technology Act
6-25-103	library media services program defined
6-25-104	Library media specialist-Qualifications
6-25-105	Establishment of guidelines for the selection, removal, and retention of materials (Library Media)
6-25-106	Provision of resources (Library Media)
6-42-101 et seq.	General Provisions (gifted and talented)
6-48-101 et seq.	Alternative Learning Environments

**CLEVELAND COUNTY SCHOOL DISTRICT**

**Date of Waiver Request Submission**  
**90-Day Deadline for State Board of Education Action**

**June 22, 2016**  
**September 20, 2016**

<b>2015-2016 Enrollment</b>	
<b>2 or More Races</b>	<b>12</b>
<b>Asian</b>	<b>0</b>
<b>Black</b>	<b>230</b>
<b>Hispanic</b>	<b>20</b>
<b>Native American/ Native Alaskan</b>	<b>2</b>
<b>Native Hawaiian/ Pacific Islander</b>	<b>0</b>
<b>White</b>	<b>606</b>
<b>TOTAL</b>	<b>870</b>

## 2015 ESEA DISTRICT REPORT

**District:** CLEVELAND COUNTY SCHOOL DISTRICT **Superintendent:** JOHNNIE JOHNSON

**LEA:** 1305000

**Attendance:** 95.68

**Enrollment:** 873

**Poverty Rate:** 56.93

**Address:** P O BOX 600

**Address:** RISON, AR 71665

**Phone:** (870) 325-6344

**OVERALL SCHOOL STATUS:** 2014 NEEDS IMPROVEMENT

### PERCENT TESTED

PERCENT TESTED STATUS: ACHIEVING						
	ELA			MATHEMATICS		
ESEA Flexibility Indicators	# Attempted	# Expected	Percentage	# Attempted	# Expected	Percentage
All Students	546	547	99.82	527	528	99.81
Targeted Achievement Gap Group	335	336	99.70	326	327	99.69
ESEA Subgroups	# Attempted	# Expected	Percentage	# Attempted	# Expected	Percentage
African American	134	134	100.00	130	130	100.00
Hispanic	11	11	100.00	12	12	100.00
White	392	393	99.75	376	377	99.73
Economically Disadvantaged	322	323	99.69	315	316	99.68
English Language Learners	n < 10	n < 10	n < 10	n < 10	n < 10	n < 10
Students with Disabilities	57	58	98.28	49	49	100.00

### STUDENT PERFORMANCE -- ENGLISH LANGUAGE ARTS

ELA STATUS:				
ESEA Flexibility Indicators	# Achieved	# Tested	Percentage	2015 AMO
All Students	153	521	29.37	22.73
Targeted Achievement Gap Group	71	315	22.54	17.41
ESEA Subgroups	# Achieved	# Tested	Percentage	2015 AMO
African American	17	127	13.39	10.77
Hispanic	n < 10	n < 10	n < 10	18.35
White	130	380	34.21	26.04
Economically Disadvantaged	69	302	22.85	17.63
English Language Learners	n < 10	n < 10	n < 10	7.64
Students with Disabilities	5	55	9.09	4.60

### STUDENT PERFORMANCE -- MATHEMATICS

MATHEMATICS STATUS:				
ESEA Flexibility Indicators	# Achieved	# Tested	Percentage	2015 AMO
All Students	97	500	19.40	13.95
Targeted Achievement Gap Group	43	305	14.10	10.82
ESEA Subgroups	# Achieved	# Tested	Percentage	2015 AMO
African American	8	122	6.56	5.87
Hispanic	n < 10	n < 10	n < 10	12.10
White	86	364	23.63	17.14
Economically Disadvantaged	41	294	13.95	11.02
English Language Learners	n < 10	n < 10	n < 10	6.23
Students with Disabilities	5	47	10.64	4.60

### 2014 SCHOOL GRADUATION RATE

GRADUATION RATE STATUS: NEEDS IMPROVEMENT					
ESEA Flexibility Indicators	# Actual Graduates	# Expected Graduates	Percentage	2014 AMO	90TH PCTL
All Students	55	59	93.22	90.99	94.00
Targeted Achievement Gap Group	29	33	87.88	92.59	94.00
Three Year Average Performance	# Actual Graduates	# Expected Graduates	Percentage	2014 AMO	90TH PCTL
All Students	164	175	93.71	90.99	94.00
Targeted Achievement Gap Group	91	99	91.92	92.59	94.00
ESEA Subgroups	# Actual Graduates	# Expected Graduates	Percentage	2014 AMO	
African American	11	13	84.62	92.98	
Hispanic	n < 10	n < 10	n < 10	100.00	
White	43	45	95.56	89.94	
Economically Disadvantaged	29	32	90.63	90.91	
English Language Learners	n < 10	n < 10	n < 10		
Students with Disabilities	n < 10	n < 10	n < 10	100.00	

## 2015 ESEA DISTRICT REPORT

**District:** CLEVELAND COUNTY SCHOOL DISTRICT **Superintendent:** JOHNNIE JOHNSON

**LEA:** 1305000

**Attendance:** 95.68

**Enrollment:** 873

**Poverty Rate:** 56.93

**Address:** P O BOX 600

**Address:** RISON, AR 71665

**Phone:** (870) 325-6344

The Performance Based Assessment (PBA) component was given before the End of Year Assessment (EOY). The PBA consisted of extended tasks and applications of concepts and skills for ELA/Literacy and Math. ELA/Literacy included writing effectively when analyzing text and research simulation. Math included solving multi-step problems requiring abstract reasoning, precision, perseverance and strategic use of tools.

The EOY assessment consisted of innovative, short-answer items including the following: ELA/Literacy reading comprehension; Math short items that address both concepts and skills.

### **PBA Only and EOY Only are not included in performance calculations.**

Number of enrolled students with completed PBA only: 1

Number of enrolled students with completed EOY only: 0

### **Percent Tested: Source and Use of Enrollment**

For percent tested and school/district performance calculations student enrollment files were downloaded from eSchool via TRIAND to establish the students expected to test. These files were downloaded May 15, 2015.

When students' test and enrollment records were matched by school and student state identifier the demographic values from the enrollment files were used in ESEA calculations.

When a student had a test record and did not match an enrollment record the demographic values from the student's test record were used in ESEA calculations.

When a student had an enrollment record that did not match a test record the demographic values from the student's enrollment record were used in ESEA calculations.

Report created on: 01/07/2016





# ARKANSAS DEPARTMENT OF EDUCATION

## DISTRICT WAIVER REQUEST FORM

**District Name:** Crossett

**Superintendent:** Gary Williams

**Email Address:** gary.williams@crossettschools.org

**Phone Number:** 870-364-3112 **Submission Date:** 06-22-2016

### Name of Charter School(s) Attended by District Students

Arkansas Virtual Academy

### Waiver Topic: Teacher Licensure

#### Statute/Standard/Rule to be Waived

##### Arkansas Code Annotated

- Ark. Code Ann.§6-15-1004 Qualified teachers in every public school classroom
- Ark. Code Ann.§6-17-309 Certified to teach grade or subject matter-Exceptions-Waivers
- Ark. Code Ann.§6-17-401 Teacher licensure requirement
- Ark. Code Ann.§6-17-902 Definition (definition of a teacher as licensed)
- Ark. Code Ann.§6-17-908 Teachers' salary fund-authorized disbursement
- Ark. Code Ann.§6-17-919 Warrants void without valid certification and contract (the ability to pay a teacher's salary only upon filing of a teacher's certificate with the county clerk's office, if the requirement of a teacher's certificate is waived for such teacher)
- Ark. Code Ann.§6-25-103 Library media services program defined
- Ark. Code Ann.§6-25-104 Library media specialist-qualifications

##### Standards for Accreditation

- Standards of Accreditation Section 15.03
- Standards of Accreditation Section 16.02

##### ADE Rules

- ADE Rules Governing Educator Licensure

### Rationale for Waiver

The school districts in southern Arkansas, particularly those in the Southeast (SE) Arkansas Education Service Co-operative area, face a major challenge when attempting to hire certified teachers with the content knowledge and appropriate licensure to teach the subject area they are assigned to teach and that have the sincere desire to enhance student learning. This challenge is very important to each district because the districts recognize that the teacher in the classroom is the single most important factor that influences learning in the classroom.

There are many data points that illustrate the enormity of this challenge for this part of our state. First of

all, simply review the census data for this part of the state. You will find a decline in the population spanning many years, a decrease in the number of residents with a college degree, and a high rate of poverty, which makes obtaining teacher licensure a larger challenge. After reviewing data from the only 4-year college in the SE Co-operative area, the University of Arkansas at Monticello (UAM), you will find that the number of candidates admitted to the teacher preparation program has decreased from 35 in 2011/2012 to 24 in 2014/2015. The number of students staying in the program and completing the Internship has decreased from 52 in 2011/2012 to 35 in 2014/2015 to 23 in 2015/2016 to 9 enrolled for the Fall 2016 semester. However, a silver lining for this part of the state is that the enrollment in the Master's of Art in Teaching (MAT) program at UAM has grown over the past few years. In 2012, the MAT program welcomed 43 students compared to 85 students in 2014. This online, statewide program has certainly assisted schools in attracting licensed teachers, but it has still not met all needs and isn't specifically working just with districts in southeast Arkansas. A roadblock to hiring UAM MAT teachers is the requirement for passing the Praxis II exam in the content area before they can be hired to teach with a provisional license. As of June 22, 2016, the MAT program at UAM has 3 secondary math teachers, 3 secondary business teachers, 1 biology teacher, 5 secondary English teachers, 4 middle level teachers, and 3 K-6 teachers that cannot be hired because they have not passed the Praxis II in their content area. All of these teachers are from southeast Arkansas and would accept a job in our area if they could be employed without consequences to the district. Additionally, the difficulty of scheduling and passing Praxis II exams in the time window offered has hampered this non-traditional program for teachers. The above data does not reflect the needs in the area of special education because of the federal requirements for these positions and the inability to waive requirements for special education. We depend on these non-traditional programs in our area of the state. We need these teachers desperately in our area of the state.

In Fall 2015, a series of meetings and discussions on the acute shortage of teachers in our area of the state began. One outcome of this meeting was the request for input, assistance and partnership with the Arkansas Department of Education, specifically the Division of Educator Effectiveness and Licensure, area legislators, UAM, and other partners in defining the issues and the roadblocks we face in our area of the state. This work continues and this conversation continues at monthly board meetings for the SE Arkansas Education Service Co-operative. Soon, it is anticipated that a formal partnership plan will be in place for recruiting educators for our classrooms.

The districts in the SE Arkansas co-op area have utilized many partners to assist in recruiting teachers. Districts work with the SE Arkansas Co-operative and their APPEL Program, the Teach for American Program, the UAM Teacher Preparation and MAT Program, the Southern Arkansas University MAT Program, the University of Central Arkansas MAT Program, the University of Arkansas Teacher Corps Program, as well as the Arkansas Department of Education for solutions to this dire situation. Each district utilizes their district website as a communication tool for employment needs as well as utilizing local print media, the SE Arkansas Co-op for job postings on their website, the UAM Education Renewal Zone (ERZ) job posting services, and statewide job boards. District personnel have attended job fairs across our region and some districts in the SE Arkansas Co-operative area have been able to implement the Teacher Cadet program in their high schools as a teacher recruitment tool.

In April of 2016, the 14 districts in the SE Arkansas Co-operative area posted 88 positions that would need to be filled for the 2016-2017 school year. As of June 22, 2016, the districts in the SE Arkansas Co-operative area still had 83 positions that need to be filled with certified teachers.

Despite the many efforts taken by the districts and partners in the SE Arkansas Co-op area, the need for certified teachers with the content knowledge and appropriate licensure to teach the subject area they are assigned to teach remains great.

By the time this request is presented each school district will have school board resolutions supporting this request. The above waivers are requested for a one year period for the 2016-2017 school year.

When the form is complete, email it with the waiver lists for the charter school(s) that serve district students to Mary Perry at [mary.perry@arkansas.gov](mailto:mary.perry@arkansas.gov). Waiver lists can be accessed from the Arkansas Department of Education website at <http://www.arkansased.gov/divisions/learning-services/charterschools/open-enrollment-charter-school-waivers>.

Questions should be directed to Mary Perry by email at [mary.perry@arkansas.gov](mailto:mary.perry@arkansas.gov) or by phone at (501) 683-4800.

ARKANSAS VIRTUAL ACADEMY  
APPROVED WAIVERS

District LEA:	60-43-700	Elementary School LEA:	60-43-701
City:	Little Rock	Middle School LEA:	60-43-702
Opening Date:	Fall2007	High School LEA:	60-43-703
Grades Approved:	K-12	Expiration Date:	6/30/2020
CAP:	2000	Grades Served 2015-16:	K-11

Waivers from Title 6 of the Arkansas Code Annotated (Education Code)

6-5-405(b)(1)	Pertaining to the requirement for superintendents and assistant superintendents to have professional development on applying for state-supported student financial assistance for higher education
6-10-106	School year dates
6-10-110	School fire marshal program
6-13-109	School superintendent
6-13-608	Length of directors' terms
6-13-611	Vacancies generally
6-13-615	Election-Single member zones
6-13-616	Director eligibility
6-13-619	Monthly meetings
6-13-619(a)(1)	Monthly board meetings
6-13-619(c)(1)(A)	Requiring a board member to be physically present at a meeting to be counted for purposes of a quorum or to vote
6-13-620	Powers and duties
6-13-630	Election by zone and at large
6-13-631	Effect of minority population on election
6-13-634	School district board of directors-Size
6-14-101 et seq.	School Elections
6-15-902(a)	Grading scale-Exemptions-Special education (in grades 3-8, the uniform grading scale is waived only as to non-core courses)
6-15-903(a)(2)	Requiring report cards to be mailed, given to a parent at a conference, or sent home with the student
6-15-1004	Qualified teachers in every public school classroom
6-15-1005(b)(5)	Pertaining to alternative learning environments
6-15-1302	Emergency plan for war or terrorist attack
6-16-102	School day hours
6-16-108	Daily recitation of the Pledge of Allegiance
6-17-201 et seq.	Requirements-Written personnel policies-Teacher salary schedule
6-17-203	Committees on personnel policies— Members
6-17-208	Written grievance procedure
6-17-302	Principals-Responsibilities
6-17-309	Certification to teach grade or subject matter-Exceptions-Waivers
6-17-401	Teacher licensure requirement
6-17-427	Superintendent license-Superintendent mentoring program required
6-17-902	Definition (definition of a teacher as licensed)
6-17-908	Teachers' salary fund-Authorized disbursements

6-17-919	Warrants void without valid certification and contract (the ability to pay a teacher's salary only upon filing of a teacher's certificate with the county clerk's office, if the requirement of a teacher's certificate is waived for such teacher)
6-17-1501 et seq.	Teacher Fair Dismissal Act
6-17-1701 et seq.	Public School Employee Fair Hearing Act Classified
6-17-2301 et seq.	School Employee Personnel Policy Law
6-17-2403	Minimum teacher compensation schedule
6-18-209(b)	Adoption of student attendance policy-Effect of excessive absences
6-18-210	Definition of planned instructional time
6-18-213	Attendance records and reports generally
6-18-503(a)(1)(C)(i)	Pertaining to alternative learning environments
6-18-511	Removal of student from classroom by teacher
6-18-705	School breakfast program
6-18-706	School nurses-Nurse-to-student ratio
6-18-1001 et seq.	Public School Student Services Act
6-18-1005(a)(6)	Health services (requiring individual health care plans for certain students and trained and licensed personnel to perform medical tasks at school)
6-20-2208(c){6}	Monitoring of expenditures (gifted and talented)
6-21-406	Adoption, sale, or exchange of instructional materials
6-21-413	Textbook selection committee
6-25-101 et seq.	Public School library and Media Technology Act
6-25-103	library media services program defined
6-25-104	Library media specialist-Qualifications
6-25-105	Establishment of guidelines for the selection, removal, and retention of materials (Library Media)
6-25-106	Provision of resources (Library Media)
6-42-101 et seq.	General Provisions (gifted and talented)
6-48-101 et seq.	Alternative Learning Environments

## **CROSSETT SCHOOL DISTRICT**

**Date of Waiver Request Submission**  
**90-Day Deadline for State Board of Education Action**

**June 22, 2016**  
**September 20, 2016**

<b>2015-2016 Enrollment</b>	
<b>2 or More Races</b>	<b>26</b>
<b>Asian</b>	<b>9</b>
<b>Black</b>	<b>576</b>
<b>Hispanic</b>	<b>58</b>
<b>Native American/ Native Alaskan</b>	<b>4</b>
<b>Native Hawaiian/ Pacific Islander</b>	<b>1</b>
<b>White</b>	<b>1,046</b>
<b>TOTAL</b>	<b>1,720</b>

## 2015 ESEA DISTRICT REPORT

**District:** CROSSETT SCHOOL DISTRICT  
**LEA:** 201000  
**Enrollment:** 1785

**Superintendent:** BARBARA WOOD  
**Attendance** 94.98  
**Poverty Rate:** 63.36

**Address:** 219 MAIN  
**Address:** CROSSETT, AR 71635  
**Phone:** (870) 364-3112

<b>OVERALL SCHOOL STATUS:</b>	<b>2014 NEEDS IMPROVEMENT</b>
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### PERCENT TESTED

PERCENT TESTED STATUS: <b>ACHIEVING</b>						
	ELA			MATHEMATICS		
ESEA Flexibility Indicators	# Attempted	# Expected	Percentage	# Attempted	# Expected	Percentage
All Students	1024	1027	99.71	964	968	99.59
Targeted Achievement Gap Group	681	684	99.56	648	652	99.39
ESEA Subgroups	# Attempted	# Expected	Percentage	# Attempted	# Expected	Percentage
African American	355	355	100.00	341	341	100.00
Hispanic	36	36	100.00	33	33	100.00
White	617	620	99.52	575	579	99.31
Economically Disadvantaged	662	665	99.55	633	637	99.37
English Language Learners	26	26	100.00	25	25	100.00
Students with Disabilities	93	94	98.94	75	76	98.68

### STUDENT PERFORMANCE -- ENGLISH LANGUAGE ARTS

ELA STATUS:				
ESEA Flexibility Indicators	# Achieved	# Tested	Percentage	2015 AMO
All Students	254	979	25.94	22.73
Targeted Achievement Gap Group	121	659	18.36	17.41
ESEA Subgroups	# Achieved	# Tested	Percentage	2015 AMO
African American	46	342	13.45	10.77
Hispanic	5	35	14.29	18.35
White	198	586	33.79	26.04
Economically Disadvantaged	120	640	18.75	17.63
English Language Learners	2	26	7.69	7.64
Students with Disabilities	8	90	8.89	4.60

### STUDENT PERFORMANCE -- MATHEMATICS

MATHEMATICS STATUS:				
ESEA Flexibility Indicators	# Achieved	# Tested	Percentage	2015 AMO
All Students	198	914	21.66	13.95
Targeted Achievement Gap Group	92	618	14.89	10.82
ESEA Subgroups	# Achieved	# Tested	Percentage	2015 AMO
African American	35	324	10.80	5.87
Hispanic	5	32	15.63	12.10
White	152	543	27.99	17.14
Economically Disadvantaged	92	603	15.26	11.02
English Language Learners	3	25	12.00	6.23
Students with Disabilities	6	72	8.33	4.60

### 2014 SCHOOL GRADUATION RATE

GRADUATION RATE STATUS: <b>NEEDS IMPROVEMENT</b>					
ESEA Flexibility Indicators	# Actual Graduates	# Expected Graduates	Percentage	2014 AMO	90TH PCTL
All Students	97	121	80.17	78.05	94.00
Targeted Achievement Gap Group	43	60	71.67	73.65	94.00
Three Year Average Performance	# Actual Graduates	# Expected Graduates	Percentage	2014 AMO	90TH PCTL
All Students	330	422	78.20	78.05	94.00
Targeted Achievement Gap Group	152	211	72.04	73.65	94.00
ESEA Subgroups	# Actual Graduates	# Expected Graduates	Percentage	2014 AMO	
African American	43	57	75.44	76.89	
Hispanic	n < 10	n < 10	n < 10	33.33	
White	51	59	86.44	80.30	
Economically Disadvantaged	36	53	67.92	74.69	
English Language Learners	n < 10	n < 10	n < 10	33.33	
Students with Disabilities	n < 10	n < 10	n < 10	79.49	

## 2015 ESEA DISTRICT REPORT

**District:** CROSSETT SCHOOL DISTRICT  
**LEA:** 201000  
**Enrollment:** 1785

**Superintendent:** BARBARA WOOD  
**Attendance** 94.98  
**Poverty Rate:** 63.36

**Address:** 219 MAIN  
**Address:** CROSSETT, AR 71635  
**Phone:** (870) 364-3112

The Performance Based Assessment (PBA) component was given before the End of Year Assessment (EOY). The PBA consisted of extended tasks and applications of concepts and skills for ELA/Literacy and Math. ELA/Literacy included writing effectively when analyzing text and research simulation. Math included solving multi-step problems requiring abstract reasoning, precision, perseverance and strategic use of tools.

The EOY assessment consisted of innovative, short-answer items including the following: ELA/Literacy reading comprehension; Math short items that address both concepts and skills.

### **PBA Only and EOY Only are not included in performance calculations.**

Number of enrolled students with completed PBA only:	14
Number of enrolled students with completed EOY only:	8

### **Percent Tested: Source and Use of Enrollment**

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When students' test and enrollment records were matched by school and student state identifier the demographic values from the enrollment files were used in ESEA calculations.

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When a student had an enrollment record that did not match a test record the demographic values from the student's enrollment record were used in ESEA calculations.

Report created on: 01/07/2016





## ARKANSAS DEPARTMENT OF EDUCATION

### DISTRICT WAIVER REQUEST FORM

**District Name:** Dermott

**Superintendent:** Kristi Ridgell

**Email Address:** kristi.ridgell@dermott.k12.ar.us

**Phone Number:** 870-538-1000 **Submission Date:** 06-22-2016

**Name of Charter School(s) Attended by District Students**

Arkansas Virtual Academy

**Waiver Topic:** Teacher Licensure

**Statute/Standard/Rule to be Waived**

**Arkansas Code Annotated**

- Ark. Code Ann.§6-15-1004 Qualified teachers in every public school classroom
- Ark. Code Ann.§6-17-309 Certified to teach grade or subject matter-Exceptions-Waivers
- Ark. Code Ann.§6-17-401 Teacher licensure requirement
- Ark. Code Ann.§6-17-902 Definition (definition of a teacher as licensed)
- Ark. Code Ann.§6-17-908 Teachers' salary fund-authorized disbursement
- Ark. Code Ann.§6-17-919 Warrants void without valid certification and contract (the ability to pay a teacher's salary only upon filing of a teacher's certificate with the county clerk's office, if the requirement of a teacher's certificate is waived for such teacher)
- Ark. Code Ann.§6-25-103 Library media services program defined
- Ark. Code Ann.§6-25-104 Library media specialist-qualifications

**Standards for Accreditation**

- Standards of Accreditation Section 15.03
- Standards of Accreditation Section 16.02

**ADE Rules**

- ADE Rules Governing Educator Licensure

**Rationale for Waiver**

The school districts in southern Arkansas, particularly those in the Southeast (SE) Arkansas Education Service Co-operative area, face a major challenge when attempting to hire certified teachers with the content knowledge and appropriate licensure to teach the subject area they are assigned to teach and that have the sincere desire to enhance student learning. This challenge is very important to each district because the districts recognize that the teacher in the classroom is the single most important factor that influences learning in the classroom.

There are many data points that illustrate the enormity of this challenge for this part of our state. First of

all, simply review the census data for this part of the state. You will find a decline in the population spanning many years, a decrease in the number of residents with a college degree, and a high rate of poverty, which makes obtaining teacher licensure a larger challenge. After reviewing data from the only 4-year college in the SE Co-operative area, the University of Arkansas at Monticello (UAM), you will find that the number of candidates admitted to the teacher preparation program has decreased from 35 in 2011/2012 to 24 in 2014/2015. The number of students staying in the program and completing the Internship has decreased from 52 in 2011/2012 to 35 in 2014/2015 to 23 in 2015/2016 to 9 enrolled for the Fall 2016 semester. However, a silver lining for this part of the state is that the enrollment in the Master's of Art in Teaching (MAT) program at UAM has grown over the past few years. In 2012, the MAT program welcomed 43 students compared to 85 students in 2014. This online, statewide program has certainly assisted schools in attracting licensed teachers, but it has still not met all needs and isn't specifically working just with districts in southeast Arkansas. A roadblock to hiring UAM MAT teachers is the requirement for passing the Praxis II exam in the content area before they can be hired to teach with a provisional license. As of June 22, 2016, the MAT program at UAM has 3 secondary math teachers, 3 secondary business teachers, 1 biology teacher, 5 secondary English teachers, 4 middle level teachers, and 3 K-6 teachers that cannot be hired because they have not passed the Praxis II in their content area. All of these teachers are from southeast Arkansas and would accept a job in our area if they could be employed without consequences to the district. Additionally, the difficulty of scheduling and passing Praxis II exams in the time window offered has hampered this non-traditional program for teachers. The above data does not reflect the needs in the area of special education because of the federal requirements for these positions and the inability to waive requirements for special education. We depend on these non-traditional programs in our area of the state. We need these teachers desperately in our area of the state.

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ARKANSAS VIRTUAL ACADEMY  
APPROVED WAIVERS

District LEA:	60-43-700	Elementary School LEA:	60-43-701
City:	Little Rock	Middle School LEA:	60-43-702
Opening Date:	Fall2007	High School LEA:	60-43-703
Grades Approved:	K-12	Expiration Date:	6/30/2020
CAP:	2000	Grades Served 2015-16:	K-11

Waivers from Title 6 of the Arkansas Code Annotated (Education Code)

6-5-405(b)(1)	Pertaining to the requirement for superintendents and assistant superintendents to have professional development on applying for state-supported student financial assistance for higher education
6-10-106	School year dates
6-10-110	School fire marshal program
6-13-109	School superintendent
6-13-608	Length of directors' terms
6-13-611	Vacancies generally
6-13-615	Election-Single member zones
6-13-616	Director eligibility
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6-13-619(c)(1)(A)	Requiring a board member to be physically present at a meeting to be counted for purposes of a quorum or to vote
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6-17-309	Certification to teach grade or subject matter-Exceptions-Waivers
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6-17-902	Definition (definition of a teacher as licensed)
6-17-908	Teachers' salary fund-Authorized disbursements

6-17-919	Warrants void without valid certification and contract (the ability to pay a teacher's salary only upon filing of a teacher's certificate with the county clerk's office, if the requirement of a teacher's certificate is waived for such teacher)
6-17-1501 et seq.	Teacher Fair Dismissal Act
6-17-1701 et seq.	Public School Employee Fair Hearing Act Classified
6-17-2301 et seq.	School Employee Personnel Policy Law
6-17-2403	Minimum teacher compensation schedule
6-18-209(b)	Adoption of student attendance policy-Effect of excessive absences
6-18-210	Definition of planned instructional time
6-18-213	Attendance records and reports generally
6-18-503(a)(1)(C)(i)	Pertaining to alternative learning environments
6-18-511	Removal of student from classroom by teacher
6-18-705	School breakfast program
6-18-706	School nurses-Nurse-to-student ratio
6-18-1001 et seq.	Public School Student Services Act
6-18-1005(a)(6)	Health services (requiring individual health care plans for certain students and trained and licensed personnel to perform medical tasks at school)
6-20-2208(c){6}	Monitoring of expenditures (gifted and talented)
6-21-406	Adoption, sale, or exchange of instructional materials
6-21-413	Textbook selection committee
6-25-101 et seq.	Public School library and Media Technology Act
6-25-103	library media services program defined
6-25-104	Library media specialist-Qualifications
6-25-105	Establishment of guidelines for the selection, removal, and retention of materials (Library Media)
6-25-106	Provision of resources (Library Media)
6-42-101 et seq.	General Provisions (gifted and talented)
6-48-101 et seq.	Alternative Learning Environments

**DERMOTT SCHOOL DISTRICT**

**Date of Waiver Request Submission**  
**90-Day Deadline for State Board of Education Action**

**June 22, 2016**  
**September 20, 2016**

<b>2015-2016 Enrollment</b>	
<b>2 or More Races</b>	<b>1</b>
<b>Asian</b>	<b>0</b>
<b>Black</b>	<b>345</b>
<b>Hispanic</b>	<b>10</b>
<b>Native American/ Native Alaskan</b>	<b>0</b>
<b>Native Hawaiian/ Pacific Islander</b>	<b>0</b>
<b>White</b>	<b>17</b>
<b>TOTAL</b>	<b>373</b>

## 2015 ESEA DISTRICT REPORT

**District:** DERMOTT SCHOOL DISTRICT  
**LEA:** 901000  
**Enrollment:** 415

**Superintendent:** MAURICE SMITH  
**Attendance** 96.31  
**Poverty Rate:** 100.00

**Address:** PO BOX 380  
**Address:** DERMOTT, AR 71638  
**Phone:** (870) 538-1000

<b>OVERALL SCHOOL STATUS:</b>	<b>2014 NEEDS IMPROVEMENT</b>
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### PERCENT TESTED

PERCENT TESTED STATUS:	ACHIEVING					
	ELA			MATHEMATICS		
ESEA Flexibility Indicators	# Attempted	# Expected	Percentage	# Attempted	# Expected	Percentage
All Students	230	230	100.00	235	236	99.58
Targeted Achievement Gap Group	230	230	100.00	235	236	99.58
ESEA Subgroups	# Attempted	# Expected	Percentage	# Attempted	# Expected	Percentage
African American	207	207	100.00	212	213	99.53
Hispanic	n < 10	n < 10	n < 10	n < 10	n < 10	n < 10
White	16	16	100.00	17	17	100.00
Economically Disadvantaged	230	230	100.00	235	236	99.58
English Language Learners	n < 10	n < 10	n < 10	n < 10	n < 10	n < 10
Students with Disabilities	33	33	100.00	36	36	100.00

### STUDENT PERFORMANCE -- ENGLISH LANGUAGE ARTS

ELA STATUS:					
ESEA Flexibility Indicators	# Achieved	# Tested	Percentage	2015 AMO	
All Students	36	217	16.59	22.73	
Targeted Achievement Gap Group	36	217	16.59	17.41	
ESEA Subgroups	# Achieved	# Tested	Percentage	2015 AMO	
African American	33	198	16.67	10.77	
Hispanic	n < 10	n < 10	n < 10	18.35	
White	2	12	16.67	26.04	
Economically Disadvantaged	36	217	16.59	17.63	
English Language Learners	n < 10	n < 10	n < 10	7.64	
Students with Disabilities	2	31	6.45	4.60	

### STUDENT PERFORMANCE -- MATHEMATICS

MATHEMATICS STATUS:					
ESEA Flexibility Indicators	# Achieved	# Tested	Percentage	2015 AMO	
All Students	12	223	5.38	13.95	
Targeted Achievement Gap Group	12	223	5.38	10.82	
ESEA Subgroups	# Achieved	# Tested	Percentage	2015 AMO	
African American	10	204	4.90	5.87	
Hispanic	n < 10	n < 10	n < 10	12.10	
White	1	13	7.69	17.14	
Economically Disadvantaged	12	223	5.38	11.02	
English Language Learners	n < 10	n < 10	n < 10	6.23	
Students with Disabilities	2	34	5.88	4.60	

### 2014 SCHOOL GRADUATION RATE

GRADUATION RATE STATUS:		NEEDS IMPROVEMENT				
ESEA Flexibility Indicators	# Actual Graduates	# Expected Graduates	Percentage	2014 AMO	90TH PCTL	
All Students	27	31	87.10	89.19	94.00	
Targeted Achievement Gap Group	27	31	87.10	88.89	94.00	
Three Year Average Performance	# Actual Graduates	# Expected Graduates	Percentage	2014 AMO	90TH PCTL	
All Students	84	98	85.71	89.19	94.00	
Targeted Achievement Gap Group	83	97	85.57	88.89	94.00	
ESEA Subgroups	# Actual Graduates	# Expected Graduates	Percentage	2014 AMO		
African American	25	28	89.29	93.75		
Hispanic	n < 10	n < 10	n < 10			
White	n < 10	n < 10	n < 10	60.00		
Economically Disadvantaged	27	31	87.10	88.89		
English Language Learners	n < 10	n < 10	n < 10			
Students with Disabilities	n < 10	n < 10	n < 10	77.78		

## 2015 ESEA DISTRICT REPORT

**District:** DERMOTT SCHOOL DISTRICT  
**LEA:** 901000  
**Enrollment:** 415

**Superintendent:** MAURICE SMITH  
**Attendance** 96.31  
**Poverty Rate:** 100.00

**Address:** PO BOX 380  
**Address:** DERMOTT, AR 71638  
**Phone:** (870) 538-1000

The Performance Based Assessment (PBA) component was given before the End of Year Assessment (EOY). The PBA consisted of extended tasks and applications of concepts and skills for ELA/Literacy and Math. ELA/Literacy included writing effectively when analyzing text and research simulation. Math included solving multi-step problems requiring abstract reasoning, precision, perseverance and strategic use of tools.

The EOY assessment consisted of innovative, short-answer items including the following: ELA/Literacy reading comprehension; Math short items that address both concepts and skills.

### **PBA Only and EOY Only are not included in performance calculations.**

Number of enrolled students with completed PBA only:	1
Number of enrolled students with completed EOY only:	2

### **Percent Tested: Source and Use of Enrollment**

For percent tested and school/district performance calculations student enrollment files were downloaded from eSchool via TRIAND to establish the students expected to test. These files were downloaded May 15, 2015.

When students' test and enrollment records were matched by school and student state identifier the demographic values from the enrollment files were used in ESEA calculations.

When a student had a test record and did not match an enrollment record the demographic values from the student's test record were used in ESEA calculations.

When a student had an enrollment record that did not match a test record the demographic values from the student's enrollment record were used in ESEA calculations.

Report created on: 01/07/2016





# ARKANSAS DEPARTMENT OF EDUCATION

## DISTRICT WAIVER REQUEST FORM

**District Name:** Dewitt

**Superintendent:** Dr. Lynn Dardenne

**Email Address:** ldardenne@dewittdragons.net

**Phone Number:** 870-946-3576 **Submission Date:** 06-22-2016

### Name of Charter School(s) Attended by District Students

Arkansas Virtual Academy

### Waiver Topic: Teacher Licensure

#### Statute/Standard/Rule to be Waived

##### Arkansas Code Annotated

- Ark. Code Ann.§6-15-1004 Qualified teachers in every public school classroom
- Ark. Code Ann.§6-17-309 Certified to teach grade or subject matter-Exceptions-Waivers
- Ark. Code Ann.§6-17-401 Teacher licensure requirement
- Ark. Code Ann.§6-17-902 Definition (definition of a teacher as licensed)
- Ark. Code Ann.§6-17-908 Teachers' salary fund-authorized disbursement
- Ark. Code Ann.§6-17-919 Warrants void without valid certification and contract (the ability to pay a teacher's salary only upon filing of a teacher's certificate with the county clerk's office, if the requirement of a teacher's certificate is waived for such teacher)
- Ark. Code Ann.§6-25-103 Library media services program defined
- Ark. Code Ann.§6-25-104 Library media specialist-qualifications

##### Standards for Accreditation

- Standards of Accreditation Section 15.03
- Standards of Accreditation Section 16.02

##### ADE Rules

- ADE Rules Governing Educator Licensure

### Rationale for Waiver

The school districts in southern Arkansas, particularly those in the Southeast (SE) Arkansas Education Service Co-operative area, face a major challenge when attempting to hire certified teachers with the content knowledge and appropriate licensure to teach the subject area they are assigned to teach and that have the sincere desire to enhance student learning. This challenge is very important to each district because the districts recognize that the teacher in the classroom is the single most important factor that influences learning in the classroom.

There are many data points that illustrate the enormity of this challenge for this part of our state. First of

all, simply review the census data for this part of the state. You will find a decline in the population spanning many years, a decrease in the number of residents with a college degree, and a high rate of poverty, which makes obtaining teacher licensure a larger challenge. After reviewing data from the only 4-year college in the SE Co-operative area, the University of Arkansas at Monticello (UAM), you will find that the number of candidates admitted to the teacher preparation program has decreased from 35 in 2011/2012 to 24 in 2014/2015. The number of students staying in the program and completing the Internship has decreased from 52 in 2011/2012 to 35 in 2014/2015 to 23 in 2015/2016 to 9 enrolled for the Fall 2016 semester. However, a silver lining for this part of the state is that the enrollment in the Master's of Art in Teaching (MAT) program at UAM has grown over the past few years. In 2012, the MAT program welcomed 43 students compared to 85 students in 2014. This online, statewide program has certainly assisted schools in attracting licensed teachers, but it has still not met all needs and isn't specifically working just with districts in southeast Arkansas. A roadblock to hiring UAM MAT teachers is the requirement for passing the Praxis II exam in the content area before they can be hired to teach with a provisional license. As of June 22, 2016, the MAT program at UAM has 3 secondary math teachers, 3 secondary business teachers, 1 biology teacher, 5 secondary English teachers, 4 middle level teachers, and 3 K-6 teachers that cannot be hired because they have not passed the Praxis II in their content area. All of these teachers are from southeast Arkansas and would accept a job in our area if they could be employed without consequences to the district. Additionally, the difficulty of scheduling and passing Praxis II exams in the time window offered has hampered this non-traditional program for teachers. The above data does not reflect the needs in the area of special education because of the federal requirements for these positions and the inability to waive requirements for special education. We depend on these non-traditional programs in our area of the state. We need these teachers desperately in our area of the state.

In Fall 2015, a series of meetings and discussions on the acute shortage of teachers in our area of the state began. One outcome of this meeting was the request for input, assistance and partnership with the Arkansas Department of Education, specifically the Division of Educator Effectiveness and Licensure, area legislators, UAM, and other partners in defining the issues and the roadblocks we face in our area of the state. This work continues and this conversation continues at monthly board meetings for the SE Arkansas Education Service Co-operative. Soon, it is anticipated that a formal partnership plan will be in place for recruiting educators for our classrooms.

The districts in the SE Arkansas co-op area have utilized many partners to assist in recruiting teachers. Districts work with the SE Arkansas Co-operative and their APPEL Program, the Teach for American Program, the UAM Teacher Preparation and MAT Program, the Southern Arkansas University MAT Program, the University of Central Arkansas MAT Program, the University of Arkansas Teacher Corps Program, as well as the Arkansas Department of Education for solutions to this dire situation. Each district utilizes their district website as a communication tool for employment needs as well as utilizing local print media, the SE Arkansas Co-op for job postings on their website, the UAM Education Renewal Zone (ERZ) job posting services, and statewide job boards. District personnel have attended job fairs across our region and some districts in the SE Arkansas Co-operative area have been able to implement the Teacher Cadet program in their high schools as a teacher recruitment tool.

In April of 2016, the 14 districts in the SE Arkansas Co-operative area posted 88 positions that would need to be filled for the 2016-2017 school year. As of June 22, 2016, the districts in the SE Arkansas Co-operative area still had 83 positions that need to be filled with certified teachers.

Despite the many efforts taken by the districts and partners in the SE Arkansas Co-op area, the need for certified teachers with the content knowledge and appropriate licensure to teach the subject area they are assigned to teach remains great.

By the time this request is presented each school district will have school board resolutions supporting this request. The above waivers are requested for a one year period for the 2016-2017 school year.

When the form is complete, email it with the waiver lists for the charter school(s) that serve district students to Mary Perry at [mary.perry@arkansas.gov](mailto:mary.perry@arkansas.gov). Waiver lists can be accessed from the Arkansas Department of Education website at <http://www.arkansased.gov/divisions/learning-services/charterschools/open-enrollment-charter-school-waivers>.

Questions should be directed to Mary Perry by email at [mary.perry@arkansas.gov](mailto:mary.perry@arkansas.gov) or by phone at (501) 683-4800.

ARKANSAS VIRTUAL ACADEMY  
APPROVED WAIVERS

District LEA:	60-43-700	Elementary School LEA:	60-43-701
City:	Little Rock	Middle School LEA:	60-43-702
Opening Date:	Fall2007	High School LEA:	60-43-703
Grades Approved:	K-12	Expiration Date:	6/30/2020
CAP:	2000	Grades Served 2015-16:	K-11

Waivers from Title 6 of the Arkansas Code Annotated (Education Code)

6-5-405(b)(1)	Pertaining to the requirement for superintendents and assistant superintendents to have professional development on applying for state-supported student financial assistance for higher education
6-10-106	School year dates
6-10-110	School fire marshal program
6-13-109	School superintendent
6-13-608	Length of directors' terms
6-13-611	Vacancies generally
6-13-615	Election-Single member zones
6-13-616	Director eligibility
6-13-619	Monthly meetings
6-13-619(a)(1)	Monthly board meetings
6-13-619(c)(1)(A)	Requiring a board member to be physically present at a meeting to be counted for purposes of a quorum or to vote
6-13-620	Powers and duties
6-13-630	Election by zone and at large
6-13-631	Effect of minority population on election
6-13-634	School district board of directors-Size
6-14-101 et seq.	School Elections
6-15-902(a)	Grading scale-Exemptions-Special education (in grades 3-8, the uniform grading scale is waived only as to non-core courses)
6-15-903(a)(2)	Requiring report cards to be mailed, given to a parent at a conference, or sent home with the student
6-15-1004	Qualified teachers in every public school classroom
6-15-1005(b)(5)	Pertaining to alternative learning environments
6-15-1302	Emergency plan for war or terrorist attack
6-16-102	School day hours
6-16-108	Daily recitation of the Pledge of Allegiance
6-17-201 et seq.	Requirements-Written personnel policies-Teacher salary schedule
6-17-203	Committees on personnel policies— Members
6-17-208	Written grievance procedure
6-17-302	Principals-Responsibilities
6-17-309	Certification to teach grade or subject matter-Exceptions-Waivers
6-17-401	Teacher licensure requirement
6-17-427	Superintendent license-Superintendent mentoring program required
6-17-902	Definition (definition of a teacher as licensed)
6-17-908	Teachers' salary fund-Authorized disbursements

6-17-919	Warrants void without valid certification and contract (the ability to pay a teacher's salary only upon filing of a teacher's certificate with the county clerk's office, if the requirement of a teacher's certificate is waived for such teacher)
6-17-1501 et seq.	Teacher Fair Dismissal Act
6-17-1701 et seq.	Public School Employee Fair Hearing Act Classified
6-17-2301 et seq.	School Employee Personnel Policy Law
6-17-2403	Minimum teacher compensation schedule
6-18-209(b)	Adoption of student attendance policy-Effect of excessive absences
6-18-210	Definition of planned instructional time
6-18-213	Attendance records and reports generally
6-18-503(a)(1)(C)(i)	Pertaining to alternative learning environments
6-18-511	Removal of student from classroom by teacher
6-18-705	School breakfast program
6-18-706	School nurses-Nurse-to-student ratio
6-18-1001 et seq.	Public School Student Services Act
6-18-1005(a)(6)	Health services (requiring individual health care plans for certain students and trained and licensed personnel to perform medical tasks at school)
6-20-2208(c){6}	Monitoring of expenditures (gifted and talented)
6-21-406	Adoption, sale, or exchange of instructional materials
6-21-413	Textbook selection committee
6-25-101 et seq.	Public School library and Media Technology Act
6-25-103	library media services program defined
6-25-104	Library media specialist-Qualifications
6-25-105	Establishment of guidelines for the selection, removal, and retention of materials (Library Media)
6-25-106	Provision of resources (Library Media)
6-42-101 et seq.	General Provisions (gifted and talented)
6-48-101 et seq.	Alternative Learning Environments

**DEWITT SCHOOL DISTRICT**

**Date of Waiver Request Submission**  
**90-Day Deadline for State Board of Education Action**

**June 22, 2016**  
**September 20, 2016**

<b>2015-2016 Enrollment</b>	
<b>2 or More Races</b>	<b>37</b>
<b>Asian</b>	<b>0</b>
<b>Black</b>	<b>171</b>
<b>Hispanic</b>	<b>60</b>
<b>Native American/ Native Alaskan</b>	<b>1</b>
<b>Native Hawaiian/ Pacific Islander</b>	<b>0</b>
<b>White</b>	<b>989</b>
<b>TOTAL</b>	<b>1,258</b>

## 2015 ESEA DISTRICT REPORT

**District:** DEWITT SCHOOL DISTRICT  
**LEA:** 101000  
**Enrollment:** 1257

**Superintendent:** WANDA DARDENNE  
**Attendance** 95.04  
**Poverty Rate:** 61.97

**Address:** P.O. Box 700  
**Address:** DEWITT, AR 72042  
**Phone:** (870) 946-3576

<b>OVERALL SCHOOL STATUS:</b>	<b>2014 NEEDS IMPROVEMENT</b>
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### PERCENT TESTED

PERCENT TESTED STATUS: <b>ACHIEVING</b>						
	ELA			MATHEMATICS		
ESEA Flexibility Indicators	# Attempted	# Expected	Percentage	# Attempted	# Expected	Percentage
All Students	756	763	99.08	755	761	99.21
Targeted Achievement Gap Group	522	528	98.86	516	521	99.04
ESEA Subgroups	# Attempted	# Expected	Percentage	# Attempted	# Expected	Percentage
African American	97	98	98.98	98	99	98.99
Hispanic	30	30	100.00	28	28	100.00
White	610	616	99.03	610	615	99.19
Economically Disadvantaged	508	514	98.83	502	507	99.01
English Language Learners	n < 10	n < 10	n < 10	n < 10	n < 10	n < 10
Students with Disabilities	93	95	97.89	79	81	97.53

### STUDENT PERFORMANCE -- ENGLISH LANGUAGE ARTS

ELA STATUS:				
ESEA Flexibility Indicators	# Achieved	# Tested	Percentage	2015 AMO
All Students	240	713	33.66	22.73
Targeted Achievement Gap Group	121	481	25.16	17.41
ESEA Subgroups	# Achieved	# Tested	Percentage	2015 AMO
African American	19	91	20.88	10.77
Hispanic	7	29	24.14	18.35
White	205	575	35.65	26.04
Economically Disadvantaged	121	468	25.85	17.63
English Language Learners	n < 10	n < 10	n < 10	7.64
Students with Disabilities	8	86	9.30	4.60

### STUDENT PERFORMANCE -- MATHEMATICS

MATHEMATICS STATUS:				
ESEA Flexibility Indicators	# Achieved	# Tested	Percentage	2015 AMO
All Students	149	711	20.96	13.95
Targeted Achievement Gap Group	68	475	14.32	10.82
ESEA Subgroups	# Achieved	# Tested	Percentage	2015 AMO
African American	13	91	14.29	5.87
Hispanic	4	28	14.29	12.10
White	125	574	21.78	17.14
Economically Disadvantaged	68	462	14.72	11.02
English Language Learners	n < 10	n < 10	n < 10	6.23
Students with Disabilities	8	73	10.96	4.60

### 2014 SCHOOL GRADUATION RATE

GRADUATION RATE STATUS: <b>NEEDS IMPROVEMENT</b>					
ESEA Flexibility Indicators	# Actual Graduates	# Expected Graduates	Percentage	2014 AMO	90TH PCTL
All Students	90	99	90.91	92.26	94.00
Targeted Achievement Gap Group	52	57	91.23	91.67	94.00
Three Year Average Performance	# Actual Graduates	# Expected Graduates	Percentage	2014 AMO	90TH PCTL
All Students	261	299	87.29	92.26	94.00
Targeted Achievement Gap Group	154	182	84.62	91.67	94.00
ESEA Subgroups	# Actual Graduates	# Expected Graduates	Percentage	2014 AMO	
African American	15	17	88.24	88.89	
Hispanic	n < 10	n < 10	n < 10		
White	71	78	91.03	93.18	
Economically Disadvantaged	52	57	91.23	90.30	
English Language Learners	n < 10	n < 10	n < 10		
Students with Disabilities	n < 10	n < 10	n < 10	100.00	

## 2015 ESEA DISTRICT REPORT

**District:** DEWITT SCHOOL DISTRICT

**LEA:** 101000

**Enrollment:** 1257

**Superintendent:** WANDA DARDENNE

**Attendance** 95.04

**Poverty Rate:** 61.97

**Address:** P.O. Box 700

**Address:** DEWITT, AR 72042

**Phone:** (870) 946-3576

The Performance Based Assessment (PBA) component was given before the End of Year Assessment (EOY). The PBA consisted of extended tasks and applications of concepts and skills for ELA/Literacy and Math. ELA/Literacy included writing effectively when analyzing text and research simulation. Math included solving multi-step problems requiring abstract reasoning, precision, perseverance and strategic use of tools.

The EOY assessment consisted of innovative, short-answer items including the following: ELA/Literacy reading comprehension; Math short items that address both concepts and skills.

### **PBA Only and EOY Only are not included in performance calculations.**

Number of enrolled students with completed PBA only: 11

Number of enrolled students with completed EOY only: 4

### **Percent Tested: Source and Use of Enrollment**

For percent tested and school/district performance calculations student enrollment files were downloaded from eSchool via TRIAND to establish the students expected to test. These files were downloaded May 15, 2015.

When students' test and enrollment records were matched by school and student state identifier the demographic values from the enrollment files were used in ESEA calculations.

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Report created on: 01/07/2016





# ARKANSAS DEPARTMENT OF EDUCATION

## DISTRICT WAIVER REQUEST FORM

**District Name:** Drew Central

**Superintendent:** Billy Williams

**Email Address:** billy.williams@drewcentral.org

**Phone Number:** 870-367-5369 **Submission Date:** 06-22-2016

### Name of Charter School(s) Attended by District Students

Arkansas Virtual Academy

### Waiver Topic: Teacher Licensure

#### Statute/Standard/Rule to be Waived

##### Arkansas Code Annotated

- Ark. Code Ann.§6-15-1004 Qualified teachers in every public school classroom
- Ark. Code Ann.§6-17-309 Certified to teach grade or subject matter-Exceptions-Waivers
- Ark. Code Ann.§6-17-401 Teacher licensure requirement
- Ark. Code Ann.§6-17-902 Definition (definition of a teacher as licensed)
- Ark. Code Ann.§6-17-908 Teachers' salary fund-authorized disbursement
- Ark. Code Ann.§6-17-919 Warrants void without valid certification and contract (the ability to pay a teacher's salary only upon filing of a teacher's certificate with the county clerk's office, if the requirement of a teacher's certificate is waived for such teacher)
- Ark. Code Ann.§6-25-103 Library media services program defined
- Ark. Code Ann.§6-25-104 Library media specialist-qualifications

##### Standards for Accreditation

- Standards of Accreditation Section 15.03
- Standards of Accreditation Section 16.02

##### ADE Rules

- ADE Rules Governing Educator Licensure

### Rationale for Waiver

The school districts in southern Arkansas, particularly those in the Southeast (SE) Arkansas Education Service Co-operative area, face a major challenge when attempting to hire certified teachers with the content knowledge and appropriate licensure to teach the subject area they are assigned to teach and that have the sincere desire to enhance student learning. This challenge is very important to each district because the districts recognize that the teacher in the classroom is the single most important factor that influences learning in the classroom.

There are many data points that illustrate the enormity of this challenge for this part of our state. First of

all, simply review the census data for this part of the state. You will find a decline in the population spanning many years, a decrease in the number of residents with a college degree, and a high rate of poverty, which makes obtaining teacher licensure a larger challenge. After reviewing data from the only 4-year college in the SE Co-operative area, the University of Arkansas at Monticello (UAM), you will find that the number of candidates admitted to the teacher preparation program has decreased from 35 in 2011/2012 to 24 in 2014/2015. The number of students staying in the program and completing the Internship has decreased from 52 in 2011/2012 to 35 in 2014/2015 to 23 in 2015/2016 to 9 enrolled for the Fall 2016 semester. However, a silver lining for this part of the state is that the enrollment in the Master's of Art in Teaching (MAT) program at UAM has grown over the past few years. In 2012, the MAT program welcomed 43 students compared to 85 students in 2014. This online, statewide program has certainly assisted schools in attracting licensed teachers, but it has still not met all needs and isn't specifically working just with districts in southeast Arkansas. A roadblock to hiring UAM MAT teachers is the requirement for passing the Praxis II exam in the content area before they can be hired to teach with a provisional license. As of June 22, 2016, the MAT program at UAM has 3 secondary math teachers, 3 secondary business teachers, 1 biology teacher, 5 secondary English teachers, 4 middle level teachers, and 3 K-6 teachers that cannot be hired because they have not passed the Praxis II in their content area. All of these teachers are from southeast Arkansas and would accept a job in our area if they could be employed without consequences to the district. Additionally, the difficulty of scheduling and passing Praxis II exams in the time window offered has hampered this non-traditional program for teachers. The above data does not reflect the needs in the area of special education because of the federal requirements for these positions and the inability to waive requirements for special education. We depend on these non-traditional programs in our area of the state. We need these teachers desperately in our area of the state.

In Fall 2015, a series of meetings and discussions on the acute shortage of teachers in our area of the state began. One outcome of this meeting was the request for input, assistance and partnership with the Arkansas Department of Education, specifically the Division of Educator Effectiveness and Licensure, area legislators, UAM, and other partners in defining the issues and the roadblocks we face in our area of the state. This work continues and this conversation continues at monthly board meetings for the SE Arkansas Education Service Co-operative. Soon, it is anticipated that a formal partnership plan will be in place for recruiting educators for our classrooms.

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Despite the many efforts taken by the districts and partners in the SE Arkansas Co-op area, the need for certified teachers with the content knowledge and appropriate licensure to teach the subject area they are assigned to teach remains great.

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Questions should be directed to Mary Perry by email at [mary.perry@arkansas.gov](mailto:mary.perry@arkansas.gov) or by phone at (501) 683-4800.

ARKANSAS VIRTUAL ACADEMY  
APPROVED WAIVERS

District LEA:	60-43-700	Elementary School LEA:	60-43-701
City:	Little Rock	Middle School LEA:	60-43-702
Opening Date:	Fall2007	High School LEA:	60-43-703
Grades Approved:	K-12	Expiration Date:	6/30/2020
CAP:	2000	Grades Served 2015-16:	K-11

Waivers from Title 6 of the Arkansas Code Annotated (Education Code)

6-5-405(b)(1)	Pertaining to the requirement for superintendents and assistant superintendents to have professional development on applying for state-supported student financial assistance for higher education
6-10-106	School year dates
6-10-110	School fire marshal program
6-13-109	School superintendent
6-13-608	Length of directors' terms
6-13-611	Vacancies generally
6-13-615	Election-Single member zones
6-13-616	Director eligibility
6-13-619	Monthly meetings
6-13-619(a)(1)	Monthly board meetings
6-13-619(c)(1)(A)	Requiring a board member to be physically present at a meeting to be counted for purposes of a quorum or to vote
6-13-620	Powers and duties
6-13-630	Election by zone and at large
6-13-631	Effect of minority population on election
6-13-634	School district board of directors-Size
6-14-101 et seq.	School Elections
6-15-902(a)	Grading scale-Exemptions-Special education (in grades 3-8, the uniform grading scale is waived only as to non-core courses)
6-15-903(a)(2)	Requiring report cards to be mailed, given to a parent at a conference, or sent home with the student
6-15-1004	Qualified teachers in every public school classroom
6-15-1005(b)(5)	Pertaining to alternative learning environments
6-15-1302	Emergency plan for war or terrorist attack
6-16-102	School day hours
6-16-108	Daily recitation of the Pledge of Allegiance
6-17-201 et seq.	Requirements-Written personnel policies-Teacher salary schedule
6-17-203	Committees on personnel policies— Members
6-17-208	Written grievance procedure
6-17-302	Principals-Responsibilities
6-17-309	Certification to teach grade or subject matter-Exceptions-Waivers
6-17-401	Teacher licensure requirement
6-17-427	Superintendent license-Superintendent mentoring program required
6-17-902	Definition (definition of a teacher as licensed)
6-17-908	Teachers' salary fund-Authorized disbursements

6-17-919	Warrants void without valid certification and contract (the ability to pay a teacher's salary only upon filing of a teacher's certificate with the county clerk's office, if the requirement of a teacher's certificate is waived for such teacher)
6-17-1501 et seq.	Teacher Fair Dismissal Act
6-17-1701 et seq.	Public School Employee Fair Hearing Act Classified
6-17-2301 et seq.	School Employee Personnel Policy Law
6-17-2403	Minimum teacher compensation schedule
6-18-209(b)	Adoption of student attendance policy-Effect of excessive absences
6-18-210	Definition of planned instructional time
6-18-213	Attendance records and reports generally
6-18-503(a)(1)(C)(i)	Pertaining to alternative learning environments
6-18-511	Removal of student from classroom by teacher
6-18-705	School breakfast program
6-18-706	School nurses-Nurse-to-student ratio
6-18-1001 et seq.	Public School Student Services Act
6-18-1005(a)(6)	Health services (requiring individual health care plans for certain students and trained and licensed personnel to perform medical tasks at school)
6-20-2208(c){6}	Monitoring of expenditures (gifted and talented)
6-21-406	Adoption, sale, or exchange of instructional materials
6-21-413	Textbook selection committee
6-25-101 et seq.	Public School library and Media Technology Act
6-25-103	library media services program defined
6-25-104	Library media specialist-Qualifications
6-25-105	Establishment of guidelines for the selection, removal, and retention of materials (Library Media)
6-25-106	Provision of resources (Library Media)
6-42-101 et seq.	General Provisions (gifted and talented)
6-48-101 et seq.	Alternative Learning Environments

**DREW CENTRAL SCHOOL DISTRICT**

**Date of Waiver Request Submission**  
**90-Day Deadline for State Board of Education Action**

**June 22, 2016**  
**September 20, 2016**

<b>2015-2016 Enrollment</b>	
<b>2 or More Races</b>	<b>16</b>
<b>Asian</b>	<b>5</b>
<b>Black</b>	<b>210</b>
<b>Hispanic</b>	<b>50</b>
<b>Native American/ Native Alaskan</b>	<b>3</b>
<b>Native Hawaiian/ Pacific Islander</b>	<b>0</b>
<b>White</b>	<b>671</b>
<b>TOTAL</b>	<b>955</b>

## 2015 ESEA DISTRICT REPORT

**District:** DREW CENTRAL SCHOOL DISTRICT **Superintendent:** BILLY WILLIAMS

**LEA:** 2202000

**Enrollment:** 937

**Attendance:** 93.77

**Poverty Rate:** 73.21

**Address:** 250 UNIVERSITY DRIVE

**Address:** MONTICELLO, AR 71655

**Phone:** (870) 367-5369

**OVERALL SCHOOL STATUS:** 2014 NEEDS IMPROVEMENT

### PERCENT TESTED

PERCENT TESTED STATUS: ACHIEVING						
	ELA			MATHEMATICS		
ESEA Flexibility Indicators	# Attempted	# Expected	Percentage	# Attempted	# Expected	Percentage
All Students	583	584	99.83	593	595	99.66
Targeted Achievement Gap Group	448	449	99.78	452	454	99.56
ESEA Subgroups	# Attempted	# Expected	Percentage	# Attempted	# Expected	Percentage
African American	132	132	100.00	135	136	99.26
Hispanic	33	33	100.00	33	33	100.00
White	402	403	99.75	410	411	99.76
Economically Disadvantaged	430	431	99.77	433	435	99.54
English Language Learners	25	25	100.00	25	25	100.00
Students with Disabilities	68	68	100.00	72	72	100.00

### STUDENT PERFORMANCE -- ENGLISH LANGUAGE ARTS

ELA STATUS:				
ESEA Flexibility Indicators	# Achieved	# Tested	Percentage	2015 AMO
All Students	152	545	27.89	22.73
Targeted Achievement Gap Group	101	415	24.34	17.41
ESEA Subgroups	# Achieved	# Tested	Percentage	2015 AMO
African American	14	124	11.29	10.77
Hispanic	17	32	53.13	18.35
White	116	375	30.93	26.04
Economically Disadvantaged	96	397	24.18	17.63
English Language Learners	15	25	60.00	7.64
Students with Disabilities	3	66	4.55	4.60

### STUDENT PERFORMANCE -- MATHEMATICS

MATHEMATICS STATUS:				
ESEA Flexibility Indicators	# Achieved	# Tested	Percentage	2015 AMO
All Students	102	555	18.38	13.95
Targeted Achievement Gap Group	70	419	16.71	10.82
ESEA Subgroups	# Achieved	# Tested	Percentage	2015 AMO
African American	10	126	7.94	5.87
Hispanic	11	32	34.38	12.10
White	77	383	20.10	17.14
Economically Disadvantaged	64	400	16.00	11.02
English Language Learners	10	25	40.00	6.23
Students with Disabilities	5	71	7.04	4.60

### 2014 SCHOOL GRADUATION RATE

GRADUATION RATE STATUS: NEEDS IMPROVEMENT					
ESEA Flexibility Indicators	# Actual Graduates	# Expected Graduates	Percentage	2014 AMO	90TH PCTL
All Students	56	74	75.68	87.55	94.00
Targeted Achievement Gap Group	36	50	72.00	87.30	94.00
Three Year Average Performance	# Actual Graduates	# Expected Graduates	Percentage	2014 AMO	90TH PCTL
All Students	167	205	81.46	87.55	94.00
Targeted Achievement Gap Group	110	137	80.29	87.30	94.00
ESEA Subgroups	# Actual Graduates	# Expected Graduates	Percentage	2014 AMO	
African American	13	19	68.42	86.11	
Hispanic	n < 10	n < 10	n < 10	100.00	
White	40	50	80.00	89.11	
Economically Disadvantaged	36	49	73.47	86.33	
English Language Learners	n < 10	n < 10	n < 10	100.00	
Students with Disabilities	n < 10	n < 10	n < 10	100.00	



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The Performance Based Assessment (PBA) component was given before the End of Year Assessment (EOY). The PBA consisted of extended tasks and applications of concepts and skills for ELA/Literacy and Math. ELA/Literacy included writing effectively when analyzing text and research simulation. Math included solving multi-step problems requiring abstract reasoning, precision, perseverance and strategic use of tools.

The EOY assessment consisted of innovative, short-answer items including the following: ELA/Literacy reading comprehension; Math short items that address both concepts and skills.

### **PBA Only and EOY Only are not included in performance calculations.**

Number of enrolled students with completed PBA only: 2

Number of enrolled students with completed EOY only: 4

### **Percent Tested: Source and Use of Enrollment**

For percent tested and school/district performance calculations student enrollment files were downloaded from eSchool via TRIAND to establish the students expected to test. These files were downloaded May 15, 2015.

When students' test and enrollment records were matched by school and student state identifier the demographic values from the enrollment files were used in ESEA calculations.

When a student had a test record and did not match an enrollment record the demographic values from the student's test record were used in ESEA calculations.

When a student had an enrollment record that did not match a test record the demographic values from the student's enrollment record were used in ESEA calculations.

Report created on: 01/07/2016



## DISTRICT WAIVER REQUEST FORM

**District Name:** Dumas

**Superintendent:** Kelvin Gragg

**Email Address:** kelvin.gragg@dumask12.org

**Phone Number:** 870-382-4571 **Submission Date:** 06-22-2016

### Name of Charter School(s) Attended by District Students

Arkansas Virtual Academy

### Waiver Topic: Teacher Licensure

#### Statute/Standard/Rule to be Waived

##### Arkansas Code Annotated

- Ark. Code Ann.§6-15-1004 Qualified teachers in every public school classroom
- Ark. Code Ann.§6-17-309 Certified to teach grade or subject matter-Exceptions-Waivers
- Ark. Code Ann.§6-17-401 Teacher licensure requirement
- Ark. Code Ann.§6-17-902 Definition (definition of a teacher as licensed)
- Ark. Code Ann.§6-17-908 Teachers' salary fund-authorized disbursement
- Ark. Code Ann.§6-17-919 Warrants void without valid certification and contract (the ability to pay a teacher's salary only upon filing of a teacher's certificate with the county clerk's office, if the requirement of a teacher's certificate is waived for such teacher)
- Ark. Code Ann.§6-25-103 Library media services program defined
- Ark. Code Ann.§6-25-104 Library media specialist-qualifications

##### Standards for Accreditation

- Standards of Accreditation Section 15.03
- Standards of Accreditation Section 16.02

##### ADE Rules

- ADE Rules Governing Educator Licensure

### Rationale for Waiver

The school districts in southern Arkansas, particularly those in the Southeast (SE) Arkansas Education Service Co-operative area, face a major challenge when attempting to hire certified teachers with the content knowledge and appropriate licensure to teach the subject area they are assigned to teach and that have the sincere desire to enhance student learning. This challenge is very important to each district because the districts recognize that the teacher in the classroom is the single most important factor that influences learning in the classroom.

There are many data points that illustrate the enormity of this challenge for this part of our state. First of

all, simply review the census data for this part of the state. You will find a decline in the population spanning many years, a decrease in the number of residents with a college degree, and a high rate of poverty, which makes obtaining teacher licensure a larger challenge. After reviewing data from the only 4-year college in the SE Co-operative area, the University of Arkansas at Monticello (UAM), you will find that the number of candidates admitted to the teacher preparation program has decreased from 35 in 2011/2012 to 24 in 2014/2015. The number of students staying in the program and completing the Internship has decreased from 52 in 2011/2012 to 35 in 2014/2015 to 23 in 2015/2016 to 9 enrolled for the Fall 2016 semester. However, a silver lining for this part of the state is that the enrollment in the Master's of Art in Teaching (MAT) program at UAM has grown over the past few years. In 2012, the MAT program welcomed 43 students compared to 85 students in 2014. This online, statewide program has certainly assisted schools in attracting licensed teachers, but it has still not met all needs and isn't specifically working just with districts in southeast Arkansas. A roadblock to hiring UAM MAT teachers is the requirement for passing the Praxis II exam in the content area before they can be hired to teach with a provisional license. As of June 22, 2016, the MAT program at UAM has 3 secondary math teachers, 3 secondary business teachers, 1 biology teacher, 5 secondary English teachers, 4 middle level teachers, and 3 K-6 teachers that cannot be hired because they have not passed the Praxis II in their content area. All of these teachers are from southeast Arkansas and would accept a job in our area if they could be employed without consequences to the district. Additionally, the difficulty of scheduling and passing Praxis II exams in the time window offered has hampered this non-traditional program for teachers. The above data does not reflect the needs in the area of special education because of the federal requirements for these positions and the inability to waive requirements for special education. We depend on these non-traditional programs in our area of the state. We need these teachers desperately in our area of the state.

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ARKANSAS VIRTUAL ACADEMY  
APPROVED WAIVERS

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City:	Little Rock	Middle School LEA:	60-43-702
Opening Date:	Fall2007	High School LEA:	60-43-703
Grades Approved:	K-12	Expiration Date:	6/30/2020
CAP:	2000	Grades Served 2015-16:	K-11

Waivers from Title 6 of the Arkansas Code Annotated (Education Code)

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6-18-1005(a)(6)	Health services (requiring individual health care plans for certain students and trained and licensed personnel to perform medical tasks at school)
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6-25-105	Establishment of guidelines for the selection, removal, and retention of materials (Library Media)
6-25-106	Provision of resources (Library Media)
6-42-101 et seq.	General Provisions (gifted and talented)
6-48-101 et seq.	Alternative Learning Environments

## DUMAS SCHOOL DISTRICT

Date of Waiver Request Submission  
90-Day Deadline for State Board of Education Action

June 22, 2016  
September 20, 2016

2015-2016 Enrollment	
2 or More Races	10
Asian	7
Black	882
Hispanic	143
Native American/ Native Alaskan	1
Native Hawaiian/ Pacific Islander	0
White	315
TOTAL	1,358



## 2015 ESEA DISTRICT REPORT

**District:** DUMAS SCHOOL DISTRICT  
**LEA:** 2104000  
**Enrollment:** 1401

**Superintendent:** KELVIN GRAGG  
**Attendance** 94.95  
**Poverty Rate:** 73.16

**Address:** 213 ADAMS STREET  
**Address:** DUMAS, AR 71639  
**Phone:** (870) 382-4571

<b>OVERALL SCHOOL STATUS:</b>	<b>2014 NEEDS IMPROVEMENT</b>
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### PERCENT TESTED

PERCENT TESTED STATUS: <b>ACHIEVING</b>						
	ELA			MATHEMATICS		
ESEA Flexibility Indicators	# Attempted	# Expected	Percentage	# Attempted	# Expected	Percentage
All Students	842	843	99.88	797	798	99.87
Targeted Achievement Gap Group	653	654	99.85	623	624	99.84
ESEA Subgroups	# Attempted	# Expected	Percentage	# Attempted	# Expected	Percentage
African American	540	541	99.82	512	513	99.81
Hispanic	92	92	100.00	85	85	100.00
White	206	206	100.00	196	196	100.00
Economically Disadvantaged	635	635	100.00	605	605	100.00
English Language Learners	71	71	100.00	70	70	100.00
Students with Disabilities	82	83	98.80	77	78	98.72

### STUDENT PERFORMANCE -- ENGLISH LANGUAGE ARTS

ELA STATUS:				
ESEA Flexibility Indicators	# Achieved	# Tested	Percentage	2015 AMO
All Students	184	815	22.58	22.73
Targeted Achievement Gap Group	114	638	17.87	17.41
ESEA Subgroups	# Achieved	# Tested	Percentage	2015 AMO
African American	96	527	18.22	10.77
Hispanic	22	86	25.58	18.35
White	64	198	32.32	26.04
Economically Disadvantaged	113	620	18.23	17.63
English Language Learners	10	65	15.38	7.64
Students with Disabilities	8	80	10.00	4.60

### STUDENT PERFORMANCE -- MATHEMATICS

MATHEMATICS STATUS:				
ESEA Flexibility Indicators	# Achieved	# Tested	Percentage	2015 AMO
All Students	100	770	12.99	13.95
Targeted Achievement Gap Group	64	607	10.54	10.82
ESEA Subgroups	# Achieved	# Tested	Percentage	2015 AMO
African American	46	499	9.22	5.87
Hispanic	17	77	22.08	12.10
White	36	190	18.95	17.14
Economically Disadvantaged	64	590	10.85	11.02
English Language Learners	12	62	19.35	6.23
Students with Disabilities	8	76	10.53	4.60

### 2014 SCHOOL GRADUATION RATE

GRADUATION RATE STATUS: <b>ACHIEVING</b>					
ESEA Flexibility Indicators	# Actual Graduates	# Expected Graduates	Percentage	2014 AMO	90TH PCTL
All Students	101	111	90.99	89.63	94.00
Targeted Achievement Gap Group	73	81	90.12	88.89	94.00
Three Year Average Performance	# Actual Graduates	# Expected Graduates	Percentage	2014 AMO	90TH PCTL
All Students	285	319	89.34	89.63	94.00
Targeted Achievement Gap Group	205	233	87.98	88.89	94.00
ESEA Subgroups	# Actual Graduates	# Expected Graduates	Percentage	2014 AMO	
African American	77	83	92.77	91.85	
Hispanic	n < 10	n < 10	n < 10	100.00	
White	20	23	86.96	82.45	
Economically Disadvantaged	69	77	89.61	88.55	
English Language Learners	n < 10	n < 10	n < 10	100.00	
Students with Disabilities	17	17	100.00	85.19	

## 2015 ESEA DISTRICT REPORT

**District:** DUMAS SCHOOL DISTRICT  
**LEA:** 2104000  
**Enrollment:** 1401

**Superintendent:** KELVIN GRAGG  
**Attendance** 94.95  
**Poverty Rate:** 73.16

**Address:** 213 ADAMS STREET  
**Address:** DUMAS, AR 71639  
**Phone:** (870) 382-4571

The Performance Based Assessment (PBA) component was given before the End of Year Assessment (EOY). The PBA consisted of extended tasks and applications of concepts and skills for ELA/Literacy and Math. ELA/Literacy included writing effectively when analyzing text and research simulation. Math included solving multi-step problems requiring abstract reasoning, precision, perseverance and strategic use of tools.

The EOY assessment consisted of innovative, short-answer items including the following: ELA/Literacy reading comprehension; Math short items that address both concepts and skills.

### **PBA Only and EOY Only are not included in performance calculations.**

Number of enrolled students with completed PBA only:	2
Number of enrolled students with completed EOY only:	1

### **Percent Tested: Source and Use of Enrollment**

For percent tested and school/district performance calculations student enrollment files were downloaded from eSchool via TRIAND to establish the students expected to test. These files were downloaded May 15, 2015.

When students' test and enrollment records were matched by school and student state identifier the demographic values from the enrollment files were used in ESEA calculations.

When a student had a test record and did not match an enrollment record the demographic values from the student's test record were used in ESEA calculations.

When a student had an enrollment record that did not match a test record the demographic values from the student's enrollment record were used in ESEA calculations.

Report created on: 01/07/2016



## DISTRICT WAIVER REQUEST FORM

**District Name:** Hamburg

**Superintendent:** Max Dyson

**Email Address:** mdyson@hstdlibs.org

**Phone Number:** 870-853-9851 **Submission Date:** 06-22-2016

### Name of Charter School(s) Attended by District Students

Arkansas Virtual Academy

### Waiver Topic: Teacher Licensure

#### Statute/Standard/Rule to be Waived

##### Arkansas Code Annotated

- Ark. Code Ann.§6-15-1004 Qualified teachers in every public school classroom
- Ark. Code Ann.§6-17-309 Certified to teach grade or subject matter-Exceptions-Waivers
- Ark. Code Ann.§6-17-401 Teacher licensure requirement
- Ark. Code Ann.§6-17-902 Definition (definition of a teacher as licensed)
- Ark. Code Ann.§6-17-908 Teachers' salary fund-authorized disbursement
- Ark. Code Ann.§6-17-919 Warrants void without valid certification and contract (the ability to pay a teacher's salary only upon filing of a teacher's certificate with the county clerk's office, if the requirement of a teacher's certificate is waived for such teacher)
- Ark. Code Ann.§6-25-103 Library media services program defined
- Ark. Code Ann.§6-25-104 Library media specialist-qualifications

##### Standards for Accreditation

- Standards of Accreditation Section 15.03
- Standards of Accreditation Section 16.02

##### ADE Rules

- ADE Rules Governing Educator Licensure

### Rationale for Waiver

The school districts in southern Arkansas, particularly those in the Southeast (SE) Arkansas Education Service Co-operative area, face a major challenge when attempting to hire certified teachers with the content knowledge and appropriate licensure to teach the subject area they are assigned to teach and that have the sincere desire to enhance student learning. This challenge is very important to each district because the districts recognize that the teacher in the classroom is the single most important factor that influences learning in the classroom.

There are many data points that illustrate the enormity of this challenge for this part of our state. First of

all, simply review the census data for this part of the state. You will find a decline in the population spanning many years, a decrease in the number of residents with a college degree, and a high rate of poverty, which makes obtaining teacher licensure a larger challenge. After reviewing data from the only 4-year college in the SE Co-operative area, the University of Arkansas at Monticello (UAM), you will find that the number of candidates admitted to the teacher preparation program has decreased from 35 in 2011/2012 to 24 in 2014/2015. The number of students staying in the program and completing the Internship has decreased from 52 in 2011/2012 to 35 in 2014/2015 to 23 in 2015/2016 to 9 enrolled for the Fall 2016 semester. However, a silver lining for this part of the state is that the enrollment in the Master's of Art in Teaching (MAT) program at UAM has grown over the past few years. In 2012, the MAT program welcomed 43 students compared to 85 students in 2014. This online, statewide program has certainly assisted schools in attracting licensed teachers, but it has still not met all needs and isn't specifically working just with districts in southeast Arkansas. A roadblock to hiring UAM MAT teachers is the requirement for passing the Praxis II exam in the content area before they can be hired to teach with a provisional license. As of June 22, 2016, the MAT program at UAM has 3 secondary math teachers, 3 secondary business teachers, 1 biology teacher, 5 secondary English teachers, 4 middle level teachers, and 3 K-6 teachers that cannot be hired because they have not passed the Praxis II in their content area. All of these teachers are from southeast Arkansas and would accept a job in our area if they could be employed without consequences to the district. Additionally, the difficulty of scheduling and passing Praxis II exams in the time window offered has hampered this non-traditional program for teachers. The above data does not reflect the needs in the area of special education because of the federal requirements for these positions and the inability to waive requirements for special education. We depend on these non-traditional programs in our area of the state. We need these teachers desperately in our area of the state.

In Fall 2015, a series of meetings and discussions on the acute shortage of teachers in our area of the state began. One outcome of this meeting was the request for input, assistance and partnership with the Arkansas Department of Education, specifically the Division of Educator Effectiveness and Licensure, area legislators, UAM, and other partners in defining the issues and the roadblocks we face in our area of the state. This work continues and this conversation continues at monthly board meetings for the SE Arkansas Education Service Co-operative. Soon, it is anticipated that a formal partnership plan will be in place for recruiting educators for our classrooms.

The districts in the SE Arkansas co-op area have utilized many partners to assist in recruiting teachers. Districts work with the SE Arkansas Co-operative and their APPEL Program, the Teach for American Program, the UAM Teacher Preparation and MAT Program, the Southern Arkansas University MAT Program, the University of Central Arkansas MAT Program, the University of Arkansas Teacher Corps Program, as well as the Arkansas Department of Education for solutions to this dire situation. Each district utilizes their district website as a communication tool for employment needs as well as utilizing local print media, the SE Arkansas Co-op for job postings on their website, the UAM Education Renewal Zone (ERZ) job posting services, and statewide job boards. District personnel have attended job fairs across our region and some districts in the SE Arkansas Co-operative area have been able to implement the Teacher Cadet program in their high schools as a teacher recruitment tool.

In April of 2016, the 14 districts in the SE Arkansas Co-operative area posted 88 positions that would need to be filled for the 2016-2017 school year. As of June 22, 2016, the districts in the SE Arkansas Co-operative area still had 83 positions that need to be filled with certified teachers.

Despite the many efforts taken by the districts and partners in the SE Arkansas Co-op area, the need for certified teachers with the content knowledge and appropriate licensure to teach the subject area they are assigned to teach remains great.

By the time this request is presented each school district will have school board resolutions supporting this request. The above waivers are requested for a one year period for the 2016-2017 school year.

When the form is complete, email it with the waiver lists for the charter school(s) that serve district students to Mary Perry at [mary.perry@arkansas.gov](mailto:mary.perry@arkansas.gov). Waiver lists can be accessed from the Arkansas Department of Education website at <http://www.arkansased.gov/divisions/learning-services/charterschools/open-enrollment-charter-school-waivers>.

Questions should be directed to Mary Perry by email at [mary.perry@arkansas.gov](mailto:mary.perry@arkansas.gov) or by phone at (501) 683-4800.

ARKANSAS VIRTUAL ACADEMY  
APPROVED WAIVERS

District LEA:	60-43-700	Elementary School LEA:	60-43-701
City:	Little Rock	Middle School LEA:	60-43-702
Opening Date:	Fall2007	High School LEA:	60-43-703
Grades Approved:	K-12	Expiration Date:	6/30/2020
CAP:	2000	Grades Served 2015-16:	K-11

Waivers from Title 6 of the Arkansas Code Annotated (Education Code)

6-5-405(b)(1)	Pertaining to the requirement for superintendents and assistant superintendents to have professional development on applying for state-supported student financial assistance for higher education
6-10-106	School year dates
6-10-110	School fire marshal program
6-13-109	School superintendent
6-13-608	Length of directors' terms
6-13-611	Vacancies generally
6-13-615	Election-Single member zones
6-13-616	Director eligibility
6-13-619	Monthly meetings
6-13-619(a)(1)	Monthly board meetings
6-13-619(c)(1)(A)	Requiring a board member to be physically present at a meeting to be counted for purposes of a quorum or to vote
6-13-620	Powers and duties
6-13-630	Election by zone and at large
6-13-631	Effect of minority population on election
6-13-634	School district board of directors-Size
6-14-101 et seq.	School Elections
6-15-902(a)	Grading scale-Exemptions-Special education (in grades 3-8, the uniform grading scale is waived only as to non-core courses)
6-15-903(a)(2)	Requiring report cards to be mailed, given to a parent at a conference, or sent home with the student
6-15-1004	Qualified teachers in every public school classroom
6-15-1005(b)(5)	Pertaining to alternative learning environments
6-15-1302	Emergency plan for war or terrorist attack
6-16-102	School day hours
6-16-108	Daily recitation of the Pledge of Allegiance
6-17-201 et seq.	Requirements-Written personnel policies-Teacher salary schedule
6-17-203	Committees on personnel policies— Members
6-17-208	Written grievance procedure
6-17-302	Principals-Responsibilities
6-17-309	Certification to teach grade or subject matter-Exceptions-Waivers
6-17-401	Teacher licensure requirement
6-17-427	Superintendent license-Superintendent mentoring program required
6-17-902	Definition (definition of a teacher as licensed)
6-17-908	Teachers' salary fund-Authorized disbursements

6-17-919	Warrants void without valid certification and contract (the ability to pay a teacher's salary only upon filing of a teacher's certificate with the county clerk's office, if the requirement of a teacher's certificate is waived for such teacher)
6-17-1501 et seq.	Teacher Fair Dismissal Act
6-17-1701 et seq.	Public School Employee Fair Hearing Act Classified
6-17-2301 et seq.	School Employee Personnel Policy Law
6-17-2403	Minimum teacher compensation schedule
6-18-209(b)	Adoption of student attendance policy-Effect of excessive absences
6-18-210	Definition of planned instructional time
6-18-213	Attendance records and reports generally
6-18-503(a)(1)(C)(i)	Pertaining to alternative learning environments
6-18-511	Removal of student from classroom by teacher
6-18-705	School breakfast program
6-18-706	School nurses-Nurse-to-student ratio
6-18-1001 et seq.	Public School Student Services Act
6-18-1005(a)(6)	Health services (requiring individual health care plans for certain students and trained and licensed personnel to perform medical tasks at school)
6-20-2208(c){6}	Monitoring of expenditures (gifted and talented)
6-21-406	Adoption, sale, or exchange of instructional materials
6-21-413	Textbook selection committee
6-25-101 et seq.	Public School library and Media Technology Act
6-25-103	library media services program defined
6-25-104	Library media specialist-Qualifications
6-25-105	Establishment of guidelines for the selection, removal, and retention of materials (Library Media)
6-25-106	Provision of resources (Library Media)
6-42-101 et seq.	General Provisions (gifted and talented)
6-48-101 et seq.	Alternative Learning Environments



## HAMBURG SCHOOL DISTRICT

Date of Waiver Request Submission  
90-Day Deadline for State Board of Education Action

June 22, 2016  
September 20, 2016

2015-2016 Enrollment	
2 or More Races	18
Asian	0
Black	419
Hispanic	270
Native American/ Native Alaskan	1
Native Hawaiian/ Pacific Islander	0
White	1,185
TOTAL	1,893

## 2015 ESEA DISTRICT REPORT

**District:** HAMBURG SCHOOL DISTRICT  
**LEA:** 203000  
**Enrollment:** 1935

**Superintendent:** MAX DYSON  
**Attendance** 95.21  
**Poverty Rate:** 61.09

**Address:** 202 EAST PARKER STREET  
**Address:** HAMBURG, AR 71646  
**Phone:** (870) 853-9851

<b>OVERALL SCHOOL STATUS:</b>	<b>2014 NEEDS IMPROVEMENT</b>
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### PERCENT TESTED

PERCENT TESTED STATUS: <b>ACHIEVING</b>						
	ELA			MATHEMATICS		
ESEA Flexibility Indicators	# Attempted	# Expected	Percentage	# Attempted	# Expected	Percentage
All Students	1167	1167	100.00	1235	1236	99.92
Targeted Achievement Gap Group	791	791	100.00	840	841	99.88
ESEA Subgroups	# Attempted	# Expected	Percentage	# Attempted	# Expected	Percentage
African American	264	264	100.00	301	301	100.00
Hispanic	160	160	100.00	168	168	100.00
White	732	732	100.00	754	755	99.87
Economically Disadvantaged	771	771	100.00	820	821	99.88
English Language Learners	93	93	100.00	100	100	100.00
Students with Disabilities	102	102	100.00	90	90	100.00

### STUDENT PERFORMANCE -- ENGLISH LANGUAGE ARTS

ELA STATUS: <b>ACHIEVING</b>				
ESEA Flexibility Indicators	# Achieved	# Tested	Percentage	2015 AMO
All Students	310	1128	27.48	22.73
Targeted Achievement Gap Group	156	759	20.55	17.41
ESEA Subgroups	# Achieved	# Tested	Percentage	2015 AMO
African American	21	255	8.24	10.77
Hispanic	44	158	27.85	18.35
White	245	706	34.70	26.04
Economically Disadvantaged	155	739	20.97	17.63
English Language Learners	17	92	18.48	7.64
Students with Disabilities	7	101	6.93	4.60

### STUDENT PERFORMANCE -- MATHEMATICS

MATHEMATICS STATUS: <b>ACHIEVING</b>				
ESEA Flexibility Indicators	# Achieved	# Tested	Percentage	2015 AMO
All Students	211	1192	17.70	13.95
Targeted Achievement Gap Group	101	804	12.56	10.82
ESEA Subgroups	# Achieved	# Tested	Percentage	2015 AMO
African American	20	290	6.90	5.87
Hispanic	39	166	23.49	12.10
White	152	727	20.91	17.14
Economically Disadvantaged	99	784	12.63	11.02
English Language Learners	17	99	17.17	6.23
Students with Disabilities	6	89	6.74	4.60

### 2014 SCHOOL GRADUATION RATE

GRADUATION RATE STATUS: <b>ACHIEVING</b>					
ESEA Flexibility Indicators	# Actual Graduates	# Expected Graduates	Percentage	2014 AMO	90TH PCTL
All Students	114	119	95.80	81.43	94.00
Targeted Achievement Gap Group	51	55	92.73	82.05	94.00
Three Year Average Performance	# Actual Graduates	# Expected Graduates	Percentage	2014 AMO	90TH PCTL
All Students	315	362	87.02	81.43	94.00
Targeted Achievement Gap Group	181	224	80.80	82.05	94.00
ESEA Subgroups	# Actual Graduates	# Expected Graduates	Percentage	2014 AMO	
African American	23	23	100.00	84.21	
Hispanic	12	13	92.31	61.11	
White	79	83	95.18	82.71	
Economically Disadvantaged	42	46	91.30	82.05	
English Language Learners	10	11	90.91	62.96	
Students with Disabilities	n < 10	n < 10	n < 10	74.36	

## 2015 ESEA DISTRICT REPORT

**District:** HAMBURG SCHOOL DISTRICT  
**LEA:** 203000  
**Enrollment:** 1935

**Superintendent:** MAX DYSON  
**Attendance** 95.21  
**Poverty Rate:** 61.09

**Address:** 202 EAST PARKER STREET  
**Address:** HAMBURG, AR 71646  
**Phone:** (870) 853-9851

The Performance Based Assessment (PBA) component was given before the End of Year Assessment (EOY). The PBA consisted of extended tasks and applications of concepts and skills for ELA/Literacy and Math. ELA/Literacy included writing effectively when analyzing text and research simulation. Math included solving multi-step problems requiring abstract reasoning, precision, perseverance and strategic use of tools.

The EOY assessment consisted of innovative, short-answer items including the following: ELA/Literacy reading comprehension; Math short items that address both concepts and skills.

### **PBA Only and EOY Only are not included in performance calculations.**

Number of enrolled students with completed PBA only:	7
Number of enrolled students with completed EOY only:	3

### **Percent Tested: Source and Use of Enrollment**

For percent tested and school/district performance calculations student enrollment files were downloaded from eSchool via TRIAND to establish the students expected to test. These files were downloaded May 15, 2015.

When students' test and enrollment records were matched by school and student state identifier the demographic values from the enrollment files were used in ESEA calculations.

When a student had a test record and did not match an enrollment record the demographic values from the student's test record were used in ESEA calculations.

When a student had an enrollment record that did not match a test record the demographic values from the student's enrollment record were used in ESEA calculations.

Report created on: 01/07/2016



## DISTRICT WAIVER REQUEST FORM

**District Name:** Hermitage

**Superintendent:** Dr. Tracy Tucker

**Email Address:** t.tucker@hermitageschools.org

**Phone Number:** 870-463-2246 **Submission Date:** 06-22-2016

### Name of Charter School(s) Attended by District Students

Arkansas Virtual Academy

### Waiver Topic: Teacher Licensure

#### Statute/Standard/Rule to be Waived

##### Arkansas Code Annotated

- Ark. Code Ann.§6-15-1004 Qualified teachers in every public school classroom
- Ark. Code Ann.§6-17-309 Certified to teach grade or subject matter-Exceptions-Waivers
- Ark. Code Ann.§6-17-401 Teacher licensure requirement
- Ark. Code Ann.§6-17-902 Definition (definition of a teacher as licensed)
- Ark. Code Ann.§6-17-908 Teachers' salary fund-authorized disbursement
- Ark. Code Ann.§6-17-919 Warrants void without valid certification and contract (the ability to pay a teacher's salary only upon filing of a teacher's certificate with the county clerk's office, if the requirement of a teacher's certificate is waived for such teacher)
- Ark. Code Ann.§6-25-103 Library media services program defined
- Ark. Code Ann.§6-25-104 Library media specialist-qualifications

##### Standards for Accreditation

- Standards of Accreditation Section 15.03
- Standards of Accreditation Section 16.02

##### ADE Rules

- ADE Rules Governing Educator Licensure

### Rationale for Waiver

The school districts in southern Arkansas, particularly those in the Southeast (SE) Arkansas Education Service Co-operative area, face a major challenge when attempting to hire certified teachers with the content knowledge and appropriate licensure to teach the subject area they are assigned to teach and that have the sincere desire to enhance student learning. This challenge is very important to each district because the districts recognize that the teacher in the classroom is the single most important factor that influences learning in the classroom.

There are many data points that illustrate the enormity of this challenge for this part of our state. First of

all, simply review the census data for this part of the state. You will find a decline in the population spanning many years, a decrease in the number of residents with a college degree, and a high rate of poverty, which makes obtaining teacher licensure a larger challenge. After reviewing data from the only 4-year college in the SE Co-operative area, the University of Arkansas at Monticello (UAM), you will find that the number of candidates admitted to the teacher preparation program has decreased from 35 in 2011/2012 to 24 in 2014/2015. The number of students staying in the program and completing the Internship has decreased from 52 in 2011/2012 to 35 in 2014/2015 to 23 in 2015/2016 to 9 enrolled for the Fall 2016 semester. However, a silver lining for this part of the state is that the enrollment in the Master's of Art in Teaching (MAT) program at UAM has grown over the past few years. In 2012, the MAT program welcomed 43 students compared to 85 students in 2014. This online, statewide program has certainly assisted schools in attracting licensed teachers, but it has still not met all needs and isn't specifically working just with districts in southeast Arkansas. A roadblock to hiring UAM MAT teachers is the requirement for passing the Praxis II exam in the content area before they can be hired to teach with a provisional license. As of June 22, 2016, the MAT program at UAM has 3 secondary math teachers, 3 secondary business teachers, 1 biology teacher, 5 secondary English teachers, 4 middle level teachers, and 3 K-6 teachers that cannot be hired because they have not passed the Praxis II in their content area. All of these teachers are from southeast Arkansas and would accept a job in our area if they could be employed without consequences to the district. Additionally, the difficulty of scheduling and passing Praxis II exams in the time window offered has hampered this non-traditional program for teachers. The above data does not reflect the needs in the area of special education because of the federal requirements for these positions and the inability to waive requirements for special education. We depend on these non-traditional programs in our area of the state. We need these teachers desperately in our area of the state.

In Fall 2015, a series of meetings and discussions on the acute shortage of teachers in our area of the state began. One outcome of this meeting was the request for input, assistance and partnership with the Arkansas Department of Education, specifically the Division of Educator Effectiveness and Licensure, area legislators, UAM, and other partners in defining the issues and the roadblocks we face in our area of the state. This work continues and this conversation continues at monthly board meetings for the SE Arkansas Education Service Co-operative. Soon, it is anticipated that a formal partnership plan will be in place for recruiting educators for our classrooms.

The districts in the SE Arkansas co-op area have utilized many partners to assist in recruiting teachers. Districts work with the SE Arkansas Co-operative and their APPEL Program, the Teach for American Program, the UAM Teacher Preparation and MAT Program, the Southern Arkansas University MAT Program, the University of Central Arkansas MAT Program, the University of Arkansas Teacher Corps Program, as well as the Arkansas Department of Education for solutions to this dire situation. Each district utilizes their district website as a communication tool for employment needs as well as utilizing local print media, the SE Arkansas Co-op for job postings on their website, the UAM Education Renewal Zone (ERZ) job posting services, and statewide job boards. District personnel have attended job fairs across our region and some districts in the SE Arkansas Co-operative area have been able to implement the Teacher Cadet program in their high schools as a teacher recruitment tool.

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Despite the many efforts taken by the districts and partners in the SE Arkansas Co-op area, the need for certified teachers with the content knowledge and appropriate licensure to teach the subject area they are assigned to teach remains great.

By the time this request is presented each school district will have school board resolutions supporting this request. The above waivers are requested for a one year period for the 2016-2017 school year.

When the form is complete, email it with the waiver lists for the charter school(s) that serve district students to Mary Perry at [mary.perry@arkansas.gov](mailto:mary.perry@arkansas.gov). Waiver lists can be accessed from the Arkansas Department of Education website at <http://www.arkansased.gov/divisions/learning-services/charterschools/open-enrollment-charter-school-waivers>.

Questions should be directed to Mary Perry by email at [mary.perry@arkansas.gov](mailto:mary.perry@arkansas.gov) or by phone at (501) 683-4800.

ARKANSAS VIRTUAL ACADEMY  
APPROVED WAIVERS

District LEA:	60-43-700	Elementary School LEA:	60-43-701
City:	Little Rock	Middle School LEA:	60-43-702
Opening Date:	Fall2007	High School LEA:	60-43-703
Grades Approved:	K-12	Expiration Date:	6/30/2020
CAP:	2000	Grades Served 2015-16:	K-11

Waivers from Title 6 of the Arkansas Code Annotated (Education Code)

6-5-405(b)(1)	Pertaining to the requirement for superintendents and assistant superintendents to have professional development on applying for state-supported student financial assistance for higher education
6-10-106	School year dates
6-10-110	School fire marshal program
6-13-109	School superintendent
6-13-608	Length of directors' terms
6-13-611	Vacancies generally
6-13-615	Election-Single member zones
6-13-616	Director eligibility
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6-13-619(c)(1)(A)	Requiring a board member to be physically present at a meeting to be counted for purposes of a quorum or to vote
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6-13-630	Election by zone and at large
6-13-631	Effect of minority population on election
6-13-634	School district board of directors-Size
6-14-101 et seq.	School Elections
6-15-902(a)	Grading scale-Exemptions-Special education (in grades 3-8, the uniform grading scale is waived only as to non-core courses)
6-15-903(a)(2)	Requiring report cards to be mailed, given to a parent at a conference, or sent home with the student
6-15-1004	Qualified teachers in every public school classroom
6-15-1005(b)(5)	Pertaining to alternative learning environments
6-15-1302	Emergency plan for war or terrorist attack
6-16-102	School day hours
6-16-108	Daily recitation of the Pledge of Allegiance
6-17-201 et seq.	Requirements-Written personnel policies-Teacher salary schedule
6-17-203	Committees on personnel policies— Members
6-17-208	Written grievance procedure
6-17-302	Principals-Responsibilities
6-17-309	Certification to teach grade or subject matter-Exceptions-Waivers
6-17-401	Teacher licensure requirement
6-17-427	Superintendent license-Superintendent mentoring program required
6-17-902	Definition (definition of a teacher as licensed)
6-17-908	Teachers' salary fund-Authorized disbursements



6-17-919	Warrants void without valid certification and contract (the ability to pay a teacher's salary only upon filing of a teacher's certificate with the county clerk's office, if the requirement of a teacher's certificate is waived for such teacher)
6-17-1501 et seq.	Teacher Fair Dismissal Act
6-17-1701 et seq.	Public School Employee Fair Hearing Act Classified
6-17-2301 et seq.	School Employee Personnel Policy Law
6-17-2403	Minimum teacher compensation schedule
6-18-209(b)	Adoption of student attendance policy-Effect of excessive absences
6-18-210	Definition of planned instructional time
6-18-213	Attendance records and reports generally
6-18-503(a)(1)(C)(i)	Pertaining to alternative learning environments
6-18-511	Removal of student from classroom by teacher
6-18-705	School breakfast program
6-18-706	School nurses-Nurse-to-student ratio
6-18-1001 et seq.	Public School Student Services Act
6-18-1005(a)(6)	Health services (requiring individual health care plans for certain students and trained and licensed personnel to perform medical tasks at school)
6-20-2208(c){6}	Monitoring of expenditures (gifted and talented)
6-21-406	Adoption, sale, or exchange of instructional materials
6-21-413	Textbook selection committee
6-25-101 et seq.	Public School library and Media Technology Act
6-25-103	library media services program defined
6-25-104	Library media specialist-Qualifications
6-25-105	Establishment of guidelines for the selection, removal, and retention of materials (Library Media)
6-25-106	Provision of resources (Library Media)
6-42-101 et seq.	General Provisions (gifted and talented)
6-48-101 et seq.	Alternative Learning Environments

# HERMITAGE SCHOOL DISTRICT

Date of Waiver Request Submission  
90-Day Deadline for State Board of Education Action

June 22, 2016  
September 20, 2016

2015-2016 Enrollment	
2 or More Races	0
Asian	0
Black	79
Hispanic	133
Native American/ Native Alaskan	0
Native Hawaiian/ Pacific Islander	0
White	206
TOTAL	418

## 2015 ESEA DISTRICT REPORT

**District:** HERMITAGE SCHOOL DISTRICT  
**LEA:** 601000  
**Enrollment:** 405

**Superintendent:** TRACY TUCKER  
**Attendance** 95.50  
**Poverty Rate:** 80.00

**Address:** P.O. Box 38  
**Address:** HERMITAGE, AR 71647  
**Phone:** (870) 463-2246

<b>OVERALL SCHOOL STATUS:</b>	<b>2014 NEEDS IMPROVEMENT</b>
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### PERCENT TESTED

PERCENT TESTED STATUS: <b>ACHIEVING</b>						
	ELA			MATHEMATICS		
ESEA Flexibility Indicators	# Attempted	# Expected	Percentage	# Attempted	# Expected	Percentage
All Students	233	234	99.57	222	223	99.55
Targeted Achievement Gap Group	197	198	99.49	190	191	99.48
ESEA Subgroups	# Attempted	# Expected	Percentage	# Attempted	# Expected	Percentage
African American	39	39	100.00	38	38	100.00
Hispanic	79	79	100.00	79	79	100.00
White	115	116	99.14	105	106	99.06
Economically Disadvantaged	191	191	100.00	185	185	100.00
English Language Learners	60	60	100.00	60	60	100.00
Students with Disabilities	23	24	95.83	17	18	94.44

### STUDENT PERFORMANCE -- ENGLISH LANGUAGE ARTS

ELA STATUS:				
ESEA Flexibility Indicators	# Achieved	# Tested	Percentage	2015 AMO
All Students	31	224	13.84	22.73
Targeted Achievement Gap Group	19	189	10.05	17.41
ESEA Subgroups	# Achieved	# Tested	Percentage	2015 AMO
African American	2	37	5.41	10.77
Hispanic	6	76	7.89	18.35
White	23	111	20.72	26.04
Economically Disadvantaged	19	183	10.38	17.63
English Language Learners	3	58	5.17	7.64
Students with Disabilities	0	23	0.00	4.60

### STUDENT PERFORMANCE -- MATHEMATICS

MATHEMATICS STATUS:				
ESEA Flexibility Indicators	# Achieved	# Tested	Percentage	2015 AMO
All Students	28	213	13.15	13.95
Targeted Achievement Gap Group	16	182	8.79	10.82
ESEA Subgroups	# Achieved	# Tested	Percentage	2015 AMO
African American	1	36	2.78	5.87
Hispanic	4	76	5.26	12.10
White	23	101	22.77	17.14
Economically Disadvantaged	15	177	8.47	11.02
English Language Learners	2	58	3.45	6.23
Students with Disabilities	2	17	11.76	4.60

### 2014 SCHOOL GRADUATION RATE

GRADUATION RATE STATUS: <b>NEEDS IMPROVEMENT</b>					
ESEA Flexibility Indicators	# Actual Graduates	# Expected Graduates	Percentage	2014 AMO	90TH PCTL
All Students	32	45	71.11	90.47	94.00
Targeted Achievement Gap Group	24	34	70.59	90.74	94.00
Three Year Average Performance	# Actual Graduates	# Expected Graduates	Percentage	2014 AMO	90TH PCTL
All Students	93	114	81.58	90.47	94.00
Targeted Achievement Gap Group	62	80	77.50	90.74	94.00
ESEA Subgroups	# Actual Graduates	# Expected Graduates	Percentage	2014 AMO	
African American	n < 10	n < 10	n < 10	89.47	
Hispanic	7	12	58.33	86.67	
White	18	24	75.00	92.00	
Economically Disadvantaged	24	32	75.00	90.47	
English Language Learners	6	10	60.00	66.67	
Students with Disabilities	n < 10	n < 10	n < 10	92.59	

## 2015 ESEA DISTRICT REPORT

**District:** HERMITAGE SCHOOL DISTRICT  
**LEA:** 601000  
**Enrollment:** 405

**Superintendent:** TRACY TUCKER  
**Attendance** 95.50  
**Poverty Rate:** 80.00

**Address:** P.O. Box 38  
**Address:** HERMITAGE, AR 71647  
**Phone:** (870) 463-2246

The Performance Based Assessment (PBA) component was given before the End of Year Assessment (EOY). The PBA consisted of extended tasks and applications of concepts and skills for ELA/Literacy and Math. ELA/Literacy included writing effectively when analyzing text and research simulation. Math included solving multi-step problems requiring abstract reasoning, precision, perseverance and strategic use of tools.

The EOY assessment consisted of innovative, short-answer items including the following: ELA/Literacy reading comprehension; Math short items that address both concepts and skills.

### **PBA Only and EOY Only are not included in performance calculations.**

Number of enrolled students with completed PBA only:	0
Number of enrolled students with completed EOY only:	0

### **Percent Tested: Source and Use of Enrollment**

For percent tested and school/district performance calculations student enrollment files were downloaded from eSchool via TRIAND to establish the students expected to test. These files were downloaded May 15, 2015.

When students' test and enrollment records were matched by school and student state identifier the demographic values from the enrollment files were used in ESEA calculations.

When a student had a test record and did not match an enrollment record the demographic values from the student's test record were used in ESEA calculations.

When a student had an enrollment record that did not match a test record the demographic values from the student's enrollment record were used in ESEA calculations.

Report created on: 01/07/2016



## DISTRICT WAIVER REQUEST FORM

**District Name:** Lakeside

**Superintendent:** Dr. Billy Adams

**Email Address:** badams@lsschool.org

**Phone Number:** 870-265-7300 **Submission Date:** 06-22-2016

### Name of Charter School(s) Attended by District Students

Arkansas Virtual Academy

### Waiver Topic: Teacher Licensure

#### Statute/Standard/Rule to be Waived

##### Arkansas Code Annotated

- Ark. Code Ann.§6-15-1004 Qualified teachers in every public school classroom
- Ark. Code Ann.§6-17-309 Certified to teach grade or subject matter-Exceptions-Waivers
- Ark. Code Ann.§6-17-401 Teacher licensure requirement
- Ark. Code Ann.§6-17-902 Definition (definition of a teacher as licensed)
- Ark. Code Ann.§6-17-908 Teachers' salary fund-authorized disbursement
- Ark. Code Ann.§6-17-919 Warrants void without valid certification and contract (the ability to pay a teacher's salary only upon filing of a teacher's certificate with the county clerk's office, if the requirement of a teacher's certificate is waived for such teacher)
- Ark. Code Ann.§6-25-103 Library media services program defined
- Ark. Code Ann.§6-25-104 Library media specialist-qualifications

##### Standards for Accreditation

- Standards of Accreditation Section 15.03
- Standards of Accreditation Section 16.02

##### ADE Rules

- ADE Rules Governing Educator Licensure

### Rationale for Waiver

The school districts in southern Arkansas, particularly those in the Southeast (SE) Arkansas Education Service Co-operative area, face a major challenge when attempting to hire certified teachers with the content knowledge and appropriate licensure to teach the subject area they are assigned to teach and that have the sincere desire to enhance student learning. This challenge is very important to each district because the districts recognize that the teacher in the classroom is the single most important factor that influences learning in the classroom.

There are many data points that illustrate the enormity of this challenge for this part of our state. First of

all, simply review the census data for this part of the state. You will find a decline in the population spanning many years, a decrease in the number of residents with a college degree, and a high rate of poverty, which makes obtaining teacher licensure a larger challenge. After reviewing data from the only 4-year college in the SE Co-operative area, the University of Arkansas at Monticello (UAM), you will find that the number of candidates admitted to the teacher preparation program has decreased from 35 in 2011/2012 to 24 in 2014/2015. The number of students staying in the program and completing the Internship has decreased from 52 in 2011/2012 to 35 in 2014/2015 to 23 in 2015/2016 to 9 enrolled for the Fall 2016 semester. However, a silver lining for this part of the state is that the enrollment in the Master's of Art in Teaching (MAT) program at UAM has grown over the past few years. In 2012, the MAT program welcomed 43 students compared to 85 students in 2014. This online, statewide program has certainly assisted schools in attracting licensed teachers, but it has still not met all needs and isn't specifically working just with districts in southeast Arkansas. A roadblock to hiring UAM MAT teachers is the requirement for passing the Praxis II exam in the content area before they can be hired to teach with a provisional license. As of June 22, 2016, the MAT program at UAM has 3 secondary math teachers, 3 secondary business teachers, 1 biology teacher, 5 secondary English teachers, 4 middle level teachers, and 3 K-6 teachers that cannot be hired because they have not passed the Praxis II in their content area. All of these teachers are from southeast Arkansas and would accept a job in our area if they could be employed without consequences to the district. Additionally, the difficulty of scheduling and passing Praxis II exams in the time window offered has hampered this non-traditional program for teachers. The above data does not reflect the needs in the area of special education because of the federal requirements for these positions and the inability to waive requirements for special education. We depend on these non-traditional programs in our area of the state. We need these teachers desperately in our area of the state.

In Fall 2015, a series of meetings and discussions on the acute shortage of teachers in our area of the state began. One outcome of this meeting was the request for input, assistance and partnership with the Arkansas Department of Education, specifically the Division of Educator Effectiveness and Licensure, area legislators, UAM, and other partners in defining the issues and the roadblocks we face in our area of the state. This work continues and this conversation continues at monthly board meetings for the SE Arkansas Education Service Co-operative. Soon, it is anticipated that a formal partnership plan will be in place for recruiting educators for our classrooms.

The districts in the SE Arkansas co-op area have utilized many partners to assist in recruiting teachers. Districts work with the SE Arkansas Co-operative and their APPEL Program, the Teach for American Program, the UAM Teacher Preparation and MAT Program, the Southern Arkansas University MAT Program, the University of Central Arkansas MAT Program, the University of Arkansas Teacher Corps Program, as well as the Arkansas Department of Education for solutions to this dire situation. Each district utilizes their district website as a communication tool for employment needs as well as utilizing local print media, the SE Arkansas Co-op for job postings on their website, the UAM Education Renewal Zone (ERZ) job posting services, and statewide job boards. District personnel have attended job fairs across our region and some districts in the SE Arkansas Co-operative area have been able to implement the Teacher Cadet program in their high schools as a teacher recruitment tool.

In April of 2016, the 14 districts in the SE Arkansas Co-operative area posted 88 positions that would need to be filled for the 2016-2017 school year. As of June 22, 2016, the districts in the SE Arkansas Co-operative area still had 83 positions that need to be filled with certified teachers.

Despite the many efforts taken by the districts and partners in the SE Arkansas Co-op area, the need for certified teachers with the content knowledge and appropriate licensure to teach the subject area they are assigned to teach remains great.

By the time this request is presented each school district will have school board resolutions supporting this request. The above waivers are requested for a one year period for the 2016-2017 school year.

When the form is complete, email it with the waiver lists for the charter school(s) that serve district students to Mary Perry at [mary.perry@arkansas.gov](mailto:mary.perry@arkansas.gov). Waiver lists can be accessed from the Arkansas Department of Education website at <http://www.arkansased.gov/divisions/learning-services/charterschools/open-enrollment-charter-school-waivers>.

Questions should be directed to Mary Perry by email at [mary.perry@arkansas.gov](mailto:mary.perry@arkansas.gov) or by phone at (501) 683-4800.



ARKANSAS VIRTUAL ACADEMY  
APPROVED WAIVERS

District LEA:	60-43-700	Elementary School LEA:	60-43-701
City:	Little Rock	Middle School LEA:	60-43-702
Opening Date:	Fall2007	High School LEA:	60-43-703
Grades Approved:	K-12	Expiration Date:	6/30/2020
CAP:	2000	Grades Served 2015-16:	K-11

Waivers from Title 6 of the Arkansas Code Annotated (Education Code)

6-5-405(b)(1)	Pertaining to the requirement for superintendents and assistant superintendents to have professional development on applying for state-supported student financial assistance for higher education
6-10-106	School year dates
6-10-110	School fire marshal program
6-13-109	School superintendent
6-13-608	Length of directors' terms
6-13-611	Vacancies generally
6-13-615	Election-Single member zones
6-13-616	Director eligibility
6-13-619	Monthly meetings
6-13-619(a)(1)	Monthly board meetings
6-13-619(c)(1)(A)	Requiring a board member to be physically present at a meeting to be counted for purposes of a quorum or to vote
6-13-620	Powers and duties
6-13-630	Election by zone and at large
6-13-631	Effect of minority population on election
6-13-634	School district board of directors-Size
6-14-101 et seq.	School Elections
6-15-902(a)	Grading scale-Exemptions-Special education (in grades 3-8, the uniform grading scale is waived only as to non-core courses)
6-15-903(a)(2)	Requiring report cards to be mailed, given to a parent at a conference, or sent home with the student
6-15-1004	Qualified teachers in every public school classroom
6-15-1005(b)(5)	Pertaining to alternative learning environments
6-15-1302	Emergency plan for war or terrorist attack
6-16-102	School day hours
6-16-108	Daily recitation of the Pledge of Allegiance
6-17-201 et seq.	Requirements-Written personnel policies-Teacher salary schedule
6-17-203	Committees on personnel policies— Members
6-17-208	Written grievance procedure
6-17-302	Principals-Responsibilities
6-17-309	Certification to teach grade or subject matter-Exceptions-Waivers
6-17-401	Teacher licensure requirement
6-17-427	Superintendent license-Superintendent mentoring program required
6-17-902	Definition (definition of a teacher as licensed)
6-17-908	Teachers' salary fund-Authorized disbursements

6-17-919	Warrants void without valid certification and contract (the ability to pay a teacher's salary only upon filing of a teacher's certificate with the county clerk's office, if the requirement of a teacher's certificate is waived for such teacher)
6-17-1501 et seq.	Teacher Fair Dismissal Act
6-17-1701 et seq.	Public School Employee Fair Hearing Act Classified
6-17-2301 et seq.	School Employee Personnel Policy Law
6-17-2403	Minimum teacher compensation schedule
6-18-209(b)	Adoption of student attendance policy-Effect of excessive absences
6-18-210	Definition of planned instructional time
6-18-213	Attendance records and reports generally
6-18-503(a)(1)(C)(i)	Pertaining to alternative learning environments
6-18-511	Removal of student from classroom by teacher
6-18-705	School breakfast program
6-18-706	School nurses-Nurse-to-student ratio
6-18-1001 et seq.	Public School Student Services Act
6-18-1005(a)(6)	Health services (requiring individual health care plans for certain students and trained and licensed personnel to perform medical tasks at school)
6-20-2208(c){6}	Monitoring of expenditures (gifted and talented)
6-21-406	Adoption, sale, or exchange of instructional materials
6-21-413	Textbook selection committee
6-25-101 et seq.	Public School library and Media Technology Act
6-25-103	library media services program defined
6-25-104	Library media specialist-Qualifications
6-25-105	Establishment of guidelines for the selection, removal, and retention of materials (Library Media)
6-25-106	Provision of resources (Library Media)
6-42-101 et seq.	General Provisions (gifted and talented)
6-48-101 et seq.	Alternative Learning Environments

**LAKESIDE SCHOOL DISTRICT**

**Date of Waiver Request Submission**  
**90-Day Deadline for State Board of Education Action**

**June 22, 2016**  
**September 20, 2016**

<b>2015-2016 Enrollment</b>	
<b>2 or More Races</b>	<b>19</b>
<b>Asian</b>	<b>0</b>
<b>Black</b>	<b>780</b>
<b>Hispanic</b>	<b>130</b>
<b>Native American/ Native Alaskan</b>	<b>1</b>
<b>Native Hawaiian/ Pacific Islander</b>	<b>0</b>
<b>White</b>	<b>130</b>
<b>TOTAL</b>	<b>1,060</b>

## 2015 ESEA DISTRICT REPORT

**District:** LAKESIDE SCHOOL DIST(CHICOT)  
**LEA:** 903000  
**Enrollment:** 1061

**Superintendent:** JOYCE VAUGHT  
**Attendance** 96.22  
**Poverty Rate:** 100.00

**Address:** 1110 SOUTH LAKESHORE  
**Address:** LAKE VILLAGE, AR 71653  
**Phone:** (870) 265-7300

<b>OVERALL SCHOOL STATUS:</b>	<b>2014 NEEDS IMPROVEMENT</b>
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### PERCENT TESTED

PERCENT TESTED STATUS: <b>ACHIEVING</b>						
	ELA			MATHEMATICS		
ESEA Flexibility Indicators	# Attempted	# Expected	Percentage	# Attempted	# Expected	Percentage
All Students	597	606	98.51	573	577	99.31
Targeted Achievement Gap Group	597	606	98.51	573	577	99.31
ESEA Subgroups	# Attempted	# Expected	Percentage	# Attempted	# Expected	Percentage
African American	432	439	98.41	413	416	99.28
Hispanic	79	80	98.75	75	75	100.00
White	82	83	98.80	81	82	98.78
Economically Disadvantaged	597	606	98.51	573	577	99.31
English Language Learners	56	57	98.25	54	54	100.00
Students with Disabilities	52	57	91.23	45	46	97.83

### STUDENT PERFORMANCE -- ENGLISH LANGUAGE ARTS

ELA STATUS:				
ESEA Flexibility Indicators	# Achieved	# Tested	Percentage	2015 AMO
All Students	124	562	22.06	22.73
Targeted Achievement Gap Group	124	562	22.06	17.41
ESEA Subgroups	# Achieved	# Tested	Percentage	2015 AMO
African American	77	411	18.73	10.77
Hispanic	24	76	31.58	18.35
White	21	71	29.58	26.04
Economically Disadvantaged	124	562	22.06	17.63
English Language Learners	14	54	25.93	7.64
Students with Disabilities	6	52	11.54	4.60

### STUDENT PERFORMANCE -- MATHEMATICS

MATHEMATICS STATUS:				
ESEA Flexibility Indicators	# Achieved	# Tested	Percentage	2015 AMO
All Students	68	537	12.66	13.95
Targeted Achievement Gap Group	68	537	12.66	10.82
ESEA Subgroups	# Achieved	# Tested	Percentage	2015 AMO
African American	41	391	10.49	5.87
Hispanic	14	73	19.18	12.10
White	12	69	17.39	17.14
Economically Disadvantaged	68	537	12.66	11.02
English Language Learners	7	53	13.21	6.23
Students with Disabilities	3	45	6.67	4.60

### 2014 SCHOOL GRADUATION RATE

GRADUATION RATE STATUS: <b>ACHIEVING</b>					
ESEA Flexibility Indicators	# Actual Graduates	# Expected Graduates	Percentage	2014 AMO	90TH PCTL
All Students	75	78	96.15	81.19	94.00
Targeted Achievement Gap Group	73	76	96.05	83.03	94.00
Three Year Average Performance	# Actual Graduates	# Expected Graduates	Percentage	2014 AMO	90TH PCTL
All Students	228	249	91.57	81.19	94.00
Targeted Achievement Gap Group	225	246	91.46	83.03	94.00
ESEA Subgroups	# Actual Graduates	# Expected Graduates	Percentage	2014 AMO	
African American	63	64	98.44	82.53	
Hispanic	n < 10	n < 10	n < 10	100.00	
White	n < 10	n < 10	n < 10	63.63	
Economically Disadvantaged	73	76	96.05	83.03	
English Language Learners	n < 10	n < 10	n < 10	100.00	
Students with Disabilities	n < 10	n < 10	n < 10	77.78	

## 2015 ESEA DISTRICT REPORT

**District:** LAKESIDE SCHOOL DIST(CHICOT)  
**LEA:** 903000  
**Enrollment:** 1061

**Superintendent:** JOYCE VAUGHT  
**Attendance** 96.22  
**Poverty Rate:** 100.00

**Address:** 1110 SOUTH LAKESHORE  
**Address:** LAKE VILLAGE, AR 71653  
**Phone:** (870) 265-7300

The Performance Based Assessment (PBA) component was given before the End of Year Assessment (EOY). The PBA consisted of extended tasks and applications of concepts and skills for ELA/Literacy and Math. ELA/Literacy included writing effectively when analyzing text and research simulation. Math included solving multi-step problems requiring abstract reasoning, precision, perseverance and strategic use of tools.

The EOY assessment consisted of innovative, short-answer items including the following: ELA/Literacy reading comprehension; Math short items that address both concepts and skills.

### **PBA Only and EOY Only are not included in performance calculations.**

Number of enrolled students with completed PBA only:	2
Number of enrolled students with completed EOY only:	9

### **Percent Tested: Source and Use of Enrollment**

For percent tested and school/district performance calculations student enrollment files were downloaded from eSchool via TRIAND to establish the students expected to test. These files were downloaded May 15, 2015.

When students' test and enrollment records were matched by school and student state identifier the demographic values from the enrollment files were used in ESEA calculations.

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When a student had an enrollment record that did not match a test record the demographic values from the student's enrollment record were used in ESEA calculations.

Report created on: 01/07/2016



## DISTRICT WAIVER REQUEST FORM

**District Name:** McGehee

**Superintendent:** Thomas Gathen

**Email Address:** thomas.gathen@mcgeheeschools.org

**Phone Number:** 870-222-3670 **Submission Date:** 06-22-2016

### Name of Charter School(s) Attended by District Students

Arkansas Virtual Academy

### Waiver Topic: Teacher Licensure

#### Statute/Standard/Rule to be Waived

##### Arkansas Code Annotated

- Ark. Code Ann.§6-15-1004 Qualified teachers in every public school classroom
- Ark. Code Ann.§6-17-309 Certified to teach grade or subject matter-Exceptions-Waivers
- Ark. Code Ann.§6-17-401 Teacher licensure requirement
- Ark. Code Ann.§6-17-902 Definition (definition of a teacher as licensed)
- Ark. Code Ann.§6-17-908 Teachers' salary fund-authorized disbursement
- Ark. Code Ann.§6-17-919 Warrants void without valid certification and contract (the ability to pay a teacher's salary only upon filing of a teacher's certificate with the county clerk's office, if the requirement of a teacher's certificate is waived for such teacher)
- Ark. Code Ann.§6-25-103 Library media services program defined
- Ark. Code Ann.§6-25-104 Library media specialist-qualifications

##### Standards for Accreditation

- Standards of Accreditation Section 15.03
- Standards of Accreditation Section 16.02

##### ADE Rules

- ADE Rules Governing Educator Licensure

### Rationale for Waiver

The school districts in southern Arkansas, particularly those in the Southeast (SE) Arkansas Education Service Co-operative area, face a major challenge when attempting to hire certified teachers with the content knowledge and appropriate licensure to teach the subject area they are assigned to teach and that have the sincere desire to enhance student learning. This challenge is very important to each district because the districts recognize that the teacher in the classroom is the single most important factor that influences learning in the classroom.

There are many data points that illustrate the enormity of this challenge for this part of our state. First of

all, simply review the census data for this part of the state. You will find a decline in the population spanning many years, a decrease in the number of residents with a college degree, and a high rate of poverty, which makes obtaining teacher licensure a larger challenge. After reviewing data from the only 4-year college in the SE Co-operative area, the University of Arkansas at Monticello (UAM), you will find that the number of candidates admitted to the teacher preparation program has decreased from 35 in 2011/2012 to 24 in 2014/2015. The number of students staying in the program and completing the Internship has decreased from 52 in 2011/2012 to 35 in 2014/2015 to 23 in 2015/2016 to 9 enrolled for the Fall 2016 semester. However, a silver lining for this part of the state is that the enrollment in the Master's of Art in Teaching (MAT) program at UAM has grown over the past few years. In 2012, the MAT program welcomed 43 students compared to 85 students in 2014. This online, statewide program has certainly assisted schools in attracting licensed teachers, but it has still not met all needs and isn't specifically working just with districts in southeast Arkansas. A roadblock to hiring UAM MAT teachers is the requirement for passing the Praxis II exam in the content area before they can be hired to teach with a provisional license. As of June 22, 2016, the MAT program at UAM has 3 secondary math teachers, 3 secondary business teachers, 1 biology teacher, 5 secondary English teachers, 4 middle level teachers, and 3 K-6 teachers that cannot be hired because they have not passed the Praxis II in their content area. All of these teachers are from southeast Arkansas and would accept a job in our area if they could be employed without consequences to the district. Additionally, the difficulty of scheduling and passing Praxis II exams in the time window offered has hampered this non-traditional program for teachers. The above data does not reflect the needs in the area of special education because of the federal requirements for these positions and the inability to waive requirements for special education. We depend on these non-traditional programs in our area of the state. We need these teachers desperately in our area of the state.

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In April of 2016, the 14 districts in the SE Arkansas Co-operative area posted 88 positions that would need to be filled for the 2016-2017 school year. As of June 22, 2016, the districts in the SE Arkansas Co-operative area still had 83 positions that need to be filled with certified teachers.

Despite the many efforts taken by the districts and partners in the SE Arkansas Co-op area, the need for certified teachers with the content knowledge and appropriate licensure to teach the subject area they are assigned to teach remains great.

By the time this request is presented each school district will have school board resolutions supporting this request. The above waivers are requested for a one year period for the 2016-2017 school year.



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ARKANSAS VIRTUAL ACADEMY  
APPROVED WAIVERS

District LEA:	60-43-700	Elementary School LEA:	60-43-701
City:	Little Rock	Middle School LEA:	60-43-702
Opening Date:	Fall2007	High School LEA:	60-43-703
Grades Approved:	K-12	Expiration Date:	6/30/2020
CAP:	2000	Grades Served 2015-16:	K-11

Waivers from Title 6 of the Arkansas Code Annotated (Education Code)

6-5-405(b)(1)	Pertaining to the requirement for superintendents and assistant superintendents to have professional development on applying for state-supported student financial assistance for higher education
6-10-106	School year dates
6-10-110	School fire marshal program
6-13-109	School superintendent
6-13-608	Length of directors' terms
6-13-611	Vacancies generally
6-13-615	Election-Single member zones
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6-13-619(a)(1)	Monthly board meetings
6-13-619(c)(1)(A)	Requiring a board member to be physically present at a meeting to be counted for purposes of a quorum or to vote
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6-13-630	Election by zone and at large
6-13-631	Effect of minority population on election
6-13-634	School district board of directors-Size
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6-15-902(a)	Grading scale-Exemptions-Special education (in grades 3-8, the uniform grading scale is waived only as to non-core courses)
6-15-903(a)(2)	Requiring report cards to be mailed, given to a parent at a conference, or sent home with the student
6-15-1004	Qualified teachers in every public school classroom
6-15-1005(b)(5)	Pertaining to alternative learning environments
6-15-1302	Emergency plan for war or terrorist attack
6-16-102	School day hours
6-16-108	Daily recitation of the Pledge of Allegiance
6-17-201 et seq.	Requirements-Written personnel policies-Teacher salary schedule
6-17-203	Committees on personnel policies— Members
6-17-208	Written grievance procedure
6-17-302	Principals-Responsibilities
6-17-309	Certification to teach grade or subject matter-Exceptions-Waivers
6-17-401	Teacher licensure requirement
6-17-427	Superintendent license-Superintendent mentoring program required
6-17-902	Definition (definition of a teacher as licensed)
6-17-908	Teachers' salary fund-Authorized disbursements

6-17-919	Warrants void without valid certification and contract (the ability to pay a teacher's salary only upon filing of a teacher's certificate with the county clerk's office, if the requirement of a teacher's certificate is waived for such teacher)
6-17-1501 et seq.	Teacher Fair Dismissal Act
6-17-1701 et seq.	Public School Employee Fair Hearing Act Classified
6-17-2301 et seq.	School Employee Personnel Policy Law
6-17-2403	Minimum teacher compensation schedule
6-18-209(b)	Adoption of student attendance policy-Effect of excessive absences
6-18-210	Definition of planned instructional time
6-18-213	Attendance records and reports generally
6-18-503(a)(1)(C)(i)	Pertaining to alternative learning environments
6-18-511	Removal of student from classroom by teacher
6-18-705	School breakfast program
6-18-706	School nurses-Nurse-to-student ratio
6-18-1001 et seq.	Public School Student Services Act
6-18-1005(a)(6)	Health services (requiring individual health care plans for certain students and trained and licensed personnel to perform medical tasks at school)
6-20-2208(c){6}	Monitoring of expenditures (gifted and talented)
6-21-406	Adoption, sale, or exchange of instructional materials
6-21-413	Textbook selection committee
6-25-101 et seq.	Public School library and Media Technology Act
6-25-103	library media services program defined
6-25-104	Library media specialist-Qualifications
6-25-105	Establishment of guidelines for the selection, removal, and retention of materials (Library Media)
6-25-106	Provision of resources (Library Media)
6-42-101 et seq.	General Provisions (gifted and talented)
6-48-101 et seq.	Alternative Learning Environments

**MCGEHEE SCHOOL DISTRICT**

**Date of Waiver Request Submission**  
**90-Day Deadline for State Board of Education Action**

**June 22, 2016**  
**September 20, 2016**

<b>2015-2016 Enrollment</b>	
<b>2 or More Races</b>	<b>18</b>
<b>Asian</b>	<b>6</b>
<b>Black</b>	<b>537</b>
<b>Hispanic</b>	<b>47</b>
<b>Native American/ Native Alaskan</b>	<b>2</b>
<b>Native Hawaiian/ Pacific Islander</b>	<b>0</b>
<b>White</b>	<b>557</b>
<b>TOTAL</b>	<b>1,167</b>

## 2015 ESEA DISTRICT REPORT

**District:** MCGEHEE SCHOOL DISTRICT  
**LEA:** 2105000  
**Enrollment:** 1164

**Superintendent:** THOMAS GATHEN  
**Attendance** 96.65  
**Poverty Rate:** 73.20

**Address:** 409 OAK STREET  
**Address:** MCGEHEE, AR 71654  
**Phone:** (870) 222-3670

<b>OVERALL SCHOOL STATUS:</b>	<b>2014 NEEDS IMPROVEMENT</b>
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### PERCENT TESTED

PERCENT TESTED STATUS: <b>ACHIEVING</b>						
	ELA			MATHEMATICS		
ESEA Flexibility Indicators	# Attempted	# Expected	Percentage	# Attempted	# Expected	Percentage
All Students	712	716	99.44	677	681	99.41
Targeted Achievement Gap Group	543	544	99.82	509	511	99.61
ESEA Subgroups	# Attempted	# Expected	Percentage	# Attempted	# Expected	Percentage
African American	321	321	100.00	292	294	99.32
Hispanic	26	29	89.66	24	25	96.00
White	352	353	99.72	348	349	99.71
Economically Disadvantaged	530	530	100.00	499	500	99.80
English Language Learners	16	17	94.12	13	14	92.86
Students with Disabilities	97	97	100.00	77	77	100.00

### STUDENT PERFORMANCE -- ENGLISH LANGUAGE ARTS

ELA STATUS: <b>ACHIEVING</b>				
ESEA Flexibility Indicators	# Achieved	# Tested	Percentage	2015 AMO
All Students	143	671	21.31	22.73
Targeted Achievement Gap Group	86	511	16.83	17.41
ESEA Subgroups	# Achieved	# Tested	Percentage	2015 AMO
African American	36	305	11.80	10.77
Hispanic	7	24	29.17	18.35
White	97	329	29.48	26.04
Economically Disadvantaged	86	500	17.20	17.63
English Language Learners	1	15	6.67	7.64
Students with Disabilities	3	90	3.33	4.60

### STUDENT PERFORMANCE -- MATHEMATICS

MATHEMATICS STATUS: <b>ACHIEVING</b>				
ESEA Flexibility Indicators	# Achieved	# Tested	Percentage	2015 AMO
All Students	100	638	15.67	13.95
Targeted Achievement Gap Group	63	480	13.13	10.82
ESEA Subgroups	# Achieved	# Tested	Percentage	2015 AMO
African American	26	280	9.29	5.87
Hispanic	3	22	13.64	12.10
White	68	323	21.05	17.14
Economically Disadvantaged	63	471	13.38	11.02
English Language Learners	0	12	0.00	6.23
Students with Disabilities	6	74	8.11	4.60

### 2014 SCHOOL GRADUATION RATE

GRADUATION RATE STATUS: <b>ACHIEVING</b>					
ESEA Flexibility Indicators	# Actual Graduates	# Expected Graduates	Percentage	2014 AMO	90TH PCTL
All Students	56	63	88.89	88.19	94.00
Targeted Achievement Gap Group	35	40	87.50	85.91	94.00
Three Year Average Performance	# Actual Graduates	# Expected Graduates	Percentage	2014 AMO	90TH PCTL
All Students	190	216	87.96	88.19	94.00
Targeted Achievement Gap Group	138	162	85.19	85.91	94.00
ESEA Subgroups	# Actual Graduates	# Expected Graduates	Percentage	2014 AMO	
African American	25	28	89.29	89.85	
Hispanic	n < 10	n < 10	n < 10	66.67	
White	30	34	88.24	88.41	
Economically Disadvantaged	35	40	87.50	86.27	
English Language Learners	n < 10	n < 10	n < 10	66.67	
Students with Disabilities	n < 10	n < 10	n < 10	85.71	

## 2015 ESEA DISTRICT REPORT

**District:** MCGEHEE SCHOOL DISTRICT  
**LEA:** 2105000  
**Enrollment:** 1164

**Superintendent:** THOMAS GATHEN  
**Attendance** 96.65  
**Poverty Rate:** 73.20

**Address:** 409 OAK STREET  
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**Phone:** (870) 222-3670

The Performance Based Assessment (PBA) component was given before the End of Year Assessment (EOY). The PBA consisted of extended tasks and applications of concepts and skills for ELA/Literacy and Math. ELA/Literacy included writing effectively when analyzing text and research simulation. Math included solving multi-step problems requiring abstract reasoning, precision, perseverance and strategic use of tools.

The EOY assessment consisted of innovative, short-answer items including the following: ELA/Literacy reading comprehension; Math short items that address both concepts and skills.

### **PBA Only and EOY Only are not included in performance calculations.**

Number of enrolled students with completed PBA only:	12
Number of enrolled students with completed EOY only:	8

### **Percent Tested: Source and Use of Enrollment**

For percent tested and school/district performance calculations student enrollment files were downloaded from eSchool via TRIAND to establish the students expected to test. These files were downloaded May 15, 2015.

When students' test and enrollment records were matched by school and student state identifier the demographic values from the enrollment files were used in ESEA calculations.

When a student had a test record and did not match an enrollment record the demographic values from the student's test record were used in ESEA calculations.

When a student had an enrollment record that did not match a test record the demographic values from the student's enrollment record were used in ESEA calculations.

Report created on: 01/07/2016



## ARKANSAS DEPARTMENT OF EDUCATION

### DISTRICT WAIVER REQUEST FORM

**District Name:** Monticello

**Superintendent:** Sandra Lanehart

**Email Address:** sandra.lanehart@billies.org

**Phone Number:** 870-367-4000 **Submission Date:** 06-22-2016

**Name of Charter School(s) Attended by District Students**

Arkansas Virtual Academy

**Waiver Topic:** Teacher Licensure

**Statute/Standard/Rule to be Waived**

**Arkansas Code Annotated**

- Ark. Code Ann.§6-15-1004 Qualified teachers in every public school classroom
- Ark. Code Ann.§6-17-309 Certified to teach grade or subject matter-Exceptions-Waivers
- Ark. Code Ann.§6-17-401 Teacher licensure requirement
- Ark. Code Ann.§6-17-902 Definition (definition of a teacher as licensed)
- Ark. Code Ann.§6-17-908 Teachers' salary fund-authorized disbursement
- Ark. Code Ann.§6-17-919 Warrants void without valid certification and contract (the ability to pay a teacher's salary only upon filing of a teacher's certificate with the county clerk's office, if the requirement of a teacher's certificate is waived for such teacher)
- Ark. Code Ann.§6-25-103 Library media services program defined
- Ark. Code Ann.§6-25-104 Library media specialist-qualifications

**Standards for Accreditation**

- Standards of Accreditation Section 15.03
- Standards of Accreditation Section 16.02

**ADE Rules**

- ADE Rules Governing Educator Licensure

**Rationale for Waiver**

The school districts in southern Arkansas, particularly those in the Southeast (SE) Arkansas Education Service Co-operative area, face a major challenge when attempting to hire certified teachers with the content knowledge and appropriate licensure to teach the subject area they are assigned to teach and that have the sincere desire to enhance student learning. This challenge is very important to each district because the districts recognize that the teacher in the classroom is the single most important factor that influences learning in the classroom.

There are many data points that illustrate the enormity of this challenge for this part of our state. First of



all, simply review the census data for this part of the state. You will find a decline in the population spanning many years, a decrease in the number of residents with a college degree, and a high rate of poverty, which makes obtaining teacher licensure a larger challenge. After reviewing data from the only 4-year college in the SE Co-operative area, the University of Arkansas at Monticello (UAM), you will find that the number of candidates admitted to the teacher preparation program has decreased from 35 in 2011/2012 to 24 in 2014/2015. The number of students staying in the program and completing the Internship has decreased from 52 in 2011/2012 to 35 in 2014/2015 to 23 in 2015/2016 to 9 enrolled for the Fall 2016 semester. However, a silver lining for this part of the state is that the enrollment in the Master's of Art in Teaching (MAT) program at UAM has grown over the past few years. In 2012, the MAT program welcomed 43 students compared to 85 students in 2014. This online, statewide program has certainly assisted schools in attracting licensed teachers, but it has still not met all needs and isn't specifically working just with districts in southeast Arkansas. A roadblock to hiring UAM MAT teachers is the requirement for passing the Praxis II exam in the content area before they can be hired to teach with a provisional license. As of June 22, 2016, the MAT program at UAM has 3 secondary math teachers, 3 secondary business teachers, 1 biology teacher, 5 secondary English teachers, 4 middle level teachers, and 3 K-6 teachers that cannot be hired because they have not passed the Praxis II in their content area. All of these teachers are from southeast Arkansas and would accept a job in our area if they could be employed without consequences to the district. Additionally, the difficulty of scheduling and passing Praxis II exams in the time window offered has hampered this non-traditional program for teachers. The above data does not reflect the needs in the area of special education because of the federal requirements for these positions and the inability to waive requirements for special education. We depend on these non-traditional programs in our area of the state. We need these teachers desperately in our area of the state.

In Fall 2015, a series of meetings and discussions on the acute shortage of teachers in our area of the state began. One outcome of this meeting was the request for input, assistance and partnership with the Arkansas Department of Education, specifically the Division of Educator Effectiveness and Licensure, area legislators, UAM, and other partners in defining the issues and the roadblocks we face in our area of the state. This work continues and this conversation continues at monthly board meetings for the SE Arkansas Education Service Co-operative. Soon, it is anticipated that a formal partnership plan will be in place for recruiting educators for our classrooms.

The districts in the SE Arkansas co-op area have utilized many partners to assist in recruiting teachers. Districts work with the SE Arkansas Co-operative and their APPEL Program, the Teach for American Program, the UAM Teacher Preparation and MAT Program, the Southern Arkansas University MAT Program, the University of Central Arkansas MAT Program, the University of Arkansas Teacher Corps Program, as well as the Arkansas Department of Education for solutions to this dire situation. Each district utilizes their district website as a communication tool for employment needs as well as utilizing local print media, the SE Arkansas Co-op for job postings on their website, the UAM Education Renewal Zone (ERZ) job posting services, and statewide job boards. District personnel have attended job fairs across our region and some districts in the SE Arkansas Co-operative area have been able to implement the Teacher Cadet program in their high schools as a teacher recruitment tool.

In April of 2016, the 14 districts in the SE Arkansas Co-operative area posted 88 positions that would need to be filled for the 2016-2017 school year. As of June 22, 2016, the districts in the SE Arkansas Co-operative area still had 83 positions that need to be filled with certified teachers.

Despite the many efforts taken by the districts and partners in the SE Arkansas Co-op area, the need for certified teachers with the content knowledge and appropriate licensure to teach the subject area they are assigned to teach remains great.

By the time this request is presented each school district will have school board resolutions supporting this request. The above waivers are requested for a one year period for the 2016-2017 school year.

When the form is complete, email it with the waiver lists for the charter school(s) that serve district students to Mary Perry at [mary.perry@arkansas.gov](mailto:mary.perry@arkansas.gov). Waiver lists can be accessed from the Arkansas Department of Education website at <http://www.arkansased.gov/divisions/learning-services/charterschools/open-enrollment-charter-school-waivers>.

Questions should be directed to Mary Perry by email at [mary.perry@arkansas.gov](mailto:mary.perry@arkansas.gov) or by phone at (501) 683-4800.

ARKANSAS VIRTUAL ACADEMY  
APPROVED WAIVERS

District LEA:	60-43-700	Elementary School LEA:	60-43-701
City:	Little Rock	Middle School LEA:	60-43-702
Opening Date:	Fall2007	High School LEA:	60-43-703
Grades Approved:	K-12	Expiration Date:	6/30/2020
CAP:	2000	Grades Served 2015-16:	K-11

Waivers from Title 6 of the Arkansas Code Annotated (Education Code)

6-5-405(b)(1)	Pertaining to the requirement for superintendents and assistant superintendents to have professional development on applying for state-supported student financial assistance for higher education
6-10-106	School year dates
6-10-110	School fire marshal program
6-13-109	School superintendent
6-13-608	Length of directors' terms
6-13-611	Vacancies generally
6-13-615	Election-Single member zones
6-13-616	Director eligibility
6-13-619	Monthly meetings
6-13-619(a)(1)	Monthly board meetings
6-13-619(c)(1)(A)	Requiring a board member to be physically present at a meeting to be counted for purposes of a quorum or to vote
6-13-620	Powers and duties
6-13-630	Election by zone and at large
6-13-631	Effect of minority population on election
6-13-634	School district board of directors-Size
6-14-101 et seq.	School Elections
6-15-902(a)	Grading scale-Exemptions-Special education (in grades 3-8, the uniform grading scale is waived only as to non-core courses)
6-15-903(a)(2)	Requiring report cards to be mailed, given to a parent at a conference, or sent home with the student
6-15-1004	Qualified teachers in every public school classroom
6-15-1005(b)(5)	Pertaining to alternative learning environments
6-15-1302	Emergency plan for war or terrorist attack
6-16-102	School day hours
6-16-108	Daily recitation of the Pledge of Allegiance
6-17-201 et seq.	Requirements-Written personnel policies-Teacher salary schedule
6-17-203	Committees on personnel policies— Members
6-17-208	Written grievance procedure
6-17-302	Principals-Responsibilities
6-17-309	Certification to teach grade or subject matter-Exceptions-Waivers
6-17-401	Teacher licensure requirement
6-17-427	Superintendent license-Superintendent mentoring program required
6-17-902	Definition (definition of a teacher as licensed)
6-17-908	Teachers' salary fund-Authorized disbursements

6-17-919	Warrants void without valid certification and contract (the ability to pay a teacher's salary only upon filing of a teacher's certificate with the county clerk's office, if the requirement of a teacher's certificate is waived for such teacher)
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6-17-1701 et seq.	Public School Employee Fair Hearing Act Classified
6-17-2301 et seq.	School Employee Personnel Policy Law
6-17-2403	Minimum teacher compensation schedule
6-18-209(b)	Adoption of student attendance policy-Effect of excessive absences
6-18-210	Definition of planned instructional time
6-18-213	Attendance records and reports generally
6-18-503(a)(1)(C)(i)	Pertaining to alternative learning environments
6-18-511	Removal of student from classroom by teacher
6-18-705	School breakfast program
6-18-706	School nurses-Nurse-to-student ratio
6-18-1001 et seq.	Public School Student Services Act
6-18-1005(a)(6)	Health services (requiring individual health care plans for certain students and trained and licensed personnel to perform medical tasks at school)
6-20-2208(c){6}	Monitoring of expenditures (gifted and talented)
6-21-406	Adoption, sale, or exchange of instructional materials
6-21-413	Textbook selection committee
6-25-101 et seq.	Public School library and Media Technology Act
6-25-103	library media services program defined
6-25-104	Library media specialist-Qualifications
6-25-105	Establishment of guidelines for the selection, removal, and retention of materials (Library Media)
6-25-106	Provision of resources (Library Media)
6-42-101 et seq.	General Provisions (gifted and talented)
6-48-101 et seq.	Alternative Learning Environments

**MONTICELLO SCHOOL DISTRICT**

**Date of Waiver Request Submission**  
**90-Day Deadline for State Board of Education Action**

**June 22, 2016**  
**September 20, 2016**

<b>2015-2016 Enrollment</b>	
<b>2 or More Races</b>	<b>2</b>
<b>Asian</b>	<b>20</b>
<b>Black</b>	<b>723</b>
<b>Hispanic</b>	<b>86</b>
<b>Native American/ Native Alaskan</b>	<b>5</b>
<b>Native Hawaiian/ Pacific Islander</b>	<b>1</b>
<b>White</b>	<b>1,222</b>
<b>TOTAL</b>	<b>2,059</b>

## 2015 ESEA DISTRICT REPORT

**District:** MONTICELLO SCHOOL DISTRICT  
**LEA:** 2203000  
**Enrollment:** 2091

**Superintendent:** BOBBY HARPER  
**Attendance** 95.71  
**Poverty Rate:** 54.90

**Address:** 935 SCOGIN DR  
**Address:** MONTICELLO, AR 71655  
**Phone:** (870) 367-4000

<b>OVERALL SCHOOL STATUS:</b>	<b>2014 NEEDS IMPROVEMENT</b>
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### PERCENT TESTED

PERCENT TESTED STATUS: <b>ACHIEVING</b>						
	ELA			MATHEMATICS		
ESEA Flexibility Indicators	# Attempted	# Expected	Percentage	# Attempted	# Expected	Percentage
All Students	1194	1201	99.42	1162	1166	99.66
Targeted Achievement Gap Group	675	680	99.26	668	672	99.40
ESEA Subgroups	# Attempted	# Expected	Percentage	# Attempted	# Expected	Percentage
African American	406	408	99.51	399	400	99.75
Hispanic	52	52	100.00	56	56	100.00
White	721	726	99.31	691	694	99.57
Economically Disadvantaged	648	651	99.54	643	645	99.69
English Language Learners	n < 10	n < 10	n < 10	n < 10	n < 10	n < 10
Students with Disabilities	91	93	97.85	85	87	97.70

### STUDENT PERFORMANCE -- ENGLISH LANGUAGE ARTS

ELA STATUS: <b>ACHIEVING</b>				
ESEA Flexibility Indicators	# Achieved	# Tested	Percentage	2015 AMO
All Students	323	1146	28.18	22.73
Targeted Achievement Gap Group	108	636	16.98	17.41
ESEA Subgroups	# Achieved	# Tested	Percentage	2015 AMO
African American	60	383	15.67	10.77
Hispanic	10	51	19.61	18.35
White	249	699	35.62	26.04
Economically Disadvantaged	104	609	17.08	17.63
English Language Learners	n < 10	n < 10	n < 10	7.64
Students with Disabilities	8	86	9.30	4.60

### STUDENT PERFORMANCE -- MATHEMATICS

MATHEMATICS STATUS: <b>ACHIEVING</b>				
ESEA Flexibility Indicators	# Achieved	# Tested	Percentage	2015 AMO
All Students	251	1121	22.39	13.95
Targeted Achievement Gap Group	89	634	14.04	10.82
ESEA Subgroups	# Achieved	# Tested	Percentage	2015 AMO
African American	39	378	10.32	5.87
Hispanic	9	56	16.07	12.10
White	198	673	29.42	17.14
Economically Disadvantaged	84	609	13.79	11.02
English Language Learners	n < 10	n < 10	n < 10	6.23
Students with Disabilities	11	82	13.41	4.60

### 2014 SCHOOL GRADUATION RATE

GRADUATION RATE STATUS: <b>NEEDS IMPROVEMENT</b>					
ESEA Flexibility Indicators	# Actual Graduates	# Expected Graduates	Percentage	2014 AMO	90TH PCTL
All Students	125	144	86.81	92.67	94.00
Targeted Achievement Gap Group	46	56	82.14	91.17	94.00
Three Year Average Performance	# Actual Graduates	# Expected Graduates	Percentage	2014 AMO	90TH PCTL
All Students	423	465	90.97	92.67	94.00
Targeted Achievement Gap Group	186	210	88.57	91.17	94.00
ESEA Subgroups	# Actual Graduates	# Expected Graduates	Percentage	2014 AMO	
African American	34	40	85.00	91.26	
Hispanic	n < 10	n < 10	n < 10	100.00	
White	87	99	87.88	92.98	
Economically Disadvantaged	42	52	80.77	92.00	
English Language Learners	n < 10	n < 10	n < 10	100.00	
Students with Disabilities	n < 10	n < 10	n < 10	87.50	

## 2015 ESEA DISTRICT REPORT

**District:** MONTICELLO SCHOOL DISTRICT  
**LEA:** 2203000  
**Enrollment:** 2091

**Superintendent:** BOBBY HARPER  
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The Performance Based Assessment (PBA) component was given before the End of Year Assessment (EOY). The PBA consisted of extended tasks and applications of concepts and skills for ELA/Literacy and Math. ELA/Literacy included writing effectively when analyzing text and research simulation. Math included solving multi-step problems requiring abstract reasoning, precision, perseverance and strategic use of tools.

The EOY assessment consisted of innovative, short-answer items including the following: ELA/Literacy reading comprehension; Math short items that address both concepts and skills.

### **PBA Only and EOY Only are not included in performance calculations.**

Number of enrolled students with completed PBA only:	0
Number of enrolled students with completed EOY only:	9

### **Percent Tested: Source and Use of Enrollment**

For percent tested and school/district performance calculations student enrollment files were downloaded from eSchool via TRIAND to establish the students expected to test. These files were downloaded May 15, 2015.

When students' test and enrollment records were matched by school and student state identifier the demographic values from the enrollment files were used in ESEA calculations.

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Report created on: 01/07/2016





# ARKANSAS DEPARTMENT OF EDUCATION

## DISTRICT WAIVER REQUEST FORM

**District Name:** Star City

**Superintendent:** Jon Laffoon

**Email Address:** jon.laffoon@teachscs.org

**Phone Number:** 870-628-6738 **Submission Date:** 06-22-2016

### **Name of Charter School(s) Attended by District Students**

Arkansas Virtual Academy

### **Waiver Topic:** Teacher Licensure

#### **Statute/Standard/Rule to be Waived**

##### **Arkansas Code Annotated**

- Ark. Code Ann.§6-15-1004 Qualified teachers in every public school classroom
- Ark. Code Ann.§6-17-309 Certified to teach grade or subject matter-Exceptions-Waivers
- Ark. Code Ann.§6-17-401 Teacher licensure requirement
- Ark. Code Ann.§6-17-902 Definition (definition of a teacher as licensed)
- Ark. Code Ann.§6-17-908 Teachers' salary fund-authorized disbursement
- Ark. Code Ann.§6-17-919 Warrants void without valid certification and contract (the ability to pay a teacher's salary only upon filing of a teacher's certificate with the county clerk's office, if the requirement of a teacher's certificate is waived for such teacher)
- Ark. Code Ann.§6-25-103 Library media services program defined
- Ark. Code Ann.§6-25-104 Library media specialist-qualifications

##### **Standards for Accreditation**

- Standards of Accreditation Section 15.03
- Standards of Accreditation Section 16.02

##### **ADE Rules**

- ADE Rules Governing Educator Licensure

### **Rationale for Waiver**

The school districts in southern Arkansas, particularly those in the Southeast (SE) Arkansas Education Service Co-operative area, face a major challenge when attempting to hire certified teachers with the content knowledge and appropriate licensure to teach the subject area they are assigned to teach and that have the sincere desire to enhance student learning. This challenge is very important to each district because the districts recognize that the teacher in the classroom is the single most important factor that influences learning in the classroom.

There are many data points that illustrate the enormity of this challenge for this part of our state. First of

all, simply review the census data for this part of the state. You will find a decline in the population spanning many years, a decrease in the number of residents with a college degree, and a high rate of poverty, which makes obtaining teacher licensure a larger challenge. After reviewing data from the only 4-year college in the SE Co-operative area, the University of Arkansas at Monticello (UAM), you will find that the number of candidates admitted to the teacher preparation program has decreased from 35 in 2011/2012 to 24 in 2014/2015. The number of students staying in the program and completing the Internship has decreased from 52 in 2011/2012 to 35 in 2014/2015 to 23 in 2015/2016 to 9 enrolled for the Fall 2016 semester. However, a silver lining for this part of the state is that the enrollment in the Master's of Art in Teaching (MAT) program at UAM has grown over the past few years. In 2012, the MAT program welcomed 43 students compared to 85 students in 2014. This online, statewide program has certainly assisted schools in attracting licensed teachers, but it has still not met all needs and isn't specifically working just with districts in southeast Arkansas. A roadblock to hiring UAM MAT teachers is the requirement for passing the Praxis II exam in the content area before they can be hired to teach with a provisional license. As of June 22, 2016, the MAT program at UAM has 3 secondary math teachers, 3 secondary business teachers, 1 biology teacher, 5 secondary English teachers, 4 middle level teachers, and 3 K-6 teachers that cannot be hired because they have not passed the Praxis II in their content area. All of these teachers are from southeast Arkansas and would accept a job in our area if they could be employed without consequences to the district. Additionally, the difficulty of scheduling and passing Praxis II exams in the time window offered has hampered this non-traditional program for teachers. The above data does not reflect the needs in the area of special education because of the federal requirements for these positions and the inability to waive requirements for special education. We depend on these non-traditional programs in our area of the state. We need these teachers desperately in our area of the state.

In Fall 2015, a series of meetings and discussions on the acute shortage of teachers in our area of the state began. One outcome of this meeting was the request for input, assistance and partnership with the Arkansas Department of Education, specifically the Division of Educator Effectiveness and Licensure, area legislators, UAM, and other partners in defining the issues and the roadblocks we face in our area of the state. This work continues and this conversation continues at monthly board meetings for the SE Arkansas Education Service Co-operative. Soon, it is anticipated that a formal partnership plan will be in place for recruiting educators for our classrooms.

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Despite the many efforts taken by the districts and partners in the SE Arkansas Co-op area, the need for certified teachers with the content knowledge and appropriate licensure to teach the subject area they are assigned to teach remains great.

By the time this request is presented each school district will have school board resolutions supporting this request. The above waivers are requested for a one year period for the 2016-2017 school year.

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Questions should be directed to Mary Perry by email at [mary.perry@arkansas.gov](mailto:mary.perry@arkansas.gov) or by phone at (501) 683-4800.

ARKANSAS VIRTUAL ACADEMY  
APPROVED WAIVERS

District LEA:	60-43-700	Elementary School LEA:	60-43-701
City:	Little Rock	Middle School LEA:	60-43-702
Opening Date:	Fall2007	High School LEA:	60-43-703
Grades Approved:	K-12	Expiration Date:	6/30/2020
CAP:	2000	Grades Served 2015-16:	K-11

Waivers from Title 6 of the Arkansas Code Annotated (Education Code)

6-5-405(b)(1)	Pertaining to the requirement for superintendents and assistant superintendents to have professional development on applying for state-supported student financial assistance for higher education
6-10-106	School year dates
6-10-110	School fire marshal program
6-13-109	School superintendent
6-13-608	Length of directors' terms
6-13-611	Vacancies generally
6-13-615	Election-Single member zones
6-13-616	Director eligibility
6-13-619	Monthly meetings
6-13-619(a)(1)	Monthly board meetings
6-13-619(c)(1)(A)	Requiring a board member to be physically present at a meeting to be counted for purposes of a quorum or to vote
6-13-620	Powers and duties
6-13-630	Election by zone and at large
6-13-631	Effect of minority population on election
6-13-634	School district board of directors-Size
6-14-101 et seq.	School Elections
6-15-902(a)	Grading scale-Exemptions-Special education (in grades 3-8, the uniform grading scale is waived only as to non-core courses)
6-15-903(a)(2)	Requiring report cards to be mailed, given to a parent at a conference, or sent home with the student
6-15-1004	Qualified teachers in every public school classroom
6-15-1005(b)(5)	Pertaining to alternative learning environments
6-15-1302	Emergency plan for war or terrorist attack
6-16-102	School day hours
6-16-108	Daily recitation of the Pledge of Allegiance
6-17-201 et seq.	Requirements-Written personnel policies-Teacher salary schedule
6-17-203	Committees on personnel policies— Members
6-17-208	Written grievance procedure
6-17-302	Principals-Responsibilities
6-17-309	Certification to teach grade or subject matter-Exceptions-Waivers
6-17-401	Teacher licensure requirement
6-17-427	Superintendent license-Superintendent mentoring program required
6-17-902	Definition (definition of a teacher as licensed)
6-17-908	Teachers' salary fund-Authorized disbursements

6-17-919	Warrants void without valid certification and contract (the ability to pay a teacher's salary only upon filing of a teacher's certificate with the county clerk's office, if the requirement of a teacher's certificate is waived for such teacher)
6-17-1501 et seq.	Teacher Fair Dismissal Act
6-17-1701 et seq.	Public School Employee Fair Hearing Act Classified
6-17-2301 et seq.	School Employee Personnel Policy Law
6-17-2403	Minimum teacher compensation schedule
6-18-209(b)	Adoption of student attendance policy-Effect of excessive absences
6-18-210	Definition of planned instructional time
6-18-213	Attendance records and reports generally
6-18-503(a)(1)(C)(i)	Pertaining to alternative learning environments
6-18-511	Removal of student from classroom by teacher
6-18-705	School breakfast program
6-18-706	School nurses-Nurse-to-student ratio
6-18-1001 et seq.	Public School Student Services Act
6-18-1005(a)(6)	Health services (requiring individual health care plans for certain students and trained and licensed personnel to perform medical tasks at school)
6-20-2208(c){6}	Monitoring of expenditures (gifted and talented)
6-21-406	Adoption, sale, or exchange of instructional materials
6-21-413	Textbook selection committee
6-25-101 et seq.	Public School library and Media Technology Act
6-25-103	library media services program defined
6-25-104	Library media specialist-Qualifications
6-25-105	Establishment of guidelines for the selection, removal, and retention of materials (Library Media)
6-25-106	Provision of resources (Library Media)
6-42-101 et seq.	General Provisions (gifted and talented)
6-48-101 et seq.	Alternative Learning Environments

**STAR CITY SCHOOL DISTRICT**

**Date of Waiver Request Submission**  
**90-Day Deadline for State Board of Education Action**

**June 22, 2016**  
**September 20, 2016**

<b>2015-2016 Enrollment</b>	
<b>2 or More Races</b>	<b>32</b>
<b>Asian</b>	<b>4</b>
<b>Black</b>	<b>311</b>
<b>Hispanic</b>	<b>116</b>
<b>Native American/ Native Alaskan</b>	<b>5</b>
<b>Native Hawaiian/ Pacific Islander</b>	<b>0</b>
<b>White</b>	<b>1,094</b>
<b>TOTAL</b>	<b>1,562</b>

## 2015 ESEA DISTRICT REPORT

**District:** STAR CITY SCHOOL DISTRICT

**LEA:** 4003000

**Enrollment:** 1570

**Superintendent:** RICHARD MONTGOM

**Attendance** 94.72

**Poverty Rate:** 60.89

**Address:** 400 EAST ARKANSAS AVENUE

**Address:** STAR CITY, AR 71667

**Phone:** (870) 628-4237

**OVERALL SCHOOL STATUS:**

**2014 NEEDS IMPROVEMENT**

### PERCENT TESTED

PERCENT TESTED STATUS:	ACHIEVING					
	ELA			MATHEMATICS		
ESEA Flexibility Indicators	# Attempted	# Expected	Percentage	# Attempted	# Expected	Percentage
All Students	975	976	99.90	967	969	99.79
Targeted Achievement Gap Group	623	623	100.00	614	616	99.68
ESEA Subgroups	# Attempted	# Expected	Percentage	# Attempted	# Expected	Percentage
African American	201	201	100.00	196	196	100.00
Hispanic	72	72	100.00	73	73	100.00
White	677	678	99.85	673	675	99.70
Economically Disadvantaged	612	612	100.00	607	609	99.67
English Language Learners	n < 10	n < 10	n < 10	10	10	100.00
Students with Disabilities	80	80	100.00	73	73	100.00

### STUDENT PERFORMANCE -- ENGLISH LANGUAGE ARTS

ELA STATUS:					
ESEA Flexibility Indicators	# Achieved	# Tested	Percentage	2015 AMO	
All Students	201	943	21.31	22.73	
Targeted Achievement Gap Group	77	594	12.96	17.41	
ESEA Subgroups	# Achieved	# Tested	Percentage	2015 AMO	
African American	18	192	9.38	10.77	
Hispanic	8	63	12.70	18.35	
White	169	664	25.45	26.04	
Economically Disadvantaged	75	583	12.86	17.63	
English Language Learners	n < 10	n < 10	n < 10	7.64	
Students with Disabilities	4	79	5.06	4.60	

### STUDENT PERFORMANCE -- MATHEMATICS

MATHEMATICS STATUS:					
ESEA Flexibility Indicators	# Achieved	# Tested	Percentage	2015 AMO	
All Students	135	937	14.41	13.95	
Targeted Achievement Gap Group	49	587	8.35	10.82	
ESEA Subgroups	# Achieved	# Tested	Percentage	2015 AMO	
African American	5	188	2.66	5.87	
Hispanic	6	64	9.38	12.10	
White	115	661	17.40	17.14	
Economically Disadvantaged	47	580	8.10	11.02	
English Language Learners	0	10	0.00	6.23	
Students with Disabilities	9	72	12.50	4.60	

### 2014 SCHOOL GRADUATION RATE

GRADUATION RATE STATUS:		NEEDS IMPROVEMENT				
ESEA Flexibility Indicators	# Actual Graduates	# Expected Graduates	Percentage	2014 AMO	90TH PCTL	
All Students	106	116	91.38	87.33	94.00	
Targeted Achievement Gap Group	57	65	87.69	88.19	94.00	
Three Year Average Performance	# Actual Graduates	# Expected Graduates	Percentage	2014 AMO	90TH PCTL	
All Students	315	353	89.24	87.33	94.00	
Targeted Achievement Gap Group	172	199	86.43	88.19	94.00	
ESEA Subgroups	# Actual Graduates	# Expected Graduates	Percentage	2014 AMO		
African American	17	19	89.47	95.12		
Hispanic	12	12	100.00	100.00		
White	77	85	90.59	82.02		
Economically Disadvantaged	54	62	87.10	89.19		
English Language Learners	n < 10	n < 10	n < 10	100.00		
Students with Disabilities	n < 10	n < 10	n < 10	75.44		



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The Performance Based Assessment (PBA) component was given before the End of Year Assessment (EOY). The PBA consisted of extended tasks and applications of concepts and skills for ELA/Literacy and Math. ELA/Literacy included writing effectively when analyzing text and research simulation. Math included solving multi-step problems requiring abstract reasoning, precision, perseverance and strategic use of tools.

The EOY assessment consisted of innovative, short-answer items including the following: ELA/Literacy reading comprehension; Math short items that address both concepts and skills.

### **PBA Only and EOY Only are not included in performance calculations.**

Number of enrolled students with completed PBA only:	4
Number of enrolled students with completed EOY only:	16

### **Percent Tested: Source and Use of Enrollment**

For percent tested and school/district performance calculations student enrollment files were downloaded from eSchool via TRIAND to establish the students expected to test. These files were downloaded May 15, 2015.

When students' test and enrollment records were matched by school and student state identifier the demographic values from the enrollment files were used in ESEA calculations.

When a student had a test record and did not match an enrollment record the demographic values from the student's test record were used in ESEA calculations.

When a student had an enrollment record that did not match a test record the demographic values from the student's enrollment record were used in ESEA calculations.

Report created on: 01/07/2016



# ARKANSAS DEPARTMENT OF EDUCATION

## DISTRICT WAIVER REQUEST FORM

**District Name:** Warren

**Superintendent:** Bobby Acklin

**Email Address:** bobby.acklin@warrensd.org

**Phone Number:** 870-226-6738 **Submission Date:** 06-22-2016

### Name of Charter School(s) Attended by District Students

Arkansas Virtual Academy

### Waiver Topic: Teacher Licensure

#### Statute/Standard/Rule to be Waived

##### Arkansas Code Annotated

- Ark. Code Ann.§6-15-1004 Qualified teachers in every public school classroom
- Ark. Code Ann.§6-17-309 Certified to teach grade or subject matter-Exceptions-Waivers
- Ark. Code Ann.§6-17-401 Teacher licensure requirement
- Ark. Code Ann.§6-17-902 Definition (definition of a teacher as licensed)
- Ark. Code Ann.§6-17-908 Teachers' salary fund-authorized disbursement
- Ark. Code Ann.§6-17-919 Warrants void without valid certification and contract (the ability to pay a teacher's salary only upon filing of a teacher's certificate with the county clerk's office, if the requirement of a teacher's certificate is waived for such teacher)
- Ark. Code Ann.§6-25-103 Library media services program defined
- Ark. Code Ann.§6-25-104 Library media specialist-qualifications

##### Standards for Accreditation

- Standards of Accreditation Section 15.03
- Standards of Accreditation Section 16.02

##### ADE Rules

- ADE Rules Governing Educator Licensure

### Rationale for Waiver

The school districts in southern Arkansas, particularly those in the Southeast (SE) Arkansas Education Service Co-operative area, face a major challenge when attempting to hire certified teachers with the content knowledge and appropriate licensure to teach the subject area they are assigned to teach and that have the sincere desire to enhance student learning. This challenge is very important to each district because the districts recognize that the teacher in the classroom is the single most important factor that influences learning in the classroom.

There are many data points that illustrate the enormity of this challenge for this part of our state. First of

all, simply review the census data for this part of the state. You will find a decline in the population spanning many years, a decrease in the number of residents with a college degree, and a high rate of poverty, which makes obtaining teacher licensure a larger challenge. After reviewing data from the only 4-year college in the SE Co-operative area, the University of Arkansas at Monticello (UAM), you will find that the number of candidates admitted to the teacher preparation program has decreased from 35 in 2011/2012 to 24 in 2014/2015. The number of students staying in the program and completing the Internship has decreased from 52 in 2011/2012 to 35 in 2014/2015 to 23 in 2015/2016 to 9 enrolled for the Fall 2016 semester. However, a silver lining for this part of the state is that the enrollment in the Master's of Art in Teaching (MAT) program at UAM has grown over the past few years. In 2012, the MAT program welcomed 43 students compared to 85 students in 2014. This online, statewide program has certainly assisted schools in attracting licensed teachers, but it has still not met all needs and isn't specifically working just with districts in southeast Arkansas. A roadblock to hiring UAM MAT teachers is the requirement for passing the Praxis II exam in the content area before they can be hired to teach with a provisional license. As of June 22, 2016, the MAT program at UAM has 3 secondary math teachers, 3 secondary business teachers, 1 biology teacher, 5 secondary English teachers, 4 middle level teachers, and 3 K-6 teachers that cannot be hired because they have not passed the Praxis II in their content area. All of these teachers are from southeast Arkansas and would accept a job in our area if they could be employed without consequences to the district. Additionally, the difficulty of scheduling and passing Praxis II exams in the time window offered has hampered this non-traditional program for teachers. The above data does not reflect the needs in the area of special education because of the federal requirements for these positions and the inability to waive requirements for special education. We depend on these non-traditional programs in our area of the state. We need these teachers desperately in our area of the state.

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ARKANSAS VIRTUAL ACADEMY  
APPROVED WAIVERS

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City:	Little Rock	Middle School LEA:	60-43-702
Opening Date:	Fall2007	High School LEA:	60-43-703
Grades Approved:	K-12	Expiration Date:	6/30/2020
CAP:	2000	Grades Served 2015-16:	K-11

Waivers from Title 6 of the Arkansas Code Annotated (Education Code)

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6-18-705	School breakfast program
6-18-706	School nurses-Nurse-to-student ratio
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6-18-1005(a)(6)	Health services (requiring individual health care plans for certain students and trained and licensed personnel to perform medical tasks at school)
6-20-2208(c){6}	Monitoring of expenditures (gifted and talented)
6-21-406	Adoption, sale, or exchange of instructional materials
6-21-413	Textbook selection committee
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6-25-103	library media services program defined
6-25-104	Library media specialist-Qualifications
6-25-105	Establishment of guidelines for the selection, removal, and retention of materials (Library Media)
6-25-106	Provision of resources (Library Media)
6-42-101 et seq.	General Provisions (gifted and talented)
6-48-101 et seq.	Alternative Learning Environments

**WARREN SCHOOL DISTRICT**

**Date of Waiver Request Submission**  
**90-Day Deadline for State Board of Education Action**

**June 22, 2016**  
**September 20, 2016**

<b>2015-2016 Enrollment</b>	
<b>2 or More Races</b>	<b>23</b>
<b>Asian</b>	<b>1</b>
<b>Black</b>	<b>548</b>
<b>Hispanic</b>	<b>368</b>
<b>Native American/ Native Alaskan</b>	<b>5</b>
<b>Native Hawaiian/ Pacific Islander</b>	<b>0</b>
<b>White</b>	<b>681</b>
<b>TOTAL</b>	<b>1,626</b>



## 2015 ESEA DISTRICT REPORT

**District:** WARREN SCHOOL DISTRICT  
**LEA:** 602000  
**Enrollment:** 1655

**Superintendent:** MARILYN JOHNSON  
**Attendance** 95.73  
**Poverty Rate:** 72.02

**Address:** P.O. BOX 1210  
**Address:** WARREN, AR 71671  
**Phone:** (870) 226-6738

<b>OVERALL SCHOOL STATUS:</b>	<b>2014 NEEDS IMPROVEMENT</b>
-------------------------------	-------------------------------

### PERCENT TESTED

PERCENT TESTED STATUS:	ACHIEVING					
	ELA			MATHEMATICS		
ESEA Flexibility Indicators	# Attempted	# Expected	Percentage	# Attempted	# Expected	Percentage
All Students	1003	1006	99.70	996	1000	99.60
Targeted Achievement Gap Group	742	743	99.87	736	738	99.73
ESEA Subgroups	# Attempted	# Expected	Percentage	# Attempted	# Expected	Percentage
African American	311	311	100.00	308	308	100.00
Hispanic	214	215	99.53	213	214	99.53
White	466	468	99.57	463	466	99.36
Economically Disadvantaged	726	727	99.86	721	723	99.72
English Language Learners	33	33	100.00	33	33	100.00
Students with Disabilities	86	87	98.85	77	79	97.47

### STUDENT PERFORMANCE -- ENGLISH LANGUAGE ARTS

ELA STATUS:				
ESEA Flexibility Indicators	# Achieved	# Tested	Percentage	2015 AMO
All Students	181	962	18.81	22.73
Targeted Achievement Gap Group	79	706	11.19	17.41
ESEA Subgroups	# Achieved	# Tested	Percentage	2015 AMO
African American	26	293	8.87	10.77
Hispanic	27	205	13.17	18.35
White	124	453	27.37	26.04
Economically Disadvantaged	78	691	11.29	17.63
English Language Learners	0	32	0.00	7.64
Students with Disabilities	2	80	2.50	4.60

### STUDENT PERFORMANCE -- MATHEMATICS

MATHEMATICS STATUS:				
ESEA Flexibility Indicators	# Achieved	# Tested	Percentage	2015 AMO
All Students	149	954	15.62	13.95
Targeted Achievement Gap Group	73	699	10.44	10.82
ESEA Subgroups	# Achieved	# Tested	Percentage	2015 AMO
African American	19	288	6.60	5.87
Hispanic	28	203	13.79	12.10
White	100	452	22.12	17.14
Economically Disadvantaged	73	684	10.67	11.02
English Language Learners	2	32	6.25	6.23
Students with Disabilities	1	75	1.33	4.60

### 2014 SCHOOL GRADUATION RATE

GRADUATION RATE STATUS:		ACHIEVING			
ESEA Flexibility Indicators	# Actual Graduates	# Expected Graduates	Percentage	2014 AMO	90TH PCTL
All Students	96	111	86.49	84.65	94.00
Targeted Achievement Gap Group	66	81	81.48	80.59	94.00
Three Year Average Performance	# Actual Graduates	# Expected Graduates	Percentage	2014 AMO	90TH PCTL
All Students	281	320	87.81	84.65	94.00
Targeted Achievement Gap Group	207	239	86.61	80.59	94.00
ESEA Subgroups	# Actual Graduates	# Expected Graduates	Percentage	2014 AMO	
African American	35	42	83.33	83.33	
Hispanic	16	20	80.00	77.78	
White	45	49	91.84	87.65	
Economically Disadvantaged	65	80	81.25	80.95	
English Language Learners	n < 10	n < 10	n < 10	100.00	
Students with Disabilities	n < 10	n < 10	n < 10	74.36	

## 2015 ESEA DISTRICT REPORT

**District:** WARREN SCHOOL DISTRICT

**LEA:** 602000

**Enrollment:** 1655

**Superintendent:** MARILYN JOHNSON

**Attendance** 95.73

**Poverty Rate:** 72.02

**Address:** P.O. BOX 1210

**Address:** WARREN, AR 71671

**Phone:** (870) 226-6738

The Performance Based Assessment (PBA) component was given before the End of Year Assessment (EOY). The PBA consisted of extended tasks and applications of concepts and skills for ELA/Literacy and Math. ELA/Literacy included writing effectively when analyzing text and research simulation. Math included solving multi-step problems requiring abstract reasoning, precision, perseverance and strategic use of tools.

The EOY assessment consisted of innovative, short-answer items including the following: ELA/Literacy reading comprehension; Math short items that address both concepts and skills.

### **PBA Only and EOY Only are not included in performance calculations.**

Number of enrolled students with completed PBA only: 1

Number of enrolled students with completed EOY only: 8

### **Percent Tested: Source and Use of Enrollment**

For percent tested and school/district performance calculations student enrollment files were downloaded from eSchool via TRIAND to establish the students expected to test. These files were downloaded May 15, 2015.

When students' test and enrollment records were matched by school and student state identifier the demographic values from the enrollment files were used in ESEA calculations.

When a student had a test record and did not match an enrollment record the demographic values from the student's test record were used in ESEA calculations.

When a student had an enrollment record that did not match a test record the demographic values from the student's enrollment record were used in ESEA calculations.

Report created on: 01/07/2016

# **Arkansas English Language Arts Standards**

**2016**

## Introduction

The Arkansas English Language Arts Standards for Grades K-12 have been developed to prepare students for success after high school. Students who are successful in college or careers have attained particular literacy capacities: They demonstrate independence; they build strong content knowledge; they respond to the varying demands of audience, task, purpose, and discipline; they comprehend as well as critique; they value evidence; they use technology and digital media strategically and capably; and they come to understand other perspectives and cultures. These broad literacy capacities are developed across the disciplines, not just in English language arts; therefore, a separate document, The Arkansas Disciplinary Literacy Standards, has been created for other content areas to address their unique literacy needs. The English classroom focuses on reading and analyzing literature and literary nonfiction, studying the English language, and writing.

The document includes the Arkansas College and Career Ready Anchor Standards for each strand of the standards: reading, writing, speaking and listening, and language. These anchor standards describe the knowledge and skills that are needed in the discipline of English language arts by high school graduates to acquire the literacy capacities. The grade-level standards, which are aligned to the anchor standards, represent the progression of learning for each grade level from Kindergarten to Grade 12.

The anchor standards are placed before the grade-level standards for each strand to describe the bigger picture learning goals. The grade-level standards documents include teacher notes that provide explanations, definitions, and links to resources to support teachers as they implement the standards. Although the documents are organized by strands—reading, reading foundational, writing, speaking and listening, and language—the standards should be integrated during instruction. For example, students should be writing and studying language while they are reading. Students should be speaking and listening periodically as they are engaged in reading and writing. Texts can be used as examples to support developing writers. These examples describe only a few of many ways that the strands can be embedded naturally and effectively during instruction that is aligned to the standards.

The document focuses on literacy skills rather than literary content. Teachers have the opportunity to select grade-appropriate literary and literary nonfiction texts to teach the standards. Therefore, text selection is critical to successful implementation of these standards. The texts must provide opportunities to teach all the strands at grade-level rigor. Three measures of text complexity should guide text selection: quantitative, qualitative, and reader and task. Teacher notes in the grade-level documents provide support for effective text selection.

Students acquire knowledge and skills at different rates; therefore, teachers are encouraged to become familiar with the standards above and below the grade level they teach. The standards below grade level will guide decisions for remediating students who do not have all the grade-level skills in place, and the standards above grade level will guide decisions for extending students who are ready to move ahead. In addition, familiarity with the K-12 standards will support developing an aligned curriculum that will create a smooth learning progression for knowledge and skills in English language arts from Kindergarten through high school graduation.

As students advance through the grades and master the standards in reading, writing, speaking, listening, and language, they continue to develop literacy capacities and increase their opportunities for success in the future.

				Arkansas English Language Arts Standards		Final June 2016					
Document Key: Green=Changed or moved; Peach=No Change; Lavender=Clarified with Teacher Notes; Blue=Changed or Moved and Clarified											
Anchor Standards for Reading											
Key Ideas and Details	1 Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.										
	2 Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.										
	3 Analyze how and why individuals, events, and ideas develop and interact over the course of a text.										
Craft and Structure											
	4 Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, analyze how specific word choices shape meaning and/or tone.										
	5 Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.										
Integration of Knowledge and Ideas	6 Assess how point of view, perspective, and/or purpose shape the content and style of a text.										
	7 Integrate and evaluate content presented in diverse media and formats.										
	8 Analyze and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.										
Range of Reading and Level of Text Complexity	9 Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches of the author(s).										
	10 Read and comprehend complex literary and informational texts independently and proficiently.										
Grade-Level Standards for Reading Literature											
Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	Grade 9-10	Grade 11-12	
RL.K.1 With prompting and support, ask and answer questions about key details in a text.	RL.1.1 Ask and answer questions about key details in a text.	RL.2.1 Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text	RL.3.1 Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.	RL.4.1 Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.	RL.5.1 Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.	RL.6.1 Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.	RL.7.1 Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.	RL.8.1 Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.	RL.9-10.1 Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as implicitly.	RL.11-12.1 Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.	
RL.K.2 With prompting and support, retell familiar stories, including key details.	RL.1.2 Retell stories, including key details, and demonstrate understanding of their central message or lesson.	RL.2.2 Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral.	RL.3.2 Recount stories, including fables, folktales, and myths from diverse cultures; determine the central message, lesson, or moral and explain how it is conveyed through key details in the text.	RL.4.2 Examine a grade-appropriate literary text. • Provide a summary. • Determine a theme of a story, drama, or poem from details in the text.	RL.5.2 Examine a grade-appropriate literary text. • Provide a summary. • Determine a theme of a story, drama, or poem from details in the text including how characters in a story or drama respond to challenges including how the speaker in a poem reflects upon a topic.	RL.6.2 Examine a grade-appropriate literary text. • Provide an objective summary. • Determine a theme of a text and how it is conveyed through particular details.	RL.7.2 Examine a grade-appropriate literary text. • Provide an objective summary. • Determine a theme of a text and analyze its development over the course of the text.	RL.8.2 Examine a grade-appropriate literary text. • Provide an objective summary. • Determine a theme of a text and analyze its development over the course of the text, including its relationship to the characters, setting, and plot.	RL.9-10.2 Examine a grade-appropriate literary text. • Provide an objective summary. • Determine a theme of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details.	RL.11-12.2 Examine a grade-appropriate literary text. • Provide an objective summary. • Determine two or more themes or central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to produce a complex account.	
RL.K.3 With prompting and support, identify characters, settings, and major events in a story.	RL.1.3 Describe characters, settings, and major events in a story, using key details.	RL.2.3 Describe how characters in a story respond to major events and challenges.	RL.3.3 Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events	RL.4.3 Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text (e.g., a character's thoughts, words, or actions).	RL.5.3 Compare and contrast two or more characters, settings, or events in a story or drama, drawing on specific details in the text (e.g., how characters interact).	RL.6.3 Describe how a story's or drama's plot unfolds in a series of events as well as how the characters respond or change as the plot moves toward a resolution	RL.7.3 Analyze how particular elements of a story or drama interact (e.g., how setting shapes the characters or plot, how imagery affects the mood of the text, how characters' decisions affect the plot).	RL.8.3 Analyze how particular lines of dialogue or incidents in a story or drama propel the action, reveal aspects of a character, or provoke a decision.	RL.9-10.3 Analyze how complex characters develop over the course of a text, interact with other characters, and advance the plot or develop the theme.	RL.11-12.3 Analyze how characterization, plot, setting, and other elements interact and contribute to the development and complexity of a text.	
RL.K.4 Ask and answer questions about unknown words in a text.	RL.1.4 Identify words and phrases in stories or poems that suggest feelings or appeal to the senses	RL.2.4 Describe how words and phrases (e.g., regular beats, alliteration, rhymes, repeated lines) supply rhythm and meaning in a story, poem, or song	RL.3.4 Determine the meaning of words and phrases as they are used in a text, distinguishing literal from nonliteral language.	RL.4.4 Determine the meaning of words and phrases as they are used in a text, including figurative language.	RL.5.4 Determine the meaning of words and phrases as they are used in a text, including figurative language such as metaphors and similes.	RL.6.4 Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of a specific word choice on meaning and/or tone.	RL.7.4 Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of rhymes and other repetitions of sounds (e.g., alliteration) on a specific verse or stanza of a poem or section of a story or drama.	RL.8.4 Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and/or tone, including analogies or allusions to other texts when applicable.	RL.9-10.4 Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language evokes a sense of time and place; how it sets a formal or informal tone).	RL.11-12.4 Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including words with multiple meanings or language that is particularly fresh, engaging, or beautiful.	

<b>RL.K.5</b> Recognize common types of text (e.g. storybooks, poems)	<b>RL.1.5</b> Explain major differences between books that tell stories and books that give information, drawing on a wide reading of a range of text types.	<b>RL.2.5</b> Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action.	<b>RL.3.5</b> Refer to parts of stories, dramas, and poems when writing or speaking about a text, using terms such as chapter, scene, and stanza; describe how each successive part builds on earlier sections.	<b>RL.4.5</b> Compare and contrast the structural elements of poems (e.g., verse, rhythm, meter), drama (e.g., casts of characters, settings, descriptions, dialogue, stage directions), and prose.	<b>RL.5.5</b> Explain how a series of chapters, scenes, or stanzas fit together to provide the overall structure of a particular story, drama, or poem.	<b>RL.6.5</b> Analyze how a particular sentence, chapter, scene, or stanza fits into the overall structure of a text and contributes to the development of the theme, setting, or plot.	<b>RL.7.5</b> Analyze how particular elements of a drama or poem (e.g., scene, stage direction, monologue, or stanza) fit into the overall structure and contribute to its meaning.	<b>RL.8.5</b> Compare and contrast the structure of two or more texts and analyze how the differing structure of each text contributes to its meaning and style.	<b>RL.9-10.5</b> Analyze how an author's choices concerning how to structure a text, order events within it (e.g., parallel plots, nonlinear plots), and manipulate time (e.g., pacing, flashbacks) create such effects as mystery, tension, or surprise.	<b>RL.11-12.5</b> Analyze how an author's choices concerning how to structure specific parts of a text (e.g., the choice of where to begin or end a story, the choice to provide a comedic or tragic resolution) contribute to its overall structure and meaning as well as its aesthetic impact.
<b>RL.K.6</b> With prompting and support, name the author and illustrator of a story and define the role of each in telling the story.	<b>RL.1.6</b> Identify who is telling the story at various points in a text.	<b>RL.2.6</b> Acknowledge differences in the points of view of characters, including by speaking in a different voice for each character when reading dialogue aloud.	<b>RL.3.6</b> Distinguish their own perspective from that of the narrator or those of the characters, including the difference between first- and third-person narrations.	<b>RL.4.6</b> Compare and contrast the point of view from which different stories are narrated, including the difference between first- and third-person narrations.	<b>RL.5.6</b> Describe how a narrator's or speaker's point of view and/or perspective influence how events are described.	<b>RL.6.6</b> Explain how an author develops the point of view and/or perspective of the narrator or speaker in a text.	<b>RL.7.6</b> Analyze how an author develops and contrasts the points of view and/or perspectives of different characters or narrators in a text.	<b>RL.8.6</b> Analyze how differences in the points of view and/or perspectives of the characters and the audience or reader (e.g., created through the use of dramatic irony) create such effects as suspense or humor.	<b>RL.9-10.6</b> Analyze a particular point of view, perspective, or cultural experience reflected in a work of literature, including works from outside the United States.	<b>RL.11-12.6</b> Analyze a case in which grasping perspective and/or purpose requires distinguishing what is directly stated in a text from what is really meant (e.g., satire, sarcasm, irony, or understatement).
<b>RL.K.7</b> With prompting and support, describe the relationship between illustrations and the story in which they appear (e.g., based on this picture, what is happening?).	<b>RL.1.7</b> Use illustrations and details in a story to describe its characters, setting, or events.	<b>RL.2.7</b> Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot.	<b>RL.3.7</b> Explain how specific aspects of a text's illustrations contribute to what is conveyed by the words in a story (e.g., create mood, emphasize aspects of a character or setting)	<b>RL.4.7</b> Analyze the similarities and differences between the text of a story or drama and a visual or oral presentation of the same text citing specific details.	<b>RL.5.7</b> Analyze how multimedia elements (e.g., text, audio, still images, animation, video, or interactive component) contribute to the meaning, tone, or beauty of that text (e.g., graphic novel, multimedia presentation of fiction, folktale, myth, poem).	<b>RL.6.7</b> Compare and contrast the experience of reading a story, drama, or poem to listening to or viewing an audio, video, or live version of the text, including contrasting what they "see" and "hear" when reading the text to what they perceive when they listen or watch.	<b>RL.7.7</b> Compare and contrast a written story, drama, or poem to its audio, filmed, staged, or multimedia version, analyzing the effects of techniques unique to each medium (e.g., lighting, sound, color, or camera focus and angles in a film).	<b>RL.8.7</b> Analyze the extent to which a filmed or live production of a story or drama stays faithful to or departs from the text or script, evaluating the choices made by the director or actors.	<b>RL.9-10.7</b> Analyze the representation of a subject or a key scene in two different artistic mediums, including what is emphasized or absent in each treatment (e.g., Auden's "Musée des Beaux Arts" and Breughel's Landscape with the Fall of Icarus).	<b>RL.11-12.7</b> Analyze multiple interpretations of a story, drama, or poem (e.g., recorded or live production of a play or recorded novel or poetry), evaluating how each version interprets the source text.
(RL.K.8 not applicable to literature)	(RL.1.8 not applicable to literature)	(RL.2.8 not applicable to literature)	(RL.3.8 not applicable to literature)	(RL.4.8 not applicable to literature)	(RL.5.8 not applicable to literature)	(RL.6.8 not applicable to literature)	(RL.7.8 not applicable to literature)	(RL.8.8 not applicable to literature)	(RL.9-10.8 not applicable to literature)	(RL.11-12.8 not applicable to literature)
<b>RL.K.9</b> With prompting and support, compare and contrast the characters (e.g. adventures and experiences) in familiar stories.	<b>RL.1.9</b> Compare and contrast the adventures and experiences of characters in stories.	<b>RL.2.9</b> Compare and contrast two or more versions of the same story (e.g., Cinderella stories) by different authors or from different cultures.	<b>RL.3.9</b> Compare and contrast the themes, settings, and plots of stories written by the same author about the same or similar characters (e.g., in books from a series)	<b>RL.4.9</b> Compare and contrast the treatment of similar themes and topics (e.g., opposition of good and evil) and patterns of events in stories and traditional literature from different cultures.	<b>RL.5.9</b> Compare and contrast stories in the same genre on their approaches to similar themes and topics.	<b>RL.6.9</b> Compare and contrast texts in different forms or genres (e.g., stories and poems; historical novels and fantasy stories) in terms of their approaches to similar themes and topics.	<b>RL.7.9</b> Compare and contrast a fictional portrayal of a time, place, or character and a historical account of the same period as a means of understanding how authors of fiction use or alter history.	<b>RL.8.9</b> Analyze how a modern work of fiction draws on themes, patterns of events, or character types from myths, traditional stories, or religious works such as the Bible, describing how the original material is adapted.	<b>RL.9-10.9</b> Analyze how an author draws on and transforms source material in a specific work (e.g., how Shakespeare treats a theme or topic from Ovid or the Bible or how a later author draws on a play by Shakespeare).	<b>RL.11-12.9</b> Analyze how two or more influential literary works from the same time period address similar themes or topics.
<b>RL.K.10</b> Actively engage in teacher-led reading activities with purpose and understanding.	<b>RL.1.10</b> With prompting and support, read prose and poetry of appropriate complexity for grade 1.	<b>RL.2.10</b> By the end of the year, read and comprehend literature, including stories and poetry, in the grades 2-3 text complexity band proficiently, with scaffolding as needed at the high end of the range.	<b>RL.3.10</b> By the end of the year, read and comprehend literature, including stories, dramas, and poetry, at the high end of the grades 2-3 text complexity band independently and proficiently.	<b>RL.4.10</b> By the end of the year, read and comprehend literature, including stories, dramas, and poetry, in the Grades 4-5 text complexity band proficiently, with scaffolding as needed at the high end of the range.	<b>RL.5.10</b> By the end of the year, read and comprehend literature, including stories, dramas, and poetry, at the high end of the Grades 4-5 text complexity band independently and proficiently.	<b>RL.6.10</b> By the end of the year, read and comprehend literature, including stories, dramas, and poems, in the Grades 6-8 text complexity band proficiently, with scaffolding as needed at the high end of the range.	<b>RL.7.10</b> By the end of the year, read and comprehend literature, including stories, dramas, and poems, in the grades 6-8 text complexity band proficiently, with scaffolding as needed at the high end of the range.	<b>RL.8.10</b> By the end of the year, read and comprehend literature, including stories, dramas, and poems, at the high end of Grades 6-8 text complexity band independently and proficiently.	<b>RL.9-10.10</b> By the end of Grade 9, read and comprehend literature, including stories, dramas, and poems, in the Grades 9-10 text complexity band proficiently, with scaffolding as needed at the high end of the range. By the end of Grade 10, read and comprehend literature, including stories, dramas, and poems, at the high end of the Grades 9-10 text complexity band independently and proficiently.	<b>RL.11-12.10</b> By the end of Grade 11, read and comprehend literature, including stories, dramas, and poems, in the Grades 11-12 text complexity band proficiently, with scaffolding as needed at the high end of the range. By the end of Grade 12, read and comprehend literature, including stories, dramas, and poems, at the high end of the Grades 11-12 text complexity band independently and proficiently.



Reading Informational										
Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	Grade 9-10	Grade 11-12
<b>RI.K.1</b> With prompting and support, ask and answer questions about key details in a text.	<b>RI.1.1</b> Ask and answer questions about key details in a text.	<b>RI.2.1</b> Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.	<b>RI.3.1</b> Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.	<b>RI.4.1</b> Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.	<b>RI.5.1</b> Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.	<b>RI.6.1</b> Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.	<b>RI.7.1</b> Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.	<b>RI.8.1</b> Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.	<b>RI.9-10.1</b> Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as implicitly.	<b>RI.11-12.1</b> Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.
<b>RI.K.2</b> With prompting and support, identify the main topic and <i>retell</i> key details of a text.	<b>RI.1.2</b> Identify the main topic and <i>retell</i> key details of a text.	<b>RI.2.2</b> Identify the main topic of a multiparagraph text as well as the focus of specific paragraphs within the text.	<b>RI.3.2</b> Determine the main idea of a text; <i>recount</i> the key details and explain how they support the main idea.	<b>RI.4.2</b> Examine a <i>grade-appropriate</i> informational text. • Provide a <i>summary</i> . • Determine the main idea of a text and explain how it is supported by key details.	<b>RI.5.2</b> Examine a <i>grade-appropriate</i> informational text. • Provide a <i>summary</i> . • Determine the main idea of a text and explain how it is supported by key details.	<b>RI.6.2</b> Examine a <i>grade-appropriate</i> informational text. • Provide an <i>objective summary</i> . • Determine a central idea and how it is conveyed through particular details.	<b>RI.7.2</b> Examine a <i>grade-appropriate</i> informational text. • Provide an <i>objective summary</i> . • Determine a central idea in a text and analyze its development.	<b>RI.8.2</b> Examine a <i>grade-appropriate</i> informational text. • Provide an <i>objective summary</i> of the text. • Determine a central idea of a text and analyze its relationship to supporting ideas.	<b>RI.9-10.2</b> Examine a <i>grade-appropriate</i> informational text. • Provide an <i>objective summary</i> of the text. • Determine a central idea of a text and analyze its development over the course of the text, including how it emerges and is shaped and refined by specific details.	<b>RI.11-12.2</b> Examine a <i>grade-appropriate</i> informational text. • Provide an <i>objective summary</i> of the text. • Determine two or more central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to provide a complex analysis.
<b>RI.K.3</b> With prompting and support, describe the connection between two topics, (individuals, events, ideas, or scientific concepts).	<b>RI.1.3</b> Describe the connection between two individuals, events, ideas, or pieces of information in a text.	<b>RI.2.3</b> Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text.	<b>RI.3.3</b> Describe the relationship between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text, using language that pertains to time, sequence, and cause/effect.	<b>RI.4.3</b> Explain events, procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened and why, based on specific information in the text.	<b>RI.5.3</b> Explain the relationships or interactions between two or more individuals, events, ideas, or concepts in a historical, scientific, or technical text based on specific information in the text.	<b>RI.6.3</b> Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text (e.g., through examples or anecdotes).	<b>RI.7.3</b> Analyze the interactions between individuals, events, and ideas in a text (e.g., how ideas influence individuals or events, or how individuals influence ideas or events).	<b>RI.8.3</b> Analyze how a text makes connections among and distinctions between individuals, ideas, or events (e.g., through comparisons, analogies, or categories).	<b>RI.9-10.3</b> Analyze how the author structures an analysis or series of ideas or events, including the order in which the points are made, how they are introduced and developed, and the connections that are drawn between them.	<b>RI.11-12.3</b> Analyze a complex set of ideas or sequence of events and explain how specific individuals, ideas, or events interact and develop over the course of the text.
<b>RI.K.4</b> With prompting and support, ask and answer questions about unknown words in a text.	<b>RI.1.4</b> Ask and answer questions to help determine or clarify the meaning of words and phrases in a text.	<b>RI.2.4</b> Determine the meaning of words and phrases in a text relevant to a Grade 2 topic or subject area.	<b>RI.3.4</b> Determine the meaning of <i>general academic vocabulary</i> and <i>domain-specific words</i> and phrases in a text relevant to a grade 3 topic or subject area.	<b>RI.4.4</b> Determine the meaning of <i>general academic vocabulary</i> and <i>domain-specific words</i> or phrases in a text relevant to a Grade 4 topic or subject area.	<b>RI.5.4</b> Determine the meaning of <i>general academic vocabulary</i> and <i>domain-specific words</i> and phrases in a text relevant to a Grade 5 topic or subject area.	<b>RI.6.4</b> Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings.	<b>RI.7.4</b> Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of a specific word choice on meaning and tone.	<b>RI.8.4</b> Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the cumulative impact of specific word choices on meaning and tone, including analogies or allusions to other texts when applicable.	<b>RI.9-10.4</b> Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of a court opinion differs from that of a newspaper).	<b>RI.11-12.4</b> Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze how an author uses and refines the meaning of a key term or terms over the course of a text, including words with multiple meanings or language that is particularly fresh, engaging, or beautiful.
<b>RI.K.5</b> Identify the front cover, back cover, and title page of a book.	<b>RI.1.5</b> Know and use various text features (e.g., headings, tables of contents, glossaries, electronic menus, icons) to locate key facts or information in a text.	<b>RI.2.5</b> Know and use various text features (e.g., captions, bold print, subheadings, glossaries, indexes, electronic menus, icons) to locate key facts or information in a text efficiently.	<b>RI.3.5</b> Use text features and search tools (e.g., key words, sidebars, hyperlinks) to locate information relevant to a given topic efficiently.	<b>RI.4.5</b> Describe the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in a text or part of a text.	<b>RI.5.5</b> Compare and contrast the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in two or more texts.	<b>RI.6.5</b> Analyze how a particular sentence, paragraph, chapter, or section fits into the overall structure of a text and contributes to the development of the ideas.	<b>RI.7.5</b> Analyze the structure an author uses to organize a text, including how the major sections contribute to the whole and to the development of the ideas.	<b>RI.8.5</b> Analyze in detail the structure of a specific paragraph in a text, including the role of particular sentences in developing and refining a key concept.	<b>RI.9-10.5</b> Analyze in detail how an author's ideas or claims are developed and refined by particular sentences, paragraphs, or larger portions of a text (e.g., a section or chapter).	<b>RI.11-12.5</b> Analyze and evaluate the effectiveness of the structure an author uses, including whether the structure makes points clear, convincing, and engaging.

<b>RI.K.6</b> Name the author and illustrator of a text and define the role of each in presenting the ideas or information in a text.	<b>RI.1.6</b> Distinguish between information provided by pictures or other illustrations and information provided by the words in a text.	<b>RI.2.6</b> Identify the main purpose of a text, including what the author wants to answer, explain, or describe.	<b>RI.3.6</b> Distinguish their own perspective from that of the author of a text.	<b>RI.4.6</b> Compare and contrast a firsthand and secondhand account of the same event or topic; describe the differences in focus and the information provided.	<b>RI.5.6</b> Analyze multiple accounts of the same event or topic, noting important similarities and differences in the <i>point of view</i> and/or <i>perspective</i> they represent.	<b>RI.6.6</b> Determine an author's <i>point of view, perspective, and/or</i> purpose in a text and explain how it is conveyed in the text.	<b>RI.7.6</b> Determine an author's <i>point of view, perspective, and/or</i> purpose in a text and analyze how the author distinguishes his or her position from that of others.	<b>RI.8.6</b> Determine an author's <i>point of view, perspective, and/or</i> purpose in a text and analyze how the author acknowledges and responds to conflicting evidence or viewpoints.	<b>RI.9-10.6</b> Determine an author's <i>point of view, perspective, and/or</i> purpose in a text and analyze how an author uses rhetoric to advance that point of view, perspective, or purpose.	<b>RI.11-12.6</b> Determine an author's <i>point of view, perspective, or</i> purpose in a text in which the rhetoric is particularly effective; analyzing how style and content contribute to the power, persuasiveness, or beauty of the text.	
<b>RI.K.7</b> With prompting and support, describe the relationship between visual images and the text in which they appear (e.g., what person, place, thing, or idea in the text a visual image depicts).	<b>RI.1.7</b> Use the illustrations and details in a text to describe its key ideas.	<b>RI.2.7</b> Explain how specific images (e.g., a diagram showing how machine works) contribute to and clarify a text	<b>RI.3.7</b> Use information gained from illustrations (e.g., maps, photographs) and the words in a text to demonstrate understanding of the text (e.g., where, when, why, and how key events occur).	<b>RI.4.7</b> Interpret information presented visually, orally, or quantitatively (e.g., in charts, graphs, diagrams, time lines, animations, or interactive elements on Web pages) and explain how the information contributes to an understanding of the text in which it appears.	<b>RI.5.7</b> Draw on information from multiple print or digital sources, demonstrating the ability to locate an answer to a question quickly or to solve a problem efficiently.	<b>RI.6.7</b> Integrate information presented in different media or formats (e.g., visually, quantitatively) as well as in words to develop a coherent understanding of a topic or issue.	<b>RI.7.7</b> Compare and contrast a text to an audio, video, or <i>multimedia</i> version of the text, analyzing each medium's portrayal of the subject (e.g., how the delivery of a speech affects the impact of the words).	<b>RI.8.7</b> Evaluate the advantages and disadvantages of using different mediums (e.g., print or digital text, video, <i>multimedia</i> ) to present a particular topic or idea.	<b>RI.9-10.7</b> Analyze various accounts of a subject told in different mediums (e.g., a person's life story in both print and <i>multimedia</i> ), determining which details are emphasized in each account.	<b>RI.11-12.7</b> Integrate and evaluate multiple sources of information presented in diverse media or formats in order to address a question or solve a problem.	
<b>RI.K.8</b> With prompting and support, identify the details an author gives to support points in a text.	<b>RI.1.8</b> Identify the reasons an author gives to support points in a text.	<b>RI.2.8</b> Describe how an author uses reasons to support particular points in a text.	<b>RI.3.8</b> Describe the logical connection between particular sentences and paragraphs in a text (e.g., comparison, cause/effect, first/second/third in a sequence).	<b>RI.4.8</b> Explain how an author uses reasons and evidence to support particular points in a text.	<b>RI.5.8</b> Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point(s).	<b>RI.6.8</b> Trace and evaluate the argument and specific claims in a text, distinguishing claims that are supported by reasons and evidence from claims that are not.	<b>RI.7.8</b> Trace and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient to support the claims.	<b>RI.8.8</b> Analyze and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient; recognize when irrelevant evidence is introduced.	<b>RI.9-10.8</b> Analyze and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and fallacious reasoning.	<b>RI.11-12.8</b> Delineate and evaluate the reasoning, premises, purposes, and arguments in texts such as works of public advocacy or foundational documents.	
<b>RI.K.9</b> With prompting and support, identify basic similarities and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures).	<b>RI.1.9</b> Identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures).	<b>RI.2.9</b> Compare and contrast the most important points presented by two texts on the same topic.	<b>RI.3.9</b> Compare and contrast the most important points and key details presented in two texts on the same topic.	<b>RI.4.9</b> Integrate information from two texts on the same topic in order to write or speak about the subject knowledgeably.	<b>RI.5.9</b> Integrate information from several texts on the same topic in order to write or speak about the subject knowledgeably.	<b>RI.6.9</b> Compare and contrast one author's presentation of events with that of another (e.g., a memoir written by and a biography on the same person).	<b>RI.7.9</b> Analyze how two or more authors writing about the same topic shape their presentations of key information by emphasizing different evidence or advancing different interpretations of facts.	<b>RI.8.9</b> Analyze a case in which two or more texts provide conflicting information on the same topic and identify where the texts disagree on matters of fact or interpretation.	<b>RI.9-10.9</b> Analyze documents of historical and literary significance, including U.S. documents when appropriate, noting how they address related <i>themes</i> and concepts.	<b>RI.11-12.9</b> Analyze documents of historical and literary significance, including U.S. documents when appropriate, for their <i>themes</i> , purposes, and rhetorical features.	
<b>RI.K.10</b> Actively engage in teacher-led reading activities with purpose and understanding.	<b>RI.1.10</b> With prompting and support, read informational texts appropriately complex for grade 1.	<b>RI.2.10</b> By the end of year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the Grades 2-3 text complexity band proficiently, with scaffolding as needed at the high end of the range.	<b>RI.3.10</b> By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 2-3 text complexity band independently and proficiently.	<b>RI.4.10</b> By the end of year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the Grades 4-5 text complexity band proficiently, with scaffolding as needed at the high end of the range.	<b>RI.5.10</b> By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the Grades 4-5 text complexity band independently and proficiently.	<b>RI.6.10</b> By the end of the year, read and comprehend literary nonfiction in the Grades 6-8 text complexity band proficiently, with scaffolding as needed at the high end of the range.	<b>RI.7.10</b> By the end of the year, read and comprehend literary nonfiction in the Grades 6-8 text complexity band proficiently, with scaffolding as needed at the high end of the range.	<b>RI.8.10</b> By the end of the year, read and comprehend literary nonfiction at the high end of the Grades 6-8 text complexity band independently and proficiently.	<b>RI.9-10.10</b> By the end of Grade 9, read and comprehend literary nonfiction in the Grades 9-10 text complexity band proficiently, with scaffolding as needed at the high end of the range. By the end of Grade 10, read and comprehend literary nonfiction at the high end of the Grades 9-10 text complexity band independently and proficiently.	<b>RI.11-12.10</b> By the end of grade 11, read and comprehend literary nonfiction in the Grades 11-12 text complexity band proficiently, with scaffolding as needed at the high end of the range. By the end of Grade 12, read and comprehend literary nonfiction at the high end of the grades 11-12 text complexity band independently and proficiently.	
<b>Kindergarten</b>	<b>Grade 1</b>	<b>Grade 2</b>	<b>Grade 3</b>	<b>Reading Foundational K-4</b>		<b>Grade 5</b>	<b>Grade 6</b>	<b>Grade 7</b>	<b>Grade 8</b>	<b>Grade 9-10</b>	<b>Grade 11-12</b>
<b>RF.K.1</b> Demonstrate understanding of the organization and basic features of print.	<b>RF.1.1</b> Demonstrate understanding of the organization and basic features of print.	<b>RF.2.1</b> Taught in Grade 1 and should be reinforced as needed.	<b>RF.3.1</b> Taught in Grade 1 and should be reinforced as needed.	<b>RF.4.1</b> Taught in Grade 1 and should be reinforced as needed.	<b>RF.5.1</b> Taught in Grade 1 and should be reinforced as needed.						

<b>RF.K.1.A</b> Follow Words from left to right, top to bottom, and page by page.	<b>RF.1.1.A</b> Recognize the distinguishing features of a sentence (e.g., first word, capitalization, ending punctuation).	<b>RF.2.1.A</b> Recognize the distinguishing features of a paragraph including that multiple sentences may be used to form a paragraph and the author may indent or skip a line to signal a new paragraph.	<b>RF.3.1.A</b> Taught in Grade 2 and should be reinforced as needed.	<b>RF.4.1.A</b> Taught in Grade 2 and should be reinforced as needed.	<b>RF.5.1.A</b> Taught in Grade 2 and should be reinforced as needed.
<b>RF.K.1.B</b> Recognize that spoken words are represented in written language by specific sequences of letters and that print carries meaning.	<b>RF.1.1.B</b> Taught in Kindergarten and should be reinforced as needed.	<b>RF.2.1.B</b> Taught in Kindergarten and should be reinforced as needed.	<b>RF.3.1.B</b> Taught in Kindergarten and should be reinforced as needed.	<b>RF.4.1.B</b> Taught in Kindergarten and should be reinforced as needed.	<b>RF.5.1.B</b> Taught in Kindergarten and should be reinforced as needed.
<b>RF.K.1.C</b> Understand that words are separated by spaces in print.	<b>RF.1.1.C</b> Taught in Kindergarten and should be reinforced as needed.	<b>RF.2.1.C</b> Taught in Kindergarten and should be reinforced as needed.	<b>RF.3.1.C</b> Taught in Kindergarten and should be reinforced as needed.	<b>RF.4.1.C</b> Taught in Kindergarten and should be reinforced as needed.	<b>RF.5.1.C</b> Taught in Kindergarten and should be reinforced as needed.
<b>RF.K.1.D</b> Recognize and name all upper- and lowercase letters of the alphabet.	<b>RF.1.1.D</b> Taught in Kindergarten and should be reinforced as needed.	<b>RF.2.1.D</b> Taught in Kindergarten and should be reinforced as needed.	<b>RF.3.1.D</b> Taught in Kindergarten and should be reinforced as needed.	<b>RF.4.1.D</b> Taught in Kindergarten and should be reinforced as needed.	<b>RF.5.1.D</b> Taught in Kindergarten and should be reinforced as needed.
<b>RF.K.2</b> Demonstrate understanding of spoken words, syllables, and sounds (phonemes).	<b>RF.1.2</b> Demonstrate understanding of spoken words, syllables, and sounds (phonemes).	<b>RF.2.2</b> Taught in Grade 1 and should be reinforced as needed.	<b>RF.3.2</b> Taught in Grade 1 and should be reinforced as needed.	<b>RF.4.2</b> Taught in Grade 1 and should be reinforced as needed.	<b>RF.5.2</b> Taught in Grade 1 and should be reinforced as needed.
<b>RF.K.2.A</b> Recognize and produce rhyming words orally.	<b>RF.1.2.A</b> Distinguish long from short vowels in spoken one-syllable words.	<b>RF.2.2.A</b> Distinguish vowels (long, short, variant) in spoken one-syllable words.	<b>RF.3.2.A</b> Taught in Grade 2 and should be reinforced as needed.	<b>RF.4.2.A</b> Taught in Grade 2 and should be reinforced as needed.	<b>RF.5.2.A</b> Taught in Grade 2 and should be reinforced as needed.
<b>RF.K.2.B</b> Count, pronounce, blend, and segment syllables in spoken words.	<b>RF.1.2.B</b> Orally produce one-syllable words by blending sounds (phonemes) including consonant blends.	<b>RF.2.2.B</b> Delete phonemes in the initial, medial, and final positions of spoken words including blends.	<b>RF.3.2.B</b> Taught in Grade 2 and should be reinforced as needed.	<b>RF.4.2.B</b> Taught in Grade 2 and should be reinforced as needed.	<b>RF.5.2.B</b> Taught in Grade 2 and should be reinforced as needed.
<b>RF.K.2.C</b> Blend and segment onsets and rimes of one-syllable spoken words.	<b>RF.1.2.C</b> Isolate and produce initial, medial vowel, and final sounds (phonemes) in spoken one-syllable words.	<b>RF.2.2.C</b> Taught in Grade 1 and should be reinforced as needed.	<b>RF.3.2.C</b> Taught in Grade 1 and should be reinforced as needed.	<b>RF.4.2.C</b> Taught in Grade 1 and should be reinforced as needed.	<b>RF.5.2.C</b> Taught in Grade 1 and should be reinforced as needed.
<b>RF.K.2.D</b> Isolate and pronounce the initial, medial vowel, and final sounds (phonemes) in three-phoneme (consonant-vowel-consonant or CVC) words. (This does not include CVCs ending with /l/, /r/, or /x/.)	<b>RF.1.2.D</b> Segment spoken one-syllable words into their complete sequence of individual sounds (phonemes).	<b>RF.2.2.D</b> Taught in Grade 1 and should be reinforced as needed.	<b>RF.3.2.D</b> Taught in Grade 1 and should be reinforced as needed.	<b>RF.4.2.D</b> Taught in Grade 1 and should be reinforced as needed.	<b>RF.5.2.D</b> Taught in Grade 1 and should be reinforced as needed.
<b>RF.K.2.E</b> Add or substitute individual sounds (phonemes) in simple, one syllable words to make new words.	<b>RF.1.2.E</b> Delete a syllable from a word (e.g., say "remember," now say it without the "re").	<b>RF.2.2.E</b> Taught in Grade 1 and should be reinforced as needed.	<b>RF.3.2.E</b> Taught in Grade 1 and should be reinforced as needed.	<b>RF.4.2.E</b> Taught in Grade 1 and should be reinforced as needed.	<b>RF.5.2.E</b> Taught in Grade 1 and should be reinforced as needed.
<b>RF.K.2.F</b> Begins in Grade 1.	<b>RF.1.2.F</b> Add or substitute individual sounds (phonemes) in simple spoken words to make new words.	<b>RF.3.2.F</b> Taught in Grade 1 and should be reinforced as needed.	<b>RF.3.2.F</b> Taught in Grade 1 and should be reinforced as needed.	<b>RF.4.2.F</b> Taught in Grade 1 and should be reinforced as needed.	<b>RF.5.2.F</b> Taught in Grade 1 and should be reinforced as needed.

RF.K.2.G Begins in Grade 1.	<b>RF.1.2.G</b> Delete individual initial and final sounds (phonemes) in simple spoken words (e.g., say "nice" without the /n/, say "lamp" without the /p/.	RF.2.2.G Taught in Grade 1 and should be reinforced as needed.	RF.3.2.G Taught in Grade 1 and should be reinforced as needed.	RF.4.2.G Taught in Grade 1 and should be reinforced as needed.	RF.5.2.G Taught in Grade 1 and should be reinforced as needed.
<b>RF.K.3</b> Know and apply grade-level phonics and word analysis skills in decoding words.	<b>RF.1.3</b> Know and apply grade-level phonics and word analysis skills in decoding words.	<b>RF.2.3</b> Know and apply grade-level phonics and word analysis skills in decoding words.	<b>RF.3.3</b> Know and apply grade-level phonics and word analysis skills in decoding words.	<b>RF.4.3</b> Know and apply grade-level phonics and word analysis skills in decoding words.	<b>RF.5.3</b> Know and apply grade-level phonics and word analysis skills in decoding words.
<b>RF.K.3.A</b> Demonstrate basic knowledge of one-to-one letter-sound correspondences by producing the most frequently used sound for each consonant.	<b>RF.1.3.A</b> Know the letter/sound correspondences for common consonant digraphs (e.g., th, sh, ch, ck)	<b>RF.2.3.A</b> Identify words with inconsistent but common letter-sound correspondences (e.g., doll/roll, though/cough/rough, love/rove, have/save, some/dome, near/bear, scoot/lot, were/here, shall/tall, own/town, hour/tour, want/plant).	<b>RF.3.3.A</b> Identify and know the meaning of the most common prefixes and derivational suffixes.	<b>RF.4.3.A</b> Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to read accurately unfamiliar multisyllabic words in context and out of context.	<b>RF.5.3.A</b> Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to read accurately unfamiliar multisyllabic words in context and out of context.
<b>RF.K.3.B</b> Associate the long and short sounds with the five major vowel graphemes (a,e,i,o,u), using open and closed syllable types (e.g. open-go, closed-got).	<b>RF.1.3.B</b> Know the letter/sound correspondences. • silent e (e.g., a-e, e-e, i-e, o-e, u-e) • vowel teams ◦ vowel digraph (e.g., ee, oo, ai, ay, ea)	<b>RF.2.3.B</b> Know the letter/sound correspondences, including distinguishing long and short vowel sounds. • diphthongs (e.g., oi, oy, ou, ow) • r-controlled vowels (e.g., er, ir, ur, ar, or) • additional common vowel teams (e.g., ei, ie, igh) • regularly-spelled one-syllable words	<b>RF.3.3.B</b> Decode words with common Latin suffixes.	RF.4.3.B Taught in Grade 3 and should be reinforced as needed.	RF.5.3.B Taught in Grade 3 and should be reinforced as needed.
<b>RF.K.3.C</b> Read common <i>high-frequency</i> words by sight (e.g., the, of, to, you, she, my, is, are, do, does).	<b>RF.1.3.C</b> Recognize and read <i>grade-appropriate</i> irregularly-spelled words.	<b>RF.2.3.C</b> Recognize and read <i>grade-appropriate</i> irregularly-spelled words.	<b>RF.3.3.C</b> Decode multi-syllable words.	RF.4.3.C Taught in Grade 3 and should be reinforced as needed.	RF.5.3.C Taught in Grade 3 and should be reinforced as needed.
<b>RF.K.3.D</b> Distinguish between similarly spelled words by identifying the sounds of the letters that differ (e.g., hat, fat, rat, cap, cup, cop; him, hip, hit).	<b>RF.1.3.D</b> Read words with inflectional endings.	<b>RF.2.3.D</b> Decode words with common prefixes and suffixes.	<b>RF.3.3.D</b> Read <i>grade-appropriate</i> irregularly-spelled words.	RF.4.3.D Taught in Grade 3 and should be reinforced as needed.	RF.5.3.D Taught in Grade 3 and should be reinforced as needed.
<b>RF.K.3.E</b> Decode CVC words.	<b>RF.1.3.E</b> Decode regularly-spelled one-syllable words that follow syllable types. • closed syllable • open syllable • vowel-consonant-e • vowel teams • r-controlled • consonant-le	<b>RF.2.3.E</b> Decode words that follow the six syllable types. • closed syllable • open syllable • vowel-consonant-e • vowel teams • r-controlled • consonant-le	RF.3.3.E Taught in Grade 2 and should be reinforced as needed.	RF.4.3.E Taught in Grade 2 and should be reinforced as needed.	RF.5.3.E Taught in Grade 2 and should be reinforced as needed.
<b>RF.K.3.F</b> Decode one-syllable words.	<b>RF.1.3.F</b> Decode two-syllable words following basic patterns by breaking the words into syllables • Compound words (e.g., cup/cake, cow/boy) • Consonant-le (e.g., can/dle, sim/ple, r/tle, nee/dle) • VC/CV (e.g., nap/kin, hap/py, stom/pede) • V/CV (e.g., boi/nus)	<b>RF.2.3.F</b> Decode regularly-spelled two-syllable words with long vowels.	RF.3.3.F Taught in Grade 2 and should be reinforced as needed.	RF.4.3.F Taught in Grade 2 and should be reinforced as needed.	RF.5.3.F Taught in Grade 2 and should be reinforced as needed.
<b>RF.K.4</b> Read <i>grade-appropriate</i> texts with purpose and understanding.	<b>RF.1.4</b> Read grade-level text with sufficient accuracy and <i>fluency</i> to support comprehension.	<b>RF.2.4</b> Read grade-level text with sufficient accuracy and <i>fluency</i> to support comprehension.	<b>RF.3.4</b> Read grade-level text with sufficient accuracy and <i>fluency</i> to support comprehension.	<b>RF.4.4</b> Read grade-level text with sufficient accuracy and <i>fluency</i> to support comprehension.	<b>RF.5.4</b> Read grade-level text with sufficient accuracy and <i>fluency</i> to support comprehension.
RF.K.4.A Begins in Grade 1.	<b>RF.1.4.A</b> Read grade-level text with purpose and understanding.	<b>RF.2.4.A</b> Read grade-level text with purpose and understanding.	<b>RF.3.4.A</b> Read grade-level text with purpose and understanding.	<b>RF.4.4.A</b> Read grade-level text with purpose and understanding.	<b>RF.5.4.A</b> Read grade-level text with purpose and understanding.

RF.K.4.B Begins in Grade 1.	RF.1.4.B Read grade-level text orally with accuracy, appropriate rate, and expression on successive readings.	RF.2.4.B Read grade-level text orally with accuracy, appropriate rate, and expression on successive readings.	RF.3.4.B Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings.	RF.4.4.B Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings.	RI.5.4.B Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings.						
RF.K.4.C Begins in Grade 2.	RF.1.4.C Begins in Grade 2.	RF.2.4.C Use context in grade-level text to confirm or self-correct word recognition and understanding, rereading as necessary.	RF.3.4.C Use context in grade-level text to confirm or self-correct word recognition and understanding, rereading as necessary.	RF.4.4.C Use context in grade-level text to confirm or self-correct word recognition and understanding, rereading as necessary.	RI.5.4.C Use context in grade-level text to confirm or self-correct word recognition and understanding, rereading as necessary.						
Anchor Standards for Writing											
Text Types and Purposes	1 Write arguments to support claims when analyzing substantive topics or texts using valid reasoning and relevant, sufficient evidence.										
	2 Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.										
	3 Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details and well-structured even sequences.										
	4 Produce clear and coherent writing in which the development, organization, and style ar appropriate to task, purpose, and audience.										
	5 Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.										
Production and Distribution of Writing	6 Use technology, including the internet, to produce and publish writing and to interact and collaborate with others.										
	7 Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.										
	8 Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding										
Research to Build and Present Knowledge	9 Draw evidence from literary and/or informational texts to support analysis, reflection, research, and synthesis.										
	10 Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.										
Range of Reading and Level of Text Complexity											
Grade-Level Standards for Writing											
Kinderoarten	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	Grade 9-10	Grade 11-12	
W.K.1 Use a combination of drawing, dictating, and writing to compose opinion pieces in which they tell a reader the topic or the name of the book they are writing about and state an opinion or preference about the topic or book (e.g., My favorite book is...).	W.1.1 Write opinion pieces in which they introduce the topic or name the book they are writing about, state an opinion, supply a reason for the opinion, and provide some sense of closure.	W.2.1 Write opinion pieces in which they introduce the topic or book they are writing about, state an opinion, supply reasons that support the opinion, use linking words (e.g.,because, and, also) to connect opinion and reasons, and provide a concluding statement or section.	W.3.1 Write opinion pieces on topics or texts, supporting the opinion with reasons.	W.4.1 Write opinion pieces on topics or texts, supporting the opinion with reasons and information.	W.5.1 Write opinion pieces on topics or texts, supporting the opinion with reasons and information.	W.6.1 Write arguments to support claims with clear reasons and relevant evidence.	W.7.1 Write arguments to support claims with clear reasons and relevant evidence.	W.8.1 Write arguments to support claims with clear reasons and relevant evidence.	W.9-10.1 Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.	W.11-12.1 Write arguments to support claims when analyzing substantive topics or texts, using valid reasoning and relevant, sufficient evidence.	
W.K.1.A Begins in Grade 3.	W.1.1.A Begins in Grade 3.	W.2.1.A Begins in Grade 3.	W.3.1.A Introduce the topic or text they are writing about, state an opinion, and create an organizational structure that lists reasons.	W.4.1.A Introduce a topic or text clearly, state an opinion, and create an organizational structure in which related ideas are grouped to support the writer's purpose.	W.5.1.A Introduce a topic or text clearly, state an opinion, and create an organizational structure in which ideas are logically grouped to support the writer's purpose.	W.6.1.A Introduce claim(s) and organize the reasons and evidence clearly.	W.7.1.A Introduce claim(s), acknowledge alternate or opposing claims, and organize the reasons and evidence logically.	W.8.1.A Introduce claim(s), acknowledge and distinguish the claim(s) from alternate or opposing claims, and organize the reasons and evidence logically.	W.9-10.1.A Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among claim(s), counterclaims, reasons, and evidence.	W.11-12.1.A Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences claim(s), counterclaims, reasons, and evidence.	
W.K.1.B Begins in Grade 3.	W.1.1.B Begins in Grade 3.	W.2.1.B Begins in Grade 3.	W.3.1.B Provide reasons that support the opinion.	W.4.1.B Provide reasons that are supported by facts and details.	W.5.1.B Provide logically ordered reasons that are supported by facts and details.	W.6.1.B Support claim(s) with clear reasons and relevant evidence, using credible sources and demonstrating an understanding of the topic or text.	W.7.1.B Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text.	W.8.1.B Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text.	W.9-10.1.B Develop claim(s) and counterclaims fairly, supplying relevant evidence and commentary for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level and concerns.	W.11-12.1.B Develop claim(s) and counterclaims fairly and thoroughly, supplying the most relevant evidence and insight commentary for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level, concerns, values, and possible biases.	

W.K.1.C Begins in Grade 3.	W.1.1.C Begins in Grade 3.	W.2.1.C Begins in Grade 3.	W.3.1.C Use linking words and phrases (e.g., because, therefore, since, for example) to connect opinion and reasons.	W.4.1.C Link opinion and reasons using words and phrases (e.g., for instance, in order to, in addition).	W.5.1.C Link opinion and reasons using words, phrases, and clauses (e.g., consequently, specifically).	W.6.1.C Use words, phrases, and clauses to clarify the relationships among claim(s) and reasons.	W.7.1.C Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), reasons, and evidence.	W.8.1.C Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence.	W.9-10.1.C Use words, phrases, and clauses to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, reasons and evidence, and claim(s) and counterclaims; Include commentary for support.	W.11-12.1.C Use words, phrases, and clauses as well as varied syntax to create cohesion and convey logical relationships among claims, evidence, and commentary.
W.K.1.D Begins in Grade 3.	W.1.1.D Begins in Grade 3.	W.2.1.D Begins in Grade 3.	W.3.1.D Provide a concluding statement or section.	W.4.1.D Provide a concluding statement or section related to the opinion presented.	W.5.1.D Provide a concluding statement or section related to the opinion presented.	W.6.1.D Establish and maintain a formal style.	W.7.1.D Establish and maintain a formal style.	W.8.1.D Establish and maintain a formal style.	W.9-10.1.D Establish and maintain an appropriate format, formal style, and objective tone within the norms and conventions of the discipline.	W.11-12.1.D Establish and maintain an appropriate style, tone, and format within the norms and conventions of the discipline.
W.K.1.E Begins in Grade 6.	W.1.1.E Begins in Grade 6.	W.2.1.E Begins in Grade 6.	W.3.1.E Begins in Grade 6.	W.4.1.E Begins in Grade 6.	W.5.1.E Begins in Grade 6.	W.6.1.E Provide a concluding statement or section that follows from the argument presented.	W.7.1.E Provide a concluding statement or section that follows from and supports the argument presented.	W.8.1.E Provide a concluding statement or section that follows from and supports the argument presented.	W.9-10.1.E Provide an appropriate concluding statement or section that supports the argument presented.	W.11-12.1.E Provide a concluding statement or section that extends from and supports the argument presented (e.g., articulating implications or the significance of the argument).
W.K.2 Use a combination of drawing, dictating, and writing to compose informative/explanatory texts in which they name what they are writing about and supply some information about the topic.	W.1.2 Write informative/explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure.	W.2.2 Write informative/explanatory texts in which they introduce a topic, use facts and definitions to develop points, and provide a concluding statement or section.	W.3.2 Write informative/explanatory texts to examine a topic and convey ideas and information clearly.	W.4.2 Write informative/explanatory texts to examine a topic and convey ideas and information clearly.	W.5.2 Write informative/explanatory texts to examine a topic and convey ideas and information clearly.	W.6.2 Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.	W.7.2 Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.	W.8.2 Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.	W.9-10.2 Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.	W.11-12.2 Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.
W.K.2.A Begins in Grade 3.	W.1.2.A Begins in Grade 3.	W.2.2.A Begins in Grade 3.	W.3.2.A Introduce a topic and group related information; include illustrations when useful to aiding comprehension.	W.4.2.A Introduce a topic clearly and group related information in paragraphs and sections; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension.	W.5.2.A Introduce a topic clearly, provide a general observation and focus, and group related information logically; include text features when useful to enhance comprehension.	W.6.2.A Introduce a topic; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include text features (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.	W.7.2.A Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include text features (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.	W.8.2.A Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information into broader categories; include text features (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.	W.9-10.2.A Introduce a topic; organize complex ideas, concepts, and information to make important connections and distinctions; include appropriate text features (e.g., captions, headings), graphics (e.g., figures, tables), and/or multimedia.	W.11-12.2.A Introduce a topic; organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; when useful, include headings, graphics, and multimedia to aid in comprehension.
W.K.2.B Begins in Grade 3.	W.1.2.B Begins in Grade 3.	W.2.2.B Begins in Grade 3.	W.3.2.B Develop the topic with facts, definitions, and details.	W.4.2.B Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.	W.5.2.B Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.	W.6.2.B Develop the topic with relevant facts, definitions, concrete details, quotations, and/or other information and examples.	W.7.2.B Develop the topic with relevant facts, definitions, concrete details, quotations, and/or other information and examples.	W.8.2.B Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, and/or other information and examples.	W.9-10.2.B Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, commentary, or other information appropriate to the audience's knowledge of the topic.	W.11-12.2.B Develop the topic thoroughly by supplying the most significant and relevant evidence (e.g., facts, extended definitions, concrete details, quotations, or other information and examples) and by providing insightful commentary appropriate to the audience's knowledge of the topic.

W.K.2.C Begins in Grade 1.	W.1.2.C Use linking words and phrases (e.g., also, another, and, more, but) to connect ideas within categories of information.	W.2.2.C Use linking words and phrases (e.g., also, another, and, more, but) to connect ideas within categories of information.	W.3.2.C Use linking words and phrases (e.g., also, another, and, more, but) to connect ideas within categories of information.	W.4.2.C Link ideas within categories of information using words and phrases (e.g., another, for example, also, because).	W.5.2.C Link ideas within and across categories of information using words, phrases, and clauses (e.g., in contrast, especially).	W.6.2.C Use appropriate transitions to clarify the relationships among ideas and concepts.	W.7.2.C Use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts.	W.8.2.C Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.	W.9-10.2.C Use appropriate and varied transitions to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.	W.11-12.2.C Use appropriate and varied transitions and syntax to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.
W.K.2.D Begins in Grade 3.	W.1.2.D Begins in Grade 3.	W.2.2.D Begins in Grade 3.	W.3.2.D Provide a concluding statement or section.	W.4.2.D Use <i>precise language</i> and <i>domain-specific vocabulary</i> to inform about or explain the topic.	W.5.2.D Use <i>precise language</i> and <i>domain-specific vocabulary</i> to inform about or explain the topic.	W.6.2.D Use <i>precise language</i> and <i>domain-specific vocabulary</i> to inform about or explain the topic.	W.7.2.D Use <i>precise language</i> and <i>domain-specific vocabulary</i> to inform about or explain the topic.	W.8.2.D Use <i>precise language</i> and <i>domain-specific vocabulary</i> to inform about or explain the topic.	W.9-10.2.D Use <i>precise language</i> and <i>domain-specific vocabulary</i> to manage the complexity of the topic.	W.11-12.2.D Use <i>precise language</i> , <i>domain-specific vocabulary</i> , and techniques such as metaphor, simile, and analogy to manage the complexity of the topic.
W.K.2.E Begins in Grade 6.	W.1.2.E Begins in Grade 6.	W.2.2.E Begins in Grade 6.	W.3.2.E Begins in Grade 6.	W.4.2.E Begins in Grade 6.	W.5.2.E Begins in Grade 6.	W.6.2.E Establish and maintain a formal style.	W.7.2.E Establish and maintain a formal style.	W.8.2.E Establish and maintain a formal style.	W.9-10.2.E Establish and maintain an appropriate format, formal style, and objective tone within the norms and conventions of the discipline.	W.11-12.2.E Establish and maintain a formal style, objective tone, and appropriate format within norms and conventions of the discipline.
W.K.2.F Begins in Grade 4.	W.1.2.F Begins in Grade 4.	W.2.2.F Begins in Grade 4.	W.3.2.F Begins in Grade 4.	W.4.2.F Provide a concluding statement or section related to the information or explanation presented.	W.5.2.F Provide a concluding statement or section related to the information or explanation presented.	W.6.2.F Provide a concluding statement or section that supports the information or explanation presented.	W.7.2.F Provide a concluding statement or section that supports the information or explanation presented.	W.8.2.F Provide a concluding statement or section that supports the information or explanation presented.	W.9-10.2.F Provide an appropriate concluding statement or section that supports the information or explanation presented (e.g., articulating implications or the significance of the topic).	W.11-12.2.F Provide a concluding statement or section that extends from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).
W.K.3 Use a combination of drawing, dictating, and writing to narrate a single event or several loosely linked events and provide a reaction to what happened.	W.1.3 Write narratives in which they <i>recount</i> two or more appropriately sequenced events, include some details regarding what happened, use <i>temporal</i> words to signal event order, and provide some sense of closure.	W.2.3 Write narratives in which they <i>recount</i> a well-elaborated event or short sequence of events, include details to describe actions, thoughts, and feelings, use <i>temporal</i> words to signal event order, and provide a sense of closure.	W.3.3 Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.	W.4.3 Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.	W.5.3 Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.	W.6.3 Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.	W.7.3 Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.	W.8.3 Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.	W.9-10.3 Write narratives to develop real and/or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.	W.11-12.3 Write narratives to develop real and/or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.
W.K.3.A Begins in Grade 3.	W.1.3.A Begins in Grade 3.	W.2.3.A Begins in Grade 3.	W.3.3.A Establish a situation and introduce a narrator and/or characters; organize an event sequence that unfolds naturally.	W.4.3.A Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally.	W.5.3.A Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally.	W.6.3.A Engage and orient the reader by establishing a context and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically.	W.7.3.A Engage and orient the reader by establishing a context and <i>point of view/perspective</i> and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically.	W.8.3.A Engage and orient the reader by establishing a context and <i>point of view/perspective</i> and introducing a narrator and/or characters; create a smooth progression of experiences or events.	W.9-10.3.A Engage and orient the reader by setting out a problem, situation, or observation, establishing one or more points of <i>view/perspectives</i> , and introducing a narrator and/or characters; create a smooth progression of experiences or events.	W.11-12.3.A Engage and orient the reader by setting out a problem, situation, or observation and its significance, establishing one or more points of <i>view/perspectives</i> , and introducing a narrator and/or characters; create a smooth progression of experiences or events.
W.K.3.B Begins in Grade 3.	W.1.3.B Begins in Grade 3.	W.2.3.B Begins in Grade 3.	W.3.3.B Use narrative techniques, such as dialogue and descriptions of actions, thoughts, and feelings to develop experiences and events or show the responses of characters to situations.	W.4.3.B Use narrative techniques, such as dialogue and description, to develop experiences and events or show the responses of characters to situations.	W.5.3.B Use narrative techniques, such as dialogue, description, and pacing, to develop experiences and events or show the responses of characters to situations.	W.6.3.B Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.	W.7.3.B Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.	W.8.3.B Use narrative techniques, such as dialogue, pacing, description, and reflection, to develop experiences, events, and/or characters.	W.9-10.3.B Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.	W.11-12.3.B Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.
W.K.3.C Begins in Grade 3.	W.1.3.C Begins in Grade 3.	W.2.3.C Begins in Grade 3.	W.3.3.C Use <i>temporal</i> words and phrases to signal event order.	W.4.3.C Use a variety of transitional words and phrases to manage the sequence of events.	W.5.3.C Use a variety of transitional words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another.	W.6.3.C Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another.	W.7.3.C Use a variety of transition words, phrases, and clauses to convey sequence, signal shifts from one time frame or setting to another, and show the relationships among experiences and events.	W.8.3.C Use a variety of transition words, phrases, and clauses to convey sequence, signal shifts from one time frame or setting to another, and show the relationships among experiences and events.	W.9-10.3.C Use a variety of techniques to sequence events so that they build on one another, creating coherence.	W.11-12.3.C Use a variety of techniques to sequence events so that they build on one another to create a coherent whole and build toward a particular tone and outcome (e.g., a sense of mystery, suspense, growth, or resolution).



<b>W.K.3.D</b> Begins in Grade 4.	<b>W.1.3.D</b> Begins in Grade 4.	<b>W.2.3.D</b> Begins in Grade 4.	<b>W.3.3.D</b> Begins in Grade 4.	<b>W.4.3.D</b> Use concrete words and phrases and sensory details to convey experiences and events precisely.	<b>W.5.3.D</b> Use concrete words and phrases and sensory details to convey experiences and events precisely.	<b>W.6.3.D</b> Use precise words and phrases, relevant descriptive details, and sensory language to convey experiences and events.	<b>W.7.3.D</b> Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events.	<b>W.8.3.D</b> Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events.	<b>W.9-10.3.D</b> Use precise words, phrases, and details, as well as sensory language, to convey a vivid picture of the experiences, events, setting, and/or characters.	<b>W.11-12.3.D</b> Use precise words, phrases, and details, as well as sensory language, to convey a vivid picture of the experiences, events, setting, and/or characters.
<b>W.K.3.E</b> Begins in Grade 3.	<b>W.1.3.E</b> Begins in Grade 3.	<b>W.2.3.E</b> Begins in Grade 3.	<b>W.3.3.E</b> Provide a conclusion that follows from the narrated experiences or events.	<b>W.4.3.E</b> Provide a conclusion that follows from the narrated experiences or events.	<b>W.5.3.E</b> Provide a conclusion that follows from the narrated experiences or events.	<b>W.6.3.E</b> Provide a conclusion that reflects on the narrated experiences or events.	<b>W.7.3.E</b> Provide a conclusion that reflects on the narrated experiences or events.	<b>W.8.3.E</b> Provide a conclusion that reflects on the narrated experiences or events.	<b>W.9-10.3.E</b> Provide a purposeful ending that reflects on what is experienced, observed, or resolved over the course of the narrative.	<b>W.11-12.3.E</b> Provide a purposeful ending that follows from and/or reflects on what is experienced, observed, or resolved over the course of the narrative when required by the task.
<b>W.K.4</b> Begins in Grade 3.	<b>W.1.4</b> Begins in Grade 3.	<b>W.2.4</b> Begins in Grade 3.	<b>W.3.4</b> With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose.	<b>W.4.4</b> Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.	<b>W.5.4</b> Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.	<b>W.6.4</b> Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.	<b>W.7.4</b> Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.	<b>W.8.4</b> Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.	<b>W.9-10.4</b> Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.	<b>W.11-12.4</b> Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
<b>W.K.5</b> With prompting and support, respond to questions and add details to strengthen writing as needed.	<b>W.1.5</b> With guidance and support from adults, focus on a topic, respond to questions and suggestions from peers, and add details to strengthen writing as needed.	<b>W.2.5</b> With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing.	<b>W.3.5</b> With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.	<b>W.4.5</b> With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, or trying a new approach.	<b>W.5.5</b> Develop and strengthen writing with guidance and support as needed from peers and adults, by planning, revising, editing, rewriting, or trying a new approach.	<b>W.6.5</b> Develop and strengthen writing as needed with some guidance and support from peers and adults, by planning, revising, editing, rewriting, or trying a new approach (e.g., Recognize variations from <i>standard English</i> in their own and others' writing and speaking, and identify and use strategies to improve expression in conventional language).	<b>W.7.5</b> Develop and strengthen writing as needed with some guidance and support from peers and adults by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.	<b>W.8.5</b> Develop and strengthen writing as needed with some guidance and support from peers and adults by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.	<b>W.9-10.5</b> Develop and strengthen writing as needed by planning, revising, editing, rewriting, and/or trying a new approach, addressing what is most significant for a specific purpose and audience.	<b>W.11-12.5</b> Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.
<b>W.K.6</b> With guidance and support from adults, explore a variety of digital tools to produce some writing, including in collaboration with peers.	<b>W.1.6</b> With guidance and support from adults, use a variety of digital tools to produce and publish some writing, including in collaboration with peers.	<b>W.2.6</b> With guidance and support from adults, use a variety of digital tools to produce and publish some writing, including in collaboration with peers.	<b>W.3.6</b> With guidance and support from adults, use technology to produce and publish writing (using keyboarding skills) as well as to interact and collaborate with others.	<b>W.4.6</b> With some guidance and support from adults, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to produce writing in a single sitting.	<b>W.5.6</b> Use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to produce writing in a single sitting.	<b>W.6.6</b> Use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to produce writing in a single sitting.	<b>W.7.6</b> Use technology, including the Internet, to produce and publish writing and link to and cite sources as well as to interact and collaborate with others.	<b>W.8.6</b> Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas efficiently as well as to interact and collaborate with others.	<b>W.9-10.6</b> Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.	<b>W.11-12.6</b> Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.
<b>W.K.7</b> Participate in shared research and writing projects (e.g., explore a number of books on a specific topic and produce simple findings).	<b>W.1.7</b> Participate in shared research and writing projects (e.g., explore a number of "how-to" books on a given topic and use them to write a sequence of instructions).	<b>W.2.7</b> Participate in shared research and writing projects (e.g., read a variety of print and/or digital sources on a single topic to produce a report; record science observations).	<b>W.3.7</b> Conduct short research projects that build knowledge about a topic.	<b>W.4.7</b> Conduct short research projects that build knowledge through investigation of different aspects of a topic.	<b>W.5.7</b> Conduct short research projects that use several sources to build knowledge through investigation of different aspects of a topic.	<b>W.6.7</b> Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate.	<b>W.7.7</b> Conduct short or more sustained research projects to answer a question, drawing on several sources and generating additional related, focused questions for further research and investigation.	<b>W.8.7</b> Conduct short or more sustained research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration.	<b>W.9-10.7</b> Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.	<b>W.11-12.7</b> Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.

<b>W.K.8</b> With prompting and support, recall information from experiences or gather information from provided sources to answer a question.	<b>W.1.8</b> With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.	<b>W.2.8</b> Recall information from experiences or gather information from provided sources to answer a question.	<b>W.3.8</b> Recall information from experiences or gather information from print and digital sources. • Take brief notes on sources. • Sort evidence into provided categories.	<b>W.4.8</b> Recall relevant information from experiences or gather relevant information from print and digital sources. • Take notes and categorize information. • Provide a list of sources.	<b>W.5.8</b> Recall relevant information from experiences or gather relevant information from print and digital sources. • Summarize or paraphrase information in notes and finished work. • Provide a list of sources.	<b>W.6.8</b> Gather relevant information from multiple print and digital sources. • Assess the credibility of each source. • Quote or paraphrase the data and conclusions of others while avoiding plagiarism. • Provide basic bibliographic information for sources.	<b>W.7.8</b> Gather relevant information from multiple print and digital sources, using search terms effectively. • Assess the credibility and accuracy of each source. • Quote or paraphrase the data and conclusions of others while avoiding plagiarism. • Follow a standard format for citation.	<b>W.8.8</b> Gather relevant information from multiple print and digital sources, using search terms effectively. • Assess the credibility and accuracy of each source. • Quote or paraphrase the data and conclusions of others while avoiding plagiarism. • Follow a standard format for citation.	<b>W.9-10.8</b> Gather relevant information from multiple credible print and digital sources, using advanced searches effectively. • Assess the usefulness of each source in answering the research question. • Integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism. • Follow a standard format for citation.	<b>W.11-12.8</b> Gather relevant information from multiple credible print and digital sources, using advanced searches effectively. • Assess the strengths and limitations of each source in terms of the task, purpose, and audience. • Integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source. • Follow a standard format for citation.
<b>W.K.9</b> Begins in Grade 4.	<b>W.1.9</b> Begins in Grade 4.	<b>W.2.9</b> Begins in Grade 4.	<b>W.3.9</b> Begins in Grade 4.	<b>W.4.9</b> Draw evidence from literary or informational texts to support analysis, reflection, and research.	<b>W.5.9</b> Draw evidence from literary or informational texts to support analysis, reflection, and research.	<b>W.6.9</b> Draw evidence from literary and/or informational texts to support analysis, reflection, and research.	<b>W.7.9</b> Draw evidence from literary and/or informational texts to support analysis, reflection, and research.	<b>W.8.9</b> Draw evidence from literary and/or informational texts to support analysis, reflection, and research.	<b>W.9-10.9</b> Draw evidence from literary and/or informational texts to support analysis, reflection, research, and synthesis.	<b>W.11-12.9</b> Draw evidence from literary or informational texts to support analysis, reflection, research, and/or synthesis.
<b>W.K.9.A</b> Begins in Grade 4.	<b>W.1.9.A</b> Begins in Grade 4.	<b>W.2.9.A</b> Begins in Grade 4.	<b>W.3.9.A</b> Begins in Grade 4.	<b>W.4.9.A</b> Apply Grade 4 Reading standards to literature (e.g., "Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text [e.g., a character's thoughts, words, or actions].").	<b>W.5.9.A</b> Apply Grade 5 Reading standards to literature (e.g., "Compare and contrast two or more characters, settings, or events in a story or a drama, drawing on specific details in the text [e.g., how characters interact].").	<b>W.6.9.A</b> Apply Grade 6 Reading standards to literature (e.g., "Compare and contrast texts in different forms or genres [e.g., stories and poems; historical novels and fantasy stories] in terms of their approaches to similar themes and topics.").	<b>W.7.9.A</b> Apply grade 7 Reading standards to literature (e.g., "Compare and contrast a fictional portrayal of a time, place, or character and a historical account of the same period as a means of understanding how authors of fiction use or alter history.").	<b>W.8.9.A</b> Apply Grade 8 Reading standards to literature (e.g., "Analyze how a modern work of fiction draws on themes, patterns of events, or character types from myths, traditional stories, or religious works such as the Bible, including describing how the material is rendered new.").	<b>W.9-10.9.A</b> Apply Grades 9-10 Reading standards to literature (e.g., "Analyze how an author draws on and transforms source material in a specific work [e.g., how Shakespeare treats a theme or topic from Ovid or the Bible or how a later author draws on a play by Shakespeare].").	<b>W.11-12.9.A</b> Apply Grades 11-12 Reading standards to literature.
<b>W.K.9.B</b> Begins in Grade 4.	<b>W.1.9.B</b> Begins in Grade 4.	<b>W.2.9.B</b> Begins in Grade 4.	<b>W.3.9.B</b> Begins in Grade 4.	<b>W.4.9.B</b> Apply Grade 4 Reading standards to informational texts (e.g., "Explain how an author uses reasons and evidence to support particular points in a text.").	<b>W.5.9.B</b> Apply Grade 5 Reading standards to informational texts (e.g., "Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point[s].").	<b>W.6.9.B</b> Apply Grade 6 Reading standards to informational texts (e.g., "Trace and evaluate the argument and specific claims in a text, distinguishing claims that are supported by reasons and evidence from claims that are not.").	<b>W.7.9.B</b> Apply Grade 7 Reading standards to informational texts (e.g., "Trace and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient to support the claims.").	<b>W.8.9.B</b> Apply Grade 8 Reading standards to informational texts (e.g., "Analyze and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient; recognize when irrelevant evidence is introduced.").	<b>W.9-10.9.B</b> Apply Grades 9-10 Reading standards to informational texts (e.g., "Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and fallacious reasoning.").	<b>W.11-12.9.B</b> Apply Grades 11-12 Reading standards to informational texts.
<b>W.K.10</b> With prompting and support write routinely over short time frames for a range of discipline-specific tasks, purposes, and audiences.	<b>W.1.10</b> Write routinely over short time frames for a range of discipline-specific tasks, purposes, and audiences.	<b>W.2.10</b> Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.	<b>W.3.10</b> Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.	<b>W.4.10</b> Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.	<b>W.5.10</b> Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.	<b>W.6.10</b> Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.	<b>W.7.10</b> Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.	<b>W.8.10</b> Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.	<b>W.9-10.10</b> Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.	<b>W.11-12.10</b> Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

Anchor Standards for Speaking and Listening										
<b>Comprehension and Collaboration</b>										
1 Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.										
2 Integrate and evaluate information presented in diverse media and formats, including visual, quantitative, and oral.										
3 Evaluate a speaker's perspective, reasoning, and use of evidence and rhetoric.										
<b>Presentation of Knowledge and Ideas</b>										
4 Present information, findings, and supporting evidence with organization, development, and style appropriate to task, purpose, and audience so that listeners can follow the line of reasoning.										
5 Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.										
6 Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.										
Grade-Level Standards for Speaking and Listening										
Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	Grade 9-10	Grade 11-12
<b>SL.K.1</b> Participate in collaborative conversations with diverse partners about Kindergarten topics and texts with peers and adults in small and larger groups.	<b>SL.1.1</b> Participate in collaborative conversations with diverse partners about Grade 1 topics and texts with peers and adults in small and larger groups.	<b>SL.2.1</b> Participate in collaborative conversations with diverse partners about Grade 2 topics and texts with peers and adults in small and larger groups.	<b>SL.3.1</b> Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on Grade 3 topics and texts, building on others' ideas and expressing their own clearly.	<b>SL.4.1</b> Engage effectively in a range of collaborative conversations (one-on-one, in groups, and teacher-led) with diverse partners on Grade 4 topics and texts, building on others' ideas and expressing their own clearly.	<b>SL.5.1</b> Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on Grade 5 topics and texts, building on others' ideas and expressing their own clearly.	<b>SL.6.1</b> Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on Grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly.	<b>SL.7.1</b> Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on Grade 7 topics, texts, and issues, building on others' ideas and expressing their own clearly.	<b>SL.8.1</b> Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on Grade 8 topics, texts, and issues, building on others' ideas and expressing their own clearly.	<b>SL.9-10.1</b> Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on Grades 9-10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.	<b>SL.11-12.1</b> Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on Grades 11-12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.
<b>SL.K.1.A</b> Follow agreed-upon rules for discussions (e.g., listening to others and taking turns speaking about the topics and texts under discussion).	<b>SL.1.1.A</b> Follow agreed-upon rules for discussions (e.g., listening to others with care, speaking one at a time about the topics and texts under discussion).	<b>SL.2.1.A</b> Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion).	<b>SL.3.1.A</b> Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.	<b>SL.4.1.A</b> Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.	<b>SL.5.1.A</b> Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.	<b>SL.6.1.A</b> Come to discussions prepared, having read or studied required material; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.	<b>SL.7.1.A</b> Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.	<b>SL.8.1.A</b> Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.	<b>SL.9-10.1.A</b> Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.	<b>SL.11-12.1.A</b> Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.
<b>SL.K.1.B</b> Continue a conversation through multiple exchanges.	<b>SL.1.1.B</b> Continue conversations by responding to the comments of others through multiple exchanges.	<b>SL.2.1.B</b> Build on others' talk in conversations by linking their comments to the remarks of others.	<b>SL.3.1.B</b> Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion).	<b>SL.4.1.B</b> Follow agreed-upon rules for discussions and carry out assigned roles.	<b>SL.5.1.B</b> Follow agreed-upon rules for discussions and carry out assigned roles.	<b>SL.6.1.B</b> Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed.	<b>SL.7.1.B</b> Follow rules for collegial discussions, track progress toward specifically set goals and deadlines, and define individual roles as needed.	<b>SL.8.1.B</b> Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed.	<b>SL.9-10.1.B</b> Work with peers to set rules for collegial discussions and decision-making (e.g., informal consensus, taking votes on key issues, presentation of alternate views), clear goals and deadlines, and individual roles as needed.	<b>SL.11-12.1.B</b> Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed.
<b>SL.K.1.C</b> Begins in Grade 1.	<b>SL.1.1.C</b> Ask questions to clear up any confusion about the topics and texts under discussion.	<b>SL.2.1.C</b> Ask for clarification and further explanation as needed about the topics and texts under discussion.	<b>SL.3.1.C</b> Ask questions to check understanding of information presented, stay on topic, and link comments to the remarks of others.	<b>SL.4.1.C</b> Pose and respond to specific questions to clarify or follow up on information, and make comments that contribute to the discussion and link to the remarks of others.	<b>SL.5.1.C</b> Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others.	<b>SL.6.1.C</b> Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion.	<b>SL.7.1.C</b> Pose questions that elicit elaboration and respond to others' questions and comments with relevant observations and ideas that bring the discussion back on topic as needed.	<b>SL.8.1.C</b> Pose questions that connect the ideas of several speakers and respond to others' questions and comments with relevant evidence, observations, and ideas.	<b>SL.9-10.1.C</b> Prope conversations by posing and responding to questions that relate to the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions.	<b>SL.11-12.1.C</b> Prope conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives.
<b>SL.K.1.D</b> Begins in Grade 3.	<b>SL.1.1.D</b> Begins in Grade 3.	<b>SL.2.1.D</b> Begins in Grade 3.	<b>SL.3.1.D</b> Explain their own ideas and understanding in light of the discussion.	<b>SL.4.1.D</b> Review the key ideas expressed and explain their own ideas and understanding in light of the discussion.	<b>SL.5.1.D</b> Review the key ideas expressed and draw conclusions in light of information and knowledge gained from the discussions.	<b>SL.6.1.D</b> Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing.	<b>SL.7.1.D</b> Acknowledge new information expressed by others and, when warranted, modify their own views.	<b>SL.8.D</b> Acknowledge new information expressed by others, and, when warranted, qualify or justify their own views in light of the evidence presented.	<b>SL.9-10.D</b> Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented.	<b>SL.11-12.D</b> Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task.

<b>SL.K.2</b> With prompting and support, ask and answer questions about key details to demonstrate understanding of a topic read aloud, presented orally, or through other media.	<b>SL.1.2</b> Ask and answer questions about key details in a text read aloud, information presented orally, or through other media.	<b>SL.2.2</b> <i>Recount</i> or describe key ideas or details from a text read aloud, information presented orally, or through other media.	<b>SL.3.2</b> Determine the main ideas and supporting details of information that is gained by means other than reading (e.g., texts read aloud; oral presentations of charts, graphs, or diagrams; speeches).	<b>SL.4.2</b> Paraphrase portions of information that is gained by means other than reading (e.g., texts read aloud; oral presentations of charts, graphs, or diagrams; speeches).	<b>SL.5.2</b> <i>Summarize</i> information that is gained by means other than reading (e.g., texts read aloud; oral presentations of charts, graphs, or diagrams; speeches) and explain how it contributes to a topic, text, or issue under study.	<b>SL.6.2</b> Interpret information that is gained by means other than reading (e.g., texts read aloud; oral presentations of charts, graphs, or diagrams; speeches) and explain how the ideas clarify a topic, text, or issue under study.	<b>SL.7.2</b> Analyze the main ideas and supporting details that are gained by means other than reading (e.g., texts read aloud; oral presentations of charts, graphs, or diagrams; speeches) and evaluate the motives (e.g., social, commercial, political) behind its presentation.	<b>SL.8.2</b> Analyze the purpose of information that is gained by means other than reading (e.g., texts read aloud; oral presentations of charts, graphs, or diagrams; speeches) and evaluate the motives (e.g., social, commercial, political) behind its presentation.	<b>SL.9-10.2</b> Integrate multiple sources of information that is gained by means other than reading (e.g., texts read aloud; oral presentations of charts, graphs, or diagrams; speeches), evaluating the credibility and accuracy of each source.	<b>SL.11-12.2</b> Integrate multiple sources of information that is gained by means other than reading (e.g., texts read aloud; oral presentations of charts, graphs, or diagrams; speeches) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data.
<b>SL.K.3</b> Ask and answer questions in order to seek help, get information, or clarify something that is not understood.	<b>SL.1.3</b> Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood.	<b>SL.2.3</b> Ask and answer questions about what a speaker says in order to clarify comprehension, gather additional information, or deepen understanding of a topic or issue.	<b>SL.3.3</b> Ask and answer questions about information from a speaker in order to clarify comprehension, offering appropriate elaboration and detail.	<b>SL.4.3</b> Identify the reasons and evidence a speaker provides to support particular points.	<b>SL.5.3</b> <i>Summarize</i> the points a speaker makes and explain how each claim is supported by reasons and evidence.	<b>SL.6.3</b> Describe precisely a speaker's argument and specific claims, distinguishing claims that are supported by reasons and evidence from claims that are not.	<b>SL.7.3</b> Determine a speaker's argument and specific claims, evaluating the soundness of the reasoning and the relevance and sufficiency of the evidence.	<b>SL.8.3</b> Examine a speaker's argument and specific claims, evaluating the soundness of the reasoning and the relevance and sufficiency of the evidence, identifying when irrelevant evidence is introduced.	<b>SL.9-10.3</b> Evaluate a speaker's <i>perspective</i> , reasoning, and use of evidence and rhetoric, identifying any fallacious reasoning or exaggerated or distorted evidence.	<b>SL.11-12.3</b> Evaluate a speaker's <i>perspective</i> , reasoning, and use of evidence and rhetoric, assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone used.
<b>SL.K.4</b> Describe familiar people, places, things, and events; provide additional details with prompting and support.	<b>SL.1.4</b> Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly.	<b>SL.2.4</b> Tell a story or <i>recount</i> an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences.	<b>SL.3.4</b> Report on a topic or text, tell a story, or <i>recount</i> an experience with appropriate facts and relevant, descriptive details, speaking clearly at an understandable pace.	<b>SL.4.4</b> Report on a topic or text, tell a story, or <i>recount</i> an experience to support main ideas or <i>themes</i> . • Organize ideas logically. • Use appropriate facts. • Use relevant, descriptive details. • Speaking clearly at an understandable pace.	<b>SL.5.4</b> Report on a topic or text or present an opinion to support main ideas or <i>themes</i> . • Sequencing ideas logically • Use appropriate facts. • Use relevant, descriptive details. • Speaking clearly at an understandable pace.	<b>SL.6.4</b> Present claims and findings, sequencing ideas logically and using pertinent descriptions, facts, and details to accentuate main ideas or <i>themes</i> ; use appropriate eye contact, adequate volume, and clear pronunciation.	<b>SL.7.4</b> Present claims and findings, emphasizing primary points in a focused, coherent manner with pertinent descriptions, facts, details, and examples; use appropriate eye contact, adequate volume, and clear pronunciation.	<b>SL.8.4</b> Present claims and findings, emphasizing the most important points in a focused, coherent manner with relevant evidence, sound valid reasoning, and well-chosen details; use appropriate eye contact, adequate volume, and clear pronunciation.	<b>SL.9-10.4</b> Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task.	<b>SL.11-12.4</b> Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing <i>perspectives</i> are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks.
<b>SL.K.5</b> Add drawings or other <i>visual displays</i> to descriptions of familiar people, places, things, and events as desired to provide additional detail.	<b>SL.1.5</b> Add drawings or other <i>visual displays</i> to descriptions when appropriate to clarify ideas, thoughts, and feelings.	<b>SL.2.5</b> Create audio recordings of stories or poems; add drawings or other <i>visual displays</i> to stories or <i>recounts</i> of experiences when appropriate to clarify ideas, thoughts, and feelings	<b>SL.3.5</b> Create engaging audio recordings of stories or poems that demonstrate fluid reading at an understandable pace; add <i>visual displays</i> when appropriate to emphasize or enhance certain facts or details.	<b>SL.4.5</b> Add audio recordings and <i>visual displays</i> to presentations when appropriate to enhance the development of main ideas or <i>themes</i> .	<b>SL.5.5</b> Include <i>multimedia</i> components and <i>visual displays</i> in presentations when appropriate to enhance the development of main ideas or <i>themes</i> .	<b>SL.6.5</b> Include <i>multimedia</i> components (e.g., graphics, images, music, sound) and <i>visual displays</i> in presentations to clarify information.	<b>SL.7.5</b> Include <i>multimedia</i> components and <i>visual displays</i> in presentations to clarify claims and findings and emphasize the primary points.	<b>SL.8.5</b> Integrate <i>multimedia</i> and <i>visual displays</i> into presentations to clarify information, strengthen claims and evidence, and add interest.	<b>SL.9-10.5</b> Make strategic use of digital media (e.g., textual, graphical, auditory, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.	<b>SL.11-12.5</b> Make strategic use of digital media (e.g., textual, graphical, auditory, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.
<b>SL.K.6</b> Speak audibly and express thoughts, feelings, and ideas clearly.	<b>SL.1.6</b> Produce complete sentences when appropriate to task and situation.	<b>SL.2.6</b> Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification.	<b>SL.3.6</b> Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification.	<b>SL.4.6</b> Use <i>standard English</i> when speaking, differentiating between contexts that call for <i>formal English</i> and situations where informal discourse is appropriate.	<b>SL.5.6</b> Adapt speech to a variety of contexts and tasks, using <i>formal English</i> when appropriate to task and situation.	<b>SL.6.6</b> Adapt speech to a variety of contexts and tasks, demonstrating command of <i>formal English</i> when indicated or appropriate.	<b>SL.7.6</b> Adapt speech to a variety of contexts and tasks, demonstrating command of <i>formal English</i> when indicated or appropriate.	<b>SL.8.6</b> Adapt speech to a variety of contexts and tasks, demonstrating command of <i>formal English</i> when indicated or appropriate.	<b>SL.9-10.6</b> Adapt speech to a variety of contexts and tasks, demonstrating command of <i>formal English</i> when indicated or appropriate.	<b>SL.11-12.6</b> Adapt speech to a variety of contexts and tasks, demonstrating a command of <i>standard and/or formal English</i> when indicated or appropriate.

Anchor Standards for Language										
<b>Conventions of Standard English</b>										
1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.										
2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.										
<b>Knowledge of Language</b>										
3 Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.										
<b>Vocabulary Acquisition and Use</b>										
4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.										
5 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.										
6 Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.										
Grade-Level Standards for Language										
Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	Grade 9-10	Grade 11-12
<b>L.K.1</b> Demonstrate command of the conventions of <i>standard English</i> grammar and usage when writing or speaking as appropriate for Kindergarten.	<b>L.1.1</b> Demonstrate command of the conventions of <i>standard English</i> grammar and usage when writing or speaking as appropriate for Grade 1.	<b>L.2.1</b> Demonstrate command of the conventions of <i>standard English</i> grammar and usage when writing or speaking as appropriate for Grade 2.	<b>L.3.1</b> Demonstrate command of the conventions of <i>standard English</i> grammar and usage as appropriate for Grade 3 when writing or speaking.	<b>L.4.1</b> Demonstrate command of the conventions of <i>standard English</i> grammar and usage as appropriate for Grade 4 when writing or speaking.	<b>L.5.1</b> Demonstrate command of the conventions of <i>standard English</i> grammar and usage when writing or speaking as appropriate for Grade 5.	<b>L.6.1</b> Demonstrate command of the conventions of <i>standard English</i> grammar and usage when writing or speaking as appropriate for Grade 6.	<b>L.7.1</b> Demonstrate command of the conventions of <i>standard English</i> grammar and usage when writing or speaking as appropriate for Grade 7.	<b>L.8.1</b> Demonstrate command of the conventions of <i>standard English</i> grammar and usage when writing or speaking as appropriate for Grade 8.	<b>L.9-10.1</b> Demonstrate command of the conventions of <i>standard English</i> grammar and usage when writing or speaking as appropriate for Grades 9-10.	<b>L.11-12.1</b> Demonstrate command of the conventions of <i>standard English</i> grammar and usage when writing or speaking as appropriate for Grades 11-12.
<b>L.K.1.A</b> Begins in Grade 3.	<b>L.1.1.A</b> Begins in Grade 3.	<b>L.2.1.A</b> Begins in Grade 3.	<b>L.3.1.A</b> Explain the function of nouns, pronouns, verbs, adjectives, prepositions, and adverbs in general and their functions in particular sentences.	<b>L.4.1.A</b> Taught in Grade 3 and should be reinforced as needed.	<b>L.5.1.A</b> Taught in Grade 3 and should be reinforced as needed.	<b>L.6.1.A</b> Ensure that pronouns are in the proper case (subjective, objective, possessive).	<b>L.7.1.A</b> Explain the function of phrases (e.g., adverbial, adjectival, prepositional) and clauses in general and their function in specific sentences.	<b>L.8.1.A</b> Explain the function of verbals (gerunds, participles, infinitives) in general and their function in particular sentences.	<b>L.9-10.1.A</b> Use parallel structure.	<b>L.11-12.1.A</b> Apply the understanding that usage is a matter of convention, can change over time, and is sometimes contested.
<b>L.K.1.B</b> Use frequently occurring nouns. • Form regular plural nouns orally by adding /s/ or /es/ (e.g., dog, dogs; wish, wishes).	<b>L.1.1.B</b> Use common, proper, and singular possessive nouns (e.g., dog, Skippy, Skippy's ball).	<b>L.2.1.B</b> Form and use frequently occurring irregular plural nouns (e.g., feet, children, teeth, mice, fish).	<b>L.3.1.B</b> Form and use regular and irregular plural nouns. • Use abstract nouns (e.g., childhood).	<b>L.4.1.B</b> Form and use regular and irregular plural nouns. • Use abstract nouns (e.g., childhood) is taught in Grade 3 and should be reinforced as needed.	<b>L.5.1.B</b> Form and use regular and irregular plural nouns. • Use abstract nouns (e.g., childhood) is taught in Grade 3 and should be reinforced as needed.	<b>L.6.1.B</b> Use intensive pronouns (e.g., myself, ourselves) correctly.	<b>L.7.1.B</b> Demonstrate command of simple, compound, complex, and compound-complex sentences to convey ideas and meaning.	<b>L.8.1.B</b> Form and use verbs in the active and passive voice.	<b>L.9-10.1.B</b> Use various types of phrases and clauses to convey specific meanings and add variety and interest to writing or presentations.	<b>L.11-12.1.B</b> Resolve issues of complex or contested usage, consulting references (e.g., Merriam-Webster's Dictionary of English Usage, Garner's Modern American Usage) as needed.
<b>L.K.1.C</b> Use frequently occurring verbs.	<b>L.1.1.C</b> Use verbs to convey a sense of past, present, and future (e.g., Yesterday I walked home; Today I walk home; Tomorrow I will walk home). • Use singular and plural nouns with matching verbs in basic sentences (e.g., He hops; We hop).	<b>L.2.1.C</b> Form and use regular and irregular verbs.	<b>L.3.1.C</b> Form and use the simple verb tenses (e.g., I walk; I walked; I will walk). • Form and use the past tense of frequently occurring irregular verbs.	<b>L.4.1.C</b> Form and use the progressive verb tenses (e.g., I was walking; I am walking; I will be walking).	<b>L.5.1.C</b> Use verb tense to convey various times, sequences, states, and conditions. • Recognize and correct inappropriate shifts in verb tense.	<b>L.6.1.C</b> Form and use the perfect verb tenses (e.g., I had walked; I have walked; I will have walked).	<b>L.7.1.C</b> Taught in Grade 6 and should be reinforced as needed.	<b>L.8.1.C</b> Form and use verbs in the indicative, imperative, and interrogative mood.	<b>L.9-10.1.C</b> Form and use verbs in the conditional and subjunctive mood.	<b>L.11-12.1.C</b> Form and use correctly the full range of verb tenses and moods.
<b>L.K.1.D</b> Begins in Grade 1.	<b>L.1.1.D</b> Use personal, possessive, and indefinite pronouns (e.g., I, me, they, them, my, their, anyone, everything).	<b>L.2.1.D</b> Use reflexive pronouns (e.g., myself, ourselves).	<b>L.3.1.D</b> Ensure subject-verb and pronoun-antecedent agreement.	<b>L.4.1.D</b> Taught in Grade 3 and should be reinforced as needed.	<b>L.5.1.D</b> Use relative pronouns (e.g., whose, whom, who, which, and that).	<b>L.6.1.D</b> Recognize and correct vague pronouns (e.g., ones with unclear or ambiguous antecedents), as well as inappropriate shifts in pronoun number and person.	<b>L.7.1.D</b> Use correct shifts in pronoun number and person and use relative pronouns whose, whom, who, which, and that with the appropriate antecedents.	<b>L.8.1.D</b> Recognize and correct inappropriate shifts in verb voice.	<b>L.9-10.1.D</b> Use appropriate shifts in verb voice and mood.	<b>L.11-12.1.D</b> Use appropriate shifts in verb voice and mood, and ensure subject-verb and pronoun-antecedent agreement.

<b>L.K.1.E</b> Begins in Grade 1.	<b>L.1.1.E</b> Use adjectives. • Use determiners, noun markers, to add specificity (e.g., a book, the book).	<b>L.2.1.E</b> Use adjectives and adverbs and choose between them depending on what is modified. • Use determiners, noun markers, to add specificity (e.g., a, an, the, many few, each, every, this, that, these, those).	<b>L.3.1.E</b> Form and use comparative and superlative adjectives and adverbs, and choose between them depending on what is to be modified.	<b>L.4.1.E</b> Order adjectives within sentences according to conventional patterns (e.g., a small red bag rather than a red small bag).	<b>L.5.1.E</b> Use the relative adverbs where, when, and why.	<b>L.6.1.E</b> Taught in Grade 5 and should be reinforced as needed.	<b>L.7.1.E</b> Taught in Grade 5 and should be reinforced as needed.	<b>L.8.1.E</b> Taught in Grade 5 and should be reinforced as needed.	<b>L.9-10.1.E</b> Taught in Grade 5 and should be reinforced as needed.	<b>L.11-12.1.E</b> Taught in Grade 5 and should be reinforced as needed.
<b>L.K.1.F</b> Begins in Grade 1.	<b>L.1.1.F</b> Use conjunctions (e.g., and, but, or, so, because).	<b>L.2.1.F</b> Use conjunctions to form compound subjects and predicates.	<b>L.3.1.F</b> Use coordinating conjunctions appropriately.	<b>L.4.1.F</b> Explain the function of conjunctions and interjections in general and their function in particular sentences.	<b>L.5.1.F</b> Use correlative conjunctions (e.g., either/or, neither/nor) and subordinating conjunctions (e.g., after, since, because, when, etc.) appropriately.	<b>L.6.1.F</b> Produce complex sentences with a variety of dependent clauses using subordinating conjunctions.	<b>L.7.1.F</b> Place phrases and clauses within a sentence, recognizing and correcting misplaced and dangling modifiers.	<b>L.8.1.F</b> Place phrases and clauses within a sentence, recognizing and correcting misplaced and dangling modifiers.	<b>L.9-10.1.F</b> Place phrases and clauses within a sentence, recognizing and correcting misplaced and dangling modifiers.	<b>L.11-12.1.F</b> Place phrases and clauses within a sentence, recognizing and correcting misplaced and dangling modifiers.
<b>L.K.1.G</b> Use the most frequently occurring prepositions (e.g., to, from, in, out, on, off, for, of, by with).	<b>L.1.1.G</b> Use prepositions (e.g., during, beyond, toward).	<b>L.2.1.G</b> Use prepositions correctly.	<b>L.3.1.G</b> Explain the function of prepositions.	<b>L.4.1.G</b> Form and use prepositional phrases.	<b>L.5.1.G</b> Taught in Grade 4 and should be reinforced as needed.	<b>L.6.1.G</b> Taught in Grade 4 and should be reinforced as needed.	<b>L.7.1.G</b> Taught in Grade 4 and should be reinforced as needed.	<b>L.8.1.G</b> Taught in Grade 4 and should be reinforced as needed.	<b>L.9-10.1.G</b> Taught in Grade 4 and should be reinforced as needed.	<b>L.11-12.1.G</b> Taught in Grade 4 and should be reinforced as needed.
<b>L.K.1.H</b> Independently produce and expand complete sentences in shared language activities. • With prompting and support, use spaces to separate words in a sentence.	<b>L.1.1.H</b> Produce and expand complete simple, declarative, interrogative, imperative, and exclamatory sentences in response to prompts. • Use appropriate spacing to separate words in a sentence.	<b>L.2.1.H</b> Produce, expand, and rearrange complete simple sentences (e.g., The boy watched the movie; The little boy watched the movie; The action movie was watched by the little boy).	<b>L.3.1.H</b> Demonstrate command of simple sentences and produce compound sentences.	<b>L.4.1.H</b> Demonstrate command of simple and compound sentences, recognizing and correcting inappropriate fragments and run-ons. • Use independent clauses and coordinating conjunctions when writing a compound sentence.	<b>L.5.1.H</b> Produce complex sentences using dependent clauses and subordinating conjunctions.	<b>L.6.1.H</b> Produce compound complex sentences using dependent clauses, subordinating conjunctions, and coordinating conjunctions.	<b>L.7.1.H</b> Produce a variety of compound complex sentences using dependent clauses, subordinating conjunctions, and coordinating conjunctions.	<b>L.8.1.H</b> Taught in Grade 7 and should be reinforced as needed.	<b>L.9-10.1.H</b> Taught in Grade 7 and should be reinforced as needed.	<b>L.11-12.1.H</b> Taught in Grade 7 and should be reinforced as needed.
<b>L.K.1.I</b> Begins in Grade 4.	<b>L.1.1.I</b> Begins in Grade 4.	<b>L.2.1.I</b> Begins in Grade 4.	<b>L.3.1.I</b> Begins in Grade 4.	<b>L.4.1.I</b> Use <i>modal auxiliaries</i> (e.g., can, may, must) to convey various conditions.	<b>L.5.1.I</b> Taught in Grade 4 and should be reinforced as needed.	<b>L.6.1.I</b> Taught in Grade 4 and should be reinforced as needed.	<b>L.7.1.I</b> Taught in Grade 4 and should be reinforced as needed.	<b>L.8.1.I</b> Taught in Grade 4 and should be reinforced as needed.	<b>L.9-10.1.I</b> Taught in Grade 4 and should be reinforced as needed.	<b>L.11-12.1.I</b> Taught in Grade 4 and should be reinforced as needed.
<b>L.K.1.J</b> Understand and use question words (interrogatives) e.g., who, what, when, where, why, how).	<b>L.1.1.J</b> Taught in Kindergarten and should be reinforced as needed	<b>L.2.1.J</b> Taught in Kindergarten and should be reinforced as needed.	<b>L.3.1.J</b> Taught in Kindergarten and should be reinforced as needed.	<b>L.4.1.J</b> Taught in Kindergarten and should be reinforced as needed.	<b>L.5.1.J</b> Taught in Kindergarten and should be reinforced as needed.	<b>L.6.1.J</b> Taught in Kindergarten and should be reinforced as needed.	<b>L.7.1.J</b> Taught in Kindergarten and should be reinforced as needed.	<b>L.8.1.J</b> Taught in Kindergarten and should be reinforced as needed.	<b>L.9-10.1.J</b> Taught in Kindergarten and should be reinforced as needed.	<b>L.11-12.1.J</b> Taught in Kindergarten and should be reinforced as needed.
<b>L.K.1.K</b> Print all upper- and lowercase letters legibly.	<b>L.1.1.K</b> Print all upper- and lowercase letters with proper letter formation.	<b>L.2.1.K</b> Print all upper- and lowercase letters accurately. By the end of grade two, produce some cursive uppercase and lowercase letters.	<b>L.3.1.K</b> Form all upper- and lowercase letters to write words legibly in cursive.	<b>L.4.1.K</b> Taught in Grade 3 and should be reinforced as needed.	<b>L.5.1.K</b> Taught in Grade 3 and should be reinforced as needed.	<b>L.6.1.K</b> Taught in Grade 3 and should be reinforced as needed.	<b>L.7.1.K</b> Taught in Grade 3 and should be reinforced as needed.	<b>L.8.1.K</b> Taught in Grade 3 and should be reinforced as needed.	<b>L.9-10.1.K</b> Taught in Grade 3 and should be reinforced as needed.	<b>L.11-12.1.K</b> Taught in Grade 3 and should be reinforced as needed.
<b>L.K.2</b> Demonstrate command of the conventions of <i>standard English</i> capitalization, punctuation, and spelling when writing as appropriate for Kindergarten.	<b>L.1.2</b> Demonstrate command of the conventions of <i>standard English</i> capitalization, punctuation, and spelling as appropriate for Grade 1 when writing.	<b>L.2.2</b> Demonstrate command of the conventions of <i>standard English</i> capitalization, punctuation, and spelling as appropriate for Grade 2 when writing.	<b>L.3.2</b> Demonstrate command of the conventions of <i>standard English</i> capitalization, punctuation, and spelling as appropriate for Grade 3 when writing.	<b>L.4.2</b> Demonstrate command of the conventions of <i>standard English</i> capitalization, punctuation, and spelling as appropriate for Grade 4 when writing.	<b>L.5.2</b> Demonstrate command of the conventions of <i>standard English</i> capitalization, punctuation, and spelling as appropriate for Grade 5 when writing.	<b>L.6.2</b> Demonstrate command of the conventions of <i>standard English</i> capitalization, punctuation, and spelling as appropriate for Grade 6 when writing.	<b>L.7.2</b> Demonstrate command of the conventions of <i>standard English</i> capitalization, punctuation, and spelling as appropriate for Grade 7 when writing.	<b>L.8.2</b> Demonstrate command of the conventions of <i>standard English</i> capitalization, punctuation, and spelling as appropriate for Grade 8 when writing.	<b>L.9-10.2</b> Demonstrate command of the conventions of <i>standard English</i> capitalization, punctuation, and spelling as appropriate for Grades 9-10 when writing.	<b>L.11-12.2</b> Demonstrate command of the conventions of <i>standard English</i> capitalization, punctuation, and spelling as appropriate for Grades 11-12 when writing.



<b>L.K.2.A</b> Capitalize the first word in a sentence and the pronoun I.	<b>L.1.2.A</b> Capitalize the first word in sentences, the pronoun I, dates, and names of people.	<b>L.2.2.A</b> Capitalize holidays, product names, and geographic names.	<b>L.3.2.A</b> Capitalize appropriate words in titles.	<b>L.4.2.A</b> Use correct capitalization.	<b>L.5.2.A</b> Taught in Grade 4 and should be reinforced as needed.	<b>L.6.2.A</b> Taught in Grade 4 and should be reinforced as needed.	<b>L.7.2.A</b> Taught in Grade 4 and should be reinforced as needed.	<b>L.8.2.A</b> Taught in Grade 4 and should be reinforced as needed.	<b>L.9-10.2.A</b> Taught in Grade 4 and should be reinforced as needed.	<b>L.11-12.2.A</b> Taught in Grade 4 and should be reinforced as needed.
<b>L.K.2.B</b> Recognize and name end punctuation.	<b>L.1.2.B</b> Use end punctuation for sentences.	<b>L.2.2.B</b> Use an apostrophe to form contractions and frequently occurring possessives.	<b>L.3.2.B</b> Form and use possessives with and without apostrophes as appropriate (e.g., girls', boys', her, his, their, its, students').	<b>L.4.2.B</b> Use correct spelling of plurals and possessives in writing.	<b>L.5.2.B</b> Use underlining, quotation marks, or italics to indicate titles of works.	<b>L.6.2.B</b> Use punctuation (commas, parentheses, dashes) to set off nonrestrictive/parenthetical elements.	<b>L.7.2.B</b> Use a semicolon to join elements of a series when individual items of the series already include commas.	<b>L.8.2.B</b> Use an ellipsis to indicate an omission.	<b>L.9-10.2.B</b> Use a colon appropriately to introduce a list, quotation, or clarification.	<b>L.11-12.2.B</b> Observe hyphenation conventions.
<b>L.K.2.C</b> Begins in Grade 1.	<b>L.1.2.C</b> Use commas in dates and to separate single words in a series.	<b>L.2.2.C</b> Use commas in greetings and closings of letters.	<b>L.3.2.C</b> Use commas according to the conventions of <i>standard English</i> . • Use a comma before a coordinating conjunction in a compound sentence. • Use commas in addresses. • Use commas and quotation marks in dialogue.	<b>L.4.2.C</b> Use commas and quotation marks to mark direct speech and quotations from a text.	<b>L.5.2.C</b> Use a comma to separate an introductory element from the rest of the sentence. • Use a comma to set off appositives, the words yes and no (e.g., Yes, thank you.), to set off a tag question from the rest of the sentence (e.g., It's true, isn't it?), and to indicate direct address (e.g., Is that you, Steve?). • Use punctuation to separate items in a series.	<b>L.6.2.C</b> Use commas to set off clauses.	<b>L.7.2.C</b> Use a comma to separate coordinate adjectives (e.g., It was a fascinating, enjoyable movie).	<b>L.8.2.C</b> Use punctuation (comma, ellipsis, dash) to indicate a pause or break.	<b>L.9-10.2.C</b> Use a semicolon to link two or more closely related independent clauses, using a conjunctive adverb when applicable.	<b>L.11-12.2.C</b> Use appropriate punctuation (e.g., commas, ellipsis, dash, semicolon) to separate elements in a sentence.
<b>L.K.2.D</b> Write a letter or letters for most consonant and short-vowel sounds (phonemes). • Spell consonant-vowel-consonant (CVC) words correctly. • Spell words phonetically, drawing on knowledge of sound-letter relationships.	<b>L.1.2.D</b> Use conventional spelling for words with common spelling patterns and for frequently occurring irregular words. • Spell untaught words phonetically, drawing on phonemic awareness and spelling patterns.	<b>L.2.2.D</b> Generalize learned spelling patterns when writing words (e.g., cage, badge; boy, boil). • Consult reference materials, including beginning dictionaries as needed to check and correct spellings. • Reference spelling patterns chart to clarify types of spelling patterns.	<b>L.3.2.D</b> Use conventional spelling for high-frequency and other studied words and for adding suffixes to base words (e.g., sitting, smiled, cries, happiness). • Use spelling patterns and generalizations (e.g., word families, position-based spellings, syllable patterns, ending rules, meaningful word parts) in writing words. • Consult reference materials, including beginning dictionaries, as needed to check and correct spellings.	<b>L.4.2.D</b> Spell <i>grade-appropriate</i> words correctly, consulting references as needed, including frequently confused words (e.g., to, too, two; there, their).	<b>L.5.2.D</b> Spell <i>grade-appropriate</i> words correctly, consulting references as needed.	<b>L.6.2.D</b> Spell correctly.	<b>L.7.2.D</b> Spell correctly.	<b>L.8.2.D</b> Spell correctly.	<b>L.9-10.2.D</b> Spell correctly.	<b>L.11-12.2.D</b> Spell correctly.
<b>L.K.3</b> Begins in Grade 2.	<b>L.1.3</b> Begins in Grade 2.	<b>L.2.3</b> Use knowledge of language and its conventions as appropriate for Grade 2 when writing, speaking, reading, or listening.	<b>L.3.3</b> Use knowledge of language and its conventions as appropriate for Grade 3 when writing, speaking, reading, or listening.	<b>L.4.3</b> Use knowledge of language and its conventions as appropriate for Grade 4 when writing, speaking, reading, or listening.	<b>L.5.3</b> Use knowledge of language and its conventions as appropriate for Grade 5 when writing, speaking, reading, or listening.	<b>L.6.3</b> Use knowledge of language and its conventions for Grade 6 when writing, speaking, reading, or listening.	<b>L.7.3</b> Use knowledge of language and its conventions for Grade 7 when writing, speaking, reading, or listening.	<b>L.8.3</b> Use knowledge of language and its conventions for Grade 8 when writing, speaking, reading, or listening.	<b>L.9-10.3</b> Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.	<b>L.11-12.3</b> Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.
<b>L.K.3.A</b> Begins in Grade 3.	<b>L.1.3.A</b> Begins in Grade 3.	<b>L.2.3.A</b> Begins in Grade 3.	<b>L.3.3.A</b> Choose words and phrases for effect.	<b>L.4.3.A</b> Choose words and phrases to convey ideas precisely. • Choose punctuation for effect.	<b>L.5.3.A</b> Expand, combine, and reduce sentences for meaning, reader/listener interest, and style.	<b>L.6.3.A</b> Vary sentence patterns for meaning, reader/listener interest, and style.	<b>L.7.3.A</b> Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.	<b>L.8.3.A</b> Use verbs in the active and passive voice to achieve particular effects (e.g., emphasizing the actor or the action).	<b>L.9-10.3.A</b> Write and edit work so that it conforms to the guidelines in a style manual appropriate for the discipline and writing type.	<b>L.11-12.3.A</b> Vary syntax for effect, consulting references (e.g., Tufte's <i>Artful Sentences</i> ) for guidance as needed.
<b>L.K.3.B</b> Begins in Grade 3.	<b>L.1.3.B</b> Begins in Grade 3.	<b>L.2.3.B</b> Begins in Grade 3.	<b>L.3.3.B</b> Recognize and observe differences between the conventions of spoken and written <i>standard English</i> .	<b>L.4.3.B</b> Demonstrate through writing and speech the impact that audience and purpose have on how a message is shaped (e.g., word choice, tone, form).	<b>L.5.3.B</b> Compare and contrast the varieties of English (e.g., dialects, registers) used in stories, dramas, or poems.	<b>L.6.3.B</b> Maintain consistency in style and tone.	<b>L.7.3.B</b> Maintain consistency in style and tone, based on audience, purpose, message, and form.	<b>L.8.3.B</b> Form and use verbs in the indicative, imperative, and interrogative mood to achieve particular effects.	<b>L.9-10.3.B</b> Use verbs in the conditional and subjunctive mood to achieve particular effects.	<b>L.11-12.3.B</b> Apply an understanding of syntax to the study of complex texts when reading.



<b>L.K.4</b> Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on Kindergarten reading and content.	<b>L.1.4</b> Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on Grade 1 reading and content, choosing flexibly from an array of strategies.	<b>L.2.4</b> Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on Grade 2 reading and content, choosing flexibly from an array of strategies.	<b>L.3.4</b> Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on Grade 3 reading and content, choosing flexibly from a range of strategies.	<b>L.4.4</b> Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on Grade 4 reading and content, choosing flexibly from a range of strategies.	<b>L.5.4</b> Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on Grade 5 reading and content, choosing flexibly from a range of strategies.	<b>L.6.4</b> Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on Grade 6 reading and content, choosing flexibly from a range of effective strategies.	<b>L.7.4</b> Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on Grade 7 reading and content, choosing flexibly from a range of effective strategies.	<b>L.8.4</b> Determine or clarify the meaning of unknown and multiple-meaning words or phrases based on Grade 8 reading and content, choosing flexibly from a range of effective strategies.	<b>L.9-10.4</b> Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on Grades 9-10 reading and content, choosing flexibly from a range of strategies.	<b>L.11-12.4</b> Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on Grades 11-12 reading and content, choosing flexibly from a range of strategies.
<b>L.K.4.A</b> Identify new meanings for familiar words and apply them accurately (e.g., knowing duck is a bird and learning the verb to duck).	<b>L.1.4.A</b> Use sentence-level context as a clue to the meaning of a word or phrase.	<b>L.2.4.A</b> Use sentence-level context as a clue to the meaning of a word or phrase.	<b>L.3.4.A</b> Use sentence-level context as a clue to the meaning of a word or phrase.	<b>L.4.4.A</b> Use context (e.g., definitions, examples, or restatements in text) as clues to the meaning of a word or phrase.	<b>L.5.4.A</b> Use context (e.g., cause/effect relationships and comparisons in text) as a clue to the meaning of a word or phrase.	<b>L.6.4.A</b> Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.	<b>L.7.4.A</b> Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.	<b>L.8.4.A</b> Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.	<b>L.9-10.4.A</b> Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.	<b>L.11-12.4.A</b> Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
<b>L.K.4.B</b> Use the most frequently occurring inflections and affixes (e.g., -ed, -s, re-, un-, pre-, -ful, -less) as a clue to the meaning of an unknown word.	<b>L.1.4.B</b> Use frequently occurring affixes as a clue to the meaning of a word.	<b>L.2.4.B</b> Determine the meaning of the new word formed when a known prefix is added to a known word (e.g., happy/unhappy, tell/retell).	<b>L.3.4.B</b> Determine the meaning of the new word formed when a known affix is added to a known word (e.g., agreeable/disagreeable, comfortable/uncomfortable, care/careless, heat/preheat).	<b>L.4.4.B</b> Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., telegraph, photograph, autograph).	<b>L.5.4.B</b> Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., photograph, photosynthesis).	<b>L.6.4.B</b> Use common, Greek or Latin affixes and roots as clues to the meaning of a word (e.g., audience, auditory, audible).	<b>L.7.4.B</b> Use common, Greek or Latin affixes and roots as clues to the meaning of a word (e.g., belligerent, bellicose, rebel).	<b>L.8.4.B</b> Use common, Greek or Latin affixes and roots as clues to the meaning of a word (e.g., precede, recede, secede).	<b>L.9-10.4.B</b> Identify and correctly use patterns of word forms that indicate different meanings or parts of speech (e.g., analyze, analysis, analytical; advocate, advocacy).	<b>L.11-12.4.B</b> Identify and correctly use patterns of word forms that indicate different meanings or parts of speech (e.g., conceive, conception, conceivable).
<b>L.K.4.C</b> Begins in Grade 1.	<b>L.1.4.C</b> Identify frequently occurring root words (e.g., look) and their inflectional forms (e.g., looks, looked, looking).	<b>L.2.4.C</b> Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., addition, additional).	<b>L.3.4.C</b> Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., company, companion).	<b>L.4.4.C</b> Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases.	<b>L.5.4.C</b> Consult reference materials, both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases.	<b>L.6.4.C</b> Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or phrase or clarify its precise meaning or its part of speech.	<b>L.7.4.C</b> Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech.	<b>L.8.4.C</b> Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech.	<b>L.9-10.4.C</b> Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, its part of speech, or its etymology.	<b>L.11-12.4.C</b> Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, its part of speech, its etymology, or its standard usage.
<b>L.K.4.D</b> Begins in Grade 2.	<b>L.1.4.D</b> Begins in Grade 2.	<b>L.2.4.D</b> Use knowledge of the meaning of individual words to predict the meaning of compound words (e.g., birdhouse, lighthouse, housefly; bookshelf, notebook, bookmark).	<b>L.3.4.D</b> Use glossaries or beginning dictionaries, both print and digital, to determine or clarify the precise meaning of key words and phrases.	<b>L.4.4.D</b> Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on Grade 4 reading and content, choosing flexibly from a range of strategies.	<b>L.5.4.D</b> Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on Grade 5 reading and content, choosing flexibly from a range of strategies.	<b>L.6.4.D</b> Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).	<b>L.7.4.D</b> Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).	<b>L.8.4.D</b> Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).	<b>L.9-10.4.D</b> Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).	<b>L.11-12.4.D</b> Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
<b>L.K.5</b> With guidance and support from adults, explore word relationships and <i>nuances</i> in word meanings.	<b>L.1.5</b> With guidance and support from adults, demonstrate understanding of word relationships and <i>nuances</i> in word meanings.	<b>L.2.5</b> Demonstrate understanding of word relationships and <i>nuances</i> in word meanings.	<b>L.3.5</b> Demonstrate understanding of figurative language, word relationships and <i>nuances</i> in word meanings, as appropriate for the grade level.	<b>L.4.5</b> Demonstrate understanding of figurative language, word relationships, and <i>nuances</i> in word meanings, as appropriate for the grade level.	<b>L.5.5</b> Demonstrate understanding of figurative language, word relationships, and <i>nuances</i> in word meanings, as appropriate for the grade level.	<b>L.6.5</b> Demonstrate understanding of figurative language, word relationships, and <i>nuances</i> in word meanings, as appropriate for the grade level.	<b>L.7.5</b> Demonstrate understanding of figurative language, word relationships, and <i>nuances</i> in word meanings, as appropriate for the grade level.	<b>L.8.5</b> Demonstrate understanding of figurative language, word relationships, and <i>nuances</i> in word meanings, as appropriate for the grade level.	<b>L.9-10.5</b> Demonstrate understanding of figurative language, word relationships, and <i>nuances</i> in word meanings, as appropriate for the grade level.	<b>L.11-12.5</b> Demonstrate understanding of figurative language, word relationships, and <i>nuances</i> in word meanings, as appropriate for the grade level.
<b>L.K.5.A</b> Sort common objects into categories (e.g., shapes, foods) to gain a sense of the concepts the categories represent.	<b>L.1.5.A</b> Sort words into categories (e.g., colors, clothing) to gain a sense of the concepts the categories represent.	<b>L.2.5.A</b> Sort words into categories (e.g., A large apple can be categorized by its color, size, and as a fruit.) to gain a sense of the concept that items can be categorized by more than one characteristic.	<b>L.3.5.A</b> Distinguish the literal and nonliteral meanings of words and phrases in context (e.g., take steps).	<b>L.4.5.A</b> Explain the meaning of simple similes and metaphors (e.g., as pretty as a picture) in context.	<b>L.5.5.A</b> Interpret figurative language in context, including but not limited to, similes and metaphors.	<b>L.6.5.A</b> Interpret figures of speech (e.g., extended metaphor, personification) in context.	<b>L.7.5.A</b> Interpret figures of speech (e.g., literary, biblical, and mythological allusions) in context.	<b>L.8.5.A</b> Interpret figures of speech (e.g., verbal irony, puns) in context.	<b>L.9-10.5.A</b> Interpret figures of speech (e.g., euphemism, oxymoron) in context and analyze their role in the text.	<b>L.11-12.5.A</b> Interpret figures of speech (e.g., hyperbole, paradox) in context and analyze their role in the text.
<b>L.K.5.B</b> Demonstrate understanding of frequently occurring verbs and adjectives by relating them to their opposites (antonyms).	<b>L.1.5.B</b> Define words by category and by one or more key attributes (e.g., a duck is a bird that swims; a tiger is a large cat with stripes).	<b>L.2.5.B</b> Distinguish shades of meaning among closely related verbs (e.g., toss, throw, hurl) and closely related adjectives (e.g., thin, slender, skinny, scrawny).	<b>L.3.5.B</b> Identify real-life connections between words and their use (e.g., describe people who are friendly or helpful).	<b>L.4.5.B</b> Recognize and explain the meaning of common idioms and proverbs.	<b>L.5.5.B</b> Interpret the meaning of common idioms and proverbs.	<b>L.6.5.B</b> Use the relationship between particular words (e.g., cause/effect, part/whole, item/category) to better understand each of the words.	<b>L.7.5.B</b> Use the relationship between particular words (e.g., synonym/antonym, analogy) to better understand each of the words.	<b>L.8.5.B</b> Use the relationship between particular words to better understand each of the words.	<b>L.9-10.5.B</b> Analyze <i>nuances</i> in the meaning of words with similar denotations.	<b>L.11-12.5.B</b> Analyze <i>nuances</i> in the meaning of words with similar denotations.

<b>L.K.5.C</b> Identify real-life connections between words and their use (e.g., note places at school that are colorful).	<b>L.1.5.C</b> Identify real-life connections between words and their use (e.g., note places at home that are cozy).	<b>L.2.5.C</b> Identify real-life connections between words and their use (e.g., describe foods that are spicy or juicy).	<b>L.3.5.C</b> Distinguish shades of meaning among related words that describe states of mind or degrees of certainty (e.g., knew, believed, suspected, heard, wondered).	<b>L.4.5.C</b> Demonstrate understanding of words by relating them to their opposites (antonyms) and to words with similar but not identical meanings (synonyms).	<b>L.5.5.C</b> Use the relationship between particular words (e.g., synonyms, antonyms, homographs, homophones, homonyms) to better understand each of the words.	<b>L.6.5.C</b> Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., stingy, scrimping, economical, unwise, thrifty).	<b>L.7.5.C</b> Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., refined, respectful, polite, diplomatic).	<b>L.8.5.C</b> Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., bullheaded, willful, firm, persistent, resolute).	<b>L.9-10.5.C</b> Taught in Grade 8 and should be reinforced as needed.	<b>L.11-12.5.C</b> Taught in Grade 8 and should be reinforced as needed.
<b>L.K.5.D</b> Distinguish shades of meaning among verbs describing the same general action (e.g., walk, march, strut, prance) by acting out the meanings.	<b>L.1.5.D</b> Distinguish shades of meaning among verbs differing in manner (e.g., look, peek, glance, stare, glare, scowl) and adjectives differing in intensity (e.g., large, gigantic) by defining or choosing them or by acting out the meanings.	<b>L.2.5.D</b> Taught in Grade 1 and should be reinforced as needed.	<b>L.3.5.D</b> Taught in Grade 1 and should be reinforced as needed.	<b>L.4.5.D</b> Taught in Grade 1 and should be reinforced as needed.	<b>L.5.5.D</b> Taught in Grade 1 and should be reinforced as needed.	<b>L.6.5.D</b> Taught in Grade 1 and should be reinforced as needed.	<b>L.7.5.D</b> Taught in Grade 1 and should be reinforced as needed.	<b>L.8.5.D</b> Taught in Grade 1 and should be reinforced as needed.	<b>L.9-10.5.D</b> Taught in Grade 1 and should be reinforced as needed.	<b>L.11-12.5.D</b> Taught in Grade 1 and should be reinforced as needed.
<b>L.K.6</b> Use words and phrases acquired through conversations, reading, being read to, and responding to texts.	<b>L.1.6</b> Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using frequently occurring conjunctions to signal simple relationships (e.g., because).	<b>L.2.6</b> Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using adjectives and adverbs to describe (e.g., When other kids are happy that makes me happy).	<b>L.3.6</b> Acquire and use accurately grade-appropriate conversational, general academic vocabulary, and domain-specific words and phrases, including those that signal spatial and temporal relationships (e.g., After dinner that night we went looking for them).	<b>L.4.6</b> Acquire and use accurately grade-appropriate general academic vocabulary and domain-specific words and phrases, including those that signal precise actions, emotions, or states of being (e.g., quizzed, whined, stammered) and that are basic to a particular topic (e.g., wildlife, conservation, endangered).	<b>L.5.6</b> Acquire and use accurately grade-appropriate general academic vocabulary and domain-specific words and phrases, including transition words that signal contrast, addition, and other logical relationships.	<b>L.6.6</b> Acquire and use accurately grade-appropriate general academic vocabulary and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.	<b>L.7.6</b> Acquire and use accurately grade-appropriate general academic vocabulary and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.	<b>L.8.6</b> Acquire and use accurately grade-appropriate general academic vocabulary and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.	<b>L.9-10.6</b> Acquire and use accurately grade-appropriate general academic vocabulary and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.	<b>L.11-12.6</b> Acquire and use accurately a range of grade-appropriate general academic vocabulary and domain-specific words and phrases sufficient for reading, writing, speaking, and listening; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.

## Statistics about the Arkansas English Language Arts Standards

Key: Green=Changed or Moved; Peach=No Change; Lavender=Clarified with Teacher Notes; Blue=Changed or Moved and Clarified

Number of Previous Grade-Level Standards	871	
Number of Arkansas English Language Arts Standards	890	
Number of Additional Standards Grade-Level Standards	19	
Number of Previous Anchor Standards	32	
Number of Arkansas E LA Anchor Standards	32	
Number of Anchor Standards Revised	11	34.38%
Number of Grade-Level Standards Revised	399	45.92%
Number of Grade-Level Standards Clarified	304	34.90%
Number of Standards Revised and/or Clarified	539	62.00%

Glossary  
Arkansas English Language Arts Standards Grades K-12

Collaborative conversation	Talking jointly with others, especially in an intellectual endeavor (e.g., Think Pair Share, Reciprocal Teaching, and teacher-led class discussion)
Collaborative discussion	(synonymous with collaborative conversation)
Collegial discussion	Discussing ideas, some of them contentious, with mutual respect for your colleagues even if you do not agree
Dialect	A variety of a language that is distinguished from other varieties of the same language by features of phonology, grammar, and vocabulary, and by its use by a group of speakers who are set off from others geographically or socially ( <a href="http://www.dictionary.com/browse/dialect?s=t">http://www.dictionary.com/browse/dialect?s=t</a> )
Domain-specific Vocabulary	Terms that are used within a particular discipline (e.g., personification, circulatory system, DNA, trade route, explorer, density, time signature)
Fluency	The ability to read accurately, quickly, expressively, with good phrasing, and with good comprehension.
Formal English	Particular choices of grammar and vocabulary whereby the speaker or writer uses longer words or words with origins in Latin and Greek as opposed to more informal vocabulary that commonly involves shorter words, or words with origins in Anglo-Saxon. Contractions, relative clauses without a relative pronoun, and ellipsis are avoided. Formal English is used when writing essays for school, cover letters to apply for jobs, or emails and letters at work.
General academic vocabulary	General academic vocabulary refers to words that can be used across the disciplines (e.g., surface, determine)
Grade-appropriate	Texts, materials, resources, and activities that are rigorous enough to engage students in grade-level content and concepts across all strands of the Arkansas English Language Arts standards, Reading, Writing, Speaking and Listening, and Language, including Foundational Skills for Grades K-5
High frequency words	Regular and irregular words that appear often in printed text ( <u>Teaching Reading Sourcebook</u> by Honig, Diamond, and Gutlohn p. 243)
Modal auxiliary	An auxiliary verb characteristically used with other verbs to express mood, aspect, or tense. In English, the most common modal auxiliaries are can, could, may, might, must, ought, shall, should, will, and would; also called modal ( <a href="http://www.thefreedictionary.com/modal+auxiliary">http://www.thefreedictionary.com/modal+auxiliary</a> )

Multimedia	Varied techniques for digital formatting used to enhance a website, social media platform, or other electronic resource such as text, graphics, animation (including interactive elements), audio, or video
Nuance	A subtle difference or distinction in expression, meaning, response, etc.
Objective summary	A shortened version of an original text, stating the main ideas and only the important details of the text with the same text structure and order of the original that is unbiased and based on facts and does not include personal feelings, interpretations, or prejudice
Perspective	A particular way of viewing things that depends on one's experience and personality
Point of view	The position of the narrator in relation to the story (e.g., first person, third person); instrumental in manipulating the reader's understanding of the narrative
Precise language	Specific and non-vague language that spells out relationships between ideas, leading readers to a desired conclusion
Recount	Clearly sequenced, written or oral ordering of narrative events; more formal in stance than a retelling; sets the context from the beginning and is told in either first person or third person depending on the nature of the recount, but always told in past tense. The recount has closure, perhaps evaluative or summative in nature, or may address the message, lesson, or moral of the text
Register	The level of formality of language that a speaker uses in a particular social context
Retell	Oral recapitulation of the narrative elements, probably best put in order but not necessarily; as we speak, we may correct our thoughts and provide for that correction in our speaking
Standard English	Standard English is the English language in its most widely accepted form, as written and spoken by educated people in both formal and informal contexts, having universal currency while incorporating regional differences ( <a href="http://www.dictionary.com/browse/standard-english?s=t">http://www.dictionary.com/browse/standard-english?s=t</a> )
Summary	A shortened version of an original text, stating the main ideas and important details of the text with the same text structure and order of the original
Temporal	Of or relating to time (e.g., first, last, before, after, next, then, prior to, afterward, as soon as)
Theme	A main idea or an underlying meaning of a literary work that may be stated directly or indirectly
Tone	The author's attitude towards the subject, characters, or situation (e.g., amused, sad, angry, etc.)
Visual display	A presentation of information that can be seen (e.g., drawings, bar graphs, 3D pie charts, line graphs, and pyramid area graphs)

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**Kindergarten**

**Arkansas**

**English Language Arts Standards**

**2016**



## Introduction

The Arkansas English Language Arts Standards for Grades K-12 have been developed to prepare students for success after high school. Students who are successful in college or careers have attained particular literacy capacities: They demonstrate independence; they build strong content knowledge; they respond to the varying demands of audience, task, purpose, and discipline; they comprehend as well as critique; they value evidence; they use technology and digital media strategically and capably; and they come to understand other perspectives and cultures. These broad literacy capacities are developed across the disciplines, not just in English language arts; therefore, a separate document, The Arkansas Disciplinary Literacy Standards, has been created for other content areas to address their unique literacy needs. The English classroom focuses on reading and analyzing literature and literary nonfiction, studying the English language, and writing.

The document includes the Arkansas College and Career Ready Anchor Standards for each strand of the standards: reading, writing, speaking and listening, and language. These anchor standards describe the knowledge and skills that are needed in the discipline of English language arts by high school graduates to acquire the literacy capacities. The grade-level standards, which are aligned to the anchor standards, represent the progression of learning for each grade level from Kindergarten to Grade 12.

The anchor standards are placed before the grade-level standards for each strand to describe the bigger picture learning goals. The grade-level standards documents include teacher notes that provide explanations, definitions, and links to resources to support teachers as they implement the standards. Although the documents are organized by strands—reading, reading foundational, writing, speaking and listening, and language—the standards should be integrated during instruction. For example, students should be writing and studying language while they are reading. Students should be speaking and listening periodically as they are engaged in reading and writing. Texts can be used as examples to support developing writers. These examples describe only a few of many ways that the strands can be embedded naturally and effectively during instruction that is aligned to the standards.

The document focuses on literacy skills rather than literary content. Teachers have the opportunity to select grade-appropriate literary and literary nonfiction texts to teach the standards. Therefore, text selection is critical to successful

implementation of these standards. The texts must provide opportunities to teach all the strands at grade-level rigor. Three measures of text complexity should guide text selection: quantitative, qualitative, and reader and task. Teacher notes in the grade-level documents provide support for effective text selection.

Students acquire knowledge and skills at different rates; therefore, teachers are encouraged to become familiar with the standards above and below the grade level they teach. The standards below grade level will guide decisions for remediating students who do not have all the grade-level skills in place, and the standards above grade level will guide decisions for extending students who are ready to move ahead. In addition, familiarity with the K-12 standards will support developing an aligned curriculum that will create a smooth learning progression for knowledge and skills in English language arts from Kindergarten through high school graduation.

As students advance through the grades and master the standards in reading, writing, speaking, listening, and language, they continue to develop literacy capacities and increase their opportunities for success in the future.

## Arkansas Anchor Standards for Reading

The K-5 standards on the following pages define what students should understand and be able to do by the end of each grade. They correspond to the Arkansas College and Career Readiness (CCR) anchor standards below by number. The CCR standards anchor the document and define general, cross-disciplinary literacy expectations that must be met for students to be prepared to enter college and workforce training programs ready to succeed. The CCR and the grade-specific standards are necessary complements--the former providing broad standards, the latter providing additional specificity--that together define the skills and understandings that all students must demonstrate.

### **Key Ideas and Details**

1. Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
3. Analyze how and why individuals, events, and ideas develop and interact over the course of a text.

### **Craft and Structure**

4. Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings; analyze how specific word choices shape meaning and/or tone.
5. Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.
6. Assess how point of view, perspective, and/or purpose shape the content and style of a text.

### **Integration of Knowledge and Ideas**

7. Integrate and evaluate content presented in diverse media and formats.
8. Analyze and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence
9. Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches of the author(s).

**Range of Reading and Level of Text Complexity**

10. Read and comprehend complex literary and informational texts independently and proficiently.

**Note on Range and Content of Student Reading**

To build a foundation for college and career readiness, students must read widely and deeply from among a broad range of high-quality, increasingly challenging literary and informational texts. Through extensive reading of stories, dramas, poems, and myths from diverse cultures and different time periods, students gain literary and cultural knowledge as well as familiarity with various text structures and elements. By reading texts in history/social studies, science, and other disciplines, students build a foundation of knowledge in these fields that will also give them the background to be better readers in all content areas. Students can only gain this foundation when the curriculum is intentionally and coherently structured to develop rich content knowledge within and across grades. Students also acquire the habits of reading independently and closely, which are essential to their future success.

Kindergarten-Reading Standards for Literature	
<p>The grade-level standards offer a focus for instruction each year and help ensure that students gain adequate exposure to a range of texts and tasks. Rigor is also infused through the requirement that students read increasingly complex texts through the grades. Students advancing through the grades are expected to meet each year’s grade-specific standards and retain or further develop skills and understandings mastered in preceding grades.</p>	
Key Ideas and Details	
<b>RL.K.1</b>	With prompting and support, ask and answer questions about key details in a text.
<b>RL.K.2</b>	With prompting and support, retell familiar stories, including key details.
Teacher Note	
<p>RL.K.2                      The following link provides a discussion of the differences among the terms “retell,” “recount,” and “summarize”:  <a href="http://partnerinedu.com/2013/01/29/retell-or-recount-the-common-core-shift-from-1st-grade-to-2nd-grade/">(http://partnerinedu.com/2013/01/29/retell-or-recount-the-common-core-shift-from-1st-grade-to-2nd-grade/</a></p> <p>Retell vs. Recount                      “Retell implies an oral recapitulation of the narrative elements, probably best put in order but not necessarily; as we speak, we may correct our thoughts and provide for that correction in our speaking. On the other hand, recount may be written or oral and requires a clearly sequenced ordering of narrative events. Retelling is less formal and probably told from the point-of-view of the story’s original narrator and in the tense the story was told; recounting, more formal in stance, sets the context for the recount from the beginning and is told in either first person or third person depending on the nature of the recount, but always told in past tense. The recount has closure, perhaps evaluative or summative in nature, or as in following the admonishment of the standards, may address the message, lesson, or moral of the text.  <a href="http://partnerinedu.com/2013/01/29/retell-or-recount-the-common-core-shift-from-1st-grade-to-2nd-grade/">http://partnerinedu.com/2013/01/29/retell-or-recount-the-common-core-shift-from-1st-grade-to-2nd-grade/</a></p>	

Summary is “a shortened version of an original text, stating the main ideas and important details of the text with the same text structure and order of the original” *Summarizing, Paraphrasing, and Retelling Skills for Better Reading, Writing, and Test Taking*(2006) Kissner (p. 8).

**RL.K.3**

With prompting and support, identify characters, settings, and major events in a story.

Kindergarten-Reading Standards for Literature	
Craft and Structure	
<b>RL.K.4</b>	Ask and answer questions about unknown words in a text.
<b>RL.K.5</b>	Recognize common types of text (e.g., storybooks, poems).
<b>RL.K.6</b>	With prompting and support, name the author and illustrator of a story and define the role of each in telling the story.



Kindergarten-Reading Standards for Literature	
Integration of Knowledge and Ideas	
<b>RL.K.7</b>	With prompting and support, describe the relationship between illustrations and the story in which they appear (e.g., based on this picture, what is happening?).
<b>RL.K.8</b>	RL.K.8 is not applicable to literature based on anchor standard CCRA.R.8. Analyze and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.
<b>RL.K.9</b>	With prompting and support, compare and contrast the characters (e.g., adventures and experiences) in familiar stories.
Range of Reading and Level of Text Complexity	
<b>RL.K.10</b>	Actively engage in teacher-led reading activities with purpose and understanding.
Teacher Note	
<b>RL.K.10</b> It is critical that children are reading on grade-level. “In 2011, sociologist Donald Hernandez reported that children who do not read proficiently by the end of third grade are four times more likely to leave school without a diploma than proficient readers” ( <a href="http://www.aecf.org/m/resourcedoc/AECF-EarlyWarningConfirmed-2013.pdf#page=11">http://www.aecf.org/m/resourcedoc/AECF-EarlyWarningConfirmed-2013.pdf#page=11</a> ).	

Kindergarten-Reading Standards for Informational Text	
Key Ideas and Details	
<b>RI.K.1</b>	With prompting and support, ask and answer questions about key details in a text.
<b>RI.K.2</b>	With prompting and support, identify the main topic and <i>retell</i> key details of a text.
Teacher Note	
<p>RI.K.2</p> <p>The following link provides a discussion of the differences among the terms “retell,” “recount,” and “summarize”:  <a href="http://partnerinedu.com/2013/01/29/retell-or-recount-the-common-core-shift-from-1st-grade-to-2nd-grade/">http://partnerinedu.com/2013/01/29/retell-or-recount-the-common-core-shift-from-1st-grade-to-2nd-grade/</a></p> <p>Retell vs. Recount</p> <p>“Retell implies an oral recapitulation of the narrative elements, probably best put in order but not necessarily; as we speak, we may correct our thoughts and provide for that correction in our speaking. On the other hand, recount may be written or oral and requires a clearly sequenced ordering of narrative events. Retelling is less formal and probably told from the point-of-view of the story’s original narrator and in the tense the story was told; recounting, more formal in stance, sets the context for the recount from the beginning and is told in either first person or third person depending on the nature of the recount, but always told in past tense. The recount has closure, perhaps evaluative or summative in nature, or as in following the admonishment of the standards, may address the message, lesson, or moral of the text.  <a href="http://partnerinedu.com/2013/01/29/retell-or-recount-the-common-core-shift-from-1st-grade-to-2nd-grade/">http://partnerinedu.com/2013/01/29/retell-or-recount-the-common-core-shift-from-1st-grade-to-2nd-grade/</a></p> <p>Summary is “a shortened version of an original text, stating the main ideas and important details of the text with the same text structure and order of the original” <i>Summarizing, Paraphrasing, and Retelling Skills for Better Reading, Writing, and Test Taking</i>(2006) Kissner (p. 8).</p>	

<b>RI.K.3</b>	With prompting and support, describe the connection between two topics (individuals, events, ideas, or scientific concepts).
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Kindergarten-Reading Standards for Informational Text	
Craft and Structure	
<b>RI.K.4</b>	With prompting and support, ask and answer questions about unknown words in a text.
<b>RI.K.5</b>	Identify the front cover, back cover, and title page of a book.
<b>RI.K.6</b>	Name the author and illustrator of a text and define the role of each in presenting the ideas or information in a text.

Kindergarten-Reading Standards for Informational Text	
Integration of Knowledge and Ideas	
<b>RI.K.7</b>	With prompting and support, describe the relationship between visual images and the text in which they appear (e.g., what person, place, thing, or idea in the text a visual image depicts).
<b>RI.K.8</b>	With prompting and support, identify the details an author gives to support points in a text.
<b>RI.K.9</b>	With prompting and support, identify basic similarities and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures).

Range of Reading and Level of Text Complexity	
<b>RI.K.10</b>	Actively engage in teacher-led reading activities with purpose and understanding
<b>Teacher Note</b>	
<p>RI.K.10</p> <p>It is critical that children are reading on grade-level. “In 2011, sociologist Donald Hernandez reported that children who do not read proficiently by the end of third grade are four times more likely to leave school without a diploma than proficient readers” (<a href="http://www.aecf.org/m/resourcedoc/AECF-EarlyWarningConfirmed-2013.pdf#page=11">http://www.aecf.org/m/resourcedoc/AECF-EarlyWarningConfirmed-2013.pdf#page=11</a>).</p>	

Kindergarten-Reading Standards for Foundational Skills	
Print Concepts	
<b>RF.K.1</b>	Demonstrate understanding of the organization and basic features of print.
<b>RF.K.1.A</b>	Follow words from left to right, top to bottom, and page by page.
<b>RF.K.1.B</b>	Recognize that spoken words are represented in written language by specific sequences of letters and that print carries meaning.
<b>RF.K.1.C</b>	Understand that words are separated by spaces in print.
<b>Teacher Note</b>	
<b>RF.K.1.C</b> One way teachers can assess this understanding is to ask students to demonstrate one-to-one correspondence by matching oral words to printed words.	
<b>RF.K.1.D</b>	Recognize and name all upper- and lowercase letters of the alphabet.

Kindergarten-Reading Standards for Foundational Skills	
Phonological Awareness	
<b>RF.K.2</b>	Demonstrate understanding of spoken words, syllables, and sounds (phonemes).
<b>Teacher Note</b>	
RF.K.2 To assess the understanding of words, teachers might ask students to count words in spoken sentences. Blend two individual words to form a compound word (e.g., star + fish...starfish). Segment a compound word into its two individual words. (e.g., starfish...star_fish).	
<b>RF.K.2.A</b>	Recognize and produce rhyming words orally.
<b>RF.K.2.B</b>	Count, pronounce, blend, and segment syllables in spoken words.
<b>Teacher Note</b>	
RF.K.2.B Some examples of segmenting and blending may be found at the following link: <a href="http://www.corestandards.org/assets/Appendix_A.pdf#page=19">http://www.corestandards.org/assets/Appendix_A.pdf#page=19</a>	
<b>RF.K.2.C</b>	Blend and segment onsets and rimes of one-syllable spoken words.



Teacher Note	
<p>RF.K.2.C</p> <p>An explanation of onset and rime manipulation in spoken language may be found at the following link  <a href="http://www.corestandards.org/assets/Appendix_A.pdf#page=19">http://www.corestandards.org/assets/Appendix_A.pdf#page=19</a></p> <p>Additional information is available in a document by Louisa Moats which is found on page 4 of the Reading Rockets website: <a href="http://www.readingrockets.org/article/development-phonological-skills">http://www.readingrockets.org/article/development-phonological-skills</a></p>	
<b>RF.K.2.D</b>	Isolate and pronounce the initial, medial vowel, and final sounds (phonemes) in three-phoneme (consonant-vowel-consonant or CVC) words. (This does not include CVCs ending with /l/, /r/, or /x/.)
<b>RF.K.2.E</b>	Add or substitute individual sounds (phonemes) in simple, one-syllable words to make new words.
RF.K.2.F	<p>This standard begins in Grade 1.</p> <p>Add or substitute individual sounds (phonemes).</p>
RF.K.2.G	<p>This standard begins in Grade 1.</p> <p>Delete individual initial and final sounds.</p>

Kindergarten-Reading Standards for Foundational Skills	
Phonics and Word Recognition	
<b>RF.K.3</b>	Know and apply grade-level phonics and word analysis skills in decoding words.
<b>Teacher Note</b>	
<p>RF.K.3 Each district will choose or create a phonics curriculum that is systematic and explicit, which aligns to the known research and uses evidence-based strategies. Guidance for selecting or developing a phonics program may be found at the following link on pages 20-22 and 37 <a href="http://www.corestandards.org/assets/Appendix_A.pdf#page=20">http://www.corestandards.org/assets/Appendix_A.pdf#page=20</a></p>	
<b>RF.K.3.A</b>	Demonstrate basic knowledge of one-to-one letter-sound correspondences by producing the most frequently used sound for each consonant.
<b>RF.K.3.B</b>	Associate the long and short sounds with the five major vowel graphemes (a,e,i,o,u), using open and closed syllable types ( e.g., open-go, closed-got).
<b>RF.K.3.C</b>	Read common <i>high-frequency words</i> by sight (e.g., the, of, to, you, she, my, is, are, do, does).
<b>Teacher Note</b>	
<p>RF.K.3.C Districts should consider sight words and high-frequency words when aligning their curriculum.</p> <p>Sight words are any word recognized instantly. (Teaching Reading Sourcebook by Honig, Diamond, and Gutlohn p. 242).</p>	

High-frequency words are “Regular and irregular words that appear often in printed text” (Teaching Reading Sourcebook by Honig, Diamond, and Gutlohn p. 243).	
<b>RF.K.3.D</b>	Distinguish between similarly spelled words by identifying the sounds of the letters that differ (e.g., hat, fat, rat; cap, cup, cop; him, hip, hit).
<b>RF.K.3.E</b>	Decode CVC words.
<b>RF.K.3.F</b>	Decode one-syllable words (open and closed).

Kindergarten-Reading Standards for Foundational Skills	
Fluency	
<b>RF.K.4</b>	Read <i>grade-appropriate</i> texts with purpose and understanding.
Teacher Note	
<p>RF.K.4 For students to be on track to read on grade-level by Grade 3, students should be reading on a DRA level of 6 or a guided reading level D by the end of Kindergarten.</p> <p>The rationale and research to support this recommendation can be found at:  <a href="http://www.heinemann.com/fountasandpinnell/pdfs/whitepapertextgrad.pdf">http://www.heinemann.com/fountasandpinnell/pdfs/whitepapertextgrad.pdf</a></p>	
RF.K.4.A	<p>This standard begins in Grade 1.</p> <p>Read <i>grade-appropriate</i> texts with purpose and understanding.</p>
RF.K.4.B	<p>This standard begins in Grade 1.</p> <p>Read <i>grade-appropriate</i> text orally with accuracy, appropriate rate, and expression.</p>
RF.K.4.C	<p>This standard begins in Grade 2.</p> <p>Use context in <i>grade-appropriate</i> text to confirm or self-correct word recognition and understanding, rereading as necessary.</p>

## Arkansas Anchor Standards for Writing

The standards on the following pages define what students should understand and be able to do by the end of the grade or grade span. They correspond to the Arkansas College and Career Readiness (CCR) anchor standards below by number. The CCR and grade-specific standards are necessary complements--the former providing broad standards, the latter providing additional specificity--that together define the skills and understandings that all students must demonstrate.

### **Text Types and Purposes**

1. Write arguments to support claims when analyzing substantive topics or texts using valid reasoning and relevant, sufficient evidence.
2. Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
3. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details and well-structured event sequences.

### **Production and Distribution of Writing**

4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
6. Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.

### **Research to Build and Present Knowledge**

7. Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.
8. Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.
9. Draw evidence from literary and/or informational texts to support analysis, reflection, research, and synthesis.

**Range of Writing**

10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

**Note on Range and Content of Student Writing Grades K-5**

To build a foundation for college and career readiness, students need to learn to use writing as a way of offering and supporting opinions, demonstrating understanding of the subjects they are studying, and conveying real and imagined experiences and events. They learn to appreciate that a key purpose of writing is to communicate clearly to an external, sometimes unfamiliar audience, and they begin to adapt the form and content of their writing to accomplish a particular task and purpose. They develop the capacity to build knowledge on a subject through research projects and to respond analytically to literary and informational sources. To meet these goals, students must devote significant time and effort to writing, producing numerous pieces over short and extended time frames throughout the year.

Kindergarten-Writing Standards	
Text Types and Purposes	
<b>W.K.1</b>	Use a combination of drawing, dictating, and writing to compose opinion pieces in which they tell a reader the topic or the name of the book they are writing about and state an opinion or preference about the topic or book (e.g., My favorite book is...).
W.K.1.A	This standard begins in Grade 3. Introduce the topic and create an organizational structure when writing.
W.K.1.B	This standard begins in Grade 3. Provide reasons that support an opinion.
W.K.1.C	This standard begins in Grade 3. Use linking words and phrases to connect opinion and reasons.
W.K.1.D	This standard begins in Grade 3. Provide a concluding statement or section.
W.K.1.E	This standard begins in Grade 6. Provide a concluding statement or section that follows from an argument presented.
<b>W.K.2</b>	Use a combination of drawing, dictating, and writing to compose informative/explanatory texts in which they name what they are writing about and supply some information about the topic.
W.K.2.A	This standard begins in Grade 3. Introduce a topic and group related information; include illustrations when useful to aiding comprehension.
W.K.2.B	This standard begins in Grade 3.

	Develop the topic with facts, definitions, and detail.
W.K.2.C	This standard begins in Grade 1. Use linking words and phrases (e.g., also, another, and, more, but) to connect ideas within categories of information.
W.K.2.D	This standard begins in Grade 3. Provide a concluding statement or section.
W.K.2.E	This standard begins in Grade 6. Establish and maintain a formal style.
W.K.2.F	This standard begins in Grade 4. Provide a concluding statement or section related to the information or explanation presented.
<b>W.K.3</b>	Use a combination of drawing, dictating, and writing to narrate a single event or several loosely linked events and provide a reaction to what happened.
W.K.3.A	This standard begins in Grade 3. Establish a situation and introduce a narrator and/or characters; organize an event sequence that unfolds naturally.
W.K.3.B	This standard begins in Grade 3. Use narrative techniques, such as dialogue and descriptions of actions, thoughts, and feelings to develop experiences and events or show the response of characters to situations.
W.K.3.C	This standard begins in Grade 3. Use <i>temporal</i> words and phrases to signal event order.
<b>Teacher Note</b>	
W.K.3.C Temporal means of or relating to time (e.g., first, last, before, after, next, then, prior to, afterward, as soon as).	



W.K.3.D	<p>This standard begins in Grade 4.</p> <p>Use concrete words and phrases and sensory details to convey experiences and events precisely.</p>
W.K.3.E	<p>This standard begins in Grade 3.</p> <p>Provide a conclusion that follows from the narrated experiences or events.</p>

Kindergarten-Writing Standards	
Production and Distribution of Writing	
W.K.4	<p>This standard begins in Grade 3.</p> <p>With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose.</p>
<b>W.K.5</b>	With prompting and support, respond to questions and add details to strengthen writing as needed.
<b>W.K.6</b>	With guidance and support from adults, explore a variety of digital tools to produce some writing, including in collaboration with peers.
Teacher Note	
W.K.6	Students should be given an opportunity to write using digital tools, but not all writing has to be produced digitally.

Kindergarten-Writing Standards	
Research to Build and Present Knowledge	
<b>W.K.7</b>	Participate in shared research and writing projects (e.g., explore a number of books on a specific topic and produce simple findings).
<b>W.K.8</b>	With prompting and support, recall information from experiences or gather information from provided sources to answer a question.
W.K.9	<p>This standard begins in Grade 4.</p> <p>Draw evidence from literary or informational texts to support analysis, reflection, and research.</p>
W.K.9.A	<p>This standard begins in Grade 4.</p> <p>Apply Grade 4 Reading standards to literature (e.g., "Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text [e.g., a character's thoughts, words, or actions].").</p>
W.K.9.B	<p>This standard begins in Grade 4.</p> <p>Apply Grade 4 Reading standards to informational texts (e.g., "Explain how an author uses reasons and evidence to support particular points in a text.").</p>

Kindergarten-Writing Standards	
Range of Writing	
W.K.10	With prompting and support write routinely over short time frames for a range of discipline-specific tasks, purposes, and audiences.

## Arkansas Anchor Standards for Speaking and Listening

The standards on the following pages define what students should understand and be able to do by the end of the grade or grade span. They correspond to the Arkansas College and Career Readiness (CCR) anchor standards below by number. The CCR and grade-specific standards are necessary complements--the former providing broad standards, the latter providing additional specificity--that together define the skills and understandings that all students must demonstrate.

### **Comprehension and Collaboration**

1. Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
2. Integrate and evaluate information presented in diverse media such as visual, quantitative, and oral.
3. Evaluate a speaker's perspective, reasoning, and use of evidence and rhetoric.

### **Presentation of Knowledge and Ideas**

4. Present information, findings, and supporting evidence with organization, development, and style appropriate to task, purpose, and audience so that listeners can follow the line of reasoning.
5. Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.
6. Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.

### **Note on Range and Content of Student Speaking and Listening Grades K-5**

To build a foundation for college and career readiness, students must have ample opportunities to take part in a variety of rich, structured conversations--as part of a whole class, in small groups, and with a partner. Being productive members of these conversations requires that students contribute accurate, relevant information; respond to and develop what others have said; make comparisons and contrasts; and analyze and synthesize a multitude of ideas in various domains.

New technologies have broadened and expanded the role that speaking and listening play in acquiring and sharing knowledge and have tightened their link to other forms of communication. Digital texts confront students with the potential for continually updated content and dynamically changing combinations of words, graphics, images, hyperlinks, and embedded video and audio.

Kindergarten-Speaking and Listening Standards	
Comprehension and Collaboration	
<b>SL.K.1</b>	Participate in <i>collaborative conversations</i> with diverse partners about Kindergarten topics and texts with peers and adults in small and larger groups.
<b>Teacher Note</b>	
<p>SL.K.1 For information about oral language development see Appendix A, page 26, paragraphs 3 and 4  <a href="http://www.corestandards.org/assets/Appendix_A.pdf#page=26">http://www.corestandards.org/assets/Appendix_A.pdf#page=26</a></p> <p>Collaborative conversations take place when students talk jointly with others especially in an intellectual endeavor (e.g., Think Pair Share, Reciprocal Teaching, and teacher-led class discussion).</p>	
<b>SL.K.1.A</b>	Follow agreed-upon rules for discussions (e.g., listening to others and taking turns speaking about the topics and texts under discussion)
<b>SL.K.1.B</b>	Continue a conversation through multiple exchanges.
SL.K.1.C	<p>This standard begins in Grade 1.</p> <p>Ask questions to clear up any confusion about the topics and texts under discussion.</p>
SL.K.1.D	<p>This standard begins in Grade 3.</p> <p>Explain their own ideas and understanding in light of the discussion.</p>
<b>SL.K.2</b>	With prompting and support, ask and answer questions about key details to demonstrate understanding of a topic read aloud, presented orally, or through other media.

<b>Teacher Note</b>	
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SL.K.2	
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Confirm understanding of a topic (through read aloud, oral presentation, or through other media) by asking and answering questions about key details.	
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<b>SL.K.3</b>	Ask and answer questions in order to seek help, get information, or clarify something that is not understood.
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	Ask and answer questions in order to seek help, get information, or clarify something that is not understood.
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Kindergarten-Speaking and Listening Standards	
Presentation of Knowledge and Ideas	
<b>SL.K.4</b>	Describe familiar people, places, things, and events; provide additional details with prompting and support.
<b>SL.K.5</b>	Add drawings or other <i>visual displays</i> to descriptions of familiar people, places, things, and events as desired to provide additional detail.
<b>Teacher Note</b>	
SL.K.5 A visual display is a presentation of information that can be seen (e.g., drawings, bar graphs, 3D pie charts, line graphs, and pyramid area graphs).	
<b>SL.K.6</b>	Speak audibly and express thoughts, feelings, and ideas clearly.
<b>Teacher Note</b>	
SL.K.6 See L.K.1 for specific language expectations for Kindergarten students when speaking and writing.	

## Arkansas Anchor Standards for Language

The standards on the following pages define what students should understand and be able to do by the end of the grade or grade span. They correspond to the Arkansas College and Career Readiness (CCR) anchor standards below by number. The CCR and grade-specific standards are necessary complements--the former providing broad standards, the latter providing additional specificity--that together define the skills and understandings that all students must demonstrate.

### **Text Types and Purposes**

1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
3. Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

### **Production and Distribution of Writing**

4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
6. Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.

### **Note on Range and Content of Student Language Use Grades K-5**

To build a foundation for college and career readiness in language, students must gain control over many conventions of standard English grammar, usage, and mechanics as well as learn other ways to use language to convey meaning effectively. They must also be able to determine or clarify the meaning of grade-appropriate words encountered

through listening, reading, and media use; come to appreciate that words have nonliteral meanings, shadings of meaning, and relationships to other words; and expand their vocabulary in the course of studying content. The inclusion of language standards in their own strand should not be taken as an indication that skills related to conventions, effective language use, and vocabulary are unimportant to reading, writing, speaking, and listening; indeed, they are inseparable from such contexts.

Standard English is the English language in its most widely accepted form, as written and spoken by educated people in both formal and informal contexts, having universal currency while incorporating regional differences

(<http://www.dictionary.com/browse/standard-english?s=t>)

Formal English is the result of particular choices of grammar and vocabulary whereby the speaker or writer uses longer words or words with origins in Latin and Greek as opposed to more informal vocabulary that commonly involves shorter words, or words with origins in Anglo-Saxon. Contractions, relative clauses without a relative pronoun and ellipsis are avoided. Formal English is used when writing essays for school, cover letters to apply for jobs, or emails and letters at work.

Informal discourse is used with friends, children, and relatives.

“Grade-appropriate” is tied to text complexity. The texts should also be selected to include words for appropriate phonics, word study, and spelling development and should have content and literary merit. The text must be rigorous enough to engage students in Grade 1 concepts across all four strands of the English Language Arts standards. Text selection should be a priority consideration when developing a rigorous grade-appropriate curriculum.

Kindergarten-Language Standards	
Conventions of Standard English	
<b>L.K.1</b>	Demonstrate command of the conventions of <i>standard English</i> grammar and usage when writing or speaking as appropriate for Kindergarten.
<b>Teacher Note</b>	
<p>L.K.1 Standard English is the English language in its most widely accepted form, as written and spoken by educated people in both formal and informal contexts, having universal currency while incorporating regional differences (<a href="http://www.dictionary.com/browse/standard-english?s=t">http://www.dictionary.com/browse/standard-english?s=t</a>)</p> <p>Formal English is the result of particular choices of grammar and vocabulary whereby the speaker or writer uses longer words or words with origins in Latin and Greek as opposed to more informal vocabulary that commonly involves shorter words, or words with origins in Anglo-Saxon. Contractions, relative clauses without a relative pronoun and ellipsis are avoided. Formal English is used when writing essays for school, cover letters to apply for jobs, or emails and letters at work.</p> <p>Informal discourse is used with friends, children, and relatives.</p>	
<b>L.K.1.A</b>	Print all upper- and lowercase letters legibly.
<b>L.K.1.B</b>	Use frequently occurring nouns. <ul style="list-style-type: none"> <li>Form regular plural nouns orally by adding /s/ or /es/ (e.g., dog, dogs; wish, wishes).</li> </ul>
<b>L.K.1.C</b>	Use frequently occurring verbs.

L.K.1.D	This standard begins in Grade 1. Use personal, possessive, and indefinite pronouns (e.g., I, me, my, they, them, their, anyone, everything).
L.K.1E	Use adjectives. ● Use determiners, noun markers, to add specificity (e.g., a book, the book) begins in Grade 1.
L.K.1F	This standard begins in Grade 1. Use conjunctions (e.g., and, but, or, so, because).
L.K.1.G	Use the most frequently occurring prepositions (e.g., to, from, in, out, on, off, for, of, by with).
L.K.1.H	Independently produce and expand complete sentences in shared language activities. ● With prompting and support, use spaces to separate words in a sentence.
L.K.1.I	This standard begins in Grade 4. Use <i>modal auxiliaries</i> (e.g., can, may, must) to convey various conditions.
L.K.1.J	Understand and use question words, interrogatives, (e.g., who, what, when, where, why, how).
L.K.1.K	Print all upper- and lowercase letters legibly.
L.K.2	Demonstrate command of the conventions of <i>standard English</i> capitalization, punctuation, and spelling as appropriate for Kindergarten when writing.
<b>Teacher Note</b>	
<p>L.K.2 Standard English is the English language in its most widely accepted form, as written and spoken by educated people in both formal and informal contexts, having universal currency while incorporating regional differences (<a href="http://www.dictionary.com/browse/standard-english?s=t">http://www.dictionary.com/browse/standard-english?s=t</a>)</p> <p>Formal English is the result of particular choices of grammar and vocabulary whereby the speaker or writer uses longer</p>	

<p>words or words with origins in Latin and Greek as opposed to more informal vocabulary that commonly involves shorter words, or words with origins in Anglo-Saxon. Contractions, relative clauses without a relative pronoun and ellipsis are avoided. Formal English is used when writing essays for school, cover letters to apply for jobs, or emails and letters at work.</p> <p>Informal discourse is used with friends, children, and relatives.</p>	
<b>L.K.2.A</b>	Capitalize the first word in a sentence and the pronoun I.
<b>L.K.2.B</b>	Recognize and name end punctuation.
<b>L.K.2.C</b>	<p style="text-align: center;">This standard begins in Grade 1.</p> <p style="text-align: center;">Use commas in dates and to separate single words in a series.</p>
<b>L.K.2.D</b>	<p>Write a letter or letters for most consonant and short-vowel sounds (phonemes).</p> <ul style="list-style-type: none"> <li>• Spell consonant-vowel-consonant (CVC) words correctly.</li> <li>• Spell words phonetically, drawing on knowledge of sound-letter relationships.</li> </ul>
<b>Teacher Note</b>	
<p><b>L.K.2.D</b></p> <p>More information on Phoneme-Grapheme Correspondence may be found on a chart at the following link  <a href="http://www.corestandards.org/assets/Appendix_A.pdf#page=17">http://www.corestandards.org/assets/Appendix_A.pdf#page=17</a>  A chart of vowel sounds with examples can be found at the following link  <a href="http://www.corestandards.org/assets/Appendix_A.pdf#page=18">http://www.corestandards.org/assets/Appendix_A.pdf#page=18</a></p>	

Kindergarten-Language Standards	
Knowledge of Language	
L.K.3	This standard begins in Grade 2. Use knowledge of language and its conventions.
L.K.3.A	This standard begins in Grade 3. Choose words and phrases for effect.
L.K.3.B	This standard begins in Grade 3. Recognize and observe differences between the conventions of spoken and written <i>standard English</i> .

Kindergarten-Language Standards	
Vocabulary Acquisition and Use	
<b>L.K.4</b>	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on Kindergarten reading and content.
<b>L.K.4.A</b>	Identify new meanings for familiar words and apply them accurately (e.g., knowing duck is a bird and learning the verb to duck).
<b>L.K.4.B</b>	Use the most frequently occurring inflections and affixes (e.g., -ed, -s, re-, un-, pre-, -ful, -less) as a clue to the meaning of an unknown word.
<b>L.K.4.C</b>	<p style="text-align: center;">This standard begins in Grade 1.</p> <p style="text-align: center;">Identify frequently occurring root words (e.g., look) and their inflectional forms (e.g., looks, looked, looking).</p>
<b>L.K.5</b>	With guidance and support from adults, explore word relationships and <i>nuances</i> in word meanings.
Teacher Notes	
<b>L.K.5</b> Nuance is a subtle difference or distinction in expression, meaning, response, etc. A single word choice can convey a nuanced meaning: The girl was _____ (e.g., petite, little, slight, skinny, emaciated, thin, bony, lean, lanky, fragile).	
<b>L.K.5.A</b>	Sort common objects into categories (e.g., shapes, foods) to gain a sense of the concepts the categories represent.
<b>L.K.5.B</b>	Demonstrate understanding of frequently occurring verbs and adjectives by relating them to their opposites (antonyms).



<b>L.K.5.C</b>	Identify real-life connections between words and their use (e.g., note places at school that are colorful).
<b>L.K.5.D</b>	Distinguish shades of meaning among verbs describing the same general action (e.g., walk, march, strut, prance) by acting out the meanings.
<b>L.K.6</b>	Use words and phrases acquired through conversations, reading, being read to, and responding to texts.

**Grade 1**

**Arkansas**

**English Language Arts Standards**

**2016**

## Introduction

The Arkansas English Language Arts Standards for Grades K-12 have been developed to prepare students for success after high school. Students who are successful in college or careers have attained particular literacy capacities: They demonstrate independence; they build strong content knowledge; they respond to the varying demands of audience, task, purpose, and discipline; they comprehend as well as critique; they value evidence; they use technology and digital media strategically and capably; and they come to understand other perspectives and cultures. These broad literacy capacities are developed across the disciplines, not just in English language arts; therefore, a separate document, The Arkansas Disciplinary Literacy Standards, has been created for other content areas to address their unique literacy needs. The English classroom focuses on reading and analyzing literature and literary nonfiction, studying the English language, and writing.

The document includes the Arkansas College and Career Ready Anchor Standards for each strand of the standards: reading, writing, speaking and listening, and language. These anchor standards describe the knowledge and skills that are needed in the discipline of English language arts by high school graduates to acquire the literacy capacities. The grade-level standards, which are aligned to the anchor standards, represent the progression of learning for each grade level from Kindergarten to Grade 12.

The anchor standards are placed before the grade-level standards for each strand to describe the bigger picture learning goals. The grade-level standards documents include teacher notes that provide explanations, definitions, and links to resources to support teachers as they implement the standards. Although the documents are organized by strands—reading, reading foundational, writing, speaking and listening, and language—the standards should be integrated during instruction. For example, students should be writing and studying language while they are reading. Students should be speaking and listening periodically as they are engaged in reading and writing. Texts can be used as examples to support developing writers. These examples describe only a few of many ways that the strands can be embedded naturally and effectively during instruction that is aligned to the standards.

The document focuses on literacy skills rather than literary content. Teachers have the opportunity to select grade-appropriate literary and literary nonfiction texts to teach the standards. Therefore, text selection is critical to successful

implementation of these standards. The texts must provide opportunities to teach all the strands at grade-level rigor. Three measures of text complexity should guide text selection: quantitative, qualitative, and reader and task. Teacher notes in the grade-level documents provide support for effective text selection.

Students acquire knowledge and skills at different rates; therefore, teachers are encouraged to become familiar with the standards above and below the grade level they teach. The standards below grade level will guide decisions for remediating students who do not have all the grade-level skills in place, and the standards above grade level will guide decisions for extending students who are ready to move ahead. In addition, familiarity with the K-12 standards will support developing an aligned curriculum that will create a smooth learning progression for knowledge and skills in English language arts from Kindergarten through high school graduation.

As students advance through the grades and master the standards in reading, writing, speaking, listening, and language, they continue to develop literacy capacities and increase their opportunities for success in the future.

## Arkansas Anchor Standards for Reading

The standards on the following pages define what students should understand and be able to do by the end of the grade or grade span. They correspond to the College and Career Readiness (CCR) anchor standards below by number. The CCR and grade-specific standards are necessary complements—the former providing broad standards, the latter providing additional specificity—that together define the skills and understandings that all students must demonstrate

### **Key Ideas and Details**

1. Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
3. Analyze how and why individuals, events, and ideas develop and interact over the course of a text.

### **Craft and Structure**

4. Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings; analyze how specific word choices shape meaning and/or tone.
5. Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.
6. Assess how point of view, perspective, and/or purpose shape the content and style of a text.

### **Integration of Knowledge and Ideas**

7. Integrate and evaluate content presented in diverse media and formats.
8. Analyze and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence
9. Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches of the author(s).

**Range of Reading and Level of Text Complexity**

10. Read and comprehend complex literary and informational texts independently and proficiently.

**Note on Range and Content of Student Reading Grades K-5**

To build a foundation for college and career readiness, students must read widely and deeply from among a broad range of high-quality, increasingly challenging literary and informational texts. Through extensive reading of stories, dramas, poems, and myths from diverse cultures and different time periods, students gain literary and cultural knowledge as well as familiarity with various text structures and elements. By reading texts in history/social studies, science, and other disciplines, students build a foundation of knowledge in these fields that will also give them the background to be better readers in all content areas. Students can only gain this foundation when the curriculum is intentionally and coherently structured to develop rich content knowledge within and across grades. Students also acquire the habits of reading independently and closely, which are essential to their future success.

Grade 1-Reading Standards for Literature	
Key Ideas and Details	
<b>RL.1.1</b>	Ask and answer questions about key details in a text.
<b>RL.1.2</b>	<i>Retell</i> stories, including key details, and demonstrate understanding of their central message or lesson.
Teacher Note	
<p>RL.1.2 The following link provides a discussion of the differences among the terms “retell,” “recount,” and “summarize”:  <a href="http://partnerinedu.com/2013/01/29/retell-or-recount-the-common-core-shift-from-1st-grade-to-2nd-grade/">http://partnerinedu.com/2013/01/29/retell-or-recount-the-common-core-shift-from-1st-grade-to-2nd-grade/</a></p> <p>Retell vs. Recount  “Retell implies an oral recapitulation of the narrative elements, probably best put in order but not necessarily; as we speak, we may correct our thoughts and provide for that correction in our speaking. On the other hand, recount may be written or oral and requires a clearly sequenced ordering of narrative events. Retelling is less formal and probably told from the point of view of the story’s original narrator and in the tense the story was told; recounting, more formal in stance, sets the context for the recount from the beginning and is told in either first person or third person depending on the nature of the recount, but always told in past tense. The recount has closure, perhaps evaluative or summative in nature, or as in following the admonishment of the standards, may address the message, lesson, or moral of the text.  <a href="http://partnerinedu.com/2013/01/29/retell-or-recount-the-common-core-shift-from-1st-grade-to-2nd-grade/">http://partnerinedu.com/2013/01/29/retell-or-recount-the-common-core-shift-from-1st-grade-to-2nd-grade/</a></p> <p>Summary is “a shortened version of an original text, stating the main ideas and important details of the text with the same text structure and order of the original” <i>Summarizing, Paraphrasing, and Retelling Skills for Better Reading, Writing, and Test Taking</i>(2006) Kissner (p. 8).</p>	

<b>RL.1.3</b>	Describe characters, settings, and major events in a story, using key details.
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Grade 1-Reading Standards for Literature	
Craft and Structure	
<b>RL.1.4</b>	Identify words and phrases in stories or poems that suggest feelings or appeal to the senses (e.g., “soon the round moon was shining” from “Owl and the Moon” found in <u>Owl at Home</u> by Arnold Lobel.)
<b>RL.1.5</b>	Explain major differences between books that tell stories and books that give information, drawing on a wide reading of a range of text types.
<b>RL.1.6</b>	Identify who is telling the story at various points in a text.

Grade 1-Reading Standards for Literature	
Integration of Knowledge and Ideas	
<b>RL.1.7</b>	Use illustrations and details in a story to describe its characters, setting, or events.
<b>RL.1.8</b>	RL.1.8 is not applicable to literature based on anchor standard CCRA.R.8. Analyze and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.
<b>RL.1.9</b>	Compare and contrast the adventures and experiences of characters in stories.
Range of Reading and Level of Text Complexity	
<b>RL.1.10</b>	With prompting and support, read prose and poetry of appropriate complexity for Grade 1.
Teacher Note	
<b>RL.1.10</b> It is critical that children are reading on grade-level. “In 2011, sociologist Donald Hernandez reported that children who do not read proficiently by the end of third grade are four times more likely to leave school without a diploma than proficient readers” ( <a href="http://www.aecf.org/m/resourcedoc/AECF-EarlyWarningConfirmed-2013.pdf#page=11">http://www.aecf.org/m/resourcedoc/AECF-EarlyWarningConfirmed-2013.pdf#page=11</a> ).	

Grade 1-Reading Standards for Informational	
Key Ideas and Details	
RI.1.1	Ask and answer questions about key details in a text.
RI.1.2	Identify the main topic and <i>retell</i> key details of a text.
Teacher Note	
<p>RI.1.2 The following link provides a discussion of the differences among the terms “retell,” “recount,” and “summarize”:  <a href="http://partnerinedu.com/2013/01/29/retell-or-recount-the-common-core-shift-from-1st-grade-to-2nd-grade/">http://partnerinedu.com/2013/01/29/retell-or-recount-the-common-core-shift-from-1st-grade-to-2nd-grade/</a></p> <p>Retell vs. Recount  “Retell implies an oral recapitulation of the narrative elements, probably best put in order but not necessarily; as we speak, we may correct our thoughts and provide for that correction in our speaking. On the other hand, recount may be written or oral and requires a clearly sequenced ordering of narrative events. Retelling is less formal and probably told from the point of view of the story’s original narrator and in the tense the story was told; recounting, more formal in stance, sets the context for the recount from the beginning and is told in either first person or third person depending on the nature of the recount, but always told in past tense. The recount has closure, perhaps evaluative or summative in nature, or as in following the admonishment of the standards, may address the message, lesson, or moral of the text.  <a href="http://partnerinedu.com/2013/01/29/retell-or-recount-the-common-core-shift-from-1st-grade-to-2nd-grade/">http://partnerinedu.com/2013/01/29/retell-or-recount-the-common-core-shift-from-1st-grade-to-2nd-grade/</a></p> <p>Summary is “a shortened version of an original text, stating the main ideas and important details of the text with the same text structure and order of the original” <i>Summarizing, Paraphrasing, and Retelling Skills for Better Reading, Writing, and Test Taking</i>(2006) Kissner (p. 8).</p>	

Example of identifying the main idea of a text and identifying how key details support the main idea:

A text about sharks can be found at the following link

[https://www.ncsu.edu/project/lancet/third\\_grade/sharks3.pdf](https://www.ncsu.edu/project/lancet/third_grade/sharks3.pdf)

The main idea of the text is that sharks have unique characteristics. The first sentence in each paragraph provides a key detail about sharks.

- “Sharks are actually a type of fish.”
- “Sharks have lots of teeth that are arranged in many rows rather than in just one row like people.”
- “One of the things particularly special about sharks is they have been around a long time.”

The standard asks students to look at a whole text and identify the main idea of the text and key details about sharks.

The first sentence of every paragraph in every text will not necessarily contain a key detail, but it is true for this text.

**RI.1.3**

Describe the connection between two individuals, events, ideas, or pieces of information in a text.

Grade 1-Reading Standards for Informational	
Craft and Structure	
<b>RI.1.4</b>	Ask and answer questions to help determine or clarify the meaning of words and phrases in a text.
<b>RI.1.5</b>	Know and use various text features (e.g., headings, tables of contents, glossaries, electronic menus, icons) to locate key facts or information in a text.
<b>Teacher Note</b>	
RI.1.5 Text features should be presented in a systematic way within an aligned curriculum.	
<b>RI.1.6</b>	Distinguish between information provided by pictures or other illustrations and information provided by the words in a text.

Grade 1-Reading Standards for Informational	
Integration of Knowledge and Ideas	
<b>RI.1.7</b>	Use the illustrations and details in a text to describe its key ideas.
<b>RI.1.8</b>	Identify the reasons an author gives to support points in a text.
<b>RI.1.9</b>	Identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures).
Range of Reading and Level of Text Complexity	
<b>RI.1.10</b>	With prompting and support, read informational texts appropriately complex for Grade 1.
Teacher Note	
<p>RI.1.10 It is critical that children are reading on grade-level. “In 2011, sociologist Donald Hernandez reported that children who do not read proficiently by the end of third grade are four times more likely to leave school without a diploma than proficient readers” (<a href="http://www.aecf.org/m/resourcedoc/AECF-EarlyWarningConfirmed-2013.pdf#page=11">http://www.aecf.org/m/resourcedoc/AECF-EarlyWarningConfirmed-2013.pdf#page=11</a>).</p>	

<b>Grade 1-Reading Standards: Foundational Skills</b>	
<b>Print Concepts</b>	
<b>RF.1.1</b>	Demonstrate understanding of the organization and basic features of print.
<b>RF.1.1.A</b>	Recognize the distinguishing features of a sentence (e.g., first word, capitalization, ending punctuation).
RF.1.1.B	This standard is taught in Kindergarten and should be reinforced as needed. Recognize that spoken words are represented in written language by specific sequences of letters and that print carries meaning.
RF.1.1.C	This standard is taught in Kindergarten and should be reinforced as needed. Understand that words are separated by spaces in print.
RF.1.1.D	This standard is taught in Kindergarten and should be reinforced as needed. Recognize and name all upper- and lowercase letters of the alphabet.

Grade 1-Reading Standards: Foundational Skills	
Phonological Awareness	
<b>RF.1.2</b>	Demonstrate understanding of spoken words, syllables, and sounds (phonemes).
<b>RF.1.2.A</b>	Distinguish long from short vowels in spoken one-syllable words.
<b>RF.1.2.B</b>	Orally produce one-syllable words by blending sounds (phonemes) including consonant blends.
<b>RF.1.2.C</b>	Isolate and produce initial, medial vowel, and final sounds (phonemes) in spoken one-syllable words.
<b>RF.1.2.D</b>	Segment spoken one-syllable words into their complete sequence of individual sounds (phonemes).
<b>Teacher Note</b>	
RF.1.2.D Additional information is available in a document by Louisa Moats on the Reading Rockets website: <a href="http://www.readingrockets.org/article/development-phonological-skills">http://www.readingrockets.org/article/development-phonological-skills</a>	
<b>RF.1.2.E</b>	Delete a syllable from a word (e.g., say “remember,” now say it without the “re”).
<b>RF.1.2.F</b>	Add or substitute individual sounds (phonemes) in simple, spoken words to make new words.
<b>RF.1.2.G</b>	Delete individual initial, and final, sounds (phonemes) in simple, spoken words (e.g., say “nice” without the /n/, say “lamp” without the /p/).



Teacher Note
<p>RF.1.2.G</p> <p>The teacher might assess students by asking them to delete individual words from a compound word. (e.g. “cupcake” - say it again, but without “cup” - child says “cake”).</p>

Grade 1-Reading Standards: Foundational Skills	
Phonics and Word Recognition	
<b>RF.1.3</b>	Know and apply grade-level phonics and word analysis skills in decoding words.
<b>RF.1.3.A</b>	Know the letter/sound correspondences for common consonant digraphs (e.g., th, sh, ch, ck)
<b>RF.1.3.B</b>	Know the letter/sound correspondences. <ul style="list-style-type: none"> <li>• silent e (e.g., a-e, e-e, i-e, o-e, u-e)</li> <li>• vowel teams               <ul style="list-style-type: none"> <li>○ vowel digraph (e.g., ee, oo, ai, ay, ea)</li> </ul> </li> </ul>
<b>RF.1.3.C</b>	Recognize and read <i>grade-appropriate</i> irregularly-spelled words.
<b>Teacher Note</b>	
RF.1.3.C “Grade-appropriate” is tied to text complexity. The texts should also be selected to include words for appropriate phonics, word study, and spelling development and should have content and literary merit. The text must be rigorous enough to engage students in Grade 1 concepts across all four strands of the English Language Arts standards. Text selection should be a priority consideration when developing a rigorous grade-appropriate curriculum.	
<b>RF.1.3.D</b>	Read words with inflectional endings.
<b>Teacher Note</b>	
RF.1.3.D Information on inflected endings may be found at the following link:	

<a href="http://www.corestandards.org/assets/Appendix_A.pdf#page=22">http://www.corestandards.org/assets/Appendix_A.pdf#page=22</a>	
<b>RF.1.3.E</b>	Decode regularly-spelled one-syllable words that follow syllable types. <ul style="list-style-type: none"> <li>• closed syllable</li> <li>• open syllable</li> <li>• vowel-consonant-e</li> <li>• vowel teams</li> <li>• Consonant-le</li> <li>• vowel-controlled-r</li> </ul>
<b>Teacher Note</b>	
RF.1.3.E Information on syllable types may be found at the following link: <a href="http://www.corestandards.org/assets/Appendix_A.pdf#page=21">http://www.corestandards.org/assets/Appendix_A.pdf#page=21</a>	
<b>RF.1.3.F</b>	Decode two-syllable words following basic patterns by breaking the words into syllables. <ul style="list-style-type: none"> <li>• Compound words (e.g., cup/cake, cow/boy)</li> <li>• Consonant-le (e.g., can/dle, sim/ple, ri/fle, nee/dle)</li> <li>• VC/CV (e.g., nap/kin, hap/py, stam/pede)</li> <li>• V/CV (e.g., bo/nus)</li> </ul>
<b>Teacher Note</b>	
RF.1.3.F Information on syllable patterns is found at the following link: <a href="http://www.corestandards.org/assets/Appendix_A.pdf#page=21">http://www.corestandards.org/assets/Appendix_A.pdf#page=21</a>	

Grade 1-Reading Standards: Foundational Skills	
Fluency	
<b>RF.1.4</b>	Read grade-level text with sufficient accuracy and <i>fluency</i> to support comprehension.
Teacher Note	
<p>RF.1.4 Fluency is the ability to read accurately, quickly, expressively, with good phrasing, and with good comprehension.</p> <p>Students' fluency should be measured qualitatively by how well they demonstrate their ability to read grade-level texts accurately, quickly, expressively, with good phrasing, and with good comprehension.</p> <p>Timothy Rasinski has studied and written extensively on the topic of reading fluency. The article cited below provides extensive guidance, including rubrics for reading fluency. Rasinski provides the following warning about the proper use of fluency assessments:</p> <p>"Reading rate appears to reflect students' ongoing development of automaticity in their decoding, which can be developed through practiced and assisted readings (see Kuhn &amp; Stahl, 2000; Osborn &amp; Lehr, 2003). If teachers provide the kind of instruction in fluency that works, then fluency, comprehension, and rate will improve. If teachers choose instead to focus primarily on developing students' reading rate at the expense of reading with expression, meaning, and comprehension, students may read fast but with insufficient comprehension. Their goal may be to get from one point in the text to another as fast as possible, without understanding the nuances of meaning in the text. This would be a grave misinterpretation of the research related to reading fluency development and a disservice to the students. Similarly, teachers need to be cautious in using reading rate to assess English language learners (ELLs). Many ELLs can be deceptively fast and accurate in their reading, yet demonstrate little understanding of the text. Teachers cannot assume that such students are progressing well in reading based solely on their reading rate. Other issues such as vocabulary and language proficiency may impede the students' growth in reading and require instructional intervention" (Rasinski,</p>	

Timothy, p 15. <a href="http://files.eric.ed.gov/fulltext/ED483166.pdf">http://files.eric.ed.gov/fulltext/ED483166.pdf</a> ).	
<b>RF.1.4.A</b>	Read grade-level text with purpose and understanding.
<b>Teacher Note</b>	
<p><b>RF.1.4.A</b>  It is critical that children are reading on grade-level. “In 2011, sociologist Donald Hernandez reported that children who do not read proficiently by the end of third grade are four times more likely to leave school without a diploma than proficient readers” (<a href="http://www.aecf.org/m/resourcedoc/AECF-EarlyWarningConfirmed-2013.pdf#page=11">http://www.aecf.org/m/resourcedoc/AECF-EarlyWarningConfirmed-2013.pdf#page=11</a>).</p> <p>This research places emphasis on reading instruction and creates a sense of urgency that all children learn to read proficiently on grade level by the end of 3<sup>rd</sup> grade.</p> <p>The 2<sup>nd</sup>-3<sup>rd</sup> Grade Lexile band is 420L-820L; therefore, Kindergarten and Grade 1 must lay the foundation for success at this level. Students in Grade 1 should be reading in the Lexile range between 190L-530L. Districts choose the instructional materials for reading instruction. To maintain consistency in rigor and to allow for measuring growth, it will be helpful if a district maintains the same measures of texts over time for accurate comparability.</p>	
<b>RF.1.4.B</b>	Read grade-level text orally with accuracy, appropriate rate, and expression on successive readings.
<b>RF.1.4.C</b>	<p>This standard begins in Grade 2.</p> <p>Use context in grade-level text to confirm or self-correct word recognition and understanding, rereading as necessary.</p>

## Arkansas Anchor Standards for Writing

The standards on the following pages define what students should understand and be able to do by the end of the grade or grade span. They correspond to the Arkansas College and Career Readiness (CCR) anchor standards below by number. The CCR and grade-specific standards are necessary complements--the former providing broad standards, the latter providing additional specificity--that together define the skills and understandings that all students must demonstrate.

### **Text Types and Purposes**

1. Write arguments to support claims when analyzing substantive topics or texts using valid reasoning and relevant, sufficient evidence.
2. Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
3. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details and well-structured event sequences.

### **Production and Distribution of Writing**

4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
6. Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.

### **Research to Build and Present Knowledge**

7. Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.
8. Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.
9. Draw evidence from literary and/or informational texts to support analysis, reflection, research, and synthesis.

**Range of Writing**

10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

**Note on Range and Content of Student Writing Grades K-5**

To build a foundation for college and career readiness, students need to learn to use writing as a way of offering and supporting opinions, demonstrating understanding of the subjects they are studying, and conveying real and imagined experiences and events. They learn to appreciate that a key purpose of writing is to communicate clearly to an external, sometimes unfamiliar audience, and they begin to adapt the form and content of their writing to accomplish a particular task and purpose. They develop the capacity to build knowledge on a subject through research projects and to respond analytically to literary and informational sources. To meet these goals, students must devote significant time and effort to writing, producing numerous pieces over short and extended time frames throughout the year.

Grade 1-Writing Standards	
Text Types and Purposes	
<b>W.1.1</b>	Write opinion pieces in which they introduce the topic or name the book they are writing about, state an opinion, supply a reason for the opinion, and provide some sense of closure.
W.1.1.A	This standard begins in Grade 3. Introduce the topic and create an organizational structure when writing.
W.1.1.B	This standard begins in Grade 3. Provide reasons that support an opinion.
W.1.1.C	This standard begins in Grade 3. Use linking words and phrases to connect opinion and reasons.
W.1.1.D	This standard begins in Grade 3. Provide a concluding statement or section.
W.1.1.E	This standard begins in Grade 6. Provide a concluding statement or section that follows from an argument presented.
<b>W.1.2</b>	Write informative/explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure.
W.1.2.A	This standard begins in Grade 3. Introduce a topic and group related information; include illustrations when useful to aiding comprehension.
W.1.2.B	This standard begins in Grade 3. Develop the topic with facts, definitions, and details.



<b>W.1.2.C</b>	Use linking words and phrases (e.g., also, another, and, more, but) to connect ideas within categories of information.
W.1.2.D	This standard begins in Grade 3. Provide a concluding statement or section.
W.1.2. E	This standard begins in Grade 6. Establish and maintain a formal style.
W.1.2.F	This standard begins in Grade 4. Provide a concluding statement or section related to the information or explanation presented.
<b>W.1.3</b>	Write narratives in which they <i>recount</i> two or more appropriately sequenced events, include some details regarding what happened, use <i>temporal</i> words to signal event order, and provide some sense of closure.
<b>Teacher Note</b>	
W.1.3 Temporal means of or relating to time (e.g., first, last, before, after, next, then, prior to, afterward, as soon as).	
W.1.3.A	This standard begins in Grade 3. Establish a situation and introduce a narrator and/or characters; organize an event sequence that unfolds naturally.
W.1.3.B	This standard begins in Grade 3. Use narrative techniques, such as dialogue and descriptions of actions, thoughts, and feelings to develop experiences and events or show the response of characters to situations.
W.1.3.C	This standard begins in Grade 3. Use <i>temporal</i> words and phrases to signal event order.
W.1.3.D	This standard begins in Grade 4. Use concrete words and phrases and sensory details to convey experiences and events precisely.

W.1.3.E	<p>This standard begins in Grade 3.</p> <p>Provide a conclusion that follows from the narrated experiences or events.</p>
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Grade 1-Writing Standards	
Production and Distribution of Writing	
W.1.4	<p>This standard begins in Grade 3.</p> <p>With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose.</p>
<b>W.1.5</b>	With guidance and support from adults, focus on a topic, respond to questions and suggestions from peers, and add details to strengthen writing as needed.
<b>W.1.6</b>	With guidance and support from adults, use a variety of digital tools to produce and publish some writing, including in collaboration with peers.
Teacher Note	
<p>W.1.6 Students should be given an opportunity to write using digital tools, but not all writing has to be produced digitally.</p>	

Grade 1-Writing Standards	
Research to Build and Present Knowledge	
<b>W.1.7</b>	Participate in shared research and writing projects (e.g., explore a number of "how-to" books on a given topic and use them to write a sequence of instructions).
<b>W.1.8</b>	With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.
W.1.9	<p>This standard begins in Grade 4.</p> <p>Draw evidence from literary or informational texts to support analysis, reflection, and research.</p>
W.1.9.A	<p>This standard begins in Grade 4.</p> <p>Apply Grade 4 Reading standards to literature. (e.g., "Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text [e.g., a character's thoughts, words, or actions].").</p>
W.1.9.B	<p>This standard begins in Grade 4.</p> <p>Apply Grade 4 Reading standards to informational texts (e.g., "Explain how an author uses reasons and evidence to support particular points in a text.").</p>

Grade 1-Writing Standards for First Grade	
Range of Writing	
W.1.10	Write routinely over short time frames for a range of discipline-specific tasks, purposes, and audiences.

## Arkansas Anchor Standards for Speaking and Listening

The standards on the following pages define what students should understand and be able to do by the end of the grade or grade span. They correspond to the Arkansas College and Career Readiness (CCR) anchor standards below by number. The CCR and grade-specific standards are necessary complements--the former providing broad standards, the latter providing additional specificity--that together define the skills and understandings that all students must demonstrate.

### Comprehension and Collaboration

1. Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
2. Integrate and evaluate information presented in diverse media such as visual, quantitative, and oral.
3. Evaluate a speaker's perspective, reasoning, and use of evidence and rhetoric.

### Presentation of Knowledge and Ideas

4. Present information, findings, and supporting evidence with organization, development, and style appropriate to task, purpose, and audience so that listeners can follow the line of reasoning.
5. Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.
6. Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.

### Note on Range and Content of Student Speaking and Listening Grades K-5

To build a foundation for college and career readiness, students must have ample opportunities to take part in a variety of rich, structured conversations--as part of a whole class, in small groups, and with a partner. Being productive members of these conversations requires that students contribute accurate, relevant information; respond to and develop what others have said; make comparisons and contrasts; and analyze and synthesize a multitude of ideas in various domains.

New technologies have broadened and expanded the role that speaking and listening play in acquiring and sharing knowledge and have tightened their link to other forms of communication. Digital texts confront students with the potential for continually updated content and dynamically changing combinations of words, graphics, images, hyperlinks, and embedded video and audio.

Grade 1-Speaking and Listening Standards	
Comprehension and Collaboration	
<b>SL.1.1</b>	Participate in <i>collaborative conversations</i> with diverse partners about Grade 1 topics and texts with peers and adults in small and larger groups.
<b>Teacher Notes</b>	
SL.1.1 Collaborative conversations take place when students talk jointly with others especially in an intellectual endeavor (e.g., Think Pair Share, Reciprocal Teaching, and teacher-led class discussion).	
<b>SL.1.A</b>	Follow agreed-upon rules for discussions (e.g., listening to others with care, speaking one at a time about the topics and texts under discussion).
<b>SL.1.B</b>	Continue conversations by responding to the comments of others through multiple exchanges.
<b>SL.1.C</b>	Ask questions to clear up any confusion about the topics and texts under discussion.
SL.1.D	This standard begins in Grade 3. Explain their own ideas and understanding in light of the discussion.
<b>SL.1.2</b>	Ask and answer questions about key details in a text read aloud, information presented orally, or through other media.
<b>SL.1.3</b>	Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood.



Grade 1-Speaking and Listening Standards	
Presentation of Knowledge and Ideas	
<b>SL.1.4</b>	Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly.
<b>SL.1.5</b>	Add drawings or other <i>visual displays</i> to descriptions when appropriate to clarify ideas, thoughts, and feelings.
<b>Teacher Note</b>	
SL.1.5 A visual display is a presentation of information that can be seen (e.g., drawings, bar graphs, 3D pie charts, line graphs, and pyramid area graphs).	
<b>SL.1.6</b>	Produce complete sentences when appropriate to task and situations.
<b>Teacher Note</b>	
SL.1.6 See L.1.1 for specific language expectations for Grade 1 students when speaking and writing.	

## Arkansas Anchor Standards for Language

The standards on the following pages define what students should understand and be able to do by the end of the grade or grade span. They correspond to the Arkansas College and Career Readiness (CCR) anchor standards below by number. The CCR and grade-specific standards are necessary complements--the former providing broad standards, the latter providing additional specificity--that together define the skills and understandings that all students must demonstrate.

### **Text Types and Purposes**

1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
3. Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

### **Production and Distribution of Writing**

4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
6. Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.

### **Note on Range and Content of Student Language Use Grades K-5**

To build a foundation for college and career readiness in language, students must gain control over many conventions of standard English grammar, usage, and mechanics as well as learn other ways to use language to convey meaning effectively. They must also be able to determine or clarify the meaning of grade-appropriate words encountered through listening, reading, and media use; come to appreciate that words have nonliteral meanings, shadings of meaning, and relationships to other words; and expand their vocabulary in the course of studying content. The

inclusion of language standards in their own strand should not be taken as an indication that skills related to conventions, effective language use, and vocabulary are unimportant to reading, writing, speaking, and listening; indeed, they are inseparable from such contexts.

Standard English is the English language in its most widely accepted form, as written and spoken by educated people in both formal and informal contexts, having universal currency while incorporating regional differences

(<http://www.dictionary.com/browse/standard-english?s=t>)

Formal English is the result of particular choices of grammar and vocabulary whereby the speaker or writer uses longer words or words with origins in Latin and Greek as opposed to more informal vocabulary that commonly involves shorter words, or words with origins in Anglo-Saxon. Contractions, relative clauses without a relative pronoun and ellipsis are avoided. Formal English is used when writing essays for school, cover letters to apply for jobs, or emails and letters at work.

Informal discourse is used with friends, children, and relatives.

“Grade-appropriate” is tied to text complexity. The texts should also be selected to include words for appropriate phonics, word study, and spelling development and should have content and literary merit. The text must be rigorous enough to engage students in Grade 1 concepts across all four strands of the English Language Arts standards. Text selection should be a priority consideration when developing a rigorous grade-appropriate curriculum.

Grade 1-Language Standards	
Conventions of Standard English	
<b>L.1.1</b>	Demonstrate command of the conventions of <i>standard English</i> grammar and usage as appropriate for Grade 1 when writing or speaking.
<b>Teacher Note</b>	
<p><b>L.1.1</b>            Standard English is the English language in its most widely accepted form, as written and spoken by educated people in both formal and informal contexts, having universal currency while incorporating regional differences  <a href="http://www.dictionary.com/browse/standard-english?s=t">http://www.dictionary.com/browse/standard-english?s=t</a></p> <p>Formal English is the result of particular choices of grammar and vocabulary whereby the speaker or writer uses longer words or words with origins in Latin and Greek as opposed to more informal vocabulary that commonly involves shorter words, or words with origins in Anglo-Saxon. Contractions, relative clauses without a relative pronoun and ellipsis are avoided. Formal English is used when writing essays for school, cover letters to apply for jobs, or emails and letters at work.</p> <p>Informal discourse is used with friends, children, and relatives.</p>	
<b>L.1.1.A</b>	Print all upper- and lowercase letters with proper letter formation.
<b>L.1.1.B</b>	Use common, proper, and singular possessive nouns ( e.g., dog, Skippy, dog's or Skippy's).
<b>L.1.1.C</b>	Use verbs to convey a sense of past, present, and future (e.g., Yesterday I walked home. Today I walk home. Tomorrow I will walk home.). <ul style="list-style-type: none"> <li>• Use singular and plural nouns with matching verbs in basic sentences (e.g., He hops. We hop.).</li> </ul>

<b>L.1.1.D</b>	Use personal, possessive, and indefinite pronouns (e.g., I, me, they, them, my, their, anyone, everything).
<b>L.1.1.E</b>	Use adjectives. <ul style="list-style-type: none"> <li>• Use determiners, noun markers, to add specificity (e.g., a book, the book).</li> </ul>
<b>L.1.1.F</b>	Use conjunctions (e.g., and, but, or, so,).
<b>L.1.1.G</b>	Use prepositions (e.g., during, beyond, toward).
<b>L.1.1.H</b>	Produce and expand complete simple, declarative, interrogative, imperative, and exclamatory sentences in response to prompts. <ul style="list-style-type: none"> <li>• Use appropriate spacing to separate words in a sentence.</li> </ul>
<b>L.1.1.I</b>	This standard begins in Grade 4. Use <i>modal auxiliaries</i> (e.g., can, may, must) to convey various conditions.
<b>L.1.1.J</b>	Interrogatives (who, what, when, where, why, and how) are taught in Kindergarten and should be reinforced as needed.
<b>L.1.1.K</b>	Print all upper- and lowercase letters with proper letter formation.
<b>L.1.2</b>	Demonstrate command of the conventions of <i>standard English</i> capitalization, punctuation, and spelling as appropriate for Grade 1 when writing.
<b>Teacher Note</b>	
<b>L.1.2</b> Standard English is the English language in its most widely accepted form, as written and spoken by educated people in both formal and informal contexts, having universal currency while incorporating regional differences ( <a href="http://www.dictionary.com/browse/standard-english?s=t">http://www.dictionary.com/browse/standard-english?s=t</a> ) Formal English is the result of particular choices of grammar and vocabulary whereby the speaker or writer uses longer	

<p>words or words with origins in Latin and Greek as opposed to more informal vocabulary that commonly involves shorter words, or words with origins in Anglo-Saxon. Contractions, relative clauses without a relative pronoun and ellipsis are avoided. Formal English is used when writing essays for school, cover letters to apply for jobs, or emails and letters at work.</p> <p>Informal discourse is used with friends, children, and relatives.</p>	
<b>L.1.2.A</b>	Capitalize the first word in sentences, the pronoun I, dates, and names of people.
<b>L.1.2.B</b>	Use end punctuation for sentences.
<b>L.1.2.C</b>	Use commas in dates and to separate single words in a series.
<b>L.1.2.D</b>	<p>Use conventional spelling for words with common spelling patterns and for frequently occurring irregular words.</p> <ul style="list-style-type: none"> <li>• Spell untaught words phonetically, drawing on phonemic awareness and spelling patterns.</li> </ul>

Grade 1-Language Standards	
Knowledge of Language	
L.1.3	This standard begins in Grade 2. Use knowledge of language and its conventions.
L.1.3.A	This standard begins in Grade 3. Choose words and phrases for effect.
L.1.3.B	This standard begins in Grade 3. Recognize and observe differences between the conventions of spoken and written <i>standard English</i> .

Grade 1-Language Standards	
Vocabulary Acquisition and Use	
<b>L.1.4</b>	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on Grade 1 reading and content, choosing flexibly from an array of strategies.
<b>L.1.4.A</b>	Use sentence-level context as a clue to the meaning of a word or phrase.
<b>L.1.4.B</b>	Use frequently occurring affixes as a clue to the meaning of a word.
<b>L.1.4.C</b>	Identify frequently occurring root words (e.g., look) and their inflectional forms (e.g., looks, looked, looking).
<b>Teacher Note</b>	
L.1.4.C A chart with common discipline-specific roots may be found at the following link: <a href="http://www.readwritethink.org/files/resources/printouts/content-area-roots.pdf">http://www.readwritethink.org/files/resources/printouts/content-area-roots.pdf</a>	
<b>L.1.4.D</b>	This standard begins in Grade 2. Use knowledge of the meaning of individual words to predict the meaning of compound words (e.g., birdhouse, lighthouse, housefly; bookshelf, notebook, bookmark).
<b>L.1.5</b>	With guidance and support from adults, demonstrate understanding of word relationships and <i>nuances</i> in word meanings.



Teacher Note	
<b>L.1.5</b> Nuance is a subtle difference or distinction in expression, meaning, response, etc. A single word choice can convey a nuanced meaning: The girl was _____(e.g., petite, little, slight, skinny, emaciated, thin, bony, lean, lanky, fragile).	
<b>L.1.5.A</b>	Sort words into categories (e.g., colors, clothing) to gain a sense of the concepts the categories represent.
<b>L.1.5.B</b>	Define words by category and by one or more key attributes (e.g., a duck is a bird that swims; a tiger is a large cat with stripes).
<b>L.1.5.C</b>	Identify real-life connections between words and their use (e.g., note places at home that are cozy).
<b>L.1.5.D</b>	Distinguish shades of meaning among verbs differing in manner (e.g., look, peek, glance, stare, glare, scowl) and adjectives differing in intensity (e.g., large, gigantic) by defining or choosing them or by acting out the meanings.
<b>L.1.6</b>	Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using frequently occurring conjunctions to signal simple relationships (e.g., because).

**Grade 2**

**Arkansas**

**English Language Arts Standards**

**2016**

## Introduction

The Arkansas English Language Arts Standards for Grades K-12 have been developed to prepare students for success after high school. Students who are successful in college or careers have attained particular literacy capacities: They demonstrate independence; they build strong content knowledge; they respond to the varying demands of audience, task, purpose, and discipline; they comprehend as well as critique; they value evidence; they use technology and digital media strategically and capably; and they come to understand other perspectives and cultures. These broad literacy capacities are developed across the disciplines, not just in English language arts; therefore, a separate document, The Arkansas Disciplinary Literacy Standards, has been created for other content areas to address their unique literacy needs. The English classroom focuses on reading and analyzing literature and literary nonfiction, studying the English language, and writing.

The document includes the Arkansas College and Career Ready Anchor Standards for each strand of the standards: reading, writing, speaking and listening, and language. These anchor standards describe the knowledge and skills that are needed in the discipline of English language arts by high school graduates to acquire the literacy capacities. The grade-level standards, which are aligned to the anchor standards, represent the progression of learning for each grade level from Kindergarten to Grade 12.

The anchor standards are placed before the grade-level standards for each strand to describe the bigger picture learning goals. The grade-level standards documents include teacher notes that provide explanations, definitions, and links to resources to support teachers as they implement the standards. Although the documents are organized by strands—reading, reading foundational, writing, speaking and listening, and language—the standards should be integrated during instruction. For example, students should be writing and studying language while they are reading. Students should be speaking and listening periodically as they are engaged in reading and writing. Texts can be used as examples to support developing writers. These examples describe only a few of many ways that the strands can be embedded naturally and effectively during instruction that is aligned to the standards.

The document focuses on literacy skills rather than literary content. Teachers have the opportunity to select grade-appropriate literary and literary nonfiction texts to teach the standards. Therefore, text selection is critical to successful

implementation of these standards. The texts must provide opportunities to teach all the strands at grade-level rigor. Three measures of text complexity should guide text selection: quantitative, qualitative, and reader and task. Teacher notes in the grade-level documents provide support for effective text selection.

Students acquire knowledge and skills at different rates; therefore, teachers are encouraged to become familiar with the standards above and below the grade level they teach. The standards below grade level will guide decisions for remediating students who do not have all the grade-level skills in place, and the standards above grade level will guide decisions for extending students who are ready to move ahead. In addition, familiarity with the K-12 standards will support developing an aligned curriculum that will create a smooth learning progression for knowledge and skills in English language arts from Kindergarten through high school graduation.

As students advance through the grades and master the standards in reading, writing, speaking, listening, and language, they continue to develop literacy capacities and increase their opportunities for success in the future.

## Arkansas Anchor Standards for Reading

The standards on the following pages define what students should understand and be able to do by the end of the grade or grade span. They correspond to the College and Career Readiness (CCR) anchor standards below by number. The CCR and grade-specific standards are necessary complements—the former providing broad standards, the latter providing additional specificity—that together define the skills and understandings that all students must demonstrate

### **Key Ideas and Details**

1. Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
3. Analyze how and why individuals, events, and ideas develop and interact over the course of a text.

### **Craft and Structure**

4. Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings; analyze how specific word choices shape meaning and/or tone.
5. Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.
6. Assess how point of view, perspective, and/or purpose shape the content and style of a text.

### **Integration of Knowledge and Ideas**

7. Integrate and evaluate content presented in diverse media and formats.
8. Analyze and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence
9. Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches of the author(s).

**Range of Reading and Level of Text Complexity**

10. Read and comprehend complex literary and informational texts independently and proficiently.

**Note on Range and Content of Student Reading Grades K-5**

To build a foundation for college and career readiness, students must read widely and deeply from among a broad range of high-quality, increasingly challenging literary and informational texts. Through extensive reading of stories, dramas, poems, and myths from diverse cultures and different time periods, students gain literary and cultural knowledge as well as familiarity with various text structures and elements. By reading texts in history/social studies, science, and other disciplines, students build a foundation of knowledge in these fields that will also give them the background to be better readers in all content areas. Students can only gain this foundation when the curriculum is intentionally and coherently structured to develop rich content knowledge within and across grades. Students also acquire the habits of reading independently and closely, which are essential to their future success.

Grade 2-Reading Standards for Literature	
Key Ideas and Details	
<b>RL.2.1</b>	Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.
<b>RL.2.2</b>	<i>Recount</i> stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral.
Teacher Note	
<p>RL.2.2</p> <p>The following link provides a discussion of the differences among the terms “retell,” “recount,” and “summarize”:  <a href="http://partnerinedu.com/2013/01/29/retell-or-recount-the-common-core-shift-from-1st-grade-to-2nd-grade/">http://partnerinedu.com/2013/01/29/retell-or-recount-the-common-core-shift-from-1st-grade-to-2nd-grade/</a></p> <p>Retell vs. Recount</p> <p>“Retell implies an oral recapitulation of the narrative elements, probably best put in order but not necessarily; as we speak, we may correct our thoughts and provide for that correction in our speaking. On the other hand, recount may be written or oral and requires a clearly sequenced ordering of narrative events. Retelling is less formal and probably told from the point of view of the story’s original narrator and in the tense the story was told; recounting, more formal in stance, sets the context for the recount from the beginning and is told in either first person or third person depending on the nature of the recount, but always told in past tense. The recount has closure, perhaps evaluative or summative in nature, or as in following the admonishment of the standards, may address the message, lesson, or moral of the text.  <a href="http://partnerinedu.com/2013/01/29/retell-or-recount-the-common-core-shift-from-1st-grade-to-2nd-grade/">http://partnerinedu.com/2013/01/29/retell-or-recount-the-common-core-shift-from-1st-grade-to-2nd-grade/</a></p> <p>Summary is “a shortened version of an original text, stating the main ideas and important details of the text with the same text structure and order of the original” <i>Summarizing, Paraphrasing, and Retelling Skills for Better Reading, Writing, and Test Taking</i>(2006) Kissner (p. 8).</p>	

<b>RL.2.3</b>	Describe how characters in a story respond to major events and challenges.
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Grade 2-Reading Standards for Literature	
Craft and Structure	
<b>RL.2.4</b>	Describe how words and phrases (e.g., regular beats, alliteration, rhymes, repeated lines) supply rhythm and meaning in a story, poem, or song.
<b>RL.2.5</b>	Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action.
<b>Teacher Note</b>	
<p><b>RL.2.5</b>            In a ballad, each stanza tells the next part of the story. In a novel, the early chapters often establish the setting and provide foundational descriptions of characters who develop across the following chapters. In a play, one scene follows another as the action unfolds. When writing or discussing stories, dramas, and poems, students should refer to specific chapters, scenes, or stanzas when citing evidence to support their analysis.</p>	
<b>RL.2.6</b>	Acknowledge differences in the <i>perspectives</i> of characters, including by speaking in a different voice for each character when reading dialogue aloud.
<b>Teacher Note</b>	
<p><b>RL.2.6</b>            It is important to clarify the terms “point of view” and “perspective” for students.</p> <p>Point of view is instrumental in manipulating the reader’s understanding of the narrative. In a way, the point of view can allow or withhold the reader access into the greater reaches of the story. Two of the most common point of view techniques are the first person, wherein the story is told by the narrator from his or her standpoint and the third person wherein the narrator does not figure in the events of the story and tells the story by referring to all characters and places in the third person with third person pronouns and proper nouns</p>	

(<http://literary-devices.com/content/point-view>).

Perspective is a particular way of viewing things that depends on one's experience and personality  
(<http://dictionary.cambridge.org/us/dictionary/english/perspective>).

In these standards and in an English class, the term point of view is used referring specifically to 1st person, 3rd person, omniscient, limited, etc., and perspective is used when referring to a particular way of viewing things that depends on one's experience and personality. When analyzing literature, both terms are needed. For further clarification, students need to know that it is common practice for disciplines other than English to use the terms "point of view" and "perspective" interchangeably to mean what English teachers define as perspective.

Grade 2-Reading Standards for Literature	
Integration of Knowledge and Ideas	
<b>RL.2.7</b>	Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot.
<b>RL.2.8</b>	RL.2.8 is not applicable to literature based on anchor standard CCRA.R.8. Analyze and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.
<b>RL.2.9</b>	Compare and contrast two or more versions of the same story (e.g., Cinderella stories) by different authors or from different cultures.

Range of Reading and Level of Text Complexity	
<b>RL.2.10</b>	By the end of the year, read and comprehend literature, including stories and poetry, in the grades 2-3 text complexity band proficiently, with scaffolding as needed at the high end of the range.
<b>Teacher Note</b>	
<p>RL.2.10 For information about how to enrich comprehension through read-alouds and independent reading, see <a href="http://www.corestandards.org/assets/Appendix_A.pdf#page=27">http://www.corestandards.org/assets/Appendix_A.pdf#page=27</a></p> <p>It is critical that children are reading on grade-level. “In 2011, sociologist Donald Hernandez reported that children who do not read proficiently by the end of third grade are four times more likely to leave school without a diploma than proficient readers” (<a href="http://www.aecf.org/m/resourcedoc/AECF-EarlyWarningConfirmed-2013.pdf#page=11">http://www.aecf.org/m/resourcedoc/AECF-EarlyWarningConfirmed-2013.pdf#page=11</a>).</p> <p>Since districts use a variety of materials that have different quantitative descriptors, the Reading Level Correlation A detailed explanation of the three dimensions of text complexity may be found at the following link: <a href="http://www.corestandards.org/wp-content/uploads/Appendix-A-New-Research-on-Text-Complexity.pdf">http://www.corestandards.org/wp-content/uploads/Appendix-A-New-Research-on-Text-Complexity.pdf</a></p> <p>A chart with text complexity quantitative measures by grade band may be found at the following link: <a href="http://www.corestandards.org/wp-content/uploads/Appendix-A-New-Research-on-Text-Complexity.pdf#page=4">http://www.corestandards.org/wp-content/uploads/Appendix-A-New-Research-on-Text-Complexity.pdf#page=4</a></p>	

Grade 2-Reading Standards for Informational	
Key Ideas and Details	
<b>RI.2.1</b>	Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.
<b>RI.2.2</b>	Identify the main topic of a multi-paragraph text as well as the focus of specific paragraphs within the text.
<b>Teacher Note</b>	
<p>RI.2.2</p> <p>Example of identifying the main idea of a text and identifying how key details support the main idea:  A text about sharks can be found at the following link  <a href="https://www.ncsu.edu/project/lancet/third_grade/sharks3.pdf">https://www.ncsu.edu/project/lancet/third_grade/sharks3.pdf</a>  The main idea of the text is that sharks have unique characteristics. The first sentence in each paragraph provides a key detail about sharks.</p> <ul style="list-style-type: none"> <li>• “Sharks are actually a type of fish.”</li> <li>• “Sharks have lots of teeth that are arranged in many rows rather than in just one row like people.”</li> <li>• “One of the things particularly special about sharks is they have been around a long time.”</li> </ul> <p>The standard asks students to look at a whole text and identify the main idea of the text and key details about sharks. The first sentence of every paragraph in every text will not necessarily contain a key detail, but it is true for this text.</p>	
<b>RI.2.3</b>	Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text.

### Teacher Note

#### RI.2.3

Historical events are by their very nature grounded in time. However, time can be expressed moving forward or backward.

Example of describing a sequence of events using language that pertains to time:

World War II took place in the 1940's. Earlier in United States History, we engaged in the Civil War. More recently, our soldiers engaged in Operation Desert Storm. The use of the terms "earlier" and "more recently" show the relationship of these events in time; however, the events are not presented sequentially.

Example of describing a sequence:

When baking a cake, it is important to combine the ingredients in a particular order. The following is one example of a sequence for combining the ingredients of a cake. First mix the dry ingredients together. Then mix the wet ingredients together in a separate container. Finally, add the dry ingredients gradually to the wet ingredients, mixing constantly to make a smooth batter.

A list of time and sequencing words may be found at ([https://lincs.ed.gov/readingprofiles/Signal\\_Words.pdf](https://lincs.ed.gov/readingprofiles/Signal_Words.pdf)).

Examples describing cause and effect:

Cause and effect relationships can be viewed from cause to effect or from effect to cause.

The effect of lumpy cake batter can be caused by improperly mixing wet and dry ingredients.

Engaging in a war or conflict can result in many effects such as lost lives, strained financial resources within the government, and increased financial resources within the defense industry.

The effect of fatigue could result from one or more causes such as lack of sleep, improper diet, medication, and physical exertion.

Grade 2-Reading Standards for Informational	
Craft and Structure	
<b>RI.2.4</b>	Determine the meaning of words and phrases in a text relevant to a Grade 2 topic or subject area.
<b>RI.2.5</b>	Know and use various text features (e.g., captions, bold print, subheadings, glossaries, indexes, electronic menus, icons) to locate key facts or information in a text efficiently.
<b>Teacher Note</b>	
RI.2.5 Text features should be presented in a systematic way within an aligned curriculum.	
<b>RI.2.6</b>	Identify the main purpose of a text, including what the author wants to answer, explain, or describe.
<b>Teacher Note</b>	
RI.2.6 Although the words perspective and point of view are not in this standard, they are implied in the author's intention to answer, explain, or describe. Addressing point of view and perspective will help students develop an understanding of the author's purpose.  It is important to clarify the terms "point of view" and "perspective" for students.  Point of view is instrumental in manipulating the reader's understanding of the narrative. In a way, the point of view can allow or withhold the reader access into the greater reaches of the story. Two of the most common point of view techniques are the first person, wherein the story is told by the narrator from his or her standpoint and the third person wherein the narrator does not figure in the events of the story and tells the story by referring to all characters and places in the third person with third person pronouns and proper nouns	

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In these standards and in an English class, the term point of view is used referring specifically to 1st person, 3rd person, omniscient, limited, etc., and perspective is used when referring to a particular way of viewing things that depends on one's experience and personality. When analyzing literature, both terms are needed. For further clarification, students need to know that it is common practice for disciplines other than English to use the terms "point of view" and "perspective" interchangeably to mean what English teachers define as perspective.



Grade 2-Reading Standards for Informational	
Integration of Knowledge and Ideas	
<b>RI.2.7</b>	Explain how specific images (e.g., a diagram showing how a machine works) contribute to and clarify a text.
<b>RI.2.8</b>	Describe how an author uses reasons to support particular points in a text.
<b>Teacher Note</b>	
<p><b>RI.2.8</b>            A reason is a basis or cause, as for some belief, action, fact, event; reasons answer the question why--Why is this important? Why should this be supported? Why is this a good idea?            Example: Why we should drink milk?            Reason 1: It builds strong bones.            Fact: Milk contains calcium and the body uses calcium to build and repair bones.            Reason 2: Milk promotes muscle growth.            Fact: Milk contains protein which is a building block for muscle development.</p> <p>Why should we recycle?            Reason 1: Recycling saves natural resources.            Fact: Recycling paper reduces the number of trees that must be cut to meet the current paper demand.            Reason 2: Recycling protects the environment.            Fact: Recycling plastic keeps it out of the landfills, oceans, and streams, reducing pollution and the number of fish that would likely ingest the plastic.</p>	
<b>RI.2.9</b>	Compare and contrast the most important points presented by two texts on the same topic.

<b>Range of Reading and Level of Text Complexity</b>	
<b>RI.2.10</b>	By the end of year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the Grades 2-3 text complexity band proficiently, with scaffolding as needed at the high end of the range.
<b>Teacher Note</b>	
<p>RI.2.10 For information about how to enrich comprehension through read-alouds and independent reading, see <a href="http://www.corestandards.org/assets/Appendix_A.pdf#page=27">http://www.corestandards.org/assets/Appendix_A.pdf#page=27</a></p> <p>It is critical that children are reading on grade-level. “In 2011, sociologist Donald Hernandez reported that children who do not read proficiently by the end of third grade are four times more likely to leave school without a diploma than proficient readers” (<a href="http://www.aecf.org/m/resourcedoc/AECF-EarlyWarningConfirmed-2013.pdf#page=11">http://www.aecf.org/m/resourcedoc/AECF-EarlyWarningConfirmed-2013.pdf#page=11</a>).</p> <p>Since districts use a variety of materials that have different quantitative descriptors, the Reading Level Correlation A detailed explanation of the three dimensions of text complexity may be found at the following link: <a href="http://www.corestandards.org/wp-content/uploads/Appendix-A-New-Research-on-Text-Complexity.pdf">http://www.corestandards.org/wp-content/uploads/Appendix-A-New-Research-on-Text-Complexity.pdf</a></p> <p>A chart with text complexity quantitative measures by grade band may be found at the following link: <a href="http://www.corestandards.org/wp-content/uploads/Appendix-A-New-Research-on-Text-Complexity.pdf#page=4">http://www.corestandards.org/wp-content/uploads/Appendix-A-New-Research-on-Text-Complexity.pdf#page=4</a></p>	

Grade 2-Reading Standards: Foundational Skills	
Print Concepts	
RF.2.1	This standard is taught in Grade 1 and should be reinforced as needed. Demonstrate understanding of the organization and basic features of print.
<b>RF.2.1.A</b>	Recognize the distinguishing features of a paragraph including that multiple sentences may be used to form a paragraph and the author may indent or skip a line to signal a new paragraph.
RF.2.1.B	This standard is taught in kindergarten and should be reinforced as needed. Recognize that spoken words are represented in written language by specific sequences of letters and that print carries meaning.
RF.2.1.C	This standard is taught in Kindergarten and should be reinforced as needed. Understand that words are separated by spaces in print.
RF.2.1.D	This standard is taught in Kindergarten and should be reinforced as needed. Recognize and name all upper- and lowercase letters of the alphabet.

Grade 2-Reading Standards: Foundational Skills	
Phonological Awareness	
RF.2.2	This standard is taught in Grade 1 and should be reinforced as needed. Demonstrate understanding of spoken words, syllables, and sounds (phonemes).
<b>RF.2.2.A</b>	Distinguish vowels (long, short, variant) in spoken single-syllable words.
<b>RF.2.2.B</b>	Delete phonemes in the initial, medial, and final positions of spoken words including blends.
<b>Teacher Note</b>	
RF.2.2.B	Examples of phoneme deletion can be found at <a href="http://www.corestandards.org/assets/Appendix_A.pdf#page=20">http://www.corestandards.org/assets/Appendix_A.pdf#page=20</a>
RF.2.2.C	This standard is taught in Grade 1 and should be reinforced as needed. Isolate and produce initial, medial vowel, and final sounds (phonemes) in spoken one-syllable words.
RF.2.2.D	This standard is taught in Grade 1 and should be reinforced as needed. Segment spoken one-syllable words into their complete sequence of individual sounds (phonemes).
RF.2.2.E	This standard is taught in Grade 1 and should be reinforced as needed. Delete a syllable from a word (e.g., say “remember,” now say it without the “re”).
RF.2.2.F	This standard is taught in Grade 1 and should be reinforced as needed. Add or substitute individual sounds (phonemes) in simple, spoken words to make new words.
RF.2.2.G	This standard is taught in Grade 1, and should be reinforced as needed. Delete individual initial, and final, sounds (phonemes) in simple, spoken

	words (e.g., say “nice” without the /n/, say “lamp” without the /p/).
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Grade 2-Reading Standards: Foundational Skills	
Phonics and Word Recognition	
<b>RF.2.3</b>	Know and apply grade-level phonics and word analysis skills in decoding words.
<b>RF.2.3.A</b>	Identify words with inconsistent but common letter-sound correspondences (e.g., doll/roll, though/cough/rough, love/rove, have/save, some/dome, near/bear, soot/loot, were/here, shall/tall, own/town, hour/tour, want/plant).
<b>RF.2.3.B</b>	Know the letter/sound correspondences, including distinguishing long and short vowel sounds. <ul style="list-style-type: none"> <li>• diphthongs (e.g., oi, oy, ou, ow)</li> <li>• r-controlled vowels (e.g., er, ir, ur, ar, or)</li> <li>• additional common vowel teams (e.g., ei, ie, igh)</li> <li>• regularly-spelled one-syllable words</li> </ul>
<b>RF.2.3.C</b>	Recognize and read <i>grade-appropriate</i> irregularly-spelled words.
<b>Teacher Note</b>	
<p><b>RF.2.3.C</b></p> <p>“Grade-appropriate” is tied to text complexity. A wide selection of words will be found in texts that align to the three text complexity measures: quantitative, qualitative, and reader and task for the Grades 2-3 text complexity band. The texts should also be selected to include words for appropriate phonics, word study, and spelling development and should have content and literary merit. The text must be rigorous enough to engage students in Grade 2 concepts across all four strands of the English Language Arts standards. Text selection should be a priority consideration when developing a rigorous grade-appropriate curriculum.</p>	
<b>RF.2.3.D</b>	Decode words with common prefixes and suffixes.

Teacher Note	
<b>RF.2.3.D</b> A chart of prefixes and suffixes may be found at <a href="http://www.readwritethink.org/files/resources/printouts/content-area-roots.pdf">http://www.readwritethink.org/files/resources/printouts/content-area-roots.pdf</a>	
<b>RF.2.3.E</b>	Decode words that follow the six syllable types. <ul style="list-style-type: none"> <li>• closed syllable</li> <li>• open syllable</li> <li>• vowel-consonant-e</li> <li>• vowel teams</li> <li>• r-controlled</li> <li>• consonant-le</li> </ul>
Teacher Note	
<b>RF.2.3.E</b> Information on the syllable types may be found at <a href="http://www.corestandards.org/assets/Appendix_A.pdf#page=21">http://www.corestandards.org/assets/Appendix_A.pdf#page=21</a>	
<b>RF.2.3.F</b>	Decode regularly-spelled two-syllable words with long vowels.
Teacher Note	
<b>RF.2.3.F</b> Decode regularly-spelled two-syllable words using syllable types <ul style="list-style-type: none"> <li>• vc/cv (e.g., can/teen, ad/here)</li> <li>• v/ccv (e.g., a/pron)</li> <li>• v/cv (e.g., hu/mid)</li> <li>• vc/v (e.g., rap/id, riv/er, dec/ade)</li> <li>• v/v (e.g., cre/ate)</li> </ul>	

Grade 2-Reading Standards: Foundational Skills	
Fluency	
<b>RF.2.4</b>	Read grade-level text with sufficient accuracy and <i>fluency</i> to support comprehension.
Teacher Note	
<p>RF.2.4 Fluency is the ability to read accurately, quickly, expressively, with good phrasing, and with good comprehension.</p> <p>Students' fluency should be measured qualitatively by how well they demonstrate their ability to read grade-level texts accurately, quickly, expressively, with good phrasing, and with good comprehension.</p> <p>Timothy Rasinski has studied and written extensively on the topic of reading fluency. The article cited below provides extensive guidance, including rubrics for reading fluency. Rasinski provides the following warning about the proper use of fluency assessments:</p> <p>"Reading rate appears to reflect students' ongoing development of automaticity in their decoding, which can be developed through practiced and assisted readings (see Kuhn &amp; Stahl, 2000; Osborn &amp; Lehr, 2003). If teachers provide the kind of instruction in fluency that works, then fluency, comprehension, and rate will improve. If teachers choose instead to focus primarily on developing students' reading rate at the expense of reading with expression, meaning, and comprehension, students may read fast but with insufficient comprehension. Their goal may be to get from one point in the text to another as fast as possible, without understanding the nuances of meaning in the text. This would be a grave misinterpretation of the research related to reading fluency development and a disservice to the students. Similarly, teachers need to be cautious in using reading rate to assess English language learners (ELLs). Many ELLs can be deceptively fast and accurate in their reading, yet demonstrate little understanding of the text. Teachers cannot assume that such students are progressing well in reading based solely on their reading rate. Other issues such as vocabulary and language proficiency may impede the students' growth in reading and require instructional intervention" (Rasinski, Timothy, p 15. <a href="http://files.eric.ed.gov/fulltext/ED483166.pdf">http://files.eric.ed.gov/fulltext/ED483166.pdf</a>).</p>	



<b>RF.2.4.A</b>	Read grade-level text with purpose and understanding.
<b>RF.2.4.B</b>	Read grade-level text orally with accuracy, appropriate rate, and expression on successive readings.
<b>RF.2.4.C</b>	Use context in grade-level text to confirm or self-correct word recognition and understanding, rereading as necessary.

## Arkansas Anchor Standards for Writing

The standards on the following pages define what students should understand and be able to do by the end of the grade or grade span. They correspond to the Arkansas College and Career Readiness (CCR) anchor standards below by number. The CCR and grade-specific standards are necessary complements--the former providing broad standards, the latter providing additional specificity--that together define the skills and understandings that all students must demonstrate.

### Text Types and Purposes

1. Write arguments to support claims when analyzing substantive topics or texts using valid reasoning and relevant, sufficient evidence.
2. Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
3. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details and well-structured event sequences.

### Production and Distribution of Writing

4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
6. Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.

### Research to Build and Present Knowledge

7. Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.
8. Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.
9. Draw evidence from literary and/or informational texts to support analysis, reflection, research, and synthesis.

**Range of Writing**

10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

**Note on Range and Content of Student Writing Grades K-5**

To build a foundation for college and career readiness, students need to learn to use writing as a way of offering and supporting opinions, demonstrating understanding of the subjects they are studying, and conveying real and imagined experiences and events. They learn to appreciate that a key purpose of writing is to communicate clearly to an external, sometimes unfamiliar audience, and they begin to adapt the form and content of their writing to accomplish a particular task and purpose. They develop the capacity to build knowledge on a subject through research projects and to respond analytically to literary and informational sources. To meet these goals, students must devote significant time and effort to writing, producing numerous pieces over short and extended time frames throughout the year.

Grade 2-Writing Standards	
Text Types and Purposes	
<b>W.2.1</b>	Write opinion pieces in which they introduce the topic or book they are writing about, state an opinion, supply reasons that support the opinion, use linking words (e.g., because, and, also) to connect opinion and reasons, and provide a concluding statement or section.
<b>Teacher Note</b>	
W.2.1 See <a href="http://www.corestandards.org/assets/Appendix_A.pdf#page=23">http://www.corestandards.org/assets/Appendix_A.pdf#page=23</a> for more explanation concerning text types.	
W.2.1.A	This standard begins in Grade 3. Introduce the topic or text they are writing about, state an opinion, and create an organizational structure that lists reasons.
W.2.1.B	This standard begins in Grade 3. Provide reasons that support the opinion
W.2.1.C	This standard begins in Grade 3. Use linking words and phrases (e.g., because, therefore, since, for example) to connect opinion and reasons.
W.2.1.D	This standard begins in Grade 3. Provide a concluding statement or section.
W.2.1.E	This standard begins in Grade 6. Provide a concluding statement or section that follows from an argument presented.
<b>W.2.2</b>	Write informative/explanatory texts in which they introduce a topic, use facts and definitions to develop points, and provide a concluding statement or section.

Teacher Note	
W.2.2 See <a href="http://www.corestandards.org/assets/Appendix_A.pdf#page=23">http://www.corestandards.org/assets/Appendix_A.pdf#page=23</a> for more explanation concerning text types.	
W.2.2.A	This standard begins in Grade 3. Introduce a topic and group related information; include illustrations when useful to aiding comprehension.
W.2.2.B	This standard begins in Grade 3. Develop the topic with facts, definitions, and details.
W.2.2.C	Use linking words and phrases (e.g., also, another, and, more, but) to connect ideas within categories of information.
W.2.2.D	This standard begins in Grade 3. Provide a concluding statement or section.
W.2.2.E	This standard begins in Grade 6. Establish and maintain a formal style.
W.2.2.F	This standard begins in Grade 4. Provide a concluding statement or section related to the information or explanation presented.
<b>W.2.3</b>	Write narratives in which they <i>recount</i> a well-elaborated event or short sequence of events, include details to describe actions, thoughts, and feelings, use <i>temporal</i> words to signal event order, and provide a sense of closure.
Teacher Note	
W.2.3 The following link provides a discussion of the differences among the terms “retell,” “recount,” and “summarize”: <a href="http://partnerinedu.com/2013/01/29/retell-or-recount-the-common-core-shift-from-1st-grade-to-2nd-grade/">(http://partnerinedu.com/2013/01/29/retell-or-recount-the-common-core-shift-from-1st-grade-to-2nd-grade/</a>	

### Retell vs. Recount

“Retell implies an oral recapitulation of the narrative elements, probably best put in order but not necessarily; as we speak, we may correct our thoughts and provide for that correction in our speaking. On the other hand, recount may be written or oral and requires a clearly sequenced ordering of narrative events. Retelling is less formal and probably told from the point of view of the story’s original narrator and in the tense the story was told; recounting, more formal in stance, sets the context for the recount from the beginning and is told in either first person or third person depending on the nature of the recount, but always told in past tense. The recount has closure, perhaps evaluative or summative in nature, or as in following the admonishment of the standards, may address the message, lesson, or moral of the text.  
<http://partnerinedu.com/2013/01/29/retell-or-recount-the-common-core-shift-from-1st-grade-to-2nd-grade/>

See [http://www.corestandards.org/assets/Appendix\\_A.pdf#page=23](http://www.corestandards.org/assets/Appendix_A.pdf#page=23) for more explanation concerning text types.

Temporal means of or relating to time (e.g., first, last, before, after, next, then, prior to, afterward, as soon as).

W.2.3.A	This standard begins in Grade 3. Establish a situation and introduce a narrator and/or characters; organize an event sequence that unfolds naturally.
W.2.3.B	This standard begins in Grade 3. Use narrative techniques, such as dialogue and descriptions of actions, thoughts, and feelings to develop experiences and events or show the response of characters to situations begins in Grade 3.
W.2.3.C	This standard begins in Grade 3. Use <i>temporal</i> words and phrases to signal event order.
W.2.3.D	This standard begins in Grade 4. Use concrete words and phrases and sensory details to convey experiences and events precisely.
W.2.3.E	This standard begins at Grade 3. Provide a conclusion that follows from the narrated experiences or events.

Grade 2-Writing Standards	
Production and Distribution of Writing	
W.2.4	<p>This standard begins at Grade 3.</p> <p>With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose.</p>
<b>W.2.5</b>	With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing.
<b>W.2.6</b>	With guidance and support from adults, use a variety of digital tools to produce and publish some writing, including in collaboration with peers.
<p style="text-align: center;"><b>Teacher Note</b></p>	
W.2.6	Students should be given an opportunity to write using digital tools, but not all writing has to be produced digitally.

Grade 2-Writing Standards	
Research to Build and Present Knowledge	
<b>W.2.7</b>	Participate in shared research and writing projects (e.g., read a variety of print and/or digital sources on a single topic to produce a report; record science observations).
<b>W.2.8</b>	Recall information from experiences or gather information from provided sources to answer a question.
W.2.9	<p>This standard begins in Grade 4.</p> <p>Draw evidence from literary or informational texts to support analysis, reflection, and research.</p>
W.2.9.A	<p>This standard begins in Grade 4.</p> <p>Apply Grade 4 Reading standards to literature (e.g., "Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text [e.g., a character's thoughts, words, or actions].").</p>
W.2.9.B	<p>This standard begins in Grade 4.</p> <p>Apply Grade 4 Reading standards to informational texts (e.g., "Explain how an author uses reasons and evidence to support particular points in a text.").</p>



Grade 2-Writing Standards	
Range of Writing	
<b>W.2.10</b>	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames for a range of discipline-specific tasks, purposes, and audiences.

## Arkansas Anchor Standards for Speaking and Listening

The standards on the following pages define what students should understand and be able to do by the end of the grade or grade span. They correspond to the Arkansas College and Career Readiness (CCR) anchor standards below by number. The CCR and grade-specific standards are necessary complements--the former providing broad standards, the latter providing additional specificity--that together define the skills and understandings that all students must demonstrate.

### Comprehension and Collaboration

1. Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
2. Integrate and evaluate information presented in diverse media such as visual, quantitative, and oral.
3. Evaluate a speaker's perspective, reasoning, and use of evidence and rhetoric.

### Presentation of Knowledge and Ideas

4. Present information, findings, and supporting evidence with organization, development, and style appropriate to task, purpose, and audience so that listeners can follow the line of reasoning.
5. Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.
6. Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.

### Note on Range and Content of Student Speaking and Listening Grades K-5

To build a foundation for college and career readiness, students must have ample opportunities to take part in a variety of rich, structured conversations--as part of a whole class, in small groups, and with a partner. Being productive members of these conversations requires that students contribute accurate, relevant information; respond to and develop what others have said; make comparisons and contrasts; and analyze and synthesize a multitude of ideas in various domains.

New technologies have broadened and expanded the role that speaking and listening play in acquiring and sharing knowledge and have tightened their link to other forms of communication. Digital texts confront students with the potential for continually updated content and dynamically changing combinations of words, graphics, images, hyperlinks, and embedded video and audio.

Grade 2-Speaking and Listening Standards	
Comprehension and Collaboration	
<b>SL.2.1</b>	Participate in <i>collaborative conversations</i> with diverse partners about Grade 2 topics and texts with peers and adults in small and larger groups.
<b>Teacher Notes</b>	
SL.2.1 Collaborative conversations take place when students talk jointly with others especially in an intellectual endeavor (e.g., Think Pair Share, Reciprocal Teaching, and teacher-led class discussion).	
<b>SL.2.1.A</b>	Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion).
<b>SL.2.1.B</b>	Build on others' talk in conversations by linking their comments to the remarks of others.
<b>SL.2.1.C</b>	Ask for clarification and further explanation as needed about the topics and texts under discussion.
SL.2.1.D	This standard begins in Grade 3. Explain their own ideas and understanding in light of the discussion.
<b>SL.2.2</b>	<i>Recount</i> or describe key ideas or details from a text read aloud, information presented orally, or through other media.

### Teacher Note

#### SL.2.2

The following link provides a discussion of the differences among the terms “retell,” “recount,” and “summarize”:  
<http://partnerinedu.com/2013/01/29/retell-or-recount-the-common-core-shift-from-1st-grade-to-2nd-grade/>

#### Retell vs. Recount

“Retell implies an oral recapitulation of the narrative elements, probably best put in order but not necessarily; as we speak, we may correct our thoughts and provide for that correction in our speaking. On the other hand, recount may be written or oral and requires a clearly sequenced ordering of narrative events. Retelling is less formal and probably told from the point of view of the story’s original narrator and in the tense the story was told; recounting, more formal in stance, sets the context for the recount from the beginning and is told in either first person or third person depending on the nature of the recount, but always told in past tense. The recount has closure, perhaps evaluative or summative in nature, or as in following the admonishment of the standards, may address the message, lesson, or moral of the text.  
<http://partnerinedu.com/2013/01/29/retell-or-recount-the-common-core-shift-from-1st-grade-to-2nd-grade/>

In this standard, other media includes any other source of information presented orally (e.g., podcasts, audiobooks, videos). For the purpose of this Speaking and Listening Standard, the focus is on information that is presented orally; however, the general definition of media that is provided here is much broader.

Media is any format in which information is communicated. Examples: book, magazine, newspaper, e-book, e-magazine, e-newspaper, video, streaming video, television, movie, audiobook, radio, cd, dvd, smartphone app, internet, cartoon, photograph, painting, etc.

#### **SL.2.3**

Ask and answer questions about what a speaker says in order to clarify comprehension, gather additional information, or deepen understanding of a topic or issue.

Grade 2-Speaking and Listening Standards	
Presentation of Knowledge and Ideas	
<b>SL.2.4</b>	Tell a story or <i>recount</i> an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences.
<b>Teacher Note</b>	
<p>SL.2.4</p> <p>The following link provides a discussion of the differences among the terms “retell,” “recount,” and “summarize”:  <a href="http://partnerinedu.com/2013/01/29/retell-or-recount-the-common-core-shift-from-1st-grade-to-2nd-grade/">http://partnerinedu.com/2013/01/29/retell-or-recount-the-common-core-shift-from-1st-grade-to-2nd-grade/</a></p> <p>Retell vs. Recount</p> <p>“Retell implies an oral recapitulation of the narrative elements, probably best put in order but not necessarily; as we speak, we may correct our thoughts and provide for that correction in our speaking. On the other hand, recount may be written or oral and requires a clearly sequenced ordering of narrative events. Retelling is less formal and probably told from the point of view of the story’s original narrator and in the tense the story was told; recounting, more formal in stance, sets the context for the recount from the beginning and is told in either first person or third person depending on the nature of the recount, but always told in past tense. The recount has closure, perhaps evaluative or summative in nature, or as in following the admonishment of the standards, may address the message, lesson, or moral of the text.  <a href="http://partnerinedu.com/2013/01/29/retell-or-recount-the-common-core-shift-from-1st-grade-to-2nd-grade/">http://partnerinedu.com/2013/01/29/retell-or-recount-the-common-core-shift-from-1st-grade-to-2nd-grade/</a></p>	
<b>SL.2.5</b>	Create audio recordings of stories or poems; add drawings or other <i>visual displays</i> to stories or <i>recounts</i> of experiences when appropriate to clarify ideas, thoughts, and feelings.
<b>Teacher Note</b>	
<p>SL.2.5</p> <p>A visual display is a presentation of information that can be seen (e.g., drawings, bar graphs, 3D pie charts, line graphs, and</p>	

pyramid area graphs).	
<b>SL.2.6</b>	Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification.
<b>Teacher Note</b>	
SL.2.6 See L.2.1 and L.2.3 for specific language expectations for Grade 2 students when speaking and writing.	

## Arkansas Anchor Standards for Language

The standards on the following pages define what students should understand and be able to do by the end of the grade or grade span. They correspond to the Arkansas College and Career Readiness (CCR) anchor standards below by number. The CCR and grade-specific standards are necessary complements--the former providing broad standards, the latter providing additional specificity--that together define the skills and understandings that all students must demonstrate.

### **Text Types and Purposes**

1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
3. Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

### **Production and Distribution of Writing**

4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
6. Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.

### **Note on Range and Content of Student Language Use Grades K-5**

To build a foundation for college and career readiness in language, students must gain control over many conventions of standard English grammar, usage, and mechanics as well as learn other ways to use language to convey meaning effectively. They must also be able to determine or clarify the meaning of grade-appropriate words encountered through listening, reading, and media use; come to appreciate that words have nonliteral meanings, shadings of meaning, and relationships to other words; and expand their vocabulary in the course of studying content.



The inclusion of language standards in their own strand should not be taken as an indication that skills related to conventions, effective language use, and vocabulary are unimportant to reading, writing, speaking, and listening; indeed, they are inseparable from such contexts.

Standard English is the English language in its most widely accepted form, as written and spoken by educated people in both formal and informal contexts, having universal currency while incorporating regional differences

(<http://www.dictionary.com/browse/standard-english?s=t>)

Formal English is the result of particular choices of grammar and vocabulary whereby the speaker or writer uses longer words or words with origins in Latin and Greek as opposed to more informal vocabulary that commonly involves shorter words, or words with origins in Anglo-Saxon. Contractions, relative clauses without a relative pronoun and ellipsis are avoided. Formal English is used when writing essays for school, cover letters to apply for jobs, or emails and letters at work.

Informal discourse is used with friends, children, and relatives.

“Grade-appropriate” is tied to text complexity. A wide selection of words will be found in texts that align to the three text complexity measures: quantitative, qualitative, and reader and task for the Grades 2-3 text complexity band. The texts should also be selected to include words for appropriate phonics, word study, and spelling development and should have content and literary merit. The text must be rigorous enough to engage students in Grade 2 concepts across all four strands of the English Language Arts standards. Text selection should be a priority consideration when developing a rigorous grade-appropriate curriculum.

Grade 2-Language Standards	
Conventions of Standard English	
<b>L.2.1</b>	Demonstrate command of the conventions of <i>standard English</i> grammar and usage as appropriate for Grade 2 when writing or speaking.
<b>Teacher Note</b>	
<p>L.2.1 Standard English is the English language in its most widely accepted form, as written and spoken by educated people in both formal and informal contexts, having universal currency while incorporating regional differences (<a href="http://www.dictionary.3.com/browse/standard-english?s=t">http://www.dictionary.3.com/browse/standard-english?s=t</a>)</p> <p>Formal English is the result of particular choices of grammar and vocabulary whereby the speaker or writer uses longer words or words with origins in Latin and Greek as opposed to more informal vocabulary that commonly involves shorter words, or words with origins in Anglo-Saxon. Contractions, relative clauses without a relative pronoun and ellipsis are avoided. Formal English is used when writing essays for school, cover letters to apply for jobs, or emails and letters at work.</p> <p>Informal discourse is used with friends, children, and relatives.</p>	
<b>L.2.1.A</b>	<p>This standard begins in Grade.</p> <p>Explain the function of nouns, pronouns, verbs, adjectives, prepositions, and adverbs in general and their functions in particular sentences.</p>
<b>L.2.1.B</b>	Form and use frequently occurring irregular plural nouns (e.g., feet, children, teeth, mice, fish) and collective nouns (e.g., group).
<b>L.2.1.C</b>	Form and use regular and irregular verbs.

<b>L.2.1.D</b>	Use reflexive pronouns (e.g., myself, ourselves).
<b>L.2.1.E</b>	Use adjectives and adverbs and choose between them depending on what is modified. <ul style="list-style-type: none"> <li>• Use determiners, noun markers, to add specificity (e.g., a, an, the, many, few, each, every, this, that, these, those).</li> </ul>
<b>L.2.1.F</b>	Use conjunctions to form compound subjects and predicates.
<b>L.2.1.G</b>	Use prepositions correctly.
<b>L.2.1.H</b>	Produce, expand, and rearrange complete simple sentences (e.g., The boy watched the movie. The little boy watched the movie in the afternoon. In the afternoon, the little boy watched the movie.).
<b>L.2.1.I</b>	This standard begins in Grade 4. Use <i>modal auxiliaries</i> (e.g., can, may, must) to convey various conditions.
<b>L.2.1.J</b>	This standard is taught in Kindergarten and should be reinforced as needed. Understand and use question words (interrogatives) e.g., who, what, when, where, why, how).
<b>L.2.1.K</b>	Print all upper- and lowercase letters accurately. By the end of grade two, produce some cursive upper- and lowercase letters.
<b>L.2.2</b>	Demonstrate command of the conventions of <i>standard English</i> capitalization, punctuation, and spelling as appropriate for Grade 2 when writing.
<b>Teacher Note</b>	
<b>L.2.2</b> Standard English is the English language in its most widely accepted form, as written and spoken by educated people in both formal and informal contexts, having universal currency while incorporating regional differences ( <a href="http://www.dictionary.com/browse/standard-english?s=t">http://www.dictionary.com/browse/standard-english?s=t</a> )	

Formal English is the result of particular choices of grammar and vocabulary whereby the speaker or writer uses longer words or words with origins in Latin and Greek as opposed to more informal vocabulary that commonly involves shorter words, or words with origins in Anglo-Saxon. Contractions, relative clauses without a relative pronoun and ellipsis are avoided. Formal English is used when writing essays for school, cover letters to apply for jobs, or emails and letters at work.

Informal discourse is used with friends, children, and relatives.

<b>L.2.2.A</b>	Capitalize holidays, product names, and geographic names.
<b>L.2.2.B</b>	Use an apostrophe to form contractions and frequently occurring possessives.
<b>L.2.2.C</b>	Use commas in greetings and closings of letters.
<b>L.2.2.D</b>	<p>Generalize learned spelling patterns when writing words (e.g., cage, badge, boy, boil).</p> <ul style="list-style-type: none"> <li>• Reference spelling patterns chart to clarify types of spelling patterns.</li> <li>• Consult reference materials, including beginning dictionaries as needed to check and correct spellings.</li> </ul>

### Teacher Note

**L.2.2.D**

It would be helpful for teachers and students to co-create a chart of spelling patterns during instruction.

Grade 2-Language Standards	
Knowledge of Language	
<b>L.2.3</b>	Use knowledge of language and its conventions as appropriate for Grade 2 when writing, speaking, reading, or listening.
L.2.3.A	This standard begins in Grade 3. Choose words and phrases for effect.
L.2.3.B	This standard begins in Grade 3. Recognize and observe differences between the conventions of spoken and written <i>standard English</i> .

Grade 2-Language Standards	
Vocabulary Acquisition and Use	
<b>L.2.4</b>	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on Grade 2 reading and content, choosing flexibly from an array of strategies.
<b>L.2.4.A</b>	Use sentence-level context as a clue to the meaning of a word or phrase.
<b>L.2.4.B</b>	Determine the meaning of the new word formed when a known prefix is added to a known word (e.g., happy/unhappy, tell/ <i>retell</i> ).
<b>L.2.4.C</b>	Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., addition, additional).
<b>Teacher Note</b>	
L.2.4.C A chart with common discipline-specific roots may be found at the following link: <a href="http://www.readwritethink.org/files/resources/printouts/content-area-roots.pdf">http://www.readwritethink.org/files/resources/printouts/content-area-roots.pdf</a>	
<b>L.2.4.D</b>	Use knowledge of the meaning of individual words to predict the meaning of compound words (e.g., birdhouse, lighthouse, housefly; bookshelf, notebook, bookmark).
<b>L.2.5</b>	Demonstrate understanding of word relationships and <i>nuances</i> in word meanings.
<b>Teacher Note</b>	
L.2.5	

Nuance is a subtle difference or distinction in expression, meaning, response, etc. A single word choice can convey a nuanced meaning: The girl was _____(e.g., petite, little, slight, skinny, emaciated, thin, bony, lean, lanky, fragile).	
<b>L.2.5.A</b>	Sort words into categories based on multiple attributes (e.g. A large apple can be categorized by its color, size, and as a fruit.) to gain a sense of the concept that items can be categorized by more than one characteristic.
<b>L.2.5.B</b>	Distinguish shades of meaning among closely related verbs (e.g., toss, throw, hurl) and closely related adjectives (e.g., thin, slender, skinny, scrawny).
<b>L.2.5.C</b>	Identify real-life connections between words and their use (e.g., describe foods that are spicy or juicy).
<b>L.2.5.D</b>	<p style="text-align: center;">This standard is taught in Grade 1 and should be reinforced as needed.</p> <p>Distinguish shades of meaning among verbs differing in manner (e.g., look, peek, glance, stare, glare, scowl) and adjectives differing in intensity (e.g., large, gigantic) by defining or choosing them or by acting out the meanings.</p>
<b>L.2.6</b>	Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using adjectives and adverbs to describe (e.g., When other kids are happy that makes me happy).

**Grade 3**

**Arkansas  
English Language Arts Standards**

**2016**



## Introduction

The Arkansas English Language Arts Standards for Grades K-12 have been developed to prepare students for success after high school. Students who are successful in college or careers have attained particular literacy capacities: They demonstrate independence; they build strong content knowledge; they respond to the varying demands of audience, task, purpose, and discipline; they comprehend as well as critique; they value evidence; they use technology and digital media strategically and capably; and they come to understand other perspectives and cultures. These broad literacy capacities are developed across the disciplines, not just in English language arts; therefore, a separate document, The Arkansas Disciplinary Literacy Standards, has been created for other content areas to address their unique literacy needs. The English classroom focuses on reading and analyzing literature and literary nonfiction, studying the English language, and writing.

The document includes the Arkansas College and Career Ready Anchor Standards for each strand of the standards: reading, writing, speaking and listening, and language. These anchor standards describe the knowledge and skills that are needed in the discipline of English language arts by high school graduates to acquire the literacy capacities. The grade-level standards, which are aligned to the anchor standards, represent the progression of learning for each grade level from Kindergarten to Grade 12.

The anchor standards are placed before the grade-level standards for each strand to describe the bigger picture learning goals. The grade-level standards documents include teacher notes that provide explanations, definitions, and links to resources to support teachers as they implement the standards. Although the documents are organized by strands—reading, reading foundational, writing, speaking and listening, and language—the standards should be integrated during instruction. For example, students should be writing and studying language while they are reading. Students should be speaking and listening periodically as they are engaged in reading and writing. Texts can be used as examples to support developing writers. These examples describe only a few of many ways that the strands can be embedded naturally and effectively during instruction that is aligned to the standards.

The document focuses on literacy skills rather than literary content. Teachers have the opportunity to select grade-appropriate literary and literary nonfiction texts to teach the standards. Therefore, text selection is critical to successful

implementation of these standards. The texts must provide opportunities to teach all the strands at grade-level rigor. Three measures of text complexity should guide text selection: quantitative, qualitative, and reader and task. Teacher notes in the grade-level documents provide support for effective text selection.

Students acquire knowledge and skills at different rates; therefore, teachers are encouraged to become familiar with the standards above and below the grade level they teach. The standards below grade level will guide decisions for remediating students who do not have all the grade-level skills in place, and the standards above grade level will guide decisions for extending students who are ready to move ahead. In addition, familiarity with the K-12 standards will support developing an aligned curriculum that will create a smooth learning progression for knowledge and skills in English language arts from Kindergarten through high school graduation.

As students advance through the grades and master the standards in reading, writing, speaking, listening, and language, they continue to develop literacy capacities and increase their opportunities for success in the future.

## Arkansas Anchor Standards for Reading

The standards on the following pages define what students should understand and be able to do by the end of the grade or grade span. They correspond to the College and Career Readiness (CCR) anchor standards below by number. The CCR and grade-specific standards are necessary complements—the former providing broad standards, the latter providing additional specificity—that together define the skills and understandings that all students must demonstrate

### **Key Ideas and Details**

1. Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
3. Analyze how and why individuals, events, and ideas develop and interact over the course of a text.

### **Craft and Structure**

4. Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings; analyze how specific word choices shape meaning and/or tone.
5. Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.
6. Assess how point of view, perspective, and/or purpose shape the content and style of a text.

### **Integration of Knowledge and Ideas**

7. Integrate and evaluate content presented in diverse media and formats.
8. Analyze and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence
9. Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches of the author(s).

**Range of Reading and Level of Text Complexity**

10. Read and comprehend complex literary and informational texts independently and proficiently.

**Note on Range and Content of Student Reading Grades K-5**

To build a foundation for college and career readiness, students must read widely and deeply from among a broad range of high-quality, increasingly challenging literary and informational texts. Through extensive reading of stories, dramas, poems, and myths from diverse cultures and different time periods, students gain literary and cultural knowledge as well as familiarity with various text structures and elements. By reading texts in history/social studies, science, and other disciplines, students build a foundation of knowledge in these fields that will also give them the background to be better readers in all content areas. Students can only gain this foundation when the curriculum is intentionally and coherently structured to develop rich content knowledge within and across grades. Students also acquire the habits of reading independently and closely, which are essential to their future success.

Grade 3-Reading Standards for Literature	
Key Ideas and Details	
<b>RL.3.1</b>	Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.
<b>RL.3.2</b>	<i>Recount</i> stories, including fables, folktales, and myths from diverse cultures; determine the central message, lesson, or moral and explain how it is conveyed through key details in the text.
Teacher Note	
<p>RL.3.2</p> <p>The following link provides a discussion of the differences among the terms “retell,” “recount,” and “summarize”:  <a href="http://partnerinedu.com/2013/01/29/retell-or-recount-the-common-core-shift-from-1st-grade-to-2nd-grade/">http://partnerinedu.com/2013/01/29/retell-or-recount-the-common-core-shift-from-1st-grade-to-2nd-grade/</a></p> <p>Retell vs. Recount</p> <p>“Retell implies an oral recapitulation of the narrative elements, probably best put in order but not necessarily; as we speak, we may correct our thoughts and provide for that correction in our speaking. On the other hand, recount may be written or oral and requires a clearly sequenced ordering of narrative events. Retelling is less formal and probably told from the point of view of the story’s original narrator and in the tense the story was told; recounting, more formal in stance, sets the context for the recount from the beginning and is told in either first person or third person depending on the nature of the recount, but always told in past tense. The recount has closure, perhaps evaluative or summative in nature, or as in following the admonishment of the standards, may address the message, lesson, or moral of the text.  <a href="http://partnerinedu.com/2013/01/29/retell-or-recount-the-common-core-shift-from-1st-grade-to-2nd-grade/">http://partnerinedu.com/2013/01/29/retell-or-recount-the-common-core-shift-from-1st-grade-to-2nd-grade/</a></p> <p>Summary is “a shortened version of an original text, stating the main ideas and important details of the text with the same text structure and order of the original” <i>Summarizing, Paraphrasing, and Retelling Skills for Better Reading, Writing, and Test Taking</i>(2006) Kissner (p. 8).</p>	

<b>RL.3.3</b>	Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events.
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Grade 3-Reading Standards for Literature	
Craft and Structure	
<b>RL.3.4</b>	Determine the meaning of words and phrases as they are used in a text, distinguishing literal from nonliteral language.
<b>Teacher Note</b>	
<p>RL.3.4 Nonliteral phrases are not just idioms but also include figurative language such as personification, hyperbole, simile, and metaphor. The types of figurative language should be appropriate for the grade level and aligned across grades within a building and the district. See related standard L.3.5.A.</p>	
<b>RL.3.5</b>	Refer to parts of stories, dramas, and poems when writing or speaking about a text, using terms such as chapter, scene, and stanza; describe how each successive part builds on earlier sections.
<b>Teacher Note</b>	
<p>RL.3.5 In a ballad, each stanza tells the next part of the story. In a novel, the early chapters often establish the setting and provide foundational descriptions of characters who develop across the following chapters. In a play, one scene follows another as the action unfolds. When writing or discussing stories, dramas, and poems, students should refer to specific chapters, scenes, or stanzas when citing evidence to support their analysis.</p>	
<b>RL.3.6</b>	Distinguish their own <i>perspective</i> from that of the narrator or those of the characters, also distinguish the difference between first- and third-person <i>point-of-view</i> narrations.
<b>Teacher Note</b>	
<p>RL.3.6 It is important to clarify the terms “point of view” and “perspective” for students.</p>	

Point of view is instrumental in manipulating the reader's understanding of the narrative. In a way, the point of view can allow or withhold the reader access into the greater reaches of the story. Two of the most common point of view techniques are the first person, wherein the story is told by the narrator from his or her standpoint and the third person wherein the narrator does not figure in the events of the story and tells the story by referring to all characters and places in the third person with third person pronouns and proper nouns (<http://literary-devices.com/content/point-view>).

Perspective is a particular way of viewing things that depends on one's experience and personality (<http://dictionary.cambridge.org/us/dictionary/english/perspective>).

In these standards and in an English class, the term point of view is used referring specifically to 1st person, 3rd person, omniscient, limited, etc., and perspective is used when referring to a particular way of viewing things that depends on one's experience and personality. When analyzing literature, both terms are needed. For further clarification, students need to know that it is common practice for disciplines other than English to use the terms "point of view" and "perspective" interchangeably to mean what English teachers define as perspective.

A pair of texts that provide an example of first- and third-person narration is "The Three Little Pigs" and "The True Story of the Three Little Pigs" by Jon Scieszka. (The True Story of the Three Little Pigs is from the perspective of the wolf.)



Grade 3-Reading Standards for Literature	
Integration of Knowledge and Ideas	
<b>RL.3.7</b>	Explain how specific aspects of a text's illustrations contribute to what is conveyed by the words in a story (e.g., create mood, emphasize aspects of a character or setting).
<b>RL.3.8</b>	RL.3.8 is not applicable to literature based on anchor standard CCRA.R.8. Analyze and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.
<b>RL.3.9</b>	Compare and contrast the <i>themes</i> , settings, and plots of stories written by the same author about the same or similar characters (e.g., in books from a series).
Range of Reading and Level of Text Complexity	
<b>RL.3.10</b>	By the end of the year, read and comprehend literature, including stories, dramas, and poetry, at the high end of the grades 2-3 text complexity band independently and proficiently.
Teacher Note	
<p>RL.3.10 For information about how to enrich comprehension through read-alouds and independent reading, see <a href="http://www.corestandards.org/assets/Appendix_A.pdf#page=27">http://www.corestandards.org/assets/Appendix_A.pdf#page=27</a></p> <p>It is critical that children are reading on grade-level. “In 2011, sociologist Donald Hernandez reported that children who do not read proficiently by the end of third grade are four times more likely to leave school without a diploma than proficient readers” (<a href="http://www.aecf.org/m/resourcedoc/AECF-EarlyWarningConfirmed-2013.pdf#page=11">http://www.aecf.org/m/resourcedoc/AECF-EarlyWarningConfirmed-2013.pdf#page=11</a>).</p> <p>Since districts use a variety of materials that have different quantitative descriptors, the Reading Level Correlation A detailed explanation of the three dimensions of text complexity may be found at the following link: <a href="http://www.corestandards.org/wp-content/uploads/Appendix-A-New-Research-on-Text-Complexity.pdf">http://www.corestandards.org/wp-content/uploads/Appendix-A-New-Research-on-Text-Complexity.pdf</a></p>	

A chart with text complexity quantitative measures by grade band may be found at the following link:  
<http://www.corestandards.org/wp-content/uploads/Appendix-A-New-Research-on-Text-Complexity.pdf#page=4>

Grade 3-Reading Standards for Informational	
Key Ideas and Details	
<b>RI.3.1</b>	Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.
<b>RI.3.2</b>	Determine the main idea of a text; <i>recount</i> the key details and explain how they support the main idea.
<b>Teacher Note</b>	
<p>RI.3.2 The following link provides a discussion of the differences among the terms “retell,” “recount,” and “summarize”:  <a href="http://partnerinedu.com/2013/01/29/retell-or-recount-the-common-core-shift-from-1st-grade-to-2nd-grade/">http://partnerinedu.com/2013/01/29/retell-or-recount-the-common-core-shift-from-1st-grade-to-2nd-grade/</a></p> <p>Retell vs. Recount  “Retell implies an oral recapitulation of the narrative elements, probably best put in order but not necessarily; as we speak, we may correct our thoughts and provide for that correction in our speaking. On the other hand, recount may be written or oral and requires a clearly sequenced ordering of narrative events. Retelling is less formal and probably told from the point of view of the story’s original narrator and in the tense the story was told; recounting, more formal in stance, sets the context for the recount from the beginning and is told in either first person or third person depending on the nature of the recount, but always told in past tense. The recount has closure, perhaps evaluative or summative in nature, or as in following the admonishment of the standards, may address the message, lesson, or moral of the text.  <a href="http://partnerinedu.com/2013/01/29/retell-or-recount-the-common-core-shift-from-1st-grade-to-2nd-grade/">http://partnerinedu.com/2013/01/29/retell-or-recount-the-common-core-shift-from-1st-grade-to-2nd-grade/</a></p> <p>Summary is “a shortened version of an original text, stating the main ideas and important details of the text with the same text structure and order of the original” <i>Summarizing, Paraphrasing, and Retelling Skills for Better Reading, Writing, and Test Taking</i>(2006) Kissner (p. 8).</p> <p>Example of identifying the main idea of a text and identifying how key details support the main idea:</p>	

A text about sharks can be found at the following link  
[https://www.ncsu.edu/project/lancet/third\\_grade/sharks3.pdf](https://www.ncsu.edu/project/lancet/third_grade/sharks3.pdf)

The main idea of the text is that sharks have unique characteristics. The first sentence in each paragraph provides a key detail about sharks.

- “Sharks are actually a type of fish.”
- “Sharks have lots of teeth that are arranged in many rows rather than in just one row like people.”
- “One of the things particularly special about sharks is they have been around a long time.”

The standard asks students to look at a whole text and identify the main idea of the text and key details about sharks. The first sentence of every paragraph in every text will not necessarily contain a key detail, but it is true for this text.

### RI.3.3

Describe the relationship between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text, using language that pertains to time, sequence, and cause/effect.

### Teacher Note

#### RI.3.3

Historical events are by their very nature grounded in time. However, time can be expressed moving forward or backward.

Example of describing a sequence of events using language that pertains to time:

World War II took place in the 1940’s. Earlier in United States History, we engaged in the Civil War. More recently, our soldiers engaged in Operation Desert Storm. The use of the terms “earlier” and “more recently” show the relationship of these events in time; however, the events are not presented sequentially.

Example of describing a sequence:

When baking a cake, it is important to combine the ingredients in a particular order. The following is one example of a sequence for combining the ingredients of a cake. First mix the dry ingredients together. Then mix the wet ingredients together in a separate container. Finally, add the dry ingredients gradually to the wet ingredients, mixing constantly to make a smooth batter.

A list of time and sequencing words may be found at ([https://lincs.ed.gov/readingprofiles/Signal\\_Words.pdf](https://lincs.ed.gov/readingprofiles/Signal_Words.pdf)).

Examples describing cause and effect:

Cause and effect relationships can be viewed from cause to effect or from effect to cause.

The effect of lumpy cake batter can be caused by improperly mixing wet and dry ingredients.

Engaging in a war or conflict can result in many effects such as lost lives, strained financial resources within the government, and increased financial resources within the defense industry.

The effect of fatigue could result from one or more causes such as lack of sleep, improper diet, medication, and physical exertion.

Grade 3-Reading Standards for Informational	
Craft and Structure	
<b>RI.3.4</b>	Determine the meaning of <i>general academic</i> and <i>domain-specific</i> words and phrases in a text relevant to a Grade 3 topic or subject area.
<b>Teacher Note</b>	
<p>RI.3.4            These standards refer to two types of vocabulary words. The terminology is based in Isabel Beck's work. General academic vocabulary refers to words that can be used across the disciplines (e.g., surface, determine). Domain-specific words are terms that are used within a particular discipline (e.g., personification, circulatory system, DNA, trade route, explorer, density, time signature). Information about these vocabulary types may be found at (<a href="http://www.corestandards.org/assets/Appendix_A.pdf#page=33">http://www.corestandards.org/assets/Appendix_A.pdf#page=33</a>)</p>	
<b>RI.3.5</b>	Use text features and search tools (e.g., key words, sidebars, hyperlinks) to locate information relevant to a given topic efficiently.
<b>Teacher Note</b>	
<p>RI.3.5            Text features should be presented in a systematic way within an aligned curriculum.</p>	
<b>RI.3.6</b>	Distinguish their own <i>perspective</i> from that of the author of a text.

### Teacher Note

#### RI.3.6

It is important to clarify the terms “point of view” and “perspective” for students.

Point of view is the position of the narrator in relation to the story (e.g., first person, third person) and is instrumental in manipulating the reader’s understanding of the narrative. In a way, the point of view can allow or withhold the reader access into the greater reaches of the story. Two of the most common point of view techniques are the first person, wherein the story is told by the narrator from his or her standpoint and the third person wherein the narrator does not figure in the events of the story and tells the story by referring to all characters and places in the third person with third person pronouns and proper nouns

(<http://literary-devices.com/content/point-view>).

Perspective is a particular way of viewing things that depends on one’s experience and personality

(<http://dictionary.cambridge.org/us/dictionary/english/perspective>).

In these standards and in an English class, the term point of view is used referring specifically to 1st person, 3rd person, omniscient, limited, etc., and perspective is used when referring to a particular way of viewing things that depends on one’s experience and personality. When analyzing literature, both terms are needed. For further clarification, students need to know that it is common practice for disciplines other than English to use the terms “point of view” and “perspective” interchangeably to mean what English teachers define as perspective.

Grade 3-Reading Standards for Informational	
Integration of Knowledge and Ideas	
<b>RI.3.7</b>	Use information gained from illustrations (e.g., maps, photographs) and the words in a text to demonstrate understanding of the text (e.g., where, when, why, and how key events occur).
<b>RI.3.8</b>	Describe the logical connection between particular sentences and paragraphs in a text (e.g., comparison, cause/effect, first/second/third in a sequence).
<b>Teacher Note</b>	
<p><b>RI.3.8</b> Students could look for words that signal cause/effect or sequence in texts they are studying. Students can improve their reading comprehension of informational texts, by combining their knowledge of the signal words with their knowledge of text structures such as comparison, cause/effect, first/second/third in a sequence. They can predict the type of information that will come next because they are able to identify the logical connection between sentences and paragraphs in a text.</p> <p>Some examples of signal words and associated text structures may be found at  <a href="https://lincs.ed.gov/readingprofiles/Signal_Words.pdf">https://lincs.ed.gov/readingprofiles/Signal_Words.pdf</a>  and <a href="https://education.illinoisstate.edu/downloads/casei/3-01-04-handout%20TextStructureResources%201.pdf">https://education.illinoisstate.edu/downloads/casei/3-01-04-handout%20TextStructureResources%201.pdf</a>.</p>	
<b>RI.3.9</b>	Compare and contrast the most important points and key details presented in two texts on the same topic.



Range of Reading and Level of Text Complexity	
<b>RI.3.10</b>	By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 2-3 text complexity band independently and proficiently.
<b>Teacher Note</b>	
<p>RI.3.10 For information about how to enrich comprehension through read-alouds and independent reading, see <a href="http://www.corestandards.org/assets/Appendix_A.pdf#page=27">http://www.corestandards.org/assets/Appendix_A.pdf#page=27</a></p> <p>It is critical that children are reading on grade-level. “In 2011, sociologist Donald Hernandez reported that children who do not read proficiently by the end of third grade are four times more likely to leave school without a diploma than proficient readers” (<a href="http://www.aecf.org/m/resourcedoc/AECF-EarlyWarningConfirmed-2013.pdf#page=11">http://www.aecf.org/m/resourcedoc/AECF-EarlyWarningConfirmed-2013.pdf#page=11</a>).</p> <p>Since districts use a variety of materials that have different quantitative descriptors, the Reading Level Correlation A detailed explanation of the three dimensions of text complexity may be found at the following link: <a href="http://www.corestandards.org/wp-content/uploads/Appendix-A-New-Research-on-Text-Complexity.pdf">http://www.corestandards.org/wp-content/uploads/Appendix-A-New-Research-on-Text-Complexity.pdf</a></p> <p>A chart with text complexity quantitative measures by grade band may be found at the following link: <a href="http://www.corestandards.org/wp-content/uploads/Appendix-A-New-Research-on-Text-Complexity.pdf#page=4">http://www.corestandards.org/wp-content/uploads/Appendix-A-New-Research-on-Text-Complexity.pdf#page=4</a></p>	

Grade 3-Reading Standards: Foundational Skills	
Phonics and Word Recognition	
RF.3.1	This standard is taught in Grades K-1 and should be reinforced as needed. Demonstrate understanding of the organization and basic features of print.
RF.3.1.A	This standard is taught in Grade 2 and should be reinforced as needed. Recognize the distinguishing features of a paragraph including that multiple sentences may be used to form a paragraph and the author may indent or skip a line to signal a new paragraph.
RF.3.1.B	This standard is taught in Kindergarten and should be reinforced as needed. Recognize that spoken words are represented in written language by specific sequences of letters and that print carries meaning.
RF.3.1.C	This standard is taught in Kindergarten and should be reinforced as needed. Understand that words are separated by spaces in print.
RF.3.1.D	This standard is taught in Kindergarten and should be reinforced as needed. Recognize and name all upper- and lowercase letters of the alphabet.
RF.3.2	This standard is taught in Grade 1 and should be reinforced as needed. Demonstrate understanding of spoken words, syllables, and sounds (phonemes).
RF.3.2.A	This standard is taught in Grade 2 and should be reinforced as needed. Distinguish vowels (long, short, variant) in spoken single-syllable words.
RF.3.2.B	This standard is taught in Grade 2 and should be reinforced as needed. Delete phonemes in the initial, medial, and final positions of spoken words including blends.

RF.3.2.C	This standard is taught in Grade 1 and should be reinforced as needed. Isolate and produce initial, medial vowel, and final sounds (phonemes) in spoken single-syllable words.
RF.3.2.D	This standard is taught in Grade 1 and should be reinforced as needed. Segmenting spoken one-syllable words into their complete sequence of individual sounds (phonemes).
RF.3.2.E	This standard is taught in Grade 1 and should be reinforced as needed. Delete a syllable from a word (e.g., say “remember,” now say it without the “re”).
RF.3.2.F	This standard is taught in Grade 1 and should be reinforced as needed. Add or substitute individual sounds (phonemes) in simple spoken words to make new words.
RF.3.2.G	This standard is taught in Grade 1 and should be reinforced as needed. Delete individual initial and final sounds (phonemes) in simple spoken words (e.g., say “nice” without the /n/, say “lamp” without the /p/.
<b>RF.3.3</b>	Know and apply grade-level phonics and word analysis skills in decoding words.
<b>Teacher Note</b>	
<b>RF.3.3</b> Each district will select or develop a phonics program for students that is explicit and systematic. According to “Put Reading First,” from the National Institute for Literacy, “Systematic and explicit phonics instruction is more effective than non-systematic or no phonics instruction.”	
<b>RF.3.3.A</b>	Identify and know the meaning of the most common prefixes and derivational suffixes.
<b>Teacher Note</b>	
<b>RF.3.3.A</b> A suffix is a group of letters placed at the end of a word to make a new word. A suffix can make a new word in one of	

two ways: (<https://www.englishclub.com/vocabulary/suffixes.htm>)

inflectional (grammatical): for example, changing singular to plural (dog → dogs), or changing present tense to past tense (walk → walked). In this case, the basic meaning of the word does not change.

derivational (the new word has a new meaning, "derived" from the original word): for example, teach → teacher or care → careful

An explanation and examples of derivational suffixes can be found at

([http://www.corestandards.org/assets/Appendix\\_A.pdf#page=22](http://www.corestandards.org/assets/Appendix_A.pdf#page=22))

A chart of prefixes and suffixes may be found at (<http://www.readwritethink.org/files/resources/printouts/content-area-roots.pdf>).

<b>RF.3.3.B</b>	Decode words with common Latin suffixes.
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#### Teacher Note

RF.3.3.B  
Changed to align to the Kindergarten language standards.

<b>RF.3.3.C</b>	Decode multi-syllable words.
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<b>RF.3.3.D</b>	Read <i>grade-appropriate</i> irregularly-spelled words.
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#### Teacher Note

RF.3.3.D  
“Grade-appropriate” is tied to text complexity. A wide selection of words will be found in texts that align to the three text complexity measures: quantitative, qualitative, and reader and task for the Grades 2-3 text complexity band. The texts should also be selected to include words for appropriate phonics, word study, and spelling development and should have content and literary merit. The text must be rigorous enough to engage students in Grade 3 concepts across all four strands of the English Language Arts standards. Text selection should be a priority consideration when developing

a rigorous grade-appropriate curriculum.

Irregular words - “[Words that] cannot be decoded by sounding out” : [permanently irregular words have] one or more sound/spellings in the word that are unique to that word or a few words and therefore are never introduced; [temporarily irregular words have] one or more sound/spellings in the word that have not yet been introduced” (Honig, Diamond, and Gutlohn 243).

Not all words found on sight word and high-frequency word lists are irregular.

R.3.3.E	<p>This standard is taught in Grade 2 and should be reinforced as needed.</p> <p>Decode words that follow the six syllable types.</p> <ul style="list-style-type: none"> <li>• closed syllable</li> <li>• open syllable</li> <li>• vowel-consonant-e</li> <li>• vowel teams</li> <li>• r-controlled</li> <li>• consonant-le</li> </ul>
R.3.3.F	<p>This standard is taught in Grade 2 and should be reinforced as needed.</p> <p>Decode regularly-spelled two-syllable words with long vowels.</p>

Grade 3-Reading Standards: Foundational Skills	
Fluency	
<b>RF.3.4</b>	Read grade-level text with sufficient accuracy and <i>fluency</i> to support comprehension.
Teacher Note	
<p>RF.3.4 Fluency is the ability to read accurately, quickly, expressively, with good phrasing, and with good comprehension.</p> <p>Students' fluency should be measured qualitatively by how well they demonstrate their ability to read grade-level texts accurately, quickly, expressively, with good phrasing, and with good comprehension.</p> <p>Timothy Rasinski has studied and written extensively on the topic of reading fluency. The article cited below provides extensive guidance, including rubrics for reading fluency. Rasinski provides the following warning about the proper use of fluency assessments:</p> <p>"Reading rate appears to reflect students' ongoing development of automaticity in their decoding, which can be developed through practiced and assisted readings (see Kuhn &amp; Stahl, 2000; Osborn &amp; Lehr, 2003). If teachers provide the kind of instruction in fluency that works, then fluency, comprehension, and rate will improve. If teachers choose instead to focus primarily on developing students' reading rate at the expense of reading with expression, meaning, and comprehension, students may read fast but with insufficient comprehension. Their goal may be to get from one point in the text to another as fast as possible, without understanding the nuances of meaning in the text. This would be a grave misinterpretation of the research related to reading fluency development and a disservice to the students. Similarly, teachers need to be cautious in using reading rate to assess English language learners (ELLs). Many ELLs can be deceptively fast and accurate in their reading, yet demonstrate little understanding of the text. Teachers cannot assume that such students are progressing well in reading based solely on their reading rate. Other issues such as vocabulary and language proficiency may impede the students' growth in reading and require instructional intervention" (Rasinski,</p>	

Timothy, p 15. <http://files.eric.ed.gov/fulltext/ED483166.pdf>).

<b>RF.3.4.A</b>	Read grade-level text with purpose and understanding.
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<b>RF.3.4.B</b>	Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings.
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<b>RF.3.4.C</b>	Use context in grade-level text to confirm or self-correct word recognition and understanding, rereading as necessary.
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## Arkansas Anchor Standards for Writing

The standards on the following pages define what students should understand and be able to do by the end of the grade or grade span. They correspond to the Arkansas College and Career Readiness (CCR) anchor standards below by number. The CCR and grade-specific standards are necessary complements--the former providing broad standards, the latter providing additional specificity--that together define the skills and understandings that all students must demonstrate.

### **Text Types and Purposes**

1. Write arguments to support claims when analyzing substantive topics or texts using valid reasoning and relevant, sufficient evidence.
2. Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
3. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details and well-structured event sequences.

### **Production and Distribution of Writing**

4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
6. Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.

### **Research to Build and Present Knowledge**

7. Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.
8. Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.
9. Draw evidence from literary and/or informational texts to support analysis, reflection, research, and synthesis.



**Range of Writing**

10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

**Note on Range and Content of Student Writing Grades K-5**

To build a foundation for college and career readiness, students need to learn to use writing as a way of offering and supporting opinions, demonstrating understanding of the subjects they are studying, and conveying real and imagined experiences and events. They learn to appreciate that a key purpose of writing is to communicate clearly to an external, sometimes unfamiliar audience, and they begin to adapt the form and content of their writing to accomplish a particular task and purpose. They develop the capacity to build knowledge on a subject through research projects and to respond analytically to literary and informational sources. To meet these goals, students must devote significant time and effort to writing, producing numerous pieces over short and extended time frames throughout the year.

Grade 3-Writing Standards	
Text Types and Purposes	
<b>W.3.1</b>	Write opinion pieces on topics or texts, supporting the opinion with reasons.
<b>Teacher Note</b>	
<p>W.3.1 An opinion is a view, judgment, or appraisal formed in the mind about a particular matter; belief stronger than impression and less strong than positive knowledge (<a href="http://www.merriam-webster.com/dictionary/opinion">http://www.merriam-webster.com/dictionary/opinion</a>)</p> <p>Note the learning progression: opinion writing is the foundation and precursor for persuasive writing; persuasive writing, based almost entirely on emotion and credibility, is a precursor to logically based argumentative writing.</p>	
<b>W.3.1.A</b>	Introduce the topic or text they are writing about, state an opinion, and create an organizational structure that lists reasons.
<b>W.3.1.B</b>	Provide reasons that support the opinion.
<b>W.3.1.C</b>	Use linking words and phrases (e.g., because, therefore, since, for example) to connect opinion and reasons.
<b>W.3.1.D</b>	Provide a concluding statement or section.
W.3.1.E	<p style="text-align: center;">This standard begins in Grade 6.</p> <p style="text-align: center;">Provide a concluding statement or section that follows from the argument presented.</p>
<b>W.3.2</b>	Write informative/explanatory texts to examine a topic and convey ideas and information clearly.

<b>W.3.2.A</b>	Introduce a topic and group related information; include illustrations when useful to aiding comprehension.
<b>W.3.2.B</b>	Develop the topic with facts, definitions, and details.
<b>W.3.2.C</b>	Use linking words and phrases (e.g., also, another, and, more, but) to connect ideas within categories of information.
<b>W.3.2.D</b>	Provide a concluding statement or section.
W.3.2.E	This standard begins in Grade 6. Establish and maintain a formal style.
W.3.2.F	This standard begins in Grade 4. Provide a concluding statement or section related to the information or explanation presented.
<b>W.3.3</b>	Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.
<b>W.3.3.A</b>	Establish a situation and introduce a narrator and/or characters; organize an event sequence that unfolds naturally.
<b>W.3.3.B</b>	Use narrative techniques, such as dialogue and descriptions of actions, thoughts, and feelings to develop experiences and events or show the response of characters to situations.
<b>Teacher Note</b>	
<b>W.3.3.B</b> Common narrative techniques relevant to style, or the language chosen to tell a story, include metaphors, similes, personification, imagery, hyperbole, and alliteration. Common techniques relevant to plot, which is the sequence of events that make up a narrative, include backstory, flashback, flash-forward, and foreshadowing. Common techniques relevant to narrative perspective, or who is telling the story, include first person, second person, third person, and third-person omniscient.	

<b>W.3.3.C</b>	Use <i>temporal</i> words and phrases to signal event order.
<b>Teacher Note</b>	
W.3.3.C	Temporal means of or relating to time (e.g., first, last, before, after, next, then, prior to, afterward, as soon as).
W.3.3.D	<p>This standard begins in Grade 4</p> <p>Use concrete words and phrases and sensory details to convey experiences and events precisely.</p>
W.3.3.E	Provide a conclusion that follows from the narrated experiences or events.

Grade 3-Writing Standards	
Production and Distribution of Writing	
<b>W.3.4</b>	With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose.
<b>Teacher Note</b>	
W.3.4 See W.3.1, W.3.2, and W.3.3 for specific language expectations for Grade 3 students when writing.	
<b>W.3.5</b>	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.
<b>Teacher Note</b>	
W.3.5 Editing for conventions should demonstrate command of Language standards 1-3 up to and including Grade 3.	
<b>W.3.6</b>	With guidance and support from adults, use technology to produce and publish writing (using keyboarding skills) as well as to interact and collaborate with others.

Grade 3-Writing Standards	
Research to Build and Present Knowledge	
<b>W.3.7</b>	Conduct short research projects that build knowledge about a topic.
<b>W.3.8</b>	Recall information from experiences or gather information from print and digital sources. <ul style="list-style-type: none"> <li>• Take brief notes on sources.</li> <li>• Sort evidence into provided categories.</li> </ul>
W.3.9	<p>This standard begins in Grade 4.</p> <p>Draw evidence from literary or informational texts to support analysis, reflection, and research.</p>
W.3.9.A	<p>This standard begins in Grade 4.</p> <p>Apply Grade 4 Reading standards to literature (e.g., "Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text [e.g., a character's thoughts, words, or actions].").</p>
W.3.9.B	<p>This standard begins in Grade 4.</p> <p>Apply Grade 4 Reading standards to informational texts (e.g., "Explain how an author uses reasons and evidence to support particular points in a text.").</p>

Grade 3-Writing Standards	
Range of Writing	
<b>W.3.10</b>	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

**Arkansas Anchor Standards for Speaking and Listening**

The standards on the following pages define what students should understand and be able to do by the end of the grade or grade span. They correspond to the Arkansas College and Career Readiness (CCR) anchor standards below by number. The CCR and grade-specific standards are necessary complements--the former providing broad standards, the latter providing additional specificity--that together define the skills and understandings that all students must demonstrate.

**Comprehension and Collaboration**

- 1. Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
- 2. Integrate and evaluate information presented in diverse media such as visual, quantitative, and oral.
- 3. Evaluate a speaker's perspective, reasoning, and use of evidence and rhetoric.

**Presentation of Knowledge and Ideas**

- 4. Present information, findings, and supporting evidence with organization, development, and style appropriate to task, purpose, and audience so that listeners can follow the line of reasoning.
- 5. Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.
- 6. Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.

**Note on Range and Content of Student Speaking and Listening Grades K-5**

To build a foundation for college and career readiness, students must have ample opportunities to take part in a variety of rich, structured conversations--as part of a whole class, in small groups, and with a partner. Being productive members of these conversations requires that students contribute accurate, relevant information; respond to and develop what others have said; make comparisons and contrasts; and analyze and synthesize a multitude of ideas in various domains.



New technologies have broadened and expanded the role that speaking and listening play in acquiring and sharing knowledge and have tightened their link to other forms of communication. Digital texts confront students with the potential for continually updated content and dynamically changing combinations of words, graphics, images, hyperlinks, and embedded video and audio.

Grade 3-Speaking and Listening Standards	
Comprehension and Collaboration	
<b>SL.3.1</b>	Engage effectively in a range of <i>collaborative conversations</i> (one-on-one, in groups, and teacher-led) with diverse partners on Grade 3 topics and texts, building on others' ideas and expressing their own clearly.
Teacher Notes	
SL.3.1 Collaborative conversations take place when students talk jointly with others especially in an intellectual endeavor (e.g., Think Pair Share, Reciprocal Teaching, and teacher-led class discussion).	
<b>SL.3.1.A</b>	Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.
<b>SL.3.1.B</b>	Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion).
<b>SL.3.1.C</b>	Ask questions to check understanding of information presented, stay on topic, and link comments to the remarks of others.
<b>SL.3.1.D</b>	Explain their own ideas and understanding in light of the discussion.
<b>SL.3.2</b>	Determine the main ideas and supporting details of information that is gained by means other than reading (e.g., texts read aloud; oral presentations of charts, graphs, or diagrams; speeches).
<b>SL.3.3</b>	Ask and answer questions about information from a speaker in order to clarify comprehension, offering appropriate elaboration and detail.

Grade 3-Speaking and Listening Standards	
Presentation of Knowledge and Ideas	
<b>SL.3.4</b>	Report on a topic or text, tell a story, or <i>recount</i> an experience with appropriate facts and relevant, descriptive details, speaking clearly at an understandable pace.
<b>Teacher Note</b>	
<p>SL.3.4</p> <p>The following link provides a discussion of the differences among the terms “retell,” “recount,” and “summarize”:  <a href="http://partnerinedu.com/2013/01/29/retell-or-recount-the-common-core-shift-from-1st-grade-to-2nd-grade/">http://partnerinedu.com/2013/01/29/retell-or-recount-the-common-core-shift-from-1st-grade-to-2nd-grade/</a></p> <p>Retell vs. Recount</p> <p>“Retell implies an oral recapitulation of the narrative elements, probably best put in order but not necessarily; as we speak, we may correct our thoughts and provide for that correction in our speaking. On the other hand, recount may be written or oral and requires a clearly sequenced ordering of narrative events. Retelling is less formal and probably told from the point of view of the story’s original narrator and in the tense the story was told; recounting, more formal in stance, sets the context for the recount from the beginning and is told in either first person or third person depending on the nature of the recount, but always told in past tense. The recount has closure, perhaps evaluative or summative in nature, or as in following the admonishment of the standards, may address the message, lesson, or moral of the text.  <a href="http://partnerinedu.com/2013/01/29/retell-or-recount-the-common-core-shift-from-1st-grade-to-2nd-grade/">http://partnerinedu.com/2013/01/29/retell-or-recount-the-common-core-shift-from-1st-grade-to-2nd-grade/</a></p>	
<b>SL.3.5</b>	Create engaging audio recordings of stories or poems that demonstrate fluid reading at an understandable pace; add <i>visual displays</i> when appropriate to emphasize or enhance certain facts or details.
<b>Teacher Note</b>	
<p>SL.3.5</p> <p>A visual display is a presentation of information that can be seen (e.g., drawings, bar graphs, 3D pie charts, line graphs, and pyramid area graphs).</p>	

<b>SL.3.6</b>	Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification.
<b>Teacher Note</b>	
SL.3.6 See L.3.1 and L.3.3 for specific expectations for Grade 3 students when speaking and writing.	

## Arkansas Anchor Standards for Language

The standards on the following pages define what students should understand and be able to do by the end of the grade or grade span. They correspond to the Arkansas College and Career Readiness (CCR) anchor standards below by number. The CCR and grade-specific standards are necessary complements--the former providing broad standards, the latter providing additional specificity--that together define the skills and understandings that all students must demonstrate.

### **Text Types and Purposes**

1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
3. Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

### **Production and Distribution of Writing**

4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
6. Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.

### **Note on Range and Content of Student Language Use Grades K-5**

To build a foundation for college and career readiness in language, students must gain control over many conventions of standard English grammar, usage, and mechanics as well as learn other ways to use language to convey meaning effectively. They must also be able to determine or clarify the meaning of grade-appropriate words encountered through listening, reading, and media use; come to appreciate that words have nonliteral meanings, shadings of meaning, and relationships to other words; and expand their vocabulary in the course of studying content. The

inclusion of language standards in their own strand should not be taken as an indication that skills related to conventions, effective language use, and vocabulary are unimportant to reading, writing, speaking, and listening; indeed, they are inseparable from such contexts.

Standard English is the English language in its most widely accepted form, as written and spoken by educated people in both formal and informal contexts, having universal currency while incorporating regional differences

(<http://www.dictionary.com/browse/standard-english?s=t>)

Formal English is the result of particular choices of grammar and vocabulary whereby the speaker or writer uses longer words or words with origins in Latin and Greek as opposed to more informal vocabulary that commonly involves shorter words, or words with origins in Anglo-Saxon. Contractions, relative clauses without a relative pronoun and ellipsis are avoided. Formal English is used when writing essays for school, cover letters to apply for jobs, or emails and letters at work.

Informal discourse is used with friends, children, and relatives.

“Grade-appropriate” is tied to text complexity. A wide selection of words will be found in texts that align to the three text complexity measures: quantitative, qualitative, and reader and task for the Grades 2-3 text complexity band. The texts should also be selected to include words for appropriate phonics, word study, and spelling development and should have content and literary merit. The text must be rigorous enough to engage students in Grade 3 concepts across all four strands of the English Language Arts standards. Text selection should be a priority consideration when developing a rigorous grade-appropriate curriculum.

These standards refer to two types of vocabulary words. The terminology is based in Isabel Beck’s work. General academic vocabulary refers to words that can be used across the disciplines (e.g., surface, determine). Domain-specific words are terms that are used within a particular discipline (e.g., personification, circulatory system, DNA, trade route, explorer, density, time signature). Information about these vocabulary types may be found at

([http://www.corestandards.org/assets/Appendix\\_A.pdf#page=33](http://www.corestandards.org/assets/Appendix_A.pdf#page=33))

Grade 3-Language Standards	
Conventions of Standard English	
<b>L.3.1</b>	Demonstrate command of the conventions of <i>standard English</i> grammar and usage as appropriate for Grade 3 when writing or speaking.
<b>Teacher Note</b>	
<p><b>L.3.1</b>            Standard English is the English language in its most widely accepted form, as written and spoken by educated people in both formal and informal contexts, having universal currency while incorporating regional differences  <a href="http://www.dictionary.com/browse/standard-english?s=t">http://www.dictionary.com/browse/standard-english?s=t</a></p> <p>Formal English is the result of particular choices of grammar and vocabulary whereby the speaker or writer uses longer words or words with origins in Latin and Greek as opposed to more informal vocabulary that commonly involves shorter words, or words with origins in Anglo-Saxon. Contractions, relative clauses without a relative pronoun and ellipsis are avoided. Formal English is used when writing essays for school, cover letters to apply for jobs, or emails and letters at work.</p> <p>Informal discourse is used with friends, children, and relatives.</p>	
<b>L.3.1.A</b>	Explain the function of nouns, pronouns, verbs, adjectives, prepositions, and adverbs in general and their functions in particular sentences.
<b>L.3.1.B</b>	Form and use regular and irregular plural nouns. <ul style="list-style-type: none"> <li>• Use abstract nouns (e.g., childhood).</li> </ul>
<b>L.3.1.C</b>	Form and use the simple verb tenses (e.g., I walk; I walked; I will walk). <ul style="list-style-type: none"> <li>• Form and use the past tense of frequently occurring irregular verbs.</li> </ul>

<b>L.3.1.D</b>	Ensure subject-verb and pronoun-antecedent agreement.
<b>L.3.1.E</b>	Form and use comparative and superlative adjectives and adverbs, and choose between them depending on what is to be modified.
<b>L.3.1.F</b>	Use coordinating conjunctions appropriately.
<b>L.3.1.G</b>	Explain the function of prepositions.
<b>L.3.1.H</b>	Demonstrate command of simple sentences and produce compound sentences.
<b>L.3.1.I</b>	This standard begins in Grade 4. Use <i>modal auxiliaries</i> (e.g., can, may, must) to convey various conditions.
<b>L.3.1.J</b>	This standard is taught in Kindergarten and should be reinforced as needed. Understand and use question words (interrogatives) e.g., who, what, when, where, why, how).
<b>L.3.1.K</b>	Form all upper- and lowercase letters to write words legibly in cursive.
<b>L.3.2</b>	Demonstrate command of the conventions of <i>standard English</i> capitalization, punctuation, and spelling as appropriate for Grade 3 when writing.
<b>Teacher Note</b>	
<p><b>L.3.2</b> Standard English is the English language in its most widely accepted form, as written and spoken by educated people in both formal and informal contexts, having universal currency while incorporating regional differences (<a href="http://www.dictionary.com/browse/standard-english?s=t">http://www.dictionary.com/browse/standard-english?s=t</a>)</p> <p>Formal English is the result of particular choices of grammar and vocabulary whereby the speaker or writer uses longer words or words with origins in Latin and Greek as opposed to more informal vocabulary that commonly involves shorter</p>	



<p>words, or words with origins in Anglo-Saxon. Contractions, relative clauses without a relative pronoun and ellipsis are avoided. Formal English is used when writing essays for school, cover letters to apply for jobs, or emails and letters at work.</p> <p>Informal discourse is used with friends, children, and relatives.</p>	
<b>L.3.2.A</b>	Capitalize appropriate words in titles.
<b>L.3.2.B</b>	Form and use possessives with and without apostrophes, as appropriate (e.g., girl's, boy's, her, his, their, its, students').
<b>L.3.2.C</b>	<p>Use commas according to the conventions of <i>standard English</i>.</p> <ul style="list-style-type: none"> <li>• Use a comma before a coordinating conjunction in a compound sentence.</li> <li>• Use commas in addresses.</li> <li>• Use commas and quotation marks in dialogue.</li> </ul>
<b>Teacher Note</b>	
<p><b>L.3.2.C</b></p> <p>Standard English is the English language in its most widely accepted form, as written and spoken by educated people in both formal and informal contexts, having universal currency while incorporating regional differences (<a href="http://www.dictionary.com/browse/standard-english?s=t">http://www.dictionary.com/browse/standard-english?s=t</a>)</p> <p>Formal English is the result of particular choices of grammar and vocabulary whereby the speaker or writer uses longer words or words with origins in Latin and Greek as opposed to more informal vocabulary that commonly involves shorter words, or words with origins in Anglo-Saxon. Contractions, relative clauses without a relative pronoun and ellipsis are avoided. Formal English is used when writing essays for school, cover letters to apply for jobs, or emails and letters at work.</p> <p>Informal discourse is used with friends, children, and relatives.</p>	
<b>L.3.2.D</b>	<p>Use conventional spelling for high-frequency and other studied words and for adding suffixes to base words (e.g., sitting, smiled, cries, happiness).</p> <ul style="list-style-type: none"> <li>• Use spelling patterns and generalizations (e.g., word families, position-based spellings, syllable</li> </ul>

	<p>patterns, ending rules, meaningful word parts) in writing words.</p> <ul style="list-style-type: none"> <li>Consult reference materials, including beginning dictionaries, as needed to check and correct spellings.</li> </ul>
<b>Teacher Note</b>	
<p><b>L.3.2.D</b></p> <p>Systematic instruction in spelling is important because spelling impacts comprehension of text.</p> <p>One source that provides research supporting the need for systematic spelling instruction, beyond simply assigning and assessing spelling words, may be found in Chapter 8, page 120 of “Vocabulary--Spelling Connection: Orthographic Development and Morphological Knowledge at the Intermediate Grades and Beyond by Shane Templeton in Vocabulary Instruction: Research to Practice edited by James F. Baumann and Edward J. Kame’enui. The two quotes that follow are from this text:</p> <p>“Morphemes, or meaning elements in words, tend to be spelled consistently (Chomsky, 1970); Cummings, 1988; Venezky, 1999), and there is a growing body of research that suggests that systematic attention to this aspect of spelling--how the system visually cues word meaning and the semantic relationships among words--also supports students’ vocabulary growth and understanding (e.g., Leong, 2000; Smith, 1998).</p> <p>“Words that are related in meaning are often related in spelling as well, despite changes in sound” (1991, p. 194).</p> <p>Table 8.1 “Spelling and Vocabulary: General Scope and Sequence, Intermediate Grades and Beyond” on page 124 of the Baumann and Kame’enui text provides general guidance for developing aligned system of spelling instruction.</p> <p>In addition, Kathy Ganske’s text, Word Journeys: Assessment-Guided Phonics, Spelling, and Vocabulary Instruction, provides the Developmental Spelling Assessment along with explanation and vocabulary activities to move students through the learning continuum for spelling.</p> <p>These suggested resources are offered to support districts but are not mandated.</p>	

Grade 3-Language Standards	
Knowledge of Language	
<b>L.3.3</b>	Use knowledge of language and its conventions as appropriate for Grade 3 when writing, speaking, reading, or listening.
<b>L.3.3.A</b>	Choose words and phrases for effect.
<b>L.3.3.B</b>	Recognize and observe differences between the conventions of spoken and written <i>standard English</i> .
Teacher Note	
<p><b>L.3.3.B</b>            Standard English is the English language in its most widely accepted form, as written and spoken by educated people in both formal and informal contexts, having universal currency while incorporating regional differences  <a href="http://www.dictionary.com/browse/standard-english?s=t">http://www.dictionary.com/browse/standard-english?s=t</a>)</p> <p>Formal English is the result of particular choices of grammar and vocabulary whereby the speaker or writer uses longer words or words with origins in Latin and Greek as opposed to more informal vocabulary that commonly involves shorter words, or words with origins in Anglo-Saxon. Contractions, relative clauses without a relative pronoun and ellipsis are avoided. Formal English is used when writing essays for school, cover letters to apply for jobs, or emails and letters at work.</p> <p>Informal discourse is used with friends, children, and relatives.</p>	

Grade 3-Language Standards	
Vocabulary Acquisition and Use	
<b>L.3.4</b>	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on Grade 3 reading and content, choosing flexibly from a range of strategies.
<b>Teacher Note</b>	
L.3.4 Jeff Anderson's text <i>Mechanically Inclined</i> is a resource for language standards that is recommended by the English Language Arts Revision Committee.	
<b>L.3.4.A</b>	Use sentence-level context as a clue to the meaning of a word or phrase.
<b>L.3.4.B</b>	Determine the meaning of the new word formed when a known affix is added to a known word (e.g., agreeable/disagreeable, comfortable/uncomfortable, care/careless, heat/preheat).
<b>Teacher Note</b>	
L.3.4.B A chart of prefixes and suffixes may be found at ( <a href="http://www.readwritethink.org/files/resources/printouts/content-area-roots.pdf">http://www.readwritethink.org/files/resources/printouts/content-area-roots.pdf</a> ).	
<b>L.3.4.C</b>	Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., company, companion).

Teacher Note	
<p>L.3.4.C A chart with common discipline-specific roots may be found at the following link: <a href="http://www.readwritethink.org/files/resources/printouts/content-area-roots.pdf">http://www.readwritethink.org/files/resources/printouts/content-area-roots.pdf</a></p>	
<b>L.3.4.D</b>	Use glossaries or beginning dictionaries, both print and digital, to determine or clarify the precise meaning of key words and phrases.
<b>L.3.5</b>	Demonstrate understanding of figurative language, word relationships and <i>nuances</i> in word meanings, as appropriate for the grade level.
Teacher Note	
<p>L.3.5 Nuance is a subtle difference or distinction in expression, meaning, response, etc. A single word choice can convey a nuanced meaning: The girl was _____(e.g., petite, little, slight, skinny, emaciated, thin, bony, lean, lanky, fragile).</p>	
<b>L.3.5.A</b>	Distinguish the literal and nonliteral meanings of words and phrases in context (e.g., take steps).
Teacher Note	
<p>L.3.5.A Nonliteral language could include idioms, but may also include figurative language such as hyperbole, simile, metaphor, and personification, which should be taught as appropriate for the grade level. See related standard RL.3.4.</p>	
<b>L.3.5.B</b>	Identify real-life connections between words and their use (e.g., describe people who are friendly or helpful).

Teacher Note	
<p><b>L.3.5.B</b> One way to provide students with real-life connections between words and their use is through video. The teacher might show a video clip of a person walking across the street that could be described as ambling. The teacher might show another clip that shows a person striding across the street. The teacher could ask students to discuss the difference in the two words and what the word choice makes them think about the people who are walking in those particular ways.</p>	
<b>L.3.5.C</b>	Distinguish shades of meaning among related words that describe states of mind or degrees of certainty (e.g., knew, believed, suspected, heard, wondered).
<b>L.3.5.D</b>	<p>This standard is taught in Grade 1 and should be reinforced as needed.</p> <p>Distinguish shades of meaning among verbs differing in manner (e.g., look, peek, glance, stare, glare, scowl) and adjectives differing in intensity (e.g., large, gigantic) by defining or choosing them or by acting out the meanings.</p>
<b>L.3.6</b>	Acquire and use accurately <i>grade-appropriate</i> conversational, <i>general academic</i> , and <i>domain-specific</i> words and phrases, including those that signal spatial and <i>temporal</i> relationships (e.g., After dinner that night we went looking for them).
Teacher Note	
<p><b>L.3.6</b> “Grade-appropriate” is tied to text complexity. A wide selection of words will be found in texts that align to the three text complexity measures: quantitative, qualitative, and reader and task for the Grades 2-3 text complexity band. The texts should also be selected to include words for appropriate phonics, word study, and spelling development and should have content and literary merit. The text must be rigorous enough to engage students in Grade 3 concepts across all four strands of the English Language Arts standards. Text selection should be a priority consideration when developing a rigorous grade-appropriate curriculum.</p> <p>These standards refer to two types of vocabulary words. The terminology is based in Isabel Beck’s work. General academic vocabulary refers to words words that can be used across the disciplines (e.g., surface, determine). Domain-specific words are terms that are used within a particular discipline (e.g., personification, circulatory system, DNA, trade</p>	

route, explorer, density, time signature). Information about these vocabulary types may be found at ([http://www.corestandards.org/assets/Appendix\\_A.pdf#page=33](http://www.corestandards.org/assets/Appendix_A.pdf#page=33))

Spatial means of or relating to space (e.g., beside, nearby, adjacent to, left, right, above, below, between).

Temporal means of or relating to time (e.g., first, last, before, after, next, then, prior to, afterward, as soon as).

**Grade 4**

**Arkansas**

**English Language Arts Standards**

**2016**



## Introduction

The Arkansas English Language Arts Standards for Grades K-12 have been developed to prepare students for success after high school. Students who are successful in college or careers have attained particular literacy capacities: They demonstrate independence; they build strong content knowledge; they respond to the varying demands of audience, task, purpose, and discipline; they comprehend as well as critique; they value evidence; they use technology and digital media strategically and capably; and they come to understand other perspectives and cultures. These broad literacy capacities are developed across the disciplines, not just in English language arts; therefore, a separate document, The Arkansas Disciplinary Literacy Standards, has been created for other content areas to address their unique literacy needs. The English classroom focuses on reading and analyzing literature and literary nonfiction, studying the English language, and writing.

The document includes the Arkansas College and Career Ready Anchor Standards for each strand of the standards: reading, writing, speaking and listening, and language. These anchor standards describe the knowledge and skills that are needed in the discipline of English language arts by high school graduates to acquire the literacy capacities. The grade-level standards, which are aligned to the anchor standards, represent the progression of learning for each grade level from Kindergarten to Grade 12.

The anchor standards are placed before the grade-level standards for each strand to describe the bigger picture learning goals. The grade-level standards documents include teacher notes that provide explanations, definitions, and links to resources to support teachers as they implement the standards. Although the documents are organized by strands—reading, reading foundational, writing, speaking and listening, and language—the standards should be integrated during instruction. For example, students should be writing and studying language while they are reading. Students should be speaking and listening periodically as they are engaged in reading and writing. Texts can be used as examples to support developing writers. These examples describe only a few of many ways that the strands can be embedded naturally and effectively during instruction that is aligned to the standards.

The document focuses on literacy skills rather than literary content. Teachers have the opportunity to select grade-appropriate literary and literary nonfiction texts to teach the standards. Therefore, text selection is critical to successful

implementation of these standards. The texts must provide opportunities to teach all the strands at grade-level rigor. Three measures of text complexity should guide text selection: quantitative, qualitative, and reader and task. Teacher notes in the grade-level documents provide support for effective text selection.

Students acquire knowledge and skills at different rates; therefore, teachers are encouraged to become familiar with the standards above and below the grade level they teach. The standards below grade level will guide decisions for remediating students who do not have all the grade-level skills in place, and the standards above grade level will guide decisions for extending students who are ready to move ahead. In addition, familiarity with the K-12 standards will support developing an aligned curriculum that will create a smooth learning progression for knowledge and skills in English language arts from Kindergarten through high school graduation.

As students advance through the grades and master the standards in reading, writing, speaking, listening, and language, they continue to develop literacy capacities and increase their opportunities for success in the future.

## Arkansas Anchor Standards for Reading

The standards on the following pages define what students should understand and be able to do by the end of the grade or grade span. They correspond to the College and Career Readiness (CCR) anchor standards below by number. The CCR and grade-specific standards are necessary complements—the former providing broad standards, the latter providing additional specificity—that together define the skills and understandings that all students must demonstrate

### **Key Ideas and Details**

1. Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
3. Analyze how and why individuals, events, and ideas develop and interact over the course of a text.

### **Craft and Structure**

4. Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings; analyze how specific word choices shape meaning and/or tone.
5. Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.
6. Assess how point of view, perspective, and/or purpose shape the content and style of a text.

### **Integration of Knowledge and Ideas**

7. Integrate and evaluate content presented in diverse media and formats.
8. Analyze and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence
9. Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches of the author(s).

**Range of Reading and Level of Text Complexity**

10. Read and comprehend complex literary and informational texts independently and proficiently.

**Note on Range and Content of Student Reading Grades K-5**

To build a foundation for college and career readiness, students must read widely and deeply from among a broad range of high-quality, increasingly challenging literary and informational texts. Through extensive reading of stories, dramas, poems, and myths from diverse cultures and different time periods, students gain literary and cultural knowledge as well as familiarity with various text structures and elements. By reading texts in history/social studies, science, and other disciplines, students build a foundation of knowledge in these fields that will also give them the background to be better readers in all content areas. Students can only gain this foundation when the curriculum is intentionally and coherently structured to develop rich content knowledge within and across grades. Students also acquire the habits of reading independently and closely, which are essential to their future success.

Grade 4-Reading Standards for Literature	
Key Ideas and Details	
<b>RL.4.1</b>	Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.
<b>RL.4.2</b>	Examine a <i>grade-appropriate</i> literary text. <ul style="list-style-type: none"> <li>• Provide a <i>summary</i>.</li> <li>• Determine a <i>theme</i> of a story, drama, or poem from details in the text.</li> </ul>
Teacher Note	
<p><b>RL.4.2</b>  “Grade-appropriate” is tied to text complexity. A wide selection of words will be found in texts that align to the three text complexity measures: quantitative, qualitative, and reader and task for the Grades 4-5 text complexity band. The texts should also be selected to include words for appropriate phonics, word study, and spelling development and should have content and literary merit. The text must be rigorous enough to engage students in Grade 4 concepts across all four strands of the English Language Arts standards. Text selection should be a priority consideration when developing a rigorous grade-appropriate curriculum.</p> <p>The following link provides a discussion of the differences among the terms “retell,” “recount,” and “summarize”:  <a href="http://partnerinedu.com/2013/01/29/retell-or-recount-the-common-core-shift-from-1st-grade-to-2nd-grade/">http://partnerinedu.com/2013/01/29/retell-or-recount-the-common-core-shift-from-1st-grade-to-2nd-grade/</a></p> <p><b>Retell vs. Recount</b>  “Retell implies an oral recapitulation of the narrative elements, probably best put in order but not necessarily; as we speak, we may correct our thoughts and provide for that correction in our speaking. On the other hand, <b>recount</b> may be written or oral and requires a clearly sequenced ordering of narrative events. Retelling is less formal and probably told</p>	

from the point of view of the story's original narrator and in the tense the story was told; recounting, more formal in stance, sets the context for the recount from the beginning and is told in either first person or third person depending on the nature of the recount, but always told in past tense. The recount has closure, perhaps evaluative or summative in nature, or as in following the admonishment of the standards, may address the message, lesson, or moral of the text. <http://partnerinedu.com/2013/01/29/retell-or-recount-the-common-core-shift-from-1st-grade-to-2nd-grade/>

Summary is "a shortened version of an original text, stating the main ideas and important details of the text with the same text structure and order of the original" *Summarizing, Paraphrasing, and Retelling Skills for Better Reading, Writing, and Test Taking*(2006) Kissner (p. 8).

**RL.4.3**

Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text (e.g., a character's thoughts, words, or actions).

Grade 4-Reading Standards for Literature	
Craft and Structure	
<b>RL.4.4</b>	Determine the meaning of words and phrases as they are used in a text, including figurative language.
<b>RL.4.5</b>	Compare and contrast the structural elements of poems (e.g., verse, rhythm, meter), drama (e.g., casts of characters, settings, descriptions, dialogue, stage directions), and prose.
<b>RL.4.6</b>	Compare and contrast the <i>point of view</i> from which different stories are narrated, including the difference between first- and third-person narrations.
Teacher Note	
<p><b>RL.4.6</b> It is important to clarify the terms “point of view” and “perspective” for students.</p> <p>Point of view is the position of the narrator in relation to the story (e.g., first person, third person) and is instrumental in manipulating the reader’s understanding of the narrative. In a way, the point of view can allow or withhold the reader access into the greater reaches of the story. Two of the most common point of view techniques are the first person, wherein the story is told by the narrator from his or her standpoint and the third person wherein the narrator does not figure in the events of the story and tells the story by referring to all characters and places in the third person with third person pronouns and proper nouns (<a href="http://literary-devices.com/content/point-view">http://literary-devices.com/content/point-view</a>)</p> <p>Perspective is a particular way of viewing things that depends on one’s experience and personality (<a href="http://dictionary.cambridge.org/us/dictionary/english/perspective">http://dictionary.cambridge.org/us/dictionary/english/perspective</a>).</p> <p>In an English class, the teacher should use the term point of view when referring specifically to 1st person, 3rd person, omniscient, limited, etc., and perspective should be used when referring to a particular way of viewing things that</p>	

depends on one's experience and personality. Furthermore, students need to know that it is common practice for disciplines other than English to use the terms "point of view" and "perspective" interchangeably to mean what English teachers would define as perspective.



Grade 4-Reading Standards for Literature	
Integration of Knowledge and Ideas	
<b>RL.4.7</b>	Analyze the similarities and differences between the text of a story or drama and a visual or oral presentation of the same text citing specific details.
<b>RL.4.8</b>	RL.4.8 is not applicable to literature based on anchor standard CCRA.R.8. Analyze and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.
<b>RL.4.9</b>	Compare and contrast the treatment of similar <i>themes</i> and topics (e.g., opposition of good and evil) and patterns of events in stories and traditional literature from different cultures.
Teacher Note	
<b>RL.4.9</b> Although not specifically mentioned, mythology falls under “traditional literature,” and can be taught if the teacher chooses.	

Range of Reading and Level of Text Complexity	
<b>RL.4.10</b>	By the end of the year, read and comprehend literature, including stories, dramas, and poetry, in the Grades 4-5 text complexity band proficiently, with scaffolding as needed at the high end of the range.
<b>Teacher Note</b>	
<p>RL.4.10</p> <p>For information about how to enrich comprehension through read-alouds and independent reading, see <a href="http://www.corestandards.org/assets/Appendix_A.pdf#page=27">http://www.corestandards.org/assets/Appendix_A.pdf#page=27</a></p> <p>It is critical that children are reading on grade-level. “In 2011, sociologist Donald Hernandez reported that children who do not read proficiently by the end of third grade are four times more likely to leave school without a diploma than proficient readers” (<a href="http://www.aecf.org/m/resourcedoc/AECF-EarlyWarningConfirmed-2013.pdf#page=11">http://www.aecf.org/m/resourcedoc/AECF-EarlyWarningConfirmed-2013.pdf#page=11</a>).</p> <p>Since districts use a variety of materials that have different quantitative descriptors, the Reading Level Correlation A detailed explanation of the three dimensions of text complexity may be found at the following link: <a href="http://www.corestandards.org/wp-content/uploads/Appendix-A-New-Research-on-Text-Complexity.pdf">http://www.corestandards.org/wp-content/uploads/Appendix-A-New-Research-on-Text-Complexity.pdf</a></p> <p>A chart with text complexity quantitative measures by grade band may be found at the following link: <a href="http://www.corestandards.org/wp-content/uploads/Appendix-A-New-Research-on-Text-Complexity.pdf#page=4">http://www.corestandards.org/wp-content/uploads/Appendix-A-New-Research-on-Text-Complexity.pdf#page=4</a></p>	

Grade 4-Reading Standards for Informational	
Key Ideas and Details	
<b>RI.4.1</b>	Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.
<b>RI.4.2</b>	Examine a <i>grade-appropriate</i> informational text. <ul style="list-style-type: none"> <li>• Provide a <i>summary</i>.</li> <li>• Determine the main idea of a text and explain how it is supported by key details.</li> </ul>
Teacher Note	
<p>RI.4.2</p> <p>“Grade-appropriate” is tied to text complexity. A wide selection of words will be found in texts that align to the three text complexity measures: quantitative, qualitative, and reader and task for the Grades 4-5 text complexity band. The texts should also be selected to include words for appropriate phonics, word study, and spelling development and should have content and literary merit. The text must be rigorous enough to engage students in Grade 4 concepts across all four strands of the English Language Arts standards. Text selection should be a priority consideration when developing a rigorous grade-appropriate curriculum.</p> <p>The following link provides a discussion of the differences among the terms “retell,” “recount,” and “summarize”:  <a href="http://partnerinedu.com/2013/01/29/retell-or-recount-the-common-core-shift-from-1st-grade-to-2nd-grade/">http://partnerinedu.com/2013/01/29/retell-or-recount-the-common-core-shift-from-1st-grade-to-2nd-grade/</a></p> <p>Retell vs. Recount</p> <p>“Retell implies an oral recapitulation of the narrative elements, probably best put in order but not necessarily; as we speak, we may correct our thoughts and provide for that correction in our speaking. On the other hand, recount may be written or oral and requires a clearly sequenced ordering of narrative events. Retelling is less formal and probably told from the point of view of the story’s original narrator and in the tense the story was told; recounting, more formal in</p>	

stance, sets the context for the recount from the beginning and is told in either first person or third person depending on the nature of the recount, but always told in past tense. The recount has closure, perhaps evaluative or summative in nature, or as in following the admonishment of the standards, may address the message, lesson, or moral of the text.

<http://partnerinedu.com/2013/01/29/retell-or-recount-the-common-core-shift-from-1st-grade-to-2nd-grade/>

Summary is “a shortened version of an original text, stating the main ideas and important details of the text with the same text structure and order of the original” *Summarizing, Paraphrasing, and Retelling Skills for Better Reading, Writing, and Test Taking*(2006) Kissner (p. 8).

Example of identifying the main idea of a text and identifying how key details support the main idea:

A text about sharks can be found at the following link

[https://www.ncsu.edu/project/lancet/third\\_grade/sharks3.pdf](https://www.ncsu.edu/project/lancet/third_grade/sharks3.pdf)

The main idea of the text is that sharks have unique characteristics. The first sentence in each paragraph provides a key detail about sharks.

- “Sharks are actually a type of fish.”
- “Sharks have lots of teeth that are arranged in many rows rather than in just one row like people.”
- “One of the things particularly special about sharks is they have been around a long time.”

The standard asks students to look at a whole text and identify the main idea of the text and key details about sharks.

The first sentence of every paragraph in every text will not necessarily contain a key detail, but it is true for this text.

**RI.4.3**

Explain events, procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened and why, based on specific information in the text.

Grade 4-Reading Standards for Informational	
Craft and Structure	
<b>RI.4.4</b>	Determine the meaning of <i>general academic</i> and <i>domain-specific</i> words or phrases in a text relevant to a Grade 4 topic or subject area.
<b>Teacher Note</b>	
<p>RI.4.4 These standards refer to two types of vocabulary words. The terminology is based in Isabel Beck's work. General academic vocabulary refers to words that can be used across the disciplines (e.g., surface, determine). Domain-specific words are terms that are used within a particular discipline (e.g., personification, circulatory system, DNA, trade route, explorer, density, time signature). Information about these vocabulary types may be found at <a href="http://www.corestandards.org/assets/Appendix_A.pdf#page=33">http://www.corestandards.org/assets/Appendix_A.pdf#page=33</a>)</p>	
<b>RI.4.5</b>	Describe the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in a text or part of a text.
<b>RI.4.6</b>	Compare and contrast a firsthand and secondhand account of the same event or topic; describe the differences in focus and the information provided.
<b>Teacher Note</b>	
<p>RI.4.6 It is important to clarify the terms "point of view" and "perspective" for students.</p> <p>Point of view is the position of the narrator in relation to the story (e.g., first person, third person) and is instrumental in manipulating the reader's understanding of the narrative. In a way, the point of view can allow or withhold the reader</p>	

access into the greater reaches of the story. Two of the most common point of view techniques are the first person, wherein the story is told by the narrator from his or her standpoint and the third person wherein the narrator does not figure in the events of the story and tells the story by referring to all characters and places in the third person with third person pronouns and proper nouns (<http://literary-devices.com/content/point-view>).

Perspective is a particular way of viewing things that depends on one's experience and personality (<http://dictionary.cambridge.org/us/dictionary/english/perspective>).

In these standards and in an English class, the term point of view is used referring specifically to 1st person, 3rd person, omniscient, limited, etc., and perspective is used when referring to a particular way of viewing things that depends on one's experience and personality. When analyzing literature, both terms are needed. For further clarification, students need to know that it is common practice for disciplines other than English to use the terms "point of view" and "perspective" interchangeably to mean what English teachers define as perspective.

Grade 4-Reading Standards for Informational	
Integration of Knowledge and Ideas	
<b>RI.4.7</b>	Interpret information presented visually, orally, or quantitatively (e.g., in charts, graphs, diagrams, time lines, animations, or interactive elements on Web pages) and explain how the information contributes to an understanding of the text in which it appears.
<b>RI.4.8</b>	Explain how an author uses reasons and evidence to support particular points in a text.
<b>RI.4.9</b>	Integrate information from two texts on the same topic in order to write or speak about the subject knowledgeably.

Range of Reading and Level of Text Complexity	
<b>RI.4.10</b>	By the end of year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the Grades 4-5 text complexity band proficiently, with scaffolding as needed at the high end of the range.
<b>Teacher Note</b>	
<p>RI.4.10 For information about how to enrich comprehension through read-alouds and independent reading, see <a href="http://www.corestandards.org/assets/Appendix_A.pdf#page=27">http://www.corestandards.org/assets/Appendix_A.pdf#page=27</a></p> <p>It is critical that children are reading on grade-level. “In 2011, sociologist Donald Hernandez reported that children who do not read proficiently by the end of third grade are four times more likely to leave school without a diploma than proficient readers” (<a href="http://www.aecf.org/m/resourcedoc/AECF-EarlyWarningConfirmed-2013.pdf#page=11">http://www.aecf.org/m/resourcedoc/AECF-EarlyWarningConfirmed-2013.pdf#page=11</a>).</p> <p>Since districts use a variety of materials that have different quantitative descriptors, the Reading Level Correlation A detailed explanation of the three dimensions of text complexity may be found at the following link: <a href="http://www.corestandards.org/wp-content/uploads/Appendix-A-New-Research-on-Text-Complexity.pdf">http://www.corestandards.org/wp-content/uploads/Appendix-A-New-Research-on-Text-Complexity.pdf</a></p> <p>A chart with text complexity quantitative measures by grade band may be found at the following link: <a href="http://www.corestandards.org/wp-content/uploads/Appendix-A-New-Research-on-Text-Complexity.pdf#page=4">http://www.corestandards.org/wp-content/uploads/Appendix-A-New-Research-on-Text-Complexity.pdf#page=4</a></p>	



<b>Grade 4-Reading Standards: Foundational Skills</b>	
<b>Phonics and Word Recognition</b>	
RF.4.1	This standard is taught in Grade 1 and should be reinforced as needed. Demonstrate understanding of the organization and basic features of print.
RF.4.1.A	This standard is taught in Grade 2 and should be reinforced as needed. Recognize the distinguishing features of a paragraph including that multiple sentences may be used to form a paragraph and the author may indent or skip a line to signal a new paragraph.
RF.4.1.B	This standard is taught in Kindergarten and should be reinforced as needed. Recognize that spoken words are represented in written language by specific sequences of letters and that print carries meaning.
RF.4.1.C	This standard is taught in Kindergarten and should be reinforced as needed. Understand that words are separated by spaces in print.
RF.4.1.D	This standard is taught in Kindergarten and should be reinforced as needed. Recognize and name all upper- and lowercase letters of the alphabet.
RF.4.2	This standard is taught in Grade 1 and should be reinforced as needed. Demonstrate understanding of spoken words, syllables, and sounds (phonemes).
RF.4.2.A	This standard is taught in Grade 2 and should be reinforced as needed. Distinguish vowels (long, short, variant) in spoken single-syllable words.
RF.4.2.B	This standard is taught in Grade 2 and should be reinforced as needed. Delete phonemes in the initial, medial, and final positions of spoken words including blends.
RF.4.2.C	This standard is taught in Grade 1 and should be reinforced as needed.

	Isolate and produce initial, medial vowel, and final sounds (phonemes) in spoken single-syllable words.
RF.4.2.D	This standard is taught in Grade 1 and should be reinforced as needed. Segment spoken one-syllable words into their complete sequence of individual sounds (phonemes).
RF.4.2.E	This standard is taught in Grade 1 and should be reinforced as needed. Delete a syllable from a word (e.g., say “remember,” now say it without the “re”).
RF.4.2.F	This standard is taught in Grade 1 and should be reinforced as needed. Add or substitute individual sounds (phonemes) in simple spoken words to make new words.
RF.4.2.G	This standard is taught in Grade 1 and should be reinforced as needed. Delete individual initial and final sounds (phonemes) in simple spoken words (e.g., say “nice” without the /n/, say “lamp” without the /p/.
<b>RF.4.3</b>	Know and apply grade-level phonics and word analysis skills in decoding words.
<b>RF.4.3.A</b>	Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to read accurately unfamiliar multisyllabic words in context and out of context.
<b>Teacher Note</b>	
RF.4.3.A	A chart of prefixes and suffixes may be found at <a href="http://www.readwritethink.org/files/resources/printouts/content-area-roots.pdf">http://www.readwritethink.org/files/resources/printouts/content-area-roots.pdf</a>
RF.4.3.B	This standard is taught in Grade 3 and should be reinforced as needed. Decode words with common Latin suffixes.
RF.4.3.C	This standard is taught in Grade 3 and should be reinforced as needed. Decode multi-syllable words.

RF.4.3.D	This standard is taught in Grade 3 and should be reinforced as needed. Read <i>grade-appropriate</i> irregularly-spelled words.
RF.4.3.E	This standard is taught in Grade 2 and should be reinforced as needed. Decode words that follow the six syllable types. <ul style="list-style-type: none"> <li>• closed syllable</li> <li>• open syllable</li> <li>• vowel-consonant-e</li> <li>• vowel teams</li> <li>• r-controlled</li> <li>• consonant-le</li> </ul>
RF.4.3.F	This standard is taught in Grade 2 and should be reinforced as needed. Decode regularly-spelled two-syllable words with long vowels

Grade 4-Reading Standards: Foundational Skills	
Fluency	
<b>RF.4.4</b>	Read grade-level text with sufficient accuracy and <i>fluency</i> to support comprehension.
Teacher Note	
<p>RF.4.4 Fluency is the ability to read accurately, quickly, expressively, with good phrasing, and with good comprehension.</p> <p>Students' fluency should be measured qualitatively by how well they demonstrate their ability to read grade-level texts accurately, quickly, expressively, with good phrasing, and with good comprehension.</p> <p>Timothy Rasinski has studied and written extensively on the topic of reading fluency. The article cited below provides extensive guidance, including rubrics for reading fluency. Rasinski provides the following warning about the proper use of fluency assessments:</p> <p>"Reading rate appears to reflect students' ongoing development of automaticity in their decoding, which can be developed through practiced and assisted readings (see Kuhn &amp; Stahl, 2000; Osborn &amp; Lehr, 2003). If teachers provide the kind of instruction in fluency that works, then fluency, comprehension, and rate will improve. If teachers choose instead to focus primarily on developing students' reading rate at the expense of reading with expression, meaning, and comprehension, students may read fast but with insufficient comprehension. Their goal may be to get from one point in the text to another as fast as possible, without understanding the nuances of meaning in the text. This would be a grave misinterpretation of the research related to reading fluency development and a disservice to the students. Similarly, teachers need to be cautious in using reading rate to assess English language learners (ELLs). Many ELLs can be deceptively fast and accurate in their reading, yet demonstrate little understanding of the text. Teachers cannot assume that such students are progressing well in reading based solely on their reading rate. Other issues such as vocabulary and language proficiency may impede the students' growth in reading and require instructional intervention" (Rasinski, Timothy, p 15. <a href="http://files.eric.ed.gov/fulltext/ED483166.pdf">http://files.eric.ed.gov/fulltext/ED483166.pdf</a>).</p>	

<b>RF.4.4.A</b>	Read grade-level text with purpose and understanding.
<b>RF.4.4.B</b>	Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings.
<b>RF.4.4.C</b>	Use context in grade-level text to confirm or self-correct word recognition and understanding, rereading as necessary.

## Arkansas Anchor Standards for Writing

The standards on the following pages define what students should understand and be able to do by the end of the grade or grade span. They correspond to the Arkansas College and Career Readiness (CCR) anchor standards below by number. The CCR and grade-specific standards are necessary complements--the former providing broad standards, the latter providing additional specificity--that together define the skills and understandings that all students must demonstrate.

### **Text Types and Purposes**

1. Write arguments to support claims when analyzing substantive topics or texts using valid reasoning and relevant, sufficient evidence.
2. Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
3. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details and well-structured event sequences.

### **Production and Distribution of Writing**

4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
6. Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.

### **Research to Build and Present Knowledge**

7. Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.
8. Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.
9. Draw evidence from literary and/or informational texts to support analysis, reflection, research, and synthesis.

**Range of Writing**

10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

**Note on Range and Content of Student Writing Grades K-5**

To build a foundation for college and career readiness, students need to learn to use writing as a way of offering and supporting opinions, demonstrating understanding of the subjects they are studying, and conveying real and imagined experiences and events. They learn to appreciate that a key purpose of writing is to communicate clearly to an external, sometimes unfamiliar audience, and they begin to adapt the form and content of their writing to accomplish a particular task and purpose. They develop the capacity to build knowledge on a subject through research projects and to respond analytically to literary and informational sources. To meet these goals, students must devote significant time and effort to writing, producing numerous pieces over short and extended time frames throughout the year.

Grade 4-Writing Standards	
Text Types and Purposes	
<b>W.4.1</b>	Write opinion pieces on topics or texts, supporting the opinion with reasons and information.
<b>W.4.1.A</b>	Introduce a topic or text clearly, state an opinion, and create an organizational structure in which related ideas are grouped to support the writer's purpose.
<b>W.4.1.B</b>	Provide reasons that are supported by facts and details.
<b>W.4.1.C</b>	Link opinion and reasons using words and phrases (e.g., for instance, in order to, in addition).
<b>W.4.1.D</b>	Provide a concluding statement or section related to the opinion presented.
W.4.1.E	<p style="text-align: center;">This standard begins in Grade 6.</p> <p style="text-align: center;">Provide a concluding statement or section that follows from the argument presented.</p>
<b>W.4.2</b>	Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
<b>W.4.2.A</b>	Introduce a topic clearly and group related information in paragraphs and sections; include formatting (e.g., headings), illustrations, and <i>multimedia</i> when useful to aiding comprehension.
Teacher Note	
<p>W.4.2.A Multimedia fall into one of five main categories and use varied techniques for digital formatting. One or any combination of this content can be used to enhance your website or social media platform. The five main categories are text,</p>	



graphics, animation (including interactive elements), audio, video.	
<b>W.4.2.B</b>	Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.
<b>W.4.2.C</b>	Link ideas within categories of information using words and phrases (e.g., another, for example, also, because).
<b>W.4.2.D</b>	Use <i>precise language</i> and <i>domain-specific</i> vocabulary to inform about or explain the topic.
<b>Teacher Note</b>	
<p>W.4.2.D Precise language is specific and non-vague language that spells out relationships between ideas, leading readers to a desired conclusion.</p> <p>These standards refer to two types of vocabulary words. The terminology is based in Isabel Beck's work. General academic vocabulary refers to words that can be used across the disciplines (e.g., surface, determine). Domain-specific words are terms that are used within a particular discipline (e.g., personification, circulatory system, DNA, trade route, explorer, density, time signature). Information about these vocabulary types may be found at <a href="http://www.corestandards.org/assets/Appendix_A.pdf#page=33">http://www.corestandards.org/assets/Appendix_A.pdf#page=33</a></p>	
W.4.2.E	This standard begins in Grade 6. Establish and maintain a formal style.
<b>W.4.2.F</b>	Provide a concluding statement or section related to the information or explanation presented.
<b>W.4.3</b>	Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.
<b>W.4.3.A</b>	Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an

	event sequence that unfolds naturally.
<b>W.4.3.B</b>	Use narrative techniques, such as dialogue and description, to develop experiences and events or show the responses of characters to situations.
<b>W.4.3.C</b>	Use a variety of transitional words and phrases to manage the sequence of events.
<b>W.4.3.D</b>	Use concrete words and phrases and sensory details to convey experiences and events precisely.
<b>W.4.3.E</b>	Provide a conclusion that follows from the narrated experiences or events.

Grade 4-Writing Standards	
Production and Distribution of Writing	
<b>W.4.4</b>	Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.
<b>Teacher Note</b>	
W.4.4 Grade-specific expectations for writing types are defined in standards W.4.1, W.4.2, and W.4.3.	
<b>W.4.5</b>	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.
<b>Teacher Note</b>	
W.4.5 Editing for conventions should demonstrate command of Language standards 1-3 up to and including Grade 4.	
<b>W.4.6</b>	With some guidance and support from adults, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to produce writing in a single sitting.

Grade 4-Writing Standards	
Research to Build and Present Knowledge	
<b>W.4.7</b>	Conduct short research projects that build knowledge through investigation of different aspects of a topic.
<b>W.4.8</b>	Recall relevant information from experiences or gather relevant information from print and digital sources. <ul style="list-style-type: none"> <li>• Take notes and categorize information.</li> <li>• Provide a list of sources.</li> </ul>
<b>W.4.9</b>	Draw evidence from literary or informational texts to support analysis, reflection, and research.
<b>W.4.9.A</b>	Apply Grade 4 Reading standards to literature (e.g., "Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text [e.g., a character's thoughts, words, or actions].").
<b>W.4.9.B</b>	Apply Grade 4 Reading standards to informational texts (e.g., "Explain how an author uses reasons and evidence to support particular points in a text.").

Grade 4-Writing Standards	
Range of Writing	
<b>W.4.10</b>	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

## Arkansas Anchor Standards for Speaking and Listening

The standards on the following pages define what students should understand and be able to do by the end of the grade or grade span. They correspond to the Arkansas College and Career Readiness (CCR) anchor standards below by number. The CCR and grade-specific standards are necessary complements--the former providing broad standards, the latter providing additional specificity--that together define the skills and understandings that all students must demonstrate.

### **Comprehension and Collaboration**

1. Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
2. Integrate and evaluate information presented in diverse media such as visual, quantitative, and oral.
3. Evaluate a speaker's perspective, reasoning, and use of evidence and rhetoric.

### **Presentation of Knowledge and Ideas**

4. Present information, findings, and supporting evidence with organization, development, and style appropriate to task, purpose, and audience so that listeners can follow the line of reasoning.
5. Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.
6. Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.

### **Note on Range and Content of Student Speaking and Listening Grades K-5**

To build a foundation for college and career readiness, students must have ample opportunities to take part in a variety of rich, structured conversations--as part of a whole class, in small groups, and with a partner. Being productive members of these conversations requires that students contribute accurate, relevant information; respond to and develop what others have said; make comparisons and contrasts; and analyze and synthesize a multitude of ideas in various domains.

New technologies have broadened and expanded the role that speaking and listening play in acquiring and sharing knowledge and have tightened their link to other forms of communication. Digital texts confront students with the potential for continually updated content and dynamically changing combinations of words, graphics, images, hyperlinks, and embedded video and audio.

Grade 4-Speaking and Listening Standards	
Comprehension and Collaboration	
<b>SL.4.1</b>	Engage effectively in a range of <i>collaborative conversations</i> (one-on-one, in groups, and teacher-led) with diverse partners on Grade 4 topics and texts, building on others' ideas and expressing their own clearly.
<b>Teacher Notes</b>	
SL.4.1 Collaborative conversations take place when students talk jointly with others especially in an intellectual endeavor (e.g., Think Pair Share, Reciprocal Teaching, and teacher-led class discussion).	
<b>SL.4.1.A</b>	Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.
<b>SL.4.1.B</b>	Follow agreed-upon rules for discussions and carry out assigned roles.
<b>SL.4.1.C</b>	Pose and respond to specific questions to clarify or follow up on information, and make comments that contribute to the discussion and link to the remarks of others.
<b>SL.4.1.D</b>	Review the key ideas expressed and explain their own ideas and understanding in light of the discussion.
<b>SL.4.2</b>	Paraphrase portions of information that is gained by means other than reading (e.g., texts read aloud; oral presentations of charts, graphs, or diagrams; speeches).
<b>SL.4.3</b>	Identify the reasons and evidence a speaker provides to support particular points.



Grade 4-Speaking and Listening Standards	
Presentation of Knowledge and Ideas	
<b>SL.4.4</b>	<p>Report on a topic or text, tell a story, or <i>recount</i> an experience to support main ideas or <i>themes</i>.</p> <ul style="list-style-type: none"> <li>• Organize ideas logically.</li> <li>• Use appropriate facts.</li> <li>• Use relevant, descriptive details.</li> <li>• Speak clearly at an understandable pace.</li> </ul>
Teacher Note	
<p>SL.4.4</p> <p>The following link provides a discussion of the differences among the terms “retell,” “recount,” and “summarize”:  <a href="http://partnerinedu.com/2013/01/29/retell-or-recount-the-common-core-shift-from-1st-grade-to-2nd-grade/">http://partnerinedu.com/2013/01/29/retell-or-recount-the-common-core-shift-from-1st-grade-to-2nd-grade/</a></p> <p>Retell vs. Recount</p> <p>“Retell implies an oral recapitulation of the narrative elements, probably best put in order but not necessarily; as we speak, we may correct our thoughts and provide for that correction in our speaking. On the other hand, recount may be written or oral and requires a clearly sequenced ordering of narrative events. Retelling is less formal and probably told from the point of view of the story’s original narrator and in the tense the story was told; recounting, more formal in stance, sets the context for the recount from the beginning and is told in either first person or third person depending on the nature of the recount, but always told in past tense. The recount has closure, perhaps evaluative or summative in nature, or as in following the admonishment of the standards, may address the message, lesson, or moral of the text.  <a href="http://partnerinedu.com/2013/01/29/retell-or-recount-the-common-core-shift-from-1st-grade-to-2nd-grade/">http://partnerinedu.com/2013/01/29/retell-or-recount-the-common-core-shift-from-1st-grade-to-2nd-grade/</a></p> <p>Theme is a main idea or an underlying meaning of a literary work that may be stated directly or indirectly  <a href="http://literarydevices.net/theme/">http://literarydevices.net/theme/</a>).</p>	
<b>SL.4.5</b>	<p>Add audio recordings and <i>visual displays</i> to presentations when appropriate to enhance the development of main ideas or <i>themes</i>.</p>

Teacher Note	
<p>SL.4.5 A visual display is a presentation of information that can be seen (e.g., drawings, bar graphs, 3D pie charts, line graphs, and pyramid area graphs).</p>	
SL.4.6	Use <i>standard English</i> when speaking, differentiating between contexts that call for <i>formal English</i> and situations where informal discourse is appropriate.
Teacher Note	
<p>SL.4.6 See L.4.1 and L.4.3 for specific expectations for Grade 4 students when speaking and writing. Standard English is the English language in its most widely accepted form, as written and spoken by educated people in both formal and informal contexts, having universal currency while incorporating regional differences (<a href="http://www.dictionary.com/browse/standard-english?s=t">http://www.dictionary.com/browse/standard-english?s=t</a>)</p> <p>Formal English is the result of particular choices of grammar and vocabulary whereby the speaker or writer uses longer words or words with origins in Latin and Greek as opposed to more informal vocabulary that commonly involves shorter words, or words with origins in Anglo-Saxon. Contractions, relative clauses without a relative pronoun and ellipsis are avoided. Formal English is used when writing essays for school, cover letters to apply for jobs, or emails and letters at work.</p>	

## Arkansas Anchor Standards for Language

The standards on the following pages define what students should understand and be able to do by the end of the grade or grade span. They correspond to the Arkansas College and Career Readiness (CCR) anchor standards below by number. The CCR and grade-specific standards are necessary complements--the former providing broad standards, the latter providing additional specificity--that together define the skills and understandings that all students must demonstrate.

### **Text Types and Purposes**

1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
3. Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

### **Production and Distribution of Writing**

4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
6. Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.

### **Note on Range and Content of Student Language Use Grades K-5**

To build a foundation for college and career readiness in language, students must gain control over many conventions of standard English grammar, usage, and mechanics as well as learn other ways to use language to convey meaning effectively. They must also be able to determine or clarify the meaning of grade-appropriate words encountered through listening, reading, and media use; come to appreciate that words have nonliteral meanings, shadings of meaning, and relationships to other words; and expand their vocabulary in the course of studying content. The

inclusion of language standards in their own strand should not be taken as an indication that skills related to conventions, effective language use, and vocabulary are unimportant to reading, writing, speaking, and listening; indeed, they are inseparable from such contexts.

Standard English is the English language in its most widely accepted form, as written and spoken by educated people in both formal and informal contexts, having universal currency while incorporating regional differences

(<http://www.dictionary.com/browse/standard-english?s=t>)

Formal English is the result of particular choices of grammar and vocabulary whereby the speaker or writer uses longer words or words with origins in Latin and Greek as opposed to more informal vocabulary that commonly involves shorter words, or words with origins in Anglo-Saxon. Contractions, relative clauses without a relative pronoun and ellipsis are avoided. Formal English is used when writing essays for school, cover letters to apply for jobs, or emails and letters at work.

“Grade-appropriate” is tied to text complexity. A wide selection of words will be found in texts that align to the three text complexity measures: quantitative, qualitative, and reader and task for the Grades 4-5 text complexity band. The texts should also be selected to include words for appropriate phonics, word study, and spelling development and should have content and literary merit. The text must be rigorous enough to engage students in Grade 4 concepts across all four strands of the English Language Arts standards. Text selection should be a priority consideration when developing a rigorous grade-appropriate curriculum.

These standards refer to two types of vocabulary words. The terminology is based in Isabel Beck’s work. General academic vocabulary refers to words that can be used across the disciplines (e.g., surface, determine). Domain-specific words are terms that are used within a particular discipline (e.g., personification, circulatory system, DNA, trade route, explorer, density, time signature). Information about these vocabulary types may be found at

([http://www.corestandards.org/assets/Appendix\\_A.pdf#page=33](http://www.corestandards.org/assets/Appendix_A.pdf#page=33))

Grade 4-Language Standards	
Conventions of Standard English	
<b>L.4.1</b>	Demonstrate command of the conventions of <i>standard English</i> grammar and usage as appropriate for Grade 4 when writing or speaking.
<b>Teacher Note</b>	
<p><b>L.4.1</b>  Standard English is the English language in its most widely accepted form, as written and spoken by educated people in both formal and informal contexts, having universal currency while incorporating regional differences  (<a href="http://www.dictionary.com/browse/standard-english?s=t">http://www.dictionary.com/browse/standard-english?s=t</a>)</p> <p>Formal English is the result of particular choices of grammar and vocabulary whereby the speaker or writer uses longer words or words with origins in Latin and Greek as opposed to more informal vocabulary that commonly involves shorter words, or words with origins in Anglo-Saxon. Contractions, relative clauses without a relative pronoun and ellipsis are avoided. Formal English is used when writing essays for school, cover letters to apply for jobs, or emails and letters at work.</p> <p>Informal discourse is used with friends, children, and relatives.</p>	
<b>L.4.1.A</b>	<p>This standard is taught at Grade 3 and should be reinforced as needed.</p> <p>Explain the function of nouns, pronouns, verbs, adjectives, prepositions, and adverbs in general and their functions in particular sentences..</p>
<b>L.4.1.B</b>	<p>This standard is taught at Grade 3 and should be reinforced as needed.</p> <p>Form and use regular and irregular plural nouns.</p> <ul style="list-style-type: none"> <li>• Use abstract nouns (e.g., childhood).</li> </ul>

<b>L.4.1.C</b>	Form and use the progressive verb tenses. (e.g., I was walking; I am walking; I will be walking).
<b>L.4.1.D</b>	This standard is taught at Grade 3 and should be reinforced as needed. Ensure subject-verb and pronoun-antecedent agreement.
<b>L.4.1.E</b>	Order adjectives within sentences according to conventional patterns (e.g., a small red bag rather than a red small bag).
<b>L.4.1.F</b>	Explain the function of conjunctions and interjections in general and their function in particular sentences.
<b>L.4.1.G</b>	Form and use prepositional phrases.
<b>L.4.1.H</b>	Demonstrate command of simple and compound sentences, recognizing and correcting inappropriate fragments and run-ons. <ul style="list-style-type: none"> <li>• Use independent clauses and coordinating conjunctions when writing a compound sentence.</li> </ul>
<b>L.4.1.I</b>	Use <i>modal auxiliaries</i> (e.g., can, may, must) to convey various conditions.
<b>Teacher Note</b>	
<b>L.4.1.I</b> An auxiliary verb characteristically used with other verbs to express mood, aspect, or tense. In English, the most common modal auxiliaries are can, could, may, might, must, ought, shall, should, will, and would. Also called modal. ( <a href="http://www.thefreedictionary.com/modal+auxiliary">http://www.thefreedictionary.com/modal+auxiliary</a> )	
<b>L.4.1.J</b>	This standard is taught in Kindergarten and should be reinforced as needed. Understand and use question words (interrogatives) e.g., who, what, when, where, why, how).
<b>L.4.1.K</b>	This standard is taught in Grade 3 and should be reinforced as needed. Form all upper- and lowercase letters to write words legibly in cursive.

<b>L.4.2</b>	Demonstrate command of the conventions of <i>standard English</i> capitalization, punctuation, and spelling as appropriate for Grade 4 when writing.
<b>Teacher Note</b>	
<p><b>L.4.2</b>  Standard English is the English language in its most widely accepted form, as written and spoken by educated people in both formal and informal contexts, having universal currency while incorporating regional differences  (<a href="http://www.dictionary.com/browse/standard-english?s=t">http://www.dictionary.com/browse/standard-english?s=t</a>)</p> <p>Formal English is the result of particular choices of grammar and vocabulary whereby the speaker or writer uses longer words or words with origins in Latin and Greek as opposed to more informal vocabulary that commonly involves shorter words, or words with origins in Anglo-Saxon. Contractions, relative clauses without a relative pronoun and ellipsis are avoided. Formal English is used when writing essays for school, cover letters to apply for jobs, or emails and letters at work.</p> <p>Informal discourse is used with friends, children, and relatives.</p>	
<b>L.4.2.A</b>	Use correct capitalization.
<b>L.4.2.B</b>	Use correct spelling of plurals and possessives in writing.
<b>L.4.2.C</b>	Use commas and quotation marks to mark direct speech and quotations from a text.
<b>L.4.2.D</b>	Spell <i>grade-appropriate</i> words correctly, consulting references as needed, including frequently confused words (e.g., to, too, two; there, their).

### Teacher Note

#### L.4.2.D

“Grade-appropriate” is tied to text complexity. A wide selection of words will be found in texts that align to the three text complexity measures: quantitative, qualitative, and reader and task for the Grades 4-5 text complexity band. The texts should also be selected to include words for appropriate phonics, word study, and spelling development and should have content and literary merit. The text must be rigorous enough to engage students in Grade 4 concepts across all four strands of the English Language Arts standards. Text selection should be a priority consideration when developing a rigorous grade-appropriate curriculum.

Systematic instruction in spelling is important because spelling impacts comprehension of text.

One source that provides research supporting the need for systematic spelling instruction, beyond simply assigning and assessing spelling words, may be found in Chapter 8, page 120 of “Vocabulary--Spelling Connection: Orthographic Development and Morphological Knowledge at the Intermediate Grades and Beyond by Shane Templeton in Vocabulary Instruction: Research to Practice edited by James F. Baumann and Edward J. Kame’enui. The two quotes that follow are from this text:

“Morphemes, or meaning elements in words, tend to be spelled consistently (Chomsky, 1970); Cummings, 1988; Venezky, 1999), and there is a growing body of research that suggests that systematic attention to this aspect of spelling--how the system visually cues word meaning and the semantic relationships among words--also supports students’ vocabulary growth and understanding (e.g., Leong, 2000; Smith, 1998).

“Words that are related in meaning are often related in spelling as well, despite changes in sound” (1991, p. 194).

Table 8.1 “Spelling and Vocabulary: General Scope and Sequence, Intermediate Grades and Beyond” on page 124 of the Baumann and Kame’enui text provides general guidance for developing aligned system of spelling instruction.

In addition, Kathy Ganske’s text, Word Journeys: Assessment-Guided Phonics, Spelling, and Vocabulary Instruction, provides the Developmental Spelling Assessment along with explanation and vocabulary activities to move students through the learning continuum for spelling.

These suggested resources are offered to support districts but are not mandated.



Grade 4-Language Standards	
Knowledge of Language	
<b>L.4.3</b>	Use knowledge of language and its conventions as appropriate for Grade 4 when writing, speaking, reading, or listening.
<b>L.4.3.A</b>	Choose words and phrases to convey ideas precisely. <ul style="list-style-type: none"> <li>Choose punctuation for effect.</li> </ul>
<b>L.4.3.B</b>	Demonstrate through writing and speech the impact that audience and purpose have on how a message is shaped (e.g., word choice, form).

Grade 4-Language Standards	
Vocabulary Acquisition and Use	
L.4.4	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on Grade 4 reading and content, choosing flexibly from a range of strategies.
L.4.4.A	Use context (e.g., definitions, examples, or restatements in text) as clues to the meaning of a word or phrase.
L.4.4.B	Use common, <i>grade-appropriate</i> Greek and Latin affixes and roots as clues to the meaning of a word (e.g., telegraph, photograph, autograph).
Teacher Note	
L.4.4.B A chart of prefixes and suffixes may be found at ( <a href="http://www.readwritethink.org/files/resources/printouts/content-area-roots.pdf">http://www.readwritethink.org/files/resources/printouts/content-area-roots.pdf</a> ).	
L.4.4	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on Grade 4 reading and content, choosing flexibly from a range of strategies.
L.4.4.A	Use context (e.g., definitions, examples, or restatements in text) as clues to the meaning of a word or phrase.
L.4.4.B	Use common, <i>grade-appropriate</i> Greek and Latin affixes and roots as clues to the meaning of a word (e.g., telegraph, photograph, autograph).
Teacher Note	
L.4.4.B “Grade-appropriate” is tied to text complexity. A wide selection of words will be found in texts that align to the three text complexity measures: quantitative, qualitative, and reader and task for the Grades 4-5 text complexity band. The texts should	

also be selected to include words for appropriate phonics, word study, and spelling development and should have content and literary merit. The text must be rigorous enough to engage students in Grade 4 concepts across all four strands of the English Language Arts standards. Text selection should be a priority consideration when developing a rigorous grade-appropriate curriculum.

A chart of prefixes and suffixes may be found at (<http://www.readwritethink.org/files/resources/printouts/content-area-roots.pdf>).

<b>L.4.4.C</b>	Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases.
<b>L.4.4.D</b>	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on Grade 4 reading and content, choosing flexibly from a range of strategies.
<b>L.4.5</b>	Demonstrate understanding of figurative language, word relationships, and <i>nuances</i> in word meanings, as appropriate for grade level.
<b>Teacher Note</b>	
<b>L.4.5</b> Nuance is a subtle difference or distinction in expression, meaning, response, etc. A single word choice can convey a nuanced meaning: The girl was _____(e.g., petite, little, slight, skinny, emaciated, thin, bony, lean, lanky, fragile).	
<b>L.4.5.A</b>	Explain the meaning of simple similes and metaphors (e.g., as pretty as a picture) in context.
<b>L.4.5.B</b>	Recognize and explain the meaning of common idioms and proverbs.
<b>L.4.5.C</b>	Demonstrate understanding of words by relating them to their opposites (antonyms) and to words with similar but not identical meanings (synonyms).
<b>L.4.5.D</b>	This standard is taught in Grade 1 and should be reinforced as needed. Distinguish shades of meaning among verbs differing in manner (e.g., look, peek, glance, stare, glare, scowl) and adjectives differing in intensity (e.g., large, gigantic) by defining or choosing them or by acting out the meanings.

<b>L.4.6</b>	Acquire and use accurately <i>grade-appropriate general academic</i> and <i>domain-specific</i> words and phrases, including those that signal precise actions, emotions, or states of being (e.g., quizzed, whined, stammered) and that are basic to a particular topic (e.g., wildlife, conservation, endangered).
<b>Teacher Note</b>	
<p><b>L.4.6</b>          “Grade-appropriate” is tied to text complexity. A wide selection of words will be found in texts that align to the three text complexity measures: quantitative, qualitative, and reader and task for the Grades 4-5 text complexity band. The texts should also be selected to include words for appropriate phonics, word study, and spelling development and should have content and literary merit. The text must be rigorous enough to engage students in Grade 4 concepts across all four strands of the English Language Arts standards. Text selection should be a priority consideration when developing a rigorous grade-appropriate curriculum.</p> <p>These standards refer to two types of vocabulary words. The terminology is based in Isabel Beck’s work. General academic vocabulary refers to words words that can be used across the disciplines (e.g., surface, determine). Domain-specific words are terms that are used within a particular discipline (e.g., personification, circulatory system, DNA, trade route, explorer, density, time signature). Information about these vocabulary types may be found at <a href="http://www.corestandards.org/assets/Appendix_A.pdf#page=33">http://www.corestandards.org/assets/Appendix_A.pdf#page=33</a></p>	

**Grade 5**

**Arkansas**

**English Language Arts Standards**

**2016**

## Introduction

The Arkansas English Language Arts Standards for Grades K-12 have been developed to prepare students for success after high school. Students who are successful in college or careers have attained particular literacy capacities: They demonstrate independence; they build strong content knowledge; they respond to the varying demands of audience, task, purpose, and discipline; they comprehend as well as critique; they value evidence; they use technology and digital media strategically and capably; and they come to understand other perspectives and cultures. These broad literacy capacities are developed across the disciplines, not just in English language arts; therefore, a separate document, The Arkansas Disciplinary Literacy Standards, has been created for other content areas to address their unique literacy needs. The English classroom focuses on reading and analyzing literature and literary nonfiction, studying the English language, and writing.

The document includes the Arkansas College and Career Ready Anchor Standards for each strand of the standards: reading, writing, speaking and listening, and language. These anchor standards describe the knowledge and skills that are needed in the discipline of English language arts by high school graduates to acquire the literacy capacities. The grade-level standards, which are aligned to the anchor standards, represent the progression of learning for each grade level from Kindergarten to Grade 12.

The anchor standards are placed before the grade-level standards for each strand to describe the bigger picture learning goals. The grade-level standards documents include teacher notes that provide explanations, definitions, and links to resources to support teachers as they implement the standards. Although the documents are organized by strands—reading, reading foundational, writing, speaking and listening, and language—the standards should be integrated during instruction. For example, students should be writing and studying language while they are reading. Students should be speaking and listening periodically as they are engaged in reading and writing. Texts can be used as examples to support developing writers. These examples describe only a few of many ways that the strands can be embedded naturally and effectively during instruction that is aligned to the standards.

The document focuses on literacy skills rather than literary content. Teachers have the opportunity to select grade-appropriate literary and literary nonfiction texts to teach the standards. Therefore, text selection is critical to successful

implementation of these standards. The texts must provide opportunities to teach all the strands at grade-level rigor. Three measures of text complexity should guide text selection: quantitative, qualitative, and reader and task. Teacher notes in the grade-level documents provide support for effective text selection.

Students acquire knowledge and skills at different rates; therefore, teachers are encouraged to become familiar with the standards above and below the grade level they teach. The standards below grade level will guide decisions for remediating students who do not have all the grade-level skills in place, and the standards above grade level will guide decisions for extending students who are ready to move ahead. In addition, familiarity with the K-12 standards will support developing an aligned curriculum that will create a smooth learning progression for knowledge and skills in English language arts from Kindergarten through high school graduation.

As students advance through the grades and master the standards in reading, writing, speaking, listening, and language, they continue to develop literacy capacities and increase their opportunities for success in the future.

## Arkansas Anchor Standards for Reading

The standards on the following pages define what students should understand and be able to do by the end of the grade or grade span. They correspond to the College and Career Readiness (CCR) anchor standards below by number. The CCR and grade-specific standards are necessary complements—the former providing broad standards, the latter providing additional specificity—that together define the skills and understandings that all students must demonstrate

### **Key Ideas and Details**

1. Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
3. Analyze how and why individuals, events, and ideas develop and interact over the course of a text.

### **Craft and Structure**

4. Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings; analyze how specific word choices shape meaning and/or tone.
5. Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.
6. Assess how point of view, perspective, and/or purpose shape the content and style of a text.

### **Integration of Knowledge and Ideas**

7. Integrate and evaluate content presented in diverse media and formats.
8. Analyze and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence
9. Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches of the author(s).



**Range of Reading and Level of Text Complexity**

10. Read and comprehend complex literary and informational texts independently and proficiently.

**Note on Range and Content of Student Reading Grades K-5**

To build a foundation for college and career readiness, students must read widely and deeply from among a broad range of high-quality, increasingly challenging literary and informational texts. Through extensive reading of stories, dramas, poems, and myths from diverse cultures and different time periods, students gain literary and cultural knowledge as well as familiarity with various text structures and elements. By reading texts in history/social studies, science, and other disciplines, students build a foundation of knowledge in these fields that will also give them the background to be better readers in all content areas. Students can only gain this foundation when the curriculum is intentionally and coherently structured to develop rich content knowledge within and across grades. Students also acquire the habits of reading independently and closely, which are essential to their future success.

Grade 5-Reading Standards for Literature	
Key Ideas and Details	
<b>RL.5.1</b>	Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.
<b>RL.5.2</b>	<p>Examine a <i>grade-appropriate</i> literary text.</p> <ul style="list-style-type: none"> <li>• Provide a <i>summary</i>.</li> <li>• Determine a <i>theme</i> of a story, drama, or poem from details in the text including how characters in a story or drama respond to challenge including how the speaker in a poem reflects upon a topic.</li> </ul>
Teacher Note	
<p><b>RL.5.2</b></p> <p>“Grade-appropriate” is tied to text complexity. A wide selection of words will be found in texts that align to the three text complexity measures: quantitative, qualitative, and reader and task for the Grades 4-5 text complexity band. The texts should also be selected to include words for appropriate phonics development and spelling development. Texts should be strategically selected for phonics, word study, and grammar as well as content and literary merit. The text must be rigorous enough to engage students in Grade 5 concepts across all four strands of the English Language Arts standards. Text selection should be a priority consideration when developing a rigorous grade-appropriate curriculum.</p> <p>The following link provides a discussion of the differences among the terms “retell,” “recount,” and “summarize”:  <a href="http://partnerinedu.com/2013/01/29/retell-or-recount-the-common-core-shift-from-1st-grade-to-2nd-grade/">http://partnerinedu.com/2013/01/29/retell-or-recount-the-common-core-shift-from-1st-grade-to-2nd-grade/</a></p> <p><b>Retell vs. Recount</b></p> <p>“Retell implies an oral recapitulation of the narrative elements, probably best put in order but not necessarily; as we speak, we may correct our thoughts and provide for that correction in our speaking. On the other hand, recount may be written or oral and requires a clearly sequenced ordering of narrative events. Retelling is less formal and probably told</p>	

from the point of view of the story's original narrator and in the tense the story was told; recounting, more formal in stance, sets the context for the recount from the beginning and is told in either first person or third person depending on the nature of the recount, but always told in past tense. The recount has closure, perhaps evaluative or summative in nature, or as in following the admonishment of the standards, may address the message, lesson, or moral of the text.  
<http://partnerinedu.com/2013/01/29/retell-or-recount-the-common-core-shift-from-1st-grade-to-2nd-grade/>

Summary is "a shortened version of an original text, stating the main ideas and important details of the text with the same text structure and order of the original" *Summarizing, Paraphrasing, and Retelling Skills for Better Reading, Writing, and Test Taking*(2006) Kissner (p. 8).

"Theme is defined as a main idea or an underlying meaning of a literary work that may be stated directly or indirectly" (<http://literarydevices.net/theme/>).

**RL.5.3**

Compare and contrast two or more characters, settings, or events in a story or drama, drawing on specific details in the text (e.g., how characters interact).

Grade 5-Reading Standards for Literature	
Craft and Structure	
<b>RL.5.4</b>	Determine the meaning of words and phrases as they are used in a text, including figurative language such as metaphors and similes.
<b>RL.5.5</b>	Explain how a series of chapters, scenes, or stanzas fits together to provide the overall structure of a particular story, drama, or poem.
<b>Teacher Note</b>	
<p><b>RL.5.5</b> In a ballad, each stanza tells the next part of the story. In a novel, the early chapters often establish the setting and provide foundational descriptions of characters who develop across the following chapters. In a play, one scene follows another as the action unfolds. When writing or discussing stories, dramas, and poems, students should refer to specific chapters, scenes, or stanzas when citing evidence to support their analysis.</p>	
<b>RL.5.6</b>	Describe how a narrator's or speaker's <i>point of view</i> and/or <i>perspective</i> influence how events are described.
<b>Teacher Note</b>	
<p><b>RL.5.6</b> It is important to clarify the terms “point of view” and “perspective” for students.</p> <p>Point of view is the position of the narrator in relation to the story (e.g., first person, third person) and is instrumental in manipulating the reader’s understanding of the narrative. In a way, the point of view can allow or withhold the reader access into the greater reaches of the story. Two of the most common point of view techniques are the first person, wherein the story is told by the narrator from his or her standpoint and the third person wherein the narrator does not</p>	

figure in the events of the story and tells the story by referring to all characters and places in the third person with third person pronouns and proper nouns

(<http://literary-devices.com/content/point-view>)

Perspective is a particular way of viewing things that depends on one's experience and personality

(<http://literary-devices.com/content/point-view>)

In an English class, the teacher should use the term point of view when referring specifically to 1st person, 3rd person, omniscient, limited, etc., and perspective should be used when referring to a particular way of viewing things that depends on one's experience and personality. Furthermore, students need to know that it is common practice for disciplines other than English to use the terms "point of view" and "perspective" interchangeably to mean what English teachers would define as perspective.

Grade 5-Reading Standards for Literature	
Integration of Knowledge and Ideas	
<b>RL.5.7</b>	Analyze how <i>multimedia</i> elements (e.g., text, audio, still images, animation, video, or interactive components) contribute to the meaning, <i>tone</i> , or beauty of that text (e.g., graphic novel, <i>multimedia</i> presentation of fiction, folktale, myth, poem).
<b>Teacher Note</b>	
<p>RL.5.7 Multimedia fall into one of five main categories and use varied techniques for digital formatting. One or any combination of this content can be used to enhance your website or social media platform. The five main categories are text, graphics, animation (including interactive elements), audio, video.</p> <p>This standard is the introduction to the concept of tone. The foundation of understanding is built through analyzing the visual and auditory elements as they contribute to the text. Tone is the author's attitude towards the subject, characters or situation (e.g., amused, sad, angry, etc.).</p>	
RL.5.8	<p>RL.K.8 is not applicable to literature based on anchor standard CCRA.R.8.</p> <p>Analyze and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.</p>
<b>RL.5.9</b>	Compare and contrast stories in the same genre on their approaches to similar <i>themes</i> and topics.
Range of Reading and Level of Text Complexity	
<b>RL.5.10</b>	By the end of the year, read and comprehend literature, including stories, dramas, and poetry, at the high end of the Grades 4-5 text complexity band independently and proficiently.

### Teacher Note

RL.5.10

For information about how to enrich comprehension through read-alouds and independent reading, see [http://www.corestandards.org/assets/Appendix\\_A.pdf#page=27](http://www.corestandards.org/assets/Appendix_A.pdf#page=27)

It is critical that children are reading on grade-level. “In 2011, sociologist Donald Hernandez reported that children who do not read proficiently by the end of third grade are four times more likely to leave school without a diploma than proficient readers” (<http://www.aecf.org/m/resourcedoc/AECF-EarlyWarningConfirmed-2013.pdf#page=11>).

Since districts use a variety of materials that have different quantitative descriptors, the Reading Level Correlation A detailed explanation of the three dimensions of text complexity may be found at the following link: <http://www.corestandards.org/wp-content/uploads/Appendix-A-New-Research-on-Text-Complexity.pdf>

A chart with text complexity quantitative measures by grade band may be found at the following link: <http://www.corestandards.org/wp-content/uploads/Appendix-A-New-Research-on-Text-Complexity.pdf#page=4>

Grade 5-Reading Standards for Informational	
Key Ideas and Details	
<b>RI.5.1</b>	Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.
<b>RI.5.2</b>	Examine a <i>grade-appropriate</i> informational text. <ul style="list-style-type: none"> <li>• Provide a <i>summary</i>.</li> <li>• Determine the main idea of a text and explain how it is supported by key details.</li> </ul>
Teacher Note	
<p>RI.5.2</p> <p>“Grade-appropriate” is tied to text complexity. A wide selection of words will be found in texts that align to the three text complexity measures: quantitative, qualitative, and reader and task for the Grades 4-5 text complexity band. The texts should also be selected to include words for appropriate phonics, word study, and spelling development and should have content and literary merit. The text must be rigorous enough to engage students in Grade 5 concepts across all four strands of the English Language Arts standards. Text selection should be a priority consideration when developing a rigorous grade-appropriate curriculum.</p> <p>The following link provides a discussion of the differences among the terms “retell,” “recount,” and “summarize”: The following link provides a discussion of the differences among the terms “retell,” “recount,” and “summarize”: <a href="http://partnerinedu.com/2013/01/29/retell-or-recount-the-common-core-shift-from-1st-grade-to-2nd-grade/">http://partnerinedu.com/2013/01/29/retell-or-recount-the-common-core-shift-from-1st-grade-to-2nd-grade/</a></p> <p>Retell vs. Recount</p> <p>“Retell implies an oral recapitulation of the narrative elements, probably best put in order but not necessarily; as we speak, we may correct our thoughts and provide for that correction in our speaking. On the other hand, recount may be written or oral and requires a clearly sequenced ordering of narrative events. Retelling is less formal and probably told</p>	



from the point of view of the story's original narrator and in the tense the story was told; recounting, more formal in stance, sets the context for the recount from the beginning and is told in either first person or third person depending on the nature of the recount, but always told in past tense. The recount has closure, perhaps evaluative or summative in nature, or as in following the admonishment of the standards, may address the message, lesson, or moral of the text.

<http://partnerinedu.com/2013/01/29/retell-or-recount-the-common-core-shift-from-1st-grade-to-2nd-grade/>

Summary is "a shortened version of an original text, stating the main ideas and important details of the text with the same text structure and order of the original" Summarizing, Paraphrasing, and Retelling Skills for Better Reading, Writing, and Test Taking(2006) Kissner (p. 8).

Although a text may have several important ideas, it can have only one main idea.

**RI.5.3**

Explain the relationships or interactions between two or more individuals, events, ideas, or concepts in a historical, scientific, or technical text based on specific information in the text.

Grade 5-Reading Standards for Informational	
Craft and Structure	
<b>RI.5.4</b>	Determine the meaning of <i>general academic</i> vocabulary and <i>domain-specific</i> words and phrases in a text relevant to a Grade 5 topic or subject area.
<b>Teacher Note</b>	
<p>RI.5.4</p> <p>These standards refer to two types of vocabulary words. The terminology is based in Isabel Beck's work. General academic vocabulary refers to words that can be used across the disciplines (e.g., surface, determine). Domain-specific words are terms that are used within a particular discipline (e.g., personification, circulatory system, DNA, trade route, explorer, density, time signature). Information about these vocabulary types may be found at (<a href="http://www.corestandards.org/assets/Appendix_A.pdf#page=33">http://www.corestandards.org/assets/Appendix_A.pdf#page=33</a>)</p>	
<b>RI.5.5</b>	Compare and contrast the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in two or more texts.
<b>RI.5.6</b>	Analyze multiple accounts of the same event or topic, noting important similarities and differences in the <i>point of view</i> and/or <i>perspective</i> they represent.
<b>Teacher Note</b>	
<p>RI.5.6</p> <p>It is important to clarify the terms “point of view” and “perspective” for students.</p> <p>Point of view is the position of the narrator in relation to the story (e.g., first person, third person) and is instrumental in manipulating the reader's understanding of the narrative. In a way, the point of view can allow or withhold the reader access into the greater reaches of the story. Two of the most common point of view techniques are the first person,</p>	

wherein the story is told by the narrator from his or her standpoint and the third person wherein the narrator does not figure in the events of the story and tells the story by referring to all characters and places in the third person with third person pronouns and proper nouns

(<http://literary-devices.com/content/point-view>)

Perspective is a particular way of viewing things that depends on one's experience and personality

(<http://dictionary.cambridge.org/us/dictionary/english/perspective>)

In an English class, the teacher should use the term point of view when referring specifically to 1st person, 3rd person, omniscient, limited, etc., and perspective should be used when referring to a particular way of viewing things that depends on one's experience and personality. Furthermore, students need to know that it is common practice for disciplines other than English to use the terms "point of view" and "perspective" interchangeably to mean what English teachers would define as perspective.

Grade 5-Reading Standards for Informational	
Integration of Knowledge and Ideas	
<b>RI.5.7</b>	Draw on information from multiple print or digital sources, demonstrating the ability to locate an answer to a question quickly or to solve a problem efficiently.
<b>RI.5.8</b>	Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point(s).
<b>RI.5.9</b>	Integrate information from several texts on the same topic in order to write or speak about the subject knowledgeably.
Range of Reading and Level of Text Complexity	
<b>RI.5.10</b>	By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the Grades 4-5 text complexity band independently and proficiently.
Teacher Note	
<p>RI.5.10 For information about how to enrich comprehension through read-alouds and independent reading, see <a href="http://www.corestandards.org/assets/Appendix_A.pdf#page=27">http://www.corestandards.org/assets/Appendix_A.pdf#page=27</a></p> <p>It is critical that children are reading on grade-level. “In 2011, sociologist Donald Hernandez reported that children who do not read proficiently by the end of third grade are four times more likely to leave school without a diploma than proficient readers” (<a href="http://www.aecf.org/m/resourcedoc/AECF-EarlyWarningConfirmed-2013.pdf#page=11">http://www.aecf.org/m/resourcedoc/AECF-EarlyWarningConfirmed-2013.pdf#page=11</a>).</p> <p>A detailed explanation of the three dimensions of text complexity may be found at the following link: <a href="http://www.corestandards.org/wp-content/uploads/Appendix-A-New-Research-on-Text-Complexity.pdf">http://www.corestandards.org/wp-content/uploads/Appendix-A-New-Research-on-Text-Complexity.pdf</a></p>	

A chart with text complexity quantitative measures by grade band may be found at the following link:  
<http://www.corestandards.org/wp-content/uploads/Appendix-A-New-Research-on-Text-Complexity.pdf#page=4>

<b>Grade 5-Reading Standards: Foundational Skills</b>	
<b>Phonics and Word Recognition</b>	
RF.5.1	This standard is taught in Grade 1 and should be reinforced as needed. Demonstrate understanding of the organization and basic features of print.
RF.5.1.A	This standard is taught in Grade 2 and should be reinforced as needed. Recognize the distinguishing features of a paragraph including that multiple sentences may be used to form a paragraph and the author may indent or skip a line to signal a new paragraph.
RF.5.1.B	This standard is taught in Kindergarten and should be reinforced as needed. Recognize that spoken words are represented in written language by specific sequences of letters and that print carries meaning.
RF.5.1.C	This standard is taught in Kindergarten and should be reinforced as needed. Understand that words are separated by spaces in print.
RF.5.1.D	This standard is taught in Kindergarten and should be reinforced as needed. Recognize and name all upper- and lowercase letters of the alphabet.
RF.5.2	This standard is taught in Grade 1 and should be reinforced as needed. Demonstrate understanding of spoken words, syllables, and sounds (phonemes).
RF.5.2.A	This standard is taught in Grade 2 and should be reinforced as needed. Distinguish vowels (long, short, variant) in spoken single-syllable words.
RF.5.2.B	This standard is taught in Grade 2 and should be reinforced as needed. Delete phonemes in the initial, medial, and final positions of spoken words including blends.

RF.5.2.C	This standard is taught in Grade 1 and should be reinforced as needed. Isolate and produce initial, medial vowel, and final sounds (phonemes) in spoken single-syllable words.
RF.5.2.D	This standard is taught in Grade 1 and should be reinforced as needed. Segment spoken one-syllable words into their complete sequence of individual sounds (phonemes).
RF.5.2.E	This standard is taught in Grade 1 and should be reinforced as needed. Segment spoken one-syllable words into their complete sequence of individual sounds (phonemes).
RF.5.2.F	This standard is taught in Grade 1 and should be reinforced as needed. Add or substitute individual sounds (phonemes) in simple spoken words to make new words.
RF.5.2.G	This standard is taught in Grade 1 and should be reinforced as needed. Delete individual initial and final sounds (phonemes) in simple spoken words (e.g., say “nice” without the /n/, say “lamp” without the /p/.
<b>RF.5.3</b>	Know and apply grade-level phonics and word analysis skills in decoding words.
<b>RF.5.3.A</b>	Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to read accurately unfamiliar multisyllabic words in context and out of context.
<b>Teacher Note</b>	
RF.5.3.A	A chart of prefixes and suffixes may be found at ( <a href="http://www.readwritethink.org/files/resources/printouts/content-area-roots.pdf">http://www.readwritethink.org/files/resources/printouts/content-area-roots.pdf</a> ).
RF.5.3.B	This standard is taught in Grade 3 and should be reinforced as needed. Decode words with common Latin suffixes.
RF.5.3.C	This standard is taught in Grade 3 and should be reinforced as needed. Decode multi-syllable words.

RF.5.3.D	<p>This standard is taught in Grade 3 and should be reinforced as needed. Read <i>grade-appropriate</i> irregularly-spelled words.</p>
RF.5.3.E	<p>This standard is taught in grade 2 and should be reinforced as needed. Decode words that follow the six syllable types.</p> <ul style="list-style-type: none"> <li>• closed syllable</li> <li>• open syllable</li> <li>• vowel-consonant-e</li> <li>• vowel teams</li> <li>• r-controlled</li> <li>• consonant-le</li> </ul>
RF.5.3.F	<p>This standard is taught in Grade 2 and should be reinforced as needed. Decode regularly-spelled two-syllable words with long vowels.</p>



Grade 5-Reading Standards: Foundational Skills	
Fluency	
<b>RF.5.4</b>	Read grade-level text with sufficient accuracy and <i>fluency</i> to support comprehension.
Teacher Note	
<p><b>RF.5.4</b>            Fluency is the ability to read accurately, quickly, expressively, with good phrasing, and with good comprehension.</p> <p>Students' fluency should be measured qualitatively by how well they demonstrate their ability to read grade-level texts accurately, quickly, expressively, with good phrasing, and with good comprehension.</p> <p>Timothy Rasinski has studied and written extensively on the topic of reading fluency. The article cited below provides extensive guidance, including rubrics for reading fluency. Rasinski provides the following warning about the proper use of fluency assessments:</p> <p>"Reading rate appears to reflect students' ongoing development of automaticity in their decoding, which can be developed through practiced and assisted readings (see Kuhn &amp; Stahl, 2000; Osborn &amp; Lehr, 2003). If teachers provide the kind of instruction in fluency that works, then fluency, comprehension, and rate will improve. If teachers choose instead to focus primarily on developing students' reading rate at the expense of reading with expression, meaning, and comprehension, students may read fast but with insufficient comprehension. Their goal may be to get from one point in the text to another as fast as possible, without understanding the nuances of meaning in the text. This would be a grave misinterpretation of the research related to reading fluency development and a disservice to the students. Similarly, teachers need to be cautious in using reading rate to assess English language learners (ELLs). Many ELLs can be deceptively fast and accurate in their reading, yet demonstrate little understanding of the text. Teachers cannot assume that such students are progressing well in reading based solely on their reading rate. Other issues such as vocabulary and language proficiency may impede the students' growth in reading and require instructional intervention" (Rasinski,</p>	

Timothy, p 15. <a href="http://files.eric.ed.gov/fulltext/ED483166.pdf">http://files.eric.ed.gov/fulltext/ED483166.pdf</a> ).	
<b>RF.5.4.A</b>	Read grade-level text with purpose and understanding.
<b>RF.5.4.B</b>	Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings.
<b>RF.5.4.C</b>	Use context in grade-level text to confirm or self-correct word recognition and understanding, rereading as necessary.

## Arkansas Anchor Standards for Writing

The standards on the following pages define what students should understand and be able to do by the end of the grade or grade span. They correspond to the Arkansas College and Career Readiness (CCR) anchor standards below by number. The CCR and grade-specific standards are necessary complements--the former providing broad standards, the latter providing additional specificity--that together define the skills and understandings that all students must demonstrate.

### Text Types and Purposes

1. Write arguments to support claims when analyzing substantive topics or texts using valid reasoning and relevant, sufficient evidence.
2. Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
3. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details and well-structured event sequences.

### Production and Distribution of Writing

4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
6. Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.

### Research to Build and Present Knowledge

7. Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.
8. Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.
9. Draw evidence from literary and/or informational texts to support analysis, reflection, research, and synthesis.

**Range of Writing**

10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

**Note on Range and Content of Student Writing Grades K-5**

To build a foundation for college and career readiness, students need to learn to use writing as a way of offering and supporting opinions, demonstrating understanding of the subjects they are studying, and conveying real and imagined experiences and events. They learn to appreciate that a key purpose of writing is to communicate clearly to an external, sometimes unfamiliar audience, and they begin to adapt the form and content of their writing to accomplish a particular task and purpose. They develop the capacity to build knowledge on a subject through research projects and to respond analytically to literary and informational sources. To meet these goals, students must devote significant time and effort to writing, producing numerous pieces over short and extended time frames throughout the year.

Grade 5-Writing Standards	
Text Types and Purposes	
<b>W.5.1</b>	Write opinion pieces on topics or texts, supporting the opinion with reasons and information.
<b>W.5.1.A</b>	Introduce a topic or text clearly, state an opinion, and create an organizational structure in which ideas are logically grouped to support the writer's purpose.
<b>W.5.1.B</b>	Provide logically ordered reasons that are supported by facts and details.
<b>W.5.1.C</b>	Link opinion and reasons using words, phrases, and clauses (e.g., consequently, specifically).
<b>W.5.1.D</b>	Provide a concluding statement or section related to the opinion presented.
W.5.1.E	<p style="text-align: center;">This standard begins in Grade 6.</p> <p style="text-align: center;">Provide a concluding statement or section that follows from the argument presented.</p>
<b>W.5.2</b>	Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
<b>W.5.2.A</b>	Introduce a topic clearly, provide a general observation and focus, and group related information logically; include text features when useful to enhance comprehension.
Teacher Note	
W.5.2.A Text features should be presented in a systematic way within an aligned curriculum.	

<b>W.5.2.B</b>	Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.
<b>W.5.2.C</b>	Link ideas within and across categories of information using words, phrases, and clauses (e.g., in contrast, especially).
<b>W.5.2.D</b>	Use <i>precise language</i> and <i>domain-specific</i> vocabulary to inform about or explain the topic.
<b>Teacher Note</b>	
<p>W.5.2.D Precise language is specific and non-vague language that spells out relationships between ideas, leading readers to a desired conclusion.</p> <p>These standards refer to two types of vocabulary words. The terminology is based in Isabel Beck's work. General academic vocabulary refers to words that can be used across the disciplines (e.g., surface, determine). Domain-specific words are terms that are used within a particular discipline (e.g., personification, circulatory system, DNA, trade route, explorer, density, time signature). Information about these vocabulary types may be found at (<a href="http://www.corestandards.org/assets/Appendix_A.pdf#page=33">http://www.corestandards.org/assets/Appendix_A.pdf#page=33</a>)</p>	
W.5.2.E	This standard begins in Grade 6. Establish and maintain a formal style.
<b>W.5.2.F</b>	Provide a concluding statement or section related to the information or explanation presented.
<b>W.5.3</b>	Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.
<b>W.5.3.A</b>	Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally.

<b>W.5.3.B</b>	Use narrative techniques, such as dialogue, description, and pacing, to develop experiences and events or show the responses of characters to situations.
<b>W.5.3.C</b>	Use a variety of transitional words, phrases, and clauses to manage the sequence of events.
<b>W.5.3.D</b>	Use concrete words and phrases and sensory details to convey experiences and events precisely.
<b>W.5.3.E</b>	Provide a conclusion that follows from the narrated experiences or events.

Grade 5-Writing Standards	
Production and Distribution of Writing	
<b>W.5.4</b>	Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.
<b>Teacher Note</b>	
W.5.4 Grade-specific expectations for writing types are defined in standards W.5.1, W.5.2, and W.5.3.	
<b>W.5.5</b>	Develop and strengthen writing with guidance and support as needed from peers and adults, by planning, revising, editing, rewriting, or trying a new approach.
<b>Teacher Note</b>	
W.5.5 Editing for conventions should demonstrate command of Language standards 1-3 up to and including Grade 5.	
<b>W.5.6</b>	Use technology, including the Internet, to produce and publish writing as well as interact and collaborate with others with some guidance and support from adults; demonstrate sufficient command of keyboarding skills to produce writing in a single sitting.



Grade 5-Writing Standards	
Research to Build and Present Knowledge	
<b>W.5.7</b>	Conduct short research projects that use several sources to build knowledge through investigation of different aspects of a topic.
<b>W.5.8</b>	Recall relevant information from experiences or gather relevant information from print and digital sources. <ul style="list-style-type: none"> <li>• <i>Summarize</i> or paraphrase information in notes and finished work.</li> <li>• Provide a list of sources.</li> </ul>
Teacher Note	
<p>W.5.8</p> <p>The following link provides a discussion of the differences among the terms “retell,” “recount,” and “summarize”:  <a href="http://partnerinedu.com/2013/01/29/retell-or-recount-the-common-core-shift-from-1st-grade-to-2nd-grade/">(http://partnerinedu.com/2013/01/29/retell-or-recount-the-common-core-shift-from-1st-grade-to-2nd-grade/</a></p> <p>Retell vs. Recount</p> <p>“Retell implies an oral recapitulation of the narrative elements, probably best put in order but not necessarily; as we speak, we may correct our thoughts and provide for that correction in our speaking. On the other hand, recount may be written or oral and requires a clearly sequenced ordering of narrative events. Retelling is less formal and probably told from the point of view of the story’s original narrator and in the tense the story was told; recounting, more formal in stance, sets the context for the recount from the beginning and is told in either first person or third person depending on the nature of the recount, but always told in past tense. The recount has closure, perhaps evaluative or summative in nature, or as in following the admonishment of the standards, may address the message, lesson, or moral of the text.  <a href="http://partnerinedu.com/2013/01/29/retell-or-recount-the-common-core-shift-from-1st-grade-to-2nd-grade/">http://partnerinedu.com/2013/01/29/retell-or-recount-the-common-core-shift-from-1st-grade-to-2nd-grade/</a></p> <p>Summary is “a shortened version of an original text, stating the main ideas and important details of the text with the same text structure and order of the original” <i>Summarizing, Paraphrasing, and Retelling Skills for Better Reading, Writing, and Test Taking</i>(2006) Kissner (p. 8).</p>	
<b>W.5.9</b>	Draw evidence from literary or informational texts to support analysis, reflection, and research.

<b>W.5.9.A</b>	Apply Grade 5 Reading standards to literature (e.g., "Compare and contrast two or more characters, settings, or events in a story or a drama, drawing on specific details in the text [e.g., how characters interact].").
<b>W.5.9.B</b>	Apply Grade 5 Reading standards to informational texts (e.g., "Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point[s].").

Grade 5-Writing Standards	
Range of Writing	
<b>W.5.10</b>	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

## Arkansas Anchor Standards for Speaking and Listening

The standards on the following pages define what students should understand and be able to do by the end of the grade or grade span. They correspond to the Arkansas College and Career Readiness (CCR) anchor standards below by number. The CCR and grade-specific standards are necessary complements--the former providing broad standards, the latter providing additional specificity--that together define the skills and understandings that all students must demonstrate.

### Comprehension and Collaboration

1. Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
2. Integrate and evaluate information presented in diverse media such as visual, quantitative, and oral.
3. Evaluate a speaker's perspective, reasoning, and use of evidence and rhetoric.

### Presentation of Knowledge and Ideas

4. Present information, findings, and supporting evidence with organization, development, and style appropriate to task, purpose, and audience so that listeners can follow the line of reasoning.
5. Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.
6. Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.

### Note on Range and Content of Student Speaking and Listening Grades K-5

To build a foundation for college and career readiness, students must have ample opportunities to take part in a variety of rich, structured conversations--as part of a whole class, in small groups, and with a partner. Being productive members of these conversations requires that students contribute accurate, relevant information; respond to and develop what others have said; make comparisons and contrasts; and analyze and synthesize a multitude of ideas in various domains.

New technologies have broadened and expanded the role that speaking and listening play in acquiring and sharing

knowledge and have tightened their link to other forms of communication. Digital texts confront students with the potential for continually updated content and dynamically changing combinations of words, graphics, images, hyperlinks, and embedded video and audio.

Grade 5-Speaking and Listening Standards	
Comprehension and Collaboration	
<b>SL.5.1</b>	Engage effectively in a range of <i>collaborative conversations</i> (one-on-one, in groups, and teacher-led) with diverse partners on Grade 5 topics and texts, building on others' ideas and expressing their own clearly.
<b>Teacher Notes</b>	
SL.5.1 Collaborative conversations take place when students talk jointly with others especially in an intellectual endeavor (e.g., Think Pair Share, Reciprocal Teaching, and teacher-led class discussion).	
<b>SL.5.1.A</b>	Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.
<b>SL.5.1.B</b>	Follow agreed-upon rules for discussions and carry out assigned roles.
<b>SL.5.1.C</b>	Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others.
<b>SL.5.1.D</b>	Review the key ideas expressed and draw conclusions in light of information and knowledge gained from the discussions.
<b>SL.5.2</b>	<i>Summarize</i> information that is gained by means other than reading (e.g., texts read aloud; oral presentations of charts, graphs, or diagrams; speeches).

Teacher Note	
<p>SL.5.2</p> <p>The following link provides a discussion of the differences among the terms “retell,” “recount,” and “summarize”:  <a href="http://partnerinedu.com/2013/01/29/retell-or-recount-the-common-core-shift-from-1st-grade-to-2nd-grade/">http://partnerinedu.com/2013/01/29/retell-or-recount-the-common-core-shift-from-1st-grade-to-2nd-grade/</a></p> <p>Retell vs. Recount</p> <p>“Retell implies an oral recapitulation of the narrative elements, probably best put in order but not necessarily; as we speak, we may correct our thoughts and provide for that correction in our speaking. On the other hand, recount may be written or oral and requires a clearly sequenced ordering of narrative events. Retelling is less formal and probably told from the point of view of the story’s original narrator and in the tense the story was told; recounting, more formal in stance, sets the context for the recount from the beginning and is told in either first person or third person depending on the nature of the recount, but always told in past tense. The recount has closure, perhaps evaluative or summative in nature, or as in following the admonishment of the standards, may address the message, lesson, or moral of the text.  <a href="http://partnerinedu.com/2013/01/29/retell-or-recount-the-common-core-shift-from-1st-grade-to-2nd-grade/">http://partnerinedu.com/2013/01/29/retell-or-recount-the-common-core-shift-from-1st-grade-to-2nd-grade/</a></p> <p>Summary is “a shortened version of an original text, stating the main ideas and important details of the text with the same text structure and order of the original” <u>Summarizing, Paraphrasing, and Retelling Skills for Better Reading, Writing, and Test Taking</u>(2006) Kissner (p. 8).</p>	
<b>SL.5.3</b>	<i>Summarize</i> the points a speaker makes and explain how each claim is supported by reasons and evidence.
Teacher Note	
<p>SL.5.3</p> <p>See Teacher Note for SL.5.2</p>	

Grade 5-Speaking and Listening Standards	
Presentation of Knowledge and Ideas	
<b>SL.5.4</b>	<p>Report on a topic or text or present an opinion to support main ideas or <i>themes</i>.</p> <ul style="list-style-type: none"> <li>• Sequence ideas logically.</li> <li>• Use appropriate facts.</li> <li>• Use relevant, descriptive details.</li> <li>• Speak clearly at an understandable pace.</li> </ul>
<b>Teacher Note</b>	
<p>SL.5.4 Theme is a main idea or an underlying meaning of a literary work that may be stated directly or indirectly (<a href="http://literarydevices.net/theme/">http://literarydevices.net/theme/</a>).</p>	
<b>SL.5.5</b>	<p>Include <i>multimedia</i> components and <i>visual displays</i> in presentations when appropriate to enhance the development of main ideas or <i>themes</i>.</p>
<b>Teacher Note</b>	
<p>SL.5.5 Multimedia fall into one of five main categories and use varied techniques for digital formatting. One or any combination of this content can be used to enhance your website or social media platform. The five main categories are text, graphics, animation (including interactive elements), audio, video.</p> <p>A visual display is a presentation of information that can be seen (e.g., drawings, bar graphs, 3D pie charts, line graphs, and pyramid area graphs).</p>	
<b>SL.5.6</b>	<p>Adapt speech to a variety of contexts and tasks, using <i>formal English</i> when appropriate to task and situation.</p>



Teacher Note
<p>SL.5.6</p> <p>Formal English is the result of particular choices of grammar and vocabulary whereby the speaker or writer uses longer words or words with origins in Latin and Greek as opposed to more informal vocabulary that commonly involves shorter words, or words with origins in Anglo-Saxon. Contractions, relative clauses without a relative pronoun and ellipsis are avoided. Formal English is used when writing essays for school, cover letters to apply for jobs, or emails and letters at work.</p> <p>Informal discourse is used with friends, children, and relatives.</p> <p>See L.5.1 and L.5.3 for specific expectations for Grade 5 students when speaking and writing.</p>

## Arkansas Anchor Standards for Language

The standards on the following pages define what students should understand and be able to do by the end of the grade or grade span. They correspond to the Arkansas College and Career Readiness (CCR) anchor standards below by number. The CCR and grade-specific standards are necessary complements--the former providing broad standards, the latter providing additional specificity--that together define the skills and understandings that all students must demonstrate.

### **Text Types and Purposes**

1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
3. Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

### **Production and Distribution of Writing**

4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
6. Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.

### **Note on Range and Content of Student Language Use Grades K-5**

To build a foundation for college and career readiness in language, students must gain control over many conventions of standard English grammar, usage, and mechanics as well as learn other ways to use language to convey meaning effectively. They must also be able to determine or clarify the meaning of grade-appropriate words encountered through listening, reading, and media use; come to appreciate that words have nonliteral meanings, shadings of meaning, and relationships to other words; and expand their vocabulary in the course of studying content. The inclusion of language standards in their own strand should not be taken as an indication that skills related to conventions, effective language use, and vocabulary are unimportant to reading, writing, speaking, and listening;

indeed, they are inseparable from such contexts.

Standard English is the English language in its most widely accepted form, as written and spoken by educated people in both formal and informal contexts, having universal currency while incorporating regional differences  
(<http://www.dictionary.com/browse/standard-english?s=t>)

Formal English is the result of particular choices of grammar and vocabulary whereby the speaker or writer uses longer words or words with origins in Latin and Greek as opposed to more informal vocabulary that commonly involves shorter words, or words with origins in Anglo-Saxon. Contractions, relative clauses without a relative pronoun and ellipsis are avoided. Formal English is used when writing essays for school, cover letters to apply for jobs, or emails and letters at work.

Informal discourse is used with friends, children, and relatives.

“Grade-appropriate” is tied to text complexity. A wide selection of words will be found in texts that align to the three text complexity measures: quantitative, qualitative, and reader and task for the Grades 4-5 text complexity band. The texts should also be selected to include words for appropriate phonics, word study, and spelling development and should have content and literary merit. The text must be rigorous enough to engage students in Grade 5 concepts across all four strands of the English Language Arts standards. Text selection should be a priority consideration when developing a rigorous grade-appropriate curriculum.

Grade 5-Language Standards	
Conventions of Standard English	
<b>L.5.1</b>	Demonstrate command of the conventions of <i>standard English</i> grammar and usage when writing or speaking as appropriate for Grade 5.
<b>Teacher Note</b>	
<p>L.5.1 Standard English is the English language in its most widely accepted form, as written and spoken by educated people in both formal and informal contexts, having universal currency while incorporating regional differences (<a href="http://www.dictionary.com/browse/standard-english?s=t">http://www.dictionary.com/browse/standard-english?s=t</a>)</p> <p>Formal English is the result of particular choices of grammar and vocabulary whereby the speaker or writer uses longer words or words with origins in Latin and Greek as opposed to more informal vocabulary that commonly involves shorter words, or words with origins in Anglo-Saxon. Contractions, relative clauses without a relative pronoun and ellipsis are avoided. Formal English is used when writing essays for school, cover letters to apply for jobs, or emails and letters at work.</p> <p>Informal discourse is used with friends, children, and relatives.</p>	
L.5.1.A	<p>This standard is taught in Grade 3 and should be reinforced as needed.</p> <p>Explain the function of nouns, pronouns, verbs, adjectives, prepositions, and adverbs in general and their functions in particular sentences.</p>
L.5.1.B	<p>This standard is taught in Grade 3 and should be reinforced as needed.</p> <p>Form and use regular and irregular plural nouns.</p> <ul style="list-style-type: none"> <li>• Use abstract nouns (e.g., childhood).</li> </ul>
<b>L.5.1.C</b>	<p>Use verb tense to convey various times, sequences, states, and conditions.</p> <ul style="list-style-type: none"> <li>• Recognize and correct inappropriate shifts in verb tense.</li> </ul>

<b>L.5.1.D</b>	Use relative pronouns whose, whom, who, which, and that.
<b>L.5.1.E</b>	Use the relative adverbs where, when, and why.
<b>L.5.1.F</b>	Use correlative conjunctions (e.g., either/or, neither/nor) and subordinating conjunctions (e.g., after, since, because, when, etc.) appropriately.
<b>L.5.1.G</b>	This standard is taught in Grade 4 and should be reinforced as needed. Form and use prepositional phrases.
<b>L.5.1.H</b>	Produce complex sentences using dependent clauses and subordinating conjunctions.
<b>L.5.1.I</b>	This standard is taught in Grade 4 and should be reinforced as needed. Use <i>modal auxiliaries</i> (e.g., can, may, must) to convey various conditions.
<b>L.5.1.J</b>	This standard is taught in Kindergarten and should be reinforced as needed. Understand and use question words (interrogatives) e.g., who, what, when, where, why, how).
<b>L.5.1.K</b>	This standard is taught in Grade 3 and should be reinforced as needed. Form all upper- and lowercase letters to write words legibly in cursive.
<b>L.5.2</b>	Demonstrate command of the conventions of <i>standard English</i> capitalization, punctuation, and spelling as appropriate for Grade 5 when writing.
<b>Teacher Note</b>	
<p><b>L.5.2</b> Standard English is the English language in its most widely accepted form, as written and spoken by educated people in both formal and informal contexts, having universal currency while incorporating regional differences (<a href="http://www.dictionary.com/browse/standard-english?s=t">http://www.dictionary.com/browse/standard-english?s=t</a>)</p> <p>Formal English is the result of particular choices of grammar and vocabulary whereby the speaker or writer uses longer</p>	

<p>words or words with origins in Latin and Greek as opposed to more informal vocabulary that commonly involves shorter words, or words with origins in Anglo-Saxon. Contractions, relative clauses without a relative pronoun and ellipsis are avoided. Formal English is used when writing essays for school, cover letters to apply for jobs, or emails and letters at work.</p> <p>Informal discourse is used with friends, children, and relatives.</p>	
L.5.2.A	<p>This standard is taught in Grade 4 and should be reinforced as needed.</p> <p>Use correct capitalization.</p>
<b>L.5.2.B</b>	Use underlining, quotation marks, or italics to indicate titles of works.
<b>L.5.2.C</b>	<p>Use a comma to separate an introductory element from the rest of the sentence.</p> <ul style="list-style-type: none"> <li>• Use a comma to set off appositives, the words yes and no (e.g., Yes, thank you.), to set off a tag question from the rest of the sentence (e.g., It's true, isn't it?), and to indicate direct address (e.g., Is that you, Steve?).</li> <li>• Use punctuation to separate items in a series.</li> </ul>
<b>L.5.2.D</b>	Spell <i>grade-appropriate</i> words correctly, consulting references as needed.
<b>Teacher Note</b>	
<p><b>L.5.2.D</b> Systematic instruction in spelling is important because spelling impacts comprehension of text.</p> <p>One source that provides research supporting the need for systematic spelling instruction, beyond simply assigning and assessing spelling words, may be found in Chapter 8, page 120 of "Vocabulary--Spelling Connection: Orthographic Development and Morphological Knowledge at the Intermediate Grades and Beyond by Shane Templeton in Vocabulary Instruction: Research to Practice edited by James F. Baumann and Edward J. Kame'enui. The two quotes that follow are from this text:</p>	

“Morphemes, or meaning elements in words, tend to be spelled consistently (Chomsky, 1970); Cummings, 1988; Venezky, 1999), and there is a growing body of research that suggests that systematic attention to this aspect of spelling--how the system visually cues word meaning and the semantic relationships among words--also supports students’ vocabulary growth and understanding (e.g., Leong, 2000; Smith, 1998).

“Words that are related in meaning are often related in spelling as well, despite changes in sound” (1991, p. 194).

Table 8.1 “Spelling and Vocabulary: General Scope and Sequence, Intermediate Grades and Beyond” on page 124 of the Baumann and Kame’enui text provides general guidance for developing aligned system of spelling instruction.

In addition, Kathy Ganske’s text, *Word Journeys: Assessment-Guided Phonics, Spelling, and Vocabulary Instruction*, provides the Developmental Spelling Assessment along with explanation and vocabulary activities to move students through the learning continuum for spelling.

These suggested resources are offered to support districts but are not mandated.

Grade 5-Language Standards	
Knowledge of Language	
<b>L.5.3</b>	Use knowledge of language and its conventions as appropriate for Grade 5 when writing, speaking, reading, or listening.
<b>L.5.3.A</b>	Expand, combine, and reduce sentences for meaning, reader/listener interest, and style.
<b>L.5.3.B</b>	Compare and contrast the varieties of English (e.g., <i>dialects</i> , <i>registers</i> ) used in stories, dramas, or poems.
Teacher Note	
<p>L.5.3.B  Dialect is a variety of a language that is distinguished from other varieties of the same language by features of phonology, grammar, and vocabulary, and by its use by a group of speakers who are set off from others geographically or socially.  (<a href="http://www.dictionary.com/browse/dialect?s=t">http://www.dictionary.com/browse/dialect?s=t</a>)</p> <p>Register is any of the varieties of a language that a speaker uses in a particular social context.</p>	



Grade 5-Language Standards	
Vocabulary Acquisition and Use	
<b>L.5.4</b>	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on Grade 5 reading and content, choosing flexibly from a range of strategies.
<b>L.5.4.A</b>	Use context (e.g., cause/effect relationships and comparisons in text) as a clue to the meaning of a word or phrase.
<b>L.5.4.B</b>	Use common, <i>grade-appropriate</i> Greek and Latin affixes and roots as clues to the meaning of a word (e.g., photograph, photosynthesis).
<b>Teacher Note</b>	
<p><b>L.5.4.B</b>            “Grade-appropriate” is tied to text complexity. A wide selection of words will be found in texts that align to the three text complexity measures: quantitative, qualitative, and reader and task for the Grades 4-5 text complexity band. The texts should also be selected to include words for appropriate phonics, word study, and spelling development and should have content and literary merit. The text must be rigorous enough to engage students in Grade 5 concepts across all four strands of the English Language Arts standards. Text selection should be a priority consideration when developing a rigorous grade-appropriate curriculum.</p> <p>See <a href="http://www.corestandards.org/assets/Appendix_A.pdf#page=22">http://www.corestandards.org/assets/Appendix_A.pdf#page=22</a> for an explanation and examples of derivational suffixes.</p> <p>A chart of prefixes and suffixes may be found at (<a href="http://www.readwritethink.org/files/resources/printouts/content-area-roots.pdf">http://www.readwritethink.org/files/resources/printouts/content-area-roots.pdf</a>).</p>	
<b>L.5.4.C</b>	Consult reference materials, both print and digital, to find the pronunciation and determine or clarify the precise meaning of keywords and phrases.

<b>L.5.4.D</b>	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on Grade 5 reading and content, choosing flexibly from a range of strategies.
<b>L.5.5</b>	Demonstrate understanding of figurative language, word relationships, and <i>nuances</i> in word meanings, as appropriate for grade level.
<b>Teacher Note</b>	
<p>L.5.5 Nuance is a subtle difference or distinction in expression, meaning, response, etc. A single word choice can convey a nuanced meaning: The girl was _____(e.g., petite, little, slight, skinny, emaciated, thin, bony, lean, lanky, fragile).</p>	
<b>L.5.5.A</b>	Interpret figurative language in context, including but not limited to, similes and metaphors.
<b>L.5.5.B</b>	Interpret the meaning of common idioms and proverbs.
<b>L.5.5.C</b>	Use the relationship between particular words (e.g., synonyms, antonyms, homographs, homophones, homonyms) to better understand each of the words.
<b>L.5.5.D</b>	<p>This standard is taught in Grade 1 and should be reinforced as needed.</p> <p>Distinguish shades of meaning among verbs differing in manner (e.g., look, peek, glance, stare, glare, scowl) and adjectives differing in intensity (e.g., large, gigantic) by defining or choosing them or by acting out the meanings.</p>
<b>L.5.6</b>	Acquire and use accurately <i>grade-appropriate general academic</i> and <i>domain-specific</i> words and phrases, including transition words that signal contrast, addition, and other logical relationships.
<b>Teacher Note</b>	
<p>L.5.6 “Grade-appropriate” is tied to text complexity. A wide selection of words will be found in texts that align to the three text complexity measures: quantitative, qualitative, and reader and task for the Grades 4-5 text complexity band. The texts</p>	

should also be selected to include words for appropriate phonics, word study, and spelling development and should have content and literary merit. The text must be rigorous enough to engage students in Grade 5 concepts across all four strands of the English Language Arts standards. Text selection should be a priority consideration when developing a rigorous grade-appropriate curriculum.

These standards refer to two types of vocabulary words. The terminology is based in Isabel Beck's work. General academic vocabulary refers to words that can be used across the disciplines (e.g., surface, determine). Domain-specific words are terms that are used within a particular discipline (e.g., personification, circulatory system, DNA, trade route, explorer, density, time signature). Information about these vocabulary types may be found at ([http://www.corestandards.org/assets/Appendix\\_A.pdf#page=33](http://www.corestandards.org/assets/Appendix_A.pdf#page=33))

**Grade 6**

**Arkansas**

**English Language Arts Standards**

**2016**

## Introduction

The Arkansas English Language Arts Standards for Grades K-12 have been developed to prepare students for success after high school. Students who are successful in college or careers have attained particular literacy capacities: They demonstrate independence; they build strong content knowledge; they respond to the varying demands of audience, task, purpose, and discipline; they comprehend as well as critique; they value evidence; they use technology and digital media strategically and capably; and they come to understand other perspectives and cultures. These broad literacy capacities are developed across the disciplines, not just in English language arts; therefore, a separate document, The Arkansas Disciplinary Literacy Standards, has been created for other content areas to address their unique literacy needs. The English classroom focuses on reading and analyzing literature and literary nonfiction, studying the English language, and writing.

The document includes the Arkansas College and Career Ready Anchor Standards for each strand of the standards: reading, writing, speaking and listening, and language. These anchor standards describe the knowledge and skills that are needed in the discipline of English language arts by high school graduates to acquire the literacy capacities. The grade-level standards, which are aligned to the anchor standards, represent the progression of learning for each grade level from Kindergarten to Grade 12.

The anchor standards are placed before the grade-level standards for each strand to describe the bigger picture learning goals. The grade-level standards documents include teacher notes that provide explanations, definitions, and links to resources to support teachers as they implement the standards. Although the documents are organized by strands—reading, reading foundational, writing, speaking and listening, and language—the standards should be integrated during instruction. For example, students should be writing and studying language while they are reading. Students should be speaking and listening periodically as they are engaged in reading and writing. Texts can be used as examples to support developing writers. These examples describe only a few of many ways that the strands can be embedded naturally and effectively during instruction that is aligned to the standards.

The document focuses on literacy skills rather than literary content. Teachers have the opportunity to select grade-appropriate literary and literary nonfiction texts to teach the standards. Therefore, text selection is critical to successful

implementation of these standards. The texts must provide opportunities to teach all the strands at grade-level rigor. Three measures of text complexity should guide text selection: quantitative, qualitative, and reader and task. Teacher notes in the grade-level documents provide support for effective text selection.

Students acquire knowledge and skills at different rates; therefore, teachers are encouraged to become familiar with the standards above and below the grade level they teach. The standards below grade level will guide decisions for remediating students who do not have all the grade-level skills in place, and the standards above grade level will guide decisions for extending students who are ready to move ahead. In addition, familiarity with the K-12 standards will support developing an aligned curriculum that will create a smooth learning progression for knowledge and skills in English language arts from Kindergarten through high school graduation.

As students advance through the grades and master the standards in reading, writing, speaking, listening, and language, they continue to develop literacy capacities and increase their opportunities for success in the future.

## Arkansas Anchor Standards for Reading

The standards on the following pages define what students should understand and be able to do by the end of the grade or grade span. They correspond to the College and Career Readiness (CCR) anchor standards below by number. The CCR and grade-specific standards are necessary complements—the former providing broad standards, the latter providing additional specificity—that together define the skills and understandings that all students must demonstrate

### **Key Ideas and Details**

1. Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
3. Analyze how and why individuals, events, and ideas develop and interact over the course of a text.

### **Craft and Structure**

4. Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings; analyze how specific word choices shape meaning and/or tone.
5. Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.
6. Assess how point of view, perspective, and/or purpose shape the content and style of a text.

### **Integration of Knowledge and Ideas**

7. Integrate and evaluate content presented in diverse media and formats.
8. Analyze and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence
9. Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches of the author(s).

**Range of Reading and Level of Text Complexity**

10. Read and comprehend complex literary and informational texts independently and proficiently.

**Note on Range and Content of Student Reading Grades 6-12**

To become college and career ready, students must grapple with works of exceptional craft and thought whose range extends across genres, cultures, and centuries. Such works offer profound insights into the human condition and serve as models for students' own thinking and writing. Along with high-quality contemporary works, these texts should be chosen from among seminal U.S. documents, the classics of American literature, and the timeless dramas of Shakespeare. Through wide and deep reading of literature and literary nonfiction of steadily increasing sophistication, students gain a reservoir of literary and cultural knowledge, references, and images; the ability to evaluate intricate arguments; and the capacity to surmount the challenges posed by complex texts.



Grade 6-Reading Standards for Literature	
Key Ideas and Details	
<b>RL.6.1</b>	Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
<b>RL.6.2</b>	Examine a <i>grade-appropriate</i> literary text. <ul style="list-style-type: none"> <li>• Provide an <i>objective summary</i>.</li> <li>• Determine a <i>theme</i> of a text and how it is conveyed through particular details.</li> </ul>
Teacher Note	
<p>RL.6.2  “Grade-appropriate” is tied to text complexity. A wide selection of words will be found in texts that align to the three text complexity measures: quantitative, qualitative, and reader and task for the Grades 6-8 text complexity band. The texts should also be selected to include words for appropriate word study, and spelling development and should have content and literary merit. The text must be rigorous enough to engage students in Grade 6 concepts across all four strands of the English Language Arts standards. Text selection should be a priority consideration when developing a rigorous grade-appropriate curriculum.</p> <p>The following link provides a discussion of the differences among the terms “retell,” “recount,” and “summarize”:  <a href="http://partnerinedu.com/2013/01/29/retell-or-recount-the-common-core-shift-from-1st-grade-to-2nd-grade/">http://partnerinedu.com/2013/01/29/retell-or-recount-the-common-core-shift-from-1st-grade-to-2nd-grade/</a></p> <p>Retell vs. Recount  “Retell implies an oral recapitulation of the narrative elements, probably best put in order but not necessarily; as we speak, we may correct our thoughts and provide for that correction in our speaking. On the other hand, recount may be written or oral and requires a clearly sequenced ordering of narrative events. Retelling is less formal and probably told from the point of view of the story’s original narrator and in the tense the story was told; recounting, more formal in stance, sets the context for the recount from the beginning and is told in either first person or third person depending on the nature of the recount, but always told in past tense. The recount has closure, perhaps evaluative or summative in</p>	

nature, or as in following the admonishment of the standards, may address the message, lesson, or moral of the text.

<http://partnerinedu.com/2013/01/29/retell-or-recount-the-common-core-shift-from-1st-grade-to-2nd-grade/>

Summary is “a shortened version of an original text, stating the main ideas and important details of the text with the same text structure and order of the original” *Summarizing, Paraphrasing, and Retelling Skills for Better Reading, Writing, and Test Taking*(2006) Kissner (p. 8).

Objective summary is a shortened version of an original text, stating the main ideas and only the important details of the text with the same text structure and order of the original that is unbiased and based on facts and does not include personal feelings, interpretations, or prejudice.

Theme is defined as a main idea or an underlying meaning of a literary work that may be stated directly or indirectly (<http://literarydevices.net/theme/>).

<b>RL.6.3</b>	Describe how a story's or drama's plot unfolds in a series of events as well as how the characters respond or change as the plot moves toward a resolution.
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Grade 6-Reading Standards for Literature	
Craft and Structure	
<b>RL.6.4</b>	Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of a specific word choice on meaning and/or <i>tone</i> .
<b>Teacher Note</b>	
RL.6.4 Tone is the author’s attitude towards the subject, characters or situation (e.g., amused, sad, angry, etc.).	
<b>RL.6.5</b>	Analyze how a particular sentence, chapter, scene, or stanza fits into the overall structure of a text and contributes to the development of the <i>theme</i> , setting, or plot.
<b>Teacher Note</b>	
RL.6.5 In a ballad, each stanza tells the next part of the story. In a novel, the early chapters often establish the setting and provide foundational descriptions of characters who develop across the following chapters. In a play, one scene follows another as the action unfolds. When writing or discussing stories, dramas, and poems, students should refer to specific chapters, scenes, or stanzas when citing evidence to support their analysis.	
<b>RL.6.6</b>	Explain how an author develops the <i>point of view</i> and/or <i>perspective</i> of the narrator or speaker in a text.
<b>Teacher Note</b>	
RL.6.6 It is important to clarify the terms “point of view” and “perspective” for students.  Point of view is the position of the narrator in relation to the story (e.g., first person, third person) and is instrumental in	

manipulating the reader's understanding of the narrative. In a way, the point of view can allow or withhold the reader access into the greater reaches of the story. Two of the most common point of view techniques are the first person, wherein the story is told by the narrator from his or her standpoint and the third person wherein the narrator does not figure in the events of the story and tells the story by referring to all characters and places in the third person with third person pronouns and proper nouns  
(<http://literary-devices.com/content/point-view>)

Perspective is a particular way of viewing things that depends on one's experience and personality  
(<http://dictionary.cambridge.org/us/dictionary/english/perspective>)

In an English class, the teacher should use the term point of view when referring specifically to 1st person, 3rd person, omniscient, limited, etc., and perspective should be used when referring to a particular way of viewing things that depends on one's experience and personality. Furthermore, students need to know that it is common practice for disciplines other than English to use the terms "point of view" and "perspective" interchangeably to mean what English teachers would define as perspective.

Grade 6-Reading Standards for Literature	
Integration of Knowledge and Ideas	
RL.6.7	Compare and contrast the experience of reading a story, drama, or poem to listening to or viewing an audio, video, or live version of the text, including contrasting what they "see" and "hear" when reading the text to what they perceive when they listen or watch.
RL.6.8	RL.6.8 is not applicable to literature based on anchor standard CCRA.R.8. Analyze and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.
RL.6.9	Compare and contrast texts in different forms or genres (e.g., stories and poems; historical novels and fantasy stories) in terms of their approaches to similar <i>themes</i> and topics.

Range of Reading and Level of Text Complexity	
<b>RL.6.10</b>	By the end of the year, read and comprehend literature, including stories, dramas, and poems, in the Grades 6-8 text complexity band proficiently, with scaffolding as needed at the high end of the range.
<b>Teacher Note</b>	
<p>RL.6.10</p> <p>A detailed explanation of the three dimensions of text complexity may be found at the following link:  <a href="http://www.corestandards.org/wp-content/uploads/Appendix-A-New-Research-on-Text-Complexity.pdf">http://www.corestandards.org/wp-content/uploads/Appendix-A-New-Research-on-Text-Complexity.pdf</a></p> <p>A chart with text complexity quantitative measures by grade band may be found at the following link:  <a href="http://www.corestandards.org/wp-content/uploads/Appendix-A-New-Research-on-Text-Complexity.pdf#page=4">http://www.corestandards.org/wp-content/uploads/Appendix-A-New-Research-on-Text-Complexity.pdf#page=4</a></p>	

Grade 6-Reading Standards for Informational	
Key Ideas and Details	
<b>RI.6.1</b>	Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
<b>RI.6.2</b>	Examine a <i>grade-appropriate</i> informational text. <ul style="list-style-type: none"> <li>• Provide an <i>objective summary</i>.</li> <li>• Determine a central idea and how it is conveyed through particular details.</li> </ul>
Teacher Note	
<p>RI.6.2</p> <p>“Grade-appropriate” is tied to text complexity. A wide selection of words will be found in texts that align to the three text complexity measures: quantitative, qualitative, and reader and task for the Grades 6-8 text complexity band. The texts should also be selected to include words for appropriate phonics, word study, and spelling development and should have content and literary merit. The text must be rigorous enough to engage students in Grade 6 concepts across all four strands of the English Language Arts standards. Text selection should be a priority consideration when developing a rigorous grade-appropriate curriculum.</p> <p>The following link provides a discussion of the differences among the terms “retell,” “recount,” and “summarize”:  <a href="http://partnerinedu.com/2013/01/29/retell-or-recount-the-common-core-shift-from-1st-grade-to-2nd-grade/">http://partnerinedu.com/2013/01/29/retell-or-recount-the-common-core-shift-from-1st-grade-to-2nd-grade/</a></p> <p>Retell vs. Recount</p> <p>“Retell implies an oral recapitulation of the narrative elements, probably best put in order but not necessarily; as we speak, we may correct our thoughts and provide for that correction in our speaking. On the other hand, recount may be written or oral and requires a clearly sequenced ordering of narrative events. Retelling is less formal and probably told from the point of view of the story’s original narrator and in the tense the story was told; recounting, more formal in stance, sets the context for the recount from the beginning and is told in either first person or third person depending on the nature of the recount, but always told in past tense. The recount has closure, perhaps evaluative or summative in</p>	

nature, or as in following the admonishment of the standards, may address the message, lesson, or moral of the text.

<http://partnerinedu.com/2013/01/29/retell-or-recount-the-common-core-shift-from-1st-grade-to-2nd-grade/>

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Objective summary is a shortened version of an original text, stating the main ideas and only the important details of the text with the same text structure and order of the original that is unbiased and based on facts and does not include personal feelings, interpretations, or prejudice.

<b>RI.6.3</b>	Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text (e.g., through examples or anecdotes).
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Grade 6-Reading Standards for Informational	
Craft and Structure	
<b>RI.6.4</b>	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings.
<b>RI.6.5</b>	Analyze how a particular sentence, paragraph, chapter, or section fits into the overall structure of a text and contributes to the development of the ideas.
<b>RI.6.6</b>	Determine an author's <i>point of view</i> , <i>perspective</i> , and/or purpose in a text and explain how it is conveyed in the text.
Teacher Note	
<p><b>RI.6.6</b> It is important to clarify the terms “point of view” and “perspective” for students.</p> <p>Point of view is the position of the narrator in relation to the story (e.g., first person, third person) and is instrumental in manipulating the reader’s understanding of the narrative. In a way, the point of view can allow or withhold the reader access into the greater reaches of the story. Two of the most common point of view techniques are the first person, wherein the story is told by the narrator from his or her standpoint and the third person wherein the narrator does not figure in the events of the story and tells the story by referring to all characters and places in the third person with third person pronouns and proper nouns (<a href="http://literary-devices.com/content/point-view">http://literary-devices.com/content/point-view</a>)</p> <p>Perspective is a particular way of viewing things that depends on one’s experience and personality (<a href="http://dictionary.cambridge.org/us/dictionary/english/perspective">http://dictionary.cambridge.org/us/dictionary/english/perspective</a>).</p> <p>In an English class, the teacher should use the term point of view when referring specifically to 1st person, 3rd person,</p>	

omniscient, limited, etc., and perspective should be used when referring to a particular way of viewing things that depends on one's experience and personality. Furthermore, students need to know that it is common practice for disciplines other than English to use the terms "point of view" and "perspective" interchangeably to mean what English teachers would define as perspective.

Grade 6-Reading Standards for Informational	
Integration of Knowledge and Ideas	
<b>RI.6.7</b>	Integrate information presented in different media or formats (e.g., visually, quantitatively) as well as in words to develop a coherent understanding of a topic or issue.
<b>RI.6.8</b>	Trace and evaluate the argument and specific claims in a text, distinguishing claims that are supported by reasons and evidence from claims that are not.
<b>RI.6.9</b>	Compare and contrast one author's presentation of events with that of another (e.g., a memoir written by and a biography on the same person).
Range of Reading and Level of Text Complexity	
<b>RI.6.10</b>	By the end of the year, read and comprehend literary nonfiction in the Grades 6-8 text complexity band proficiently, with scaffolding as needed at the high end of the range.
Teacher Note	
<p>RI.6.10 A detailed explanation of the three dimensions of text complexity may be found at the following link:  <a href="http://www.corestandards.org/wp-content/uploads/Appendix-A-New-Research-on-Text-Complexity.pdf">http://www.corestandards.org/wp-content/uploads/Appendix-A-New-Research-on-Text-Complexity.pdf</a></p> <p>A chart with text complexity quantitative measures by grade band may be found at the following link:  <a href="http://www.corestandards.org/wp-content/uploads/Appendix-A-New-Research-on-Text-Complexity.pdf#page=4">http://www.corestandards.org/wp-content/uploads/Appendix-A-New-Research-on-Text-Complexity.pdf#page=4</a></p>	

## Arkansas Anchor Standards for Writing

The standards on the following pages define what students should understand and be able to do by the end of the grade or grade span. They correspond to the Arkansas College and Career Readiness (CCR) anchor standards below by number. The CCR and grade-specific standards are necessary complements--the former providing broad standards, the latter providing additional specificity--that together define the skills and understandings that all students must demonstrate.

### Text Types and Purposes

1. Write arguments to support claims when analyzing substantive topics or texts using valid reasoning and relevant, sufficient evidence.
2. Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
3. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details and well-structured event sequences.

### Production and Distribution of Writing

4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task purpose, and audience.
5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
6. Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.

### Research to Build and Present Knowledge

7. Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.
8. Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.
9. Draw evidence from literary and/or informational texts to support analysis, reflection, research, and synthesis.

### Range of Writing

10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

### **Note on Range and Content of Student Writing Grades 6-12**

For students, writing is a key means of asserting and defending claims, showing what they know about a subject, and conveying what they have experienced, imagined, thought, and felt. To be college- and career- ready writers, students must take task, purpose, and audience into careful consideration, choosing words, information, structures, and formats deliberately. They need to know how to combine elements of different kinds of writing--for example, to use narrative strategies within argument and explanation within narrative--to produce complex and nuanced writing. They need to be able to use technology strategically when creating, refining, and collaborating on writing. They have to become adept at gathering information, evaluating sources, and citing material accurately, reporting findings from their research and analysis of sources in a clear and cogent manner. They must have the flexibility, concentration, and fluency to produce high-quality first-draft text under a tight deadline as well as the capacity to revisit and make improvements to a piece of writing over multiple drafts when circumstances encourage or require it.

Grade 6-Writing Standards	
Text Types and Purposes	
<b>W.6.1</b>	Write arguments to support claims with clear reasons and relevant evidence.
<b>W.6.1.A</b>	Introduce claim(s) and organize the reasons and evidence clearly.
<b>W.6.1.B</b>	Support claim(s) with clear reasons and relevant evidence, using credible sources and demonstrating an understanding of the topic or text.
<b>W.6.1.C</b>	Use words, phrases, and clauses to clarify the relationships among claim(s) and reasons.
<b>W.6.1.D</b>	Establish and maintain a formal style.
<b>W.6.1.E</b>	Provide a concluding statement or section that follows from the argument presented.
<b>W.6.2</b>	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.
<b>W.6.2.A</b>	Introduce a topic; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include text features (e.g., headings), graphics (e.g., charts, tables), and <i>multimedia</i> when useful to aiding comprehension.
Teacher Note	
<p>W.6.2.A Multimedia fall into one of five main categories and use varied techniques for digital formatting. One or any combination of this content can be used to enhance your website or social media platform. The five main categories are text, graphics, animation (including interactive elements), audio, video.</p>	

Text features should be presented in a systematic way within an aligned curriculum.	
<b>W.6.2.B</b>	Develop the topic with relevant facts, definitions, concrete details, quotations, and/or other information and examples.
<b>W.6.2.C</b>	Use appropriate transitions to clarify the relationships among ideas and concepts.
<b>W.6.2.D</b>	Use <i>precise language</i> and <i>domain-specific</i> vocabulary to inform about or explain the topic.
<b>Teacher Note</b>	
<p>W.6.2.D These standards refer to two types of vocabulary words. The terminology is based in Isabel Beck's work. General academic vocabulary refers to words that can be used across the disciplines (e.g., surface, determine). Domain-specific words are terms that are used within a particular discipline (e.g., personification, circulatory system, DNA, trade route, explorer, density, time signature).</p> <p>Precise language is specific and non-vague language that spells out relationships between ideas, leading readers to a desired conclusion.</p>	
<b>W.6.2.E</b>	Establish and maintain a formal style.
<b>W.6.2.F</b>	Provide a concluding statement or section that supports the information or explanation presented.
<b>W.6.3</b>	Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.
<b>W.6.3.A</b>	Engage and orient the reader by establishing a context and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically.

<b>W.6.3.B</b>	Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.
<b>W.6.3.C</b>	Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another.
<b>W.6.3.D</b>	Use precise words and phrases, relevant descriptive details, and sensory language to convey experiences and events.
<b>Teacher Note</b>	
W.6.3.D Precise language is specific and non-vague language that spells out relationships between ideas, leading readers to a desired conclusion.	
<b>W.6.3.E</b>	Provide a conclusion that reflects on the narrated experiences or events.



Grade 6-Writing Standards	
Production and Distribution of Writing	
<b>W.6.4</b>	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
<b>Teacher Note</b>	
<p>W.6.4 Grade-specific expectations for writing types are defined in standards W.6.1, W.6.2, and W.6.3.</p>	
<b>W.6.5</b>	Develop and strengthen writing as needed with some guidance and support from peers and adults, by planning, revising, editing, rewriting, or trying a new approach (e.g. Recognize variations from <i>standard English</i> in their own and others' writing and speaking, and identify and use strategies to improve expression in conventional language).
<b>Teacher Note</b>	
<p>W.6.5 Editing for conventions should demonstrate command of Language standards 1-3 up to and including Grade 6.</p> <p>Standard English is the English language in its most widely accepted form, as written and spoken by educated people in both formal and informal contexts, having universal currency while incorporating regional differences (<a href="http://www.dictionary.com/browse/standard-english?s=t">http://www.dictionary.com/browse/standard-english?s=t</a>)</p> <p>Formal English is the result of particular choices of grammar and vocabulary whereby the speaker or writer uses longer words or words with origins in Latin and Greek as opposed to more informal vocabulary that commonly involves shorter words, or words with origins in Anglo-Saxon. Contractions, relative clauses without a relative pronoun and ellipsis are avoided. Formal English is used when writing essays for school, cover letters to apply for jobs, or emails and letters at work.</p>	

Informal discourse is used with friends, children, and relatives.

<b>W.6.6</b>	Use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to produce writing in a single sitting.
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Grade 6-Writing Standards	
Research to Build and Present Knowledge	
<b>W.6.7</b>	Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate.
<b>W.6.8</b>	Gather relevant information from multiple print and digital sources. <ul style="list-style-type: none"> <li>● Assess the credibility of each source.</li> <li>● Quote or paraphrase the data and conclusions of others while avoiding plagiarism.</li> <li>● Provide basic bibliographic information for sources.</li> </ul>
<b>W.6.9</b>	Draw evidence from literary and/or informational texts to support analysis, reflection, and research.
<b>W.6.9.A</b>	Apply Grade 6 Reading standards to literature (e.g., "Compare and contrast texts in different forms or genres [e.g., stories and poems; historical novels and fantasy stories] in terms of their approaches to similar <i>themes</i> and topics.").
<b>W.6.9.B</b>	Apply Grade 6 Reading standards to informational texts (e.g., "Trace and evaluate the argument and specific claims in a text, distinguishing claims that are supported by reasons and evidence from claims that are not.").

Grade 6-Writing Standards	
Range of Writing	
<b>W.6.10</b>	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

## Arkansas Anchor Standards for Speaking and Listening

The standards on the following pages define what students should understand and be able to do by the end of the grade or grade span. They correspond to the Arkansas College and Career Readiness (CCR) anchor standards below by number. The CCR and grade-specific standards are necessary complements--the former providing broad standards, the latter providing additional specificity--that together define the skills and understandings that all students must demonstrate.

### Comprehension and Collaboration

1. Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
2. Integrate and evaluate information presented in diverse media such as visual, quantitative, and oral.
3. Evaluate a speaker's perspective, reasoning, and use of evidence and rhetoric.

### Presentation of Knowledge and Ideas

4. Present information, findings, and supporting evidence with organization, development, and style appropriate to task, purpose, and audience so that listeners can follow the line of reasoning.
5. Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.
6. Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.

### Note on Range and Content of Student Speaking and Listening Grades 6-12

To become college and career ready, students must have ample opportunities to take part in a variety of rich, structured conversations--as part of a whole class, in small groups, and with a partner--built around important content in various domains. They must be able to contribute appropriately to these conversations, to make comparisons and contrasts, and to analyze and synthesize a multitude of ideas in accordance with the standards of evidence appropriate to a particular discipline. Whatever their intended major or profession, high school graduates will depend heavily on their ability to listen attentively to others so that they are able to build on others' meritorious ideas while expressing their own clearly and persuasively.

New technologies have broadened and expanded the role that speaking and listening play in acquiring and sharing knowledge and have tightened their link to other forms of communication. The Internet has accelerated the speed at which connections between speaking, listening, reading, and writing can be made, requiring that students be ready to use these modalities nearly simultaneously. Technology itself is changing quickly, creating a new urgency for students to be adaptable in response to change.

Grade 6-Speaking and Listening Standards	
Comprehension and Collaboration	
<b>SL.6.1</b>	Engage effectively in a range of <i>collaborative conversations</i> (one-on-one, in groups, and teacher-led) with diverse partners on Grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly.
<b>Teacher Notes</b>	
SL.6.1 Collaborative conversations take place when students talk jointly with others especially in an intellectual endeavor (e.g., Think Pair Share, Reciprocal Teaching, and teacher-led class discussion).	
<b>SL.6.1.A</b>	Come to discussions prepared, having read or studied required material; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
<b>SL.6.1.B</b>	Follow rules for <i>collegial discussions</i> , set specific goals and deadlines, and define individual roles as needed.
<b>Teacher Note</b>	
SL.6.1.B Collegial discussion is defined by Jim Burke as follows: Collegial discussion refers to discussing ideas, some of them contentious, with mutual respect for your colleagues even if you do not agree.	
<b>SL.6.1.C</b>	Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion.
<b>SL.6.1.D</b>	Review the key ideas expressed and demonstrate understanding of multiple <i>perspectives</i> through reflection and paraphrasing.

### Teacher Note

In this standard, the teacher will address both point of view and *perspective*.

It is important to clarify the terms “point of view” and “perspective” for students.

Point of view is the position of the narrator in relation to the story (e.g., first person, third person) and is instrumental in manipulating the reader’s understanding of the narrative. In a way, the point of view can allow or withhold the reader access into the greater reaches of the story. Two of the most common point of view techniques are the first person, wherein the story is told by the narrator from his or her standpoint and the third person wherein the narrator does not figure in the events of the story and tells the story by referring to all characters and places in the third person with third person pronouns and proper nouns

(<http://literary-devices.com/content/point-view>)

Perspective is a particular way of viewing things that depends on one’s experience and personality

(<http://dictionary.cambridge.org/us/dictionary/english/perspective>)

In an English class, the teacher should use the term point of view when referring specifically to 1st person, 3rd person, omniscient, limited, etc., and perspective should be used when referring to a particular way of viewing things that depends on one’s experience and personality. Furthermore, students need to know that it is common practice for disciplines other than English to use the terms “point of view” and “perspective” interchangeably to mean what English teachers would define as perspective.

<b>SL.6.2</b>	Interpret information that is gained by means other than reading (e.g., texts read aloud; oral presentations of charts, graphs, or diagrams; speeches) and explain how it contributes to a topic, text, or issue under study.
<b>SL.6.3</b>	Describe precisely a speaker's argument and specific claims, distinguishing claims that are supported by reasons and evidence from claims that are not.



Grade 6-Speaking and Listening Standards	
Presentation of Knowledge and Ideas	
<b>SL.6.4</b>	Present claims and findings, sequencing ideas logically and using pertinent descriptions, facts, and details to accentuate main ideas or <i>themes</i> ; use appropriate eye contact, adequate volume, and clear pronunciation.
<b>Teacher Note</b>	
SL.6.4 Theme is a main idea or an underlying meaning of a literary work that may be stated directly or indirectly ( <a href="http://literarydevices.net/theme/">http://literarydevices.net/theme/</a> ).	
<b>SL.6.5</b>	Include <i>multimedia</i> components (e.g., graphics, images, music, sound) and <i>visual displays</i> in presentations to clarify information.
<b>Teacher Note</b>	
SL.6.5 Multimedia fall into one of five main categories and use varied techniques for digital formatting. One or any combination of this content can be used to enhance your website or social media platform. The five main categories are text, graphics, animation (including interactive elements), audio, video.  A visual display is a presentation of information that can be seen (e.g., drawings, bar graphs, 3D pie charts, line graphs, and pyramid area graphs).	
<b>SL.6.6</b>	Adapt speech to a variety of contexts and tasks, demonstrating command of <i>formal English</i> when indicated or appropriate.

Teacher Note
<p>SL.6.6</p> <p>Formal English is the result of particular choices of grammar and vocabulary whereby the speaker or writer uses longer words or words with origins in Latin and Greek as opposed to more informal vocabulary that commonly involves shorter words, or words with origins in Anglo-Saxon. Contractions, relative clauses without a relative pronoun and ellipsis are avoided. Formal English is used when writing essays for school, cover letters to apply for jobs, or emails and letters at work.</p> <p>Informal discourse is used with friends, children, and relatives.</p> <p>See L.6.1 and L.6.3 for specific expectations for Grade 6 students when speaking and writing.</p>

## Arkansas Anchor Standards for Language

The standards on the following pages define what students should understand and be able to do by the end of the grade or grade span. They correspond to the Arkansas College and Career Readiness (CCR) anchor standards below by number. The CCR and grade-specific standards are necessary complements--the former providing broad standards, the latter providing additional specificity--that together define the skills and understandings that all students must demonstrate.

### **Text Types and Purposes**

1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
3. Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

### **Production and Distribution of Writing**

4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
6. Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.

### **Note on Range and Content of Student Language Use Grades 6-12**

To build a foundation for college and career readiness in language, students must gain control over many conventions of standard English grammar, usage, and mechanics as well as learn other ways to use language to convey meaning effectively. They must also be able to determine or clarify the meaning of grade-appropriate words encountered through listening, reading, and media use; come to appreciate that words have nonliteral meanings, shadings of meaning, and relationships to other words; and expand their vocabulary in the course of studying content. The

inclusion of language standards in their own strand should not be taken as an indication that skills related to conventions, effective language use, and vocabulary are unimportant to reading, writing, speaking, and listening; indeed, they are inseparable from such contexts.

Standard English is the English language in its most widely accepted form, as written and spoken by educated people in both formal and informal contexts, having universal currency while incorporating regional differences

(<http://www.dictionary.com/browse/standard-english?s=t>)

Formal English is the result of particular choices of grammar and vocabulary whereby the speaker or writer uses longer words or words with origins in Latin and Greek as opposed to more informal vocabulary that commonly involves shorter words, or words with origins in Anglo-Saxon. Contractions, relative clauses without a relative pronoun and ellipsis are avoided. Formal English is used when writing essays for school, cover letters to apply for jobs, or emails and letters at work.

Informal discourse is used with friends, children, and relatives.

“Grade-appropriate” is tied to text complexity. A wide selection of words will be found in texts that align to the three text complexity measures: quantitative, qualitative, and reader and task for the Grades 6-8 text complexity band. The texts should also be selected to include words for appropriate word study, and spelling development and should have content and literary merit. The text must be rigorous enough to engage students in Grade 6 concepts across all four strands of the English Language Arts standards. Text selection should be a priority consideration when developing a rigorous grade-appropriate aligned curriculum.

Grade 6-Language Standards	
Conventions of Standard English	
<b>L.6.1</b>	Demonstrate command of the conventions of <i>standard English</i> grammar and usage when writing or speaking as appropriate for Grade 6.
<b>Teacher Note</b>	
<p><b>L.6.1</b>            Standard English is the English language in its most widely accepted form, as written and spoken by educated people in both formal and informal contexts, having universal currency while incorporating regional differences  <a href="http://www.dictionary.com/browse/standard-english?s=t">http://www.dictionary.com/browse/standard-english?s=t</a></p> <p>Formal English is the result of particular choices of grammar and vocabulary whereby the speaker or writer uses longer words or words with origins in Latin and Greek as opposed to more informal vocabulary that commonly involves shorter words, or words with origins in Anglo-Saxon. Contractions, relative clauses without a relative pronoun and ellipsis are avoided. Formal English is used when writing essays for school, cover letters to apply for jobs, or emails and letters at work.</p> <p>Informal discourse is used with friends, children, and relatives.</p>	
<b>L.6.1.A</b>	Ensure that pronouns are in the proper case (subjective, objective, possessive).
<b>L.6.1.B</b>	Use intensive pronouns (e.g., myself, ourselves) correctly.

Teacher Note	
<b>L.6.1.B</b> Differentiate between reflexive pronouns, which are taught in Grade 2 and intensive pronouns, which are taught in Grade 6.	
<b>L.6.1.C</b>	Form and use the perfect verb tenses (e.g., I had walked; I have walked; I will have walked).
Teacher Note	
<b>L.6.1.C</b> Review previously taught verb tenses as needed.	
<b>L.6.1.D</b>	Recognize and correct vague pronouns (e.g., ones with unclear or ambiguous antecedents), as well as inappropriate shifts in pronoun number and person.
<b>L.6.1.E</b>	This standard is taught in Grade 5 and should be reinforced as needed. Use the relative adverbs where, when, and why.
<b>L.6.1.F</b>	Produce complex sentences with a variety of dependent clauses using subordinating conjunctions.
<b>L.6.1.G</b>	This standard is taught in Grade 4 and should be reinforced as needed. Form and use prepositional phrases.
<b>L.6.1.H</b>	Produce compound complex sentences using dependent clauses, subordinating conjunctions, and coordinating conjunctions.
<b>L.6.1.I</b>	This standard is taught in Grade 4 and should be reinforced as needed. Use <i>modal auxiliaries</i> (e.g., can, may, must) to convey various conditions.
<b>L.6.1.J</b>	This standard is taught in Kindergarten and should be reinforced as needed. Understand and use question words (interrogatives) e.g., who, what, when, where, why, how).

L.6.1.K	This standard is taught in Grade 3 and should be reinforced as needed. Form all upper- and lowercase letters to write words legibly in cursive.
<b>L.6.2</b>	Demonstrate command of the conventions of <i>standard English</i> capitalization, punctuation, and spelling as appropriate for Grade 6 when writing.
<b>Teacher Note</b>	
<p>L.6.2 Standard English is the English language in its most widely accepted form, as written and spoken by educated people in both formal and informal contexts, having universal currency while incorporating regional differences (<a href="http://www.dictionary.com/browse/standard-english?s=t">http://www.dictionary.com/browse/standard-english?s=t</a>)</p> <p>Formal English is the result of particular choices of grammar and vocabulary whereby the speaker or writer uses longer words or words with origins in Latin and Greek as opposed to more informal vocabulary that commonly involves shorter words, or words with origins in Anglo-Saxon. Contractions, relative clauses without a relative pronoun and ellipsis are avoided. Formal English is used when writing essays for school, cover letters to apply for jobs, or emails and letters at work.</p> <p>Informal discourse is used with friends, children, and relatives.</p>	
L.6.2.A	This standard is taught in Grade 4 and should be reinforced as needed. Use correct capitalization.
<b>L.6.2.B</b>	Use punctuation (commas, parentheses, dashes) to set off nonrestrictive/parenthetical elements.
<b>L.6.2.C</b>	Use commas to set off clauses.
<b>L.6.2.D</b>	Spell correctly.

### Teacher Note

#### L.6.2.D

Systematic instruction in spelling is important because spelling impacts comprehension of text.

One source that provides research supporting the need for systematic spelling instruction, beyond simply assigning and assessing spelling words, may be found in Chapter 8, page 120 of “Vocabulary--Spelling Connection: Orthographic Development and Morphological Knowledge at the Intermediate Grades and Beyond by Shane Templeton in Vocabulary Instruction: Research to Practice edited by James F. Baumann and Edward J. Kame’enui. The two quotes that follow are from this text:

“Morphemes, or meaning elements in words, tend to be spelled consistently (Chomsky, 1970); Cummings, 1988; Venezky, 1999), and there is a growing body of research that suggests that systematic attention to this aspect of spelling--how the system visually cues word meaning and the semantic relationships among words--also supports students’ vocabulary growth and understanding (e.g., Leong, 2000; Smith, 1998).

“Words that are related in meaning are often related in spelling as well, despite changes in sound” (1991, p. 194).

Table 8.1 “Spelling and Vocabulary: General Scope and Sequence, Intermediate Grades and Beyond” on page 124 of the Baumann and Kame’enui text provides general guidance for developing aligned system of spelling instruction. In addition, Kathy Ganske’s text, Word Journeys: Assessment-Guided Phonics, Spelling, and Vocabulary Instruction, provides the Developmental Spelling Assessment along with explanation and vocabulary activities to move students through the learning continuum for spelling.

These suggested resources are offered to support districts but are not mandated.



Grade 6-Language Standards	
Knowledge of Language	
<b>L.6.3</b>	Use knowledge of language and its conventions for Grade 6 when writing, speaking, reading, or listening.
<b>L.6.3.A</b>	Vary sentence patterns for meaning, reader/listener interest, and style.
<b>L.6.3.B</b>	Maintain consistency in style and <i>tone</i> .
Teacher Note	
<b>L.6.3.B</b> Tone is the author's attitude towards the subject, characters or situation (e.g., amused, sad, angry, etc.).	

Grade 6-Language Standards	
Vocabulary Acquisition and Use	
<b>L.6.4</b>	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on Grade 6 reading and content, choosing flexibly from a range of effective strategies.
<b>L.6.4.A</b>	Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
<b>L.6.4.B</b>	Use common, Greek or Latin affixes and roots as clues to the meaning of a word (e.g., audience, auditory, audible).
<b>Teacher Note</b>	
L.6.4.B A chart of prefixes and suffixes may be found at ( <a href="http://www.readwritethink.org/files/resources/printouts/content-area-roots.pdf">http://www.readwritethink.org/files/resources/printouts/content-area-roots.pdf</a> ).	
<b>L.6.4.C</b>	Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech.
<b>L.6.4.D</b>	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
<b>L.6.5</b>	Demonstrate understanding of figurative language, word relationships, and <i>nuances</i> in word meanings, as appropriate for the grade level.

Teacher Note	
<p><b>L.6.5</b> Nuance is a subtle difference or distinction in expression, meaning, response, etc. A single word choice can convey a nuanced meaning: The girl was _____(e.g., petite, little, slight, skinny, emaciated, thin, bony, lean, lanky, fragile).</p>	
<b>L.6.5.A</b>	Interpret figures of speech (e.g., extended metaphor, personification) in context.
<b>L.6.5.B</b>	Use the relationship between particular words (e.g., cause/effect, part/whole, item/category) to better understand each of the words.
<b>L.6.5.C</b>	Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., stingy, scrimping, economical, unwasteful, thrifty).
<b>L.6.6</b>	Acquire and use accurately <i>grade-appropriate general academic vocabulary</i> and <i>domain-specific</i> words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.
Teacher Note	
<p><b>L.6.6</b> “Grade-appropriate” is tied to text complexity. A wide selection of words will be found in texts that align to the three text complexity measures: quantitative, qualitative, and reader and task for the Grades 6-8 text complexity band. The texts should also be selected to include words for appropriate word study, and spelling development and should have content and literary merit. The text must be rigorous enough to engage students in Grade 6 concepts across all four strands of the English Language Arts standards. Text selection should be a priority consideration when developing a rigorous grade-appropriate curriculum.</p>	

These standards refer to two types of vocabulary words. The terminology is based in Isabel Beck's work. General academic vocabulary refers to words that can be used across the disciplines (e.g., surface, determine). Domain-specific words are terms that are used within a particular discipline (e.g., personification, circulatory system, DNA, trade route, explorer, density, time signature). Information about these vocabulary types may be found at ([http://www.corestandards.org/assets/Appendix\\_A.pdf#page=33](http://www.corestandards.org/assets/Appendix_A.pdf#page=33))

**Grade 7**

**Arkansas**

**English Language Arts Standards**

**2016**

## Introduction

The Arkansas English Language Arts Standards for Grades K-12 have been developed to prepare students for success after high school. Students who are successful in college or careers have attained particular literacy capacities: They demonstrate independence; they build strong content knowledge; they respond to the varying demands of audience, task, purpose, and discipline; they comprehend as well as critique; they value evidence; they use technology and digital media strategically and capably; and they come to understand other perspectives and cultures. These broad literacy capacities are developed across the disciplines, not just in English language arts; therefore, a separate document, The Arkansas Disciplinary Literacy Standards, has been created for other content areas to address their unique literacy needs. The English classroom focuses on reading and analyzing literature and literary nonfiction, studying the English language, and writing.

The document includes the Arkansas College and Career Ready Anchor Standards for each strand of the standards: reading, writing, speaking and listening, and language. These anchor standards describe the knowledge and skills that are needed in the discipline of English language arts by high school graduates to acquire the literacy capacities. The grade-level standards, which are aligned to the anchor standards, represent the progression of learning for each grade level from Kindergarten to Grade 12.

The anchor standards are placed before the grade-level standards for each strand to describe the bigger picture learning goals. The grade-level standards documents include teacher notes that provide explanations, definitions, and links to resources to support teachers as they implement the standards. Although the documents are organized by strands—reading, reading foundational, writing, speaking and listening, and language—the standards should be integrated during instruction. For example, students should be writing and studying language while they are reading. Students should be speaking and listening periodically as they are engaged in reading and writing. Texts can be used as examples to support developing writers. These examples describe only a few of many ways that the strands can be embedded naturally and effectively during instruction that is aligned to the standards.

The document focuses on literacy skills rather than literary content. Teachers have the opportunity to select grade-appropriate literary and literary nonfiction texts to teach the standards. Therefore, text selection is critical to successful

implementation of these standards. The texts must provide opportunities to teach all the strands at grade-level rigor. Three measures of text complexity should guide text selection: quantitative, qualitative, and reader and task. Teacher notes in the grade-level documents provide support for effective text selection.

Students acquire knowledge and skills at different rates; therefore, teachers are encouraged to become familiar with the standards above and below the grade level they teach. The standards below grade level will guide decisions for remediating students who do not have all the grade-level skills in place, and the standards above grade level will guide decisions for extending students who are ready to move ahead. In addition, familiarity with the K-12 standards will support developing an aligned curriculum that will create a smooth learning progression for knowledge and skills in English language arts from Kindergarten through high school graduation.

As students advance through the grades and master the standards in reading, writing, speaking, listening, and language, they continue to develop literacy capacities and increase their opportunities for success in the future.

## Arkansas Anchor Standards for Reading

The standards on the following pages define what students should understand and be able to do by the end of the grade or grade span. They correspond to the College and Career Readiness (CCR) anchor standards below by number. The CCR and grade-specific standards are necessary complements—the former providing broad standards, the latter providing additional specificity—that together define the skills and understandings that all students must demonstrate

### **Key Ideas and Details**

1. Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
3. Analyze how and why individuals, events, and ideas develop and interact over the course of a text.

### **Craft and Structure**

4. Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings; analyze how specific word choices shape meaning and/or tone.
5. Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.
6. Assess how point of view, perspective, and/or purpose shape the content and style of a text.

### **Integration of Knowledge and Ideas**

7. Integrate and evaluate content presented in diverse media and formats.
8. Analyze and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence
9. Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches of the author(s).



**Range of Reading and Level of Text Complexity**

10. Read and comprehend complex literary and informational texts independently and proficiently.

**Note on Range and Content of Student Reading Grades 6-12**

To become college and career ready, students must grapple with works of exceptional craft and thought whose range extends across genres, cultures, and centuries. Such works offer profound insights into the human condition and serve as models for students' own thinking and writing. Along with high-quality contemporary works, these texts should be chosen from among seminal U.S. documents, the classics of American literature, and the timeless dramas of Shakespeare. Through wide and deep reading of literature and literary nonfiction of steadily increasing sophistication, students gain a reservoir of literary and cultural knowledge, references, and images; the ability to evaluate intricate arguments; and the capacity to surmount the challenges posed by complex texts.

Grade 7-Reading Standards for Literature	
Key Ideas and Details	
<b>RL.7.1</b>	Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
<b>RL.7.2</b>	<p>Examine a <i>grade-appropriate</i> literary text.</p> <ul style="list-style-type: none"> <li>• Provide an <i>objective summary</i>.</li> <li>• Determine a <i>theme</i> of a text and analyze its development over the course of the text.</li> </ul>
Teacher Note	
<p><b>RL.7.2</b>            “Grade-appropriate” is tied to text complexity. A wide selection of words will be found in texts that align to the three text complexity measures: quantitative, qualitative, and reader and task for the Grades 6-8 text complexity band. The texts should also be selected to include words for appropriate word study, and spelling development and should have content and literary merit. The text must be rigorous enough to engage students in Grade 7 concepts across all four strands of the English Language Arts standards. Text selection should be a priority consideration when developing a rigorous grade-appropriate curriculum.</p> <p>Objective means not influenced by personal feelings, interpretations, or prejudice; based on facts; unbiased</p> <p>Summary is “a shortened version of an original text, stating the main ideas and [only the ] important details of the text with the same text structure and order of the original” <i>Summarizing, Paraphrasing, and Retelling Skills for Better Reading, Writing, and Test Taking</i>(2006) Kissner (p. 8).</p> <p>An objective summary is a shortened version of an original text, stating the main ideas and only the important details of the text with the same text structure and order of the original that is unbiased and based on facts and does not include</p>	

personal feelings, interpretations, or prejudice.

The following link provides a discussion of the differences among the terms “retell,” “recount,” and “summarize”:

(<http://partnerinedu.com/2013/01/29/retell-or-recount-the-common-core-shift-from-1st-grade-to-2nd-grade/>)

#### Retell vs. Recount

“Retell implies an oral recapitulation of the narrative elements, probably best put in order but not necessarily; as we speak, we may correct our thoughts and provide for that correction in our speaking. On the other hand, recount may be written or oral and requires a clearly sequenced ordering of narrative events. Retelling is less formal and probably told from the point of view of the story’s original narrator and in the tense the story was told; recounting, more formal in stance, sets the context for the recount from the beginning and is told in either first person or third person depending on the nature of the recount, but always told in past tense. The recount has closure, perhaps evaluative or summative in nature, or as in following the admonishment of the standards, may address the message, lesson, or moral of the text.

<http://partnerinedu.com/2013/01/29/retell-or-recount-the-common-core-shift-from-1st-grade-to-2nd-grade/>

#### **RL.7.3**

Analyze how particular elements of a story or drama interact (e.g., how setting shapes the characters or plot, how imagery affects the mood of the text, how characters’ decisions affect the plot).

Grade 7-Reading Standards for Literature	
Craft and Structure	
<b>RL.7.4</b>	Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of rhymes and other repetitions of sounds (e.g., alliteration) on a specific verse or stanza of a poem or section of a story or drama.
<b>RL.7.5</b>	Analyze how particular elements of a drama or poem (e.g., scene, stage direction, monologue, or stanza) fit into the overall structure and contribute to its meaning.
<b>RL.7.6</b>	Analyze how an author develops and contrasts the <i>points of view</i> and/or <i>perspectives</i> of different characters or narrators in a text.
Teacher Note	
<p>RL.7.6 In this standard, the teacher will address both point of view and <i>perspective</i>.</p> <p>It is important to clarify the terms “point of view” and “perspective” for students.</p> <p>Point of view is the position of the narrator in relation to the story (e.g., first person, third person) and is instrumental in manipulating the reader’s understanding of the narrative. In a way, the point of view can allow or withhold the reader access into the greater reaches of the story. Two of the most common point of view techniques are the first person, wherein the story is told by the narrator from his or her standpoint and the third person wherein the narrator does not figure in the events of the story and tells the story by referring to all characters and places in the third person with third person pronouns and proper nouns (<a href="http://literary-devices.com/content/point-view">http://literary-devices.com/content/point-view</a>)</p> <p>Perspective is a particular way of viewing things that depends on one’s experience and personality</p>	

(<http://dictionary.cambridge.org/us/dictionary/english/perspective>)

In an English class, the teacher should use the term point of view when referring specifically to 1st person, 3rd person, omniscient, limited, etc., and perspective should be used when referring to a particular way of viewing things that depends on one's experience and personality. Furthermore, students need to know that it is common practice for disciplines other than English to use the terms "point of view" and "perspective" interchangeably to mean what English teachers would define as perspective.

Grade 7-Reading Standards for Literature	
Integration of Knowledge and Ideas	
<b>RL.7.7</b>	Compare and contrast a written story, drama, or poem to its audio, filmed, staged, or <i>multimedia</i> version, analyzing the effects of techniques unique to each medium (e.g., lighting, sound, color, or camera focus and angles in a film).
<b>Teacher Note</b>	
<b>RL.7.7</b> Multimedia fall into one of five main categories and use varied techniques for digital formatting. One or any combination of this content can be used to enhance your website or social media platform. The five main categories are text, graphics, animation (including interactive elements), audio, video.	
<b>RL.7.8</b>	RL.7.8 is not applicable to literature based on anchor standard CCRA.R.8. Analyze and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.
<b>RL.7.9</b>	Compare and contrast a fictional portrayal of a time, place, or character and a historical account of the same period as a means of understanding how authors of fiction use or alter history.
Range of Reading and Level of Text Complexity	
<b>RL.7.10</b>	By the end of the year, read and comprehend literature, including stories, dramas, and poems, in the Grades 6-8 text complexity band proficiently, with scaffolding as needed at the high end of the range.

Teacher Note
<p>RL.7.10</p> <p>A detailed explanation of the three dimensions of text complexity may be found at the following link: <a href="http://www.corestandards.org/wp-content/uploads/Appendix-A-New-Research-on-Text-Complexity.pdf">http://www.corestandards.org/wp-content/uploads/Appendix-A-New-Research-on-Text-Complexity.pdf</a></p> <p>A chart with text complexity quantitative measures by grade band may be found at the following link: <a href="http://www.corestandards.org/wp-content/uploads/Appendix-A-New-Research-on-Text-Complexity.pdf#page=4">http://www.corestandards.org/wp-content/uploads/Appendix-A-New-Research-on-Text-Complexity.pdf#page=4</a></p>

Grade 7-Reading Standards for Informational	
Key Ideas and Details	
<b>RI.7.1</b>	Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
<b>RI.7.2</b>	Examine a <i>grade-appropriate</i> informational text. <ul style="list-style-type: none"> <li>• Provide an <i>objective summary</i></li> <li>• Determine a central idea in a text and analyze its development.</li> </ul>
Teacher Note	
<p><b>RI.7.2</b>  “Grade-appropriate” is tied to text complexity. A wide selection of words will be found in texts that align to the three text complexity measures: quantitative, qualitative, and reader and task for the Grades 6-8 text complexity band. The texts should also be selected to include words for appropriate word study, and spelling development and should have content and literary merit. The text must be rigorous enough to engage students in Grade 7 concepts across all four strands of the English Language Arts standards. Text selection should be a priority consideration when developing a rigorous grade-appropriate curriculum.</p> <p>Objective means not influenced by personal feelings, interpretations, or prejudice; based on facts; unbiased</p> <p>Summary is “a shortened version of an original text, stating the main ideas and [only the] important details of the text with the same text structure and order of the original” <i>Summarizing, Paraphrasing, and Retelling Skills for Better Reading, Writing, and Test Taking</i>(2006) Kissner (p. 8).</p> <p>An objective summary is a shortened version of an original text, stating the main ideas and only the important details of the text with the same text structure and order of the original that is unbiased and based on facts and does not include</p>	



personal feelings, interpretations, or prejudice.

The following link provides a discussion of the differences among the terms “retell,” “recount,” and “summarize”:  
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#### Retell vs. Recount

“Retell implies an oral recapitulation of the narrative elements, probably best put in order but not necessarily; as we speak, we may correct our thoughts and provide for that correction in our speaking. On the other hand, recount may be written or oral and requires a clearly sequenced ordering of narrative events. Retelling is less formal and probably told from the point of view of the story’s original narrator and in the tense the story was told; recounting, more formal in stance, sets the context for the recount from the beginning and is told in either first person or third person depending on the nature of the recount, but always told in past tense. The recount has closure, perhaps evaluative or summative in nature, or as in following the admonishment of the standards, may address the message, lesson, or moral of the text.  
<http://partnerinedu.com/2013/01/29/retell-or-recount-the-common-core-shift-from-1st-grade-to-2nd-grade/>

#### **RI.7.3**

Analyze the interactions between individuals, events, and ideas in a text (e.g., how ideas influence individuals or events, or how individuals influence ideas or events).

Grade 7-Reading Standards for Informational	
Craft and Structure	
<b>RI.7.4</b>	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of a specific word choice on meaning and <i>tone</i> .
<b>Teacher Note</b>	
RI.7.4 Tone is the author's attitude towards the subject, characters or situation (e.g., amused, sad, angry, etc.).	
<b>RI.7.5</b>	Analyze the structure an author uses to organize a text, including how the major sections contribute to the whole and to the development of the ideas.
<b>RI.7.6</b>	Determine an author's <i>point of view</i> , <i>perspective</i> , and/or purpose in a text and analyze how the author distinguishes his or her position from that of others.
<b>Teacher Note</b>	
RI.7.6 In this standard, the teacher will address both point of view and <i>perspective</i> .  It is important to clarify the terms "point of view" and "perspective" for students.  Point of view is the position of the narrator in relation to the story (e.g., first person, third person) and is instrumental in manipulating the reader's understanding of the narrative. In a way, the point of view can allow or withhold the reader access into the greater reaches of the story. Two of the most common point of view techniques are the first person, wherein the story is told by the narrator from his or her standpoint and the third person wherein the narrator does not figure in the events of the story and tells the story by referring to all characters and places in the third person with third person pronouns and proper nouns	

(<http://literary-devices.com/content/point-view>)

Perspective is a particular way of viewing things that depends on one's experience and personality

(<http://dictionary.cambridge.org/us/dictionary/english/perspective>)

In an English class, the teacher should use the term point of view when referring specifically to 1st person, 3rd person, omniscient, limited, etc., and perspective should be used when referring to a particular way of viewing things that depends on one's experience and personality. Furthermore, students need to know that it is common practice for disciplines other than English to use the terms "point of view" and "perspective" interchangeably to mean what English teachers would define as perspective.

Grade 7-Reading Standards for Informational	
Integration of Knowledge and Ideas	
<b>RI.7.7</b>	Compare and contrast a text to an audio, video, or <i>multimedia</i> version of the text, analyzing each medium's portrayal of the subject (e.g., how the delivery of a speech affects the impact of the words).
<b>Teacher Note</b>	
<b>RI.7.7</b> Multimedia fall into one of five main categories and use varied techniques for digital formatting. One or any combination of this content can be used to enhance your website or social media platform. The five main categories are text, graphics, animation (including interactive elements), audio, video.	
<b>RI.7.8</b>	Trace and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient to support the claims.
<b>RI.7.9</b>	Analyze how two or more authors writing about the same topic shape their presentations of key information by emphasizing different evidence or advancing different interpretations of facts.

Range of Reading and Level of Text Complexity	
<b>RI.7.10</b>	By the end of the year, read and comprehend literary nonfiction in the Grades 6-8 text complexity band proficiently, with scaffolding as needed at the high end of the range.
<b>Teacher Note</b>	
<p>RI.7.10</p> <p>A detailed explanation of the three dimensions of text complexity may be found at the following link:  <a href="http://www.corestandards.org/wp-content/uploads/Appendix-A-New-Research-on-Text-Complexity.pdf">http://www.corestandards.org/wp-content/uploads/Appendix-A-New-Research-on-Text-Complexity.pdf</a></p> <p>A chart with text complexity quantitative measures by grade band may be found at the following link:  <a href="http://www.corestandards.org/wp-content/uploads/Appendix-A-New-Research-on-Text-Complexity.pdf#page=4">http://www.corestandards.org/wp-content/uploads/Appendix-A-New-Research-on-Text-Complexity.pdf#page=4</a></p>	

## Arkansas Anchor Standards for Writing

The standards on the following pages define what students should understand and be able to do by the end of the grade or grade span. They correspond to the Arkansas College and Career Readiness (CCR) anchor standards below by number. The CCR and grade-specific standards are necessary complements--the former providing broad standards, the latter providing additional specificity--that together define the skills and understandings that all students must demonstrate.

### Text Types and Purposes

1. Write arguments to support claims when analyzing substantive topics or texts using valid reasoning and relevant, sufficient evidence.
2. Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
3. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details and well-structured event sequences.

### Production and Distribution of Writing

4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
6. Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.

### Research to Build and Present Knowledge

7. Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.
8. Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.
9. Draw evidence from literary and/or informational texts to support analysis, reflection, research, and synthesis.

### Range of Writing

10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

### **Note on Range and Content of Student Writing Grades 6-12**

For students, writing is a key means of asserting and defending claims, showing what they know about a subject, and conveying what they have experienced, imagined, thought, and felt. To be college- and career- ready writers, students must take task, purpose, and audience into careful consideration, choosing words, information, structures, and formats deliberately. They need to know how to combine elements of different kinds of writing--for example, to use narrative strategies within argument and explanation within narrative--to produce complex and nuanced writing. They need to be able to use technology strategically when creating, refining, and collaborating on writing. They have to become adept at gathering information, evaluating sources, and citing material accurately, reporting findings from their research and analysis of sources in a clear and cogent manner. They must have the flexibility, concentration, and fluency to produce high-quality first-draft text under a tight deadline as well as the capacity to revisit and make improvements to a piece of writing over multiple drafts when circumstances encourage or require it.

Grade 7-Writing Standards	
Text Types and Purposes	
<b>W.7.1</b>	Write arguments to support claims with clear reasons and relevant evidence.
<b>W.7.1.A</b>	Introduce claim(s), acknowledge alternate or opposing claims, and organize the reasons and evidence logically.
<b>W.7.1.B</b>	Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text.
<b>W.7.1.C</b>	Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), reasons, and evidence.
<b>W.7.1.D</b>	Establish and maintain a formal style.
<b>W.7.1.E</b>	Provide a concluding statement or section that follows from and supports the argument presented.
<b>W.7.2</b>	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.
<b>W.7.2.A</b>	Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include text features (e.g., headings), graphics (e.g., charts, tables), and <i>multimedia</i> when useful to aiding comprehension.
<b>Teacher Note</b>	
W.7.2.A Multimedia fall into one of five main categories and use varied techniques for digital formatting. One or any combination	



<p>of this content can be used to enhance your website or social media platform. The five main categories are text, graphics, animation (including interactive elements), audio, video.</p> <p>Text features should be presented in a systematic way within an aligned curriculum.</p>	
<b>W.7.2.B</b>	Develop the topic with relevant facts, definitions, concrete details, quotations, and/or other information and examples.
<b>W.7.2.C</b>	Use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts.
<b>W.7.2.D</b>	Use <i>precise language</i> and <i>domain-specific</i> vocabulary to inform about or explain the topic.
<b>Teacher Note</b>	
<p>W.7.2.D These standards refer to two types of vocabulary words. The terminology is based in Isabel Beck's work. General academic vocabulary refers to words that can be used across the disciplines (e.g., surface, determine). Domain-specific words are terms that are used within a particular discipline (e.g., personification, circulatory system, DNA, trade route, explorer, density, time signature).</p> <p>Precise language is specific and non-vague language that spells out relationships between ideas, leading readers to a desired conclusion.</p>	
<b>W.7.2.E</b>	Establish and maintain a formal style.
<b>W.7.2.F</b>	Provide a concluding statement or section that supports the information or explanation presented.
<b>W.7.3</b>	Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.

<b>W.7.3.A</b>	Engage and orient the reader by establishing a context and <i>point of view/perspective</i> and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically.
<b>Teacher Note</b>	
<p>W.7.3.A In this standard, the teacher will address both point of view and <i>perspective</i>. It is important to clarify the terms “point of view” and “perspective” for students.</p> <p>Point of view is the position of the narrator in relation to the story (e.g., first person, third person) and is instrumental in manipulating the reader’s understanding of the narrative. In a way, the point of view can allow or withhold the reader access into the greater reaches of the story. Two of the most common point of view techniques are the first person, wherein the story is told by the narrator from his or her standpoint and the third person wherein the narrator does not figure in the events of the story and tells the story by referring to all characters and places in the third person with third person pronouns and proper nouns (<a href="http://literary-devices.com/content/point-view">http://literary-devices.com/content/point-view</a>)</p> <p>Perspective is a particular way of viewing things that depends on one’s experience and personality (<a href="http://dictionary.cambridge.org/us/dictionary/english/perspective">http://dictionary.cambridge.org/us/dictionary/english/perspective</a>).</p> <p>In an English class, the teacher should use the term point of view when referring specifically to 1st person, 3rd person, omniscient, limited, etc., and perspective should be used when referring to a particular way of viewing things that depends on one’s experience and personality. Furthermore, students need to know that it is common practice for disciplines other than English to use the terms “point of view” and “perspective” interchangeably to mean what English teachers would define as perspective.</p>	
<b>W.7.3.B</b>	Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.
<b>W.7.3.C</b>	Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another.

<b>W.7.3.D</b>	Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events.
<b>Teacher Note</b>	
<p>W.7.3.D Precise language is specific and non-vague language that spells out relationships between ideas, leading readers to a desired conclusion.</p>	
<b>W.7.3.E</b>	Provide a conclusion that reflects on the narrated experiences or events.

Grade 7-Writing Standards	
Production and Distribution of Writing	
<b>W.7.4</b>	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
<b>Teacher Note</b>	
W.7.4 Grade-specific expectations for writing types are defined in standards W.7.1, W.7.2, and W.7.3.	
<b>W.7.5</b>	Develop and strengthen writing as needed with some guidance and support from peers and adults by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.
<b>Teacher Note</b>	
W.7.5 Editing for conventions should demonstrate command of Language standards 1-3 up to and including Grade 7.	
<b>W.7.6</b>	Use technology, including the Internet, to produce and publish writing and link to and cite sources as well as to interact and collaborate with others.

Grade 7-Writing Standards	
Research to Build and Present Knowledge	
<b>W.7.7</b>	Conduct short or more sustained research projects to answer a question, drawing on several sources and generating additional related, focused questions for further research and investigation.
<b>W.7.8</b>	Gather relevant information from multiple print and digital sources, using search terms effectively. <ul style="list-style-type: none"> <li>● Assess the credibility and accuracy of each source.</li> <li>● Quote or paraphrase the data and conclusions of others while avoiding plagiarism.</li> <li>● Follow a standard format for citation.</li> </ul>
<b>W.7.9</b>	Draw evidence from literary and/or informational texts to support analysis, reflection, and research.
<b>W.7.9.A</b>	Apply Grade 7 Reading standards to literature (e.g., "Compare and contrast a fictional portrayal of a time, place, or character and a historical account of the same period as a means of understanding how authors of fiction use or alter history.").
<b>W.7.9.B</b>	Apply Grade 7 Reading standards to informational texts (e.g., "Trace and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient to support the claims.").
<b>Teacher Note</b>	
W.7.9.A and W.7.9.B may be used individually or in combination.	

Grade 7-Writing Standards	
Range of Writing	
W.7.10	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

## Arkansas Anchor Standards for Speaking and Listening

The standards on the following pages define what students should understand and be able to do by the end of the grade or grade span. They correspond to the Arkansas College and Career Readiness (CCR) anchor standards below by number. The CCR and grade-specific standards are necessary complements--the former providing broad standards, the latter providing additional specificity--that together define the skills and understandings that all students must demonstrate.

### **Comprehension and Collaboration**

1. Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
2. Integrate and evaluate information presented in diverse media such as visual, quantitative, and oral.
3. Evaluate a speaker's perspective, reasoning, and use of evidence and rhetoric.

### **Presentation of Knowledge and Ideas**

4. Present information, findings, and supporting evidence with organization, development, and style appropriate to task, purpose, and audience so that listeners can follow the line of reasoning.
5. Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.
6. Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.

### **Note on Range and Content of Student Speaking and Listening Grades 6-12**

To become college and career ready, students must have ample opportunities to take part in a variety of rich, structured conversations--as part of a whole class, in small groups, and with a partner--built around important content in various domains. They must be able to contribute appropriately to these conversations, to make comparisons and contrasts, and to analyze and synthesize a multitude of ideas in accordance with the standards of evidence appropriate to a particular discipline. Whatever their intended major or profession, high school graduates will depend

heavily on their ability to listen attentively to others so that they are able to build on others' meritorious ideas while expressing their own clearly and persuasively.

New technologies have broadened and expanded the role that speaking and listening play in acquiring and sharing knowledge and have tightened their link to other forms of communication. The Internet has accelerated the speed at which connections between speaking, listening, reading, and writing can be made, requiring that students be ready to use these modalities nearly simultaneously. Technology itself is changing quickly, creating a new urgency for students to be adaptable in response to change.



Grade 7-Speaking and Listening Standards	
Comprehension and Collaboration	
<b>SL.7.1</b>	Engage effectively in a range of <i>collaborative conversations</i> (one-on-one, in groups, and teacher-led) with diverse partners on Grade 7 topics, texts, and issues, building on others' ideas and expressing their own clearly.
<b>Teacher Notes</b>	
SL.7.1 Collaborative conversations take place when students talk jointly with others especially in an intellectual endeavor (e.g., Think Pair Share, Reciprocal Teaching, and teacher-led class discussion).	
<b>SL.7.1.A</b>	Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
<b>SL.7.1.B</b>	Follow rules for <i>collegial discussions</i> , track progress toward specifically set goals and deadlines, and define individual roles as needed.
<b>Teacher Note</b>	
SL.7.1.B Collegial discussion is defined by Jim Burke as follows: Collegial discussion refers to discussing ideas, some of them contentious, with mutual respect for your colleagues even if you do not agree.	
<b>SL.7.1.C</b>	Pose questions that elicit elaboration and respond to others' questions and comments with relevant observations and ideas that bring the discussion back on topic as needed.

<b>SL.7.1.D</b>	Acknowledge new information expressed by others and, when warranted, modify their own views.
<b>SL.7.2</b>	Analyze the main ideas and supporting details that are gained by means other than reading (e.g., texts read aloud; oral presentations of charts, graphs, or diagrams; speeches) and explain how the ideas clarify a topic, text, or issue under study.
<b>SL.7.3</b>	Determine a speaker's argument and specific claims, evaluating the soundness of the reasoning and the relevance and sufficiency of the evidence.

Grade 7-Speaking and Listening Standards	
Presentation of Knowledge and Ideas	
<b>SL.7.4</b>	Present claims and findings, emphasizing primary points in a focused, coherent manner with pertinent descriptions, facts, details, and examples; use appropriate eye contact, adequate volume, and clear pronunciation.
<b>SL.7.5</b>	Include <i>multimedia</i> components and <i>visual displays</i> in presentations to clarify claims and findings and emphasize the primary points.
<b>Teacher Note</b>	
<p><b>SL.7.5</b> Multimedia fall into one of five main categories and use varied techniques for digital formatting. One or any combination of this content can be used to enhance your website or social media platform. The five main categories are text, graphics, animation (including interactive elements), audio, video.</p> <p>A visual display is a presentation of information that can be seen (e.g., drawings, bar graphs, 3D pie charts, line graphs, and pyramid area graphs).</p>	
<b>SL.7.6</b>	Adapt speech to a variety of contexts and tasks, demonstrating command of <i>formal English</i> when indicated or appropriate.
<b>Teacher Note</b>	
<p><b>SL.7.6</b> See L.7.1 and L.7.3 for specific expectations for Grade 7 students when speaking and writing.</p>	

## Arkansas Anchor Standards for Language

The standards on the following pages define what students should understand and be able to do by the end of the grade or grade span. They correspond to the Arkansas College and Career Readiness (CCR) anchor standards below by number. The CCR and grade-specific standards are necessary complements--the former providing broad standards, the latter providing additional specificity--that together define the skills and understandings that all students must demonstrate.

### **Text Types and Purposes**

1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
3. Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

### **Production and Distribution of Writing**

4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
6. Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.

### **Note on Range and Content of Student Language Use Grades 6-12**

To build a foundation for college and career readiness in language, students must gain control over many conventions of standard English grammar, usage, and mechanics as well as learn other ways to use language to convey meaning effectively. They must also be able to determine or clarify the meaning of grade-appropriate words encountered through listening, reading, and media use; come to appreciate that words have nonliteral meanings, shadings of meaning, and relationships to other words; and expand their vocabulary in the course of studying content.

The inclusion of language standards in their own strand should not be taken as an indication that skills related to conventions, effective language use, and vocabulary are unimportant to reading, writing, speaking, and listening; indeed, they are inseparable from such contexts.

Standard English is the English language in its most widely accepted form, as written and spoken by educated people in both formal and informal contexts, having universal currency while incorporating regional differences  
(<http://www.dictionary.com/browse/standard-english?s=t>)

Formal English is the result of particular choices of grammar and vocabulary whereby the speaker or writer uses longer words or words with origins in Latin and Greek as opposed to more informal vocabulary that commonly involves shorter words, or words with origins in Anglo-Saxon. Contractions, relative clauses without a relative pronoun and ellipsis are avoided. Formal English is used when writing essays for school, cover letters to apply for jobs, or emails and letters at work.

Informal discourse is used with friends, children, and relatives.

“Grade-appropriate” is tied to text complexity. A wide selection of words will be found in texts that align to the three text complexity measures: quantitative, qualitative, and reader and task for the Grades 6-8 text complexity band. The texts should also be selected to include words for appropriate word study, and spelling development and should have content and literary merit. The text must be rigorous enough to engage students in Grade 7 concepts across all four strands of the English Language Arts standards. Text selection should be a priority consideration when developing a rigorous grade-appropriate curriculum.

Grade 7-Language Standards	
Conventions of Standard English	
<b>L.7.1</b>	Demonstrate command of the conventions of <i>standard English</i> grammar and usage when writing or speaking as appropriate for Grade 7.
<b>Teacher Note</b>	
<p>L.7.1 Standard English is the English language in its most widely accepted form, as written and spoken by educated people in both formal and informal contexts, having universal currency while incorporating regional differences (<a href="http://www.dictionary.com/browse/standard-english?s=t">http://www.dictionary.com/browse/standard-english?s=t</a>)</p> <p>Formal English is the result of particular choices of grammar and vocabulary whereby the speaker or writer uses longer words or words with origins in Latin and Greek as opposed to more informal vocabulary that commonly involves shorter words, or words with origins in Anglo-Saxon. Contractions, relative clauses without a relative pronoun and ellipsis are avoided. Formal English is used when writing essays for school, cover letters to apply for jobs, or emails and letters at work.</p> <p>Informal discourse is used with friends, children, and relatives.</p>	
<b>L.7.1.A</b>	Explain the function of phrases (e.g., adverbial, adjectival, prepositional) and clauses in general and their function in specific sentences.
<b>L.7.1.B</b>	Demonstrate command of simple, compound, complex, and compound-complex sentences to convey ideas and meaning.
<b>L.7.1.C</b>	<p>This standard is taught in Grade 6 and should be reinforced as needed.</p> <p>Form and use the perfect verb tenses (e.g., I had walked; I have walked; I will have walked).</p>
<b>L.7.1.D</b>	Use correct shifts in pronoun number and person and use relative pronouns whose, whom, who, which, and that with the appropriate antecedents.

L.7.1.E	This standard is taught in Grade 5 and should be reinforced as needed. Use the relative adverbs where, when, and why.
<b>L.7.1.F</b>	Place phrases and clauses within a sentence, recognizing and correcting misplaced and dangling modifiers.
L.7.1.G	This standard is taught in Grade 4 and should be reinforced as needed. Form and use prepositional phrases.
<b>L.7.1.H</b>	Produce a variety of compound complex sentences using dependent clauses, subordinating conjunctions, and coordinating conjunctions.
L.7.1.I	This standard is taught in Grade 4 and should be reinforced as needed. Use <i>modal auxiliaries</i> (e.g., can, may, must) to convey various conditions.
L.7.1.J	This standard is taught in Kindergarten and should be reinforced as needed. Understand and use question words (interrogatives) e.g., who, what, when, where, why, how).
L.7.1.K	This standard is taught in Grade 3 and should be reinforced as needed. Form all upper- and lowercase letters to write words legibly in cursive.
<b>L.7.2</b>	Demonstrate command of the conventions of <i>standard English</i> capitalization, punctuation, and spelling as appropriate for Grade 7 when writing.
<b>Teacher Note</b>	
<p>L.7.2 Standard English is the English language in its most widely accepted form, as written and spoken by educated people in both formal and informal contexts, having universal currency while incorporating regional differences (<a href="http://www.dictionary.com/browse/standard-english?s=t">http://www.dictionary.com/browse/standard-english?s=t</a>)</p> <p>Formal English is the result of particular choices of grammar and vocabulary whereby the speaker or writer uses longer words or words with origins in Latin and Greek as opposed to more informal vocabulary that commonly involves shorter words, or words with origins in Anglo-Saxon. Contractions, relative clauses without a relative pronoun and ellipsis are</p>	

avoided. Formal English is used when writing essays for school, cover letters to apply for jobs, or emails and letters at work.

Informal discourse is used with friends, children, and relatives.

“Grade-appropriate” is tied to text complexity. A wide selection of words will be found in texts that align to the three text complexity measures: quantitative, qualitative, and reader and task for the Grades 6-8 text complexity band. The texts should also be selected to include words for appropriate word study, and spelling development and should have content and literary merit. The text must be rigorous enough to engage students in Grade 7 concepts across all four strands of the English Language Arts standards. Text selection should be a priority consideration when developing a rigorous grade-appropriate curriculum.

L.7.2.A	This standard is taught in Grade 4 and should be reinforced as needed. Use correct capitalization.
<b>L.7.2.B</b>	Use a semicolon to join elements of a series when individual items of the series already include commas.
<b>L.7.2.C</b>	Use a comma to separate coordinate adjectives (e.g., It was a fascinating, enjoyable movie).
<b>L.7.2.D</b>	Spell correctly.
<b>Teacher Note</b>	
<p>L.7.2.D Systematic instruction in spelling is important because spelling impacts comprehension of text.</p> <p>One source that provides research supporting the need for systematic spelling instruction, beyond simply assigning and assessing spelling words, may be found in Chapter 8, page 120 of “Vocabulary--Spelling Connection: Orthographic Development and Morphological Knowledge at the Intermediate Grades and Beyond by Shane Templeton in Vocabulary Instruction: Research to Practice edited by James F. Baumann and Edward J. Kame’enui. The two quotes that follow are from this text:</p>	



“Morphemes, or meaning elements in words, tend to be spelled consistently (Chomsky, 1970); Cummings, 1988; Venezky, 1999), and there is a growing body of research that suggests that systematic attention to this aspect of spelling--how the system visually cues word meaning and the semantic relationships among words--also supports students’ vocabulary growth and understanding (e.g., Leong, 2000; Smith, 1998).

“Words that are related in meaning are often related in spelling as well, despite changes in sound” (1991, p. 194).

Table 8.1 “Spelling and Vocabulary: General Scope and Sequence, Intermediate Grades and Beyond” on page 124 of the Baumann and Kame’enui text provides general guidance for developing aligned system of spelling instruction.

In addition, Kathy Ganske’s text, *Word Journeys: Assessment-Guided Phonics, Spelling, and Vocabulary Instruction*, provides the Developmental Spelling Assessment along with explanation and vocabulary activities to move students through the learning continuum for spelling.

These suggested resources are offered to support districts but are not mandated.

Grade 7-Language Standards	
Knowledge of Language	
<b>L.7.3</b>	Use knowledge of language and its conventions for Grade 7 when writing, speaking, reading, or listening.
<b>L.7.3.A</b>	Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.
<b>L.7.3.B</b>	Maintain consistency in style and <i>tone</i> , based on audience, purpose, message, and form.
Teacher Note	
<b>L.7.3.B</b> Tone is the author's attitude towards the subject, characters or situation (e.g., amused, sad, angry, etc.).	

Grade 7-Language Standards	
Vocabulary Acquisition and Use	
<b>L.7.4</b>	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on Grade 7 reading and content, choosing flexibly from a range of effective strategies.
<b>L.7.4.A</b>	Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
<b>L.7.4.B</b>	Use common, Greek or Latin affixes and roots as clues to the meaning of a word (e.g., belligerent, bellicose, rebel).
<b>Teacher Note</b>	
<b>L.7.4.B</b> A chart of prefixes and suffixes may be found at ( <a href="http://www.readwritethink.org/files/resources/printouts/content-area-roots.pdf">http://www.readwritethink.org/files/resources/printouts/content-area-roots.pdf</a> ).	
<b>L.7.4.C</b>	Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech.
<b>L.7.4.D</b>	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
<b>L.7.5</b>	Demonstrate understanding of figurative language, word relationships, and <i>nuances</i> in word meanings, as appropriate for the grade level.

Teacher Note	
<p><b>L.7.5</b> Nuance is a subtle difference or distinction in expression, meaning, response, etc. A single word choice can convey a nuanced meaning: The girl was _____(e.g., petite, little, slight, skinny, emaciated, thin, bony, lean, lanky, fragile).</p>	
<b>L.7.5.A</b>	Interpret figures of speech (e.g., literary, biblical, and mythological allusions) in context.
<b>L.7.5.B</b>	Use the relationship between particular words (e.g., synonym/antonym, analogy) to better understand each of the words.
<b>L.7.5.C</b>	Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., refined, respectful, polite, diplomatic).
<b>L.7.5.D</b>	<p>This standard is taught in Grade 1 and should be reinforced as needed.</p> <p>Distinguish shades of meaning among verbs differing in manner (e.g., look, peek, glance, stare, glare, scowl) and adjectives differing in intensity (e.g., large, gigantic) by defining or choosing them or by acting out the meanings.</p>
<b>L.7.6</b>	Acquire and use accurately <i>grade-appropriate general academic</i> and <i>domain-specific</i> words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.
Teacher Note	
<p><b>L.7.6</b> “Grade-appropriate” is tied to text complexity. A wide selection of words will be found in texts that align to the three text complexity measures: quantitative, qualitative, and reader and task for the Grades 6-8 text complexity band. The texts should also be selected to include words for appropriate word study, and spelling development and should have content and literary merit. The text must be rigorous enough to engage students in Grade 7 concepts across all four strands of the English Language Arts standards. Text selection should be a priority consideration when developing a rigorous grade-appropriate curriculum.</p>	

These standards refer to two types of vocabulary words. The terminology is based in Isabel Beck's work. General academic vocabulary refers to words that can be used across the disciplines (e.g., surface, determine). Domain-specific words are terms that are used within a particular discipline (e.g., personification, circulatory system, DNA, trade route, explorer, density, time signature). Information about these vocabulary types may be found at ([http://www.corestandards.org/assets/Appendix\\_A.pdf#page=33](http://www.corestandards.org/assets/Appendix_A.pdf#page=33))

**Grade 8**

**Arkansas**

**English Language Arts Standards**

**2016**

## Introduction

The Arkansas English Language Arts Standards for Grades K-12 have been developed to prepare students for success after high school. Students who are successful in college or careers have attained particular literacy capacities: They demonstrate independence; they build strong content knowledge; they respond to the varying demands of audience, task, purpose, and discipline; they comprehend as well as critique; they value evidence; they use technology and digital media strategically and capably; and they come to understand other perspectives and cultures. These broad literacy capacities are developed across the disciplines, not just in English language arts; therefore, a separate document, The Arkansas Disciplinary Literacy Standards, has been created for other content areas to address their unique literacy needs. The English classroom focuses on reading and analyzing literature and literary nonfiction, studying the English language, and writing.

The document includes the Arkansas College and Career Ready Anchor Standards for each strand of the standards: reading, writing, speaking and listening, and language. These anchor standards describe the knowledge and skills that are needed in the discipline of English language arts by high school graduates to acquire the literacy capacities. The grade-level standards, which are aligned to the anchor standards, represent the progression of learning for each grade level from Kindergarten to Grade 12.

The anchor standards are placed before the grade-level standards for each strand to describe the bigger picture learning goals. The grade-level standards documents include teacher notes that provide explanations, definitions, and links to resources to support teachers as they implement the standards. Although the documents are organized by strands—reading, reading foundational, writing, speaking and listening, and language—the standards should be integrated during instruction. For example, students should be writing and studying language while they are reading. Students should be speaking and listening periodically as they are engaged in reading and writing. Texts can be used as examples to support developing writers. These examples describe only a few of many ways that the strands can be embedded naturally and effectively during instruction that is aligned to the standards.

The document focuses on literacy skills rather than literary content. Teachers have the opportunity to select grade-appropriate literary and literary nonfiction texts to teach the standards. Therefore, text selection is critical to successful

implementation of these standards. The texts must provide opportunities to teach all the strands at grade-level rigor. Three measures of text complexity should guide text selection: quantitative, qualitative, and reader and task. Teacher notes in the grade-level documents provide support for effective text selection.

Students acquire knowledge and skills at different rates; therefore, teachers are encouraged to become familiar with the standards above and below the grade level they teach. The standards below grade level will guide decisions for remediating students who do not have all the grade-level skills in place, and the standards above grade level will guide decisions for extending students who are ready to move ahead. In addition, familiarity with the K-12 standards will support developing an aligned curriculum that will create a smooth learning progression for knowledge and skills in English language arts from Kindergarten through high school graduation.

As students advance through the grades and master the standards in reading, writing, speaking, listening, and language, they continue to develop literacy capacities and increase their opportunities for success in the future.



## Arkansas Anchor Standards for Reading

The standards on the following pages define what students should understand and be able to do by the end of the grade or grade span. They correspond to the College and Career Readiness (CCR) anchor standards below by number. The CCR and grade-specific standards are necessary complements—the former providing broad standards, the latter providing additional specificity—that together define the skills and understandings that all students must demonstrate

### **Key Ideas and Details**

1. Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
3. Analyze how and why individuals, events, and ideas develop and interact over the course of a text.

### **Craft and Structure**

4. Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings; analyze how specific word choices shape meaning and/or tone.
5. Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.
6. Assess how point of view, perspective, and/or purpose shape the content and style of a text.

### **Integration of Knowledge and Ideas**

7. Integrate and evaluate content presented in diverse media and formats.
8. Analyze and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence
9. Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches of the author(s).

**Range of Reading and Level of Text Complexity**

10. Read and comprehend complex literary and informational texts independently and proficiently.

**Note on Range and Content of Student Reading Grades 6-12**

To become college and career ready, students must grapple with works of exceptional craft and thought whose range extends across genres, cultures, and centuries. Such works offer profound insights into the human condition and serve as models for students' own thinking and writing. Along with high-quality contemporary works, these texts should be chosen from among seminal U.S. documents, the classics of American literature, and the timeless dramas of Shakespeare. Through wide and deep reading of literature and literary nonfiction of steadily increasing sophistication, students gain a reservoir of literary and cultural knowledge, references, and images; the ability to evaluate intricate arguments; and the capacity to surmount the challenges posed by complex texts.

Grade 8-Reading Standards for Literature	
Key Ideas and Details	
<b>RL.8.1</b>	Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.
<b>RL.8.2</b>	<p>Examine a <i>grade-appropriate</i> literary text.</p> <ul style="list-style-type: none"> <li>• Provide an <i>objective summary</i>.</li> <li>• Determine a <i>theme</i> of a text and analyze its development over the course of the text, including its relationship to the characters, setting, and plot.</li> </ul>
Teacher Note	
<p><b>RL.8.2</b>  “Grade-appropriate” is tied to text complexity. A wide selection of words will be found in texts that align to the three text complexity measures: quantitative, qualitative, and reader and task for the Grades 6-8 text complexity band. The texts should also be selected to include words for appropriate word study, and spelling development and should have content and literary merit. The text must be rigorous enough to engage students in Grade 8 concepts across all four strands of the English Language Arts standards. Text selection should be a priority consideration when developing a rigorous grade-appropriate curriculum.</p> <p>Objective means not influenced by personal feelings, interpretations, or prejudice; based on facts; unbiased</p> <p>Summary is “a shortened version of an original text, stating the main ideas and [only the ] important details of the text with the same text structure and order of the original” <i>Summarizing, Paraphrasing, and Retelling Skills for Better Reading, Writing, and Test Taking</i>(2006) Kissner (p. 8).</p> <p>An objective summary is a shortened version of an original text, stating the main ideas and only the important details of</p>	

the text with the same text structure and order of the original that is unbiased and based on facts and does not include personal feelings, interpretations, or prejudice.

The following link provides a discussion of the differences among the terms “retell,” “recount,” and “summarize”:  
<http://partnerinedu.com/2013/01/29/retell-or-recount-the-common-core-shift-from-1st-grade-to-2nd-grade/>

#### Retell vs. Recount

“Retell implies an oral recapitulation of the narrative elements, probably best put in order but not necessarily; as we speak, we may correct our thoughts and provide for that correction in our speaking. On the other hand, **recount** may be written or oral and requires a clearly sequenced ordering of narrative events. Retelling is less formal and probably told from the point of view of the story’s original narrator and in the tense the story was told; recounting, more formal in stance, sets the context for the recount from the beginning and is told in either first person or third person depending on the nature of the recount, but always told in past tense. The recount has closure, perhaps evaluative or summative in nature, or as in following the admonishment of the standards, may address the message, lesson, or moral of the text.

<http://partnerinedu.com/2013/01/29/retell-or-recount-the-common-core-shift-from-1st-grade-to-2nd-grade/>

Theme is defined as a main idea or an underlying meaning of a literary work that may be stated directly or indirectly  
<http://literarydevices.net/theme/>.

#### RL.8.3

Analyze how particular lines of dialogue or incidents in a story or drama propel the action, reveal aspects of a character, or provoke a decision.

Grade 8-Reading Standards for Literature	
Craft and Structure	
<b>RL.8.4</b>	Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and/or <i>tone</i> , including analogies or allusions to other texts when applicable.
<b>Teacher Note</b>	
RL.8.4 Tone is the author's attitude towards the subject, characters or situation (e.g., amused, sad, angry, etc.).	
<b>RL.8.5</b>	Compare and contrast the structure of two or more texts and analyze how the differing structure of each text contributes to its meaning and style.
<b>RL.8.6</b>	Analyze how differences in the <i>points of view</i> and/or <i>perspectives</i> of the characters and the audience or reader (e.g., created through the use of dramatic irony) create such effects as suspense or humor.
<b>Teacher Note</b>	
RL.8.6 It is important to clarify the terms "point of view" and "perspective" for students.  Point of view is the position of the narrator in relation to the story (e.g., first person, third person) and is instrumental in manipulating the reader's understanding of the narrative. In a way, the point of view can allow or withhold the reader access into the greater reaches of the story. Two of the most common point of view techniques are the first person, wherein the story is told by the narrator from his or her standpoint and the third person wherein the narrator does not figure in the events of the story and tells the story by referring to all characters and places in the third person with third person pronouns and proper nouns	

(<http://literary-devices.com/content/point-view>)

Perspective is a particular way of viewing things that depends on one's experience and personality

(<http://dictionary.cambridge.org/us/dictionary/english/perspective>)

In an English class, the teacher should use the term point of view when referring specifically to 1st person, 3rd person, omniscient, limited, etc., and perspective should be used when referring to a particular way of viewing things that depends on one's experience and personality. Furthermore, students need to know that it is common practice for disciplines other than English to use the terms "point of view" and "perspective" interchangeably to mean what English teachers would define as perspective.

Grade 8-Reading Standards for Literature	
Integration of Knowledge and Ideas	
<b>RL.8.7</b>	Analyze the extent to which a filmed or live production of a story or drama stays faithful to or departs from the text or script, evaluating the choices made by the director or actors.
<b>RL.8.8</b>	RL.8.8 is not applicable to literature based on anchor standard CCRA.R.8. Analyze and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.
<b>RL.8.9</b>	Analyze how a modern work of fiction draws on <i>themes</i> , patterns of events, or character types from myths, traditional stories, or religious works such as the Bible, describing how the original material is adapted.

Range of Reading and Level of Text Complexity	
<b>RL.8.10</b>	By the end of the year, read and comprehend literature, including stories, dramas, and poems, at the high end of Grades 6-8 text complexity band independently and proficiently.
<b>Teacher Note</b>	
<p>RL.8.10</p> <p>A detailed explanation of the three dimensions of text complexity may be found at the following link:  <a href="http://www.corestandards.org/wp-content/uploads/Appendix-A-New-Research-on-Text-Complexity.pdf">http://www.corestandards.org/wp-content/uploads/Appendix-A-New-Research-on-Text-Complexity.pdf</a></p> <p>A chart with text complexity quantitative measures by grade band may be found at the following link:  <a href="http://www.corestandards.org/wp-content/uploads/Appendix-A-New-Research-on-Text-Complexity.pdf#page=4">http://www.corestandards.org/wp-content/uploads/Appendix-A-New-Research-on-Text-Complexity.pdf#page=4</a></p>	



Grade 8-Reading Standards for Informational	
Key Ideas and Details	
<b>RI.8.1</b>	Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.
<b>RI.8.2</b>	<p>Examine a <i>grade-appropriate</i> informational text.</p> <ul style="list-style-type: none"> <li>• Provide an <i>objective summary</i> of the text.</li> <li>• Determine a central idea of a text and analyze its development over the course of the text, including its relationship to supporting ideas.</li> </ul>
Teacher Note	
<p><b>RI.8.2</b>            “Grade-appropriate” is tied to text complexity. A wide selection of words will be found in texts that align to the three text complexity measures: quantitative, qualitative, and reader and task for the Grades 6-8 text complexity band. The texts should also be selected to include words for appropriate word study, and spelling development and should have content and literary merit. The text must be rigorous enough to engage students in Grade 8 concepts across all four strands of the English Language Arts standards. Text selection should be a priority consideration when developing a rigorous grade-appropriate curriculum.</p> <p>Objective means not influenced by personal feelings, interpretations, or prejudice; based on facts; unbiased</p> <p>Summary is “a shortened version of an original text, stating the main ideas and [only the ] important details of the text with the same text structure and order of the original” <i>Summarizing, Paraphrasing, and Retelling Skills for Better Reading, Writing, and Test Taking</i>(2006) Kissner (p. 8).</p> <p>An objective summary is a shortened version of an original text, stating the main ideas and only the important details of the text with the same text structure and order of the original that is unbiased and based on facts and does not include personal feelings, interpretations, or prejudice.</p>	

The following link provides a discussion of the differences among the terms “retell,” “recount,” and “summarize”:  
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#### Retell vs. Recount

“Retell implies an oral recapitulation of the narrative elements, probably best put in order but not necessarily; as we speak, we may correct our thoughts and provide for that correction in our speaking. On the other hand, recount may be written or oral and requires a clearly sequenced ordering of narrative events. Retelling is less formal and probably told from the point of view of the story’s original narrator and in the tense the story was told; recounting, more formal in stance, sets the context for the recount from the beginning and is told in either first person or third person depending on the nature of the recount, but always told in past tense. The recount has closure, perhaps evaluative or summative in nature, or as in following the admonishment of the standards, may address the message, lesson, or moral of the text.  
<http://partnerinedu.com/2013/01/29/retell-or-recount-the-common-core-shift-from-1st-grade-to-2nd-grade/>

<b>RI.8.3</b>	Analyze how a text makes connections among and distinctions between individuals, ideas, or events (e.g., through comparisons, analogies, or categories).
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Grade 8-Reading Standards for Informational	
Craft and Structure	
<b>RI.8.4</b>	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of specific word choices on meaning and <i>tone</i> , including analogies or allusions to other texts when applicable.
<b>Teacher Note</b>	
RI.8.4 Tone is the author's attitude towards the subject, characters or situation (e.g., amused, sad, angry, etc.).	
<b>RI.8.5</b>	Analyze in detail the structure of a specific paragraph in a text, including the role of particular sentences in developing and refining a key concept.
<b>RI.8.6</b>	Determine an author's <i>point of view</i> , <i>perspective</i> , and/or purpose in a text and analyze how the author acknowledges and responds to conflicting evidence or viewpoints.
<b>Teacher Note</b>	
RI.8.6 It is important to clarify the terms "point of view" and "perspective" for students.  Point of view is the position of the narrator in relation to the story (e.g., first person, third person) and is instrumental in manipulating the reader's understanding of the narrative. In a way, the point of view can allow or withhold the reader access into the greater reaches of the story. Two of the most common point of view techniques are the first person, wherein the story is told by the narrator from his or her standpoint and the third person wherein the narrator does not figure in the events of the story and tells the story by referring to all characters and places in the third person with third person pronouns and proper nouns <a href="http://literary-devices.com/content/point-view">http://literary-devices.com/content/point-view</a> ).	

Perspective is a particular way of viewing things that depends on one's experience and personality (<http://dictionary.cambridge.org/us/dictionary/english/perspective>).

In these standards and in an English class, the term point of view is used referring specifically to 1st person, 3rd person, omniscient, limited, etc., and perspective is used when referring to a particular way of viewing things that depends on one's experience and personality. When analyzing literature, both terms are needed. For further clarification, students need to know that it is common practice for disciplines other than English to use the terms "point of view" and "perspective" interchangeably to mean what English teachers define as perspective.

Grade 8-Reading Standards for Informational	
Integration of Knowledge and Ideas	
<b>RI.8.7</b>	Evaluate the advantages and disadvantages of using different mediums (e.g., print or digital text, video, <i>multimedia</i> ) to present a particular topic or idea.
<b>Teacher Note</b>	
<p>RI.8.7 Multimedia fall into one of five main categories and use varied techniques for digital formatting. One or any combination of this content can be used to enhance your website or social media platform. The five main categories are text, graphics, animation (including interactive elements), audio, video.</p>	
<b>RI.8.8</b>	Analyze and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient; recognize when irrelevant evidence is introduced.
<b>RI.8.9</b>	Analyze a case in which two or more texts provide conflicting information on the same topic and identify where the texts disagree on matters of fact or interpretation.
Range of Reading and Level of Text Complexity	
<b>RI.8.10</b>	By the end of the year, read and comprehend literary nonfiction at the high end of the Grades 6-8 text complexity band independently and proficiently.
<b>Teacher Note</b>	
<p>RI.8.10 A detailed explanation of the three dimensions of text complexity may be found at the following link:  <a href="http://www.corestandards.org/wp-content/uploads/Appendix-A-New-Research-on-Text-Complexity.pdf">http://www.corestandards.org/wp-content/uploads/Appendix-A-New-Research-on-Text-Complexity.pdf</a>  A chart with text complexity quantitative measures by grade band may be found at the following link:</p>	

<http://www.corestandards.org/wp-content/uploads/Appendix-A-New-Research-on-Text-Complexity.pdf#page=4>

## Arkansas Anchor Standards for Writing

The standards on the following pages define what students should understand and be able to do by the end of the grade or grade span. They correspond to the Arkansas College and Career Readiness (CCR) anchor standards below by number. The CCR and grade-specific standards are necessary complements--the former providing broad standards, the latter providing additional specificity--that together define the skills and understandings that all students must demonstrate.

### Text Types and Purposes

1. Write arguments to support claims when analyzing substantive topics or texts using valid reasoning and relevant, sufficient evidence.
2. Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
3. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details and well-structured event sequences.

### Production and Distribution of Writing

4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
6. Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.

### Research to Build and Present Knowledge

7. Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.
8. Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.
9. Draw evidence from literary and/or informational texts to support analysis, reflection, research, and synthesis.

### Range of Writing

10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

### **Note on Range and Content of Student Writing Grades 6-12**

For students, writing is a key means of asserting and defending claims, showing what they know about a subject, and conveying what they have experienced, imagined, thought, and felt. To be college- and career- ready writers, students must take task, purpose, and audience into careful consideration, choosing words, information, structures, and formats deliberately. They need to know how to combine elements of different kinds of writing--for example, to use narrative strategies within argument and explanation within narrative--to produce complex and nuanced writing. They need to be able to use technology strategically when creating, refining, and collaborating on writing. They have to become adept at gathering information, evaluating sources, and citing material accurately, reporting findings from their research and analysis of sources in a clear and cogent manner. They must have the flexibility, concentration, and fluency to produce high-quality first-draft text under a tight deadline as well as the capacity to revisit and make improvements to a piece of writing over multiple drafts when circumstances encourage or require it.



Grade 8-Writing Standards	
Text Types and Purposes	
<b>W.8.1</b>	Write arguments to support claims with clear reasons and relevant evidence.
<b>W.8.1.A</b>	Introduce claim(s), acknowledge and distinguish the claim(s) from alternate or opposing claims, and organize the reasons and evidence logically.
<b>W.8.1.B</b>	Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text.
<b>W.8.1.C</b>	Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence.
<b>W.8.1.D</b>	Establish and maintain a formal style.
<b>W.8.1.E</b>	Provide a concluding statement or section that follows from and supports the argument presented.
<b>W.8.2</b>	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.
<b>W.8.2.A</b>	Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information into broader categories; include text features (e.g., headings), graphics (e.g., charts, tables), and <i>multimedia</i> when useful to aiding comprehension.
Teacher Note	
<p>W.8.2.A Multimedia fall into one of five main categories and use varied techniques for digital formatting. One or any combination of this content can be used to enhance your website or social media platform. The five main categories are text,</p>	

graphics, animation (including interactive elements), audio, video. Text features should be presented in a systematic way within an aligned curriculum.	
<b>W.8.2.B</b>	Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, and/or other information and examples.
<b>W.8.2.C</b>	Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.
<b>W.8.2.D</b>	Use <i>precise language</i> and <i>domain-specific</i> vocabulary to inform about or explain the topic.
<b>Teacher Note</b>	
W.8.2.D Precise language is specific and non-vague language that spells out relationships between ideas, leading readers to a desired conclusion.	
<b>W.8.2.E</b>	Establish and maintain a formal style.
<b>W.8.2.F</b>	Provide a concluding statement or section that supports the information or explanation presented.
<b>W.8.3</b>	Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.
<b>W.8.3.A</b>	Engage and orient the reader by establishing a context and <i>point of view/perspective</i> and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically.
<b>Teacher Note</b>	
W.8.3.A In this standard, the teacher will address both point of view and <i>perspective</i> .	

It is important to clarify the terms “point of view” and “perspective” for students.

Point of view is the position of the narrator in relation to the story (e.g., first person, third person) and is instrumental in manipulating the reader’s understanding of the narrative. In a way, the point of view can allow or withhold the reader access into the greater reaches of the story. Two of the most common point of view techniques are the first person, wherein the story is told by the narrator from his or her standpoint and the third person wherein the narrator does not figure in the events of the story and tells the story by referring to all characters and places in the third person with third person pronouns and proper nouns

(<http://literary-devices.com/content/point-view>)

Perspective is a particular way of viewing things that depends on one’s experience and personality

(<http://dictionary.cambridge.org/us/dictionary/english/perspective>).

In an English class, the teacher should use the term point of view when referring specifically to 1st person, 3rd person, omniscient, limited, etc., and perspective should be used when referring to a particular way of viewing things that depends on one’s experience and personality. Furthermore, students need to know that it is common practice for disciplines other than English to use the terms “point of view” and “perspective” interchangeably to mean what English teachers would define as perspective.

<b>W.8.3.B</b>	Use narrative techniques, such as dialogue, pacing, description, and reflection, to develop experiences, events, and/or characters.
<b>W.8.3.C</b>	Use a variety of transition words, phrases, and clauses to convey sequence, signal shifts from one time frame or setting to another, and show the relationships among experiences and events.
<b>W.8.3.D</b>	Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events.
<b>Teacher Note</b>	
<b>W.8.3.D</b> Precise language is specific and non-vague language that spells out relationships between ideas, leading readers to a desired conclusion.	

<b>W.8.3.E</b>	Provide a conclusion that reflects on the narrated experiences or events.
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Grade 8-Writing Standards	
Production and Distribution of Writing	
<b>W.8.4</b>	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
<b>Teacher Note</b>	
W.8.4 Grade-specific expectations for writing types are defined in standards W.8.1, W.8.2, and W.8.3.	
<b>W.8.5</b>	Develop and strengthen writing as needed with some guidance and support from peers and adults by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.
<b>Teacher Note</b>	
W.8.5 Editing for conventions should demonstrate command of Language standards 1-3 up to and including Grade 8.	
<b>W.8.6</b>	Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas efficiently as well as to interact and collaborate with others.

Grade 8-Writing Standards	
Research to Build and Present Knowledge	
<b>W.8.7</b>	Conduct short or more sustained research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration.
<b>W.8.8</b>	Gather relevant information from multiple print and digital sources, using search terms effectively. <ul style="list-style-type: none"> <li>• Assess the credibility and accuracy of each source.</li> <li>• Quote or paraphrase the data and conclusions of others while avoiding plagiarism.</li> <li>• Follow a standard format for citation.</li> </ul>
<b>W.8.9</b>	Draw evidence from literary and/or informational texts to support analysis, reflection, and research.
<b>W.8.9.A</b>	Apply Grade 8 Reading standards to literature (e.g., "Analyze how a modern work of fiction draws on <i>themes</i> , patterns of events, or character types from myths, traditional stories, or religious works such as the Bible, including describing how the material is rendered new.").
<b>W.8.9.B</b>	Apply Grade 8 Reading standards to informational texts (e.g., "Analyze and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient; recognize when irrelevant evidence is introduced.").

Grade 8-Writing Standards	
Range of Writing	
<b>W.8.10</b>	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

## Arkansas Anchor Standards for Speaking and Listening

The standards on the following pages define what students should understand and be able to do by the end of the grade or grade span. They correspond to the Arkansas College and Career Readiness (CCR) anchor standards below by number. The CCR and grade-specific standards are necessary complements--the former providing broad standards, the latter providing additional specificity--that together define the skills and understandings that all students must demonstrate.

### Comprehension and Collaboration

1. Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
2. Integrate and evaluate information presented in diverse media such as visual, quantitative, and oral.
3. Evaluate a speaker's perspective, reasoning, and use of evidence and rhetoric.

### Presentation of Knowledge and Ideas

4. Present information, findings, and supporting evidence with organization, development, and style appropriate to task, purpose, and audience so that listeners can follow the line of reasoning.
5. Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.
6. Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.

### Note on Range and Content of Student Speaking and Listening Grades 6-12

To become college and career ready, students must have ample opportunities to take part in a variety of rich, structured conversations--as part of a whole class, in small groups, and with a partner--built around important content in various domains. They must be able to contribute appropriately to these conversations, to make comparisons and contrasts, and to analyze and synthesize a multitude of ideas in accordance with the standards of evidence appropriate to a particular discipline. Whatever their intended major or profession, high school graduates will depend heavily on their ability to listen attentively to others so that they are able to build on others' meritorious ideas while expressing their own clearly and persuasively.



New technologies have broadened and expanded the role that speaking and listening play in acquiring and sharing knowledge and have tightened their link to other forms of communication. The Internet has accelerated the speed at which connections between speaking, listening, reading, and writing can be made, requiring that students be ready to use these modalities nearly simultaneously. Technology itself is changing quickly, creating a new urgency for students to be adaptable in response to change.

Grade 8-Speaking and Listening Standards	
Comprehension and Collaboration	
<b>SL.8.1</b>	Engage effectively in a range of <i>collaborative conversations</i> (one-on-one, in groups, and teacher-led) with diverse partners on Grade 8 topics, texts, and issues, building on others' ideas and expressing their own clearly.
<b>Teacher Notes</b>	
SL.8.1 Collaborative conversations take place when students talk jointly with others especially in an intellectual endeavor (e.g., Think Pair Share, Reciprocal Teaching, and teacher-led class discussion).	
<b>SL.8.1.A</b>	Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
<b>SL.8.1.B</b>	Follow rules for <i>collegial discussions</i> and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed.
<b>Teacher Note</b>	
SL.8.1.B Collegial discussion is defined by Jim Burke as follows: Collegial discussion refers to discussing ideas, some of them contentious, with mutual respect for your colleagues even if you do not agree.	
<b>SL.8.1.C</b>	Pose questions that connect the ideas of several speakers and respond to others' questions and comments with relevant evidence, observations, and ideas.

<b>SL.8.1.D</b>	Acknowledge new information expressed by others, and, when warranted, qualify or justify their own views in light of the evidence presented.
<b>SL.8.2</b>	Analyze the purpose of information that is gained by means other than reading (e.g., texts read aloud; oral presentations of charts, graphs, or diagrams; speeches) and evaluate the motives (e.g., social, commercial, political) behind its presentation.
<b>SL.8.3</b>	Examine a speaker's argument and specific claims, evaluating the soundness of the reasoning and relevance and sufficiency of the evidence and identifying when irrelevant evidence is introduced.

Grade 8-Speaking and Listening Standards	
Presentation of Knowledge and Ideas	
<b>SL.8.4</b>	Present claims and findings, emphasizing the most important points in a focused, coherent manner with relevant evidence, sound valid reasoning, and well-chosen details; use appropriate eye contact, adequate volume, and clear pronunciation.
<b>SL.8.5</b>	Integrate <i>multimedia</i> and <i>visual displays</i> into presentations to clarify information, strengthen claims and evidence, and add interest.
<b>Teacher Note</b>	
<p>SL.8.5 Multimedia fall into one of five main categories and use varied techniques for digital formatting. One or any combination of this content can be used to enhance your website or social media platform. The five main categories are text, graphics, animation (including interactive elements), audio, video.</p> <p>A visual display is a presentation of information that can be seen (e.g., drawings, bar graphs, 3D pie charts, line graphs, and pyramid area graphs).</p>	
<b>SL.8.6</b>	Adapt speech to a variety of contexts and tasks, demonstrating command of <i>formal English</i> when indicated or appropriate.
<b>Teacher Note</b>	
<p>SL.8.6 Formal English is the result of particular choices of grammar and vocabulary whereby the speaker or writer uses longer words or words with origins in Latin and Greek as opposed to more informal vocabulary that commonly involves shorter words, or words with origins in Anglo-Saxon. Contractions, relative clauses without a relative pronoun and ellipsis are avoided. Formal English is used when writing essays for school, cover letters to apply for jobs, or emails and letters at work.</p>	

Informal discourse is used with friends, children, and relatives.

See L.8.1 and L.8.3 for specific expectations for Grade 8 students when speaking and writing.

## Arkansas Anchor Standards for Language

The standards on the following pages define what students should understand and be able to do by the end of the grade or grade span. They correspond to the Arkansas College and Career Readiness (CCR) anchor standards below by number. The CCR and grade-specific standards are necessary complements--the former providing broad standards, the latter providing additional specificity--that together define the skills and understandings that all students must demonstrate.

### **Text Types and Purposes**

1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
3. Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

### **Production and Distribution of Writing**

4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
6. Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.

### **Note on Range and Content of Student Language Use Grades 6-12**

To build a foundation for college and career readiness in language, students must gain control over many conventions of standard English grammar, usage, and mechanics as well as learn other ways to use language to convey meaning effectively. They must also be able to determine or clarify the meaning of grade-appropriate words encountered through listening, reading, and media use; come to appreciate that words have nonliteral meanings, shadings of meaning, and relationships to other words; and expand their vocabulary in the course of studying content. The inclusion of language standards in their own strand should not be taken as an indication that skills related to conventions, effective language use, and vocabulary are unimportant to reading, writing, speaking, and listening;

indeed, they are inseparable from such contexts.

Standard English is the English language in its most widely accepted form, as written and spoken by educated people in both formal and informal contexts, having universal currency while incorporating regional differences (<http://www.dictionary.com/browse/standard-english?s=t>)

Formal English is the result of particular choices of grammar and vocabulary whereby the speaker or writer uses longer words or words with origins in Latin and Greek as opposed to more informal vocabulary that commonly involves shorter words, or words with origins in Anglo-Saxon. Contractions, relative clauses without a relative pronoun and ellipsis are avoided. Formal English is used when writing essays for school, cover letters to apply for jobs, or emails and letters at work.

Informal discourse is used with friends, children, and relatives.

“Grade-appropriate” is tied to text complexity. A wide selection of words will be found in texts that align to the three text complexity measures: quantitative, qualitative, and reader and task for the Grades 6-8 text complexity band. The texts should also be selected to include words for appropriate word study, and spelling development and should have content and literary merit. The text must be rigorous enough to engage students in Grade 8 concepts across all four strands of the English Language Arts standards. Text selection should be a priority consideration when developing a rigorous grade-appropriate curriculum.

Grade 8-Language Standards	
Conventions of Standard English	
<b>L.8.1</b>	Demonstrate command of the conventions of <i>standard English</i> grammar and usage when writing or speaking as appropriate for Grade 8.
<b>Teacher Note</b>	
<p>L.8.1 Standard English is the English language in its most widely accepted form, as written and spoken by educated people in both formal and informal contexts, having universal currency while incorporating regional differences (<a href="http://www.dictionary.com/browse/standard-english?s=t">http://www.dictionary.com/browse/standard-english?s=t</a>)</p> <p>Formal English is the result of particular choices of grammar and vocabulary whereby the speaker or writer uses longer words or words with origins in Latin and Greek as opposed to more informal vocabulary that commonly involves shorter words, or words with origins in Anglo-Saxon. Contractions, relative clauses without a relative pronoun and ellipsis are avoided. Formal English is used when writing essays for school, cover letters to apply for jobs, or emails and letters at work.</p> <p>Informal discourse is used with friends, children, and relatives.</p>	
<b>L.8.1.A</b>	Explain the function of verbals (gerunds, participles, infinitives) in general and their function in particular sentences.
<b>L.8.1.B</b>	Form and use verbs in the active and passive voice.
<b>L.8.1.C</b>	Form and use verbs in the indicative, imperative, and interrogative mood.
<b>L.8.1.D</b>	Recognize and correct inappropriate shifts in verb voice.



L.8.1.E	This standard is taught in Grade 5 and should be reinforced as needed. Use the relative adverbs where, when, and why.
<b>L.8.1.F</b>	Place phrases and clauses within a sentence, recognizing and correcting misplaced and dangling modifiers.
L.8.1.G	This standard is taught in Grade 4 and should be reinforced as needed. Form and use prepositional phrases.
L.8.1.H	This standard is taught in Grade 7 and should be reinforced as needed. Produce a variety of compound complex sentences using dependent clauses, subordinating conjunctions, and coordinating conjunctions.
L.8.1.I	This standard is taught in Grade 4 and should be reinforced as needed. Use <i>modal auxiliaries</i> (e.g., can, may, must) to convey various conditions.
L.8.1.J	This standard is taught in Kindergarten and should be reinforced as needed. Understand and use question words (interrogatives) e.g., who, what, when, where, why, how).
L.8.1.K	This standard is taught in Grade 3 and should be reinforced as needed. Form all upper- and lowercase letters to write words legibly in cursive.
<b>L.8.2</b>	Demonstrate command of the conventions of <i>standard English</i> capitalization, punctuation, and spelling as appropriate for Grade 8 when writing.
<b>Teacher Note</b>	
<p>L.8.2 Standard English is the English language in its most widely accepted form, as written and spoken by educated people in both formal and informal contexts, having universal currency while incorporating regional differences (<a href="http://www.dictionary.com/browse/standard-english?s=t">http://www.dictionary.com/browse/standard-english?s=t</a>)</p> <p>Formal English is the result of particular choices of grammar and vocabulary whereby the speaker or writer uses longer words or words with origins in Latin and Greek as opposed to more informal vocabulary that commonly involves shorter</p>	

words, or words with origins in Anglo-Saxon. Contractions, relative clauses without a relative pronoun and ellipsis are avoided. Formal English is used when writing essays for school, cover letters to apply for jobs, or emails and letters at work.

Informal discourse is used with friends, children, and relatives.

L.8.2.A	This standard is taught in Grade 4 and should be reinforced as needed. Use correct capitalization.
<b>L.8.2.B</b>	Use an ellipsis to indicate an omission.
<b>L.8.2.C</b>	Use punctuation (comma, ellipsis, dash) to indicate a pause or break.
<b>L.8.2.D</b>	Spell correctly.

#### Teacher Note

##### L.8.2.D

Systematic instruction in spelling is important because spelling impacts comprehension of text.

One source that provides research supporting the need for systematic spelling instruction, beyond simply assigning and assessing spelling words, may be found in Chapter 8, page 120 of “Vocabulary--Spelling Connection: Orthographic Development and Morphological Knowledge at the Intermediate Grades and Beyond” by Shane Templeton in Vocabulary Instruction: Research to Practice edited by James F. Baumann and Edward J. Kame’enui. The two quotes that follow are from this text:

“Morphemes, or meaning elements in words, tend to be spelled consistently (Chomsky, 1970); Cummings, 1988; Venezky, 1999), and there is a growing body of research that suggests that systematic attention to this aspect of spelling--how the system visually cues word meaning and the semantic relationships among words--also supports students’ vocabulary growth and understanding” (e.g., Leong, 2000; Smith, 1998).

“Words that are related in meaning are often related in spelling as well, despite changes in sound” (1991, p. 194).

Table 8.1 “Spelling and Vocabulary: General Scope and Sequence, Intermediate Grades and Beyond” on page 124 of the Baumann and Kame’enui text provides general guidance for developing aligned system of spelling instruction.

In addition, Kathy Ganske’s text, Word Journeys: Assessment-Guided Phonics, Spelling, and Vocabulary Instruction, provides the Developmental Spelling Assessment along with explanation and vocabulary activities to move students through the learning continuum for spelling.

These suggested resources are offered to support districts but are not mandated.

Grade 8-Language Standards	
Knowledge of Language	
<b>L.8.3</b>	Use knowledge of language and its conventions for Grade 8 when writing, speaking, reading, or listening.
<b>L.8.3.A</b>	Use verbs in the active and passive voice to achieve particular effects (e.g., emphasizing the actor or the action).
<b>L.8.3.B</b>	Form and use verbs in the indicative, imperative, and interrogative mood to achieve particular effects.

Grade 8-Language Standards	
Vocabulary Acquisition and Use	
<b>L.8.4</b>	Determine or clarify the meaning of unknown and multiple-meaning words or phrases based on Grade 8 reading and content, choosing flexibly from a range of effective strategies.
<b>L.8.4.A</b>	Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
<b>L.8.4.B</b>	Use common, Greek or Latin affixes and roots as clues to the meaning of a word (e.g., precede, recede, secede).
<b>Teacher Note</b>	
L.8.4.B A chart of prefixes and suffixes may be found at ( <a href="http://www.readwritethink.org/files/resources/printouts/content-area-roots.pdf">http://www.readwritethink.org/files/resources/printouts/content-area-roots.pdf</a> ).	
<b>L.8.4.C</b>	Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech.
<b>L.8.4.D</b>	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
<b>L.8.5</b>	Demonstrate understanding of figurative language, word relationships, and <i>nuances</i> in word meanings as appropriate for the grade level.

Teacher Note	
<p><b>L.8.5</b> Nuance is a subtle difference or distinction in expression, meaning, response, etc. A single word choice can convey a nuanced meaning: The girl was _____(e.g., petite, little, slight, skinny, emaciated, thin, bony, lean, lanky, fragile).</p>	
<b>L.8.5.A</b>	Interpret figures of speech (e.g., verbal irony, puns) in context.
<b>L.8.5.B</b>	Use the relationship between particular words to better understand each of the words.
<b>L.8.5.C</b>	Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., bullheaded, willful, firm, persistent, resolute).
<b>L.8.5.D</b>	<p>This standard is taught in Grade 1 and should be reinforced as needed.</p> <p>Distinguish shades of meaning among verbs differing in manner (e.g., look, peek, glance, stare, glare, scowl) and adjectives differing in intensity (e.g., large, gigantic) by defining or choosing them or by acting out the meanings.</p>
<b>L.8.6</b>	Acquire and use accurately <i>grade-appropriate general academic</i> and <i>domain-specific</i> words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.
Teacher Note	
<p><b>L.8.6</b> “Grade-appropriate” is tied to text complexity. A wide selection of words will be found in texts that align to the three text complexity measures: quantitative, qualitative, and reader and task for the Grades 6-8 text complexity band. The texts should also be selected to include words for appropriate word study, and spelling development and should have content and literary merit. The text must be rigorous enough to engage students in Grade 8 concepts across all four strands of the English Language Arts standards. Text selection should be a priority consideration when developing a rigorous grade-appropriate curriculum.</p>	

These standards refer to two types of vocabulary words. The terminology is based in Isabel Beck's work. General academic vocabulary refers to words that can be used across the disciplines (e.g., surface, determine). Domain-specific words are terms that are used within a particular discipline (e.g., personification, circulatory system, DNA, trade route, explorer, density, time signature). Information about these vocabulary types may be found at ([http://www.corestandards.org/assets/Appendix\\_A.pdf#page=33](http://www.corestandards.org/assets/Appendix_A.pdf#page=33))

**Grades 9-10**

**Arkansas**

**English Language Arts Standards**

**2016**



## Introduction

The Arkansas English Language Arts Standards for Grades K-12 have been developed to prepare students for success after high school. Students who are successful in college or careers have attained particular literacy capacities: They demonstrate independence; they build strong content knowledge; they respond to the varying demands of audience, task, purpose, and discipline; they comprehend as well as critique; they value evidence; they use technology and digital media strategically and capably; and they come to understand other perspectives and cultures. These broad literacy capacities are developed across the disciplines, not just in English language arts; therefore, a separate document, The Arkansas Disciplinary Literacy Standards, has been created for other content areas to address their unique literacy needs. The English classroom focuses on reading and analyzing literature and literary nonfiction, studying the English language, and writing.

The document includes the Arkansas College and Career Ready Anchor Standards for each strand of the standards: reading, writing, speaking and listening, and language. These anchor standards describe the knowledge and skills that are needed in the discipline of English language arts by high school graduates to acquire the literacy capacities. The grade-level standards, which are aligned to the anchor standards, represent the progression of learning for each grade level from Kindergarten to Grade 12.

The anchor standards are placed before the grade-level standards for each strand to describe the bigger picture learning goals. The grade-level standards documents include teacher notes that provide explanations, definitions, and links to resources to support teachers as they implement the standards. Although the documents are organized by strands—reading, reading foundational, writing, speaking and listening, and language—the standards should be integrated during instruction. For example, students should be writing and studying language while they are reading. Students should be speaking and listening periodically as they are engaged in reading and writing. Texts can be used as examples to support developing writers. These examples describe only a few of many ways that the strands can be embedded naturally and effectively during instruction that is aligned to the standards.

The document focuses on literacy skills rather than literary content. Teachers have the opportunity to select grade-appropriate literary and literary nonfiction texts to teach the standards. Therefore, text selection is critical to successful

implementation of these standards. The texts must provide opportunities to teach all the strands at grade-level rigor. Three measures of text complexity should guide text selection: quantitative, qualitative, and reader and task. Teacher notes in the grade-level documents provide support for effective text selection.

Students acquire knowledge and skills at different rates; therefore, teachers are encouraged to become familiar with the standards above and below the grade level they teach. The standards below grade level will guide decisions for remediating students who do not have all the grade-level skills in place, and the standards above grade level will guide decisions for extending students who are ready to move ahead. In addition, familiarity with the K-12 standards will support developing an aligned curriculum that will create a smooth learning progression for knowledge and skills in English language arts from Kindergarten through high school graduation.

As students advance through the grades and master the standards in reading, writing, speaking, listening, and language, they continue to develop literacy capacities and increase their opportunities for success in the future.

## Arkansas Anchor Standards for Reading

The standards on the following pages define what students should understand and be able to do by the end of the grade or grade span. They correspond to the College and Career Readiness (CCR) anchor standards below by number. The CCR and grade-specific standards are necessary complements—the former providing broad standards, the latter providing additional specificity—that together define the skills and understandings that all students must demonstrate

### **Key Ideas and Details**

1. Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
3. Analyze how and why individuals, events, and ideas develop and interact over the course of a text.

### **Craft and Structure**

4. Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings; analyze how specific word choices shape meaning and/or tone.
5. Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.
6. Assess how point of view, perspective, and/or purpose shape the content and style of a text.

### **Integration of Knowledge and Ideas**

7. Integrate and evaluate content presented in diverse media and formats.
8. Analyze and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence
9. Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches of the author(s).

### **Range of Reading and Level of Text Complexity**

10. Read and comprehend complex literary and informational texts independently and proficiently.

### **Note on Range and Content of Student Reading Grades 6-12**

To become college and career ready, students must grapple with works of exceptional craft and thought whose range extends across genres, cultures, and centuries. Such works offer profound insights into the human condition and serve as models for students' own thinking and writing. Along with high-quality contemporary works, these texts should be chosen from among seminal U.S. documents, the classics of American literature, and the timeless dramas of Shakespeare. Through wide and deep reading of literature and literary nonfiction of steadily increasing sophistication, students gain a reservoir of literary and cultural knowledge, references, and images; the ability to evaluate intricate arguments; and the capacity to surmount the challenges posed by complex texts.

Grades 9-10-Reading Standards for Literature	
Key Ideas and Details	
<b>RL.9-10.1</b>	Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as implicitly.
<b>Teacher Note</b>	
RL.9-10.1 The student skill here relating to ‘implicitly’ would be to infer.	
<b>RL.9-10.2</b>	Examine a <i>grade-appropriate</i> literary text. <ul style="list-style-type: none"> <li>• Provide an <i>objective summary</i>.</li> <li>• Determine a <i>theme</i> of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details.</li> </ul>
<b>Teacher Note</b>	
RL.9-10.2 “Grade-appropriate” is tied to text complexity. A wide selection of words will be found in texts that align to the three text complexity measures: quantitative, qualitative, and reader and task for the Grades 9-10 text complexity band. The texts should also be selected to include words for appropriate word study, and spelling development and should have content and literary merit. The text must be rigorous enough to engage students in Grades 9-10 concepts across all four strands of the English Language Arts standards. Text selection should be a priority consideration when developing a rigorous grade-appropriate curriculum.  Objective means not influenced by personal feelings, interpretations, or prejudice; based on facts; unbiased  Summary is “a shortened version of an original text, stating the main ideas and [only the ] important details of the text	

with the same text structure and order of the original” Summarizing, Paraphrasing, and Retelling Skills for Better Reading, Writing, and Test Taking (2006) Kissner (p. 8).

An objective summary is a shortened version of an original text, stating the main ideas and only the important details of the text with the same text structure and order of the original that is unbiased and based on facts and does not include personal feelings, interpretations, or prejudice.

The following link provides a discussion of the differences among the terms “retell,” “recount,” and “summarize”:

(<http://partnerinedu.com/2013/01/29/retell-or-recount-the-common-core-shift-from-1st-grade-to-2nd-grade/>)

#### Retell vs. Recount

“Retell implies an oral recapitulation of the narrative elements, probably best put in order but not necessarily; as we speak, we may correct our thoughts and provide for that correction in our speaking. On the other hand, recount may be written or oral and requires a clearly sequenced ordering of narrative events. Retelling is less formal and probably told from the point of view of the story’s original narrator and in the tense the story was told; recounting, more formal in stance, sets the context for the recount from the beginning and is told in either first person or third person depending on the nature of the recount, but always told in past tense. The recount has closure, perhaps evaluative or summative in nature, or as in following the admonishment of the standards, may address the message, lesson, or moral of the text.

(<http://partnerinedu.com/2013/01/29/retell-or-recount-the-common-core-shift-from-1st-grade-to-2nd-grade/>)

Theme is defined as a main idea or an underlying meaning of a literary work that may be stated directly or indirectly (<http://literarydevices.net/theme/>).

#### **RL.9-10.3**

Analyze how complex characters develop over the course of a text, interact with other characters, and advance the plot or develop the *theme*.

Grades 9-10-Reading Standards for Literature	
Craft and Structure	
<b>RL.9-10.4</b>	Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning and <i>tone</i> (e.g., how the language evokes a sense of time and place; how it sets a formal or informal <i>tone</i> ).
<b>Teacher Note</b>	
<p>RL.9-10.4</p> <p>Formal English is the result of particular choices of grammar and vocabulary whereby the speaker or writer uses longer words or words with origins in Latin and Greek as opposed to more informal vocabulary that commonly involves shorter words, or words with origins in Anglo-Saxon. Contractions, relative clauses without a relative pronoun and ellipsis are avoided. Formal English is used when writing essays for school, cover letters to apply for jobs, or emails and letters at work.</p> <p>Informal discourse is used with friends, children, and relatives.</p> <p>Tone is the author's attitude towards the subject, characters or situation (e.g., amused, sad, angry, etc.).</p>	
<b>RL.9-10.5</b>	Analyze how an author's choices concerning how to structure a text, order events within it (e.g., parallel plots, nonlinear plots), and manipulate time (e.g., pacing, flashbacks) create such effects as mystery, tension, or surprise.
<b>RL.9-10.6</b>	Analyze a particular <i>point of view</i> , <i>perspective</i> , or cultural experience reflected in a work of literature, including works from outside the United States.
<b>Teacher Note</b>	
<p>RL.9-10.6</p> <p>It is important to clarify the terms "point of view" and "perspective" for students.</p>	

Point of view is the position of the narrator in relation to the story (e.g., first person, third person) and is instrumental in manipulating the reader's understanding of the narrative. In a way, the point of view can allow or withhold the reader access into the greater reaches of the story. Two of the most common point of view techniques are the first person, wherein the story is told by the narrator from his or her standpoint and the third person wherein the narrator does not figure in the events of the story and tells the story by referring to all characters and places in the third person with third person pronouns and proper nouns

(<http://literary-devices.com/content/point-view>)

Perspective is a particular way of viewing things that depends on one's experience and personality

(<http://dictionary.cambridge.org/us/dictionary/english/perspective>)

In an English class, the teacher should use the term point of view when referring specifically to 1st person, 3rd person, omniscient, limited, etc., and perspective should be used when referring to a particular way of viewing things that depends on one's experience and personality. Furthermore, students need to know that it is common practice for disciplines other than English to use the terms "point of view" and "perspective" interchangeably to mean what English teachers would define as perspective.



Grades 9-10-Reading Standards for Literature	
Integration of Knowledge and Ideas	
<b>RL.9-10.7</b>	Analyze the representation of a subject or a key scene in two different artistic mediums, including what is emphasized or absent in each treatment (e.g., Auden's "Musée des Beaux Arts" and Breughel's Landscape with the Fall of Icarus).
RL.9-10.8	RL.9.8 is not applicable to literature based on anchor standard CCRA.R.8. Analyze and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.
<b>RL.9-10.9</b>	Analyze how an author draws on and transforms source material in a specific work (e.g., how Shakespeare treats a <i>theme</i> or topic from Ovid or the Bible or how a later author draws on a play by Shakespeare).
Range of Reading and Level of Text Complexity	
<b>RL.9-10.10</b>	By the end of Grade 9, read and comprehend literature, including stories, dramas, and poems, in the Grades 9-10 text complexity band proficiently, with scaffolding as needed at the high end of the range. By the end of Grade 10, read and comprehend literature, including stories, dramas, and poems, at the high end of the Grades 9-10 text complexity band independently and proficiently.
Teacher Note	
<p>RL.9-10.10 Over the course of Grades 9-12, students study American literature, British literature including Shakespeare, and world literature.</p> <p>A detailed explanation of the three dimensions of text complexity may be found at the following link:  <a href="http://www.corestandards.org/wp-content/uploads/Appendix-A-New-Research-on-Text-Complexity.pdf">http://www.corestandards.org/wp-content/uploads/Appendix-A-New-Research-on-Text-Complexity.pdf</a></p>	

A chart with text complexity quantitative measures by grade band may be found at the following link:  
<http://www.corestandards.org/wp-content/uploads/Appendix-A-New-Research-on-Text-Complexity.pdf#page=4>

Grades 9-10-Reading Standards for Informational	
Key Ideas and Details	
<b>RI.9-10.1</b>	Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as implicitly.
<b>Teacher Note</b>	
RI.9-10.1 The student skill here relating to 'implicitly' would be to infer.	
<b>RI.9-10.2</b>	Examine a <i>grade-appropriate</i> informational text. <ul style="list-style-type: none"> <li>• Provide an <i>objective summary</i> of the text.</li> <li>• Determine a central idea of a text and analyze its development over the course of the text, including how it emerges and is shaped and refined by specific details.</li> </ul>
<b>Teacher Note</b>	
RI.9-10.2 “Grade-appropriate” is tied to text complexity. A wide selection of words will be found in texts that align to the three text complexity measures: quantitative, qualitative, and reader and task for the Grades 9-10 text complexity band. The texts should also be selected to include words for appropriate word study, and spelling development and should have content and literary merit. The text must be rigorous enough to engage students in Grades 9-10 concepts across all four strands of the English Language Arts standards. Text selection should be a priority consideration when developing a rigorous grade-appropriate curriculum.  Objective means not influenced by personal feelings, interpretations, or prejudice; based on facts; unbiased  Summary is “a shortened version of an original text, stating the main ideas and [only the ] important details of the text with the same text structure and order of the original” <i>Summarizing, Paraphrasing, and Retelling Skills for Better</i>	

*Reading, Writing, and Test Taking*(2006) Kissner (p. 8).

An objective summary is a shortened version of an original text, stating the main ideas and only the important details of the text with the same text structure and order of the original that is unbiased and based on facts and does not include personal feelings, interpretations, or prejudice.

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Retell vs. Recount

“Retell implies an oral recapitulation of the narrative elements, probably best put in order but not necessarily; as we speak, we may correct our thoughts and provide for that correction in our speaking. On the other hand, recount may be written or oral and requires a clearly sequenced ordering of narrative events. Retelling is less formal and probably told from the point of view of the story’s original narrator and in the tense the story was told; recounting, more formal in stance, sets the context for the recount from the beginning and is told in either first person or third person depending on the nature of the recount, but always told in past tense. The recount has closure, perhaps evaluative or summative in nature, or as in following the admonishment of the standards, may address the message, lesson, or moral of the text.

<http://partnerinedu.com/2013/01/29/retell-or-recount-the-common-core-shift-from-1st-grade-to-2nd-grade/>

**RI.9-10.3**

Analyze how the author structures an analysis or series of ideas or events, including the order in which the points are made, how they are introduced and developed, and the connections that are drawn between them.

Grades 9-10-Reading Standards for Informational	
Craft and Structure	
<b>RI.9-10.4</b>	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the cumulative impact of specific word choices on meaning and <i>tone</i> (e.g., how the language of a court opinion differs from that of a newspaper).
<b>Teacher Note</b>	
RI.9-10.4 Tone is the author's attitude towards the subject, characters or situation (e.g., amused, sad, angry, etc.).	
<b>RI.9-10.5</b>	Analyze in detail how an author's ideas or claims are developed and refined by particular sentences, paragraphs, or larger portions of a text (e.g., a section or chapter).
<b>RI.9-10.6</b>	Determine an author's <i>point of view</i> , <i>perspective</i> , and/or purpose in a text and analyze how an author uses rhetoric to advance that <i>point of view</i> , <i>perspective</i> , or purpose.
<b>Teacher Note</b>	
RI.9-10.6 It is important to clarify the terms "point of view" and "perspective" for students.  Point of view is the position of the narrator in relation to the story (e.g., first person, third person) and is instrumental in manipulating the reader's understanding of the narrative. In a way, the point of view can allow or withhold the reader access into the greater reaches of the story. Two of the most common point of view techniques are the first person, wherein the story is told by the narrator from his or her standpoint and the third person wherein the narrator does not figure in the events of the story and tells the story by referring to all characters and places in the third person with third person pronouns and proper nouns <a href="http://literary-devices.com/content/point-view">http://literary-devices.com/content/point-view</a>	

Perspective is a particular way of viewing things that depends on one's experience and personality  
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In an English class, the teacher should use the term point of view when referring specifically to 1st person, 3rd person, omniscient, limited, etc., and perspective should be used when referring to a particular way of viewing things that depends on one's experience and personality. Furthermore, students need to know that it is common practice for disciplines other than English to use the terms "point of view" and "perspective" interchangeably to mean what English teachers would define as perspective.

Grades 9-10-Reading Standards for Informational	
Integration of Knowledge and Ideas	
<b>RI.9-10.7</b>	Analyze various accounts of a subject told in different mediums (e.g., a person's life story in both print and <i>multimedia</i> ), determining which details are emphasized in each account.
<b>Teacher Note</b>	
<p>RI.9-10.7 Multimedia fall into one of five main categories and use varied techniques for digital formatting. One or any combination of this content can be used to enhance your website or social media platform. The five main categories are text, graphics, animation (including interactive elements), audio, video.</p>	
<b>RI.9-10.8</b>	Analyze and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and fallacious reasoning.
<b>RI.9-10.9</b>	Analyze documents of historical and literary significance, including U.S. documents when appropriate, noting how they address related <i>themes</i> and concepts.
Range of Reading and Level of Text Complexity	
<b>RI.9-10.10</b>	By the end of Grade 9, read and comprehend literary nonfiction in the Grades 9-10 text complexity band proficiently, with scaffolding as needed at the high end of the range. By the end of Grade 10, read and comprehend literary nonfiction at the high end of the Grades 9-10 text complexity band independently and proficiently.

Teacher Note
<p>RI.9-10.10</p> <p>A detailed explanation of the three dimensions of text complexity may be found at the following link: <a href="http://www.corestandards.org/wp-content/uploads/Appendix-A-New-Research-on-Text-Complexity.pdf">http://www.corestandards.org/wp-content/uploads/Appendix-A-New-Research-on-Text-Complexity.pdf</a></p> <p>A chart with text complexity quantitative measures by grade band may be found at the following link: <a href="http://www.corestandards.org/wp-content/uploads/Appendix-A-New-Research-on-Text-Complexity.pdf#page=4">http://www.corestandards.org/wp-content/uploads/Appendix-A-New-Research-on-Text-Complexity.pdf#page=4</a></p>



## Arkansas Anchor Standards for Writing

The standards on the following pages define what students should understand and be able to do by the end of the grade or grade span. They correspond to the Arkansas College and Career Readiness (CCR) anchor standards below by number. The CCR and grade-specific standards are necessary complements--the former providing broad standards, the latter providing additional specificity--that together define the skills and understandings that all students must demonstrate.

### Text Types and Purposes

1. Write arguments to support claims when analyzing substantive topics or texts using valid reasoning and relevant, sufficient evidence.
2. Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
3. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details and well-structured event sequences.

### Production and Distribution of Writing

4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
6. Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.

### Research to Build and Present Knowledge

7. Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.
8. Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.
9. Draw evidence from literary and/or informational texts to support analysis, reflection, research, and synthesis.

### Range of Writing

10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

### **Note on Range and Content of Student Writing Grades 6-12**

For students, writing is a key means of asserting and defending claims, showing what they know about a subject, and conveying what they have experienced, imagined, thought, and felt. To be college- and career- ready writers, students must take task, purpose, and audience into careful consideration, choosing words, information, structures, and formats deliberately. They need to know how to combine elements of different kinds of writing--for example, to use narrative strategies within argument and explanation within narrative--to produce complex and nuanced writing. They need to be able to use technology strategically when creating, refining, and collaborating on writing. They have to become adept at gathering information, evaluating sources, and citing material accurately, reporting findings from their research and analysis of sources in a clear and cogent manner. They must have the flexibility, concentration, and fluency to produce high-quality first-draft text under a tight deadline as well as the capacity to revisit and make improvements to a piece of writing over multiple drafts when circumstances encourage or require it.

Grades 9-10-Writing Standards	
Text Types and Purposes	
<b>W.9-10.1</b>	Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
<b>W.9-10.1.A</b>	Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among claim(s), counterclaims, reasons, and evidence.
<b>W.9-10.1.B</b>	Develop claim(s) and counterclaims fairly, supplying relevant evidence and commentary for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level and concerns.
<b>W.9-10.1.C</b>	Use words, phrases, and clauses to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, reasons and evidence, and claim(s) and counterclaims; include commentary for support.
<b>W.9-10.1.D</b>	Establish and maintain an appropriate format, formal style, and objective <i>tone</i> within the norms and conventions of the discipline.
<b>Teacher Note</b>	
W.9-10.1.D Tone is the author's attitude towards the subject, characters or situation (e.g., amused, sad, angry, etc.).	
<b>W.9-10.1.E</b>	Provide an appropriate concluding statement or section that supports the argument presented.
<b>W.9-10.2</b>	Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.

<b>W.9-10.2.A</b>	Introduce a topic; organize complex ideas, concepts, and information to make important connections and distinctions; include appropriate text features (e.g., captions, headings), graphics (e.g., figures, tables), and/or <i>multimedia</i> .
<b>Teacher Note</b>	
<p>W.9-10.2.A Multimedia fall into one of five main categories and use varied techniques for digital formatting. One or any combination of this content can be used to enhance your website or social media platform. The five main categories are text, graphics, animation (including interactive elements), audio, video.</p> <p>Text features should be presented in a systematic way within an aligned curriculum.</p>	
<b>W.9-10.2.B</b>	Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, commentary, or other information and examples appropriate to the audience's knowledge of the topic.
<b>W.9-10.2.C</b>	Use appropriate and varied transitions to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.
<b>W.9-10.2.D</b>	Use <i>precise language</i> and <i>domain-specific</i> vocabulary to manage the complexity of the topic.
<b>Teacher Note</b>	
<p>W.9-10.2. Precise language is specific and non-vague language that spells out relationships between ideas, leading readers to a desired conclusion.</p> <p>These standards refer to two types of vocabulary words. The terminology is based in Isabel Beck's work. General academic vocabulary refers to words that can be used across the disciplines (e.g., surface, determine). Domain-specific words are terms that are used within a particular discipline (e.g., personification, circulatory system, DNA, trade route, explorer, density, time signature). Information about these vocabulary types may be found at</p>	

<a href="http://www.corestandards.org/assets/Appendix_A.pdf#page=33">http://www.corestandards.org/assets/Appendix_A.pdf#page=33</a>	
<b>W.9-10.2.E</b>	Establish and maintain an appropriate format, formal style, and objective <i>tone</i> within the norms and conventions of the discipline.
<b>Teacher Note</b>	
<p>W.9-10.2.E Tone is the author's attitude towards the subject, characters or situation (e.g., amused, sad, angry, etc.).</p>	
<b>W.9-10.2.F</b>	Provide an appropriate concluding statement or section that supports the information or explanation presented (e.g., articulating implications or the significance of the topic).
<b>W.9-10.3</b>	Write narratives to develop real and/or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.
<b>W.9-10.3.A</b>	Engage and orient the reader by setting out a problem, situation, or observation, establishing one or more <i>points of view/perspectives</i> , and introducing a narrator and/or characters; create a smooth progression of experiences or events.
<b>Teacher Note</b>	
<p>W.9-10.3.A In this standard, the teacher will address both point of view and <i>perspective</i>.</p> <p>It is important to clarify the terms "point of view" and "perspective" for students.</p> <p>Point of view is the position of the narrator in relation to the story (e.g., first person, third person) and is instrumental in manipulating the reader's understanding of the narrative. In a way, the point of view can allow or withhold the reader access into the greater reaches of the story. Two of the most common point of view techniques are the first person, wherein the story is told by the narrator from his or her standpoint and the third person wherein the narrator does not figure in the events of the story and tells the story by referring to all characters and places in the third person with third person pronouns and proper nouns</p>	

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In an English class, the teacher should use the term point of view when referring specifically to 1st person, 3rd person, omniscient, limited, etc., and perspective should be used when referring to a particular way of viewing things that depends on one's experience and personality. Furthermore, students need to know that it is common practice for disciplines other than English to use the terms "point of view" and "perspective" interchangeably to mean what English teachers would define as perspective.

<b>W.9-10.3.B</b>	Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.
<b>W.9-10.3.C</b>	Use a variety of techniques to sequence events so that they build on one another, creating coherence.

### Teacher Note

#### W.9-10.3.C

This explanation is not intended to be exhaustive but rather to provide clarification for this standard. A sequence of events can be organized in a variety of ways such as order of impression, order of importance, spatially, or temporally. Transitional words such as first, next, last, adjacent to, beyond, below, between should be used to connect the ideas as appropriate for the organizational strategy.

Temporal means of or relating to time (e.g., first, last, before, after, next, then, prior to, afterward, as soon as). See related standard

Spatial means of or relating to space (e.g., beside, nearby, adjacent to, left, right, above, below, between)

<b>W.9-10.3.D</b>	Use precise words, phrases, and details, as well as sensory language, to convey a vivid picture of the experiences, events, setting, and/or characters.
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Teacher Note	
W.9-10.3.D Precise language is specific and non-vague language that spells out relationships between ideas, leading readers to a desired conclusion.	
<b>W.9-10.3.E</b>	Provide a purposeful ending that reflects on what is experienced, observed, or resolved over the course of the narrative.

Grades 9-10-Writing Standards	
Production and Distribution of Writing	
<b>W.9-10.4</b>	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
<b>Teacher Note</b>	
W.9-10.4 Grade-specific expectations for writing types are defined in standards W.9-10.1, W.9-10.2, and W.9-10.3.	
<b>W.9-10.5</b>	Develop and strengthen writing as needed by planning, revising, editing, rewriting, and/or trying a new approach, addressing what is most significant for a specific purpose and audience.
<b>Teacher Note</b>	
W.9-10.5 Editing for conventions should demonstrate command of Language standards 1-3 up to and including Grades 9-10.	
<b>W.9-10.6</b>	Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.
<b>Teacher Note</b>	
W.9-10.6 Updating writing products includes providing a new document that has been revised or edited from a previous draft.	



Grades 9-10-Writing Standards	
Research to Build and Present Knowledge	
<b>W.9-10.7</b>	Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
<b>W.9-10.8</b>	<p>Gather relevant information from multiple credible print and digital sources, using advanced searches effectively.</p> <ul style="list-style-type: none"> <li>• Assess the usefulness of each source in answering the research question.</li> <li>• Integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism.</li> <li>• Follow a standard format for citation.</li> </ul>
<b>W.9-10.9</b>	Draw evidence from literary and/or informational texts to support analysis, reflection, research, and synthesis.
<b>W.9-10.9.A</b>	Apply Grades 9-10 Reading standards to literature (e.g., "Analyze how an author draws on and transforms source material in a specific work [e.g., how Shakespeare treats a <i>theme</i> or topic from Ovid or the Bible or how a later author draws on a play by Shakespeare].").
<b>W.9-10.9.B</b>	Apply Grades 9-10 Reading standards to informational texts (e.g., "Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and fallacious reasoning.").

Grades 9-10-Writing Standards	
Range of Writing	
<b>W.9-10.10</b>	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

## Arkansas Anchor Standards for Speaking and Listening

The standards on the following pages define what students should understand and be able to do by the end of the grade or grade span. They correspond to the Arkansas College and Career Readiness (CCR) anchor standards below by number. The CCR and grade-specific standards are necessary complements--the former providing broad standards, the latter providing additional specificity--that together define the skills and understandings that all students must demonstrate.

### Comprehension and Collaboration

1. Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
2. Integrate and evaluate information presented in diverse media such as visual, quantitative, and oral.
3. Evaluate a speaker's perspective, reasoning, and use of evidence and rhetoric.

### Presentation of Knowledge and Ideas

4. Present information, findings, and supporting evidence with organization, development, and style appropriate to task, purpose, and audience so that listeners can follow the line of reasoning.
5. Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.
6. Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.

### Note on Range and Content of Student Speaking and Listening Grades 6-12

To become college and career ready, students must have ample opportunities to take part in a variety of rich, structured conversations--as part of a whole class, in small groups, and with a partner--built around important content in various domains. They must be able to contribute appropriately to these conversations, to make comparisons and contrasts, and to analyze and synthesize a multitude of ideas in accordance with the standards of evidence appropriate to a particular discipline. Whatever their intended major or profession, high school graduates will depend heavily on their ability to listen attentively to others so that they are able to build on others' meritorious ideas while expressing their own clearly and persuasively.

New technologies have broadened and expanded the role that speaking and listening play in acquiring and sharing knowledge and have tightened their link to other forms of communication. The Internet has accelerated the speed at which connections between speaking, listening, reading, and writing can be made, requiring that students be ready to use these modalities nearly simultaneously. Technology itself is changing quickly, creating a new urgency for students to be adaptable in response to change.

Grades 9-10-Speaking and Listening Standards	
Comprehension and Collaboration	
<b>SL.9-10.1</b>	Initiate and participate effectively in a range of <i>collaborative conversations</i> (one-on-one, in groups, and teacher-led) with diverse partners on Grades 9-10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.
<b>Teacher Note</b>	
<p>SL.9-10.1            Collaborative discussion (conversations) should be collegial. Collegial discussion (conversation) is defined by Jim Burke as follows: Collegial discussion refers to discussing ideas, some of them contentious, with mutual respect for your colleagues even if you do not agree.</p> <p>Collaborative conversations take place when students talk jointly with others especially in an intellectual endeavor (e.g., Think Pair Share, Reciprocal Teaching, and teacher-led class discussion).</p>	
<b>SL.9-10.1.A</b>	Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.
<b>SL.9-10.1.B</b>	Work with peers to set rules for collegial discussions and decision-making (e.g., informal consensus, taking votes on key issues, presentation of alternate views), clear goals and deadlines, and individual roles as needed.
<b>Teacher Note</b>	
<p>SL.9-10.1.B            Collegial discussion is defined by Jim Burke as follows: Collegial discussion refers to discussing ideas, some of them contentious, with mutual respect for your colleagues even if you do not agree.</p>	

<b>SL.9-10.1.C</b>	Propel conversations by posing and responding to questions that relate the current discussion to broader <i>themes</i> or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions.
<b>SL.9-10.1.D</b>	Respond thoughtfully to diverse <i>perspectives</i> , summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented.
<b>Teacher Note</b>	
<p>SL.9-10.1.D It is important to clarify the terms “point of view” and “perspective” for students.</p> <p>Point of view is the position of the narrator in relation to the story (e.g., first person, third person) and is instrumental in manipulating the reader’s understanding of the narrative. In a way, the point of view can allow or withhold the reader access into the greater reaches of the story. Two of the most common point of view techniques are the first person, wherein the story is told by the narrator from his or her standpoint and the third person wherein the narrator does not figure in the events of the story and tells the story by referring to all characters and places in the third person with third person pronouns and proper nouns (<a href="http://literary-devices.com/content/point-view">http://literary-devices.com/content/point-view</a>)</p> <p>Perspective is a particular way of viewing things that depends on one’s experience and personality (<a href="http://dictionary.cambridge.org/us/dictionary/english/perspective">http://dictionary.cambridge.org/us/dictionary/english/perspective</a>).</p> <p>In an English class, the teacher should use the term point of view when referring specifically to 1st person, 3rd person, omniscient, limited, etc., and perspective should be used when referring to a particular way of viewing things that depends on one’s experience and personality. Furthermore, students need to know that it is common practice for disciplines other than English to use the terms “point of view” and “perspective” interchangeably to mean what English teachers would define as perspective.</p> <p>The following link provides a discussion of the differences among the terms “retell,” “recount,” and “summarize”: (<a href="http://partnerinedu.com/2013/01/29/retell-or-recount-the-common-core-shift-from-1st-grade-to-2nd-grade/">http://partnerinedu.com/2013/01/29/retell-or-recount-the-common-core-shift-from-1st-grade-to-2nd-grade/</a>) Retell vs. Recount</p>	

“Retell implies an oral recapitulation of the narrative elements, probably best put in order but not necessarily; as we speak, we may correct our thoughts and provide for that correction in our speaking. On the other hand, recount may be written or oral and requires a clearly sequenced ordering of narrative events. Retelling is less formal and probably told from the point of view of the story’s original narrator and in the tense the story was told; recounting, more formal in stance, sets the context for the recount from the beginning and is told in either first person or third person depending on the nature of the recount, but always told in past tense. The recount has closure, perhaps evaluative or summative in nature, or as in following the admonishment of the standards, may address the message, lesson, or moral of the text.

<http://partnerinedu.com/2013/01/29/retell-or-recount-the-common-core-shift-from-1st-grade-to-2nd-grade/>

Summary is “a shortened version of an original text, stating the main ideas and important details of the text with the same text structure and order of the original” *Summarizing, Paraphrasing, and Retelling Skills for Better Reading, Writing, and Test Taking*(2006) Kissner (p. 8).

**SL.9-10.2**

Integrate multiple sources of information that is gained by means other than reading (e.g., texts read aloud; oral presentations of charts, graphs, or diagrams; speeches), evaluating the credibility and accuracy of each source.

**SL.9-10.3**

Evaluate a speaker's *perspective*, reasoning, and use of evidence and rhetoric, identifying any fallacious reasoning or exaggerated or distorted evidence.

**Teacher Note**

**SL.9-10.3**

It is important to clarify the terms “point of view” and “perspective” for students.

Point of view is the position of the narrator in relation to the story (e.g., first person, third person) and is instrumental in manipulating the reader’s understanding of the narrative. In a way, the point of view can allow or withhold the reader access into the greater reaches of the story. Two of the most common point of view techniques are the first person, wherein the story is told by the narrator from his or her standpoint and the third person wherein the narrator does not figure in the events of the story and tells the story by referring to all characters and places in the third person with third person pronouns and proper nouns (<http://literary-devices.com/content/point-view>).

Perspective is a particular way of viewing things that depends on one’s experience and personality

(<http://dictionary.cambridge.org/us/dictionary/english/perspective>)

In an English class, the teacher should use the term point of view when referring specifically to 1st person, 3rd person, omniscient, limited, etc., and perspective should be used when referring to a particular way of viewing things that depends on one's experience and personality. Furthermore, students need to know that it is common practice for disciplines other than English to use the terms "point of view" and "perspective" interchangeably to mean what English teachers would define as perspective.



Grades 9-10-Speaking and Listening Standards	
Presentation of Knowledge and Ideas	
<b>SL.9-10.4</b>	Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task.
<b>SL.9-10.5</b>	Make strategic use of digital media (e.g., textual, graphical, auditory, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.
<b>SL.9-10.6</b>	Adapt speech to a variety of contexts and tasks, demonstrating command of <i>formal English</i> when indicated or appropriate.
Teacher Note	
<p>SL.9-10.6</p> <p>Formal English is the result of particular choices of grammar and vocabulary whereby the speaker or writer uses longer words or words with origins in Latin and Greek as opposed to more informal vocabulary that commonly involves shorter words, or words with origins in Anglo-Saxon. Contractions, relative clauses without a relative pronoun and ellipsis are avoided. Formal English is used when writing essays for school, cover letters to apply for jobs, or emails and letters at work.</p> <p>Informal discourse is used with friends, children, and relatives.</p> <p>See L.9-10.1 and L.9-10.3 for specific expectations for Grades 9-10 students when speaking and writing.</p>	

## Arkansas Anchor Standards for Language

The standards on the following pages define what students should understand and be able to do by the end of the grade or grade span. They correspond to the Arkansas College and Career Readiness (CCR) anchor standards below by number. The CCR and grade-specific standards are necessary complements--the former providing broad standards, the latter providing additional specificity--that together define the skills and understandings that all students must demonstrate.

### **Text Types and Purposes**

1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
3. Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

### **Production and Distribution of Writing**

4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
6. Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.

### **Note on Range and Content of Student Language Use Grades 6-12**

To build a foundation for college and career readiness in language, students must gain control over many conventions of standard English grammar, usage, and mechanics as well as learn other ways to use language to convey meaning effectively. They must also be able to determine or clarify the meaning of grade-appropriate words encountered through listening, reading, and media use; come to appreciate that words have nonliteral meanings, shadings of meaning, and relationships to other words; and expand their vocabulary in the course of studying content. The inclusion of language standards in their own strand should not be taken as an indication that skills related to conventions, effective language use, and vocabulary are unimportant to reading, writing, speaking, and listening;

indeed, they are inseparable from such contexts.

Standard English is the English language in its most widely accepted form, as written and spoken by educated people in both formal and informal contexts, having universal currency while incorporating regional differences  
(<http://www.dictionary.com/browse/standard-english?s=t>)

Formal English is the result of particular choices of grammar and vocabulary whereby the speaker or writer uses longer words or words with origins in Latin and Greek as opposed to more informal vocabulary that commonly involves shorter words, or words with origins in Anglo-Saxon. Contractions, relative clauses without a relative pronoun and ellipsis are avoided. Formal English is used when writing essays for school, cover letters to apply for jobs, or emails and letters at work.

Informal discourse is used with friends, children, and relatives.

“Grade-appropriate” is tied to text complexity. A wide selection of words will be found in texts that align to the three text complexity measures: quantitative, qualitative, and reader and task for the Grades 9-10 text complexity band. The texts should also be selected to include words for appropriate word study, and spelling development and should have content and literary merit. The text must be rigorous enough to engage students in Grades 9-10 concepts across all four strands of the English Language Arts standards. Text selection should be a priority consideration when developing a rigorous grade-appropriate curriculum.

Grades 9-10-Language Standards	
Conventions of Standard English	
<b>L.9-10.1</b>	Demonstrate command of the conventions of <i>standard English</i> grammar and usage when writing or speaking as appropriate for Grades 9-10.
<b>Teacher Note</b>	
<p>L.9-10.1 Standard English is the English language in its most widely accepted form, as written and spoken by educated people in both formal and informal contexts, having universal currency while incorporating regional differences (<a href="http://www.dictionary.com/browse/standard-english?s=t">http://www.dictionary.com/browse/standard-english?s=t</a>)</p> <p>Formal English is the result of particular choices of grammar and vocabulary whereby the speaker or writer uses longer words or words with origins in Latin and Greek as opposed to more informal vocabulary that commonly involves shorter words, or words with origins in Anglo-Saxon. Contractions, relative clauses without a relative pronoun and ellipsis are avoided. Formal English is used when writing essays for school, cover letters to apply for jobs, or emails and letters at work.</p> <p>Informal discourse is used with friends, children, and relatives.</p>	
<b>L.9-10.1.A</b>	Use parallel structure.
<b>L.9-10.1.B</b>	Use various types of phrases and clauses to convey specific meanings and add variety and interest to writing or presentations.
<b>Teacher Note</b>	
<p>L.9-10.1.B Phrases and clauses have been taught in earlier grades; therefore, students should be held responsible for including the</p>	

full range of these structures in their writing. While every paper a student writes may not include examples of every type of clause and phrase, the collective writing that students produce across the year should reflect their purposeful use of clauses and phrases for variety and effect. Various types of phrases include noun, verb, adjectival, adverbial, participial, prepositional, and absolute. Types of clauses include independent, dependent; noun, relative, and adverbial.	
<b>L.9-10.1.C</b>	Form and use verbs in the conditional and subjunctive mood.
<b>L.9-10.1.D</b>	Recognize and correct inappropriate shifts in verb voice and mood.
L.9-10.1.E	This standard is taught in Grade 5 and should be reinforced as needed. Use the relative adverbs where, when, and why.
<b>L.9-10.1.F</b>	Place phrases and clauses within a sentence, recognizing and correcting misplaced and dangling modifiers.
L.9-10.1.G	This standard is taught in Grade 4 and should be reinforced as needed. Form and use prepositional phrases.
L.9-10.1.H	This standard is taught in Grade 7 and should be reinforced as needed. Produce a variety of compound complex sentences using dependent clauses, subordinating conjunctions, and coordinating conjunctions.
L.9-10.1.I	This standard is taught in Grade 4 and should be reinforced as needed. Use <i>modal auxiliaries</i> (e.g., can, may, must) to convey various conditions.
L.9-10.1.J	This standard is taught in Kindergarten and should be reinforced as needed. Understand and use question words (interrogatives) e.g., who, what, when, where, why, how).
L.9-10.1.K	This standard is taught in Grade 3 and should be reinforced as needed. Form all upper- and lowercase letters to write words legibly in cursive.
<b>L.9-10.2</b>	Demonstrate command of the conventions of <i>standard English</i> capitalization, punctuation, and spelling as appropriate for Grades 9-10 when writing.

Teacher Note	
<p><b>L.9-10.2</b>            Standard English is the English language in its most widely accepted form, as written and spoken by educated people in both formal and informal contexts, having universal currency while incorporating regional differences  <a href="http://www.dictionary.com/browse/standard-english?s=t">http://www.dictionary.com/browse/standard-english?s=t</a>)</p> <p>Formal English is the result of particular choices of grammar and vocabulary whereby the speaker or writer uses longer words or words with origins in Latin and Greek as opposed to more informal vocabulary that commonly involves shorter words, or words with origins in Anglo-Saxon. Contractions, relative clauses without a relative pronoun and ellipsis are avoided. Formal English is used when writing essays for school, cover letters to apply for jobs, or emails and letters at work.</p> <p>Informal discourse is used with friends, children, and relatives.</p>	
<b>L.9-10.2.A</b>	<p>This standard is taught in Grade 4 and should be reinforced as needed.            Use correct capitalization.</p>
<b>L.9-10.2.B</b>	Use a colon appropriately to introduce a list, quotation, or clarification.
<b>L.9-10.2.C</b>	Use a semicolon to link two or more closely related independent clauses, using a conjunctive adverb when applicable.
<b>L.9-10.2.D</b>	Spell correctly.
Teacher Note	
<p><b>L.9-10.2.D</b>            Systematic instruction in spelling is important because spelling impacts comprehension of text.</p> <p>One source that provides research supporting the need for systematic spelling instruction, beyond simply assigning and assessing spelling words, may be found in Chapter 8, page 120 of “Vocabulary--Spelling Connection: Orthographic</p>	

Development and Morphological Knowledge at the Intermediate Grades and Beyond by Shane Templeton in *Vocabulary Instruction: Research to Practice* edited by James F. Baumann and Edward J. Kame'enui. The two quotes that follow are from this text:

"Morphemes, or meaning elements in words, tend to be spelled consistently (Chomsky, 1970); Cummings, 1988; Venezky, 1999), and there is a growing body of research that suggests that systematic attention to this aspect of spelling--how the system visually cues word meaning and the semantic relationships among words--also supports students' vocabulary growth and understanding (e.g., Leong, 2000; Smith, 1998).

"Words that are related in meaning are often related in spelling as well, despite changes in sound" (1991, p. 194).

Table 8.1 "Spelling and Vocabulary: General Scope and Sequence, Intermediate Grades and Beyond" on page 124 of the Baumann and Kame'enui text provides general guidance for developing aligned system of spelling instruction.

In addition, Kathy Ganske's text, *Word Journeys: Assessment-Guided Phonics, Spelling, and Vocabulary Instruction*, provides the Developmental Spelling Assessment along with explanation and vocabulary activities to move students through the learning continuum for spelling.

These suggested resources are offered to support districts but are not mandated.

Grades 9-10-Language Standards	
Knowledge of Language	
<b>L.9-10.3</b>	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.
<b>L.9-10.3.A</b>	Write and edit work so that it conforms to the guidelines in a style manual appropriate for the discipline and writing type.
<b>L.9-10.3.B</b>	Use verbs in the conditional and subjunctive mood to achieve particular effects.
Teacher Note	
L.9-10.3.B Information about conditional and subjunctive mood can be found at <a href="https://web.cn.edu/kwheeler/grammar_moods.html">https://web.cn.edu/kwheeler/grammar_moods.html</a>	



Grades 9-10-Language Standards	
Vocabulary Acquisition and Use	
<b>L.9-10.4</b>	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on Grades 9-10 reading and content, choosing flexibly from a range of strategies.
<b>L.9-10.4.A</b>	Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
<b>L.9-10.4.B</b>	Identify and correctly use patterns of word forms that indicate different meanings or parts of speech (e.g., analyze, analysis, analytical; advocate, advocacy).
<b>L.9-10.4.C</b>	Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, its part of speech, or its etymology.
<b>L.9-10.4.D</b>	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
<b>L.9-10.5</b>	Demonstrate understanding of figurative language, word relationships, and <i>nuances</i> in word meanings, as appropriate for the grade level.
<b>Teacher Note</b>	
<p>L.9-10.5 Nuance is a subtle difference or distinction in expression, meaning, response, etc. A single word choice can convey a nuanced meaning: The girl was _____(e.g., petite, little, slight, skinny, emaciated, thin, bony, lean, lanky, fragile).</p>	
<b>L.9-10.5.A</b>	Interpret figures of speech (e.g., euphemism, oxymoron) in context and analyze their role in the text.

Teacher Note	
<p><b>L.9-10.5.A</b> When aligning curriculum across the grades, figurative language and literary elements should be taken into consideration. Texts should be selected not only for their grade-appropriate complexity but also for the figurative language and literary elements that should be addressed at each grade level. The progression for instruction of figurative language and literary elements should be determined at the building or district level.</p> <p>“Grade-appropriate” is tied to text complexity. A wide selection of words will be found in texts that align to the three text complexity measures: quantitative, qualitative, and reader and task for the Grades 9-10 text complexity band. The texts should also be selected to include words for appropriate word study, and spelling development and should have content and literary merit. The text must be rigorous enough to engage students in Grades 9-10 concepts across all four strands of the English Language Arts standards. Text selection should be a priority consideration when developing a rigorous grade-appropriate curriculum.</p>	
<b>L.9-10.5.B</b>	Analyze <i>nuances</i> in the meaning of words with similar denotations.
Teacher Note	
<p><b>L.9-10.5.B</b> Nuance is a subtle difference or distinction in expression, meaning, response, etc. A single word choice can convey a nuanced meaning: The girl was _____(e.g., petite, little, slight, skinny, emaciated, thin, bony, lean, lanky, fragile).</p>	
<b>L.9-10.5.C</b>	<p>This standard is taught in Grade 6 and should be reinforced as needed.</p> <p>Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., bullheaded, willful, firm, persistent, resolute).</p>
<b>L.9-10.5.D</b>	<p>This standard is taught in Grade 1 and should be reinforced as needed.</p> <p>Distinguish shades of meaning among verbs differing in manner (e.g., look, peek, glance, stare, glare, scowl) and adjectives differing in intensity (e.g., large, gigantic) by defining or choosing them or by acting out the meanings.</p>

<b>L.9-10.6</b>	Acquire and use accurately <i>general academic</i> and <i>domain-specific</i> words and phrases, sufficient for reading, writing, speaking, and listening; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.
<b>Teacher Note</b>	
<p>L.9-10.6</p> <p>These standards refer to two types of vocabulary words. The terminology is based in Isabel Beck's work. General academic vocabulary refers to words that can be used across the disciplines (e.g., surface, determine). Domain-specific words are terms that are used within a particular discipline (e.g., personification, circulatory system, DNA, trade route, explorer, density, time signature).</p>	

**Grades 11-12**

**Arkansas**

**English Language Arts Standards**

**2016**

## Introduction

The Arkansas English Language Arts Standards for Grades K-12 have been developed to prepare students for success after high school. Students who are successful in college or careers have attained particular literacy capacities: They demonstrate independence; they build strong content knowledge; they respond to the varying demands of audience, task, purpose, and discipline; they comprehend as well as critique; they value evidence; they use technology and digital media strategically and capably; and they come to understand other perspectives and cultures. These broad literacy capacities are developed across the disciplines, not just in English language arts; therefore, a separate document, The Arkansas Disciplinary Literacy Standards, has been created for other content areas to address their unique literacy needs. The English classroom focuses on reading and analyzing literature and literary nonfiction, studying the English language, and writing.

The document includes the Arkansas College and Career Ready Anchor Standards for each strand of the standards: reading, writing, speaking and listening, and language. These anchor standards describe the knowledge and skills that are needed in the discipline of English language arts by high school graduates to acquire the literacy capacities. The grade-level standards, which are aligned to the anchor standards, represent the progression of learning for each grade level from Kindergarten to Grade 12.

The anchor standards are placed before the grade-level standards for each strand to describe the bigger picture learning goals. The grade-level standards documents include teacher notes that provide explanations, definitions, and links to resources to support teachers as they implement the standards. Although the documents are organized by strands—reading, reading foundational, writing, speaking and listening, and language—the standards should be integrated during instruction. For example, students should be writing and studying language while they are reading. Students should be speaking and listening periodically as they are engaged in reading and writing. Texts can be used as examples to support developing writers. These examples describe only a few of many ways that the strands can be embedded naturally and effectively during instruction that is aligned to the standards.

The document focuses on literacy skills rather than literary content. Teachers have the opportunity to select grade-appropriate literary and literary nonfiction texts to teach the standards. Therefore, text selection is critical to successful

implementation of these standards. The texts must provide opportunities to teach all the strands at grade-level rigor. Three measures of text complexity should guide text selection: quantitative, qualitative, and reader and task. Teacher notes in the grade-level documents provide support for effective text selection.

Students acquire knowledge and skills at different rates; therefore, teachers are encouraged to become familiar with the standards above and below the grade level they teach. The standards below grade level will guide decisions for remediating students who do not have all the grade-level skills in place, and the standards above grade level will guide decisions for extending students who are ready to move ahead. In addition, familiarity with the K-12 standards will support developing an aligned curriculum that will create a smooth learning progression for knowledge and skills in English language arts from Kindergarten through high school graduation.

As students advance through the grades and master the standards in reading, writing, speaking, listening, and language, they continue to develop literacy capacities and increase their opportunities for success in the future.

## Arkansas Anchor Standards for Reading

The standards on the following pages define what students should understand and be able to do by the end of the grade or grade span. They correspond to the College and Career Readiness (CCR) anchor standards below by number. The CCR and grade-specific standards are necessary complements—the former providing broad standards, the latter providing additional specificity—that together define the skills and understandings that all students must demonstrate

### Key Ideas and Details

1. Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
3. Analyze how and why individuals, events, and ideas develop and interact over the course of a text.

### Craft and Structure

4. Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings; analyze how specific word choices shape meaning and/or tone.
5. Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.
6. Assess how point of view, perspective, and/or purpose shape the content and style of a text.

### Integration of Knowledge and Ideas

7. Integrate and evaluate content presented in diverse media and formats.
8. Analyze and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence
9. Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches of the author(s).

### Range of Reading and Level of Text Complexity

10. Read and comprehend complex literary and informational texts independently and proficiently.

### **Note on Range and Content of Student Reading Grades 6-12**

To become college and career ready, students must grapple with works of exceptional craft and thought whose range extends across genres, cultures, and centuries. Such works offer profound insights into the human condition and serve as models for students' own thinking and writing. Along with high-quality contemporary works, these texts should be chosen from among seminal U.S. documents, the classics of American literature, and the timeless dramas of Shakespeare. Through wide and deep reading of literature and literary nonfiction of steadily increasing sophistication, students gain a reservoir of literary and cultural knowledge, references, and images; the ability to evaluate intricate arguments; and the capacity to surmount the challenges posed by complex texts.



Grades 11-12-Reading Standards for Literature	
Key Ideas and Details	
<b>RL.11-12.1</b>	Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.
<b>RL.11-12.2</b>	<p>Examine a <i>grade-appropriate</i> literary text.</p> <ul style="list-style-type: none"> <li>• Provide an <i>objective summary</i>.</li> <li>• Determine two or more <i>themes</i> or central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to produce a complex account.</li> </ul>
Teacher Note	
<p><b>RL.11-12.2</b></p> <p>“Grade-appropriate” is tied to text complexity. A wide selection of words will be found in texts that align to the three text complexity measures: quantitative, qualitative, and reader and task for the Grades 11-12 text complexity band. The texts should also be selected to include words for appropriate word study, and spelling development and should have content and literary merit. The text must be rigorous enough to engage students in Grades 11-12 concepts across all four strands of the English Language Arts standards. Text selection should be a priority consideration when developing a rigorous grade-appropriate curriculum.</p> <p>Objective means not influenced by personal feelings, interpretations, or prejudice; based on facts; unbiased</p> <p>Summary is “a shortened version of an original text, stating the main ideas and [only the ] important details of the text with the same text structure and order of the original” <i>Summarizing, Paraphrasing, and Retelling Skills for Better Reading, Writing, and Test Taking</i>(2006) Kissner (p. 8).</p> <p>An objective summary is a shortened version of an original text, stating the main ideas and only the important details of the text with the same text structure and order of the original that is unbiased and based on facts and does not include</p>	

personal feelings, interpretations, or prejudice.

The following link provides a discussion of the differences among the terms “retell,” “recount,” and “summarize”:

(<http://partnerinedu.com/2013/01/29/retell-or-recount-the-common-core-shift-from-1st-grade-to-2nd-grade/>)

#### Retell vs. Recount

“Retell implies an oral recapitulation of the narrative elements, probably best put in order but not necessarily; as we speak, we may correct our thoughts and provide for that correction in our speaking. On the other hand, **recount** may be written or oral and requires a clearly sequenced ordering of narrative events. Retelling is less formal and probably told from the point of view of the story’s original narrator and in the tense the story was told; recounting, more formal in stance, sets the context for the recount from the beginning and is told in either first person or third person depending on the nature of the recount, but always told in past tense. The recount has closure, perhaps evaluative or summative in nature, or as in following the admonishment of the standards, may address the message, lesson, or moral of the text.

(<http://partnerinedu.com/2013/01/29/retell-or-recount-the-common-core-shift-from-1st-grade-to-2nd-grade/>)

Theme is defined as a main idea or an underlying meaning of a literary work that may be stated directly or indirectly

(<http://literarydevices.net/theme/>).

#### **RL.11-12.3**

Analyze how characterization, plot, setting, and other elements interact and contribute to the development and complexity of a text.

Grades 11-12-Reading Standards for Literature	
Craft and Structure	
<b>RL.11-12.4</b>	Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including words with multiple meanings or language that is particularly fresh, engaging, or beautiful.
<b>RL.11-12.5</b>	Analyze how an author's choices concerning how to structure specific parts of a text (e.g., the choice of where to begin or end a story, the choice to provide a comedic or tragic resolution) contribute to its overall structure and meaning as well as its aesthetic impact.
<b>RL.11-12.6</b>	Analyze a case in which grasping <i>perspective</i> and/or purpose requires distinguishing what is directly stated in a text from what is really meant (e.g., satire, sarcasm, irony, or understatement).
Teacher Note	
<p>RL.11-12.6 It is important to clarify the terms “point of view” and “perspective” for students.</p> <p>Point of view is the position of the narrator in relation to the story (e.g., first person, third person) and is instrumental in manipulating the reader’s understanding of the narrative. In a way, the point of view can allow or withhold the reader access into the greater reaches of the story. Two of the most common point of view techniques are the first person, wherein the story is told by the narrator from his or her standpoint and the third person wherein the narrator does not figure in the events of the story and tells the story by referring to all characters and places in the third person with third person pronouns and proper nouns (<a href="http://literary-devices.com/content/point-view">http://literary-devices.com/content/point-view</a>)</p> <p>Perspective is a particular way of viewing things that depends on one’s experience and personality (<a href="http://dictionary.cambridge.org/us/dictionary/english/perspective">http://dictionary.cambridge.org/us/dictionary/english/perspective</a>)</p> <p>In an English class, the teacher should use the term point of view when referring specifically to 1st person, 3rd person,</p>	

omniscient, limited, etc., and perspective should be used when referring to a particular way of viewing things that depends on one's experience and personality. Furthermore, students need to know that it is common practice for disciplines other than English to use the terms "point of view" and "perspective" interchangeably to mean what English teachers would define as perspective.

Grades 11-12-Reading Standards for Literature	
Integration of Knowledge and Ideas	
<b>RL.11-12.7</b>	Analyze multiple interpretations of a story, drama, or poem (e.g., recorded or live production of a play or recorded novel or poetry), evaluating how each version interprets the source text.
<b>RL.11-12.8</b>	RL.11-12.8 is not applicable to literature based on anchor standard CCRA.R.8. Analyze and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.
<b>RL.11-12.9</b>	Analyze how two or more influential literary works from the same time period address similar <i>themes</i> or topics.
Range of Reading and Level of Text Complexity	
<b>RL.11-12.10</b>	By the end of Grade 11, read and comprehend literature, including stories, dramas, and poems, in the Grades 11-12 text complexity band proficiently, with scaffolding as needed at the high end of the range. By the end of Grade 12, read and comprehend literature, including stories, dramas, and poems, at the high end of the Grades 11-12 text complexity band independently and proficiently.
Teacher Note	
<p>RL.11-12.10 Over the course of Grades 9-12, students study American literature, British literature including Shakespeare, and world literature.</p> <p>A detailed explanation of the three dimensions of text complexity may be found at the following link:  <a href="http://www.corestandards.org/wp-content/uploads/Appendix-A-New-Research-on-Text-Complexity.pdf">http://www.corestandards.org/wp-content/uploads/Appendix-A-New-Research-on-Text-Complexity.pdf</a></p> <p>A chart with text complexity quantitative measures by grade band may be found at the following link:  <a href="http://www.corestandards.org/wp-content/uploads/Appendix-A-New-Research-on-Text-Complexity.pdf#page=4">http://www.corestandards.org/wp-content/uploads/Appendix-A-New-Research-on-Text-Complexity.pdf#page=4</a></p>	

Grades 11-12-Reading Standards for Informational	
Key Ideas and Details	
<b>RI.11-12.1</b>	Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.
<b>RI.11-12.2</b>	<p>Examine a <i>grade-appropriate</i> informational text.</p> <ul style="list-style-type: none"> <li>• Provide an <i>objective summary</i> of the text.</li> <li>• Determine two or more central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to provide a complex analysis.</li> </ul>
Teacher Note	
<p>RI.11-12.2</p> <p>“Grade-appropriate” is tied to text complexity. A wide selection of words will be found in texts that align to the three text complexity measures: quantitative, qualitative, and reader and task for the Grades 11-12 text complexity band. The texts should also be selected to include words for appropriate word study, and spelling development and should have content and literary merit. The text must be rigorous enough to engage students in Grades 11-12 concepts across all four strands of the English Language Arts standards. Text selection should be a priority consideration when developing a rigorous grade-appropriate curriculum.</p> <p>Objective means not influenced by personal feelings, interpretations, or prejudice; based on facts; unbiased</p> <p>Summary is “a shortened version of an original text, stating the main ideas and [only the ] important details of the text with the same text structure and order of the original” <i>Summarizing, Paraphrasing, and Retelling Skills for Better Reading, Writing, and Test Taking</i>(2006) Kissner (p. 8).</p> <p>An objective summary is a shortened version of an original text, stating the main ideas and only the important details of the text with the same text structure and order of the original that is unbiased and based on facts and does not include personal feelings, interpretations, or prejudice.</p>	

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#### Retell vs. Recount

“Retell implies an oral recapitulation of the narrative elements, probably best put in order but not necessarily; as we speak, we may correct our thoughts and provide for that correction in our speaking. On the other hand, recount may be written or oral and requires a clearly sequenced ordering of narrative events. Retelling is less formal and probably told from the point of view of the story’s original narrator and in the tense the story was told; recounting, more formal in stance, sets the context for the recount from the beginning and is told in either first person or third person depending on the nature of the recount, but always told in past tense. The recount has closure, perhaps evaluative or summative in nature, or as in following the admonishment of the standards, may address the message, lesson, or moral of the text.

<http://partnerinedu.com/2013/01/29/retell-or-recount-the-common-core-shift-from-1st-grade-to-2nd-grade/>

#### **RI.11-12.3**

Analyze a complex set of ideas or sequence of events and explain how specific individuals, ideas, or events interact and develop over the course of the text.

Grades 11-12-Reading Standards for Informational	
Craft and Structure	
<b>RI.11-12.4</b>	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze how an author uses and refines the meaning of a key term or terms over the course of a text, including words with multiple meanings or language that is particularly fresh, engaging, or beautiful.
<b>RI.11-12.5</b>	Analyze and evaluate the effectiveness of the structure an author uses, including whether the structure makes points clear, convincing, and engaging.
<b>RI.11-12.6</b>	Determine an author's <i>point of view</i> , <i>perspective</i> , or purpose in a text in which the rhetoric is particularly effective, analyzing how style and content contribute to the power, persuasiveness, or beauty of the text.
Teacher Note	
<p>RI.11-12.6 It is important to clarify the terms “point of view” and “perspective” for students.</p> <p>Point of view is the position of the narrator in relation to the story (e.g., first person, third person) and is instrumental in manipulating the reader’s understanding of the narrative. In a way, the point of view can allow or withhold the reader access into the greater reaches of the story. Two of the most common point of view techniques are the first person, wherein the story is told by the narrator from his or her standpoint and the third person wherein the narrator does not figure in the events of the story and tells the story by referring to all characters and places in the third person with third person pronouns and proper nouns (<a href="http://literary-devices.com/content/point-view">http://literary-devices.com/content/point-view</a>)</p> <p>Perspective is a particular way of viewing things that depends on one’s experience and personality (<a href="http://dictionary.cambridge.org/us/dictionary/english/perspective">http://dictionary.cambridge.org/us/dictionary/english/perspective</a>)</p> <p>In an English class, the teacher should use the term point of view when referring specifically to 1st person, 3rd person,</p>	



omniscient, limited, etc., and perspective should be used when referring to a particular way of viewing things that depends on one's experience and personality. Furthermore, students need to know that it is common practice for disciplines other than English to use the terms "point of view" and "perspective" interchangeably to mean what English teachers would define as perspective.

Grades 11-12-Reading Standards for Informational	
Integration of Knowledge and Ideas	
<b>RI.11-12.7</b>	Integrate and evaluate multiple sources of information presented in diverse media or formats in order to address a question or solve a problem.
<b>RI.11-12.8</b>	Delineate and evaluate the reasoning, premises, purposes, and arguments in texts such as works of public advocacy or foundational documents.
<b>RI.11-12.9</b>	Analyze documents of historical and literary significance, including U.S. documents when appropriate, for their <i>themes</i> , purposes, and rhetorical features.
Range of Reading and Level of Text Complexity	
<b>RI.11-12.10</b>	By the end of Grade 11, read and comprehend literary nonfiction in the Grades 11-12 text complexity band proficiently, with scaffolding as needed at the high end of the range. By the end of Grade 12, read and comprehend literary nonfiction at the high end of the Grades 11-12 text complexity band independently and proficiently.
Teacher Note	
<p>RI.11-12.10 Over the course of Grades 9-12, students study American literature, British literature including Shakespeare, and world literature.</p> <p>A detailed explanation of the three dimensions of text complexity may be found at the following link:  <a href="http://www.corestandards.org/wp-content/uploads/Appendix-A-New-Research-on-Text-Complexity.pdf">http://www.corestandards.org/wp-content/uploads/Appendix-A-New-Research-on-Text-Complexity.pdf</a></p> <p>A chart with text complexity quantitative measures by grade band may be found at the following link:  <a href="http://www.corestandards.org/wp-content/uploads/Appendix-A-New-Research-on-Text-Complexity.pdf#page=4">http://www.corestandards.org/wp-content/uploads/Appendix-A-New-Research-on-Text-Complexity.pdf#page=4</a></p>	

## Arkansas Anchor Standards for Writing

The standards on the following pages define what students should understand and be able to do by the end of the grade or grade span. They correspond to the Arkansas College and Career Readiness (CCR) anchor standards below by number. The CCR and grade-specific standards are necessary complements--the former providing broad standards, the latter providing additional specificity--that together define the skills and understandings that all students must demonstrate.

### Text Types and Purposes

1. Write arguments to support claims when analyzing substantive topics or texts using valid reasoning and relevant, sufficient evidence.
2. Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
3. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details and well-structured event sequences.

### Production and Distribution of Writing

4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
6. Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.

### Research to Build and Present Knowledge

7. Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.
8. Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.
9. Draw evidence from literary and/or informational texts to support analysis, reflection, research, and synthesis.

### Range of Writing

10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

### **Note on Range and Content of Student Writing Grades 6-12**

For students, writing is a key means of asserting and defending claims, showing what they know about a subject, and conveying what they have experienced, imagined, thought, and felt. To be college- and career- ready writers, students must take task, purpose, and audience into careful consideration, choosing words, information, structures, and formats deliberately. They need to know how to combine elements of different kinds of writing--for example, to use narrative strategies within argument and explanation within narrative--to produce complex and nuanced writing. They need to be able to use technology strategically when creating, refining, and collaborating on writing. They have to become adept at gathering information, evaluating sources, and citing material accurately, reporting findings from their research and analysis of sources in a clear and cogent manner. They must have the flexibility, concentration, and fluency to produce high-quality first-draft text under a tight deadline as well as the capacity to revisit and make improvements to a piece of writing over multiple drafts when circumstances encourage or require it.

Grades 11-12-Writing Standards	
Text Types and Purposes	
<b>W.11-12.1</b>	Write arguments to support claims when analyzing substantive topics or texts, using valid reasoning and relevant, sufficient evidence.
<b>W.11-12.1.A</b>	Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences claim(s), counterclaims, reasons, and evidence.
<b>W.11-12.1.B</b>	Develop claim(s) and counterclaims fairly and thoroughly, supplying the most relevant evidence and insightful commentary for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level, concerns, values, and possible biases.
<b>W.11-12.1.C</b>	Use words, phrases, and clauses as well as varied syntax to create cohesion and convey logical relationships among claims, evidence, and commentary.
<b>Teacher Note</b>	
W.11-12.1.C Commentary is the writer's ideas about something, not concrete detail. Synonyms include opinion, insight, analysis, interpretation, inference, personal response, evaluation, explication, and reflection.	
<b>W.11-12.1.D</b>	Establish and maintain an appropriate style, <i>tone</i> , and format within the norms and conventions of the discipline.
<b>Teacher Note</b>	
W.11-12.1.D Tone is the author's attitude towards the subject, characters or situation (e.g., amused, sad, angry, etc.).	

<b>W.11-12.1.E</b>	Provide a concluding statement or section that extends from and supports the argument presented (e.g., articulating implications or the significance of the argument).
<b>W.11-12.2</b>	Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.
<b>W.11-12.2.A</b>	Introduce a topic; organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; when useful, include headings, graphics, and <i>multimedia</i> to aid in comprehension.
<b>Teacher Note</b>	
W.11-12.2.A Multimedia fall into one of five main categories and use varied techniques for digital formatting. One or any combination of this content can be used to enhance your website or social media platform. The five main categories are text, graphics, animation (including interactive elements), audio, video.	
<b>W.11-12.2.B</b>	Develop the topic thoroughly by supplying the most significant and relevant evidence (e.g., facts, extended definitions, concrete details, quotations, or other information and examples) and by providing insightful commentary appropriate to the audience's knowledge of the topic.
<b>W.11-12.2.C</b>	Use appropriate and varied transitions and syntax to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.
<b>W.11-12.2.D</b>	Use <i>precise language</i> , <i>domain-specific</i> vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic.
<b>Teacher Note</b>	
W.11-12.2.D Precise language spells out relationship between ideas, leading readers to a desired conclusion. Precise language is specific and non-vague.	

<p>These standards refer to two types of vocabulary words. The terminology is based in Isabel Beck’s work. General academic vocabulary refers to words that can be used across the disciplines (e.g., surface, determine). Domain-specific words are terms that are used within a particular discipline (e.g., personification, circulatory system, DNA, trade route, explorer, density, time signature). Information about these vocabulary types may be found at (<a href="http://www.corestandards.org/assets/Appendix_A.pdf#page=33">http://www.corestandards.org/assets/Appendix_A.pdf#page=33</a>)</p>	
<b>W.11-12.2.E</b>	Establish and maintain a formal style, objective <i>tone</i> , and appropriate format within norms and conventions of the discipline.
<b>Teacher Note</b>	
<p>W.11-12.2.E Tone is the author’s attitude towards the subject, characters or situation (e.g., amused, sad, angry, etc.).</p>	
<b>W.11-12.2.F</b>	Provide a concluding statement or section that extends from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).
<b>W.11-12.3</b>	Write narratives to develop real and/or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.
<b>W.11-12.3.A</b>	Engage and orient the reader by setting out a problem, situation, or observation and its significance, establishing one or more <i>points of view/perspectives</i> , and introducing a narrator and/or characters; create a smooth progression of experiences or events.
<b>Teacher Note</b>	
<p>W.11-12.3.A In this standard, the teacher will address both point of view and <i>perspective</i>.</p> <p>It is important to clarify the terms “point of view” and “perspective” for students.</p> <p>Point of view is the position of the narrator in relation to the story (e.g., first person, third person) and is instrumental in manipulating the reader’s understanding of the narrative. In a way, the point of view can allow or withhold the reader</p>	

access into the greater reaches of the story. Two of the most common point of view techniques are the first person, wherein the story is told by the narrator from his or her standpoint and the third person wherein the narrator does not figure in the events of the story and tells the story by referring to all characters and places in the third person with third person pronouns and proper nouns

(<http://literary-devices.com/content/point-view>)

Perspective is a particular way of viewing things that depends on one's experience and personality

(<http://dictionary.cambridge.org/us/dictionary/english/perspective>)

In an English class, the teacher should use the term point of view when referring specifically to 1st person, 3rd person, omniscient, limited, etc., and perspective should be used when referring to a particular way of viewing things that depends on one's experience and personality. Furthermore, students need to know that it is common practice for disciplines other than English to use the terms "point of view" and "perspective" interchangeably to mean what English teachers would define as perspective.

<b>W.11-12.3.B</b>	Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.
<b>W.11-12.3.C</b>	Use a variety of techniques to sequence events so that they build on one another to create a coherent whole and build toward a particular <i>tone</i> and outcome (e.g., a sense of mystery, suspense, growth, or resolution).
<b>Teacher Note</b>	
<b>W.11-12.3.C</b> Tone is the author's attitude towards the subject, characters or situation (e.g., amused, sad, angry, etc.).	
<b>W.11-12.3.D</b>	Use precise words, phrases, and details, as well as sensory language, to convey a vivid picture of the experiences, events, setting, and/or characters.



Teacher Note	
<p>W.11-12.3.D Precise language spells out relationship between ideas, leading readers to a desired conclusion. Precise language is specific and non-vague.</p>	
<p><b>W.11-12.3.E</b></p>	<p>Provide a purposeful ending that follows from and/or reflects on what is experienced, observed, or resolved over the course of the narrative when required by the task.</p>

Grades 11-12-Writing Standards	
Production and Distribution of Writing	
<b>W.11-12.4</b>	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
<b>Teacher Note</b>	
W.11-12.4 Grade-specific expectations for writing types are defined in standards W.11-12.1, W.11-12.2, and W.11-12.3.	
<b>W.11-12.5</b>	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.
<b>Teacher Note</b>	
W.11-12.5 Editing for conventions should demonstrate command of Language standards 1-3 up to and including Grades 11-12.	
<b>W.11-12.6</b>	Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.

Grades 11-12-Writing Standards	
Research to Build and Present Knowledge	
<b>W.11-12.7</b>	Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
<b>W.11-12.8</b>	<p>Gather relevant information from multiple credible print and digital sources, using advanced searches effectively.</p> <ul style="list-style-type: none"> <li>• Assess the strengths and limitations of each source in terms of the task, purpose, and audience.</li> <li>• Integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source.</li> <li>• Follow a standard format for citation.</li> </ul>
<b>Teacher Note</b>	
W.11-12.8 Authoritative sources are a type of credible source.	
<b>W.11-12.9</b>	Draw evidence from literary or informational texts to support analysis, reflection, research, and/or synthesis.
<b>W.11-12.9.A</b>	Apply Grades 11-12 Reading standards to literature.
<b>W.11-12.9.B</b>	Apply Grades 11-12 Reading standards to informational texts.

Grades 11-12-Writing Standards	
Range of Writing	
W.11-12.10	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

## Arkansas Anchor Standards for Speaking and Listening

The standards on the following pages define what students should understand and be able to do by the end of the grade or grade span. They correspond to the Arkansas College and Career Readiness (CCR) anchor standards below by number. The CCR and grade-specific standards are necessary complements--the former providing broad standards, the latter providing additional specificity--that together define the skills and understandings that all students must demonstrate.

### Comprehension and Collaboration

1. Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
2. Integrate and evaluate information presented in diverse media such as visual, quantitative, and oral.
3. Evaluate a speaker's perspective, reasoning, and use of evidence and rhetoric.

### Presentation of Knowledge and Ideas

4. Present information, findings, and supporting evidence with organization, development, and style appropriate to task, purpose, and audience so that listeners can follow the line of reasoning.
5. Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.
6. Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.

### Note on Range and Content of Student Speaking and Listening Grades 6-12

To become college and career ready, students must have ample opportunities to take part in a variety of rich, structured conversations--as part of a whole class, in small groups, and with a partner--built around important content in various domains. They must be able to contribute appropriately to these conversations, to make comparisons and contrasts, and to analyze and synthesize a multitude of ideas in accordance with the standards of evidence appropriate to a particular discipline. Whatever their intended major or profession, high school graduates will depend heavily on their ability to listen attentively to others so that they are able to build on others' meritorious ideas while expressing their own clearly and persuasively.

New technologies have broadened and expanded the role that speaking and listening play in acquiring and sharing knowledge and have tightened their link to other forms of communication. The Internet has accelerated the speed at which connections between speaking, listening, reading, and writing can be made, requiring that students be ready to use these modalities nearly simultaneously. Technology itself is changing quickly, creating a new urgency for students to be adaptable in response to change.

Grades 11-12-Speaking and Listening Standards	
Comprehension and Collaboration	
<b>SL.11-12.1</b>	Initiate and participate effectively in a range of <i>collaborative conversations</i> (one-on-one, in groups, and teacher-led) with diverse partners on Grades 11–12 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively.
<b>Teacher Note</b>	
<p>SL.11-12.1            Collegial discussion (conversation) is defined by Jim Burke as follows: Collegial discussion (conversation) refers to discussing ideas, some of them contentious, with mutual respect for your colleagues even if you do not agree.</p> <p>Collaborative conversations take place when students talk jointly with others especially in an intellectual endeavor (e.g., Think Pair Share, Reciprocal Teaching, and teacher-led class discussion).</p>	
<b>SL.11-12.1.A</b>	Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.
<b>SL.11-12.1.B</b>	Work with peers to promote civil, democratic discussions and decision making, set clear goals and deadlines, and establish individual roles as needed.
<b>SL.11-12.1.C</b>	Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative <i>perspectives</i> .
<b>Teacher Note</b>	
<p>SL.11-12.1.C            It is important to clarify the terms “point of view” and “perspective” for students.</p>	

Point of view is the position of the narrator in relation to the story (e.g., first person, third person) and is instrumental in manipulating the reader's understanding of the narrative. In a way, the point of view can allow or withhold the reader access into the greater reaches of the story. Two of the most common point of view techniques are the first person, wherein the story is told by the narrator from his or her standpoint and the third person wherein the narrator does not figure in the events of the story and tells the story by referring to all characters and places in the third person with third person pronouns and proper nouns

(<http://literary-devices.com/content/point-view>)

Perspective is a particular way of viewing things that depends on one's experience and personality

(<http://dictionary.cambridge.org/us/dictionary/english/perspective>)

In an English class, the teacher should use the term point of view when referring specifically to 1st person, 3rd person, omniscient, limited, etc., and perspective should be used when referring to a particular way of viewing things that depends on one's experience and personality. Furthermore, students need to know that it is common practice for disciplines other than English to use the terms "point of view" and "perspective" interchangeably to mean what English teachers would define as perspective.

<b>SL.11-12.1.D</b>	Respond thoughtfully to diverse <i>perspectives</i> ; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task.
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### Teacher Note

SL.11-12.1.D

It is important to clarify the terms "point of view" and "perspective" for students.

Point of view is the position of the narrator in relation to the story (e.g., first person, third person) and is instrumental in manipulating the reader's understanding of the narrative. In a way, the point of view can allow or withhold the reader access into the greater reaches of the story. Two of the most common point of view techniques are the first person, wherein the story is told by the narrator from his or her standpoint and the third person wherein the narrator does not figure in the events of the story and tells the story by referring to all characters and places in the third person with third person pronouns and proper nouns



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<b>SL.11-12.2</b>	Integrate multiple sources of information that is gained by means other than reading (e.g., texts read aloud; oral presentations of charts, graphs, or diagrams; speeches) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data.
<b>SL.11-12.3</b>	Evaluate a speaker's <i>perspective</i> , reasoning, and use of evidence and rhetoric, assessing the stance, premises, links among ideas, word choice, points of emphasis, and <i>tone</i> used.

#### Teacher Note

SL.11-12.3

It is important to clarify the terms "point of view" and "perspective" for students.

Point of view is the position of the narrator in relation to the story (e.g., first person, third person) and is instrumental in manipulating the reader's understanding of the narrative. In a way, the point of view can allow or withhold the reader access into the greater reaches of the story. Two of the most common point of view techniques are the first person, wherein the story is told by the narrator from his or her standpoint and the third person wherein the narrator does not figure in the events of the story and tells the story by referring to all characters and places in the third person with third person pronouns and proper nouns

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In an English class, the teacher should use the term point of view when referring specifically to 1st person, 3rd person, omniscient, limited, etc., and perspective should be used when referring to a particular way of viewing things that depends on one's experience and personality. Furthermore, students need to know that it is common practice for disciplines other than English to use the terms "point of view" and "perspective" interchangeably to mean what English teachers would define as perspective.

Tone is the author's attitude towards the subject, characters or situation (e.g., amused, sad, angry, etc.).

Grades 11-12-Speaking and Listening Standards	
Presentation of Knowledge and Ideas	
<b>SL.11-12.4</b>	Present information, findings, and supporting evidence, conveying a clear and distinct <i>perspective</i> , such that listeners can follow the line of reasoning, alternative or opposing <i>perspectives</i> are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks.
Teacher Note	
<p>SL.11-12.4 It is important to clarify the terms “point of view” and “perspective” for students.</p> <p>Point of view is the position of the narrator in relation to the story (e.g., first person, third person) and is instrumental in manipulating the reader’s understanding of the narrative. In a way, the point of view can allow or withhold the reader access into the greater reaches of the story. Two of the most common point of view techniques are the first person, wherein the story is told by the narrator from his or her standpoint and the third person wherein the narrator does not figure in the events of the story and tells the story by referring to all characters and places in the third person with third person pronouns and proper nouns (<a href="http://literary-devices.com/content/point-view">http://literary-devices.com/content/point-view</a>)</p> <p>Perspective is a particular way of viewing things that depends on one’s experience and personality (<a href="http://dictionary.cambridge.org/us/dictionary/english/perspective">http://dictionary.cambridge.org/us/dictionary/english/perspective</a>)</p> <p>In an English class, the teacher should use the term point of view when referring specifically to 1st person, 3rd person, omniscient, limited, etc., and perspective should be used when referring to a particular way of viewing things that depends on one’s experience and personality. Furthermore, students need to know that it is common practice for disciplines other than English to use the terms “point of view” and “perspective” interchangeably to mean what English teachers would define as perspective.</p> <p>Formal English is the result of particular choices of grammar and vocabulary whereby the speaker or writer uses longer</p>	

<p>words or words with origins in Latin and Greek as opposed to more informal vocabulary that commonly involves shorter words, or words with origins in Anglo-Saxon. Contractions, relative clauses without a relative pronoun and ellipsis are avoided. Formal English is used when writing essays for school, cover letters to apply for jobs, or emails and letters at work.</p> <p>Informal discourse is used with friends, children, and relatives.</p>	
<b>SL.11-12.5</b>	Make strategic use of digital media (e.g., textual, graphical, auditory, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.
<b>SL.11-12.6</b>	Adapt speech to a variety of contexts and tasks, demonstrating a command of standard and/or <i>formal English</i> when indicated or appropriate.
<b>Teacher Note</b>	
<p><b>SL.11-12.6</b>  Formal English is the result of particular choices of grammar and vocabulary whereby the speaker or writer uses longer words or words with origins in Latin and Greek as opposed to more informal vocabulary that commonly involves shorter words, or words with origins in Anglo-Saxon. Contractions, relative clauses without a relative pronoun and ellipsis are avoided. Formal English is used when writing essays for school, cover letters to apply for jobs, or emails and letters at work.</p> <p>Informal discourse is used with friends, children, and relatives.</p>	

## Arkansas Anchor Standards for Language

The standards on the following pages define what students should understand and be able to do by the end of the grade or grade span. They correspond to the Arkansas College and Career Readiness (CCR) anchor standards below by number. The CCR and grade-specific standards are necessary complements--the former providing broad standards, the latter providing additional specificity--that together define the skills and understandings that all students must demonstrate.

### **Text Types and Purposes**

1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
3. Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

### **Production and Distribution of Writing**

4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
6. Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.

### **Note on Range and Content of Student Language Use Grades 6-12**

To build a foundation for college and career readiness in language, students must gain control over many conventions of standard English grammar, usage, and mechanics as well as learn other ways to use language to convey meaning effectively. They must also be able to determine or clarify the meaning of grade-appropriate words encountered through listening, reading, and media use; come to appreciate that words have nonliteral meanings, shadings of meaning, and relationships to other words; and expand their vocabulary in the course of studying content. The inclusion of language standards in their own strand should not be taken as an indication that skills related to conventions, effective language use, and vocabulary are unimportant to reading, writing, speaking, and listening;

indeed, they are inseparable from such contexts.

Standard English is the English language in its most widely accepted form, as written and spoken by educated people in both formal and informal contexts, having universal currency while incorporating regional differences (<http://www.dictionary.com/browse/standard-english?s=t>)

Formal English is the result of particular choices of grammar and vocabulary whereby the speaker or writer uses longer words or words with origins in Latin and Greek as opposed to more informal vocabulary that commonly involves shorter words, or words with origins in Anglo-Saxon. Contractions, relative clauses without a relative pronoun and ellipsis are avoided. Formal English is used when writing essays for school, cover letters to apply for jobs, or emails and letters at work.

Informal discourse is used with friends, children, and relatives.

“Grade-appropriate” is tied to text complexity. A wide selection of words will be found in texts that align to the three text complexity measures: quantitative, qualitative, and reader and task for the Grades 11-12 text complexity band. The texts should also be selected to include words for appropriate word study, and spelling development and should have content and literary merit. The text must be rigorous enough to engage students in Grades 11-12 concepts across all four strands of the English Language Arts standards. Text selection should be a priority consideration when developing a rigorous grade-appropriate curriculum.

Grades 11-12-Language Standards	
Conventions of Standard English	
<b>L.11-12.1</b>	Demonstrate command of the conventions of <i>standard English</i> grammar and usage when writing or speaking as appropriate for Grades 11-12.
<b>Teacher Note</b>	
<p>L.11-12.1  Standard English is the English language in its most widely accepted form, as written and spoken by educated people in both formal and informal contexts, having universal currency while incorporating regional differences  (<a href="http://www.dictionary.com/browse/standard-english?s=t">http://www.dictionary.com/browse/standard-english?s=t</a>)</p> <p>Formal English is the result of particular choices of grammar and vocabulary whereby the speaker or writer uses longer words or words with origins in Latin and Greek as opposed to more informal vocabulary that commonly involves shorter words, or words with origins in Anglo-Saxon. Contractions, relative clauses without a relative pronoun and ellipsis are avoided. Formal English is used when writing essays for school, cover letters to apply for jobs, or emails and letters at work.</p> <p>Informal discourse is used with friends, children, and relatives.</p>	
<b>L.11-12.1.A</b>	Apply the understanding that usage is a matter of convention, can change over time, and is sometimes contested.
<b>L.11-12.1.B</b>	Resolve issues of complex or contested usage, consulting references (e.g., <u>Merriam-Webster's Dictionary of English Usage</u> , <u>Garner's Modern American Usage</u> ) as needed.
<b>L.11-12.1.C</b>	Form and use correctly the full range of verb tenses and moods.

Teacher Notes	
<p>L.11-12.1.C Information about conditional and subjunctive mood can be found at (<a href="https://web.cn.edu/kwheeler/grammar_moods.html">https://web.cn.edu/kwheeler/grammar_moods.html</a>).</p>	
L.11-12.1.D	Use appropriate shifts in verb voice and mood, and ensure subject-verb and pronoun-antecedent agreement.
L.11-12.1.E	<p>This standard is taught in Grade 5 and should be reinforced as needed. Use the relative adverbs where, when, and why.</p>
L.11-12.1.F	Place phrases and clauses within a sentence, recognizing and correcting misplaced and dangling modifiers.
Teacher Notes	
<p>L.11-12.1.F Phrases and clauses have been taught in earlier grades; therefore, students should be held responsible for including the full range of these structures in their writing. While every paper a student writes may not include examples of every type of clause and phrase, the collective writing that students produce across the year should reflect their purposeful use of clauses and phrases for variety and effect. Various types of phrases include noun, verb, adjectival, adverbial, participial, prepositional, and absolute. Types of clauses include independent, dependent; noun, relative, and adverbial.</p>	
L.11-12.1.G	<p>This standard is taught in Grade 4 and should be reinforced as needed. Form and use prepositional phrases.</p>
L.11-12.1.H	<p>This standard is taught in Grade 7 and should be reinforced as needed. Produce a variety of compound complex sentences using dependent clauses, subordinating conjunctions, and coordinating conjunctions.</p>
L.11-12.1.I	<p>This standard is taught in Grade 4 and should be reinforced as needed. Use <i>modal auxiliaries</i> (e.g., can, may, must) to convey various conditions.</p>



L.11-12.1.J	This standard is taught in Kindergarten and should be reinforced as needed. Understand and use question words (interrogatives) e.g., who, what, when, where, why, how).
L.11-12.1.K	This standard is taught in Grade 3 and should be reinforced as needed. Form all upper- and lowercase letters to write words legibly in cursive.
<b>L.11-12.2</b>	Demonstrate command of the conventions of <i>standard English</i> capitalization, punctuation, and spelling as appropriate for Grades 11-12 when writing.
<b>Teacher Note</b>	
<p>L.11-12.2 Standard English is the English language in its most widely accepted form, as written and spoken by educated people in both formal and informal contexts, having universal currency while incorporating regional differences (<a href="http://www.dictionary.com/browse/standard-english?s=t">http://www.dictionary.com/browse/standard-english?s=t</a>)</p> <p>Formal English is the result of particular choices of grammar and vocabulary whereby the speaker or writer uses longer words or words with origins in Latin and Greek as opposed to more informal vocabulary that commonly involves shorter words, or words with origins in Anglo-Saxon. Contractions, relative clauses without a relative pronoun and ellipsis are avoided. Formal English is used when writing essays for school, cover letters to apply for jobs, or emails and letters at work.</p> <p>Informal discourse is used with friends, children, and relatives.</p>	
L.11-12.2.A	This standard is taught in Grade 4 and should be reinforced as needed. Use correct capitalization.
<b>L.11-12.2.B</b>	Observe hyphenation conventions.
<b>L.11-12.2.C</b>	Use appropriate punctuation (e.g., commas, ellipsis, dash, semicolon) to separate elements in a sentence.
<b>L.11-12.2.D</b>	Spell correctly.

**Teacher Note**

**L.11-12.2.D**

Systematic instruction in spelling is important because spelling impacts comprehension of text.

One source that provides research supporting the need for systematic spelling instruction, beyond simply assigning and assessing spelling words, may be found in Chapter 8, page 120 of “Vocabulary--Spelling Connection: Orthographic Development and Morphological Knowledge at the Intermediate Grades and Beyond by Shane Templeton in Vocabulary Instruction: Research to Practice edited by James F. Baumann and Edward J. Kame’enui. The two quotes that follow are from this text:

“Morphemes, or meaning elements in words, tend to be spelled consistently (Chomsky, 1970); Cummings, 1988; Venezky, 1999), and there is a growing body of research that suggests that systematic attention to this aspect of spelling--how the system visually cues word meaning and the semantic relationships among words--also supports students’ vocabulary growth and understanding (e.g., Leong, 2000; Smith, 1998).

“Words that are related in meaning are often related in spelling as well, despite changes in sound” (1991, p. 194).

Table 8.1 “Spelling and Vocabulary: General Scope and Sequence, Intermediate Grades and Beyond” on page 124 of the Baumann and Kame’enui text provides general guidance for developing aligned system of spelling instruction.

In addition, Kathy Ganske’s text, Word Journeys: Assessment-Guided Phonics, Spelling, and Vocabulary Instruction, provides the Developmental Spelling Assessment along with explanation and vocabulary activities to move students through the learning continuum for spelling.

These suggested resources are offered to support districts but are not mandated.

Grades 11-12-Language Standards	
Knowledge of Language	
<b>L.11-12.3</b>	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.
<b>L.11-12.3.A</b>	Vary syntax for effect, consulting references (e.g., <u>Tufte's Artful Sentences</u> ) for guidance as needed.
<b>L.11-12.3.B</b>	Apply an understanding of syntax to the study of complex texts when reading.

Grades 11-12-Language Standards	
Vocabulary Acquisition and Use	
<b>L.11-12.4</b>	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on Grades 11-12 reading and content, choosing flexibly from a range of strategies.
<b>L.11-12.4.A</b>	Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
<b>L.11-12.4.B</b>	Identify and correctly use patterns of word forms that indicate different meanings or parts of speech (e.g., conceive, conception, conceivable).
<b>L.11-12.4.C</b>	Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, its part of speech, its etymology, or its standard usage.
<b>L.11-12.4.D</b>	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
<b>L.11-12.5</b>	Demonstrate understanding of figurative language, word relationships, and <i>nuances</i> in word meanings, as appropriate for the grade level.
Teacher Note	
<p><b>L.11-12.5</b>            When aligning curriculum across the grades, figurative language and literary elements should be taken into consideration. Texts should be selected not only for their grade-appropriate complexity but also for the figurative language and literary elements that should be addressed at each grade level. The progression for instruction of figurative language and literary elements should be determined at the building or district level.</p> <p>Nuance is a subtle difference or distinction in expression, meaning, response, etc. A single word choice can convey a nuanced meaning: The girl was _____(e.g., petite, little, slight, skinny, emaciated, thin, bony, lean, lanky, fragile).</p>	

<b>L.11-12.5.A</b>	Interpret figures of speech (e.g., hyperbole, paradox) in context and analyze their role in the text.
<b>L.11-12.5.B</b>	Analyze <i>nuances</i> in the meaning of words with similar denotations.
<b>Teacher Note</b>	
<b>L.11-12.5.B</b> Nuance is a subtle difference or distinction in expression, meaning, response, etc. A single word choice can convey a nuanced meaning: The girl was _____(e.g., petite, little, slight, skinny, emaciated, thin, bony, lean, lanky, fragile).	
<b>L.11-12.5.C</b>	This standard is taught in Grade 8 and should be reinforced as needed. Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., bullheaded, willful, firm, persistent, resolute).
<b>L.11-12.5.D</b>	This standard is taught in Grade 1 and should be reinforced as needed. Distinguish shades of meaning among verbs differing in manner (e.g., look, peek, glance, stare, glare, scowl) and adjectives differing in intensity (e.g., large, gigantic) by defining or choosing them or by acting out the meanings.
<b>L.11-12.6</b>	Acquire and use accurately a range of <i>general academic</i> and <i>domain-specific</i> words and phrases sufficient for reading, writing, speaking, and listening; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.
<b>Teacher Note</b>	
<b>L.11-12.6</b> These standards refer to two types of vocabulary words. The terminology is based in Isabel Beck's work. General academic vocabulary refers to words that can be used across the disciplines (e.g., surface, determine). Domain-specific words are terms that are used within a particular discipline (e.g., personification, circulatory system, DNA, trade route, explorer, density, time signature).	

**Grades 6-12**

**Arkansas  
Disciplinary Literacy Standards**

**2016**

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## Introduction

The Arkansas Disciplinary Literacy Standards for Grades 6-12 describe the requisite knowledge and skills for reading and writing in history/social studies, science, and technical subjects. Although the standards are divided into Reading and Writing strands for conceptual clarity, the processes of communication are closely connected and should be integrated during instruction. The reading standards are further divided into Reading in History/Social Studies and Reading in Science and Technical Subjects.

The goal of these standards is to prepare students for success as they enter the workforce or higher education institutions. To be ready for college, workforce training, and life in a technological society, students need the ability to gather, comprehend, evaluate, synthesize, and report on information and ideas, to conduct original research in order to answer questions or solve problems, and to analyze and create a high volume and extensive range of print and non-print texts in media forms old and new.

The Arkansas Disciplinary Literacy Standards for Grades 6-12 are built from the same anchor standards as the Arkansas English Language Arts Standards, which supports alignment of the standards across the disciplines. While these standards support literacy (reading and writing), they do not take the place of content standards but rather support content acquisition and demonstration of learning. As each discipline teaches reading and writing as appropriate for its domain, literacy is a shared responsibility across all content areas. Disciplinary literacy should not be confused with the study of English Language Arts, which focuses on the study of the English Language, literature, and writing.

The Arkansas Disciplinary Literacy Standards allow flexibility for each discipline to define the types of texts and forms of writing that are unique and appropriate for the domains. For example, argumentative writing might take on the form of writing an explanation for an investigation in science, or writing an account of history that synthesizes and corroborates information from a variety of primary and secondary sources. The same type of differentiation is also true for reading. Texts in science might include articles from scientific journals, lab reports, white papers on scientific topics, diagrams, and data displays. Texts in history might include diaries, newspaper articles, maps, eyewitness accounts, and photographs.



# Arkansas Disciplinary Literacy Standards

## Arkansas College and Career Readiness Anchor Standards for Reading 6-12

The grades 6–12 standards on the following pages define what students should understand and be able to do by the end of each grade span. They correspond to the College and Career Readiness (CCR) anchor standards below by number. The CCR and grade-specific standards are necessary complements—the former providing broad standards, the latter providing additional specificity—that together define the skills and understandings that all students must demonstrate

### Key Ideas and Details

1. Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
3. Analyze how and why individuals, events, and ideas develop and interact over the course of a text.

### Craft and Structure

4. Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings; analyze how specific word choices shape meaning and/or tone.
5. Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.
6. Assess how point of view, perspective, and/or purpose shape the content and style of a text.

### Integration of Knowledge and Ideas

7. Integrate and evaluate content presented in diverse media and formats.
8. Analyze and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.
9. Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches of the author(s).

### Range of Reading and Level of Text Complexity

10. Read and comprehend complex literary and informational texts independently and proficiently.

### **Note on range and content of student reading**

Reading is critical to building knowledge in history/social studies as well as in science and technical subjects. College and career ready reading in these fields requires an appreciation of the norms and conventions of each discipline, such as the kinds of evidence used in history and science; an understanding of domain-specific words and phrases; an attention to precise details; and the capacity to evaluate intricate arguments, synthesize complex information, and follow detailed descriptions of events and concepts. In history/social studies, for example, students need to be able to analyze, evaluate, and differentiate primary and secondary sources. When reading scientific and technical texts, students need to be able to gain knowledge from challenging texts that often make extensive use of elaborate diagrams and data to convey information and illustrate concepts. Students must be able to read complex informational texts in these fields with independence and confidence because the vast majority of reading in college and workforce training programs will be sophisticated nonfiction. It is important to note that these Reading standards are meant to complement the specific content demands of the disciplines, not replace them.

Reading Standards for Literacy in History/Social Studies 6-12		
Grades 6-8	Grades 9-10	Grades 11-12
Key Ideas and Details		
<b>RH.6-8.1</b> Cite specific textual evidence to support analysis of primary and secondary sources.	<b>RH.9-10.1</b> Cite specific textual evidence to support analysis of primary and secondary sources, attending to such features as the date and origin of the information.	<b>RH.11-12.1</b> Cite specific textual evidence to support analysis of primary and secondary sources, connecting insights gained from specific details to an understanding of the text as a whole.
<b>RH.6-8.2</b> Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions.	<b>RH.9-10.2</b> Determine the central ideas or information of a primary or secondary source; provide an accurate summary of how key events or ideas develop over the course of the text.	<b>RH.11-12.2</b> Determine the central ideas or information of a primary or secondary source; provide an accurate summary that makes clear the relationships among the key details and ideas.
<b>RH.6-8.3</b> Identify key steps in a text's description of a process related to history/social studies (e.g., how a bill becomes law, how interest rates are raised or lowered).	<b>RH.9-10.3</b> Analyze in detail a series of events described in a text; determine whether earlier events caused later ones or simply preceded them.	<b>RH.11-12.3</b> Evaluate various explanations for actions or events and determine which explanation best accords with textual evidence, acknowledging where the text leaves matters uncertain.

Reading Standards for Literacy in History/Social Studies 6-12		
Grades 6-8	Grades 9-10	Grades 11-12
<b>Craft and Structure</b>		
<b>RH.6-8.4</b> Determine the meaning of words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies.	<b>RH.9-10.4</b> Determine the meaning of words and phrases as they are used in a text, including vocabulary describing political, social, or economic aspects of history/social studies.	<b>RH.11-12.4</b> Determine the meaning of words and phrases as they are used in a text, including analyzing how an author uses and refines the meaning of a key term over the course of a text (e.g., how Madison defines faction in Federalist No. 10).
<b>RH.6-8.5</b> Describe how a text presents information (e.g., sequentially, comparatively, causally).	<b>RH.9-10.5</b> Analyze how a text uses structure to emphasize key points or advance an explanation or analysis.	<b>RH.11-12.5</b> Analyze in detail how a complex primary source is structured, including how key sentences, paragraphs, and larger portions of the text contribute to the whole.
<b>RH.6-8.6</b> Identify aspects of a text that reveal an author's point of view or purpose (e.g., loaded language, inclusion or avoidance of particular facts).	<b>RH.9-10.6</b> Compare the point of view of two or more authors for how they treat the same or similar topics, including which details they include and emphasize in their respective accounts.	<b>RH.11-12.6</b> Evaluate authors' differing points of view on the same historical event or issue by assessing the authors' claims, reasoning, and evidence.

Reading Standards for Literacy in History/Social Studies 6-12		
Grades 6-8	Grades 9-10	Grades 11-12
<b>Integration of Knowledge and Ideas</b>		
<b>RH.6-8.7</b> Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts.	<b>RH.9-10.7</b> Integrate quantitative or technical analysis (e.g., charts, research data) with qualitative analysis in print or digital text.	<b>RH.11-12.7</b> Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, as well as in words) in order to address a question or solve a problem.
<b>RH.6-8.8</b> Distinguish among fact, opinion, and reasoned judgment in a text.	<b>RH.9-10.8</b> Assess the extent to which the reasoning and evidence in a text support the author's claims.	<b>RH.11-12.8</b> Evaluate an author's premises, claims, and evidence by corroborating or challenging them with other information.
<b>RH.6-8.9</b> Analyze the relationship between a primary and secondary source on the same topic.	<b>RH.9-10.9</b> Compare and contrast treatments of the same topic in several primary and secondary sources.	<b>RH.11-12.9</b> Integrate information from diverse sources, both primary and secondary, into a coherent understanding of an idea or event, noting discrepancies among sources.

Reading Standards for Literacy in History/Social Studies 6-12		
Grades 6-8	Grades 9-10	Grades 11-12
Range of Reading and Level of Text Complexity		
<b>RH.6-8.10</b> By the end of Grade 8, read and comprehend history/social studies texts in the Grades 6-8 text complexity band independently and proficiently.	<b>RH.9-10.10</b> By the end of Grade 10, read and comprehend history/social studies texts in the Grades 9–10 text complexity band independently and proficiently.	<b>RH.11-12.10</b> By the end of Grade 12, read and comprehend history/social studies texts in the Grades 11–12 text complexity band independently and proficiently.

## Reading Standards for Literacy in Science and Technical Subjects 6-12

Grades 6-8	Grades 9-10	Grades 11-12
<b>Key Ideas and Details</b>		
<b>RST.6-8.1</b> Cite specific textual evidence to support analysis of science and technical texts.	<b>RST.9-10.1</b> Cite specific textual evidence to support analysis of science and technical texts, attending to the precise details of explanations or descriptions.	<b>RST.11-12.1</b> Cite specific textual evidence to support analysis of science and technical texts, attending to important distinctions the author makes and to any gaps or inconsistencies in the account.
<b>RST.6-8.2</b> Determine the central ideas or conclusions of a text; provide an accurate summary of the text distinct from prior knowledge or opinions.	<b>RST.9-10.2</b> Determine the central ideas or conclusions of a text; trace the text's explanation or depiction of a complex process, phenomenon, or concept; provide an accurate summary of the text.	<b>RST.11-12.2</b> Determine the central ideas or conclusions of a text; summarize complex concepts, processes, or information presented in a text by paraphrasing them in simpler but still accurate terms.
<b>RST.6-8.3</b> Follow precisely a multistep procedure when carrying out experiments taking measurements, or performing technical tasks.	<b>RST.9-10.3</b> Follow precisely a complex multistep procedure when carrying out experiments, taking measurements, or performing technical tasks, attending to special cases or exceptions defined in the text.	<b>RST.11-12.3</b> Follow precisely a complex multistep procedure when carrying out experiments, taking measurements, or performing technical tasks; analyze the specific results based on explanations in the text.

## Reading Standards for Literacy in Science and Technical Subjects 6-12

Grades 6-8	Grades 9-10	Grades 11-12
<b>Craft and Structure</b>		
<b>RST.6-8.4</b> Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to Grades 6-8 texts and topics.	<b>RST.9-10.4</b> Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to Grades 9–10 texts and topics.	<b>RST.11-12.4</b> Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to Grades 11–12 texts and topics.
<b>RST.6-8.5</b> Analyze the structure an author uses to organize a text, including how the major sections contribute to the whole and to an understanding of the topic.	<b>RST.9-10.5</b> Analyze the structure of the relationships among concepts in a text, including relationships among key terms (e.g., force, friction, reaction force, energy).	<b>RST.11-12.5</b> Analyze how the text structures information or ideas into categories or hierarchies, demonstrating understanding of the information or ideas.
<b>RST.6-8.6</b> Analyze the author’s purpose in providing an explanation, describing a procedure, or discussing an experiment in a text.	<b>RST.9-10.6</b> Analyze the author’s purpose in providing an explanation, describing a procedure, or discussing an experiment in a text, defining the question the author seeks to address.	<b>RST.11-12.6</b> Analyze the author’s purpose in providing an explanation, describing a procedure, or discussing an experiment in a text, identifying important issues that remain unresolved.



## Reading Standards for Literacy in Science and Technical Subjects 6-12

**Grades 6-8**

**Grades 9-10**

**Grades 11-12**

### Integration of Knowledge and Ideas

#### **RST.6-8.7**

Integrate quantitative or technical information expressed in words in a text with a version of that information expressed visually (e.g., in a flowchart, diagram, model, graph, or table).

#### **RST.9-10.7**

Translate quantitative or technical information expressed in words in a text into visual form (e.g., a table or chart) and translate information expressed visually or mathematically (e.g., in an equation) into words.

#### **RST.11-12.7**

Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., quantitative data, video, multimedia) in order to address a question or solve a problem.

#### **RST.6-8.8**

Distinguish among facts, reasoned judgment based on research findings, and speculation in a text.

#### **RST.9-10.8**

Assess the extent to which the reasoning and evidence in a text support the author's claim or a recommendation for solving a scientific or technical problem.

#### **RST.11-12.8**

Evaluate the hypotheses, data, analysis, and conclusions in a science or technical text, verifying the data when possible and corroborating or challenging conclusions with other sources of information.

#### **RST.6-8.9**

Compare and contrast the information gained from experiments, simulations, video, or multimedia sources with that gained from reading a text on the same topic.

#### **RST.9-10.9**

Compare and contrast findings presented in a text to those from other sources (including their own experiments), noting when the findings support or contradict previous explanations or accounts.

#### **RST.11-12.9**

Synthesize information from a range of sources (e.g., texts, experiments, simulations) into a coherent understanding of a process, phenomenon, or concept, resolving conflicting information when possible.

## Reading Standards for Literacy in Science and Technical Subjects 6-12

Grades 6-8	Grades 9-10	Grades 11-12
Range of Reading and Level of Text Complexity		
<b>RST.6-8.10</b> By the end of Grade 8, read and comprehend science/technical texts in the Grades 6-8 text complexity band independently and proficiently.	<b>RST.9-10.10</b> By the end of Grade 10, read and comprehend science/technical texts in the Grades 9–10 text complexity band independently and proficiently.	<b>RST.11-12.10</b> By the end of Grade 12, read and comprehend science/technical texts in the Grades 11–12 text complexity band independently and proficiently.

## Arkansas College and Career Readiness Anchor Standards for Writing

The Grades 6-8 standards for disciplinary literacy on the following pages define what students should understand and be able to do by the end of the grade span. They correspond to the Arkansas College and Career Readiness (CCR) anchor standards below by number. The CCR and grade-specific standards are necessary complements—the former providing broad standards, the latter providing additional specificity—that together define the skills and understandings that all students must demonstrate.

### Text Types and Purposes

1. Write arguments to support claims when analyzing substantive topics or texts using valid reasoning and relevant, sufficient evidence.
2. Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
3. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details and well-structured event sequences.

### Production and Distribution of Writing

4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
6. Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.

### Research to Build and Present Knowledge

7. Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.
8. Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.
9. Draw evidence from literary and/or informational texts to support analysis, reflection, research, and synthesis.

### Range of Writing

10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

## Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects 6-12

Grades 6-8	Grades 9-10	Grades 11-12
<b>Craft and Structure</b>		
<b>WHST.6-8.1</b> Write arguments focused on discipline-specific content.	<b>WHST.9-10.1</b> Write arguments focused on discipline-specific content.	<b>WHST.11-12.1</b> Write arguments focused on discipline-specific content.
<b>WHST.6-8.1.A</b> Introduce claim(s) about a topic or issue, acknowledge and distinguish the claim(s) from alternate or opposing claims, and organize the reasons and evidence logically.	<b>WHST.9-10.1.A</b> Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among the claim(s), counterclaims, reasons, and evidence.	<b>WHST.11-12.1.A</b> Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences the claim(s), counterclaims, reasons, and evidence.
<b>WHST.6-8.1.B</b> Support claim(s) with logical reasoning and relevant, accurate data and evidence that demonstrate an understanding of the topic or text, using credible sources.	<b>WHST.9-10.1.B</b> Develop claim(s) and counterclaims fairly, supplying data and evidence for each while pointing out the strengths and limitations of both claim(s) and counterclaims in a discipline-appropriate form and in a manner that anticipates the audience's knowledge level and concerns.	<b>WHST.11-12.1.B</b> Develop claim(s) and counterclaims fairly and thoroughly, supplying the most relevant data and evidence for each while pointing out the strengths and limitations of both claim(s) and counterclaims in a discipline-appropriate form that anticipates the audience's knowledge level, concerns, values, and possible biases.

<b>WHST.6-8.1.C</b> Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence.	<b>WHST.9-10.1.C</b> Use words, phrases, and clauses to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.	<b>WHST.11-12.1.C</b> Use words, phrases, and clauses as well as varied syntax to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.
<b>WHST.6-8.1.D</b> Establish and maintain a formal style.	<b>WHST.9-10.1.D</b> Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.	<b>WHST.11-12.1.D</b> Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.
<b>WHST.6-8.1.E</b> Provide a concluding statement or section that follows from and supports the argument presented.	<b>WHST.9-10.1.E</b> Provide a concluding statement or section that follows from or supports the argument presented.	<b>WHST.11-12.1.E</b> Provide a concluding statement or section that follows from or supports the argument presented.
<b>WHST.6-8.2</b> Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.	<b>WHST.9-10.2</b> Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.	<b>WHST.11-12.2</b> Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.
<b>WHST.6-8.2.A</b> Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information into broader categories as appropriate to achieving purpose; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.	<b>WHST.9-10.2.A</b> Introduce a topic and organize ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.	<b>WHST.11-12.2.A</b> Introduce a topic and organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding

		comprehension.
<b>WHST.6-8.2.B</b> Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.	<b>WHST.9-10.2.B</b> Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.	<b>WHST.11-12.2.B</b> Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.
<b>WHST.6-8.2.C</b> Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.	<b>WHST.9-10.2.C</b> Use varied transitions and sentence structures to link the major sections of the text, create cohesion, and clarify the relationships among ideas and concepts.	<b>WHST.11-12.2.C</b> Use varied transitions and sentence structures to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.
<b>WHST.6-8.2.D</b> Use precise language and domain-specific vocabulary to inform about or explain the topic.	<b>WHST.9-10.2.D</b> Use precise language and domain-specific vocabulary to manage the complexity of the topic and convey a style appropriate to the discipline and context as well as to the expertise of likely readers.	<b>WHST.11-12.2.D</b> Use precise language, domain-specific vocabulary and techniques such as metaphor, simile, and analogy to manage the complexity of the topic; convey a knowledgeable stance in a style that responds to the discipline and context as well as to the expertise of likely readers.

<b>WHST.6-8.2.E</b> Establish and maintain a formal style and objective tone.	<b>WHST.9-10.2.E</b> Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.	<b>WHST.11-12.2.E</b> Provide a concluding statement or section that follows from and supports the information or explanation provided (e.g., articulating implications or the significance of the topic).
<b>WHST.6-8.2f</b> Provide a concluding statement or section that follows from and supports the information or explanation presented.	<b>WHST.9-10.2.F</b> Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).	This standard is taught in Grades 11-12 as standard WHST.11-12.2.E.
<b>WHST.6-8.3</b> Not applicable as a separate requirement.	<b>WHST.9-10.3</b> Not applicable as a separate requirement.	<b>WHST.11-12.3</b> Not applicable as a separate requirement.

## Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects 6-12

Grades 6-8	Grades 9-10	Grades 11-12
<b>Production and Distribution of Writing</b>		
<b>WHST.6-8.4</b> Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.	<b>WHST.9-10.4</b> Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.	<b>WHST.11-12.4</b> Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
<b>WHST.6-8.5</b> With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.	<b>WHST.9-10.5</b> Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.	<b>WHST.11-12.5</b> Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.
<b>WHST.6-8.6</b> Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas clearly and efficiently.	<b>WHST.9-10.6</b> Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.	<b>WHST.11-12.6</b> Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.



## Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects 6-12

**Grades 6-8**

**Grades 9-10**

**Grades 11-12**

### Research to Build and Present Knowledge

#### **WHST.6-8.7**

Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration.

#### **WHST.9-10.7**

Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.

#### **WHST.11-12.7**

Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.

#### **WHST.6-8.8**

Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.

#### **WHST.9-10.8**

Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.

#### **WHST.11-12.8**

Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the specific task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.

<b>WHST.6-8.9</b> Draw evidence from information to support analysis, reflection, and research.	<b>WHST.9-10.9</b> Draw evidence from informational texts to support analysis, reflection, and research.	<b>WHST.11-12.9</b> Draw evidence from informational texts to support analysis, reflection, and research.
<b>Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects 6-12</b>		
<b>Grades 6-8</b>	<b>Grades 9-10</b>	<b>Grades 11-12</b>
<b>Range of Writing</b>		
<b>WHST.6-8.10</b> Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.	<b>WHST.9-10.10</b> Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.	<b>WHST.11-12.10</b> Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

## EMBEDDED COURSES

### 2016-2017

<b>District</b>	<b>Courses</b>
Caddo Hills	English 10 with Oral Communication
Cutter Morning Star	English 10 with Oral Communication
Gentry	Oral Communication with College and Career Readiness
Greenwood	Oral Communication with Keystone
Harrison	English 10 with Oral Communication
Magazine	English 9 with Oral Communication
Perryville	English 10 with Oral Communication
Quitman	English 10 with Oral Communication
Siloam Springs	World History with Oral Communication
Springdale	High School English with Oral Communication (All Levels)
Stuttgart	Environmental Resources/Soil and Water with Agriculture
Stuttgart	Our Natural Resources with Agriculture
Stuttgart	Leadership (Agriculture) with Oral Communication
Stuttgart	<b>Financial Literacy (Business and Math)</b>
Van Buren	Oral Communication with Keystone
Westside Consolidated	English 11 with Oral Communication

### 2015-2016

<b>District</b>	<b>Courses</b>
Ouachita	English 10 with Oral Communication
Westside	English 12 with Oral Communication
Corning	English 10 with Oral Communication
Danville	English 10 with Oral Communication
Cedar Ridge	English 9 with Oral Communication
Westside	English 11 with Oral Communication
Danville	English 9 with Oral Communication
Gurdon	Social Studies with Career Orientation Grade 8

## 2014-2015

### District

Ashdown  
Bentonville  
Bigelow  
Bryant  
Cave City  
Cave City  
Flippin  
Flippin  
Lincoln  
Marion  
North Little Rock  
Southside  
Huntsville

### Courses

English 11/Oral Communication  
English 9/Oral Communication  
English 10/Oral Communication  
English 10/Oral Communication  
English 12/Oral Communication  
Anatomy & Physiology/Health  
English 10/Oral Communication  
Agriculture/Environmental Science  
Pre-Calculus/Physics  
English 12/Oral Communication  
English 10/Oral Communication  
English 11/Oral Communication  
English 10/Oral Communication

## 2013-2014

### District

Arkadelphia  
Blytheville  
Cross County  
Dumas  
El Dorado  
Highland  
Hillcrest  
Hope  
Lincoln Consolidated  
Marked Tree  
Riverview  
Rogers  
Trumann  
Van Buren

### Courses

English/Oral Communication  
English/Oral Communication  
English/Oral Communication  
English/Oral Communication  
English/Oral Communication  
English/Oral Communication  
English/Oral Communication  
English/Oral Communication  
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# ARKANSAS DEPARTMENT OF EDUCATION RULES GOVERNING HOW TO MEET THE NEEDS OF CHILDREN WITH DYSLEXIA

August 2014\_\_\_\_\_

## 1.00 PURPOSE

- 1.01 These rules shall be known as the Arkansas Department of Education Rules Governing How to Meet the Needs of Children with Dyslexia.
- 1.02 The purpose of these rules is to establish guidelines for early screening, intervention and services to meet the educational needs of students with dyslexia.

1.03 Further clarification, guidance, and instruction regarding the applicable law and these rules is provided in the Arkansas Dyslexia Resource Guide, which can be accessed through the ADE's website.

## 2.00 AUTHORITY

- 2.01 These rules are enacted pursuant to the Arkansas State Board of Education's authority under Ark. Code Ann. §§ 6-11-105, ~~Act 1294 of 2013 (codified at Ark. Code Ann. § 6-41-601 through § 6-41-610), Ark. Code Ann. §§ 6-11-105, and 25-15-201~~ *et seq.*
- 2.02 NOTE: These rules set forth the procedures outlined in ~~Act 1294 of 2013, codified at Ark. Code Ann. §§ 6-41-601 through 6-41-610~~ *et seq.*, regarding screening, evaluation, and ~~therapeutic~~ services for students with dyslexia or characteristics of dyslexia who may or may not otherwise qualify for special education services under the Individuals with Disabilities Education Act (IDEA), 20 U.S.C. §§1400 *et seq.* Students may display additional factors that complicate their dyslexia and may require more support than what may be provided for in these rules. At any time during the administration of the procedures set forth in these rules, students may be referred for evaluation for special education services in accordance with IDEA. While these rules may use similar terms as set forth in IDEA, no provision of these rules is intended to supplant, or in any way conflict with, IDEA. If a student with dyslexia is referred for special education services, public schools shall follow the requirements of IDEA. Also, school districts must continue to follow all requirements and meet all obligations to its students under § 504 of the Rehabilitation Act, as amended, 29 U.S.C. § 794.

## 3.00 DEFINITIONS

- 3.01 "Dyslexia" means a specific learning disability that is:

- 3.01.1 Neurological in origin;
- 3.01.2 Characterized by difficulties with accurate and fluent word recognition and poor spelling and decoding abilities that typically result from a deficit in the phonological component of language; and
- 3.01.3 Often unexpected in relation to other cognitive abilities.
- 3.02 “Dyslexia interventionist” means a school district or public school employee trained in a dyslexia program, such as a:
  - 3.02.1 Dyslexia therapist;
  - 3.02.2 Dyslexia specialist;
  - 3.02.3 Reading interventionist;
  - 3.02.4 Certified teacher; or
  - 3.02.5 Tutor or paraprofessional working under the supervision of a certified teacher.
- 3.03 “Dyslexia program” means explicit, direct instruction that is:
  - 3.03.1 Systematic, sequential, and cumulative and follows a logical plan of presenting the alphabetic principle that targets the specific needs of the student without presuming prior skills or knowledge of the student;
  - 3.03.2 Systematic, multisensory, and research-based;
  - 3.03.3 Offered in a small group setting to teach students the components of reading instruction, including without limitation:
    - 3.03.3.1 Phonemic awareness to enable a student to detect, segment, blend, and manipulate sounds in spoken language;
    - 3.03.3.2 Graphophonemic knowledge for teaching the letter-sound plan of English;
    - 3.03.3.3 The structure of the English language that includes morphology, semantics, syntax, and pragmatics;

3.03.3.4 Linguistic instruction directed toward proficiency and fluency with the patterns of language so that words and sentences are carriers of meaning; and

3.03.3.5 Strategies that students use for decoding, encoding, word recognition, fluency, and comprehension.

3.03.4 Delivered with fidelity. “Fidelity” means the intervention is done as the author of the program intended.

3.04 “Dyslexia specialist” means:

3.04.1 A professional at each education service cooperative or school district who has expertise and is working towards an endorsement or certification in providing training for:

3.04.1.1 Phonological and phonemic awareness;

3.04.1.2 Sound and symbol relationships;

3.04.1.3 Alphabet knowledge;

3.04.1.4 Decoding skills;

3.04.1.5 Rapid naming skills; and

3.04.1.6 Encoding skills.

3.04.2 A dyslexia specialist shall be fluent in the Response to Intervention (RTI) process and provide training in administering screenings, analyzing and interpreting screening data, and determining appropriate interventions that are systematic, multisensory, and evidence-based.

3.05 “Dyslexia therapist” means a professional who has completed training and obtained certification in dyslexia therapy from a dyslexia therapy training program approved defined by the Arkansas Department of Education.

3.036 The terms “dDyslexia therapy” and “therapeutic services” means an appropriate specialized dyslexia reading instructional program specifically designed for use in a dyslexia program that is:

3.03.1 Ddelivered by a dyslexia therapist; interventionist.

3.03.2 Explicit, direct instruction;

~~3.03.3 Systematic, multi-sensory, and research-based;~~

~~3.03.4 Offered in a small-group setting to teach students the components of reading instruction including without limitation:~~

~~3.03.4.1 Phonemic awareness to enable a student to detect, segment, blend, and manipulate sounds in spoken language;~~

~~3.03.4.2 Graphophonemic knowledge for teaching the letter-sound plan of English;~~

~~3.03.4.3 The structure of the English language that includes morphology, semantics, syntax, and pragmatics;~~

~~3.03.4.4 Linguistic instruction directed toward proficiency and fluency with the patterns of language so that words and sentences are carriers of meaning; and~~

~~3.03.4.5 Strategies that students use for decoding, encoding, word recognition, fluency, and comprehension.~~

3.047 “Response to Intervention (RTI)” is the practice of:

3.047.1 Screening all students to identify those needing extra support;

3.047.2 Providing high-quality instruction and appropriate interventions matched to student needs;

3.047.3 Closely monitoring progress to assess both the learning rate and the level of performance of individual students; and

3.047.4 Basing instructional decisions about the intensity and duration of interventions on individual student response to intervention.

**3.08 “Program approved or defined by the Department” means any program a school district determines meets all required components set forth in Section 3.03.**

## **4.00 REQUIRED SCREENING**

4.01 A school district shall screen:



- 4.01.1 ~~e~~Each student ~~each year~~ in kindergarten, grade one, and grade two (K-2);
- 4.01.2 ~~a~~A student in kindergarten, grade one, or grade two (K-2) who transfers to a new school and has not been screened during the same school year;
- 4.01.3 ~~a~~A student in grade three (3) or higher who has difficulty, as noted by a classroom teacher, in any skills listed in 4.02 of these rules;
- 4.01.4 ~~a~~A student from another state who enrolls for the first time in Arkansas in kindergarten through grade two (K-2) unless the student presents documentation that the student:
  - 4.01.4.1 ~~h~~Had the screening or a similar screening in the current school year; or
  - 4.01.4.2 ~~i~~s exempt from screening as set forth in Section 4.045 of these Rules.
- 4.02 The screening of students shall be performed with fidelity and include without limitation:
  - 4.02.1 Phonological and phonemic awareness;
  - 4.02.2 Sound symbol recognition;
  - 4.02.3 Alphabet knowledge;
  - 4.02.4 Decoding skills;
  - 4.02.5 Rapid naming skills; and
  - 4.02.6 Encoding skills
- 4.03 Every school district shall ensure that students are screened using the Dynamic Indicators of Basic Early Literacy Skills (DIBELS) or an equivalent screener for phonological and phonemic awareness, sound symbol recognition, alphabet knowledge, and decoding skills, and by using an appropriate screener for rapid naming skills and encoding skills.

NOTE: DIBELS may indicate characteristics of a reading deficiency, which may include characteristics of dyslexia. DIBELS alone may be insufficient to determine the existence of dyslexia. Additional screening assessments will need to be administered to measure components that are not measured by

DIBELS or the equivalent screener. Refer to the Arkansas Dyslexia Resource Guide for a list of screening instruments.

4.04 If the screener(s) used under section 4.03 shows that a student is at risk, or at some risk, then a Level I dyslexia screener shall be administered. The Level I dyslexia screening of a student shall be performed with fidelity and include the components listed under section 4.02.

4.045 The following students shall be exempt from dyslexia screening:

4.04.1 Students with an existing diagnosis of dyslexia for whom the school district is providing interventions;

4.04.2 Students with a sensory impairment that prevents screening for dyslexia.

## 5.00 INTERVENTION AND SERVICES

5.01 ~~If the DIBELS initial, Level I, or Level II dyslexia screening, or the screening for rapid naming and encoding skills, indicates that a student has exhibits markers for characteristics of dyslexia and needs intervention, the Response to Intervention (RTI) process shall be used to address the needs of the student.~~

~~NOTE: DIBELS may indicate markers for a reading deficiency, which may include markers for dyslexia. DIBELS alone may be insufficient to determine the existence of dyslexia. Refer to the Arkansas Dyslexia Resource Guide for a list of screening instruments.~~

5.02 ~~If RTI indicates the possibility of dyslexia, the student shall be evaluated for dyslexia upon the notification and consent of the parents or legal guardians of the student.~~

5.032 ~~If the dyslexia evaluation~~ Level II dyslexia screening conducted by the school district indicates that a student is dyslexic exhibits characteristics of dyslexia, the student shall be provided therapeutic intervention services ~~upon the notification and consent of the parents or legal guardians of the student.~~

~~NOTE: Refer to the Arkansas Dyslexia Resource Guide for a description of therapeutic services.~~

5.043 If it is determined the student has functional difficulties in the academic environment due to characteristics of dyslexia, the necessary

accommodations or equipment for the student shall be provided under Section 504 of the Rehabilitation Act of 1973, 29 U.S.C. § 794, and Title II of the Americans with Disabilities Act, 42 U.S.C. §§ 12131-12165, as they existed on February 1, 2013-, if qualified under the applicable federal law.

~~5.05 Therapeutic services may be provided by a tutor who is highly qualified and trained, as determined by the ADE and outlined in the Arkansas Dyslexia Resource Guide.~~

~~5.06 If a student's performance on the DIBELS screening, and the appropriate screening for rapid naming skills and encoding skills under Section 4.00, indicates a need for additional screening the student may receive additional testing by a trained professional using a norm-referenced test.~~

## **6.00 INDEPENDENT, COMPREHENSIVE DYSLEXIA EVALUATION**

6.01 If a student's performance on an initial screener, Level I screening, or Level II dyslexia evaluation screening under Section 4.00 of these rules indicates a need for dyslexia ~~therapy~~ intervention services, the student's parent or legal guardian shall be:

6.01.1 Notified of the results of the dyslexia evaluation;

6.01.2 Provided with information and resource materials including without limitation:

6.01.2.1 ~~¶The common indicators~~ characteristics of dyslexia;

6.01.2.2 ~~a~~Appropriate classroom interventions and accommodations for students with dyslexia; and

6.01.2.3 ~~¶The right of the parent or legal guardian to have the student receive an independent, comprehensive dyslexia evaluation by a:~~

6.01.2.3.1 Licensed psychological examiner;

6.01.2.3.2 School psychology specialist;

6.01.2.3.3 Licensed speech-language pathologist; ~~or~~

6.01.2.3.4 Certified dyslexia ~~training-testing~~ specialist; or

### 6.01.2.3.5 Dyslexia therapist.

~~6.02~~ If a student's performance on a dyslexia evaluation under Section 5.02 of these rules indicates the need for dyslexia therapy services, the school district may perform a comprehensive dyslexia evaluation in addition to the required RTI under 5.02 of this Rule.

6.03~~2~~ If a parent or legal guardian chooses to have an independent comprehensive dyslexia evaluation for the student, the parent or legal guardian shall:

6.02.1 Select an individual qualified under section 6.01.2.3 to perform the comprehensive dyslexia evaluation; and

6.02.2 Cover the cost of the comprehensive dyslexia evaluation.

~~6.03~~ A school district shall consider the diagnosis from the independent comprehensive dyslexia evaluation and allow provide the student to receive direct intervention with interventions determined to be appropriate by the school district from a district dyslexia therapist interventionist. If the school district does not provide intervention based upon the diagnosis, it must notify the student's parent or guardian of its reasoning.

NOTE: Whether an individual is qualified to conduct an evaluation or provide a diagnosis is dependent upon their licensure.

## **7.00 INSTRUCTIONAL APPROACHES**

7.01 Dyslexia therapy intervention for a student whose dyslexia evaluation Level I or Level II screening under Section 5.02 of these rules indicates the need for dyslexia therapy intervention services shall be provided with fidelity and may include the following instructional approaches, but shall include all services deemed appropriate by the district:

7.01.1 Explicit, direct instruction that is systematic, sequential, and cumulative and follows a logical plan of presenting the alphabetic principle that targets the specific needs of the student without presuming prior skills or knowledge of the student;

7.01.2 Individualized instruction to meet the specific needs of the student in a small group setting that uses intensive, highly concentrated instruction methods and materials that maximize student engagement;

- 7.01.3 Meaning-based instruction directed at purposeful reading and writing, with an emphasis on comprehension and composition; and
- 7.01.4 Multisensory instruction that incorporates the simultaneous use of two (2) or more sensory pathways during teacher presentations and student practice.
- 7.02 Until there are a sufficient number of graduates from a dyslexia therapy program established at the university level in Arkansas or from a dyslexia therapy program established at the university level in another state that is approved by the Arkansas Department of Education, the department shall allow dyslexia therapy to be provided by individuals who have received training and certification from a program approved by the ~~d~~Department.

## **8.00 REPORTING BY SCHOOL DISTRICTS**

- 8.01 The superintendent of a school district shall annually report the results of the school district screening required under Section 4.00 of these rules. Additional information concerning the manner of submission of the report may be found in the Arkansas Dyslexia Resource Guide.

## **9.00 DYSLEXIA SPECIALIST**

- 9.01 No later than the 2015 fiscal year, the Department of Education shall employ at least one (1) dyslexia specialist ~~who is a dyslexia therapist, licensed psychologist, licensed psychometrist, licensed speech language pathologist, or certified dyslexia training specialist~~ with a minimum of three (3) years of field experience in screening, identifying, and treating dyslexia and related disorders to provide technical assistance for dyslexia and related disorders to school districts across the state.

### **9.01.1 The dyslexia specialist shall:**

- 9.01.1.1 Be highly trained in dyslexia and related disorders, including best-practice interventions and treatment models for dyslexia;
- 9.01.1.2 Be responsible for the accountability of screening results and the implementation of professional awareness required by Section 11.00 of these rules and
- 9.01.1.3 Serve as the primary source of information and support for school districts in addressing the needs of students with dyslexia and related disorders.

- 9.02 The Department of Education shall ensure at least one (1) staff member at each education service cooperative is trained as a dyslexia specialist to provide necessary information and support to school districts.

~~9.02.1 A dyslexia specialist shall have completed training and received certification from a program approved by the department. Additional information pertaining to training, certification and program approval may be found in the Arkansas Dyslexia Resource Guide.~~

## **10.0 DYSLEXIA INTERVENTIONISTS**

- 10.01 No later than the 2015-2016 academic year, a school district shall have at least one individual to serve as a dyslexia interventionist, ~~as defined in the Arkansas Dyslexia Resource Guide who are trained as dyslexia interventionists:~~

~~10.01.1 By the Department of Education; or~~

~~10.01.2 Using other dyslexia training programs approved by the department.~~

## **11.00 PROFESSIONAL AWARENESS**

- 11.01 ~~No later than the 2014-2015 school year,~~ The Department of Education shall ensure that each teacher receives professional awareness on the following:

11.01.1 The ~~indicators~~ characteristics of dyslexia; and

11.01.2 The ~~science behind teaching a student who is dyslexic~~ evidence-based interventions and accommodations for dyslexia.

- 11.02 Professional awareness may be provided:

11.02.1 Online through Arkansas IDEAS;

11.02.2 At an education service cooperative; or

11.02.3 At another venue approved by the Department of Education.

## 12.00 EDUCATION IN TEACHER PREPARATION PROGRAMS

No later than the 2015-2016 school year, the Department of Education shall collaborate with the Department of Higher Education to ensure that all teacher education programs offered at state-supported institutions of higher education include information on the identification of students at risk for dyslexia and related disorders provide dyslexia professional awareness of the:

12.01 Characteristics of dyslexia; and

12.02 Evidence-based interventions and accommodations for dyslexia.

## 13.00 DYSLEXIA RESOURCE GUIDE

13.01 The Department of Education shall maintain a committee for the purpose of developing and updating the Dyslexia Resource Guide that is used as a guide for school districts, public schools, and teachers.

13.02 The committee shall be appointed by the Commissioner of Education and include one (1) representative who has experience working in the field of dyslexia intervention from each of the following organizations:

13.02.1 The Arkansas Association of Education Administrators;

13.02.2 The Arkansas Department of Education, Division of Learning Services;

13.02.3 The Arkansas Department of Higher Education;

13.02.4 The Arkansas Education Association;

13.02.5 The Arkansas School Boards Association;

13.02.6 An Education Service Cooperative Administrator; and

13.02.7 The Arkansas School Psychology Association.

13.02.7.1 The committee member from the Arkansas School Psychology Association must have at least three (3) years of experience in testing for dyslexia.

13.03 The committee also shall include three (3) professionals who have worked in public schools and who are knowledgeable in and have expertise in dyslexia screening and interventions.

Mark-UP



State of Arkansas

*As Engrossed: S3/17/15*

90th General Assembly

# A Bill

Regular Session, 2015

SENATE BILL 788

By: Senator Elliott

## For An Act To Be Entitled

AND ACT TO MODIFY THE REQUIREMENTS CONCERNING  
SCREENING FOR DYSLEXIA; TO CLARIFY THE REQUIREMENTS  
FOR SCHOOL DISTRICTS TO SCREEN STUDENTS FOR DYSLEXIA;  
AND FOR OTHER PURPOSES.

## Subtitle

TO MODIFY THE REQUIREMENTS CONCERNING  
SCREENING FOR DYSLEXIA; AND TO CLARIFY  
THE REQUIREMENTS FOR SCHOOL DISTRICTS TO  
SCREEN STUDENTS FOR DYSLEXIA.

BE IT ENACTED BY THE GENERAL ASSEMBLY OF THE STATE OF ARKANSAS:

SECTION 1. Arkansas Code § 6-41-601(2), concerning findings, is  
amended to read as follows:

(2) Most children identified as having ~~markers~~ characteristics of  
dyslexia and related disorders can be treated successfully; and

SECTION 2. Arkansas Code §§ 6-41-602 – 6-41-604 are amended to read as  
follows:

6-41-602. Definitions.

As used in this subchapter:

(1) “Dyslexia” means a specific learning disability that is:

(A) Neurological in origin;

(B) Characterized by difficulties with accurate and fluent  
word recognition and poor spelling and decoding abilities that typically  
result from a deficit in the phonological component of language; and



1 (C) Often unexpected in relation to other cognitive  
2 abilities;

3 (2) "Dyslexia interventionist" means a school district or public  
4 school employee trained in a dyslexia program, such as a:

- 5 (i) Dyslexia therapist;  
6 (ii) Dyslexia specialist;  
7 (iii) Reading interventionist;  
8 (iv) Certified teacher; or  
9 (v) Tutor or paraprofessional working under the  
10 supervision of a certified teacher;

11 (3) "Dyslexia program" means explicit, direct instruction that  
12 is:

13 (A) Systematic, sequential, and cumulative and follows a  
14 logical plans of presenting the alphabetic principle that targets the  
15 specific needs of the student without presuming prior skills or knowledge of  
16 the student;

17 (B) Systematic, multisensory, and research-based;

18 (C) Offered in a small group setting to teach students the  
19 components of reading instruction, including without limitation:

20 (i) Phonemic awareness to enable a student to detect,  
21 segment, blend, and manipulate sounds in spoken language;

22 (ii) Graphophonemic knowledge for teaching the  
23 letter-sound plan of English;

24 (iii) The structure of the English language that  
25 includes morphology, semantics, syntax, and pragmatics;

26 (iv) Linguistic instruction directed toward  
27 proficiency and fluency with the patterns of language so that words and  
28 sentences are carriers of meaning; and

29 (v) Strategies that students use for decoding,  
30 encoding, word recognition, fluency, and comprehension; and

31 (D)(i) Delivered with fidelity.

32 (ii) "Fidelity" means the intervention is done as  
33 the author of the program intended.

34 (4)(A) "Dyslexia specialist" means a professional at each  
35 education service cooperative or school district who has expertise and is  
36 working towards an endorsement or certification in providing training for:

- (i) Phonological and phonemic awareness;
- (ii) Sound and symbol relationships;
- (iii) Alphabet knowledge;
- (iv) Decoding skills;
- (v) Rapid naming skills; and
- (vi) Encoding skills.

(B) A dyslexia specialist shall be fluent in the Response to Intervention (RTI) process and provide training in administering screenings, analyzing and interpreting screening data, and determining appropriate interventions that are systematic, multisensory, and evidence-based;

(5) "Dyslexia therapist" means a professional who has completed training and obtained certification in dyslexia therapy from a dyslexia therapy training program ~~approved~~ defined by the Department of Education; and

~~(3)~~(6) "Dyslexia therapy" means an appropriate specialized ~~dyslexia reading~~ instructional program specifically designed for use in a dyslexia program that is+

~~(A) Delivered~~ delivered by a dyslexia therapist ~~interventionist;~~

~~(B) Systematic, multisensory, and research-based; and~~

~~(C) Offered in a small group setting to teach students the components of reading instruction, including without limitation:~~

~~(i) Phonemic awareness to enable a student to detect, segment, blend, and manipulate sounds in spoken language;~~

~~(ii) Graphophonemic knowledge for teaching the letter-sound plan of English;~~

~~(iii) The structure of the English language that includes morphology, semantics, syntax, and pragmatics;~~

~~(iv) Linguistic instruction directed toward proficiency and fluency with the patterns of language so that words and sentences are carriers of meaning; and~~

~~(v) Strategies that students use for decoding, encoding, word recognition, fluency, and comprehension.~~

6-41-603. Required screening and intervention.

(a)(1) A school district shall screen each student in kindergarten

1 through grade two (K-2) and others required by the Department of Education  
2 rule using the Dynamic Indicators of Basic Early Literacy Skills (DIBELS) or  
3 an equivalent screener.

4 (2) The screening of students shall be performed with fidelity  
5 and include without limitation:

6 (A) Phonological and phonemic awareness;

7 (B) Sound symbol recognition;

8 (C) Alphabet knowledge;

9 (D) Decoding skills;

10 (E) Rapid naming skills; and

11 (F) *Encoding skills*.

12 (3)(A) If the screener under subdivision (a)(1) of this section  
13 shows that a student is at risk, or at some risk then a level I dyslexia  
14 screener shall be administered.

15 (B) The level one dyslexia screening of a student shall be  
16 performed with fidelity and include the components listed under subdivision  
17 (a)(2) of this section.

18 (b) The Department of Education shall adopt rules to ensure that  
19 students will be screened using DIBELS or an equivalent screener:

20 (1) In kindergarten through grade two (K-2);

21 (2) When a student in kindergarten through grade two (K-2)  
22 transfers to a new school and has not been screened;

23 (3) When a student in grade three (3) or higher has difficulty,  
24 as noted by a classroom teacher, in:

25 (A) Phonological and phonemic awareness;

26 (B) Sound-symbol recognition;

27 (C) Alphabet knowledge;

28 (D) Decoding skills;

29 (E) Rapid naming skills; and

30 (F) Encoding skills; and

31 (4) When a student from another state enrolls for the first time  
32 in Arkansas in kindergarten through grade two (K-2) unless the student  
33 presents documentation that the student:

34 (A) Had the screening or a similar screening; or

35 (B) Is exempt from screening.

36 (c)(1) If the ~~DIBELS~~ initial, level I, or level II dyslexia screening

1 *indicates* that a student has ~~markers for~~ characteristics of dyslexia and  
2 ~~needs intervention~~, the Response to Intervention (RTI) process shall be used  
3 to address the needs of the student.

4 ~~(2) If the RTI process indicates the possibility of dyslexia, the~~  
5 ~~student shall be evaluated for dyslexia.~~

6 ~~(3)(A)(2)(A)~~ If the dyslexia ~~evaluation~~ level II dyslexia  
7 screening conducted by the school district indicates that a student ~~is~~  
8 dyslexic exhibits characteristics of dyslexia, the student shall be provided  
9 therapeutic intervention services.

10 (B) If it is determined that the student has functional  
11 difficulties in the academic environment due to characteristics of dyslexia,  
12 the necessary accommodations or equipment for the student shall be provided  
13 under Section 504 of the Rehabilitation Act of 1973, 29 U.S.C. § 794 and  
14 Title II of the Americans with Disabilities Act, 42 U.S.C. §§ 12131-12165, as  
15 they existed on February 1, 2013, if qualified under the applicable federal  
16 law.

17 ~~(C) Therapeutic services may be provided by a tutor who is~~  
18 ~~a highly qualified and trained interventionist.~~

19 ~~(d) If a student's performance on the DIBELS screening under~~  
20 ~~subdivision (c)(1) of this section indicates a need for additional screening,~~  
21 ~~the student may receive additional testing by a trained professional using a~~  
22 ~~norm-referenced test.~~

23  
24 6-41-604. ~~Additional~~ Level II dyslexia evaluation screening and  
25 services – Parental notification.

26 (a) If a student's performance on ~~a~~ an initial screener, level I  
27 screening, or level II dyslexia evaluation screening under § ~~6-41-603(e)(3)~~  
28 6-41-603 indicates indicate a need for dyslexia therapy intervention  
29 services, the student's parent or legal guardian shall be:

30 (1) Notified of the results of the dyslexia evaluation; and

31 (2) Provided with information and resource material, including  
32 without limitation:

33 (A) The ~~common indicators~~ characteristics of dyslexia;

34 (B) Appropriate classroom interventions and accommodations  
35 for students with dyslexia; and

36 (C) The right of the parent or legal guardian to have the

1 student receive an independent, comprehensive dyslexia evaluation by a:

- 2 (i) Licensed psychological examiner;
- 3 (ii) School psychology specialist;
- 4 (iii) Licensed speech-language pathologist; ~~or~~
- 5 (iv) Certified dyslexia training testing

6 specialist; or

- 7 (v) Dyslexia therapist.

8 ~~(b) If a student's performance on a dyslexia evaluation under § 6-41-~~  
9 ~~603(c)(3) indicates the need for dyslexia therapy intervention services, the~~  
10 ~~school district may perform a comprehensive dyslexia evaluation in addition~~  
11 ~~to the required Response to Intervention (RTI) process under § 6-41-~~  
12 ~~603(c)(2).~~

13 ~~(e)(b)(1)~~ If a parent or legal guardian chooses to have an independent  
14 a comprehensive dyslexia evaluation for the student, the parent or legal  
15 guardian shall:

16 (A) Select an individual qualified under subdivision  
17 (a)(2)(C) of this section to perform the comprehensive dyslexia evaluation;  
18 and

19 (B) Cover the cost of the comprehensive dyslexia  
20 evaluation.

21 (2) ~~the A~~ school district shall consider the diagnosis ~~from the~~  
22 ~~independent evaluation~~ and allow provide the student ~~to receive direct~~  
23 ~~intervention~~ with interventions determined to be appropriate by the school  
24 district from a dyslexia ~~therapist~~ interventionist at the school district.

26 SECTION 3. Arkansas Code § 6-41-605(a)(1), concerning instructional  
27 approaches, is amended to read as follows:

28 (a) Dyslexia ~~therapy~~ intervention for a student whose dyslexia  
29 ~~evaluation level I or level II screening~~ under § 6-41-603(c)(3) indicates the  
30 need for dyslexia ~~therapy~~ intervention services ~~shall be provided with~~  
31 ~~fidelity and may~~ include the following instructional approaches:

32 (1) Explicit, direct instruction that is systematic,  
33 sequential, and cumulative and follows a logical plan of presenting the  
34 alphabetic principle that targets the specific needs of the student without  
35 presuming prior skills or knowledge of the student;

SECTION 4. Arkansas Code § 6-41-607 is amended to read as follows:

6-41-607. Dyslexia *specialist*.

(a) No later than the 2015 fiscal year, the Department of Education shall employ at least one (1) dyslexia specialist ~~who is a dyslexia therapist, licensed psychologist, licensed psychometrist, licensed speech-language pathologist, or certified dyslexia training specialist~~ with a minimum of three (3) years of field experience in screening, identifying, and treating dyslexia and related disorders to provide technical assistance for dyslexia and related disorders to school districts across the state.

(b) The dyslexia *specialist* shall:

(1) Be highly trained in dyslexia and related disorders, including best-practice interventions and treatment models for dyslexia;

(2) Be responsible for the accountability of screening results and the implementation of professional awareness required under § 6-41-608; and

(3) Serve as the primary source of information and support for school districts addressing the needs of students with dyslexia and related disorders.

~~(c)-(1)~~(c) The department shall ensure that at least one (1) staff member at each education service cooperative is trained as a dyslexia specialist to provide necessary information and support to school districts.

~~(2) A dyslexia specialist shall have completed training and received certification from a program approved by the department.~~

(d) No later than the 2015-2016 academic year, a school district shall have individuals to serve as dyslexia interventionists ~~as defined in the Resource Guide for Specific Learning Disabilities (SLD)/Dyslexia who are trained as dyslexia interventionists.~~

~~(1) By the department; or~~

~~(2) Using other dyslexia training programs approved by the department.~~

SECTION 5. Arkansas Code § 6-41-608(a), concerning dyslexia professional awareness, is amended to read as follows:

(a) No later than the 2014-2015 school year, the Department of Education shall ensure that each teacher receives professional awareness on:

(1) The ~~indicators~~ characteristics of dyslexia; and

1           (2) ~~The science behind teaching a student who is dyslexic~~  
2 evidence-based interventions and accommodations for dyslexia.

3  
4           SECTION 6. Arkansas Code § 6-41-609 is amended to read as follows:  
5           6-41-609. Dyslexia and related disorder education in teacher  
6 preparation programs.

7           ~~The~~ No later than the 2015-2016 school year, the Department of  
8 Education shall collaborate with the Department of Higher Education to ensure  
9 that all teacher education programs offered at state-supported institutions  
10 of higher education ~~include information on the identification of students at~~  
11 ~~risk for dyslexia and related disorders~~ provide dyslexia professional  
12 awareness of the:

13           (1) Characteristics of dyslexia; and  
14           (2) Evidence-based interventions and accommodations for  
15 dyslexia.

16  
17           SECTION 7. Arkansas Code § 6-41-610(b), concerning the dyslexia  
18 resource guide, is amended to read as follows:

19           (b)(1) The department shall maintain a committee for the purpose of  
20 developing and updating the Arkansas Dyslexia Resource Guide ~~for Specific~~  
21 ~~Learning Disabilities (SLD)/Dyslexia that is used as a guide for school~~  
22 ~~districts, public schools, and teachers.~~

23           (2)(A) The committee shall include one (1) representative who  
24 has experience working in the field of dyslexia intervention from the  
25 following organizations appointed by the Commissioner of Education:

26                           (i) The Arkansas Association of Education  
27 Administrators;  
28                           (ii) The Arkansas Department of Education, Learning  
29 Services;  
30                           (iii) The Arkansas Department of Higher Education  
31                           (iv) The Arkansas Education Association;  
32                           (v) The Arkansas School Boards Association;  
33                           (vi) The Arkansas School Psychology Association,  
34 with at least three (3) years of experience in testing for dyslexia; and  
35                           (vii) An Education Service Cooperative  
36 administrator; and



1                   (B) Three (3) professionals who have worked in a public  
2 school are knowledgeable in and have expertise in dyslexia screening and  
3 interventions.

4  
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6                   */s/Elliott*

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9                   **APPROVED: 04/08/2015**  
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**SUMMARY OF PROPOSED CHANGES TO THE ARKANSAS DEPARTMENT  
OF EDUCATION RULES GOVERNING HOW TO MEET THE NEEDS OF  
CHILDREN WITH DYSLLEXIA**

**Section**

- 2.00** Removes Act 1294 of 2013 as authority for rules and replaces it with Ark. Code Ann. §§ 6-41-601 through 6-41-610, which incorporate Act 1268 of 2015.
- 3.00** Adds definition of “dyslexia interventionist,” “dyslexia program,” and “dyslexia specialist”; revises definitions of “dyslexia therapist” and “dyslexia therapy.” All changes made to mirror definitions set forth in Act 1294 of 2015. Also adds definition of “program approved or defined by the Department.”
- 4.00** Changes made to mirror language of Act 1268 of 2015. Allows school districts to use a screener equivalent to DIEBELS (Dynamic Indicators of Basic Early Literacy Skills), and adds that if the screener shows a student is at risk, additional screening shall be conducted.
- 5.00** Paragraph struck after section 5.01 (“NOTE”) moved to section 4.00 with minor changes. Note under section 5.03 (now 5.02) struck because term “therapeutic services” no longer used in the law, having been replaced by “intervention” services. Language in 5.04 (now 5.03) added qualification language. The remainder of changes made to mirror language of Act 1268 of 2015.
- 6.00** Revisions made to mirror language of Act 1268 of 2015. Clarifies that a parent may request an independent, comprehensive dyslexia evaluation at their own cost, and actions a school district must take when presented with a diagnosis of dyslexia. Adds note clarifying that whether an individual is qualified to provide a diagnosis is dependent upon their licensure.
- 7.00** Minor language changes to mirror Act 1268 of 2015.
- 9.00** Mirroring language of Act 1268 of 2015, clarifies qualifications for a dyslexia specialist.
- 10.0** Minor language changes to mirror Act 1268 of 2015 (removed language defining and establishing training for dyslexia interventionist, which under Act 1268 now is defined section 3.00).
- 11.0** Minor language change to mirror Act 1268 of 2015, and removed dates that already have passed.
- 12.0** Mirroring language of Act 1268 of 2015, clarifies collaboration between Arkansas Department of Education and Arkansas Department of Higher Education related to teacher education programs.

- 13.0** Sets forth the membership of the Dyslexia Resource Guide committee, as set forth in Act 1268 of 2015.

Post-Public Comment

The following non-substantive changes were made following public comment:

- 1.03** Language added to remind readers to refer to the Dyslexia Resource Guide for additional guidance.
- 2.02** Language added for clarification (e.g., to remind that Ark. Code Ann. § 6-41-601 *et seq.* does not relieve a school district of its obligation to meet the requirements of the IDEA or § 504 of the Rehabilitation Act).
- 3.08** Removal of language that was intended to clarify but that caused confusion.
- 4.03** Language added to clarify that DIBELS or an “equivalent screener” might not alone be a sufficient measurement tool.
- 4.05** Language added to clarify that a student with an existing diagnosis of dyslexia is exempt from dyslexia screening *only if* the school district is providing interventions to that student.
- 6.03** Language added to ensure that if a school district decides against providing services based upon an independent comprehensive dyslexia evaluation, it must notify the student’s parent or guardian of its reasoning. Also, the “NOTE” clarifies that whether an individual may conduct an evaluation (in addition to a diagnosis) is dependent upon his or her licensure.
- 7.01** Language added to clarify that a school district must provide all services it deems appropriate for the student.

**Public Comments – ADE Rules Governing How To Meet The Needs Of Children With Dyslexia**

**NOTE:** In response to various questions asked by commenters, Section 1.03 was added to the proposed rules to clarify that further clarification, guidance, and instruction regarding the applicable law and accompanying rules is provided in the Arkansas Dyslexia Resource Guide, which can be accessed through the ADE’s website.

Date	Respondent	Comment	ADE Response
1/19/16	Mary Bryant, Ed.S, Nationally Certified School Psychologist, Arkansas Licensed Psychological Examiner, Arkansas School Psychology Specialist	<p>Section 4.01.1: I believe that students should be screened each year in grades kindergarten, one, and two... each year. As skill levels increase and the demands on students grow each year it is essential to assess/screen if students are gaining the necessary basal skills for effective and fluent reading. The skills are very different from kindergarten compared to 2nd grade. Students who may have the skills down in kindergarten may not demonstrate that they understand or grasp the skills by 2nd grade. It is important that they be screened each year in grades K-2 to prevent reading difficulties which may lead to a retention, identification of a disability, increased dropout rate, etc.</p> <p>Section 6.01.2.3: In terms of those professionals who are qualified and fully capable of conducting the independent comprehensive evaluation the following should be added to the list that parents can choose from. With the limited number of LPE's in the state of AR now (license of LPE no longer awarded after October 2013) it would be beneficial to parents to understand all of the professionals they may choose from. The list should include the following: School Psychology Specialist (SPS); Licensed Psychologist (LP); Licensed Psychological Examiner (LPE/LPE-I); Licensed Professional Counselor with Appraisal Specialization (LPC). Additionally, the license of Certified Dyslexia Testing Specialist is not a license recognized at this time in the state of AR. There is no governing body to define a scope of practice for this particular license. Additionally there is no governing body should a parent or school have an ethics complaint. This license should be stricken from the list until there is a licensing body that awards this credential in AR.</p> <p>A Dyslexia Therapist should not be allowed to conduct independent "comprehensive" evaluations for dyslexia. The only professionals licensed to practice psychology (including psycho-educational evaluations) are licensed by the ADE, the AR Psychology Board and the AR Counseling Board. The Dyslexia Therapist license is not awarded by any of the three licensing bodies listed above. They should be stricken from the list of professionals appropriate for selection by parents to conduct an independent comprehensive evaluation.</p> <p>The connotation that the independent evaluation will be "comprehensive" means that the evaluation includes a full assessment of intellectual abilities/cognition and other processing strengths and weaknesses which is a skill level relegated only to those in the list provided above; LP, LPE,</p>	<p>Regarding Section 4.01.1, this language closely mirrors Ark. Code Ann. § 6-41-603(a)(1), which provides that students (who do not fall within an exception) must be screened in kindergarten, grade one, <u>and</u> in grade 2. (emphasis added).</p> <p>Regarding Section 6.01.2.3, this language mirrors Ark. Code Ann. § 6-41-604(a)(2)(C)(i)-(v) and includes only the individuals listed in the law. The "NOTE" following 6.03 revised to read that whether an individual is qualified to "conduct and evaluation" or provide a diagnosis is dependent upon their licensure.</p> <p><b>Comments considered. Non-substantive change made.</b></p>

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		<p>SPS, and LPC with Appraisal. Typically a full comprehensive assessment would include individual intelligence (full battery), individual achievement (full battery), screening of communicative abilities, screening of social-emotional/behavioral issues, a thorough record review (education, development, behavior, etc.), summary, recommendations, and a determination of diagnosis. Parents should be aware of the credentials of the person they are choosing to conduct this evaluation and a disservice will be done to these children if unqualified and unlicensed individuals are conducting evaluations without extensive training in standardized test administration, interpretation, child development, literacy, and response to intervention. Multidisciplinary teams depend on reliable and valid data, which are properly interpreted, in order to make determinations regarding educational programming for children. It is the position of the Arkansas School Psychology Association that multidisciplinary teams use only assessment data provided by qualified examiners who are properly trained to both administer and interpret assessment results. This will help ensure that children and their families are provided services by professionals who are fully qualified to perform their assigned roles. This will also provide protection for school districts should an evaluation be challenged or taken to a due process hearing.</p>	
1/19/16	<p>John Hall, Ph.D., Licensed Psychologist (AR), Licensed School Psychology Specialist (AR), Nationally Certified School Psychologist (NCSP)</p>	<p>Recent review of the Arkansas Dyslexia Resource Guide (2015) and Arkansas Department of Education (ADE) Rules Governing How to Meet the Needs of Children with Dyslexia (2014) has raised several serious concerns specific to the evaluation practices for dyslexia. These are addressed below.</p> <p>First, the sections of these documents that address the independent evaluation for the condition state the evaluation must be conducted by a Licensed Psychological Examiner, School Psychology Specialist, Licensed Speech Language Pathologist, Certified Dyslexia Testing Specialist, or Dyslexia Therapist. It has long been understood that School Psychology Specialists, who are solely licensed by the Arkansas Department of Education (ADE) can only practice/deliver professional services in educational settings (i.e., preK-12 schools) associated with their employment through a school district or educational cooperative within the State of Arkansas. These practitioners are not licensed or eligible to provide any professional services independently including assessment/testing even though most would agree they are more than competent to conduct these types of evaluations. As noted on the current NASP website the scope of practice for School Psychology Specialists in Arkansas states these practitioners “are not permitted to practice in any other arena other than the schools.” Currently, only a few states in the U.S.</p>	<p>Regarding Section 9.00, the term “psychometrist” already was removed in both the law and the proposed rules.</p> <p>Regarding licensure comments, please see above the response to the 1/19/16 comment of Mary Bryant.</p> <p><b>Comments considered. No changes made.</b></p>

allow for school psychologists licensed by a state department of education to engage in non-school practice. For example, in Ohio school psychologists who hold the SEA credential can provide services in preK-12 schools but not outside of the schools. However, the Ohio State Board of Psychology offers a School Psychologist License which allows for the practice outside of the schools if the practitioner meets specific conditions (i.e., passing score on the Praxis, oral examination, three reference letters, minimum of a master's degree in school psychology, internship, three years of experience, and supervision by a qualified licensee of the board who verifies and documents the latter activity). Similar restrictions in terms of practice setting also likely holds true for Certified Dyslexia Testing Specialists and Dyslexia Therapists. That is, it would be unlikely for these practitioners to lawfully provide services outside of the schools where they are also employed. Finally, it is unclear whether School Psychology Specialists, Certified Dyslexia Testing Specialists, or Dyslexia Therapists could secure professional liability insurance in Arkansas that would cover their independent practice. One would be ill-advised to practice independently without this type of coverage.

A second concern rests with the possibility of a dual relationship. This could occur if one of the sanctioned practitioners noted above (e.g., an ADE licensed school psychology specialist) who was employed by a school district also conducted the independent evaluation on a student who was also enrolled within that district. The NASP Principles for Professional Ethics in Section V.

Professional Practice Settings-Independent Practice A.2. states "School psychologists dully employed in independent practice and in a school district may not accept any form of remuneration for clients who are entitled to the same service provided by the school district employing the school psychologist. This includes children who attend nonpublic schools within the school psychologist's district." Furthermore, Section V.A.3. notes "School psychologists in independent practice have an obligation to inform parents of any school psychological services available to them at no cost from the public or private schools prior to delivering such services for remuneration."

A third concern is whether a Certified Dyslexia Testing Specialist or a Dyslexia Therapist would by education and training have the necessary knowledge and skills to competently conduct these types of evaluations. The NASP Principles for Professional Ethics in Section IV. Professional Practices-General Principles C.5. states "School psychologists do not condone the use of psychological or educational assessment techniques, or the misuse of the information these

	<p>techniques provide, by unqualified persons in any way, including teaching, sponsorship or supervision.”</p> <p>A fourth concern pertains to the designated practitioners in Arkansas who may conduct dyslexia evaluations. Licensed Psychological Examiners can provide assessment/testing services independently and also in the schools in accord with the psychology licensing law and their statement of intent. The same holds true for Licensed Psychologists in terms of the psychology licensing law and Licensed Professional Counselors with the Assessment Specialization under the counseling law however, these qualified and licensed practitioners are for some reason not included in the dyslexia guide, rules, or law. Should they not be included as qualified practitioners to conduct these types of evaluations?</p> <p>A fifth concern relates to ethical complaints. Both Licensed Psychological Examiners and Licensed Psychologists are licensed through the Arkansas Psychology Board and Licensed Professional Counselors with the Assessment Specialization are licensed through the Arkansas Counseling Board. They can and do under their respective practice laws and rules and regulations provide professional services to the public both inside and outside of preK-12 school settings. Furthermore, if a consumer (i.e., client, patient, guardian) or another licensed practitioner has a legal or ethical concern with one of these practitioners specific to assessment they can report the matter to the respective state licensing board for review and possible intervention. Who would the consumer or other practitioner report the concerning issue to if the practitioner is not licensed by one of the above state boards? Would the ADE ethics board now assume the oversight of ADE licensed or certified practitioners engage in independent dyslexia evaluations? If so, would that be appropriate?</p> <p>A sixth issue rests with the ADE rules section 9.00. In this section the term “licensed psychometrist” is listed as someone who the ADE could employ. However, this term is not defined and it is also not a license that is issued in the State of Arkansas.</p> <p>In sum, the language in the above documents places some school psychology specialists (and perhaps Certified Dyslexia Testing Specialists and Dyslexia Therapists) at-risk in terms of offering and engaging in independent evaluations outside of their allowed settings. In terms of Certified Dyslexia Testing Specialists and Dyslexia Therapists they appear to be certified not licensed. The education, training, knowledge, skills, and competency of these practitioners in conducting these types of evaluations remains unclear. Extensive instruction which is</p>	
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		<p>typically only offered through an advance accredited program of academic study at a university is a necessary prerequisite for this type of practice. Without this type of professional preparation the risk of negative side-effects associated with these evaluations for children/students and parents within the state may be high. Constructive changes in the ADE guide and rules are needed to correct the above concerns.</p>	
<p>1/19/16</p>	<p>Karleen Sheets, Asst. Superintendent, Jonesboro Public Schools</p>	<p>Section 3.04.1. What "endorsement or certification" is required to be a "dyslexia specialist"? Is this a "qualified instructor"? Is the endorsement or certification from ADE?</p> <p>Section 3.05. Is a "dyslexia therapist" as defined specifically talking about a Certified Academic Language Therapist (CALT)? Are there other certifications in dyslexia therapy to be a dyslexia therapist?</p> <p>Section 4.01.1. Is every student in grades K-2 required to be screened annually? If no characteristics of dyslexia are evident in the initial screening, is the student required to be screened in subsequent years?</p> <p>Sections 4.03, 8.01 and 13.01. Due to the impact of the Dyslexia Resource Guide on the implementation of these rules, will there be an opportunity for public review and comment on the Dyslexia Resource Guide and revisions?</p> <p>NOTE after Section 6.03. What licensure or credentials qualify an individual to provide a diagnosis of dyslexia? Which agency or organization are approved to provide the licensure or credentials to determine if an individual is qualified to provide a diagnosis of dyslexia?</p> <p>Sections 7.01 and 7.01.1 are directly from the law; however, 7.01.2, 7.01.3 and 7.01.4 are not specified in the law. How is it determined if an instructional approach is "highly concentrated instruction methods and materials that maximize student engagement"? What is the definition of "meaning-based instruction"? How is it determined if the instructional approach is "directed at purposeful reading and writing"? It would be more clear if 7.01.2, 7.01.3 and 7.01.4 were deleted and replaced with: 7.01.2 The district's dyslexia intervention program as defined in 3.03.</p> <p>Section 7.02. This should be deleted since it is not in Act 1268. District are not providing "dyslexia therapy"; therefore, there is no need for "dyslexia therapists". Act 1268 requires districts to have "dyslexia interventionists" who are trained in the district's dyslexia program. If 7.02 remains in the rules, will districts be required to hire dyslexia therapists? If so, when?</p> <p>Section 11.01. Are teachers required to receive professional awareness one time? annually? On the rotation cycle of state PD?</p> <p>Section 11.02. If the professional awareness is offered by the school district, must this venue have prior approval by ADE?</p>	<p>Regarding Section 4.01.1, please see above the response to the 1/19/16 comment of Mary Bryant.</p> <p>Regarding Section 6.03, please see above the response to the 1/19/16 comment of Mary Bryant. The "NOTE" after 6.03 is self-explanatory: one must consult his/her individual licensure requirements or consult the appropriate licensure authority to make this determination.</p> <p>Sections 7.01.2, 7.01.3, and 7.01.4 mirror the law. See Ark. Code Ann. § 6-41-605(a)(2)-(4). Likewise, the language in 7.02 mirrors the law. See Ark. Code Ann. § 6-41-605(b).</p> <p>Suggestions for revisions to the Dyslexia Resource Guide may be sent to Vicki King (ADE Dyslexia Specialist) at <a href="mailto:vicki.king@arkansas.gov">vicki.king@arkansas.gov</a>, or Mary Bryant (chair of committee that updates the guide) at <a href="mailto:mbryant@crmail.k12.ar.us">mbryant@crmail.k12.ar.us</a>.</p> <p><b>Comments considered. No changes made.</b></p>



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<p>1/19/16</p>	<p>Joan Simon, Ph.D., Licensed Psychologist, Associate Professor, UCA</p>	<p>1. The following are not clearly defined: a. Level 1 dyslexia screener – seems to refer to the same screening described in 4.02, why do same screening twice? b. Level 2 dyslexia screener</p> <p>2. Under 3.04.1: “A professional at each education service cooperative or school district who has expertise IN TEACHING READING SKILLS (Simon comment – It seems that there are some key words missing here &amp; I've filled in an option. We want expertise in teaching reading, right?!) and is working towards an...”</p> <p>3. Under 3.05: “Dyslexia therapist”... I do not agree that it is sufficient for a dyslexia therapy training program to simply meet an ADE definition. If we are expecting these professionals to work with the children in our schools who most need of quality assistance, we need a better way to ensure that their training programs are of the highest quality.</p> <p>4. Under 3.04.7: “Response to Intervention (RTI)” is the practice of.... a. 3.047.2 – Replace “appropriate” with “research supported”; b. This is an excellent opportunity to help AR educators better understand the components of a quality school-based RTI system. Therefore, the components of RTI listed here are incomplete as they stand. i. Add: Universal screening and benchmarking numerous times per year; ii. Add: Ongoing professional development for teachers; iii. Add: School-based problem solving teams; iv. Add: Interventions for which the integrity is monitored regularly; v. Add: Parent involvement.</p> <p>5. Under 4.01.1: “Each student in kindergarten, grade one, and grade two,” This type of screening needs to happen three times per year in order to establish school-based norms and/or benchmarks against which future universal screening data can be compared. Screening should minimally occur once per year with the goal of increasing screening to 3x per year.</p> <p>6. Under 5.00: Consider replacing “Intervention and Services” with “Dyslexia Program Implementation” because the only intervention is such a program.</p> <p>7. Under 5.02: Consider replacing “intervention services” with “dyslexia program”</p> <p>8. Under 6.00: “Independent, comprehensive dyslexia evaluation” consider replacing with “Screening and Evaluation for Dyslexia”</p> <p>9. Under 6.01.2.3.2: School Psychology Specialists are not licensed to practice outside of the purview of ADE. Therefore, without another license, they cannot conduct a psycho-educational assessment outside of the school setting. This may be an issue with the way the law is written, but it does currently seem to violate the psychology licensure law, ACT 129 (1955), “AN ACT TO REGULATE THE PRACTICE OF PSYCHOLOGISTS IN ARKANSAS, INCLUDING INSTRUCTIONS THEREIN; TO CREATE A BOARD TO BE</p>
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The language contained in Sections 3.04.1, 3.05, 5.02, 6.01.2.3.2, 6.01.2.3.4, and 6.01.2.3.5 closely mirrors the law. See Ark. Code Ann. §§ 6-41-602(4)(A); 6-41-602(5); 6-41-603(c)(1); and 6-41-604(a)(2)(C)(ii), (iv), (v).

Regarding licensure comments, please see above the response to the 1/19/16 comment of Mary Bryant

Regarding Section 4.01.1, please see above the response to the 1/19/16 comment of Mary Bryant.

Regarding 13.02.7.1, the 3-year experience requirement mirrors the law. See § 6-41-610(b)(2)(A)(vi).

**Comments considered. No changes made.**

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		<p>KNOWN AS ARKANSAS BOARD OF EXAMINERS IN PSYCHOLOGY; AND TO FIX PENALTIES FOR VIOLATIONS OF ITS PROVISIONS," In Section 2: Definition of Practice of Psychology, it states (I have added the italics and underline for emphasis) ... A. A person practices as a Psychological Examiner within the meaning of this act when he holds himself out to be a Psychological Examiner, or renders to individuals or to the public for remuneration any service involving the application of recognized principles, methods and procedures of the science and profession of psychology, such as interviewing or administering and interpreting tests of mental abilities, aptitudes, interests and personality characteristics, for such purposes as psychological evaluation or for educational or vocational selection, guidance or placement. The Psychological Examiner practices the following only under qualified supervision; overall personality appraisal or classification, personality counseling, psychotherapy or personality readjustment techniques.</p> <p>10. Under 6.01.2.3.4: Certified dyslexia testing specialist is not defined elsewhere nor am I aware of any state license that would allow for such an evaluation outside of the public school setting.</p> <p>11. Under 6.01.2.3.5: Dyslexia therapist – not appropriate for this person to evaluate without a licensed to do so.</p> <p>12. Under 7.00: Instructional Approaches – why not just say "Dyslexia Program."</p> <p>13. Under 13.02.7.1: Why is this statement needed when no other professional in the group is defined in such a way? I suggest removing this statement.</p>		
2/2/16	Melinda Harris, Maynard School District	<p>I think a rule should be added stating that a Dyslexia Interventionist or Therapist should not be expected to serve more students than is possible to ensure the fidelity of the program being used. I also feel that it should be a rule that the position of Dyslexia Interventionist or Therapist should be a full time position on its own. Dyslexia Interventionists and Therapists are being "added" but sometimes the job is being tacked onto an already full time position. For instance, at my school, the 4-6 Reading Teacher who has full classes for 6 periods out of a 7 period schedule each day, is being expected to also serve identified dyslexics (K-12) with interventions on top of this full-time schedule. This is not fair to either group of students. The 4-6 Reading classes or the students with dyslexia needing the interventions. It is also not fair to ask this of the teacher who isn't receiving any compensation other than her regular salary. There needs to be some way of ensuring that the needs of these students are being met. It should not be at the expense of other groups of students or teachers.</p>	Comments considered. No changes made.	
2/9/16	Tom Gattis, Superintendent,	I do believe the Dyslexia programs that were implemented in	Comment considered. No changes made.	

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2/12/16	County Line School District	public schools last year are going to be beneficial for student success, however it is costing districts several thousands of dollars each year to implement these programs and we received only a modest increase in funding.	
	<p>Maleah Bufford, SPS, LPE-1., NCSP and Amy Cunningham, SPS, LPE</p>	<p>Title, 1.01, 1.02, 2.02 Wording. Title, 1.01 "Children with Dyslexia," 1.02 "students with dyslexia," 2.02 "students with dyslexia" and "student with dyslexia." More appropriate wording to be consistent with other areas within this document (with the exception of under 6.00 Independent, Comprehensive Dyslexia Evaluation) would be "characteristics of dyslexia." The current wording implies diagnosis prior to comprehensive evaluation. The implication is that the screenings mentioned below will result in a diagnosis of dyslexia. It is never appropriate to make a diagnosis based on screening information. Not every student who does not perform well on the screenings has dyslexia. See also Arkansas Dyslexia Resource Guide (July 10, 2015 page 22) Level II Dyslexia Screening working "...documenting the characteristics of dyslexia." Sections 5.01, 5.02, and 5.03 of this document is worded "characteristics of dyslexia"</p> <p>3.02.5 Supervision. Are there any stipulations as to how the supervision is to be documented?</p> <p>3.04.2 Screening Defined. The dyslexia specialist will... provide training in administering screenings, analyzing and interpreting screening data...." Is this referring to initial screening, Level I, and/or Level II? Should the screening they are responsible for training others to use, etc. be clarified in conjunction with 4.03 and 4.04? As noted in the Arkansas Dyslexia Resource Guide (July 10, 2015 Appendix G) Level 2 Dyslexia Screener Test Battery list, it is noted that there are certain tests that require advanced examiner qualifications. Will the dyslexia specialist have the advanced qualifications needed for training others? For example, the Woodcock Johnson IV Tests of Achievement (WJ-IV ACH) manual indicates that "Competent interpretation of the WJ-IV ACH requires a higher degree of knowledge and experience than is required for administering and scoring the tests." "Graduate-level training in educational assessment and a background in diagnostic decision-making are recommended for individuals who interpret the WJ IV ACH." Graduate level training is further defined as at least "a practicum-type course covering administration and interpretation of standardized tests of academic achievement." (Mather, N. J., &amp; Wendling, B. J. (2014). Examiner's Manual. <i>Woodcock-Johnson IV Tests of Achievement</i>. Rolling Meadows, IL: Riverside. Other examples: WRMT-III</p> <p>-At least bachelor's level training in measurement and administration and interpretation of tests -understanding of testing statistics</p>	<p>Regarding Section 3.08, that language has been removed as it causes confusion (as opposed to clarity). The language in Section 3.05 mirrors the law. See Ark. Code Ann. § 6-41-602(5).</p> <p>The ordering of the language in Section 6.00 mirrors the law. See Ark. Code Ann. § 6-41-604(a).</p> <p>Commenter correctly recognizes that Psychologists are not included under the law. Consequently, they are not included under Section 6.01.2.3, which mirrors the law. See Ark. Code Ann. § 6-41-604(a)(2)(C)(i)-(iv).</p> <p>Regarding licensure comments, please see above the response to the 1/19/16 comment of Mary Bryant.</p> <p><b>Comments considered. Non-substantive changes made.</b></p>

	<p>CTOPP-2</p> <p>"extensive formal training in assessment" (understanding of testing statistics, test administration, content being assessed) TWS-5</p> <p>Formal training in assessment</p> <p>It is important that those administering, interpreting, and training others be familiar with examiner qualifications and responsibilities set forth by testing companies, assessment manuals, and ethics guidelines.</p> <p>3.047 and subsections Typo. Should this be 3.07. No line drawn through the 4.</p> <p>3.047.1 Screening. Is this the screening referred to in 3.04.2?</p> <p>3.08 Typo. "program approved or defined by the Department" "approved" should be marked through as in 3.05. Does this statement belong here or maybe by 3.05?</p> <p>4.00 and 4.05 Required Screening and following subsections: How do these screenings apply to students already receiving special education services (which may or may not include those with existing diagnosis of dyslexia but are receiving services for basic reading and/or reading fluency? What about severely impaired students for whom formal assessments are not appropriate?</p> <p>4.03 typo. wording ands and commas</p> <p>4.03 NOTE: screening instruments. specify which screening: initial. Also references Arkansas Dyslexia Resource Guide for list of screenings; however, Appendix G is for Level II. Maybe wording should say, "Refer to the Arkansas Dyslexia Resource Guide for a list of Initial Screening Instruments." (see page 19 of Guide).</p> <p>5.02 Consent. Consider putting the information about consent in the guidelines as many of the tests that are listed in the Arkansas Dyslexia Resource Guide are considered "diagnostic." Maybe specify which "screenings" require parental consent.</p> <p>6.00 Independent, Comprehensive Dyslexia Evaluation; 6.01.1 Notified of the results of the dyslexia evaluation. Seems out of order here if it is referring to the results of the evaluation. Maybe more appropriately placed at end of this section.</p> <p>6.01.2.3 Psychologist is omitted (as is in the law). Psychologists are qualified to evaluate for dyslexia as defined in the DSM-V.</p> <p>6.01.2.3.2 School psychology specialist. When referred for an Independent, Comprehensive Dyslexia Evaluation, refer to</p>	
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	<p>AR Code 17-97-307 (2012) which specifies that SPSs are "restricted in their practice to employment within those settings under the purview of the State Board of Education."</p> <p>6.01.2.3.4 &amp; 6.01.2.3.5 others who can provide an independent, comprehensive dyslexia evaluation. All of the professionals listed above have graduate level degrees with practicum and internship experiences and are governed by a licensing board designed to protect the student as well as a Professional Association with the exception of certified dyslexia testing specialist. How does that compare to the level of training and experience that will be required from a Certified dyslexia testing specialist (which is not defined in this document) or from a Dyslexia therapist? It is likely that these two fields do not have the necessary qualifications to even purchase many of the tests listed under the Level II Dyslexia Screening list in the Guide (Appendix G). Additionally, see <i>comment section in 3.04.2</i>. Please refer to the Arkansas School Psychology Position Statement regarding Qualifications to Conduct Psychological/Psychological Evaluations in Arkansas Schools.</p> <p>According to <u>Parenting Children with Dyslexia website</u> <a href="http://www.Netplaces.com/parenting-kids-with-dyslexia">www.Netplaces.com/parenting-kids-with-dyslexia</a>, "dyslexia is diagnosed by a specialist trained in the assessment of learning disabilities. The purpose of the testing is not only to determine whether a child has dyslexia but is to rule out other problems." The people conducting these evaluations must be adequately trained to rule-out other disorders as well as evaluating the impact of other issues that can impact learning (ADHD, intellectual or developmental disabilities, etc.). Although a formal measure of intelligence is not always thought of (by some) as an integral part of a comprehensive evaluation for dyslexia, dyslexia is considered a learning disability and included in the definition of learning disability is that there are deficits in one or more areas of cognitive processing. Most intelligence measures include areas of basic cognitive processing which are linked to various academic areas (including basic reading and reading fluency [dyslexia]). Specialized graduate level training and licenses are required for this type of assessment. Additionally in the definition used by the International Dyslexia Association, "...difficulties typically result from a deficit in the phonological component of language that is often unexpected in relation to other cognitive abilities...." How do we know that unless we assess those areas? Assessment of these processes must be completed by those with appropriate training and licensure.</p> <p>6.03 NOTE: Where does this belong? Move to 6.01?</p> <p>9.00 Dyslexia Specialist. Needs clarification to distinguish this position from that in 3.04.</p>
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Public Comments – ADE Rules Governing How To Meet The Needs Of Children With Dyslexia

		<p>9.01.1.2 Screening. Which screening: initial, Level I, Level II?</p> <p>10.0 Typo. Should be 10.00</p> <p>13.00 Dyslexia Resource Guide. How do these people get on the committee?</p> <p>Question: How are parental consents being handled throughout this process? (Keep in mind that many of the tests listed in the Level II Dyslexia screening are considered "diagnostic" in nature even though they are listed under "screening" in the guide.)</p> <p>\$03-06-2016 – Additional note: We attended ARMEA this past week. In one session, during a Q &amp; A, the presenter, who is a well-known attorney in special education and 504 law, suggested that the move to a Level 2 Dyslexia Screening should be considered a 504 referral and the Level 2 Dyslexia Screening would be the resulting evaluation for consideration of 504 services, which would be the subsequent dyslexia therapy, if eligible.</p> <p>Note: Commenters also attached the Arkansas School Psychology Association's position statement regarding Qualifications to Conduct Psycho-educational/Psychological Evaluations in Arkansas Schools; and Ark. Code Ann. § 17-19-307 entitled "Professional Titles" (regarding "psychological," "psychologist," and "psychology," etc.)</p>	
2/16/16	Jennifer Dedman, Arkansas Public School Resource Center	<p>3.03.6: This section may be improved by adding clarity that this reading instruction is a supplemental service/intervention in addition to the regular classroom reading instruction.</p> <p>4.02: Consider adding the ability to "Understand the Text" (Reading Comprehension).</p> <p>5.00: This section is missing recommendations of intervention for students identified with Level 1.</p> <p>9.01 and 10.01: It is unclear whether each of these positions are required to be one Full Time Equivalent (FTE) or partial Full Time Equivalent positions. If they refer to full FTE, this appears to be an additional cost to the district of two employees with no supporting funding source.</p> <p>13.02: Charter schools are not specifically represented on the committee. Consider adding an organization to represent this group of schools.</p>	<p><b>Comments considered. No changes made.</b></p>
2/16/16	Diane Zook, Arkansas State Board of Education	<p>Section 3.047.1. EACH or ALL should not be taken out of the rules. If all (each and every) students aren't screened, the school has to get individual parental permission.</p> <p>Section 4.03. NOTE: (the second sentence should read) DIBELS alone IS insufficient to determine.....</p> <p>Section 5.00 and 6.00. The deletion of steps needed/required under these sections make much of it misleading and stand the risk of violating the parents' rights under IDEA and 504. I</p>	<p>Removing "all" from Section 3.07.1 provides consistency with other sections of the law and proposed rules, which do not require that all students be screened. For example, Section 4.00 requires with exceptions screening of K-2 students, as well as those in grades 3 and higher when a difficulty is noted.</p> <p>Non-substantive change made to the "NOTE" following Section 4.03 to clarify that additional screening assessments will need</p>



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		believe this will be easily misunderstood by those in the schools.	be administered to measure components that are not measured by DIBELS or the equivalent screener.  <b>Comments considered. Non-substantive changes made.</b>
2/2/16 (Public Comment Hearing)	Amber Jones	Concerned about words “specialist” and “therapist” in rules, and these people not being trained in Orton-Gillingham Program. Concerned that K-2 students are not being screened in a specific time frame; rules read sometime during year and it needs to be done prior to end of year, as there are students who have not yet been screened. Overall lack of knowledge by school staff about dyslexia even though purportedly had training. Overall lack of fidelity in OG programs implemented by school staff. Would like teachers to be board certified in the science of reading. Overall lack of enforcement by schools and ADE. Children are suffering needlessly because of this “watered-down” law.	The law does not vest the Arkansas Department of Education with enforcement authority.  <b>Comments considered. No changes made.</b>
2/1/16 (Public Comment Hearing)	Scott Gann, Arkansas Dyslexia Support Group	Has dyslexic child who he needed to be pulled out of public school to get the proper services. This law is pretty good, but it is not being enforced. ADE tells parents it is not an enforcement agency and he does not understand when they enforce every other rule he seems to read about in the newspaper. Also concerned about Section 7.01 where fidelity was removed and uses words like “may include.” These kids need help; not “may” need help.	Section 7.01 (which includes “may” and in which “fidelity” was removed) mirrors the law. See Ark. Code Ann. § 6-41-605(a). Regarding enforcement authority, please see above response to the 2/2/16 comment of Amber Jones.  <b>Comments considered. No changes made.</b>
2/2/16 (Public Comment Hearing)	Dallas Green, Arkansas Dyslexia Support Group	Has nineteen-year-old son who has dyslexia. Since first grade one of largest schools in state told her they knew nothing about dyslexia. Law passed in 2013; too late for her son. College he attended that had dyslexia program did not work out; now he works two jobs. Discussed her interaction with school/teachers during her son's career. Graduated with a 2.8 GPA, but reads on a 3 <sup>rd</sup> grade level. Now in 2014 daughter, who is four, is in pre-K and something is “not right” with her. Mother asked pre-K teacher whether she thought her daughter was dyslexic; teacher said she doesn't know anything about dyslexia (although law has been passed). There is so much science out there on the issue. Said her group (Arkansas Dyslexia Support Group) travels to schools in Arkansas and they don't know when they'll do screen or what screen to use. Unorganized. Schools don't know what to do with students with dyslexia: no information going out; no training. Said a superintendent said can't diagnose dyslexia until there's an autopsy. We are 49 <sup>th</sup> in the country. Teachers have told her that it's her fault her kid can't read, but 70% overall can't read on grade level. Excited about law but who is going to enforce it. Told the school is going to enforce it; do you think the schools are going to “kill” themselves? Many gaps: the school may or may not use fidelity. Who is going to enforce? Someone needs to tell psych	Department Response: Regarding enforcement authority, please see above response to 2/2/16 comment of Amber Jones.  <b>Comments considered. No changes made.</b>

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		examiners to quit telling kids they are “retarded.” That’s what psych examiners all around the State are telling kids.	
2/2/16 (Public Comment Hearing)	Sarah Jane Luckey, Retired Arkansas Teacher	Still teaches children with dyslexia to read. Has worked with kids who need to test in small settings; tested same kids year after year, and wondered why the [special education] students never were able to read the test. Dyslexia is “elephant in the room.” Must teach students in a way they can learn. Until colleges start to teach teachers how to teach students with dyslexia to read, we’re still going to be 68% below grade level. ADE gives “lip service.” Need to do whatever it takes to teach our students with dyslexia to read. Visited one school where staff member said screened students and turned in results but hadn’t heard a word. Another just finished a reading specialist degree, but barely had word mentioned of dyslexia in her training. Thirty-five dyslexia research centers associated with universities that use our tax dollars; they know what to do and “we” know what to do. We are not going to get there by watering dyslexia law down; it must be beefed up. Leaving to go to school that is dragging its feet by following the IDEA and providing student with FAPE; our one in five students with dyslexia are not getting FAPE.	<b>Comments considered. No changes made.</b>
2/2/16 (Public Comment Hearing)	Mary Beth, Teacher in 2 <sup>nd</sup> Largest School District in Arkansas	Forced to become a teacher because her child was denied FAPE in public school. Teachers tried and cared, tutored him into having an anxiety attack, but not trained in dyslexia. ADE should get teachers all of the professional development it can on Orton-Gillingham research based, scientifically proven reading methods. Don’t leave it up to an educational co-op; don’t make it a choice but a requirement. ADE issues report cards; tells parents to see if schools are doing their jobs. No one is holding schools accountable. 68% of students are reading below proficient. 20% of those students are dyslexic. 80% of students in special education can get out of SPED if teachers are trained in Orton-Gillingham Method. Method school chooses must be done with fidelity, and have fidelity parameters. ADE needs to make rules a lot stronger. Pulled her child out of school (2 <sup>nd</sup> grader) because concerned about possible suicide in the future due to anxiety (after reading a statistic on suicide). Pulled him out and is teaching him herself. Thank goodness for Susan Barton. There are budget surpluses and NSL funds that need to be used because the money is there. Have to hold superintendents accountable; teacher bonuses come out of same fund, so that is a conflict of interest. Appeal to ADE and ask them to beef up the rule. Need to take out words like “may” in Section 7. It’s a slap in the face not to follow the law. There must be an enforcement tool; when schools don’t report accurate numbers to ADE, there has to be follow up. Not enough just to report. When ADE sees low numbers they know school districts are not screening.	Section 7.01 (which includes “may”) mirrors the law. See Ark. Code Ann. § 6-41-605(a). Regarding enforcement authority, please see above response to 2/2/16 comment of Amber Jones.  <b>Comments considered. No changes made.</b>



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2/2/16 (Public Comment Hearing)	Karen Marriott, Parent	Appeal to ADE to follow its own rules and enforce them the best they can.  Discussed her “story and struggles.” Has a wonderful daughter who is 8, as well as an adopted son. Also has been a foster parent. Starting in 2012, daughter started kindergarten. Doing great. Spring she was excelling and bright, but she was struggling. Started sight words and spelling words, and mother told teacher something not right; she was struggling. Asked teacher if she was dyslexic; teacher said no, she’ll grow out of it. Same story in first grade. Second grade, doing DIBELS, did tutoring other children at school, tutors her own at home. Mother told teacher she saw a disconnect; teacher said intervention specialist would watch her and continue to test her. Child had problems with classes and homework, lack of focus, frustrated, caused “breakdowns.” Mother paid to have daughter tested; found OTVs, sensory deficits, working memory problems, ADHD, dysgraphia, dyslexic tendencies; disconnect between oral and written skills. Met with school, they told mother they could not give child accommodations because she was too smart and would be an unfair advantage, even though she has a neurological disorder. Daughter is A-B student because of mother’s tutoring. School put her into dyslexia intervention program where she is receiving Orton-Gillingham, and she is making progress. Interventionist tutors commenter so commenter (mom) can continue working with her daughter at home. Writing skills below average. Paid personally for various therapies. Rule is “skinny, itty bitty”; so much needs to be fleshed out and filled in. Accountability, fidelity, integrity. Needs to be enforced.	Comments considered. Although commenter considers proposed rules “skinny, itty bitty,” further clarification, guidance, and instruction is provided in the Arkansas Dyslexia Resource Guide, which can be accessed through the ADE’s website. For clarity, Section 1.03 added to rules to ensure that readers are on notice of the Dyslexia Resource Guide and where it can be found.  <b>Comments considered. Non-substantive change made.</b>
2/2/16 (Public Comment Hearing)	Mary Beth Wallace, Harrisburg School District; Speech-Language Pathologist and Board Certified Teacher	Been on forefront in her district; wants to put forth the success of this law if done with fidelity. Son 7-8; good at math (95 <sup>th</sup> percentile) but in 35 <sup>th</sup> percentile in reading. Paid for son to have tutoring he needed; son made 3 years growth in 6 months with the appropriate intervention. Has a good teacher, but she did not embrace multi-sensory education. Worked with 16-year-old in a juvenile detention center reading at a pre-primer level. Connections is better for younger kids, but recommended Barton for him (due to his age). It is not expensive; no excuse for “may be” multi-sensory. Do something (some program) with fidelity and integrity. The 16-year-old is now reading. Her son now reads with fluency after one year of intervention. Reaches out to ADE to put some structures in place because “they [school districts/teachers] are starting from scratch and building nowhere” and an accountability piece is falling through. Too much work for the one person doing it at her district. Her school is doing it with fidelity and committed to it. Not enough “feet on the ground”; not enough trained interventionists. “May” and “possibly” in	Regarding use of “may” in Section 7, please see above response to 2/2/16 comment of Mary Beth.  <b>Comments considered. No changes made.</b>

**Public Comments – ADE Rules Governing How To Meet The Needs Of Children With Dyslexia**

2/2/16 (Public Comment Hearing)	Joyce Elliot, Arkansas Senate	<p>Section 7 needs to be beefed up; needs to be no wiggle room.</p> <p>Every time something is stricken and replaced with other words, wants to make sure she understands why. Page 3, at top where talk about delivered with fidelity, that is reference to everything we do. Started working on this issue in 2010, law in 2011 not successful because fiscal impact showed between \$4 and \$11 million dollars; but it wouldn't be that much but for a huge lack of understanding. In drafting the current law, got everyone in room to figure out how can we do this and make sure kids learn to read within the confines of what we have now and not make excuses about we don't have the time or the resources. Everyone who is fighting the law now was in the room, and was agreeing to what was put on paper, but now there is an enforcement problem of people not doing what they are supposed to do. But main thing, whatever we agreed to do would be done with fidelity; that's why it appears so much throughout the law. In one place "fidelity" is stricken and in others it is not. Commenter is assuming that's because overall fidelity is intended. Would like clarification. See 3.03.4. Section 3.04.1, regarding person reading "a professional at each educational service coop or school district who has expertise and is working toward an endorsement or certification." Understands that's like what we do for provisional teachers or people working toward certification. Understand we don't have work force right now, but this is something we need to do with fidelity, which is make sure individuals are working toward getting the expertise and it's not just words on paper. If we don't do this with fidelity, we won't have people in four years. Parents are reporting nothing is happening, but other schools are going right ahead and doing it. Doesn't understand the disconnect between some schools saying they don't know how to follow the rules while others are getting it done. Many of the schools that are getting it done are often the smaller, more challenged schools. Have heard horrific stories from the larger schools that are not getting it done, and fidelity is a word they've never heard of.</p> <p>Section 3.08: Ongoing problem. Definition of "programs approved or defined by the Department" means one determined by school district to meet all required components. Lovely idea, but something needs to be in rules giving someone the final say. Would hope every school district would do this but there is ample evidence that it won't. ADE needs to provide direction: does it need legislation to be an enforcer? Some school districts do only what they have to do; it is a significant problem. Wants ADE guidance; does there need to be another law?</p> <p>Page 5: 4.02 notes has not marked out "fidelity," just noting that it is there.</p> <p>DIBELS: Some districts where superintendents and</p>	<p>The term "fidelity" was stricken from the proposed rules only in those instances where it was removed from the law. See Section 7.01 ("fidelity" removed in Act 1268 of 2015, codified as Ark. Code Ann. § 6-41-605). The same is true with the term "may" in Section 7.01.</p> <p>Regarding frequency of screening, please see above the response to the 1/19/16 comment of Mary Bryant (each student, who does not fall into an exception, must be screened in kindergarten, in the first grade, and in the second grade; beyond as well when a difficulty is noted).</p> <p>Non-substantive change made to Section 4.05 to clarify that a student with an existing diagnosis of dyslexia is exempt only if the school district is providing interventions to the student.</p> <p>Non-substantive change made to Section 6.03 to clarify that if a school district does not provide intervention based upon the diagnosis, it must notify the student's parent or guardian of its reasoning.</p> <p>Non-substantive change made to "NOTE" in Section 2.02 to clarify that in addition to a school district's continuing obligations under the IDEA, it also must continue to meet its obligations under § 504 of the Rehabilitation Act, as amended. Both the IDEA and § 504 provide due process when parents/guardians disagree with a school district decision regarding the provision of services required under those laws.</p> <p>Non-substantive change to Section 7.01 to clarify that although all interventions listed in Sections 7.01.1 through 7.01.4 need not be provided, services provided must include those the school district deems appropriate.</p> <p>Regarding enforcement authority, please see above response to 2/2/16 comment of Amber Jones.</p> <p>Section 8.01 refers readers to the Dyslexia Resource Guide, which instructs how to report through APSCN and what information must be entered.</p> <p>Section 12.00 mirrors the law (see Ark. Code Ann. § 6-41-609).</p> <p><b>Comments considered. Non-substantive changes made</b></p>
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supervisors still telling folks they have to screen every child every year for dyslexia. Don't know how to make this any clearer. They are screening using DIBELS or some equivalent that is required by this law and is brand new. Adds to confusion: nothing new about it; it was already there. DIBELS screening is a starting place in helping kids with dyslexia or markers of any reading issue.

Page 6, 4.045, reading that students with existing diagnosis of dyslexia are exempt from screening. If student has a diagnosis, it's going to have to be accepted by the school; maybe that needs to be clarified at this point in the rules.

Section 6.02, a school district "shall consider" the diagnoses. Reads shall consider recognizing that a diagnosis might not be acceptable in a valid way. This was a compromise. This section needs to be beefed up, because school district could say it has considered the diagnoses and "bye." Can't be this lackadaisical. Suggests language: if district considers a diagnosis and decides not to accept it, then (1) need to make sure they explain to parent why that diagnosis or evaluation was not accepted; and (2) needs to be some way for parents to have some appeal, at least to the school board.

Section 7.01. Use of "may." The "may" came about because of a question: if a student is dyslexic, does s/he need all of the listed interventions, or just some? May have to follow up, as answer is crucial to "may." If "may" remains, add "but shall include all appropriate interventions" after "may include the following instructional approaches." Need to be assured that people cannot argue that "may" means they don't have to do it.

Page 9, top of page "receive training and certification from program approved by the department," raised question in her mind, if ADE can approve which programs are okay, why cannot we enforce whether a school district is using a program that is appropriate and meeting kids' needs. If it is about legislation, tell us that.

Section 8.01 school districts "shall annually report," need definition for school district as to what they are going to report and what it will look like. Needs to be how many were in school district, how many were screened, how many got intervention; otherwise no point of reference to know what report could mean.

Last page, 11.01.2 "the science behind teaching a student who is dyslexic" [which is struck through], commenter recalls that evidence-based interventions are going to include that.

Commenter wants ADE to think about whether this is correct.

Section 12.0, struck "students at risk for dyslexia and related disorders." don't remember if there is a definition for "related disorders"; know supposed to be thinking about kids with dysgraphia and dyscalculia. Want to follow up with ADE about this.

**Public Comments – ADE Rules Governing How To Meet The Needs Of Children With Dyslexia**

2/2/16 (Public Comment Hearing)	Melissa Hannah, Speech-Language Pathologist and Certified Academic Language Therapist	<p>Visited with school (third time) where a child is receiving dyslexia services. Thought meeting went well, but dyslexia interventionist decided student did not need Tier III intervention. Teacher doing everything she can, but feeling like a failure. Had unproductive meetings regarding child. Child had two comprehensive evaluations from two unrelated agencies confirming child had dyslexia, but school district required more testing. Today in third meeting, psychological examiner who attended third meeting thought child was receiving services recommended in the first meeting [move to Tier III], but child was not. Then notified student was receiving the right intervention, but why then were they meeting and another test being required? Not a quick fix, but have to recognize that what we're doing now is not right. Our programs—dyslexic and otherwise—are not supported with scientific data, but beliefs and opinions. Reading is not a natural process. Alphabetic writing system is not learned simply from exposure to print. Spoken and written language are different. Most important skill in early reading is the ability to read single words completely, accurately, and fluently. Context is not the primary factor in word recognition, only effective 10% of the time, yet it is the first strategy we teach. Interventions are very systematic; can't just "sprinkle in" some multi-sensory stuff. Teachers may attend an Orton-Gillingham training and "check, we meet the law." But then they aren't doing it with fidelity. Science of reading has proven three areas of brain must work together for a child to learn to read. Two of those areas do not activate or underactivate for children with dyslexia, and unless they have the right multi-sensory intervention, they will not activate. The interventions we do now with RTI are a "little band-aid." When kids reach middle school, they fall all to pieces because they can't read textbooks. Such a gap in the amount of information teachers need; they do not know. Not teachers' fault, "we" failed the teacher because she doesn't have the knowledge or training she needs. Districts will only train teachers when "we" come and force the issue. Twenty percent of children are dyslexic, but we are failing 68% of students. If we would just provide the right kind of instruction, only the dyslexic kids would need intervention. When kids cannot read, their futures are limited.</p>	<b>Comments considered. No changes made.</b>
2/2/16 (Public Comment Hearing)	DeeDee Cain, Arkansas Dyslexia Support Group, UCA	<p>Commenter is dyslexic, as are her mother, sister, and three-year-old child. We will not back down. This law will be enforced. "We" roll up into schools constantly, which schools tell parents to read to their kids. Public education system failed her daughter miserably. Her teachers were fantastic, because commenter hand-picked them all until she was in 4<sup>th</sup> grade. Not diagnosed with dyslexia until 11<sup>th</sup> grade. We have this law because special education was not doing what it was supposed to do. Commenter is special education teacher. Systemic</p>	<b>Comments considered. No changes made.</b>

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		<p>problem (across U.S.) is that it is a "wait to fill" program; you can never get out of a "wait to fill." Commenter never dismissed a child from SPED. Was never trained to teach these kids. Only way this will stop is at the university level. At UCA, students cannot graduate without learning the science of reading. Most other states require this. We got a "big fat zero" on the NAEP for not having a test for the science of reading. If you pay enough money and go to enough school you can call yourself anything. But if you don't know the science of reading, you cannot teach children to read. Reading recovery is not going to teach children to read. Have to know the science behind reading to teach all students, not only those with dyslexia. We are failing children. People can get a dyslexia endorsement in our universities without ever learning the science of reading. We need to quit blaming parents. We need to jump in and fix the problem. If you had cancer, would find a good doctor; you wouldn't have a janitor perform a mastectomy on you. No matter who you are or how many degrees you have, if you don't know the science of reading don't talk to me about teaching reading. Cuba's literacy rate is 97%, so don't talk about the "poverty brain." The "poverty brain," like the "dyslexia brain," responds to intervention. We have to help the teachers whose hands are tied at their schools. It is so sad what has happened; we have to do better by our kids. It is embarrassing. There's a way to fix this, and we all have to be willing to admit that what we do is not right.</p>	
2/2/16 (Public Comment Hearing)	Debbie Miller, Conway School District, Director of Instructional Services	<p>Her school district has worked so hard over past years regarding dyslexia. We are working together. Needs teachers to have a master's degree in reading. At Rotary a man (15 years ago) was upset because students don't write well in the cursive, and that teaching reading is not "rocket science." She disagreed and said that it IS rocket science. We have children falling through the cracks, but her school district is working diligently. There are a lot of districts doing tremendous things. There is a gap in learning by teachers, administrators, speech pathologists, but they need time. Teachers have to be taught in the universities, such as foundational pieces of reading. This doesn't happen overnight. Let's work together.</p>	<p><b>Comments considered. No changes made.</b></p>

**ARKANSAS DEPARTMENT OF EDUCATION RULES GOVERNING  
THE CREATION OF SCHOOL DISTRICTS BY DETACHMENT  
June 2015**

**1.00 REGULATORY AUTHORITY**

- 1.01 These rules shall be known as the Arkansas Department of Education Rules Governing the Creation of School Districts by Detachment.
- 1.02 The State Board of Education (State Board) enacted these rules pursuant to its authority as set forth in Ark. Code Ann. § 6-13-1501 et seq., and Ark. Code Ann. § 25-15-204, and Acts 372 and 947 of 2015.

**2.00 GENERAL REQUIREMENTS**

- 2.01 No school district shall be created with fewer than two thousand five hundred four thousand (2,5004,000) students.
- ~~2.02 A new school district may be created by detaching territory from:~~
- ~~2.02.1 An existing school district; or~~
- ~~2.02.2 Two (2) or more existing contiguous school districts.~~
- 2.023 A school district created under Title 6, Chapter 13, Subchapter 15 of the Arkansas Code and these rules shall have all the rights, privileges, and responsibilities of other public school districts.

*Source: Ark. Code Ann. § 6-13-1501 as amended by Act 372 of 2015*

**3.00 MINIMUM AREA AND ATTENDANCE REQUIREMENTS**

- 3.01 A new school district may not be created in an area with fewer than two thousand five hundred four thousand (2,5004,000) students in average daily membership.
- 3.02 An existing school district shall not be reduced by means of detachment to an area with fewer than two thousand five hundred four thousand (2,5004,000) students in average daily membership.
- 3.03 A new school district to be created by detachment must only be made up of students from one (1) existing school district.
- 3.04 Title 6, Chapter 13, Subchapter 15 of the Arkansas Code and these rules shall apply only to school districts that:

3.04.1 Had an average daily membership of at least ~~five~~ fifteen thousand (45,000) students but not more than twenty thousand (20,000) students in the school year immediately preceding the detachment; or

3.04.2 Encompass a total area of ~~seven~~ four hundred and fifty square miles (~~700~~ 450 sq. mi.) or more, now or in the future.

*Source: Ark. Code Ann. § 6-13-1502 as amended by Act 372 of 2015*

#### **4.00 INITIATION OF DETACHMENT**

Creation of a new school district by detachment shall be initiated by:

4.01 Resolution of the board of directors of each school district from which territory is to be detached; or

4.02 A petition that is presented to the State Board of Education pursuant to the provisions of Title 6, Chapter 13, Subchapter 15 of the Arkansas Code and these rules.

*Source: Ark. Code Ann. § 6-13-1503*

#### **5.00 PETITION AND ELECTION**

5.01 Not later than the thirtieth day after the date the State Board receives a petition or resolution for detachment under Title 6, Chapter 13, Subchapter 15 of the Arkansas Code and these rules, the State Board shall hold a hearing on the validity of the petition or resolution.

5.02 To be valid, a petition or resolution shall:

5.02.1 State the purpose for which the petition or resolution is being submitted;

5.02.2 Contain a plat or map of the proposed new school district;

5.02.3 Contain an independent feasibility study stating:

5.02.3.1 Cost of operation of the new school district and the ability to operate the new school district taking into consideration the tax base, debt service, and division of assets to the new school district;

5.02.3.2 A list of the public school assets to be transferred from the existing school district to the new school district;



- 5.02.3.3 The size of the new school district; and
- 5.02.3.4 The effect of detachment on court-ordered desegregation; and
- 5.02.4 Be signed by at least ten percent (10%) of the number of voters in the area proposed for detachment who voted in the most recent general election.
- 5.03 If the State Board determines that the petition or resolution is valid and the petition or resolution does not conflict with Ark. Code Ann. § 6-13-1504(b)(2) and Section 5.03 of these rules, the State Board may, after complying with Ark. Code Ann. § 6-13-1504(b)(2) and Section 5.03 of these rules, order an election on the proposition of detachment to be held at the next annual school election or general election.
  - 5.03.1 The State Board shall not order any creation of a new school district by detachment under Title 6, Chapter 13, Subchapter 15 of the Arkansas Code and these rules, or any other act or combination of any acts that hampers, delays, or in any manner negatively affects desegregation efforts of a school district or school districts in this state.
  - 5.03.2 Prior to the entry of any order for election on the question of detachment, the State Board shall seek an advisory opinion from the Attorney General concerning the impact of the proposed detachment and creation of a new school district on the effort of the state to assist the affected school district or school districts in the desegregation of the public schools of this state.
  - 5.03.3 The order for election on the proposition of detachment shall:
    - 5.03.3.1 Contain a plat or map of the proposed new school district; and
    - 5.03.3.2 Comply with all requirements and procedures set forth in Ark. Code Ann. § 6-14-101 et seq. that do not conflict with the provisions of Title 6, Chapter 13, Subchapter 15 of the Arkansas Code and these rules.
- 5.04 The State Board shall certify two (2) copies of the detachment order and convey one (1) copy to the county clerk and one (1) copy to the county election commission at least sixty (60) days prior to the date the commission sets for election on the question of detachment.
  - 5.04.1 No later than forty-five (45) days prior to the election, the county clerk of each county affected shall identify all persons who reside within the area proposed to be detached, and the county clerk shall determine the names and addresses of all qualified electors residing within that area. The failure to identify all persons residing within the area proposed to be



detached or the failure to determine the names and addresses of all qualified electors residing within that area shall not invalidate or otherwise affect the results of the election.

5.04.1.1 All of the qualified electors residing within the territory to be detached shall be entitled to vote in the election.

5.04.1.2 The petitioners shall give notice of the election by publication of at least one (1) insertion in a newspaper having general circulation in each school district from which territory is being detached.

5.04.2 The county clerk shall prepare a list by precinct of all those qualified electors residing within the area to be detached who are qualified to vote in that precinct and furnish that list to the election officials at the time the ballot boxes and voting machines are delivered.

5.04.2.1 If the county clerk or the county election commission shall fail to perform any duties required, then any interested party may apply for a writ of mandamus to require the performance of the duties.

5.04.2.2 The failure of the county clerk or the county election commission to perform the duties shall not void the detachment election unless a court finds that the failure to perform the duties substantially prejudiced an interested party.

5.05 The ballot shall be printed to permit voting for or against the proposition in a manner similar to the following: "Creation of a new school district by detachment of property and territory that includes the following property and territory from the \_\_\_\_\_ School District: \_\_\_\_\_." The ballot description of the property and territory to be detached shall be sufficient to give general notice of the territory affected.

*Source: Ark. Code Ann. § 6-13-1504*

## **6.00 CREATION OF A SCHOOL DISTRICT**

6.01 If all the requirements of Title 6, Chapter 13, Subchapter 15 and these rules are met and a majority of the votes are cast for the proposition, the State Board shall order the creation of the new school district.

6.02 At the time the order creating the school district is made, the State Board shall appoint a board of directors of seven (7) members for the new school district to

serve until the next regular election of members, when a board of directors shall be elected in compliance with Arkansas law.

6.02.1 Following the entry of the order creating the new school district, the new school district shall:

6.02.1.1 Be considered a school district under § 6-13-101 et seq. for all constitutional and statutory purposes, except as limited under this section;

6.02.1.2 Be considered a body corporate and may sue and be sued in the name of the new school district; and

6.02.1.3 After ~~and~~ the appointment of a board of directors for the new school district but ~~prior to~~ before the transfer of any assets, territory, property, liabilities, duties, or responsibilities, a new school district created by detachment from an existing school district that is a party to any court-ordered desegregation plan shall petition the court having jurisdiction in the desegregation matter and obtain any and all court orders or other relief necessary to ensure that the detachment will not cause the state or any affected school district to be in violation of any orders of the court or any consent orders or decrees entered into by the parties with regard to the desegregation plan.

6.02.2 Following the entry of the order creating the new school district, the new school district may:

6.02.2.1 Exercise the power of eminent domain; and

6.02.2.2 Borrow money and issue bonds for allowable purposes under Ark. Code Ann. § 6-20-1201 et seq.

6.03 ~~Any~~ A new school district created under Title 6, Chapter 13, Subchapter 15 of the Arkansas Code and these rules shall ~~take~~ be allocated the ~~property~~ assets of the school district from which the territory was taken, as the State Board shall deem proper, ~~and~~ or as agreed by the original school district and the new school district with the approval of the State Board.

6.03.1 The transfer or conveyance of the title of the assets from the original school district to the new school district shall be documented through deeds, assignments, or bills of sale as necessary to produce evidence of the transfer of ownership and the resulting rights and liabilities.

6.03.2 The new school district may be allocated transferred assets in exchange for payment or may assume liability ~~shall be liable~~ for that part of all the indebtedness of the original school district ~~from which~~ allocable to the territory ~~was taken~~ within the new school district as agreed by the original school district and the new school district with the approval of the State Board or as determined, ~~shall be assigned, or allocated~~ to the new school district by the State Board.

6.03.3 In determining the value of the transferred assets or the amount of the indebtedness for which the new school district will become responsible, the new school district and the original school district shall either:

6.03.3.1 Agree upon an amount with the approval of the State Board; or

6.03.3.2 Allow the State Board to determine the amount if the new school district and the original school district fail to agree.

6.03.4 The allocation or assignment of indebtedness shall be structured in such a manner that does not cause the original school district to default under the documents authorizing the indebtedness, and shall not violate any tax covenants contained in the documents authorizing the indebtedness by the original *school* districts.

6.03.5 In determining foregoing allocations, all reasonable and fair methods of allocations shall be considered, including without limitation:

6.03.5.1 A third-party appraisal of the real property to be transferred to the new school district;

6.03.5.2 A ratio generated by comparing the number of students currently residing in the boundaries of the new school district to the total number of students in the original school district;

6.03.5.3 A ratio generated by comparing the assessed value of property within the boundaries of the new school district to the assessed value of property within the original school district;

6.03.5.4 A ratio generated by comparing the amount of the outstanding debt of the original school district that was incurred to finance property located within the boundaries of the new school district to the total outstanding debt of the original school district; and

6.03.5.5 Other reasonable and fair methods of allocation.

- 6.04 The millage ad valorem tax rate of the electors (or property) of the detached territory new school district shall remain the same as that of the original school district until an election may be is held to change the rate of taxation for the detached area in the new school district and a rate of tax is approved and shall be allocated in the same proportion between maintenance and operation and debt service as allocated by the original school district.
- 6.05 The new school district may use and pledge debt service millage to pay all or part of any indebtedness assigned or allocated to the new school district for payment of any other lawful indebtedness of the new school district, for maintenance and operation of the new school district, or for any other lawful purpose, until a different rate is approved by the qualified electors of the new school district.
- 6.06 In order to satisfy the payment obligations of a new school district with respect to the allocation of assets, or if the new school district assumes or becomes responsible for any indebtedness of the original school district, one (1) or more of the following methods may be used by the new school district to meet the new school district's obligations:
- 6.06.1 Borrow funds from the original school district as mutually agreed by both school districts;
- 6.06.2 Enter into lease purchase agreements, revolving loans, term loans, post-dated warrants, or installment contracts pursuant to Ark. Code Ann. § 6-20-402;
- 6.06.3 Borrow funds from a private, governmental, or commercial lender;
- 6.06.4 Issue bonds; or
- 6.06.5 Use any other lawful method.
- 6.075 The State Board shall have the following rights and duties regarding creation of a school district by detachment:
- 6.075.1 To form local school districts, change boundary lines of school districts, create new school districts, and perform all other functions regarding changes in school districts in accordance with the law;
- 6.075.2 To transfer funds and attach territory that is in one (1) school district to other school districts as may seem best for the educational welfare of the children, including the loaning of funds to the new school district under

terms and conditions acceptable to the State Board; and

6.075.3 To enact rules and regulations regarding the creation of school districts by detachment under Title 6, Chapter 13, Subchapter 15 of the Arkansas Code.

6.086 In its order creating the new school district under ~~this section~~ Title 6, Chapter 13, Subchapter 15 of the Arkansas Code, the State Board may allow a transition period of up to two (2) consecutive years to allow the new school district to become fully operational.

6.09 The new school district shall publish a projected budget of expenditures for the first anticipated operational school year at least sixty (60) days before the next annual school election for which notice can be lawfully given.

6.10 At the school election or any subsequent school election, a new school district may present to the qualified electors of the new school district a proposed ad valorem tax for the maintenance and operation of schools and the retirement of indebtedness.

*Source: Ark. Code Ann. § 6-13-1505 as amended by Act 947 of 2015*

## **7.00 TRANSITION PERIOD**

7.01 If the new school district created by detachment was formed from an existing school district that is a party to any court-ordered desegregation plan, the State Board shall, prior to the transfer of any assets, territory, property, liabilities, duties, or responsibilities; to the new school district, allow for a time period sufficient to permit the parties to petition the court having jurisdiction in the desegregation matter to obtain any and all court orders or other relief necessary to ensure that the detachment will not cause the state or any affected school district to be in violation of any orders of the court or any consent orders or decrees entered into by the parties with regard to the desegregation plan.

7.02 If the State Board allows for a transition period as set forth in Ark. Code Ann. § 6-13-1505 and Section 6.086 of these rules, the State Board may allow a reasonable time period, not to exceed 120 days from the date the State Board issues the order creating the new school district, to allow the existing school district and the new school district created by detachment to develop and present to the State Board a written agreement concerning the following matters, without limitation:

7.02.1 A plan for the selection and employment of a superintendent or administrator for the new school district created by detachment;

- 7.02.2 A plan for the zoning and election of school board members in accordance with Arkansas and federal law;
  - 7.02.3 A determination of the millage necessary to operate the new school district created by detachment;
  - 7.02.4 A plan that specifically addresses the distribution of real and personal property, assets, liabilities (including debt), duties and responsibilities for the existing school district and the new school district created by detachment; and
  - 7.02.5 A plan that specifically addresses the procedure by which the new school district will employ licensed and nonlicensed staff.
- 7.03 If the State Board allows for a transition period as set forth in Ark. Code Ann. § 6-13-1505 and Section 6.086 of these rules, and if the new school district created by detachment was formed from an existing school district that is a party to any court-ordered desegregation plan, the State Board may allow a reasonable time period, not to exceed 120 days from the date the presiding court issues all court orders or other relief necessary as set forth in Section 7.01 of these rules, to allow the existing school district and the new school district created by detachment to develop and present to the State Board a written agreement concerning matters set forth in Section 7.02 of these rules.
- 7.04 In the event that the existing school district and the new school district created by detachment are unable to agree upon any issue regarding the formation of a written agreement concerning detachment or upon the implementation of the final determination of the State Board concerning detachment, the school districts shall:
- 7.04.1 Jointly petition the Commissioner of Education or his or her designee to resolve the matter subject to final determination by the State Board as set forth in Section 7.05 of these rules;
  - 7.04.2 Jointly select a mediator to mediate the matter subject to final determination by the State Board as set forth in Section 7.05 of these rules; or
  - 7.04.3 Jointly petition the State Board to resolve the matter in accordance with Section 7.05 of these rules.
  - 7.04.4 In the absence of an agreement regarding any of the options listed in Sections 7.04.1 through 7.04.3 of these rules, the matter will proceed directly to the State Board for resolution in accordance with Section 7.05 of these rules.

- 7.05 The State Board shall make the final determination concerning the distribution of real and personal property, assets, liabilities (including debt), duties and responsibilities for the existing school district and the new school district created by detachment.

## **8.00 FIRST YEAR OF DISBURSEMENT OF STATE FUNDING TO THE NEW SCHOOL DISTRICT CREATED BY DETACHMENT**

Unless otherwise specified by law, rule, court order, or agreement between the parties approved by the State Board, the provisions in Section 8.00 of these rules apply only to the first year of disbursement of funding for the new school district created by detachment and the remaining original school district.

The provisions in this Section may be modified, in whole or in part, by a court order or an agreement between the parties approved by the State Board. Absent such an agreement, the following funding methodology shall be used:

- 8.01 To establish the prior-year three-quarter average daily membership for the new school district created by detachment:
- 8.01.1 Allocate the total prior-year three-quarter average daily membership of the original school district to the new school district created by detachment and the remaining original school district by calculating an enrollment ratio for each school district using current-year October 1 enrollment divided by the total current-year October 1 enrollment of the two school districts.
- 8.01.42 To allow for allocation and disbursement of funds pending receipt of October 1 current-year enrollment data, current-year July 1 enrollment shall be used to calculate an estimated enrollment ratio for each school district.
- 8.02 To the extent necessary for other purposes, a history of prior-year average daily membership shall be established for the new school district created by detachment, for the remaining original school district, and for the original school district using the current-year enrollment ratio.
- 8.03 The educational excellence trust fund obligation will be calculated for the new school district created by detachment and the remaining original school district, using prior-year three-quarter average daily membership from fiscal years 1991-1992 through 2015-2016 for the original school district multiplied by each school district's enrollment ratio.

- 8.04 To establish the prior-year October 1 national school lunch free and reduced lunch student counts and percentage for the new school district created by detachment and the remaining original school district:
- 8.04.1 Allocate the total prior-year October 1 national school lunch free and reduced lunch student counts for the original school district to the new school district created by detachment and the remaining original school district by calculating an enrollment ratio for each *school* district using current-year October 1 enrollment divided by the total current-year October 1 enrollment of the two school districts.
- 8.04.2 Both the new school district and the original school district will be excluded from the transitional national school lunch state categorical funding and will instead use the rate outlined in Ark. Code Ann. § 6-23-2305(b)(4)(A).
- 8.04.3 The new school district created by detachment and the remaining original school district will be eligible for national school lunch state categorical growth funding after sufficient history exists to complete the calculations. Eligibility for national school lunch state categorical growth funding requires a three consecutive year enrollment growth trend of 1% or more.
- 8.04.4 Any withholding of national school lunch state categorical funding under Act 1220 of 2011 results from analysis of expenditures and revenue from a fiscal year. The new school district created by detachment will be subject to Act 1220 of 2011 analysis once the applicable expenditures and revenue are available for analysis.
- 8.05 To allow for allocation and disbursement of funds pending receipt of October 1 current-year enrollment data, current-year July 1 enrollment may be used to calculate an estimated enrollment ratio for each *school* district.
- 8.06 The original school district will receive the amount of alternative learning environment (ALE) funding for which it qualifies based on eligible ALE students' full-time equivalents (FTE) in the previous school year as defined in Arkansas Department of Education (ADE) rules. To be eligible for ~~ALE alternative learning environment~~ funding, the new school district created by detachment; shall have established an eligible ~~ALE alternative learning environment~~ approved by ~~ADE the Department~~ as being in compliance with Ark. Code Ann. § 6-48-101 et seq. and the ADE Rules Governing the Distribution of Student Special Needs Funding and the Determination of Allowable Expenditures of Those Funds. The ALE funding, disbursed in the following year, shall be the amount authorized by



law multiplied by the new school district's eligible ALE students' full-time equivalents (FTE) in the previous school year as defined in ADE rules.

- 8.07 For a new school district created by detachment and the remaining original school district, declining enrollment and student growth funding will be calculated excluding any increase or decrease resulting from the detachment.

8.07.1 Declining enrollment funding equals the difference between the average of the two immediately preceding years' average daily memberships and the average daily membership for the previous school year multiplied by the amount of foundation funding set forth in Ark. Code Ann. § 6-20-2305(a). In the first and second years of disbursement of state funding to the new school district created by detachment, declining enrollment funding will be calculated based on the average daily membership of the original school district. The declining enrollment funding amount for one or both years may be prorated between the new *school* district and the remaining original school district using the current-year enrollment ratios for each school district (calculated in the first year state funding is disbursed to the new school district created by detachment).

8.07.2 In the first year of disbursement of state funding to the new school district, student growth funding will be calculated using the prior-year average daily membership of the original school district compared to the combined current-year average daily membership for each quarter for the new school district created by detachment and the remaining original school district. The student growth funding amount will be prorated between the new school district created by detachment and the remaining original school district using the current-year enrollment ratios for each school district.

- 8.08 Any adjustments for bonded debt assistance will be handled on a case-by-case basis.

**SUMMARY OF REVISIONS TO THE ARKANSAS DEPARTMENT OF  
EDUCATION RULES GOVERNING THE CREATION OF SCHOOL  
DISTRICTS BY DETACHMENT**

A summary of the proposed rules are as follows:

Section 1.02	Updated to show the rules are being updated pursuant to Acts 372 and 947 of 2015.
Section 2.01	Reduces the minimum number of students for the creation of a school district to 2,500.
Section 2.02	Deletes language dictating where territory for a new school district may come. Remaining Section renumbered.
Section 3.01	Reduces the minimum number of students in a newly created school district to 2,500 in average daily membership.
Section 3.02	Reduces the minimum number of students that an existing district can be reduced by detachment to 2,500.
Section 3.04.1	Reduces the limits to which these rules apply to districts having an average daily membership of at least 5,000 students.
Section 3.04.2	Reduces the limits to which these rules apply to districts with a total area of 450 square miles or more.
Section 5.03.1	Clarifies the code sections to which these rules governing detachment apply.
Section 6.02.1	This Section and following subsections outline the identification of the new school district following the entry of an order creating the new district.
Section 6.02.2	This Section and following subsections outline the powers a new school district may exercise following the entry of an order creating the new district.
Section 6.03	This Section and following subsections outline the allocation of assets of the original school district and newly created school district.

Section 6.03.1	This Section outlines that transfer or conveyance of title be documented through deeds, assignments, or bills of sale as necessary to prove transfer.
Section 6.03.2	This Section allows assets to be transferred in exchange for payment or assumption of liability.
Section 6.03.3	This Section and its subsections provides for value determination either by agreement or the by the State Board.
Section 6.03.4	This Section limits the allocation and assignment of indebtedness such that it does not cause the original school district to default or violate any tax covenants under its own indebtedness obligations.
Section 6.03.5	This Section and its subsections outline the fair and reasonable methods of allocation of assets that shall be considered.
Section 6.04	Provides for the same ad valorem tax rate for the new school district as the old school district until such time an election and rate of tax is approved.
Section 6.05	Allows the new school district to use and pledge debt service millage to pay for all or part of any indebtedness assigned or allocated to it.
Section 6.06	This Section and subsection outlines the abilities of the new school district to satisfy payment obligations including borrowing funds from the original school district or other entities, entering into lease purchase agreements, and issuing bonds.
Remaining Sections renumbered	
Section 6.07	Includes rights of the State Board.
Section 6.07.2	Includes the loaning of funds to the new school district as a right and duty of the State Board.
Section 6.09	Requires the new school district to publish a projected budget at least 60 days before the next annual school election.

Section 6.10	Allows the new school district to present to the qualified electors a proposed ad valorem tax for the maintenance and operation of schools and the retirement of indebtedness
Section 7.01	Technical correction – removed unnecessary comma.
Section 7.02	Corrected internal reference citation.
Section 7.03	Corrected internal reference citation.
Section 8.00	Entire Section outlines a funding methodology for the first year of funding the new school district and the original school district. This Section allows for the districts to make an agreement, in part or in whole, to modify the funding methodology provided or adjustment for any law, rule, or court order that may modify the provided methodology. The funding methodology provided allows for the establishment of the prior-year three-quarter average daily membership (ADM) for use in allocation of foundation funding with a true-up period based on current year enrollment later in the year. This Section also sets the establishment of the prior-year October 1 national school lunch free and reduced student lunch count and percentage allocated to the new school district and the remaining original school district. The remaining Sections outline allocation methodology for alternative learning environments, declining enrollment and student growth, and bonded indebtedness.

A summary of changes made as a result of the public comment period;

Section 5.03.1	Clarification change - “district[s]” to “school district[s]”
Section 5.03.2	Clarification change - “district[s]” to “school district[s]”
Section 6.02	Clarification change - “district[s]” to “school district[s]”
Section 6.02.1	Clarification change - “district[s]” to “school district[s]”
Section 6.03.1	Clarification change - “district[s]” to “school district[s]”
Section 6.03.4	Clarification change - “district[s]” to “school district[s]”
Section 8.01.1	Grammatical correction
Section 8.01.2	Section renumbered correctly and grammatical correction

Section 8.02	Grammatical correction
Section 8.03	Clarification change - “district[s]” to “school district[s]”
Section 8.01.4	Clarification change - “district[s]” to “school district[s]”
Section 8.05	Grammatical correction and clarification change - “district[s]” to “school district[s]”
Section 8.06	Grammatical correction
Section 8.07	Grammatical correction and clarification change - “district[s]” to “school district[s]”
Section 8.07.2	Grammatical correction

**ARKANSAS DEPARTMENT OF EDUCATION**  
**EMERGENCY RULES GOVERNING THE**  
**ARKANSAS QUALIFIED TEACHER REQUIREMENTS**  
**\_\_\_\_\_, 2016**

**1.00 REGULATORY AUTHORITY; PURPOSE; APPLICABILITY**

- 1.01 These rules shall be known as the Arkansas Department of Education Emergency Rules Governing the Arkansas Qualified Teacher Requirements.
- 1.02 The State Board of Education enacted these rules pursuant to its authority as set forth in Ark. Code Ann. §§ 6-11-105, 6-15-1004 6-17-309, and 25-15-201 et seq.
- 1.03 These rules apply when:
- 1.03.1 An educational entity is contracting with an individual for a teaching position in a core academic subject area for which licensure is otherwise required but the educational entity has obtained a legal waiver from licensure requirements (as defined herein); or
- 1.03.2 The individual teaches in special education or in an alternative learning environment.
- 1.04 These rules do not permit a waiver from the requirements for licensure in special education.
- 1.05 Upon final approval of the permanent Rules Governing Arkansas Qualified Teacher Requirements, the permanent rules will replace the ADE Rules Governing Highly Qualified Teachers and promulgated pursuant to the No Child Left Behind Act of 2001.

**2.00 DEFINITIONS**

- 2.01 “ARHOUSSE” means the Arkansas High Objective Uniform State Standard of Evaluation matrix attached as Appendices A-C to these rules.
- 2.02 “Core academic subject area” means English Language Arts, Mathematics, Science, Social Studies, Early Childhood (Elementary), Music, Art, and Foreign Language.
- 2.03 “Educational entity” means an entity that is identified by the Department of Education as a local education agency.
- 2.04 “Legal Waiver” means that the educational entity is:
- 2.04.1 A charter school that has obtained a waiver from the applicable requirement under a law allowing the waiver through the charter application process; or
- 2.04.2 A school district that has obtained a waiver from licensure under applicable law.

- 2.05 “Successful, relevant work experience” means employment in a specific field or occupation for at least one (1) year that required the educator to demonstrate knowledge and skills in the content area to be taught, as supported by two (2) professional letters of recommendation from the educator’s employers or supervisors in the related industry or occupation.

### **3.00 ARKANSAS QUALIFIED TEACHER REQUIREMENTS**

- 3.01 A teacher teaching in a core academic subject area at an educational entity that has received a legal waiver of licensure shall meet the requirements of an Arkansas Qualified Teacher.

- 3.02 Eligibility Requirements. To meet Arkansas Qualified Teacher requirements, the educator must have either:

3.02.1 Previously met highly qualified teacher status under the ADE Rules Governing Highly Qualified Teachers and promulgated pursuant to the No Child Left Behind Act of 2001; or

3.02.2 Obtained a bachelor’s degree or an advanced degree and meets one (1) of the following requirements:

3.02.2.1 The bachelor’s degree or advanced degree is in the content area in which the educator will teach;

3.02.2.2 The bachelor’s degree or advanced degree contains a minimum of eighteen (18) college credit hours in the content area in which the educator will teach;

3.02.2.3 The educator has successfully completed a content area assessment approved by the State Board of Education for the content area in which the educator will teach;

3.02.2.4 The educator is a National Board Certified Teacher for the content area in which the educator will teach; or

3.02.2.5 The bachelor’s degree or advanced degree is in any major and the educator has documented successful, relevant work experience in the teaching area;

- 3.03 For special education, an educator shall hold an Arkansas teaching license in special education or be teaching under an approved Additional Licensure Plan waiver for special education and either:

3.03.1 Meet one other eligibility requirement under 3.02; or

3.03.2 Demonstrate content knowledge in each of the areas he or she teaches using the ARHOUSSE matrix (see Appendices A-C).

3.04 For an alternative learning environment, an educator shall hold an Arkansas teaching license—unless waived by the charter for a public charter school, or by an approved school of innovation plan for a school of innovation, or by the State Board of Education for a traditional public school district—and either:

3.04.1 Meet one other eligibility requirement under 3.02; or

3.04.2 Demonstrate content knowledge in each of the areas he or she teaches using the ARHOUSSE matrix (see Appendices A-C).

3.05 Educational Entity Responsibilities

3.05.1 The educational entity shall determine that the educator meets the eligibility requirements for the content area in which the educator will teach.

3.05.2 The school district shall indicate in eSchool that the educator is an Arkansas Qualified Teacher, and shall maintain records of the educator's eligibility and content areas taught. The records shall be made available for Department of Education review.

3.06 The ARHOUSSE matrix attached as Appendices A, B, and C to these rules will be reviewed after the 2016-2017 school year, and revised as necessary to align with the state's plan filed with the United States Department of Education under the Every Student Succeeds Act.



Proposed Arkansas Department of Education  
Rules Governing the Arkansas Qualified Teacher Requirements

**Summary**

The Rules Governing the Arkansas Qualified Teacher Requirements are new rules. The rules apply to educators teaching core content courses who are in one of the following categories: 1) employed by a charter school or a school district that has a waiver of licensure; 2) a special education teacher teaching one (1) or more core content areas; or 3) an alternative learning environment teacher teaching one (1) or more core content areas.

**Purpose:**

The purpose in promulgating these emergency rules is to ensure that Arkansas has qualified teachers teaching core content courses for all students where licensure is waived, and for students in special education or alternative learning environments.

The United States Congress passed the Every Student Succeeds Act in December 2015, which removed the requirement that core content courses be taught by teachers who are licensed, degreed, and certified in content knowledge as highly qualified teachers. Because Arkansas's rules for HQT were dependent on the No Child Left Behind Act, they are now essentially moot.

It is anticipated that upon the final approval of the permanent rules, the Department will repeal the Rules Governing Highly Qualified Teachers and promulgated pursuant to the No Child Left Behind Act of 2001.

The rules will provide greater flexibility than the current HQT. Unlike the current HQT, these rules:

- **Under Section 3.00** have more flexible options for qualifying as AQT, such as a bachelor's or advanced degree in the content area, a minimum of 18 hours in the content area within a bachelor's or advanced degree; National Board certification in the content area; or a bachelor's or advanced degree plus "successful, relevant work experience" in the teaching area. A teacher can still qualify using the AR Housse matrix;
- **Under Sections 3.01, 3.03, 3.04**, impact only a limited group of teachers. ADE licensure ensures that teachers have the education, content area knowledge, so these rules need only apply to charter schools and school districts where licensure has been waived, as well as special education and alternative learning environment teachers; and
- **Under Section 3.05** allow school districts to maintain AQT documentation locally without ADE approval of the AQT status. Districts will indicate on eSchool whether an educator falls under these rules, and the documentation will be available for review.

**Changes in Response to Public Comments:**

Sections 1.03.2, 3.03 and 3.04 were clarified, in response to public comments, to ensure the rules allow for educators working under Additional Licensure Plans for special education and educators in alternative learning environments who have had licensure requirements waived by

the charter for a public charter school, or by an approved school of innovation plan or a school of innovation, or by the State Board of Education for a traditional public school district.

Public Comments and Agency Responses – Arkansas Qualified Teacher Requirements

Date	Respondent	Comment	ADE Response
June 17, 2016	Tripp Walter, Arkansas Public School Resource Center	Section 3.03 (Special education teachers): This section should still allow schools which cannot employ a teacher licensed in special education to hire a teacher working under an Additional Licensure Plan.	<b>Comment considered. Section 3.03 has been clarified in response to Commenter's concern.</b>
		Section 3.03: This section changes the requirement contained in the current Highly Qualified Teacher (HQT) Rules by having these Rules apply to educators teaching one (1) or more subjects in special education as opposed to teaching two (2) or more subjects in special education, which makes these new requirements more restrictive than before.	<b>Comment considered. Section 3.03 has been clarified (See above.). This Section did not make the requirements more restrictive because special education teachers have always had to be licensed for the grade level and qualified for all core content areas taught.</b>
		Section 3.04 (Alternative learning environment teachers): The ADE may wish to make the following Rule clear in the situation when an ALE educator has a waiver of licensure and is not obligated to meet licensure and is not obligated to meet licensure requirements or can meet AQT alternatives to teacher licensure.	<b>Comment considered. Section 3.04 has been clarified in response to Commenter's concern.</b>
		Section 3.04: This section changes the requirement contained in the current ADE HQT Rules by having these Rules apply to educators teaching one (1) or more subjects in ALE as opposed to teaching two (2) or more subjects in an ALE, which makes these new requirements more restrictive than before.	<b>Comment considered. Section 3.04 has been clarified (See above.). This Section did not make the requirements more restrictive</b>
		Will school districts and charters seeking licensure waivers be able to receive a waiver of these Rules?	<b>Comment considered. Districts and charters may seek waiver of portions of these Rules consistent with the requirements of federal law governing special education.</b>
June 20, 2016	Brenda Robinson, Arkansas Education Association	The AEA appreciates the Department of Education's efforts to maintain standards for teachers through these proposed rules. Decades of research suggests that teacher quality is highly correlated with student achievement. This link between teacher quality and student achievement cannot be ignored and serves as a clarion call for the State Board of Education, the State Department of Education, and every school district in Arkansas to take all necessary measures to ensure that the standards for highly qualified teachers are being met so that every student in Arkansas has the benefit of the most qualified teacher possible regardless of state and federal law.	<b>Comment considered. No changes made.</b>
		The proposed rules note the potential for future changes to be made after the state files its ESSA plan with the United States Department of Education. The Arkansas Education Association stands ready to help shape a plan which supports all educators become the best they can be for the benefit of their students and our State. We look forward to continuing a productive partnership as we shape this next chapter in education policy.	<b>Comment considered. No changes made.</b>

**Arkansas Department of Education**  
**Arkansas Qualified Teacher Designation Form (SINGLE SUBJECT)**

**An Arkansas qualified teacher (AQT) must have at least a bachelor's degree; must be appropriately licensed to teach; and must demonstrate content knowledge in the subject area. This form may be used by any Arkansas teacher for whichever AQT status is being sought.**

Teacher Name \_\_\_\_\_ Date \_\_\_\_\_  
 School \_\_\_\_\_ School District \_\_\_\_\_

**Choose level of AQT status being sought.**

- ☐ Early Childhood/Elementary-K-6
- ☐ Middle Childhood/Grades 4-8
- ☐ Secondary/Grades 7-12

**If applicable choose the subject area.**

- ☐ English
- ☐ Reading or Language Arts
- ☐ Mathematics
- ☐ Science: (Specify subject \_\_\_\_\_)
- ☐ Art
- ☐ Social Studies: (Specify subject \_\_\_\_\_)
- ☐ Music
- ☐ Foreign Language: (Specify language \_\_\_\_\_)

**1) BACHELOR'S DEGREE (Provide the appropriate information and documentation.)**

Degree \_\_\_\_\_ Date Awarded \_\_\_\_\_ Institution \_\_\_\_\_

**2) ARKANSAS TEACHING LICENSE (Check one and provide the appropriate information.)**

- ☐ INITIAL ☐ NTLP PROVISIONAL ☐ PROFESSIONAL TEACHING PERMIT OR PPTL
- ☐ STANDARD ☐ RECIPROCITY PROVISIONAL (all requirements completed except AR History course)

Area \_\_\_\_\_ Level \_\_\_\_\_ Expiration date: \_\_\_\_\_

**3) DEMONSTRATION OF CONTENT KNOWLEDGE IN THE SUBJECT OR AREA? (Check A or B or C, and provide the appropriate information and documentation.)**

**3.A.** ☐ I passed the Praxis Content Knowledge assessment, or licensure content test in other state.

Assessment \_\_\_\_\_ Passing Score \_\_\_\_\_ Date taken \_\_\_\_\_

**OR**

**3.B.** ☐ I am a Middle School or Secondary teacher and I have a major, or coursework equivalent to a major (24 credit hours), or graduate degree, or National Board Certification in the area. (Explain)

**OR**

**3.C.** ☐ I am a Veteran teacher and I have accumulated >100 points in this area on the ARHOUSSE criteria survey. Score = \_\_\_\_\_ (Attach a copy of the ARHOUSSE form.)

**4) Are you AQT (i.e., do you have all of 1, 2, and 3 above)?** Yes \_\_\_\_\_ No \_\_\_\_\_

If you do not meet **all three criteria** (1, 2, & 3 above) you cannot be designated as an Arkansas qualified teacher **in this area at this time. As appropriate, and in conjunction with the school/district administrator the teacher is to develop, maintain and adhere to a written plan for becoming an Arkansas Qualified Teacher in this area by the end of this school year.**

Teacher's signature \_\_\_\_\_

Date \_\_\_\_\_

School District Administrator's name \_\_\_\_\_

School District Administrator's signature \_\_\_\_\_

Date \_\_\_\_\_

**TEACHERS ARE TO ATTACH ALL APPROPRIATE DOCUMENTATION. COPIES OF ALL ARE TO BE MAINTAINED BY THE TEACHER AND KEPT ON FILE IN THE SCHOOL DISTRICT.**

**ARHOUSSE - Arkansas High Objective Uniform State Standard of Evaluation**

To demonstrate subject area content knowledge a teacher must accumulate at least 100 points in the selected area.  
**This may be done by any teacher for whichever AQT status is being sought.**

Teacher Name \_\_\_\_\_ Date \_\_\_\_\_  
 School \_\_\_\_\_ School District \_\_\_\_\_

**NOTE: CONTENT KNOWLEDGE ONLY**

**Choose level of AQT status being sought.**

☐ Early Childhood/Elementary, K-6

☐ Middle Childhood, Grades 4-8

☐ Secondary, Grades 7-12

**If applicable choose the content area.**

☐ English

☐ Reading or Language Arts

☐ Mathematics

☐ Science: (Specify subject \_\_\_\_\_)

☐ Art

☐ Social Studies: (Specify subject \_\_\_\_\_)

☐ Music

☐ Foreign Language: (Specify language \_\_\_\_\_)

The following evidence must be in the **content area indicated above**.

**Points**

National Teacher Exam Content Area Assessment(s) for this content area (e.g., Praxis # 010) or other non-Praxis non-licensure Content test (Describe)	50 points	
NBPTS Certification for this content area (including Elementary)	100 pts	
Content test taken for licensure in another state (describe)	100 pts	
Years of teaching experience in this subject area within the last ten years (10 pts/year)	# of years _____ (50 pts max)	
<b>Content-based</b> Professional Development - according to the school's Prof. Dev. Plan (1 pt/hr up to 8 pts/year)	# of years _____ (40 pts max)	

The following must **NOT HAVE BEEN USED ABOVE** under Professional Development.

College/University Coursework in the content area List coursework _____ _____ _____ _____	# credit hours _____ 3 pts per credit hour	
Served in an administrative capacity in the content area, e.g., Dept. chair, ACSIP chair, Lead teacher, etc. Describe: _____	# of years served 10 pts per year (30 pts max)	
Documented Committee service in <b>local (LEA)</b> curriculum development <b>in this content area</b> in the last five years Describe: _____	# of activities _____ 5 pts per activity (25 pts max)	
Documented Committee service in <b>state or national</b> curriculum development <b>in this content area</b> in the last five years Describe: _____	# of activities _____ 10 pts per activity (30 pts max)	

## AR HOUSSE p. 2

Textbook adoption committee service <b>in this content area</b> over the last five years Describe: _____ _____ _____ _____	# of committees _____ 15 pts per committee (30 pts max)	
Papers published in refereed journals in this content area in the last five years Describe: _____ _____ _____ _____	# of papers _____ 10 pts per paper (30 pts max)	
Presentations made at content-area or specialty-area association conferences in the last five years Describe: _____ _____ _____ _____	# of pres'ns _____ 10 pts per pres'n (30 pts max)	
Conferences attended in this content area in the last five years Describe: _____ _____ _____ _____	# of conferences _____ 5 pts per conference (15 pts max)	
Service as a ADE Certified Mentor Mentor <b>in this content area</b>	# of years served _____ 10 pts per year (30 pts max)	
Participation in Arkansas Leadership Academy Individual or Team Institute	20 pts per academy	
Participation in ELLA Curriculum Training – Year Long	20 pts per year	
Participation in Arkansas Mathematics and Science Professional Development Institute – Year Long	20 pts per year	
Participation in Effective Literacy, Literacy Lab, Reading First, Curriculum Training, or some similar activity – Year Long (describe) _____	1 point per hour up to 20 points per year	
	<b>Total</b>	

Teacher's signature \_\_\_\_\_

Date \_\_\_\_\_

School District Administrator \_\_\_\_\_

School District Administrator's signature \_\_\_\_\_

Date \_\_\_\_\_

**TEACHERS ARE TO ATTACH ALL APPROPRIATE DOCUMENTATION. COPIES OF ALL ARE TO BE MAINTAINED BY THE TEACHER AND KEPT ON FILE IN THE SCHOOL DISTRICT.**

## Appendix B

### Arkansas Department of Education

#### Arkansas Qualified Teacher Designation Form (MULTI-SUBJECT, for Middle Childhood grades)

An Arkansas qualified teacher (AQT) must have at least a bachelor's degree; must be appropriately licensed to teach; and must demonstrate content knowledge in the subject area(s). The Multi-Subject ARHOUSE form (to designate content knowledge) may **ONLY** be used by teachers in Alternative Learning Environments or Special Education, who teach two or more subjects and seek Arkansas Qualified Teacher status as a Multi-Subject AQT.

Teacher Name \_\_\_\_\_ Date \_\_\_\_\_

School \_\_\_\_\_ School District \_\_\_\_\_

**Choose level of AQT status being sought.**

☐ Middle Childhood/Grades 4-8

**Indicate Instructional Class**

☐ Alternative Learning Environment

☐ Special Education

**Choose the content areas.**

☐ English

☐ Reading or Language Arts

☐ Mathematics

☐ Science: (Specify subject \_\_\_\_\_)

☐ Art

☐ Social Studies: (Specify subject \_\_\_\_\_)

☐ Music

☐ Foreign Language: (Specify language \_\_\_\_\_)

**1) BACHELOR'S DEGREE (Provide the appropriate information and documentation.)**

Degree \_\_\_\_\_ Date Awarded \_\_\_\_\_ Institution \_\_\_\_\_

**2) ARKANSAS TEACHING LICENSE (Check one and provide the appropriate information.)**

☐ INITIAL

☐ NTLP PROVISIONAL

☐ PROFESSIONAL TEACHING PERMIT OR PPTL

☐ STANDARD

☐ RECIPROCITY PROVISIONAL (all requirements completed except AR History course)

Area \_\_\_\_\_ Level \_\_\_\_\_ Expiration date: \_\_\_\_\_

**3) DEMONSTRATION OF CONTENT KNOWLEDGE AS A MULTI-SUBJECT TEACHER? (Check A or B, and provide the appropriate information and documentation.)**

**3.A.** ☐ I passed the Praxis II: Middle School Content Knowledge (#0146), Praxis II: Middle School Multiple Subjects (#5141), or other appropriate state-mandated content-area assessment, or Multi-Subject licensure content test in other state.

Assessment \_\_\_\_\_

Passing Score \_\_\_\_\_

Date taken \_\_\_\_\_

**OR**

**3.B.** ☐ I am a Veteran teacher and I have accumulated >100 points on the **Multi-Subject ARHOUSE** criteria survey with a minimum of 50 points in each content area. (Attach a copy of the Multi-Subject ARHOUSE form.)

**4) Are you AQT (i.e., do you have all of 1, 2, and 3 above)? Yes \_\_\_\_\_ No \_\_\_\_\_**

If you do not meet **all three criteria** (1, 2, & 3 above) you cannot be designated as an Arkansas Qualified Teacher **in these areas at this time**. As appropriate, and in conjunction with the school/district administrator the teacher is to develop, maintain and adhere to a written plan for becoming an Arkansas Qualified Teacher in this area by the end of this school year.

Teacher's signature \_\_\_\_\_

Date \_\_\_\_\_

School District Administrator's name \_\_\_\_\_

School District Administrator's signature \_\_\_\_\_

Date \_\_\_\_\_

**TEACHERS ARE TO ATTACH ALL APPROPRIATE DOCUMENTATION. COPIES OF ALL ARE TO BE MAINTAINED BY THE TEACHER AND KEPT ON FILE IN THE SCHOOL DISTRICT.**

**Multi-Subject Arkansas' High Objective Uniform State Standard of Evaluation (MS-ARHOUSSE)  
for Middle Childhood grades**

**To establish Arkansas Qualified Teacher status as a Multi-Subject teacher a teacher must be teaching in one of the Instructional Classes listed below, and be teaching two or more of the content areas listed below. To demonstrate content knowledge via Multi-Subject ARHOUSSE a minimum of 50 points is required per content area taught.**

Teacher Name \_\_\_\_\_

Date \_\_\_\_\_

School \_\_\_\_\_ School District \_\_\_\_\_

<b>Indicate level of AQT status being sought.</b> <input type="radio"/> Middle Childhood/Grades 4-8	<b>Indicate the content areas to be considered for this AQT designation.</b> <input type="radio"/> English <input type="radio"/> Reading / Language Arts <input type="radio"/> Math <input type="radio"/> Science: (subject _____) <input type="radio"/> Art <input type="radio"/> Social Studies: (subject _____) <input type="radio"/> Music <input type="radio"/> Foreign Language: (subject _____)
<b>Indicate Instructional Class</b> <input type="radio"/> Alternative Learning Environment <input type="radio"/> Special Education	

The following would demonstrate content knowledge for Multi-Subject AQT criteria in full.

**Points**

Praxis II: Middle School Content Knowledge (#0146), Praxis II: Middle School Multiple Subjects (#5141), or other appropriate state-mandated content-area assessment	100 points	
Multi-Subject content test taken for licensure in another state (describe)	100 points	

To demonstrate content knowledge by individual subject, the following evidence must be in the content areas indicated above.

A teacher must accumulate a minimum of 50 points in each core content subject area that they are teaching.

<b>Content Area 1:</b> _____  College/University Coursework in the content area(s): List coursework _____ _____ _____	# credit hours: X 3 points
NBTS Certification for this content area	100 points
Content Based Professional Development or Content Knowledge Activities: (Please use the AR HOUSSE to see examples of appropriate activities, committee service, textbook adoption, presentations, conferences, articles written, etc.) Describe Activity and use Point Value from Single Subject AR-HOUSSE form: _____ _____ _____	Prof. Dev. Points 1 pt/hr up to 8 pts/year 40 pts max
Teaching Experience in this content area: Describe: _____ _____	10 pts per yr 25 points maximum
Must be a minimum of 50 points	
<b>CONTENT AREA 1 Total Points:</b> _____	



<b>Content Area 2:</b> _____ College/University Coursework in the content area(s): List coursework _____ _____ _____		# credit hours: X 3 points
NBTS Certification for this content area		100 points
Content Based Professional Development or Content Knowledge Activities: (Please use the AR HOUSSE to see examples of appropriate activities, committee service, textbook adoption, presentations, conferences, articles written, etc.) Describe Activity and use Point Value from Single Subject AR-HOUSSE form: _____ _____ _____		Prof. Dev. Points 1 pt/hr up to 8 pts/year 40 pts max
Teaching Experience in this content area: Describe: _____ _____		10 pts per yr 25 points maximum
Must be a minimum of 50 points <b>CONTENT AREA 2 Total Points:</b> _____		
<b>Content Area 3:</b> _____ College/University Coursework in the content area(s): List coursework _____ _____ _____		# credit hours: X 3 points
NBTS Certification for this content area		100 points
Content Based Professional Development or Content Knowledge Activities: (Please use the AR HOUSSE to see examples of appropriate activities, committee service, textbook adoption, presentations, conferences, articles written, etc.) Describe Activity and use Point Value from Single Subject AR-HOUSSE form: _____ _____ _____		Prof. Dev. Points 1 pt/hr up to 8 pts/year 40 pts max
Teaching Experience in this content area: Describe: _____ _____		10 pts per yr 25 points maximum
Must be a minimum of 50 points <b>CONTENT AREA 3 Total Points:</b> _____		

**Duplicate form as needed to add additional content areas.**

Teacher's signature \_\_\_\_\_

Date \_\_\_\_\_

School District Administrator's name \_\_\_\_\_

Date \_\_\_\_\_

School District Administrator's signature \_\_\_\_\_

Date \_\_\_\_\_

**TEACHERS ARE TO ATTACH ALL APPROPRIATE DOCUMENTATION. COPIES OF ALL ARE TO BE MAINTAINED BY THE TEACHER AND KEPT ON FILE IN THE SCHOOL DISTRICT.**

**Arkansas Department of Education**  
**Arkansas Qualified Teacher Designation Form (MULTI-SUBJECT, for Secondary grades)**

**An Arkansas qualified teacher (AQT) must have at least a bachelor's degree; must be appropriately licensed to teach; and must demonstrate content knowledge in the subject area(s). The Multi-Subject HOUSSE form (to designate content knowledge) may ONLY be used by teachers in Alternative Learning Environments or Special Education, who teach two or more subjects and seek Arkansas Qualified Teacher status as a Multi-Subject AQT.**

Teacher Name \_\_\_\_\_ Date \_\_\_\_\_  
 School \_\_\_\_\_ School District \_\_\_\_\_

**Choose level of AQT status being sought.**

☐ Secondary/Grades 7-12

**Indicate Instructional Class**

☐ Alternative Learning Environment  
☐ Special Education

**Choose the content areas.**

☐ English  
☐ Reading or Language Arts  
☐ Mathematics  
☐ Science: (Specify subject \_\_\_\_\_)  
☐ Art  
☐ Social Studies: (Specify subject \_\_\_\_\_)  
☐ Music  
☐ Foreign Language: (Specify language \_\_\_\_\_)

**1) BACHELOR'S DEGREE (Provide the appropriate information and documentation.)**

Degree \_\_\_\_\_ Date Awarded \_\_\_\_\_ Institution \_\_\_\_\_

**2) ARKANSAS TEACHING LICENSE (Check one and provide the appropriate information.)**

☐ INITIAL ☐ NTLP PROVISIONAL ☐ PROFESSIONAL TEACHING PERMIT OR PPTL  
☐ STANDARD ☐ RECIPROCITY PROVISIONAL (all requirements completed except AR History course)

Area \_\_\_\_\_ Level \_\_\_\_\_ Expiration date: \_\_\_\_\_

**3) DEMONSTRATION OF CONTENT KNOWLEDGE IN THE SUBJECT OR AREA? (Provide the appropriate information and documentation.)**

☐ I am an Alternative Learning Environment teacher and I have accumulated >100 points in each of the designated areas on the Secondary-grades Multi-Subject ARHOUSSE criteria survey.  
☐ I am a Special Education teacher and I have accumulated >100 points in each of the designated areas on the Secondary-grades Multi-Subject ARHOUSSE criteria survey.

**4) Are you AQT (i.e., do you have all of 1, 2, and 3 above)? Yes \_\_\_\_\_ No \_\_\_\_\_**

If you do not meet **all three criteria** (1, 2, & 3 above) you cannot be designated as an Arkansas Qualified Teacher in this area at this time. **IN CONJUNCTION WITH YOUR SCHOOL/DISTRICT ADMINISTRATOR YOU ARE TO DEVELOP, MAINTAIN AND ADHERE TO A WRITTEN PLAN FOR BECOMING AN ARKANSAS QUALIFIED TEACHER IN THESE AREAS BY THE END OF THIS SCHOOL YEAR.**

Teacher's signature \_\_\_\_\_

Date \_\_\_\_\_

School or District Administrator's name \_\_\_\_\_

School or District Administrator's signature \_\_\_\_\_

Date \_\_\_\_\_

**TEACHERS ARE TO ATTACH ALL APPROPRIATE DOCUMENTATION. COPIES OF ALL ARE TO BE MAINTAINED BY THE TEACHER AND KEPT ON FILE IN THE SCHOOL DISTRICT.**

**Multi-Subject Arkansas High Objective Uniform State Standard of Evaluation (MS-ARHOUSSE)  
for Secondary grades**

To establish Arkansas Qualified Teacher status as a Multi-Subject teacher a teacher must be teaching in one of the Instructional Classes listed below, and be teaching two or more of the content areas listed below. To demonstrate content knowledge via Multi-Subject ARHOUSSE a minimum of 100 points is required per content area taught.

Teacher Name \_\_\_\_\_ Date \_\_\_\_\_

School \_\_\_\_\_ School District \_\_\_\_\_

<b>Indicate level of AQT status being sought.</b>	<b>Indicate the content areas to be considered for this AQT designation.</b>
<input type="radio"/> Secondary/Grades 7-12	<input type="radio"/> English <input type="radio"/> Reading / Language Arts <input type="radio"/> Math <input type="radio"/> Science: (subject _____) <input type="radio"/> Art <input type="radio"/> Social Studies: (subject _____) <input type="radio"/> Music <input type="radio"/> Foreign Language: (subject _____)
<b>Indicate Instructional Class</b>	
<input type="radio"/> Alternative Learning Environment <input type="radio"/> Special Education	

**NOTE: CONTENT KNOWLEDGE ONLY  
USE MULTIPLE SHEETS AS NECESSARY**

Subject (from page 1) \_\_\_\_\_

The following evidence must be in the **content area indicated above**.

	<b>Points</b>	
Praxis II Middle School: Content Knowledge test (#0146), Praxis II: Middle School Multiple Subjects (#5141), or other appropriate state-mandated content-area assessment <b>if the subject area above is Math, Science, English or Social Studies</b>	25 points	
National Teacher Exam Content Area Assessment(s) <b>for this content area</b> (e.g., Praxis # 010) or other non-Praxis non-licensure Content test (Describe.) CLEP Exams in content area	50 points	
NBPTS Certification <b>in this content area</b>	100 pts	
Content test <b>in this area</b> taken for licensure in another state. (Describe)	100 pts	
Years of teaching experience <b>in this subject area</b> within the last ten years (10 pts/year)	# of years _____ (50 pts max)	
<b>Content-based</b> Professional Development - according to the school's Prof. Dev. Plan (1 pt/hr up to 8 pts/year)	# of years _____ (40 pts max)	

The following, if used, must **NOT HAVE BEEN USED ABOVE** under Professional Development.

College/University Coursework in the content area List coursework _____ _____	# credit hours _____ 3 pts per credit hour	
Served in an administrative capacity in the content area, e.g., Dept. chair, ACSIP chair, Lead teacher, etc. Describe: _____ _____	# of years served _____ 10 pts per year (30 pts max)	
Documented Committee service in <b>local (LEA)</b> or Education Service Co-operatives curriculum development <b>in this content area</b> in the last five years Describe: _____ _____	# of activities _____ 5 pts per activity (25 pts max)	

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MS-HOUSSE Subject area (from page 1) \_\_\_\_\_

Documented Committee service in <b>state or national</b> curriculum development in <b>this content area</b> in the last five years Describe: _____ _____	# of activities _____ 10 pts per activity (30 pts max)	
Textbook adoption committee service <b>in this content area</b> over the last five years Describe: _____ _____	# of committees _____ 15 pts per committee (30 pts max)	
Papers published in refereed journals in this content area in the last five years Describe: _____ _____	# of papers _____ 10 pts per paper (30 pts max)	
Presentations made at content-area or specialty-area association conferences in the last five years Describe: _____ _____	# of pres'ns _____ 10 pts per pres'n (30 pts max)	
Conferences attended on line or teleconferences, webcast professional development, CIV workshops, project based authentic learning lessons developed in this content area in the last five years Describe: _____ _____	# of conferences _____ 5 pts per conference (15 pts max)	
Service as a ADE Certified Mentor Mentor or Subject Area Mentor Participant, Peer review of content specific experience <b>in this content area.</b> _____	# yrs served _____ 10 pts per year (30 pts max)	
Participation in a content-specific Arkansas Leadership Academy Individual or Team Institute, or other content specific experience training, etc. _____ _____	20 pts per academy	
Participation in SIM, etc. Curriculum Training – Year Long	20 pts per year	
Participation in Arkansas Mathematics and Science Professional Development Institute – Year Long, Participation in Core Content Competency Based Assessment Circles, Formative Assessment Training and application throughout the year in content area, etc. _____	20 pts per year	
Participation in Effective Literacy, Literacy Lab, Reading First, IDEAs Portal, Web Quest, Teacher-2-Teacher Initiatives, Academic Academies, or similar curriculum training – Year Long (Describe.) _____	1 point per hour up to 20 points per year	
	<b>Total</b>	

Sec. MS-HOUSSE page 2 of 2

Teacher's signature \_\_\_\_\_

Date \_\_\_\_\_

School District Administrator's name \_\_\_\_\_

Date \_\_\_\_\_

School District Administrator's signature \_\_\_\_\_

Date \_\_\_\_\_

**TEACHERS ARE TO ATTACH ALL APPROPRIATE DOCUMENTATION. COPIES OF ALL ARE TO BE MAINTAINED BY THE TEACHER AND KEPT ON FILE IN THE SCHOOL DISTRICT.**



To: SBE

From: Michael Rowland

Cc'ed: Joan Luneau, Cheryl Reinhart, Melissa Jacks

Date: 7/15/16

Re: Content Area Assessment for AQT

## Arkansas Qualified Teacher (AQT) Assessment

Current AQT Assessment:	Proposed AQT Assessment:
None	Praxis® Fundamental Subjects: Content Knowledge (5511)  Recommended Cut Score: 148
	Effective Immediately

## Rationale

As an additional option for educators to demonstrate content knowledge as required with Arkansas Qualified Teacher (AQT) rules, the Department seeks Board approval to use the Praxis® Fundamental Subjects: Content Knowledge (5511) as an assessment for special education teachers with a K-12 license and ALE educators, grades K-12, to use the Fundamental Subjects assessment as a means of demonstrating content knowledge in the area of qualification. If approved, ALE educators and K-12 licensed special education teachers who successfully pass this assessment would be qualified under AQT to teach multiple core subjects. This assessment would not be used for licensure endorsements or certifications but only for AQT in these circumstances.

In April 2016, Educational Testing Service (ETS) provided a test review for ADE staff of the Praxis® Fundamental Subjects: Content Knowledge (5511). In addition to reviewing a copy of the 5511, ADE staff also reviewed national test data from September 2014 to April 2016 for states using the 5511 (Alaska, Iowa, Maryland, Mississippi, North Carolina, and Pennsylvania):

- How each state uses the test
- Cut scores for each state
- Pass rates for each state disaggregated by undergraduate majors including special education
- Three states (Iowa, Mississippi, and North Carolina) use the 5511 for Special Education highly qualified status or licensure

ADE staff also met again in May 2016. As a result of these reviews, ADE staff recommends 148 as the cut score for the 5511. A 148 represents a 96.3 percent pass rate of national test takers who are Special Education undergraduate majors and took the 5511.

The Praxis® Fundamental Subjects: Content Knowledge (5511) assesses candidate skills and broad understanding across four subjects: English Language Arts, Mathematics, Citizenship and Social Science, and Science. The two-hour assessment contains 120 selected-response items covering four content areas: English Language Arts (30 questions), Mathematics (30 questions), Citizenship and Social Science (30 questions), and Science (30 questions).

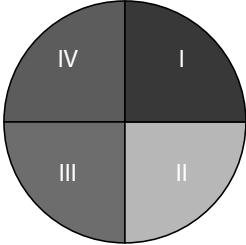
As an optional content area assessment to meet Arkansas Qualified Teacher requirements for licensed K-12 Special Education or ALE teachers, the ADE recommends adopting the Praxis® Fundamental Subjects: Content Knowledge

(5511) with a cut score of 148 effective immediately. This test is not approved as a licensure assessment but only as an option to meet AQT requirements for these specific areas.

# 1. Learn About Your Test

*Learn about the specific test you will be taking*

## Fundamental Subjects: Content Knowledge (5511)

Test at a Glance			
Test Name	Fundamental Subjects: Content Knowledge		
Test Code	5511		
Time	2 hours		
Number of Questions	120		
Format	Selected-response questions		
Test Delivery	Computer delivered		
	Content Categories	Approximate Number of Questions	Approximate Percentage of Examination
	I. English Language Arts	30	25%
	II. Mathematics	30	25%
	III. Citizenship and Social Science	30	25%
	IV. Science	30	25%

### About This Test

The Fundamental Subjects: Content Knowledge examination assesses candidates’ skills and understanding broadly across four subjects:

- English Language Arts
- Mathematics
- Citizenship and Social Science
- Science

Questions are arranged in the test book by subject. An index on the back page of the test book identifies the page locations where each subject can be found. Candidates may answer the questions in any order they choose.

The content of the examination is not predicated on the assumption that the candidates should be experts in all of the subjects. Since the examination’s purpose is to assess knowledge and skills in subject matter that may lie outside an individual candidate’s teaching specialization, the questions in each subject focus on key indicators of general knowledge and understanding, requiring test takers to utilize fundamental skills that are founded upon broad concepts in each of the subjects.

This test may contain some questions that will not count toward your score.

**Praxis® Fundamental Subjects: Content Knowledge (5511)**  
**Other State Cut Scores and Requirements<sup>1</sup>**

- AK 150 – used for Vocational Ed
- IA<sup>2</sup> 162 – used for SPED candidates in addition to SPED categorical test
- ME 150 – used for CTE licensing
- MS 142 – used for SPED K-12 who seek HQ status
- NC 148 – used for SPED candidates in addition to SPED categorical test
- PA 150 – used for P-12 areas in addition to Praxis content tests

Fundamental Subjects: Content Knowledge (5511)						
Administration Date Range: SEP-2014 to APR-2016						
Variable: Undergrad Major Group						
Duplicate Candidate: Highest Score						
State / Agency / Institution	Undergrad Major Group	N	Percent Pass At			Mean Score
			142	148	162	
All Test Takers	Middle School Education	8	100.00%	75.00%	50.00%	169.5
All Test Takers	Education Subject Areas	1258	98.70%	96.60%	80.70%	173.5
All Test Takers	Elementary and Pre-Elementary Ed	213	92.50%	88.70%	63.40%	167.9
All Test Takers	Humanities	494	98.00%	95.70%	86.00%	177.6
All Test Takers	Mathematics and Natural Sciences	42	97.60%	95.20%	78.60%	174.9
All Test Takers	Non-Teaching Education	56	92.90%	85.70%	69.60%	170.3
All Test Takers	Social Sciences	281	93.60%	91.50%	70.10%	170.1
All Test Takers	Special Education	699	97.90%	96.30%	79.50%	172.5
All Test Takers	Vocational/Technical Majors	17	88.20%	88.20%	58.80%	166.4
All Test Takers	Undecided	15	86.70%	80.00%	46.70%	158.9
All Test Takers	Out of Range	0	*	*	*	

State / Agency / Institution	Undergrad Major Group	N	Percent Pass At		
			151	155	159
All Test Takers	Middle School Education	8	75.00%	62.50%	50.00%
All Test Takers	Education Subject Areas	1258	94.60%	90.90%	85.40%
All Test Takers	Elementary and Pre-Elementary Ed	213	84.00%	79.30%	69.00%
All Test Takers	Humanities	494	94.50%	92.50%	89.50%
All Test Takers	Mathematics and Natural Sciences	42	95.20%	88.10%	81.00%
All Test Takers	Non-Teaching Education	56	82.10%	80.40%	73.20%
All Test Takers	Social Sciences	281	86.80%	81.50%	74.00%
All Test Takers	Special Education	699	94.60%	91.30%	84.30%
All Test Takers	Vocational/Technical Majors	17	82.40%	64.70%	64.70%
All Test Takers	Undecided	15	73.30%	66.70%	46.70%

<sup>1</sup> Data source: Kathy Pruner via ETS Data Manager

<sup>2</sup> IA cut scores at 25<sup>th</sup> percentile required by law





ARKANSAS  
DEPARTMENT  
OF EDUCATION

# **Arkansas Review of Schools Classified in Academic Distress**

July 15, 2016

Submitted by  
Division of Public School Accountability  
School Improvement Unit

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## INTRODUCTION

The Arkansas State Board of Education took action on April 14, 2016, to classify twenty-four schools and three districts as meeting the definition of Academic Distress (attachment A). In accordance with the Arkansas Department of Education Rules Governing the Arkansas Comprehensive Testing, Assessment and Accountability Program (ACTAAP) and the Academic Distress Program (10.06.2 and 10.06.3) the Arkansas Department of Education (ADE) appointed teams to conduct on-site reviews of these schools and districts (attachment B).

Schools are classified in Academic Distress if **less than** 49.5 percent of the students assessed over a consecutive three year period score proficient. The reviewers visited fourteen high schools, nine middle school/junior high schools, and one elementary school. Seventeen of the schools were classified for a third consecutive year; three schools were classified for a second consecutive year; and four schools were newly classified. Twenty-two of the schools were also classified under the federal Elementary and Secondary Education Act (ESEA). Under the ESEA Flexibility Waiver granted to Arkansas, these twenty-two schools were classified as "Priority School". Two of the schools reviewed were not currently classified as Priority or Focus under the federal ESEA Flexibility Waiver.

Three districts/systems were classified in Academic Distress. Blytheville School District, Dollarway School District and the one-school charter system of Covenant Keepers were identified in Academic Distress. A school district or charter school system is classified in Academic Distress when **less than** 49.5 of all the students of that district/system score proficient on state assessments during a consecutive three year period.

The schools varied widely in student population ranging from approximately 100 students to over 1000 students. The schools classified had high percentages of students eligible for free or reduced lunch, all had high minority populations, and all reported high rates of discipline referrals. Teacher turnover or teacher attendance issues were identified by almost all as a substantial problem. Twenty-two of the schools were currently making efforts to implement Priority Improvement Plans and were receiving assistance from one or more ADE support units. Principals voiced concern that the review would result in a change of direction or numerous additional activities.

## RECOMMENDATION # 1: PREVIOUSLY CLASSIFIED SCHOOLS

Because twenty of the schools were previously classified in Academic Distress, and two of the other four schools were classified as Priority, it was noted that they have goals and efforts currently in progress from prior ADE site reviews or technical assistance. Thus, the review team is recommending continuation of the Priority Improvement Plans established for school year 2015-16, but with modifications for greater clarity. ADE School Improvement Unit (SIU) staff will provide technical assistance to assist these twenty-two schools in integrating into their current plans three targeted goals that would be monitored monthly by the SIU. These overarching goals are:

1. The School Improvement Leadership Team will develop a clear and shared academic focus that will lead to removal from Academic Distress.
2. The School Improvement Leadership Team in conjunction with all stakeholders will develop a positive school culture conducive to learning and staff professional growth.
3. The School Improvement Leadership Team in conjunction with the District Improvement Leadership Team will develop a culture of continuous improvement.

These goals are attached and greater clarification of their meaning and purpose are provided (attachment C).

#### RECOMMENDATION 2: NEWLY CLASSIFIED SCHOOLS

Two of the schools classified in Academic Distress are not currently working under goals and efforts identified by an ADE site review team. Thus, the review teams make the following recommendation:

By the first of October these two schools will develop a School Improvement Plan based on a comprehensive needs assessment and designed to address the three overarching goals identified in recommendation 1. The Needs Assessment will be done in collaboration with the ADE School Improvement Unit and the overall plan will be developed collaboratively by the school and district leadership teams with support from the ADE Fiscal Support Unit, the School Improvement Unit, Educator Effectiveness Unit, and the Assessment Unit. The school will report progress to the State Board of Education quarterly in the same manner as a Priority School.

These goals are attached and greater clarification of their meaning and purpose are provided (attachment C).

#### RECOMMENDATION 3: DISTRICT WILL CLARIFY SUPPORT TO BE PROVIDED

It was noted during the site reviews that schools varied in the level of district support. No school reviewed by the ADE teams had a written document that outlined the level of support that a school would receive from the district.

It is recommended that by September 15, 2016, the District Improvement Leadership Team, in consultation with the School Improvement Leadership Team and other stakeholders, will submit for State Board of Education review a plan of support for each school in Academic Distress. The plan will detail the types of support to be provided to each school and will be inclusive of, but not limited to:

- The professional development plan of activities that will support the principal in becoming an accomplished turnaround principal (identifying specific trainings, readings, mentors, and timelines for activities to occur and the expected

outcome of each component of the activities). This plan shall include observation calibration training for Teacher Excellence and Support System (TESS) along with training in the use of the BloomBoard Insight Reports. Further, district and school leaders will work with the ADE Educator Effectiveness Unit to align existing walk-through practices to be recorded as informal observations within the TESS (BloomBoard) process.

- A description of specific State and Federal Categorical (restricted funds) funding provided to the school. The funding description will clarify positions and programs purchased with categorical dollars; specify the amount of student improvement anticipated by the expenditure and how the effectiveness of the program or position will be evaluated in accordance with the anticipated student gains. The funds available and at the discretion of the School Improvement Leadership Team will be defined and the allowable use of the funds determined.
- The description of all assessments to be administered by the school and clear detail on how the assessments will be utilized by teachers, instructional teams, and the School Improvement Leadership Team. It is encouraged that the ACT Aspire Interim Assessments be used for progress monitoring. Post-unit assessments are to be developed by instructional teams specific to the units taught and may include both standards based questions and questions related to any foundational knowledge required as part of the units of instruction. Dates for assessments by grade level, expected levels of student achievement (SMART Goal), and clear use of each type of assessment will be detailed in the plan(s). It is encouraged that the school minimize assessment to Formative Assessments, Aspire Interims (or Aspire aligned interims), and Unit Assessments. Semester Exams may be substituted for the third Unit Assessment if all students at that grade level or subject area are administered the Semester Exam.
- The clarification of the decision making autonomy that each School Improvement Leadership Team will have, and the parameters within which the team must operate. Included will be a description of the discretionary money/resources available to the School Improvement Leadership Team to support teacher development as needs are identified.
- The description of how the district will attempt to retain effective teachers at the school, and how the district will support the building in recruiting qualified teachers when openings occur. This would include how teachers are incentivized to remain at the school as well as the monitoring of teachers for their “feelings or perceptions” of support on a quarterly basis (ADE developed instrument or ADE approved instrument).
- A description of the actions the district is taking to ensure that there is curriculum alignment in at least the areas of literacy and mathematics as assessed for accountability.
- The description of the supports to be provided to engage parents and community in the turnaround efforts. Specifically identify the activities that will

be offered, a timeline and how the school will maintain and analyze data related to parent participation. The analysis should contrast parents of proficient students in contrast to parents of non-proficient students with the intent of providing additional services and support to parents of non-proficient students.

- The description of the supports to be provided in creating a positive learning environment and positive school climate. It is encouraged that the district support the school in adopting a Positive Behavior Intervention System as well as other culture improvement strategies.

Recommendations are attached and greater clarification of their meaning and purpose are provided (attachment D).

#### RECOMMENDATION 4: INFORMING AND DEVELOPING THE LOCAL SCHOOL BOARD

The local school board holds accountability for the progress of students. The National School Boards Association in conjunction with the Center for Public Education have identified characteristics of effective school boards. These include and require that school boards are data literate, allocate resources to needs, and maintain a focus on student achievement goals. To support the local school board in being effective, the review teams make the following recommendation:

In conjunction with the School Improvement Leadership Team, and the designated team from the Arkansas Department of Education, the District Improvement Leadership Team will present the school's required quarterly progress report to the local school board and discuss supports, actions, and/or trainings in which the local school board can participate to further support the school or schools.

To clarify the intent of this recommendation, each quarter following the submission of the quarterly progress report, the assigned ADE Team will meet with representatives from the district and school to develop and present a report of progress to the local school board. To the degree possible, the report to the local board will highlight the decisions made that either supported or distracted from the school's efforts. The District Improvement Leadership Team and the assigned ADE Team will then assist the local school board in identifying any trainings that would assist in their efforts to become more effective.

Recommendations are attached and greater clarification of their meaning and purpose are provided (attachment D).

#### SUMMARY:

All review teams identified that every school was making efforts towards improving student outcomes. The degree of sophistication level of these efforts varied by the expertise and experience level of school and district leaders. It was noted that a majority of the school leaders were in the first three years of being assigned to a school

in Academic Distress. While each school staff had a general understanding of the Academic Distress classification, it was noted that in all schools reviewed that there was minimal understanding of specific efforts that the school was taking to advance beyond Academic Distress. The intent of these recommendations is to assist the district and school in maintaining the efforts currently underway, but adding a more defined focus on the specific grade levels and/or courses that are used to determine state accountability classifications. Further, it is anticipated that by the schools structuring their work under the recommended three overarching goals, they will be better able to communicate to all stakeholders the purpose of each action being taken to improve student outcomes.

## Attachment A

### Schools Identified in Academic Distress Three Consecutive Years

District	School Name	2013-2015 Percent Proficient All Students Math + ELA
Blytheville	Blytheville High School New Tech	44.089
Covenant Keepers	Covenant Keepers Charter	44.147
Dollarway	Dollarway High School	39.53
Forrest City	Forrest City High School	39.516
Forrest City	Forrest City Junior High School	48.697
Forrest City	Lincoln Academy of Excellence	46.771
Helena	Central High School	48.517
Little Rock	Cloverdale Aerospace Tech	42.905
Little Rock	Hall High School	41.006
Little Rock	Henderson Middle School	46.459
Little Rock	JA Fair High School	48.335
Little Rock	McClellan Magnet High School	46.989
Pine Bluff	Belair Middle School	46.129
Pine Bluff	Pine Bluff High School	43.268
Pulaski County	Wilbur D. Mills High School	46.188
Strong-Huttig	Strong High School	46.05
Watson Chapel	Watson Chapel High School	47.31

### Schools Identified in Academic Distress Two Consecutive Years

District	School Name	2013-2015 Percent Proficient All Students Math + ELA
Blytheville	Blytheville Middle School	44.899
Dermott	Dermott High School	49.445
Pulaski County	Jacksonville Middle School	46.487

### Newly Identified Schools in Academic Distress

District	School Name	2013-2015 Percent Proficient All Students Math + ELA
Dollarway	Robert F Morehead Middle School	46.206
Hope	Hope High School	47.362
Little Rock Prep	Little Rock Prep Academy Elementary	47.992
Marvell-Elaine	Marvell-Elaine High School	45.932



**Districts Identified in Academic Distress**

District	District Name	2013-2015 Percent Proficient All Students Math + ELA
Blytheville	Blytheville School District	49.257
Covenant Keepers	Covenant Keepers Charter School	43.211
Dollarway	Dollarway School District	47.829

**Attachment B**  
**Academic Distress Site Review Schedule and Teams**

School District	School	Date of Academic Distress Review Visit	ADE Review Team
Blytheville School District	Blytheville High School-A New Tech School	May 4, 2016	Dr. Bob Brewer, SIU Janie Hickman, SIU Dr. Robert Toney, SIU Tiah Frazier, SIU
Blytheville School District	Blytheville Middle School	May 4, 2016	Jamie Holiman, SIU Krista Harrell, SEU Lasonia Johnson, SIU Misty Pitman, SIU Dr. Richard Wilde, SIU Rocci Malone, EEU
Covenant Keepers Charter School	Covenant Keepers Charter	May 9, 2016	Dr. Bob Brewer, SIU Janie Hickman, SIU Lasonia Johnson, SIU Renee Nelson, EEU Dr. Robert Toney, SIU Tiah Frazier, SIU
Dermott School District	Dermott High School	May 23, 2016	Janie Hickman, SIU Misty Pitman, SIU Dr. Robert Toney, SIU
Dollarway School District	Dollarway High School	May 10, 2016	Becky Cezar, SEU Jamie Holiman, SIU Janie Hickman, SIU Lasonia Johnson, SIU Misty Pitman, SIU Renee Nelson, EEU Dr. Richard Wilde, SIU Dr. Robert Toney, SIU Tiah Frazier, SIU
Dollarway School District	Robert F. Morehead Middle School	May 10, 2016	Becky Cezar, SEU Jamie Holiman, SIU Janie Hickman, SIU Lasonia Johnson, SIU Misty Pitman, SIU Renee Nelson, EEU Dr. Richard Wilde, SIU Dr. Robert Toney, SIU Tiah Frazier, SIU
Forrest City School District	Forrest City High School	May 16, 2016	Krista Harrell, SEU Lasonia Johnson, SIU Misty Pitman, SIU

			Dr. Richard Wilde, SIU Dr. Robert Toney, SIU Sandra Hurst, EEU Tiah Frazier, SIU Tommy Norton, SIU
Forrest City School District	Forrest City Jr. High	May 17, 2016	Misty Pitman, SIU Dr. Robert Toney, SIU Rocci Malone, EEU Tiah Frazier, SIU
Forrest City School District	Lincoln Academy	May 17, 2016	Janie Hickman, SIU Lasonia Johnson, SIU Dr. Richard Wilde, SIU Tommy Norton, SIU
Helena/W. Helena School District	Central High School	May 18, 2016	Janie Hickman, SIU Krista Harrell, SEU Lasonia Johnson, SIU Misty Pitman, SIU Dr. Richard Wilde, SIU Dr. Robert Toney, SIU Rocci Malone, EEU Tiah Frazier, SIU Tommy Norton, SIU
Hope School District	Hope High School	May 25, 2016	Judy Foot, SIU Krista Harrell, SEU Lisa Knoedl, SIU Misty Pitman, SIU Tiah Frazier, SIU
Little Rock Preparatory Academy	Little Rock Prep Academy Elementary	May 13, 2016	Dr. Bob Brewer, SIU Dr. Robert Toney, SIU Tammy Thorn, SEU Tiah Frazier, SIU
Little Rock School District	Cloverdale Aerospace Tech Charter	May 26, 2016	Janie Hickman, SIU Krista Harrell, SEU Rocci Malone, EEU Sharesa White, SIU Tiah Frazier, SIU
Little Rock School District	Hall High School	May 11, 2016	Becky Gibson, EEU Janie Hickman, SIU Krista Harrell, SEU Lasonia Johnson, SIU Misty Pitman, SIU Dr. Richard Wilde, SIU
Little Rock School District	Henderson Middle School	May 26, 2016	Becky Cezar, SEU Lasonia Johnson, SIU Maureen Harness, EEU Misty Pitman, SIU

			Dr. Richard Wilde, SIU Tammy Thorn, SEU
Little Rock School District	J.A. Fair High School	May 11, 2016	Dr. Robert Toney, SIU Sharesa White, SIU Tammy Thorn, SEU Tiah Frazier, SIU
Little Rock School District	McClellan Magnet High School	May 3, 2016	Becky Gibson, EEU Jamie Holiman, SIU Janie Hickman, SIU Lasonia Johnson, SIU Misty Pitman, SIU Dr. Richard Wilde, SIU Dr. Robert Toney, SIU Sharesa White, SIU Tammy Thorn, SEU Tiah Frazier, SIU
Marvell-Elaine School District	Marvell-Elaine High School	May 19, 2016	Janie Hickman, SIU Dr. Richard Wilde, SIU Dr. Robert Toney, SIU Tiah Frazier, SIU Tommy Norton, SIU
Pine Bluff School District	Belair Middle School	May 6, 2016	Janie Hickman, SIU Krista Harrell, SEU Lasonia Johnson, SIU Misty Pitman, SIU Dr. Richard Wilde, SIU Rocci Malone, EEU
Pine Bluff School District	Pine Bluff High School	May 5, 2016	Becky Cezar, SEU Jamie Holiman, SIU Janie Hickman, SIU Krista Harrell, SEU Lasonia Johnson, SIU Maureen Harness, EEU Misty Pitman, SIU Dr. Richard Wilde, SIU Dr. Robert Toney, SIU Tiah Frazier, SIU
Pulaski County Special School District	Jacksonville Middle School	May 20, 2016	Janie Hickman, SIU Judy Foot, SIU Lisa Knoedl, SIU Renee Nelson, EEU Dr. Robert Toney, SIU Tammy Thorn, SEU Tiah Frazier, SIU

Pulaski County Special School District	Wilbur D. Mills High School	May 24, 2016	Janie Hickman, SIU Judy Foot, SIU Lasonia Johnson, SIU Lisa Knoedl, SIU Misty Pitman, SIU Dr. Richard Wilde, SIU Dr. Robert Toney, SIU Rocci Malone, EEU Tammy Thorn, SEU Tiah Frazier, SIU
Strong-Huttig School District	Strong High School	May 23, 2016	Judy Foot, SIU Lisa Knoedl, SIU Dr. Richard Wilde, SIU Rocci Malone, EEU Tiah Frazier, SIU
Watson Chapel School District	Watson Chapel High School	May 6, 2016	Jamie Holiman, SIU Judy Foot, SIU Lisa Knoedl, SIU Dr. Robert Toney, SIU Renee Nelson, EEU Sandra Hurst, EEU Tammy Thorn, SEU Tiah Frazier, SIU
ADE Unit Abbreviation Key:			Educator Effectiveness Unit – EEU School Improvement Unit – SIU Special Education Unit – SEU

## **Attachment C**

### **SCHOOL GOALS**

#### **BACKGROUND**

Campus teams did not clearly articulate the components of accountability that would lead to the removal from Academic Distress, including the steps that need to be taken to improve student outcomes.

#### **GOAL 1**

The School Improvement Leadership Team will develop a clear and shared academic focus that will lead to removal from Academic Distress.

#### **CLARIFICATION**

The School Improvement Leadership Team ensures the development of a clear and shared focus involving all stakeholders. All stakeholders know the focus and how achieving the focus will lead to increased achievement, long range commitment to continuous improvement and specifically removal from Academic Distress classification. All stakeholders can articulate their role, and the role of interventions/innovations/programs in accomplishing the focus. The focus will be foremost in decisions related to support expenditures. All faculty will clearly understand the evidence that identify progress throughout the year. The School Improvement Leadership Team will provide an update of progress to the local school board quarterly.

#### **BACKGROUND**

School staff interviewed as part of the site reviews communicated high turnover rates of teachers, difficulty recruiting qualified teachers, high number of discipline referrals, high teacher absenteeism, high failure rate and a high number of students entering secondary settings behind grade level.

#### **GOAL 2**

The School Improvement Leadership Team in conjunction with all stakeholders will develop a positive school culture conducive to learning and staff professional growth.

#### **CLARIFICATION**

The School Improvement Leadership Team ensures there is a sense that educating students extends beyond teachers and staff in schools to include all educational stakeholders. Parents, as well as businesses, social service agencies, and community colleges/universities all know their role in this effort. Teachers, staff, students and stakeholders believe that all students can learn and are able to articulate a personal vision of success. The school has a safe, caring, healthy and intellectually stimulating learning environment where all

students and staff feel welcomed, supported and valued. The social-emotional, behavior and academic needs of students are addressed using a research based multi-tiered approach. Instruction is student-focused; teachers have high expectations of student learning and believe they can teach all students. Teaching and learning are continually adjusted based on frequent monitoring of student progress and needs. Teachers determine needed support and professional development that aligns with the school and district's clear focus and high expectations. The School Improvement Leadership Team will regularly assess school culture by utilizing ADE provided or approved student and teacher surveys and provide an update to the state and local school board quarterly.

### BACKGROUND

Campus teams did not articulate the plans and processes in place for creating a culture of continuous improvement. Various teams did not demonstrate an understanding of the comprehensive picture of a culture of continuous improvement.

### GOAL 3

The School Improvement Leadership Team in conjunction with the District Improvement Leadership Team will develop a culture of continuous improvement.

### CLARIFICATION

A culture of continuous improvement is one that involves assessing, planning and monitoring of school improvement indicators and making data-driven decisions toward achieving the shared and clear focus. All teams work collaboratively within and outside of their teams, have a clear and communicated written purpose, bylaws, and can articulate their role in achieving the focus.

The School Improvement Leadership Team has the autonomy to identify and attend necessary training to ensure they are capable of leading a turnaround effort. The School Improvement Leadership Team meets regularly and serves as a conduit of communication to all stakeholders in a way that enables the School Improvement Leadership Team to receive input. A schedule and description of all assessments to be administered will be created including detail of how the assessments will be utilized by teachers, instructional teams, and the School Improvement Leadership Team. It is recommended that the Aspire Interim Assessments and Aspire Classroom Assessments are used for progress monitoring as available. Post-Unit Assessments can be combined with Aspire Classroom Assessments to monitor both standards attainment and/or the learning of foundation knowledge. Dates for assessments by grade level, expected levels of student achievement (SMART Goal), and clear use of each type of assessment will be detailed in the plan(s). The School Improvement Leadership Team analyzes data in order to draw conclusions and make decisions about school improvement and professional development. The School Improvement

Leadership Team with support from the District Improvement Leadership Team seeks ways to retain effective teachers and how they will recruit and incentivize qualified teachers. This would include monitoring teachers for their “feelings or perceptions” of support on a quarterly basis.

The Instructional Improvement Team (otherwise referred to as PLC) works collaboratively with the empowerment to draw conclusions and make decisions based on data. Instructional Teams develop instructional units based on the curriculum standards and the local curriculum document. This unit typically encompasses three to six weeks of work. An assessment is administered prior to instruction to plan for differentiated instruction within the unit. Assessments will be administered following instruction in two to three week intervals to assess effectiveness of instruction and to identify students in need of instructional support or enhancement. The Instructional Improvement Teams use student data to assess strengths and weaknesses of the curriculum and instructional strategies. The Instructional Improvement Team reviews the results of assessments and uses the information to guide efforts to assure that every student masters the instructional standards taught in the instructional unit and reflect on personal effectiveness. The Instructional Improvement Teams use the results from multiple measures of data to plan for professional development, inform subsequent instructional unit plans and make adjustments to the curriculum.



## **Attachment D**

### **DISTRICT RECOMMENDATIONS**

#### **BACKGROUND for recommendation 1:**

The ADE Review Team did not find a clearly articulated plan to support the school's turnaround effort.

#### **RECOMMENDATION 1: DISTRICT**

It was noted during the site reviews that schools varied in the level of district support. No school reviewed by the ADE teams had a written document that outlined the level of support that a school would receive from the district.

It is recommended that by September 15, 2016, the District Improvement Leadership Team, in consultation with the School Improvement Leadership Team and other stakeholders, will submit for State Board of Education review, a plan of support for each school in Academic Distress. The plan will detail the types of support to be provided to each school and will be inclusive of, but not limited to:

- The professional development plan of activities that will support the principal in becoming an accomplished turnaround principal (identifying specific trainings, readings, mentors, and timelines for activities to occur and the expected outcome of each component of the activities). This plan shall include observation calibration training for Teacher Excellence and Support System (TESS) along with training in the use of the BloomBoard Insight Reports. Further, district and school leaders will work with the ADE Educator Effectiveness Unit to align existing walk-through practices to be recorded as informal observations within the TESS (BloomBoard) process.
- A description of specific State and Federal Categorical (restricted funds) funding provided to the school. The funding description will clarify positions and programs purchased with categorical dollars; specify the amount of student improvement anticipated by the expenditure and how the effectiveness of the program or position will be evaluated in accordance with the anticipated student gains. The funds available and at the discretion of the School Improvement Leadership Team will be defined and the allowable use of the funds determined.
- The description of all assessments to be administered by the school and clear detail on how the assessments will be utilized by teachers, instructional teams, and the School Improvement Leadership Team. It is encouraged that the ACT Aspire Interim Assessments be used for progress monitoring. Post-unit assessments are to be developed by instructional teams specific to the units taught and may include both standards based questions and questions related to any foundational knowledge required as part of the units of instruction. Dates for assessments by grade level, expected levels of student achievement

(SMART Goal), and clear use of each type of assessment will be detailed in the plan(s). It is encouraged that the school minimize assessment to Formative Assessments, Aspire Interims (or Aspire aligned interims), and Unit Assessments. Semester Exams may be substituted for the third Unit Assessment if all students at that grade level or subject area are administered the Semester Exam.

- The clarification of the decision making autonomy that each School Improvement Leadership Team will have, and the parameters within which the team must operate. Included will be a description of the discretionary money/resources available to the School Improvement Leadership Team to support teacher development as needs are identified.
- The description of how the district will attempt to retain effective teachers at the school, and how the district will support the building in recruiting qualified teachers when openings occur. This would include how teachers are incentivized to remain at the school as well as the monitoring of teachers for their “feelings or perceptions” of support on a quarterly basis (ADE developed instrument or ADE approved instrument).
- A description of the actions the district is taking to ensure that there is curriculum alignment in at least the areas of literacy and mathematics as assessed for accountability.
- The description of the supports to be provided to engage parents and community in the turnaround efforts. Specifically identify the activities that will be offered, a timeline and how the school will maintain and analyze data related to parent participation. The analysis should contrast parents of proficient students in contrast to parents of non-proficient students with the intent of providing additional services and support to parents of non-proficient students.
- The description of the supports to be provided in creating a positive learning environment and positive school climate. It is encouraged that the district support the school in adopting a Positive Behavior Intervention System as well as other culture improvement strategies.

#### CLARIFICATION of the recommendation:

The ADE will make Specialists available (upon request) to assist the district in the development of the plans. Specialists from Educator Effectiveness, School Improvement, Standards, Curriculum, Finance and Assessment may be accessed in July and August.

The turnaround principles are the basis of this recommendation:

- Providing strong leadership by ensuring the principal is capable of leading a turnaround effort; and Providing operational flexibility in the areas of scheduling, staffing, curriculum, and budget

- Using data to inform instruction and for continuous improvement, including providing time for collaboration on the use of classroom level data
- Establishing a school environment that improves safety and discipline as well as addressing other non-academic factors that impact student achievement such as social, emotional and health needs.
- Incentivizing effective teachers to remain at the school and preventing the transfer or hire of ineffective teachers.
- Increasing mechanisms for parent and community involvement

#### BACKGROUND for district recommendation 2:

There was evidence of the required reporting of progress to the local school board. There was not clear evidence that the local board was receiving training in how their actions and decisions could influence or support the school improvement process.

#### RECOMMENDATION 2 District:

In conjunction with the School Improvement Leadership Team, and the designated team from the Arkansas Department of Education, the District Improvement Leadership Team will present the school's required quarterly progress report to the local school board and discuss supports, actions, and or trainings in which the local school board can participate to further support the school or schools.

#### CLARIFICATION of the recommendation:

Each quarter following the submission of the quarterly progress report, the assigned ADE Team will meet with representatives from the district and school to develop and present a report of progress to the local school board. To the degree possible, report to the local board will highlight the decisions made that either supported the school's efforts or distracted from the school's efforts. The District Improvement Leadership Team and the assigned ADE support team would then assist the Local School Board in identifying any trainings that would assist in their efforts to become more effective.

The National School Boards Association has published articles related to eight characteristics of effective school boards. In addition, the Center for Public Education has both an executive summary and a full report on the characteristics of effective school boards. This can be easily accessed

at <http://www.centerforpubliceducation.org/Main-Menu/Public-education/Eight-characteristics-of-effective-school-boards>.

## Proposed Reporting Schedule for Schools and Districts in Academic Distress for 2016-2017

District	Quarterly Reports to the State Board			
	Dates	Dates	Dates	Dates
Little Rock School District	November 10, 2016	February 10, 2017	May 12, 2017	July 14, 2017
Dollarway School District	November 10, 2016	February 10, 2017	May 12, 2017	July 14, 2017
Pulaski County School District	November 10, 2016			
Helena- West Helena School District	November 10, 2016			

### Reports to the Special Committee on Academic Distress

District	Dates	Dates
Pine Bluff School District	December 9, 2016	May 12, 2017
Forrest City School District	December 9, 2016	May 12, 2017
Blytheville School District	December 9, 2016	May 12, 2017
Dermott School District	September 9, 2016	TBD
Marvel-Elaine School District	September 9, 2016	TBD
Strong-Huttig School District	September 9, 2016	TBD
Watson Chapel School District	October 14, 2016	TBD
Hope School District	October 14, 2016	TBD
Little Rock Preparatory Academy	TBD - charter up for renewal	
Covenant Keepers	January 13, 2017	
Pulaski County School District	TBD	
Helena- West Helena School District	TBD	



# Arkansas State Board of Education

## ACT ASPIRE PERFORMANCE LEV

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Arkansas State Board of Education

Hope Allen

July 2016

# ACT Aspire Scoring and Scaling

- Scaling study was conducted between April and May of 2013 and fully online
- Vertical Scale was established from this study
- Standard setting was conducted based on these scores
- For more information on the process reference the Technical Bulletin #2-  
<http://actaspire.avocet.pearson.com/actaspire/home#6643>

# ACT Aspire Readiness Benchmarks

- Empirically based on ACT College Readiness Benchmarks
- Students scoring at or above the benchmark are on target to meet the corresponding ACT College Readiness Benchmarks in grade 11
- Created through back mapping from the ACT College Readiness Benchmarks

# Readiness Benchmarks

**Table 1. ACT Readiness Benchmarks**

Tested grade	English	Reading	Mathematics	Science	Writing
<b>3</b>	413	415	413	418	428
<b>4</b>	417	417	416	420	428
<b>5</b>	419	420	418	422	428
<b>6</b>	420	421	420	423	428
<b>7</b>	421	423	422	425	428
<b>8</b>	422	424	425	427	428
<b>9</b>	426	425	428	430	428
<b>10</b>	428	428	432	432	428



# ACT Aspire Readiness Levels

- Four established readiness levels
  - Exceeding
  - Ready
  - Close
  - In Need of Support
- *“Students in the Ready category have met the ACT Readiness Benchmark and are on target for 50% or higher likelihood of college course success by grade 11”* Interpretive Guide for ACT Aspire Summative Reports

# Arkansas Pre- Appeals Data



ACT Aspire Summative, Assessed Apr 11, 2016 - Jun 09, 2016

AR  
State ID: AR

## Subject Proficiency by Grade Level

How can decisions be informed based upon grade level subject proficiencies?

Page 1 of 1

Highest Subjects —————> Lowest Subjects

### ENGLISH

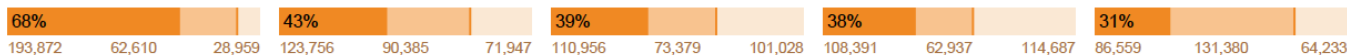
### MATH

### READING

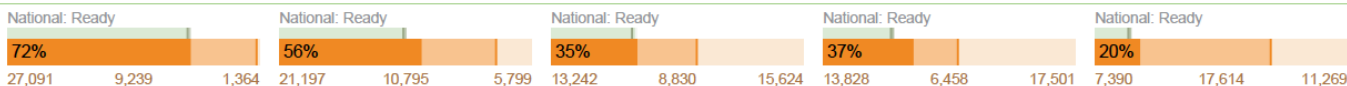
### SCIENCE

### WRITING

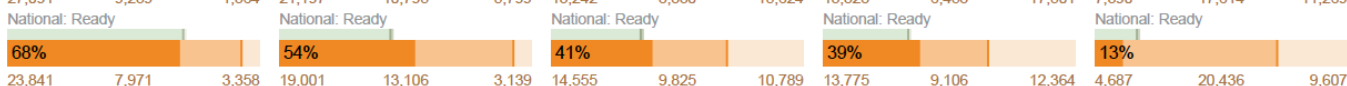
AR



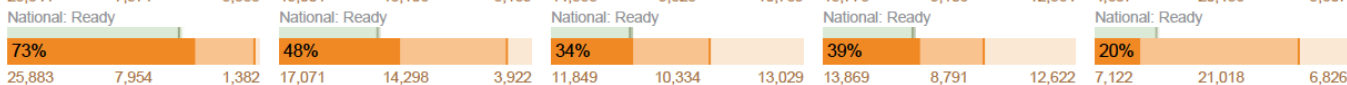
Grade 3



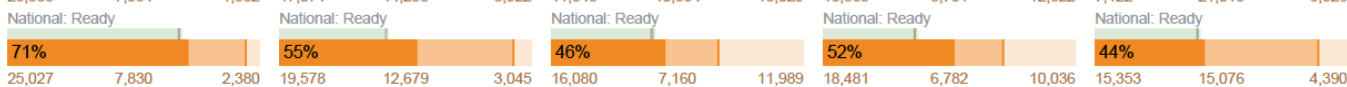
Grade 4



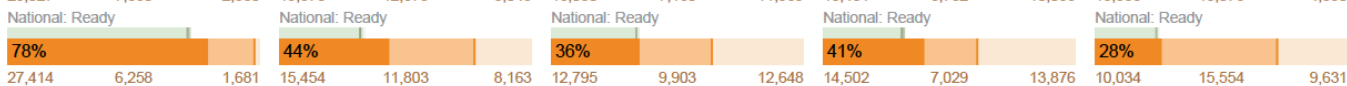
Grade 5



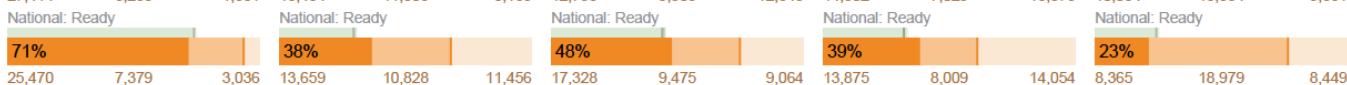
Grade 6



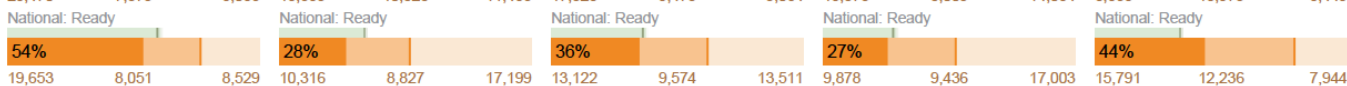
Grade 7



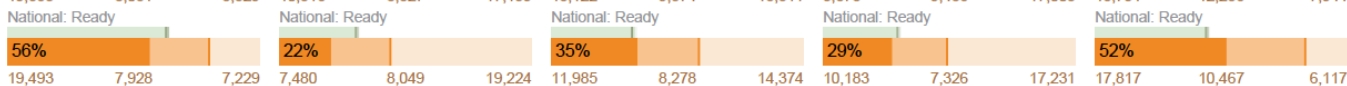
Grade 8



Grade 9



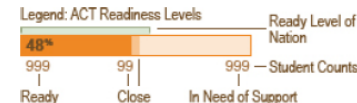
Grade 10



### SUBJECT FOCUS Better proficiency in Writing may improve scores.

ACT Aspire Writing Assessments are designed to provide a strong indication of whether students have the writing skills they will need to succeed as they begin work at their next grade level. Student responses are evaluated according to analytic rubrics that assess the generation, development, organization, and communication of ideas in standard written English.

Results for groups with 4 or fewer students are not shown



# State ELA and STEM Scores

Grade	ELA % in readiness range	STEM % in readiness range
03	40%	40%
04	41%	45%
05	51%	43%
06	58%	51%
07	50%	38%
08	53%	38%
09	48%	28%
10	48%	25%

# Academic Improvement Plans (AIPs)

- AIPs would be assigned based on ELA, math and science scores
- Science AIPs would only be assigned based on grade 5, 7 and 10 scores; as the new standards are implemented, additional requirements for science remediation will be put in place
- Between 40 to 50 percent of students will require remediation

# Performance Levels

## Level

In Need of Support

AIP Assigned

CLOSE

Ready

No AIP Assigned

EXCEEDING

# Request for Action

- The ADE requests the approval of the State Board to use the ACT Aspire established cut scores and readiness benchmarks. Scoring at or above the readiness benchmark in a given grade would be considered proficient student performance, and student Academic Improvement Plans would not be required.

Highest Subjects ← → Lowest Subjects

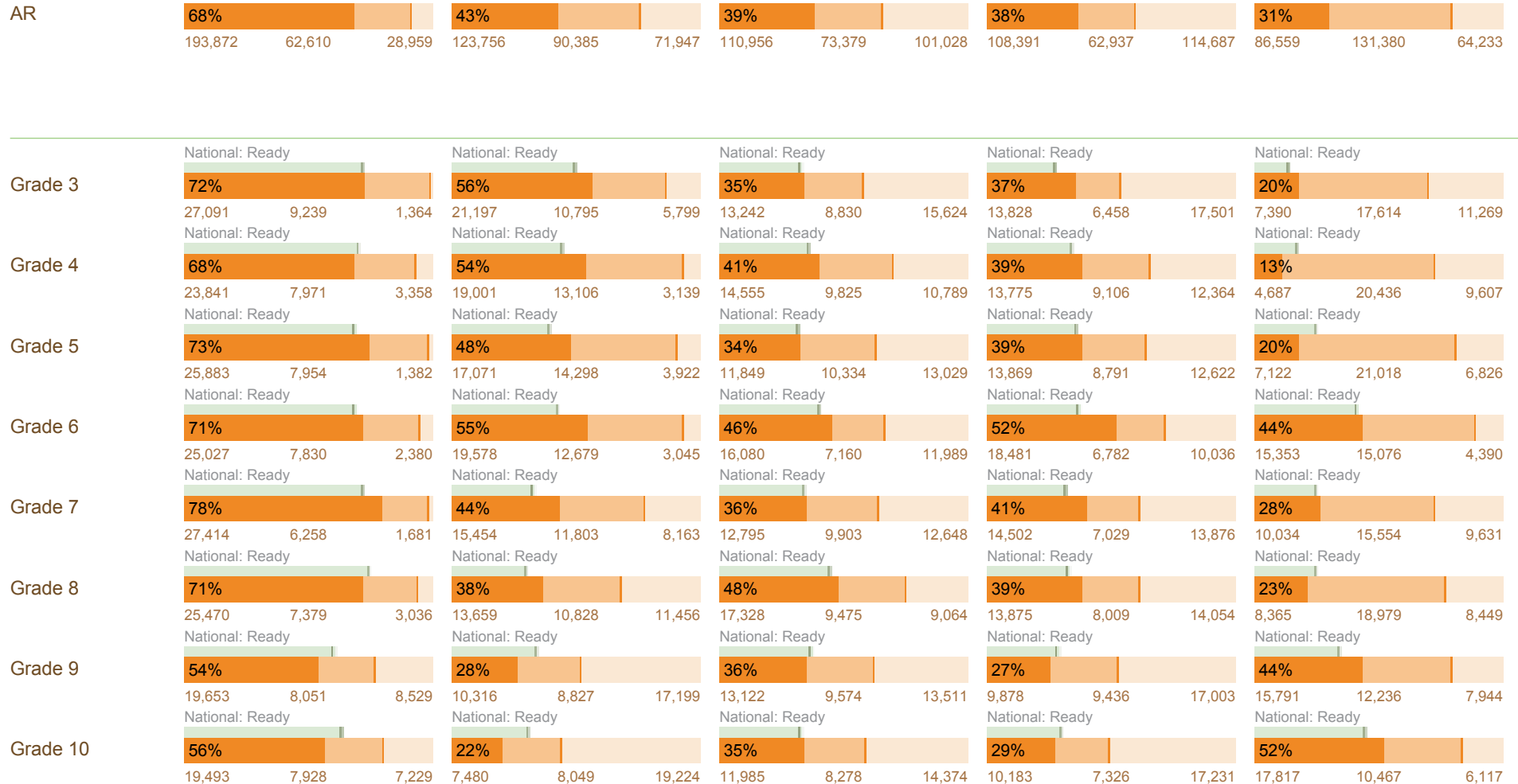
**ENGLISH**

**MATH**

**READING**

**SCIENCE**

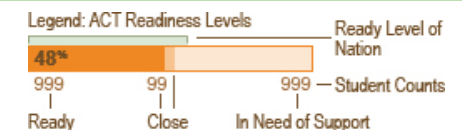
**WRITING**



**SUBJECT FOCUS** Better proficiency in Writing may improve scores.

ACT Aspire Writing Assessments are designed to provide a strong indication of whether students have the writing skills they will need to succeed as they begin work at their next grade level. Student responses are evaluated according to analytic rubrics that assess the generation, development, organization, and communication of ideas in standard written English.

Results for groups with 4 or fewer students are not shown



## Updating ACT Aspire Norms

ACT Aspire started with the goal of reporting three-year rolling norms with equal weights to each student record. These were user norms, with a broad representation across the country. Beginning with fall 2015 reporting, the norm data have been statistically weighted to more closely match a national distribution in terms of selected student demographics and achievement in order to facilitate meaningful comparisons.

This section describes the development of ACT Aspire norms based on tests administered through spring 2015. First, the inclusion rules for the samples are described, followed by a description of a weighting methodology designed to produce nationally representative norms. Then, the updated ACT Aspire norm tables, summary statistics, and demographic information for the weighted samples are presented.

### ACT Aspire Norm Samples

For grades 3-8, the norm samples include students who took ACT Aspire on-grade subject tests in 2013 spring, 2014 spring, and 2015 spring, as consistent with the goal to include three years of rolling data.

For grades 9 and 10, the norm samples are restricted to students who took ACT Aspire in consecutive years. The grade 9 samples include students who took grade 8 ACT Aspire and grade 9 ACT Aspire subject tests approximately one year apart. Similarly, the grade 10 samples include students who took ACT Aspire in grade 9 and grade 10 approximately one year apart. As described later, these longitudinal samples are used to anchor the grade 9 and grade 10 norm samples to the grade 8 score distribution. Table 1.1 provides the sample sizes by grade level and subject area.

Table 1.1: Sample Sizes Used for Norm Establishment

Grade level	Subject area				
	English	Mathematics	Reading	Science	Writing
3	102,213	176,117	176,128	73,337	89,557
4	100,592	173,117	173,383	74,618	94,322
5	100,037	172,635	172,437	99,966	93,023
6	98,838	172,865	172,723	72,081	94,949
7	103,297	179,967	179,501	104,468	99,005
8	112,999	190,450	190,086	89,559	107,996
9	3,875	4,149	3,925	3,877	3,364
10	6,436	6,634	6,600	6,172	4,862

### Weighting Methodology for ACT Aspire Norms

Students assessed with ACT Aspire are not representative of the national population of U.S. elementary and secondary school students. To support interpretations of *nationally representative* norms, weights are assigned to ACT Aspire-tested samples so that the weighted samples are similar to the national population of U.S. elementary and secondary school students on school affiliation (public vs. private), and race/ethnicity and academic achievement among public school students.

For grades 3-8, the weighting strategy first estimates the population of U.S. elementary and secondary public school students with respect to race/ethnicity and district mean achievement level. Then, the public school ACT Aspire-tested students are weighted to match on these characteristics. Finally, the weighted public school data is combined with the private school data with the final weighting reflecting the frequency of school affiliation (public or private) in the population. An important assumption of this



approach is that a district's mean achievement level can be measured by its mean ACT Composite score<sup>1</sup>, and that this measure reflects achievement in the lower grade levels. To examine this assumption, correlations between district mean ACT Composite score and district mean ACT Aspire scores in the lower grade levels are presented below (Table 1.2). For most subject areas and grade levels, district mean ACT Composite score is highly correlated with district mean ACT Aspire score. For Writing, the correlations are less consistent across grade levels and are generally lower. The correlations in Table 1.2 suggest that district mean ACT Composite score reflects achievement in lower grade levels.

Table 1.2: Correlation of District Mean ACT Composite Scores with District Mean ACT Aspire Score

Grade level	Subject area				
	English	Mathematics	Reading	Science	Writing
3	0.69	0.61	0.72	0.52	0.51
4	0.61	0.70	0.74	0.57	0.08
5	0.63	0.69	0.73	0.66	0.59
6	0.74	0.65	0.68	0.58	0.62
7	0.70	0.79	0.66	0.71	0.38
8	0.73	0.81	0.58	0.66	0.26
9	0.79	0.79	0.73	0.72	0.61
10	0.72	0.74	0.66	0.70	0.47

Note: Districts with at least 50 ACT Aspire-tested students are included.

For grade 9, a sample of students tested with ACT Aspire in grades 8 and 9 is used. After the norms are developed for grade 8, the longitudinal samples (one for each subject area) are weighted to match the national grade 8 score distribution. The weighted score distribution of the grade 9 scores are then calculated. For grade 10, the same approach is used, but with the national grade 9 score distribution serving as the anchor.

The weighting procedure for grades 3-8 is described in detail below. In what follows, *target population* refers to the population of U.S. elementary and secondary school students. The following steps were taken to weight each ACT Aspire norming sample<sup>2</sup>:

- 1) Determine the target population's relative frequency of students enrolled in public and private schools.<sup>3</sup>
- 2) Among public school students within the target population, determine the relative frequency by race/ethnicity and school percent eligible for free or reduced lunch (school FRL). Table 1.3 shows the categorizations of these variables and relative frequencies in the public school target population<sup>4</sup>.

<sup>1</sup> When a district tests virtually all students with the ACT, as is often done with ACT state and district testing, a district's mean ACT Composite score measures the mean achievement level of the district's graduating students.

<sup>2</sup> There is one norming sample for each grade level and subject area.

<sup>3</sup> Estimated from Market Data Retrieval (MDR) data, the target population includes 90.5% public-school and 9.5% private-school enrollees.

<sup>4</sup> The public school target population relative frequencies for race/ethnicity and school FRL are derived from the Common Core of Public School Universe Survey Data provided by the National Center for Education Statistics.

- 3) Identify all public school districts that administer the ACT test to all 11<sup>th</sup> grade students; we refer to ACT-tested students within these districts as the *ACT state and district testing public school sample*. Weight this sample to the public school target population on race/ethnicity and school FRL. Weights are determined by the ratio of the population and sample percentages of each combination of race/ethnicity and school FRL:

$$\text{weight}(\text{Race} = x, \text{FRL} = y) = \frac{\text{Population \%}(\text{Race} = x, \text{FRL} = y)}{\text{Sample \%}(\text{Race} = x, \text{FRL} = y)}$$

We refer to this weighted sample as the *ACT public school population*. The ACT public school population is nearly identical to the public school target population with respect to relative frequencies of race/ethnicity and school FRL groups (Table 1.3).

- 4) For each student in the ACT public school population, determine the mean ACT Composite score within their district. Categorize district mean ACT score<sup>5</sup> and student race/ethnicity, and calculate the relative frequency of each combination of race/ethnicity and district mean ACT Composite score level (DMACT) within the ACT public school population.
- 5) For each ACT Aspire norm sample, determine public/private school affiliation and, for public school students, race/ethnicity and DMACT. For students enrolled in public schools, calculate the sample percentage for each combination of race/ethnicity and DMACT. Weight the sample to the target population on public/private school affiliation and, for public school students, race/ethnicity and DMACT. Weights are determined by the ratio of the population and sample percentages:

$$\begin{aligned} \text{Public weight}(\text{Race} = x, \text{DMACT} = y) &= \frac{\text{Pop.\% public}}{\text{Sample \% public}} \times \frac{\text{ACT Public Pop.\%}(\text{Race}=x, \text{DMACT}=y)}{\text{Public Sample \%}(\text{Race}=x, \text{DMACT}=y)} \\ \text{Private weight} &= \frac{\text{Pop.\% private}}{\text{Sample \% private}} \end{aligned}$$

For an example norm sample (grade 5 English), the relative frequencies of the weighting variables are provided in Table 1.4 for the target population, the unweighted sample, and the weighted sample. The weighted sample is identical to the target population with respect to school affiliation, and the public school sample is identical to the public school target population on race/ethnicity and district mean ACT Composite score. As shown in Table 1.4, the weighted mean ACT Aspire grade 5 English score is higher than the unweighted mean. This is expected because the unweighted district mean ACT Composite score was lower than the target population's district mean ACT Composite score.

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<sup>5</sup> See Table 1.3 for the categorization of district mean ACT Composite score.

Table 1.3: Target Public School Population and ACT Public School Population

Variable	Population of public U.S. elementary and secondary students	ACT state and district testing public school sample	
		Unweighted	ACT public school population <sup>6</sup>
Race/ethnicity			
Asian	4.7%	3.3%	4.7%
Black/African American	15.5%	14.6%	15.5%
Hispanic	25.0%	13.1%	25.0%
Native American	1.1%	0.7%	1.1%
White	50.6%	55.4%	50.6%
Unknown/Other <sup>7</sup>	3.1%	12.9%	3.1%
FRL % of enrolled school			
0-10%	6.8%	5.7%	6.8%
10-20%	8.9%	12.0%	8.9%
20-35%	14.9%	23.1%	14.9%
35-50%	17.4%	23.0%	17.4%
50-65%	16.8%	18.8%	16.8%
65-80%	15.0%	10.1%	15.0%
80-90%	9.5%	3.6%	9.5%
90-100%	10.0%	3.3%	10.0%
Unknown	0.8%	0.5%	0.8%
District mean ACT score			
<17.5		10.1%	16.1%
17.5-18.2		9.2%	9.5%
18.2-18.7		11.3%	15.9%
18.7-19.2		10.3%	9.6%
19.2-19.5		8.6%	7.7%
19.5-20.1		9.9%	8.5%
20.1-20.8		12.4%	9.7%
20.8-21.4		8.3%	6.3%
21.4-22.6		9.3%	7.2%
>22.6		10.6%	9.6%
Mean (SD) district mean ACT score		19.9 (2.5)	19.3 (2.8)
Mean (SD) ACT Composite score		19.9 (5.3)	19.3 (5.3)

Note: Shading represents variables used in weighting.

<sup>6</sup> ACT state and district testing public school sample weighted to national population of U.S. elementary and secondary students on race/ethnicity and school FRL.

<sup>7</sup> For the public school target population, the relative frequency for Unknown/Other is obtained by subtracting the sum of the individual race/ethnicity counts from total enrollment counts. For the ACT data, the unknown/other category includes Native Hawaiian/Other Pacific Islander, two or more races, prefer not to respond, and no response.

Table 1.4: One Example of ACT Aspire Norm Sample Weighting: Grade 5 English

Variable	Population of U.S. elementary and secondary students	ACT Aspire norm sample: grade 5 English	
		Unweighted	Weighted
Sex			
Female	49.0%	49.0%	48.5%
Male	51.0%	51.0%	51.5%
School affiliation			
Public	90.5%	95.4%	90.5%
Private	9.5%	4.6%	9.5%
Public school frequencies			
Race/ethnicity			
Asian	4.7%	1.6%	4.7%
Black/African American	15.5%	32.5%	15.5%
Hispanic	25.0%	6.9%	25.0%
Native American	1.1%	0.7%	1.0%
White	50.6%	49.9%	50.6%
Unknown/Other	3.1%	8.4%	3.1%
FRL % of enrolled school			
0-10%	6.8%	1.5%	7.6%
10-20%	8.9%	2.8%	3.0%
20-35%	14.9%	10.3%	15.6%
35-50%	17.4%	12.0%	11.6%
50-65%	16.8%	25.6%	27.2%
65-80%	15.0%	19.0%	14.1%
80-90%	9.5%	11.4%	7.9%
90-100%	10.0%	10.4%	6.3%
Unknown	0.8%	7.1%	6.6%
District mean ACT score <sup>8</sup>			
<17.5	16.1%	27.5%	16.1%
17.5-18.2	9.5%	25.8%	9.5%
18.2-18.7	15.9%	11.3%	15.9%
18.7-19.2	9.6%	13.3%	9.6%
19.2-19.5	7.7%	2.8%	7.7%
19.5-20.1	8.5%	1.5%	8.5%
20.1-20.8	9.7%	6.4%	9.7%
20.8-21.4	6.3%	7.7%	6.3%
21.4-22.6	7.2%	3.0%	7.2%
>22.6	9.6%	0.7%	9.6%
Mean (SD) district mean ACT score	19.3 (2.8)	18.4 (1.7)	19.6 (2.5)
Mean (SD) ACT Aspire score		422.3 (7.1)	423.1 (7.1)

Note: Shading represents variables used in weighting.

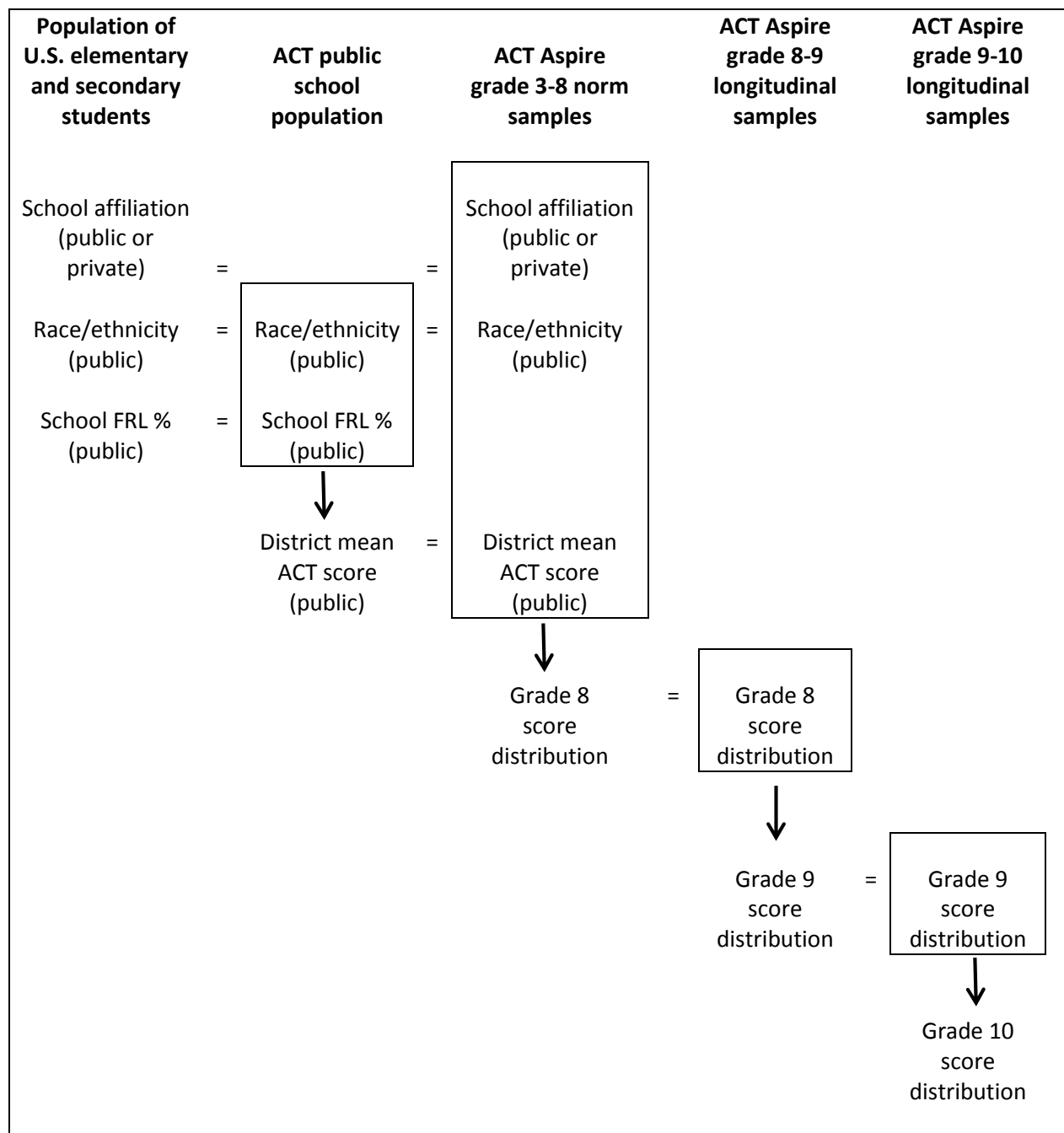
<sup>8</sup> Frequencies from ACT public school population.

Figure 1.1 summarizes the weighting procedure for the ACT Aspire norms. Tables 1.5 – 1.9 present the demographic information on the weighted samples for each grade and subject test.

#### Norm Tables and Summary Statistics

The norm table is defined as the cumulative percent of students scoring at or below a given score in the norm sample. A smoothing process was applied to the empirical cumulative percentages to reduce the sampling error and increase the precision of the norms. The norms tables are presented in Tables 1.10-1.14 for each subject respectively. The mean scale score values for students in each grade and subject test are given in Table 1.15. These represent estimated mean scores if all students in the target population (all U.S. elementary and secondary school students) were to take the test.

Figure 1.1: Conceptual diagram of chain-linked weighting strategy



Note: Variables used for weighting are included in boxes.

**Table 1.5. 2015 ACT Aspire Weighted English Norm Group Demographics**

	Grade (%)							
	3 (n = 102,213)	4 (n = 100,592)	5 (n = 100,037)	6 (n = 98,838)	7 (n = 103,297)	8 (n = 112,999)	9 (n = 3,875)	10 (n = 6,436)
<b>Gender</b>								
F	48.99	48.56	48.11	48.81	47.89	48.60	44.32	48.96
M	49.91	50.32	51.00	49.76	50.57	50.32	40.73	48.64
No response	1.10	1.12	0.89	1.43	1.54	1.09	14.96	2.40
<b>State</b>								
AL	47.91	49.07	49.33	44.03	36.90	33.92	0.59	-
AR	-	-	-	-	-	-	0.36	0.17
AZ	-	0.19	-	-	-	0.25	-	-
CA	1.36	1.50	2.51	2.51	1.37	1.11	-	-
CO	2.87	2.36	2.00	1.85	1.93	1.92	1.51	1.17
CT	-	-	-	-	-	-	-	3.45
FL	0.28	0.35	0.22	0.16	0.14	0.24	-	-
GA	-	-	-	0.05	0.07	0.09	-	-
IA	0.17	0.18	0.14	0.15	0.28	1.17	0.89	0.55
IL	0.13	0.13	0.16	0.14	0.12	0.56	8.24	9.59
IN	-	-	-	0.13	0.11	0.20	-	-
KS	1.73	1.78	1.89	0.78	0.70	3.03	6.34	3.35
KY	0.04	0.05	0.04	0.22	0.76	0.49	2.69	0.09
LA	6.08	6.07	5.07	4.93	4.57	4.47	11.93	7.93
MI	0.41	0.35	0.37	0.52	6.79	10.17	14.75	13.06
MN	-	-	-	-	-	0.10	-	-
MO	-	-	-	-	0.54	0.06	0.08	2.16
MS	0.10	0.14	0.11	0.13	1.13	1.25	1.84	0.59
ND	-	-	-	-	-	0.21	-	0.58
NE	-	-	-	-	-	0.00	-	5.02
NJ	-	-	-	-	-	-	-	0.02
NV	0.16	0.19	0.18	0.18	0.25	0.19	-	-
OH	-	-	0.02	0.05	0.26	0.50	-	0.25
OK	0.29	0.26	0.28	0.29	0.27	0.25	-	-
OR	-	-	-	-	-	0.01	-	-
PA	-	-	-	-	-	-	-	3.10
SC	36.72	36.07	36.08	42.27	40.24	36.82	15.08	-
SD	0.03	-	0.02	-	0.02	-	-	-
TN	0.03	0.05	0.03	0.04	0.03	0.20	2.10	1.17
TX	0.57	0.58	0.48	0.73	0.87	0.75	1.78	0.27
UT	1.05	0.62	0.98	0.59	1.33	0.49	2.30	-
VA	-	-	-	-	-	-	0.03	-
WI	0.06	0.07	0.07	0.27	1.33	1.51	29.20	47.25
No response	-	-	-	-	-	0.05	0.29	0.26

Race/Ethnicity								
Asian	4.38	4.36	4.36	4.37	4.36	4.34	0.87	1.72
Black/African American	14.30	14.30	14.32	14.31	14.36	14.20	2.37	2.93
Hispanic/Latino	22.87	22.78	22.81	22.77	22.92	22.73	6.85	7.32
Native American	0.97	0.97	0.95	0.95	0.96	0.98	0.71	0.76
Other	0.90	0.81	0.86	0.67	0.49	0.37	1.42	1.61
White	47.90	47.53	47.55	47.68	48.30	47.88	48.33	69.42
Unknown	8.68	9.25	9.14	9.24	8.62	9.50	39.46	16.22

Note: “-” indicates no students tested.



**Table 1.6. 2015 ACT Aspire Weighted Mathematics Norm Group Demographics**

	Grade							
	3 (n = 176,117)	4 (n = 173,117)	5 (n = 172,635)	6 (n = 172,865)	7 (n = 179,967)	8 (n = 190,450)	9 (n = 4,149)	10 (n = 6,634)
<b>Gender</b>								
F	48.72	48.73	48.43	48.38	48.04	48.96	45.46	50.30
M	50.17	50.22	50.71	50.30	50.55	50.05	40.31	47.24
No response	1.11	1.05	0.86	1.32	1.41	0.99	14.24	2.46
<b>State</b>								
AL	66.56	66.84	67.00	64.51	61.19	58.80	1.63	-
AR	-	-	-	-	-	-	0.38	0.19
AZ	-	0.19	-	-	-	0.24	-	-
CA	1.34	1.48	2.43	2.56	1.46	1.19	-	-
CO	1.09	1.06	0.98	0.96	0.94	1.17	1.58	1.15
CT	-	-	-	-	-	-	-	3.27
FL	0.27	0.35	0.22	0.16	0.14	0.23	-	-
GA	-	-	-	0.05	0.07	0.09	-	-
IA	0.17	0.17	0.14	0.15	0.28	0.70	0.88	0.62
IL	0.09	0.09	0.10	0.10	0.10	0.48	7.30	9.80
IN	-	-	-	0.12	0.11	0.18	-	-
KS	0.54	0.59	0.55	0.51	0.46	2.27	6.20	3.07
KY	0.04	0.05	0.04	0.22	0.61	0.48	3.05	0.10
LA	5.98	6.00	5.05	4.89	4.62	4.40	11.69	8.47
MI	0.36	0.28	0.39	0.47	2.52	4.15	13.83	12.77
MN	-	-	-	-	-	0.09	-	-
MO	-	-	-	-	0.36	0.05	0.06	2.43
MS	0.08	0.12	0.10	0.12	0.51	0.77	1.48	0.53
ND	-	-	-	-	-	0.13	-	0.51
NE	-	-	-	-	-	0.00	-	4.69
NJ	-	-	-	-	-	-	-	0.02
NV	0.25	0.27	0.26	0.24	0.25	0.19	-	-
OH	-	-	0.02	0.04	0.24	0.34	-	0.26
OK	0.17	0.16	0.16	0.17	0.16	0.14	-	-
OR	-	-	-	-	-	0.01	-	-
PA	-	-	-	-	-	-	-	2.90
SC	21.58	21.30	21.18	23.45	22.68	21.42	14.30	0.01
SD	0.03	-	0.02	-	0.02	-	-	-
TN	0.03	0.05	0.03	0.04	0.03	0.20	1.80	1.18
TX	0.31	0.31	0.27	0.37	1.12	0.66	3.54	0.27
UT	1.04	0.62	0.98	0.60	1.33	0.49	2.09	-
VA	-	-	-	-	-	-	0.03	-
WI	0.06	0.07	0.07	0.26	0.81	1.08	29.86	47.51
No response	-	-	-	-	-	0.05	0.31	0.24

Race/Ethnicity								
Asian	4.38	4.36	4.37	4.37	4.36	4.34	1.00	1.60
Black/African American	14.30	14.30	14.32	14.31	14.34	14.19	2.88	2.99
Hispanic/Latino	22.87	22.78	22.81	22.77	22.92	22.73	6.61	7.02
Native American	0.97	0.97	0.97	0.98	0.98	0.99	0.74	0.80
Other	0.58	0.56	0.61	0.47	0.38	0.30	1.29	1.61
White	47.95	47.59	47.61	47.73	48.27	47.99	50.24	69.45
Unknown	8.95	9.44	9.31	9.37	8.75	9.46	37.24	16.52

Note: “-” indicates no students tested.

**Table 1.7. 2015 ACT Aspire Weighted Reading Norm Group Demographics**

	Grade							
	3	4	5	6	7	8	9	10
	(n = 176,128)	(n = 173,383)	(n = 172,437)	(n = 172,723)	(n = 179,501)	(n = 190,086)	(n = 3,925)	(n = 6,600)
<b>Gender</b>								
F	48.74	48.76	48.49	48.39	48.10	49.00	47.15	51.04
M	50.20	50.25	50.71	50.32	50.60	50.00	38.87	46.54
No response	1.05	0.99	0.80	1.29	1.30	1.00	13.98	2.42
<b>State</b>								
AL	66.59	66.87	67.07	64.43	61.81	58.72	1.80	-
AR	-	-	-	-	-	-	0.40	0.18
AZ	-	0.19	-	-	-	0.25	-	-
CA	1.34	1.48	2.50	2.61	1.48	1.22	-	-
CO	1.10	1.07	0.97	0.99	0.95	1.20	1.58	1.05
CT	-	-	-	-	-	-	-	3.04
FL	0.28	0.35	0.22	0.16	0.14	0.24	-	-
GA	-	-	-	0.05	0.07	0.09	-	-
IA	0.17	0.17	0.14	0.15	0.28	0.72	1.02	0.61
IL	0.09	0.09	0.10	0.10	0.10	0.49	7.98	9.83
IN	-	-	-	0.12	0.11	0.18	-	-
KS	0.53	0.57	0.54	0.50	0.47	2.26	5.96	2.94
KY	0.04	0.05	0.04	0.22	0.60	0.49	0.20	0.10
LA	5.98	6.01	5.00	4.91	4.60	4.51	13.03	7.99
MI	0.37	0.35	0.39	0.47	2.56	4.13	14.06	12.62
MN	-	-	-	-	-	0.10	-	-
MO	-	-	-	-	0.36	0.05	0.08	2.37
MS	0.08	0.12	0.10	0.12	0.52	0.70	1.20	0.47
ND	-	-	-	-	-	0.13	-	0.59
NE	-	-	-	-	-	0.00	-	4.64
NJ	-	-	-	-	-	-	-	0.02
NV	0.25	0.27	0.26	0.25	0.25	0.19	-	-
OH	-	-	0.02	0.04	0.24	0.34	-	0.25
OK	0.18	0.16	0.16	0.18	-	0.14	-	-
OR	-	-	-	-	-	0.01	-	-
PA	-	-	-	-	-	-	-	3.09
SC	21.52	21.21	21.15	23.45	22.62	21.48	14.01	-
SD	0.03	-	0.02	-	0.02	-	-	-
TN	0.03	0.05	0.03	0.04	0.03	0.20	2.15	1.14
TX	0.33	0.31	0.25	0.43	0.64	0.53	2.02	0.29
UT	1.03	0.62	0.98	0.54	1.34	0.49	2.51	-
VA	-	-	-	-	-	-	0.02	-
WI	0.06	0.07	0.07	0.25	0.81	1.09	31.63	48.44

No response	-	-	-	-	-	0.05	0.36	0.34
Race/Ethnicity								
Asian	4.38	4.36	4.37	4.37	4.36	4.34	1.14	1.67
Black/African American	14.30	14.30	14.32	14.31	14.34	14.18	2.45	2.67
Hispanic/Latino	22.87	22.78	22.81	22.76	22.92	22.73	6.20	6.47
Native American	0.97	0.97	0.97	0.98	0.98	0.98	0.69	0.69
Other	0.58	0.57	0.62	0.48	0.38	0.30	1.24	1.58
White	47.94	47.60	47.59	47.69	48.28	47.87	49.42	70.76
Unknown	8.95	9.42	9.32	9.42	8.75	9.60	38.86	16.16

Note: "-" indicates no students tested.

**Table 1.8. 2015 ACT Aspire Weighted Science Norm Group Demographics**

	Grade							
	3 (n = 73,337)	4 (n = 74,618)	5 (n = 99,966)	6 (n = 72,081)	7 (n = 104,468)	8 (n = 89,559)	9 (n = 3,877)	10 (n = 6,172)
<b>Gender</b>								
F	49.39	48.00	48.34	48.89	48.01	48.63	45.46	50.29
M	49.44	50.87	50.76	49.71	50.45	50.21	39.81	47.14
No response	1.17	1.13	0.90	1.40	1.54	1.15	14.74	2.57
<b>State</b>								
AL	61.88	63.40	71.56	61.06	64.81	46.75	0.37	-
AR	-	-	-	-	-	-	0.39	0.18
AZ	-	0.19	-	-	-	0.25	-	-
CA	1.37	1.50	2.48	2.63	1.50	1.23	-	-
CO	1.65	1.59	1.37	1.53	1.39	1.59	1.47	1.05
CT	-	-	-	-	-	-	-	1.26
FL	0.28	0.35	0.22	0.16	0.14	0.24	-	-
GA	-	-	-	0.05	0.07	0.09	-	-
IA	0.17	0.18	0.14	0.15	0.28	1.06	0.89	0.65
IL	0.14	0.13	0.13	0.15	0.12	0.69	8.30	10.23
IN	-	-	-	0.14	0.12	0.20	-	-
KS	2.30	2.38	0.90	1.11	0.79	3.91	6.05	3.03
KY	0.04	0.05	0.04	0.23	0.67	0.48	3.30	0.10
LA	6.11	6.12	5.11	5.03	4.64	4.43	12.63	8.77
MI	0.42	0.26	0.42	0.44	3.78	8.91	12.30	11.75
MN	-	-	-	-	-	0.09	-	-
MO	-	-	-	-	0.65	0.07	0.08	2.51
MS	0.06	0.08	0.08	0.09	0.51	1.19	1.15	0.49
ND	-	-	-	-	-	0.34	-	0.60
NE	-	-	-	-	-	0.00	-	4.87
NJ	-	-	-	-	-	-	-	0.01
NV	0.17	0.19	0.18	0.18	0.25	0.19	-	-
OH	-	-	0.03	0.05	0.27	0.48	-	0.26
OK	0.22	0.22	0.22	0.23	0.24	0.21	-	-
OR	-	-	-	-	-	0.01	-	-
PA	-	-	-	-	-	-	-	3.32
SC	23.62	22.12	15.56	25.29	16.34	24.05	14.83	-
SD	0.03	-	0.03	-	0.02	-	-	-
TN	0.03	0.04	0.03	0.04	0.03	0.20	2.10	1.26
TX	0.40	0.49	0.43	0.54	0.77	0.76	3.81	0.28
UT	1.06	0.63	0.99	0.60	1.35	0.48	2.32	-
VA	-	-	-	-	-	-	0.03	-
WI	0.06	0.07	0.07	0.30	1.26	2.05	29.65	49.06

No response	-	-	-	-	-	0.05	0.34	0.31
Race/Ethnicity								
Asian	4.38	4.36	4.36	4.37	4.36	4.34	0.95	1.64
Black/African American	14.30	14.30	14.32	14.32	14.34	14.19	2.37	2.53
Hispanic/Latino	22.88	22.78	22.81	22.78	22.92	22.74	6.53	6.45
Native American	0.97	0.97	0.97	0.92	0.98	0.95	0.73	0.79
Other	0.50	0.49	0.49	0.40	0.26	0.26	1.24	1.66
White	47.90	47.54	47.55	47.72	48.30	47.99	48.77	69.80
Unknown	9.06	9.55	9.50	9.49	8.84	9.53	39.42	17.13

Note: "-" indicates no students tested.

**Table 1.9. 2015 ACT Aspire Weighted Writing Norm Group Demographics**

	Grade							
	3 (n = 89,557)	4 (n = 94,322)	5 (n = 93,023)	6 (n = 94,949)	7 (n = 99,005)	8 (n = 107,996)	9 (n = 3,364)	10 (n = 4,862)
<b>gender</b>								
F	50.31	49.46	47.92	49.12	47.84	49.00	46.84	53.53
M	48.87	49.76	51.33	49.82	50.92	49.91	37.50	45.15
No response	0.82	0.78	0.75	1.06	1.25	1.09	15.66	1.31
<b>state</b>								
AL	39.35	40.46	40.25	37.92	34.34	30.01	0.59	-
AR	-	-	-	-	-	-	0.44	0.28
AZ	-	0.19	-	-	-	0.31	-	-
CA	1.46	1.57	2.71	3.03	1.81	1.60	-	-
CO	2.63	2.10	2.16	2.20	2.49	2.25	1.84	1.23
FL	0.28	0.37	0.24	0.18	0.16	0.32	-	-
GA	-	-	-	0.06	0.08	0.12	-	-
IA	0.15	0.15	0.12	0.13	0.31	0.11	-	-
IL	0.25	0.23	0.24	0.17	0.14	0.50	10.02	9.43
IN	-	-	-	0.23	0.19	0.30	-	-
KS	8.10	9.34	8.11	0.74	0.68	2.94	6.37	3.97
KY	0.04	0.05	0.04	0.26	0.95	0.64	3.68	0.15
LA	6.05	6.07	4.83	5.32	4.64	3.94	9.73	8.50
MI	0.43	0.27	0.44	0.51	2.95	12.71	13.80	9.14
MN	-	-	-	-	-	0.12	-	-
MO	-	-	-	-	0.53	0.07	0.12	3.52
MS	0.02	0.01	0.04	0.03	0.01	0.70	-	0.60
ND	-	-	-	-	-	0.25	-	-
NE	-	-	-	-	-	-	-	0.30
NJ	-	-	-	-	-	-	-	0.03
NV	0.19	0.20	0.28	0.20	0.30	0.14	-	-
OH	-	-	0.24	-	0.30	0.16	-	0.35
OK	-	-	-	0.28	0.25	0.20	-	-
OR	-	-	-	-	-	0.01	-	-
PA	-	-	-	-	-	-	-	4.23
SC	39.37	37.71	38.64	47.14	45.66	39.26	15.85	-
SD	0.03	-	0.03	-	0.02	-	-	-
TN	0.03	0.05	0.03	0.05	0.03	0.03	1.54	0.71
TX	0.41	0.49	0.46	0.58	0.89	0.74	2.13	0.35
UT	1.12	0.65	1.06	0.68	1.58	0.63	2.50	-
VA	-	-	-	-	-	-	0.03	-
WI	0.07	0.08	0.09	0.31	1.69	1.89	31.20	56.89
No response	-	-	-	-	-	0.07	0.16	0.32

race								
Asian	3.41	4.36	3.38	3.68	3.66	3.39	0.92	1.38
Black/African American	14.48	14.29	14.46	15.20	15.15	13.97	2.43	3.01
Hispanic/Latino	23.19	22.79	23.06	24.01	24.12	23.08	7.32	5.57
Native American	0.96	0.95	0.96	1.04	1.05	1.01	0.60	0.88
Other	1.01	1.18	1.00	0.79	0.54	0.41	1.44	1.69
White	48.39	47.50	47.92	45.47	45.92	48.42	49.56	72.03
Unknown	8.55	8.93	9.21	9.81	9.56	9.73	37.72	15.43

Note: “-” indicates no students tested.



**Table 1.10. 2015 ACT Aspire English Norms: Percent of Students at or below Each Scale Score**

Scale Score	Grade							
	3	4	5	6	7	8	9	10
400	1	1	1	1	1	1	1	1
401	1	1	1	1	1	1	1	1
402	1	1	1	1	1	1	1	1
403	1	1	1	1	1	1	1	1
404	1	1	1	1	1	1	1	1
405	2	1	1	1	1	1	1	1
406	3	1	1	1	2	1	1	1
407	5	1	1	2	2	1	1	1
408	8	2	1	2	3	1	1	2
409	12	4	2	3	3	2	2	3
410	16	5	3	4	4	2	3	3
411	22	8	4	5	5	3	4	4
412	27	10	6	7	6	4	5	5
413	34	14	9	8	8	5	6	7
414	40	18	11	11	9	7	8	8
415	46	23	15	13	11	8	9	10
416	52	28	18	16	13	10	11	11
417	58	33	22	19	15	12	14	13
418	64	39	27	23	18	15	16	15
419	69	45	32	26	21	18	19	17
420	74	51	37	31	24	21	21	20
421	78	57	42	35	27	24	24	22
422	82	63	48	40	31	28	27	25
423	86	68	53	44	35	31	31	27
424	88	74	58	49	39	36	34	30
425	91	78	63	54	43	40	37	33
426	93	83	68	59	47	44	41	36
427	95	86	73	64	52	48	44	39
428	96	89	77	68	56	53	48	42
429	97	92	81	72	61	57	51	46
430	98	94	84	76	65	61	55	49
431	99	96	87	80	69	66	58	52
432	99	97	90	83	73	70	62	56
433	99	98	92	86	77	73	65	59
434	99	99	94	88	80	77	69	63
435	100	99	95	91	83	80	72	66
436		99	97	92	86	83	76	69
437		99	98	94	89	86	79	73
438		100	98	95	91	89	82	76
439			99	96	93	91	84	79
440			99	97	95	93	87	82
441			99	98	96	94	89	85
442			100	99	97	96	92	87
443				99	98	97	93	90
444				99	99	98	95	92
445				99	99	98	96	93
446				99	99	99	97	95

447	99	99	99	98	96
448	100	99	99	99	97
449		99	99	99	98
450		100	99	99	99
451			99	99	99
452			100	99	99
453				99	99
454				99	99
455				99	99
456				100	100

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**Table 1.11. 2015 ACT Aspire Mathematics Norms: Percent of Students at or below Each Scale Score**

Scale Score	Grade							
	3	4	5	6	7	8	9	10
400	1	1	1	1	1	1	1	1
401	1	1	1	1	1	1	1	1
402	1	1	1	1	1	1	1	1
403	1	1	1	1	1	1	1	1
404	2	1	1	1	1	1	1	1
405	4	1	1	1	1	1	1	1
406	6	1	1	1	1	1	1	1
407	9	2	1	1	2	1	1	1
408	12	3	2	2	3	1	1	1
409	17	5	3	2	5	2	1	1
410	24	8	5	4	6	3	2	2
411	31	13	8	6	9	5	3	3
412	40	19	12	8	12	7	4	4
413	49	27	18	11	15	10	6	6
414	59	36	24	15	20	14	9	8
415	68	46	32	20	24	18	12	10
416	76	55	40	25	29	22	15	13
417	83	65	48	31	35	27	19	16
418	89	73	56	37	40	32	24	20
419	93	79	64	44	46	37	28	24
420	96	85	70	50	52	43	33	28
421	98	89	76	56	57	48	38	32
422	99	92	81	63	62	53	43	36
423	99	94	85	68	67	57	48	40
424	99	96	88	73	72	62	52	45
425	99	97	91	78	76	66	57	49
426	99	98	93	82	79	69	61	53
427	99	99	94	85	83	73	65	57
428	99	99	96	88	85	76	69	61
429	99	99	97	91	88	79	73	65
430	99	99	97	93	90	81	76	68
431	99	99	98	94	92	84	80	72
432	99	99	99	95	93	86	82	75
433	99	99	99	97	95	88	85	79
434	100	99	99	97	96	90	88	82
435		99	99	98	97	92	90	85
436		99	99	99	98	93	92	88
437		99	99	99	98	95	94	90
438		99	99	99	99	96	95	92
439		99	99	99	99	97	96	94
440		100	99	99	99	98	97	96
441			99	99	99	98	98	97
442			99	99	99	99	99	98
443			99	99	99	99	99	99
444			99	99	99	99	99	99
445			99	99	99	99	99	99
446			100	99	99	99	99	99

447	99	99	99	99	99
448	99	99	99	99	99
449	99	99	99	99	99
450	99	99	99	99	99
451	100	99	99	99	99
452		99	99	99	99
453		100	99	99	99
454			99	99	99
455			99	99	99
456			100	99	99
457				99	99
458				99	99
459				99	99
460				100	100

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**Table 1.12. 2015 ACT Aspire Reading Norms: Percent of Students at or below Each Scale Score**

Scale Score	Grade							
	3	4	5	6	7	8	9	10
400	1	1	1	1	1	1	1	1
401	1	1	1	1	1	1	1	1
402	1	1	1	1	1	1	1	1
403	2	1	1	1	1	1	1	1
404	4	1	1	1	1	1	1	1
405	8	3	1	1	1	1	1	1
406	13	5	2	2	1	1	1	1
407	19	8	4	3	2	1	1	2
408	25	13	6	5	3	2	2	3
409	32	17	9	7	5	3	4	4
410	38	23	12	9	7	4	5	5
411	44	28	16	12	10	6	7	7
412	50	34	21	15	13	8	10	9
413	56	40	26	19	16	11	13	12
414	62	46	32	22	19	13	16	15
415	67	52	38	26	23	16	19	18
416	73	58	43	30	27	19	23	21
417	78	64	49	35	32	23	26	24
418	83	69	55	40	36	26	30	27
419	87	75	60	45	41	30	34	30
420	91	80	66	50	47	34	38	34
421	93	84	71	56	52	39	42	37
422	96	88	76	62	58	44	47	41
423	97	91	80	67	64	49	51	44
424	98	93	84	73	70	54	55	48
425	99	95	88	78	76	60	59	52
426	99	97	91	83	81	65	64	56
427	99	98	93	87	86	71	68	61
428	99	99	95	90	90	76	73	65
429	100	99	97	93	93	81	77	70
430		99	98	95	95	86	82	75
431		100	99	97	97	90	86	80
432			99	98	98	93	90	85
433			99	99	99	95	93	90
434			100	99	99	97	95	93
435				99	99	98	97	96
436				100	99	99	98	98
437					99	99	99	99
438					100	99	99	99
439						99	99	99
440						100	99	99
441							99	99
442							100	100

**Table 1.13. 2015 ACT Aspire Science Norms: Percent of Students at or below Each Scale Score**

Scale Score	Grade							
	3	4	5	6	7	8	9	10
400	1	1	1	1	1	1	1	1
401	1	1	1	1	1	1	1	1
402	1	1	1	1	1	1	1	1
403	1	1	1	1	1	1	1	1
404	3	1	1	1	1	1	1	1
405	5	2	1	1	1	1	1	1
406	8	4	2	1	1	1	1	1
407	12	6	3	2	2	1	1	1
408	17	8	4	3	3	2	1	1
409	22	11	6	5	5	3	2	2
410	27	15	8	6	7	4	3	3
411	33	18	10	8	9	6	4	4
412	38	23	13	11	12	7	5	5
413	43	28	16	14	15	9	7	6
414	49	33	20	17	19	12	8	8
415	54	38	24	20	22	15	11	10
416	59	43	28	24	26	18	13	12
417	64	49	33	28	30	21	16	15
418	69	55	38	33	34	24	19	17
419	74	60	44	37	38	28	22	20
420	79	66	50	42	42	32	26	23
421	83	71	56	47	46	36	29	26
422	87	76	62	53	50	40	33	30
423	91	81	69	58	54	45	37	33
424	94	85	75	64	59	50	42	36
425	96	89	80	69	63	54	46	40
426	98	92	85	74	67	59	50	43
427	99	94	89	79	71	64	54	47
428	99	96	92	83	75	68	59	51
429	99	97	94	87	79	72	63	55
430	99	98	96	90	83	77	67	59
431	99	99	98	93	87	81	71	63
432	99	99	98	95	90	84	75	67
433	100	99	99	97	93	87	79	71
434		99	99	98	95	90	82	74
435		99	99	99	97	92	85	78
436		100	99	99	98	94	88	82
437			99	99	99	96	91	85
438			100	99	99	97	93	88
439				99	99	98	95	91
440				100	99	99	97	93
441					99	99	98	95
442					99	99	99	97
443					100	99	99	98
444						99	99	99
445						99	99	99
446						100	99	99

447	99	99
448	99	99
449	100	100

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**Table 1.14. 2015 ACT Aspire Writing Norms: Percent of Students at or below Each Scale Score**

Scale Score	Grade							
	3	4	5	6	7	8	9	10
408	1	1	1	1	1	1	1	1
409	1	1	1	1	1	1	1	1
410	2	1	2	2	2	2	2	1
411	3	1	3	2	3	2	3	1
412	4	1	4	3	4	3	3	2
413	6	2	5	4	6	4	5	3
414	9	2	7	5	8	6	6	4
415	12	4	9	7	10	7	8	5
416	16	6	12	9	13	10	10	6
417	21	8	15	11	16	13	12	8
418	27	12	20	14	20	16	15	10
419	33	17	25	17	25	20	18	12
420	40	24	30	21	30	26	21	14
421	48	31	36	26	36	32	25	17
422	55	40	43	32	42	38	29	19
423	62	49	50	37	49	45	33	22
424	69	58	57	44	56	52	38	25
425	75	66	63	50	62	60	43	28
426	81	74	70	56	69	67	48	32
427	85	80	75	62	74	73	54	37
428	89	85	80	68	79	78	60	42
429	92	90	84	73	84	83	66	48
430	94	93	87	78	87	87	73	56
431	96	95	90	82	90	90	80	64
432	97	96	92	85	93	93	86	73
433	98	98	93	88	95	95	91	83
434	99	98	95	91	96	96	95	90
435	99	99	96	93	97	97	98	96
436	99	99	97	94	98	98	99	99
437	99	99	98	96	99	98	99	99
438	99	99	98	97	99	99	99	99
439	99	99	99	97	99	99	99	99
440	100	100	100	98	99	99	99	99
441				98	99	99	99	99
442				99	99	99	99	99
443				99	99	99	99	99
444				99	99	99	99	99
445				99	99	99	99	99
446				99	99	99	99	99
447				99	99	99	99	99
448				100	100	100	100	100



Table 1.15. National Average Scale Scores Using Weighted Samples

Grade level	Subject area				
	English	Mathematics	Reading	Science	Writing
3	417	413	413	415	422
4	420	416	415	418	424
5	423	418	418	420	424
6	425	421	420	422	426
7	427	421	421	422	424
8	428	423	423	424	424
9	429	425	423	426	426
10	430	426	424	428	428

# 2015-2016 ACT Aspire Preliminary School Result

District Name	District LEA	School Name	School LEA	Grade	English N	English % In Need of Support
DEWITT S	0101000	DEWITT ELEMENTARY SCHOOL	0101001	03	93	5.4%
DEWITT S	0101000	DEWITT ELEMENTARY SCHOOL	0101001	04	76	11.8%
DEWITT S	0101000	DEWITT ELEMENTARY SCHOOL	0101001	05	76	1.3%
DEWITT S	0101000	DEWITT MIDDLE SCHOOL	0101003	06	90	4.4%
DEWITT S	0101000	DEWITT MIDDLE SCHOOL	0101003	07	80	3.8%
DEWITT S	0101000	DEWITT MIDDLE SCHOOL	0101003	08	108	13.0%
DEWITT S	0101000	DEWITT HIGH SCHOOL	0101004	09	100	32.0%
DEWITT S	0101000	DEWITT HIGH SCHOOL	0101004	10	99	18.2%
DEWITT S	0101000	GILLETTS ELEMENTARY SCHOOL	0101008	03	15	0.0%
DEWITT S	0101000	GILLETTS ELEMENTARY SCHOOL	0101008	04	10	10.0%
DEWITT S	0101000	GILLETTS ELEMENTARY SCHOOL	0101008	05	15	0.0%
STUTTGART	0104000	PARK AVENUE ELEMENTARY SCHOOL	0104021	03	115	6.1%
STUTTGART	0104000	PARK AVENUE ELEMENTARY SCHOOL	0104021	04	118	10.2%
STUTTGART	0104000	MEEKINS MIDDLE SCHOOL	0104023	05	93	7.5%
STUTTGART	0104000	MEEKINS MIDDLE SCHOOL	0104023	06	124	5.6%
STUTTGART	0104000	STUTTGART HIGH SCHOOL	0104025	09	115	32.2%
STUTTGART	0104000	STUTTGART HIGH SCHOOL	0104025	10	108	31.5%
STUTTGART	0104000	STUTTGART JUNIOR HIGH SCHOOL	0104026	07	124	6.5%
STUTTGART	0104000	STUTTGART JUNIOR HIGH SCHOOL	0104026	08	141	19.1%
CROSSETT	0201000	CROSSETT ELEMENTARY SCHOOL	0201001	03	151	2.6%
CROSSETT	0201000	CROSSETT ELEMENTARY SCHOOL	0201001	04	113	8.0%
CROSSETT	0201000	CROSSETT HIGH SCHOOL	0201006	09	124	33.9%
CROSSETT	0201000	CROSSETT HIGH SCHOOL	0201006	10	126	38.1%
CROSSETT	0201000	CROSSETT MIDDLE SCHOOL	0201008	05	123	5.7%
CROSSETT	0201000	CROSSETT MIDDLE SCHOOL	0201008	06	126	5.6%
CROSSETT	0201000	CROSSETT MIDDLE SCHOOL	0201008	07	125	2.4%
CROSSETT	0201000	CROSSETT MIDDLE SCHOOL	0201008	08	133	8.3%
HAMBURG	0203000	HAMBURG MIDDLE SCHOOL	0203017	06	128	10.9%
HAMBURG	0203000	HAMBURG MIDDLE SCHOOL	0203017	07	153	4.6%
HAMBURG	0203000	HAMBURG MIDDLE SCHOOL	0203017	08	167	7.8%
HAMBURG	0203000	HAMBURG HIGH SCHOOL	0203018	09	140	24.3%
HAMBURG	0203000	HAMBURG HIGH SCHOOL	0203018	10	144	22.9%
HAMBURG	0203000	WILMOT ELEMENTARY SCHOOL	0203019	03	7	N<10
HAMBURG	0203000	WILMOT ELEMENTARY SCHOOL	0203019	04	6	N<10
HAMBURG	0203000	WILMOT ELEMENTARY SCHOOL	0203019	05	13	0.0%
HAMBURG	0203000	NOBLE/ALLBRITTON ELEMENTARY SC	0203020	03	131	3.8%
HAMBURG	0203000	NOBLE/ALLBRITTON ELEMENTARY SC	0203020	04	109	7.3%
HAMBURG	0203000	NOBLE/ALLBRITTON ELEMENTARY SC	0203020	05	110	3.6%
HAMBURG	0203000	PORTLAND ELEMENTARY SCHOOL	0203027	03	23	0.0%
HAMBURG	0203000	PORTLAND ELEMENTARY SCHOOL	0203027	04	21	4.8%

HAMBURG 0203000	PORTLAND ELEMENTARY SCHOOL	0203027	05	14	0.0%
COTTER S 0302000	AMANDA GIST ELEMENTARY SCHOOL	0302006	03	67	3.0%
COTTER S 0302000	AMANDA GIST ELEMENTARY SCHOOL	0302006	04	54	5.6%
COTTER S 0302000	AMANDA GIST ELEMENTARY SCHOOL	0302006	05	60	0.0%
COTTER S 0302000	AMANDA GIST ELEMENTARY SCHOOL	0302006	06	44	4.5%
COTTER S 0302000	COTTER HIGH SCHOOL	0302007	07	46	8.7%
COTTER S 0302000	COTTER HIGH SCHOOL	0302007	08	41	12.2%
COTTER S 0302000	COTTER HIGH SCHOOL	0302007	09	47	14.9%
COTTER S 0302000	COTTER HIGH SCHOOL	0302007	10	51	19.6%
MOUNTAIN 0303000	PINKSTON MIDDLE SCHOOL	0303014	06	285	6.3%
MOUNTAIN 0303000	PINKSTON MIDDLE SCHOOL	0303014	07	300	1.0%
MOUNTAIN 0303000	MOUNTAIN HOME JR. HIGH SCHOOL	0303019	08	307	3.9%
MOUNTAIN 0303000	HACKLER INTERMEDIATE SCHOOL	0303024	03	284	2.1%
MOUNTAIN 0303000	HACKLER INTERMEDIATE SCHOOL	0303024	04	298	5.7%
MOUNTAIN 0303000	HACKLER INTERMEDIATE SCHOOL	0303024	05	317	2.5%
MOUNTAIN 0303000	MTN HOME HIGH CAREER ACADEMICS	0303703	09	301	16.6%
MOUNTAIN 0303000	MTN HOME HIGH CAREER ACADEMICS	0303703	10	307	11.7%
NORFORK 0304000	NORFORK ELEMENTARY SCHOOL	0304021	03	33	0.0%
NORFORK 0304000	NORFORK ELEMENTARY SCHOOL	0304021	04	25	8.0%
NORFORK 0304000	NORFORK ELEMENTARY SCHOOL	0304021	05	43	0.0%
NORFORK 0304000	NORFORK ELEMENTARY SCHOOL	0304021	06	30	0.0%
NORFORK 0304000	NORFORK HIGH SCHOOL	0304022	07	40	0.0%
NORFORK 0304000	NORFORK HIGH SCHOOL	0304022	08	27	0.0%
NORFORK 0304000	NORFORK HIGH SCHOOL	0304022	09	33	3.0%
NORFORK 0304000	NORFORK HIGH SCHOOL	0304022	10	45	24.4%
BENTONV 0401000	THOMAS JEFFERSON ELEM. SCHOOL	0401001	03	99	5.1%
BENTONV 0401000	THOMAS JEFFERSON ELEM. SCHOOL	0401001	04	103	5.8%
BENTONV 0401000	WASHINGTON JUNIOR HIGH SCHOOL	0401002	07	369	2.4%
BENTONV 0401000	WASHINGTON JUNIOR HIGH SCHOOL	0401002	08	356	5.6%
BENTONV 0401000	BENTONVILLE HIGH SCHOOL	0401003	09	1136	14.7%
BENTONV 0401000	BENTONVILLE HIGH SCHOOL	0401003	10	1145	11.7%
BENTONV 0401000	BENTONVILLE HIGH SCHOOL	0401003	11	0	NA
BENTONV 0401000	R.E. BAKER ELEMENTARY SCHOOL	0401004	03	96	3.1%
BENTONV 0401000	R.E. BAKER ELEMENTARY SCHOOL	0401004	04	90	2.2%
BENTONV 0401000	OLD HIGH MIDDLE SCHOOL	0401005	05	322	0.9%
BENTONV 0401000	OLD HIGH MIDDLE SCHOOL	0401005	06	297	2.4%
BENTONV 0401000	SUGAR CREEK ELEMENTARY SCHOOL	0401006	03	124	0.0%
BENTONV 0401000	SUGAR CREEK ELEMENTARY SCHOOL	0401006	04	109	6.4%
BENTONV 0401000	APPLE GLEN ELEMENTARY SCHOOL	0401007	03	97	1.0%
BENTONV 0401000	APPLE GLEN ELEMENTARY SCHOOL	0401007	04	102	3.9%
BENTONV 0401000	ARDIS ANN MIDDLE SCHOOL	0401008	05	320	2.2%
BENTONV 0401000	ARDIS ANN MIDDLE SCHOOL	0401008	06	302	2.3%
BENTONV 0401000	ELM TREE ELEMENTARY SCHOOL	0401009	03	123	0.8%
BENTONV 0401000	ELM TREE ELEMENTARY SCHOOL	0401009	04	117	0.9%
BENTONV 0401000	LINCOLN JUNIOR HIGH SCHOOL	0401010	07	442	2.3%
BENTONV 0401000	LINCOLN JUNIOR HIGH SCHOOL	0401010	08	415	2.2%
BENTONV 0401000	MARY MAE JONES ELEM. SCHOOL	0401011	03	146	2.1%
BENTONV 0401000	MARY MAE JONES ELEM. SCHOOL	0401011	04	104	5.8%
BENTONV 0401000	CENTRAL PARK AT MORNING STAR	0401012	03	173	1.2%

BENTONV 0401000	CENTRAL PARK AT MORNING STAR	0401012	04	167	5.4%
BENTONV 0401000	RUTH BARKER MIDDLE SCHOOL	0401013	05	317	1.3%
BENTONV 0401000	RUTH BARKER MIDDLE SCHOOL	0401013	06	279	2.2%
BENTONV 0401000	CENTERTON GAMBLE ELEMENTARY	0401014	03	147	2.0%
BENTONV 0401000	CENTERTON GAMBLE ELEMENTARY	0401014	04	131	6.9%
BENTONV 0401000	COOPER ELEMENTARY SCHOOL	0401015	03	138	0.0%
BENTONV 0401000	COOPER ELEMENTARY SCHOOL	0401015	04	135	0.7%
BENTONV 0401000	WILLOWBROOK ELEMENTARY SCHOOL	0401016	03	175	0.6%
BENTONV 0401000	WILLOWBROOK ELEMENTARY SCHOOL	0401016	04	165	2.4%
BENTONV 0401000	BRIGHT FIELD MIDDLE SCHOOL	0401017	05	335	0.9%
BENTONV 0401000	BRIGHT FIELD MIDDLE SCHOOL	0401017	06	330	1.2%
BENTONV 0401000	J. WILLIAM FULBRIGHT JUNIOR HIGH	0401018	07	442	1.4%
BENTONV 0401000	J. WILLIAM FULBRIGHT JUNIOR HIGH	0401018	08	401	2.2%
DECATUR 0402000	DECATUR NORTHSIDE ELEMENTARY	0402008	03	52	1.9%
DECATUR 0402000	DECATUR NORTHSIDE ELEMENTARY	0402008	04	45	8.9%
DECATUR 0402000	DECATUR NORTHSIDE ELEMENTARY	0402008	05	36	2.8%
DECATUR 0402000	DECATUR HIGH SCHOOL	0402009	09	44	38.6%
DECATUR 0402000	DECATUR HIGH SCHOOL	0402009	10	39	38.5%
DECATUR 0402000	DECATUR MIDDLE SCHOOL	0402011	06	37	10.8%
DECATUR 0402000	DECATUR MIDDLE SCHOOL	0402011	07	38	5.3%
DECATUR 0402000	DECATUR MIDDLE SCHOOL	0402011	08	44	11.4%
GENTRY S 0403000	GENTRY INTERMEDIATE SCHOOL	0403013	03	119	4.2%
GENTRY S 0403000	GENTRY INTERMEDIATE SCHOOL	0403013	04	107	8.4%
GENTRY S 0403000	GENTRY INTERMEDIATE SCHOOL	0403013	05	109	3.7%
GENTRY S 0403000	GENTRY HIGH SCHOOL	0403014	09	129	20.9%
GENTRY S 0403000	GENTRY HIGH SCHOOL	0403014	10	108	21.3%
GENTRY S 0403000	GENTRY MIDDLE SCHOOL	0403015	06	102	6.9%
GENTRY S 0403000	GENTRY MIDDLE SCHOOL	0403015	07	85	4.7%
GENTRY S 0403000	GENTRY MIDDLE SCHOOL	0403015	08	119	7.6%
GRAVETTE 0404000	GRAVETTE HIGH SCHOOL	0404022	09	149	25.5%
GRAVETTE 0404000	GRAVETTE HIGH SCHOOL	0404022	10	148	16.2%
GRAVETTE 0404000	GRAVETTE MIDDLE SCHOOL	0404024	06	124	2.4%
GRAVETTE 0404000	GRAVETTE MIDDLE SCHOOL	0404024	07	141	2.1%
GRAVETTE 0404000	GRAVETTE MIDDLE SCHOOL	0404024	08	148	6.8%
GRAVETTE 0404000	GRAVETTE UPPER ELEMENTARY	0404025	03	125	4.0%
GRAVETTE 0404000	GRAVETTE UPPER ELEMENTARY	0404025	04	138	12.3%
GRAVETTE 0404000	GRAVETTE UPPER ELEMENTARY	0404025	05	137	3.6%
ROGERS S 0405000	EASTSIDE ELEMENTARY SCHOOL	0405031	03	92	0.0%
ROGERS S 0405000	EASTSIDE ELEMENTARY SCHOOL	0405031	04	93	7.5%
ROGERS S 0405000	EASTSIDE ELEMENTARY SCHOOL	0405031	05	99	0.0%
ROGERS S 0405000	GARFIELD ELEMENTARY SCHOOL	0405032	03	21	0.0%
ROGERS S 0405000	GARFIELD ELEMENTARY SCHOOL	0405032	04	20	10.0%
ROGERS S 0405000	GARFIELD ELEMENTARY SCHOOL	0405032	05	23	4.3%
ROGERS S 0405000	LOWELL ELEMENTARY SCHOOL	0405033	03	71	5.6%
ROGERS S 0405000	LOWELL ELEMENTARY SCHOOL	0405033	04	82	2.4%
ROGERS S 0405000	LOWELL ELEMENTARY SCHOOL	0405033	05	78	1.3%
ROGERS S 0405000	NORTHSIDE ELEMENTARY SCHOOL	0405034	03	97	5.2%
ROGERS S 0405000	NORTHSIDE ELEMENTARY SCHOOL	0405034	04	67	4.5%
ROGERS S 0405000	NORTHSIDE ELEMENTARY SCHOOL	0405034	05	85	1.2%

ROGERS S 0405000	WESTSIDE ELEMENTARY SCHOOL	0405036	03	74	5.4%
ROGERS S 0405000	WESTSIDE ELEMENTARY SCHOOL	0405036	04	62	9.7%
ROGERS S 0405000	WESTSIDE ELEMENTARY SCHOOL	0405036	05	75	1.3%
ROGERS S 0405000	ELMWOOD MIDDLE SCHOOL	0405037	06	267	8.2%
ROGERS S 0405000	ELMWOOD MIDDLE SCHOOL	0405037	07	220	3.6%
ROGERS S 0405000	ELMWOOD MIDDLE SCHOOL	0405037	08	284	2.8%
ROGERS S 0405000	OAKDALE MIDDLE SCHOOL	0405039	06	278	5.0%
ROGERS S 0405000	OAKDALE MIDDLE SCHOOL	0405039	07	272	4.4%
ROGERS S 0405000	OAKDALE MIDDLE SCHOOL	0405039	08	268	6.7%
ROGERS S 0405000	GRACE HILL ELEMENTARY SCHOOL	0405040	03	90	7.8%
ROGERS S 0405000	GRACE HILL ELEMENTARY SCHOOL	0405040	04	87	10.3%
ROGERS S 0405000	GRACE HILL ELEMENTARY SCHOOL	0405040	05	59	8.5%
ROGERS S 0405000	BONNIE GRIMES ELEM. SCHOOL	0405041	03	73	5.5%
ROGERS S 0405000	BONNIE GRIMES ELEM. SCHOOL	0405041	04	72	5.6%
ROGERS S 0405000	BONNIE GRIMES ELEM. SCHOOL	0405041	05	59	5.1%
ROGERS S 0405000	REAGAN ELEMENTARY SCHOOL	0405042	03	78	3.8%
ROGERS S 0405000	REAGAN ELEMENTARY SCHOOL	0405042	04	70	8.6%
ROGERS S 0405000	REAGAN ELEMENTARY SCHOOL	0405042	05	60	1.7%
ROGERS S 0405000	FRANK TILLERY ELEM. SCHOOL	0405043	03	100	4.0%
ROGERS S 0405000	FRANK TILLERY ELEM. SCHOOL	0405043	04	107	11.2%
ROGERS S 0405000	FRANK TILLERY ELEM. SCHOOL	0405043	05	90	3.3%
ROGERS S 0405000	JOE MATHIAS ELEMENTARY SCHOOL	0405044	03	85	1.2%
ROGERS S 0405000	JOE MATHIAS ELEMENTARY SCHOOL	0405044	04	83	6.0%
ROGERS S 0405000	JOE MATHIAS ELEMENTARY SCHOOL	0405044	05	71	5.6%
ROGERS S 0405000	KIRKSEY MIDDLE SCHOOL	0405045	06	322	5.6%
ROGERS S 0405000	KIRKSEY MIDDLE SCHOOL	0405045	07	320	4.1%
ROGERS S 0405000	KIRKSEY MIDDLE SCHOOL	0405045	08	354	4.2%
ROGERS S 0405000	LINGLE MIDDLE SCHOOL	0405046	06	285	4.9%
ROGERS S 0405000	LINGLE MIDDLE SCHOOL	0405046	07	290	1.7%
ROGERS S 0405000	LINGLE MIDDLE SCHOOL	0405046	08	302	5.3%
ROGERS S 0405000	BELLVIEW ELEMENTARY	0405047	03	79	0.0%
ROGERS S 0405000	BELLVIEW ELEMENTARY	0405047	04	77	0.0%
ROGERS S 0405000	BELLVIEW ELEMENTARY	0405047	05	80	1.3%
ROGERS S 0405000	ROGERS HIGH SCHOOL	0405048	09	523	21.0%
ROGERS S 0405000	ROGERS HIGH SCHOOL	0405048	10	437	16.9%
ROGERS S 0405000	JONES ELEMENTARY SCHOOL	0405049	03	87	2.3%
ROGERS S 0405000	JONES ELEMENTARY SCHOOL	0405049	04	76	9.2%
ROGERS S 0405000	JONES ELEMENTARY SCHOOL	0405049	05	71	2.8%
ROGERS S 0405000	ELZA R. TUCKER ELEM. SCHOOL	0405050	03	112	4.5%
ROGERS S 0405000	ELZA R. TUCKER ELEM. SCHOOL	0405050	04	98	6.1%
ROGERS S 0405000	ELZA R. TUCKER ELEM. SCHOOL	0405050	05	77	1.3%
ROGERS S 0405000	OLD WIRE ELEMENTARY SCHOOL	0405051	03	95	0.0%
ROGERS S 0405000	OLD WIRE ELEMENTARY SCHOOL	0405051	04	92	3.3%
ROGERS S 0405000	OLD WIRE ELEMENTARY SCHOOL	0405051	05	74	0.0%
ROGERS S 0405000	ROGERS HERITAGE HIGH SCHOOL	0405052	09	448	31.3%
ROGERS S 0405000	ROGERS HERITAGE HIGH SCHOOL	0405052	10	415	28.7%
ROGERS S 0405000	JANIE DARR ELEMENTARY SCHOOL	0405053	03	89	1.1%
ROGERS S 0405000	JANIE DARR ELEMENTARY SCHOOL	0405053	04	86	4.7%
ROGERS S 0405000	JANIE DARR ELEMENTARY SCHOOL	0405053	05	68	1.5%



ROGERS S 0405000	ROGERS NEW TECHNOLOGY HIGH SCHC	0405703	09	211	4.7%
ROGERS S 0405000	ROGERS NEW TECHNOLOGY HIGH SCHC	0405703	10	117	5.1%
SILOAM S 0406000	SILOAM SPRINGS INTERMEDIATE SCHO	0406045	05	293	2.0%
SILOAM S 0406000	SILOAM SPRINGS INTERMEDIATE SCHO	0406045	06	311	4.2%
SILOAM S 0406000	SOUTHSIDE ELEMENTARY SCHOOL	0406047	03	323	5.9%
SILOAM S 0406000	SOUTHSIDE ELEMENTARY SCHOOL	0406047	04	304	12.2%
SILOAM S 0406000	SILOAM SPRINGS MIDDLE SCHOOL	0406049	07	297	4.0%
SILOAM S 0406000	SILOAM SPRINGS MIDDLE SCHOOL	0406049	08	331	7.6%
SILOAM S 0406000	SILOAM SPRINGS HS CONVERSION CHA	0406703	09	335	23.9%
SILOAM S 0406000	SILOAM SPRINGS HS CONVERSION CHA	0406703	10	303	20.1%
PEA RIDGE 0407000	PEA RIDGE INTERMEDIATE SCHOOL	0407026	03	152	4.6%
PEA RIDGE 0407000	PEA RIDGE INTERMEDIATE SCHOOL	0407026	04	135	14.8%
PEA RIDGE 0407000	PEA RIDGE INTERMEDIATE SCHOOL	0407026	05	153	6.5%
PEA RIDGE 0407000	PEA RIDGE HIGH SCHOOL	0407027	09	156	12.2%
PEA RIDGE 0407000	PEA RIDGE HIGH SCHOOL	0407027	10	134	18.7%
PEA RIDGE 0407000	PEA RIDGE MIDDLE SCHOOL	0407028	06	160	5.0%
PEA RIDGE 0407000	PEA RIDGE MIDDLE SCHOOL	0407028	07	177	5.1%
PEA RIDGE 0407000	PEA RIDGE MIDDLE SCHOOL	0407028	08	180	7.8%
ARKANSAS 0440700	ARKANSAS ARTS ACADEMY ELEMENTARY	0440701	03	61	4.9%
ARKANSAS 0440700	ARKANSAS ARTS ACADEMY ELEMENTARY	0440701	04	60	5.0%
ARKANSAS 0440700	ARKANSAS ARTS ACADEMY ELEMENTARY	0440701	05	71	4.2%
ARKANSAS 0440700	ARKANSAS ARTS ACADEMY ELEMENTARY	0440701	06	55	1.8%
ARKANSAS 0440700	ARKANSAS ARTS ACADEMY ELEMENTARY	0440701	07	62	1.6%
ARKANSAS 0440700	ARKANSAS ARTS ACADEMY ELEMENTARY	0440701	08	61	4.9%
ARKANSAS 0440700	ARKANSAS ARTS ACADEMY HIGH SCHOOL	0440703	09	53	7.5%
ARKANSAS 0440700	ARKANSAS ARTS ACADEMY HIGH SCHOOL	0440703	10	52	13.5%
RESPONSE 0442700	NORTHWEST ARKANSAS CLASSICAL AC.	0442702	03	66	0.0%
RESPONSE 0442700	NORTHWEST ARKANSAS CLASSICAL AC.	0442702	04	72	0.0%
RESPONSE 0442700	NORTHWEST ARKANSAS CLASSICAL AC.	0442702	05	47	0.0%
RESPONSE 0442700	NORTHWEST ARKANSAS CLASSICAL AC.	0442702	06	45	4.4%
RESPONSE 0442700	NORTHWEST ARKANSAS CLASSICAL AC.	0442702	07	41	0.0%
RESPONSE 0442700	NORTHWEST ARKANSAS CLASSICAL AC.	0442702	08	47	0.0%
RESPONSE 0442700	NW ARK CLASSICAL ACAD HIGH	0442703	09	27	7.4%
RESPONSE 0442700	NW ARK CLASSICAL ACAD HIGH	0442703	10	25	4.0%
HAAS HALL 0443700	HAAS HALL ACADEMY BENTONVILLE	0443703	07	67	0.0%
HAAS HALL 0443700	HAAS HALL ACADEMY BENTONVILLE	0443703	08	64	0.0%
HAAS HALL 0443700	HAAS HALL ACADEMY BENTONVILLE	0443703	09	69	0.0%
HAAS HALL 0443700	HAAS HALL ACADEMY BENTONVILLE	0443703	10	41	0.0%
ALPENA S 0501000	ALPENA ELEMENTARY SCHOOL	0501001	03	45	8.9%
ALPENA S 0501000	ALPENA ELEMENTARY SCHOOL	0501001	04	33	3.0%
ALPENA S 0501000	ALPENA ELEMENTARY SCHOOL	0501001	05	41	4.9%
ALPENA S 0501000	ALPENA ELEMENTARY SCHOOL	0501001	06	39	0.0%
ALPENA S 0501000	ALPENA HIGH SCHOOL	0501002	07	36	8.3%
ALPENA S 0501000	ALPENA HIGH SCHOOL	0501002	08	45	11.1%
ALPENA S 0501000	ALPENA HIGH SCHOOL	0501002	09	37	18.9%
ALPENA S 0501000	ALPENA HIGH SCHOOL	0501002	10	32	25.0%
BERGMAN 0502000	BERGMAN ELEMENTARY SCHOOL	0502006	03	90	2.2%
BERGMAN 0502000	BERGMAN ELEMENTARY SCHOOL	0502006	04	67	9.0%
BERGMAN 0502000	BERGMAN HIGH SCHOOL	0502007	09	83	18.1%

BERGMAN 0502000	BERGMAN HIGH SCHOOL	0502007	10	78	21.8%
BERGMAN 0502000	BERGMAN MIDDLE SCHOOL	0502008	05	71	0.0%
BERGMAN 0502000	BERGMAN MIDDLE SCHOOL	0502008	06	89	1.1%
BERGMAN 0502000	BERGMAN MIDDLE SCHOOL	0502008	07	79	2.5%
BERGMAN 0502000	BERGMAN MIDDLE SCHOOL	0502008	08	85	2.4%
HARRISON 0503000	EAGLE HEIGHTS ELEM. SCHOOL	0503011	03	37	0.0%
HARRISON 0503000	EAGLE HEIGHTS ELEM. SCHOOL	0503011	04	24	8.3%
HARRISON 0503000	FOREST HEIGHTS ELEM. SCHOOL	0503012	03	74	4.1%
HARRISON 0503000	FOREST HEIGHTS ELEM. SCHOOL	0503012	04	76	5.3%
HARRISON 0503000	SKYLINE HEIGHTS ELEM. SCHOOL	0503013	03	73	2.7%
HARRISON 0503000	SKYLINE HEIGHTS ELEM. SCHOOL	0503013	04	73	1.4%
HARRISON 0503000	WOODLAND HEIGHTS ELEM. SCHOOL	0503014	03	16	0.0%
HARRISON 0503000	WOODLAND HEIGHTS ELEM. SCHOOL	0503014	04	22	0.0%
HARRISON 0503000	HARRISON JR. HIGH SCHOOL	0503015	07	190	1.6%
HARRISON 0503000	HARRISON JR. HIGH SCHOOL	0503015	08	189	1.6%
HARRISON 0503000	HARRISON JR. HIGH SCHOOL	0503015	09	200	15.5%
HARRISON 0503000	HARRISON HIGH SCHOOL	0503016	10	190	10.5%
HARRISON 0503000	HARRISON MIDDLE SCHOOL	0503018	05	209	1.4%
HARRISON 0503000	HARRISON MIDDLE SCHOOL	0503018	06	218	1.8%
OMAHA S 0504000	OMAHA ELEMENTARY SCHOOL	0504022	03	25	0.0%
OMAHA S 0504000	OMAHA ELEMENTARY SCHOOL	0504022	04	36	5.6%
OMAHA S 0504000	OMAHA ELEMENTARY SCHOOL	0504022	05	21	0.0%
OMAHA S 0504000	OMAHA ELEMENTARY SCHOOL	0504022	06	26	7.7%
OMAHA S 0504000	OMAHA HIGH SCHOOL	0504023	07	32	3.1%
OMAHA S 0504000	OMAHA HIGH SCHOOL	0504023	08	34	5.9%
OMAHA S 0504000	OMAHA HIGH SCHOOL	0504023	09	25	12.0%
OMAHA S 0504000	OMAHA HIGH SCHOOL	0504023	10	34	20.6%
VALLEY SF 0505000	VALLEY SPRINGS ELEM. SCHOOL	0505026	03	59	1.7%
VALLEY SF 0505000	VALLEY SPRINGS ELEM. SCHOOL	0505026	04	77	5.2%
VALLEY SF 0505000	VALLEY SPRINGS HIGH SCHOOL	0505027	09	67	13.4%
VALLEY SF 0505000	VALLEY SPRINGS HIGH SCHOOL	0505027	10	71	9.9%
VALLEY SF 0505000	VALLEY SPRINGS MIDDLE SCHOOL	0505028	05	75	5.3%
VALLEY SF 0505000	VALLEY SPRINGS MIDDLE SCHOOL	0505028	06	59	1.7%
VALLEY SF 0505000	VALLEY SPRINGS MIDDLE SCHOOL	0505028	07	86	1.2%
VALLEY SF 0505000	VALLEY SPRINGS MIDDLE SCHOOL	0505028	08	68	1.5%
LEAD HILL 0506000	LEAD HILL ELEMENTARY SCHOOL	0506031	03	22	0.0%
LEAD HILL 0506000	LEAD HILL ELEMENTARY SCHOOL	0506031	04	22	9.1%
LEAD HILL 0506000	LEAD HILL ELEMENTARY SCHOOL	0506031	05	34	11.8%
LEAD HILL 0506000	LEAD HILL ELEMENTARY SCHOOL	0506031	06	26	7.7%
LEAD HILL 0506000	LEAD HILL HIGH SCHOOL	0506032	07	23	4.3%
LEAD HILL 0506000	LEAD HILL HIGH SCHOOL	0506032	08	22	9.1%
LEAD HILL 0506000	LEAD HILL HIGH SCHOOL	0506032	09	28	28.6%
LEAD HILL 0506000	LEAD HILL HIGH SCHOOL	0506032	10	25	24.0%
HERMITAGE 0601000	HERMITAGE ELEMENTARY SCHOOL	0601006	03	39	5.1%
HERMITAGE 0601000	HERMITAGE ELEMENTARY SCHOOL	0601006	04	22	4.5%
HERMITAGE 0601000	HERMITAGE ELEMENTARY SCHOOL	0601006	05	32	12.5%
HERMITAGE 0601000	HERMITAGE ELEMENTARY SCHOOL	0601006	06	36	5.6%
HERMITAGE 0601000	HERMITAGE HIGH SCHOOL	0601007	07	38	15.8%
HERMITAGE 0601000	HERMITAGE HIGH SCHOOL	0601007	08	31	6.5%

HERMITAGE 0601000	HERMITAGE HIGH SCHOOL	0601007	09	37	27.0%
HERMITAGE 0601000	HERMITAGE HIGH SCHOOL	0601007	10	30	23.3%
WARREN 0602000	EASTSIDE NEW VISION CHARTER SC	0602701	03	114	7.9%
WARREN 0602000	WARREN MIDDLE SCHOOL	0602702	06	121	15.7%
WARREN 0602000	WARREN MIDDLE SCHOOL	0602702	07	111	6.3%
WARREN 0602000	WARREN MIDDLE SCHOOL	0602702	08	120	19.2%
WARREN 0602000	WARREN HIGH SCHOOL	0602703	09	125	34.4%
WARREN 0602000	WARREN HIGH SCHOOL	0602703	10	127	20.5%
WARREN 0602000	BRUNSON NEW VISION CHARTER SCHO	0602704	04	130	33.1%
WARREN 0602000	BRUNSON NEW VISION CHARTER SCHO	0602704	05	131	9.9%
HAMPTON 0701000	HAMPTON ELEMENTARY	0701001	03	41	0.0%
HAMPTON 0701000	HAMPTON ELEMENTARY	0701001	04	41	7.3%
HAMPTON 0701000	HAMPTON ELEMENTARY	0701001	05	39	5.1%
HAMPTON 0701000	HAMPTON ELEMENTARY	0701001	06	37	8.1%
HAMPTON 0701000	HAMPTON HIGH SCHOOL	0701002	07	43	16.3%
HAMPTON 0701000	HAMPTON HIGH SCHOOL	0701002	08	41	12.2%
HAMPTON 0701000	HAMPTON HIGH SCHOOL	0701002	09	43	37.2%
HAMPTON 0701000	HAMPTON HIGH SCHOOL	0701002	10	34	23.5%
BERRYVILLE 0801000	BERRYVILLE HIGH SCHOOL	0801002	09	158	21.5%
BERRYVILLE 0801000	BERRYVILLE HIGH SCHOOL	0801002	10	157	22.9%
BERRYVILLE 0801000	BERRYVILLE MIDDLE SCHOOL	0801003	06	158	6.3%
BERRYVILLE 0801000	BERRYVILLE MIDDLE SCHOOL	0801003	07	144	1.4%
BERRYVILLE 0801000	BERRYVILLE MIDDLE SCHOOL	0801003	08	149	6.0%
BERRYVILLE 0801000	BERRYVILLE INTERMEDIATE SCH	0801004	03	164	2.4%
BERRYVILLE 0801000	BERRYVILLE INTERMEDIATE SCH	0801004	04	134	9.0%
BERRYVILLE 0801000	BERRYVILLE INTERMEDIATE SCH	0801004	05	158	3.2%
EUREKA SPRINGS 0802000	EUREKA SPRINGS ELEM. SCHOOL	0802006	03	43	0.0%
EUREKA SPRINGS 0802000	EUREKA SPRINGS ELEM. SCHOOL	0802006	04	41	0.0%
EUREKA SPRINGS 0802000	EUREKA SPRINGS HIGH SCHOOL	0802007	09	52	19.2%
EUREKA SPRINGS 0802000	EUREKA SPRINGS HIGH SCHOOL	0802007	10	57	28.1%
EUREKA SPRINGS 0802000	EUREKA SPRINGS MIDDLE SCHOOL	0802008	05	52	7.7%
EUREKA SPRINGS 0802000	EUREKA SPRINGS MIDDLE SCHOOL	0802008	06	42	4.8%
EUREKA SPRINGS 0802000	EUREKA SPRINGS MIDDLE SCHOOL	0802008	07	38	2.6%
EUREKA SPRINGS 0802000	EUREKA SPRINGS MIDDLE SCHOOL	0802008	08	52	1.9%
GREEN FOREST 0803000	GREEN FOREST ELEMENTARY SCHOOL	0803011	03	96	2.1%
GREEN FOREST 0803000	GREEN FOREST HIGH SCHOOL	0803012	09	101	28.7%
GREEN FOREST 0803000	GREEN FOREST HIGH SCHOOL	0803012	10	90	22.2%
GREEN FOREST 0803000	GREEN FOREST INTERMED SCHOOL	0803013	04	94	14.9%
GREEN FOREST 0803000	GREEN FOREST INTERMED SCHOOL	0803013	05	78	5.1%
GREEN FOREST 0803000	GREEN FOREST INTERMED SCHOOL	0803013	06	100	11.0%
GREEN FOREST 0803000	GREEN FOREST INTERMED SCHOOL	0803013	07	85	2.4%
GREEN FOREST 0803000	GREEN FOREST INTERMED SCHOOL	0803013	08	88	12.5%
DERMOTT 0901000	DERMOTT ELEMENTARY SCHOOL	0901001	03	21	9.5%
DERMOTT 0901000	DERMOTT ELEMENTARY SCHOOL	0901001	04	31	9.7%
DERMOTT 0901000	DERMOTT ELEMENTARY SCHOOL	0901001	05	24	4.2%
DERMOTT 0901000	DERMOTT ELEMENTARY SCHOOL	0901001	06	29	17.2%
DERMOTT 0901000	DERMOTT HIGH SCHOOL	0901003	07	27	18.5%
DERMOTT 0901000	DERMOTT HIGH SCHOOL	0901003	08	18	5.6%
DERMOTT 0901000	DERMOTT HIGH SCHOOL	0901003	09	25	28.0%



DERMOTT 0901000	DERMOTT HIGH SCHOOL	0901003	10	18	11.1%
LAKESIDE 0903000	EUDORA ELEMENTARY SCHOOL	0903007	03	30	3.3%
LAKESIDE 0903000	LAKESIDE ELEMENTARY SCHOOL	0903016	03	60	0.0%
LAKESIDE 0903000	LAKESIDE ELEMENTARY SCHOOL	0903016	04	67	16.4%
LAKESIDE 0903000	LAKESIDE ELEMENTARY SCHOOL	0903016	05	92	1.1%
LAKESIDE 0903000	LAKESIDE MIDDLE SCHOOL	0903017	06	71	9.9%
LAKESIDE 0903000	LAKESIDE MIDDLE SCHOOL	0903017	07	70	2.9%
LAKESIDE 0903000	LAKESIDE MIDDLE SCHOOL	0903017	08	66	13.6%
LAKESIDE 0903000	LAKESIDE HIGH SCHOOL	0903018	09	73	38.4%
LAKESIDE 0903000	LAKESIDE HIGH SCHOOL	0903018	10	62	30.6%
ARKADEL 1002000	CENTRAL PRIMARY SCHOOL	1002006	03	152	5.9%
ARKADEL 1002000	PEAKE ELEMENTARY SCHOOL	1002008	04	142	12.7%
ARKADEL 1002000	PEAKE ELEMENTARY SCHOOL	1002008	05	147	5.4%
ARKADEL 1002000	GOZA MIDDLE SCHOOL	1002009	06	143	7.0%
ARKADEL 1002000	GOZA MIDDLE SCHOOL	1002009	07	143	3.5%
ARKADEL 1002000	GOZA MIDDLE SCHOOL	1002009	08	122	9.8%
ARKADEL 1002000	ARKADELPHIA HIGH SCHOOL	1002010	09	139	25.9%
ARKADEL 1002000	ARKADELPHIA HIGH SCHOOL	1002010	10	133	27.8%
GURDON 1003000	GURDON PRIMARY SCHOOL	1003016	03	64	0.0%
GURDON 1003000	GURDON PRIMARY SCHOOL	1003016	04	51	17.6%
GURDON 1003000	CABE MIDDLE SCHOOL	1003017	05	45	2.2%
GURDON 1003000	CABE MIDDLE SCHOOL	1003017	06	62	16.1%
GURDON 1003000	CABE MIDDLE SCHOOL	1003017	07	47	6.4%
GURDON 1003000	CABE MIDDLE SCHOOL	1003017	08	48	12.5%
GURDON 1003000	GURDON HIGH SCHOOL	1003018	09	47	34.0%
GURDON 1003000	GURDON HIGH SCHOOL	1003018	10	67	28.4%
CORNING 1101000	CORNING HIGH SCHOOL	1101004	07	76	7.9%
CORNING 1101000	CORNING HIGH SCHOOL	1101004	08	62	6.5%
CORNING 1101000	CORNING HIGH SCHOOL	1101004	09	85	23.5%
CORNING 1101000	CORNING HIGH SCHOOL	1101004	10	76	19.7%
CORNING 1101000	CENTRAL ELEMENTARY SCHOOL	1101005	03	52	0.0%
CORNING 1101000	CENTRAL ELEMENTARY SCHOOL	1101005	04	75	9.3%
CORNING 1101000	CENTRAL ELEMENTARY SCHOOL	1101005	05	88	3.4%
CORNING 1101000	CENTRAL ELEMENTARY SCHOOL	1101005	06	55	7.3%
PIGGOTT 1104000	PIGGOTT ELEMENTARY SCHOOL	1104017	03	58	3.4%
PIGGOTT 1104000	PIGGOTT ELEMENTARY SCHOOL	1104017	04	64	7.8%
PIGGOTT 1104000	PIGGOTT ELEMENTARY SCHOOL	1104017	05	67	6.0%
PIGGOTT 1104000	PIGGOTT ELEMENTARY SCHOOL	1104017	06	66	7.6%
PIGGOTT 1104000	PIGGOTT HIGH SCHOOL	1104018	07	70	1.4%
PIGGOTT 1104000	PIGGOTT HIGH SCHOOL	1104018	08	68	5.9%
PIGGOTT 1104000	PIGGOTT HIGH SCHOOL	1104018	09	82	14.6%
PIGGOTT 1104000	PIGGOTT HIGH SCHOOL	1104018	10	73	24.7%
RECTOR 1106000	RECTOR ELEMENTARY SCHOOL	1106022	03	48	4.2%
RECTOR 1106000	RECTOR ELEMENTARY SCHOOL	1106022	04	50	8.0%
RECTOR 1106000	RECTOR ELEMENTARY SCHOOL	1106022	05	54	5.6%
RECTOR 1106000	RECTOR ELEMENTARY SCHOOL	1106022	06	46	0.0%
RECTOR 1106000	RECTOR HIGH SCHOOL	1106023	07	48	6.3%
RECTOR 1106000	RECTOR HIGH SCHOOL	1106023	08	47	17.0%
RECTOR 1106000	RECTOR HIGH SCHOOL	1106023	09	49	28.6%

RECTOR S	1106000	RECTOR HIGH SCHOOL	1106023	10	43	23.3%
CONCORE	1201000	CONCORD ELEMENTARY SCHOOL	1201001	03	40	7.5%
CONCORE	1201000	CONCORD ELEMENTARY SCHOOL	1201001	04	44	11.4%
CONCORE	1201000	CONCORD ELEMENTARY SCHOOL	1201001	05	24	4.2%
CONCORE	1201000	CONCORD ELEMENTARY SCHOOL	1201001	06	34	8.8%
CONCORE	1201000	CONCORD HIGH SCHOOL	1201002	07	37	0.0%
CONCORE	1201000	CONCORD HIGH SCHOOL	1201002	08	39	7.7%
CONCORE	1201000	CONCORD HIGH SCHOOL	1201002	09	34	14.7%
CONCORE	1201000	CONCORD HIGH SCHOOL	1201002	10	34	8.8%
HEBER SPI	1202000	HEBER SPRINGS ELEM. SCHOOL	1202005	03	147	3.4%
HEBER SPI	1202000	HEBER SPRINGS ELEM. SCHOOL	1202005	04	118	8.5%
HEBER SPI	1202000	HEBER SPRINGS ELEM. SCHOOL	1202005	05	138	2.9%
HEBER SPI	1202000	HEBER SPRINGS HIGH SCHOOL	1202006	09	129	15.5%
HEBER SPI	1202000	HEBER SPRINGS HIGH SCHOOL	1202006	10	121	19.0%
HEBER SPI	1202000	HEBER SPRINGS MIDDLE SCHOOL	1202007	06	132	3.8%
HEBER SPI	1202000	HEBER SPRINGS MIDDLE SCHOOL	1202007	07	135	4.4%
HEBER SPI	1202000	HEBER SPRINGS MIDDLE SCHOOL	1202007	08	132	3.8%
QUITMAN	1203000	QUITMAN ELEMENTARY SCHOOL	1203010	03	56	3.6%
QUITMAN	1203000	QUITMAN ELEMENTARY SCHOOL	1203010	04	37	5.4%
QUITMAN	1203000	QUITMAN ELEMENTARY SCHOOL	1203010	05	33	6.1%
QUITMAN	1203000	QUITMAN ELEMENTARY SCHOOL	1203010	06	48	6.3%
QUITMAN	1203000	QUITMAN HIGH SCHOOL	1203011	07	36	5.6%
QUITMAN	1203000	QUITMAN HIGH SCHOOL	1203011	08	69	8.7%
QUITMAN	1203000	QUITMAN HIGH SCHOOL	1203011	09	59	22.0%
QUITMAN	1203000	QUITMAN HIGH SCHOOL	1203011	10	45	24.4%
WEST SIDI	1204000	WEST SIDE ELEMENTARY SCHOOL	1204014	03	33	0.0%
WEST SIDI	1204000	WEST SIDE ELEMENTARY SCHOOL	1204014	04	38	2.6%
WEST SIDI	1204000	WEST SIDE ELEMENTARY SCHOOL	1204014	05	27	3.7%
WEST SIDI	1204000	WEST SIDE ELEMENTARY SCHOOL	1204014	06	46	2.2%
WEST SIDI	1204000	WEST SIDE HIGH SCHOOL	1204015	07	33	3.0%
WEST SIDI	1204000	WEST SIDE HIGH SCHOOL	1204015	08	34	8.8%
WEST SIDI	1204000	WEST SIDE HIGH SCHOOL	1204015	09	36	27.8%
WEST SIDI	1204000	WEST SIDE HIGH SCHOOL	1204015	10	35	22.9%
WOODLA'	1304000	WOODLAWN ELEMENTARY SCHOOL	1304014	03	47	4.3%
WOODLA'	1304000	WOODLAWN ELEMENTARY SCHOOL	1304014	04	44	11.4%
WOODLA'	1304000	WOODLAWN ELEMENTARY SCHOOL	1304014	05	48	4.2%
WOODLA'	1304000	WOODLAWN ELEMENTARY SCHOOL	1304014	06	31	9.7%
WOODLA'	1304000	WOODLAWN HIGH SCHOOL	1304015	07	46	0.0%
WOODLA'	1304000	WOODLAWN HIGH SCHOOL	1304015	08	52	1.9%
WOODLA'	1304000	WOODLAWN HIGH SCHOOL	1304015	09	45	22.2%
WOODLA'	1304000	WOODLAWN HIGH SCHOOL	1304015	10	31	12.9%
CLEVELAN	1305000	KINGSLAND ELEMENTARY SCHOOL	1305001	03	17	0.0%
CLEVELAN	1305000	KINGSLAND ELEMENTARY SCHOOL	1305001	04	12	0.0%
CLEVELAN	1305000	KINGSLAND ELEMENTARY SCHOOL	1305001	05	14	0.0%
CLEVELAN	1305000	RISON ELEMENTARY SCHOOL	1305009	03	58	3.4%
CLEVELAN	1305000	RISON ELEMENTARY SCHOOL	1305009	04	48	8.3%
CLEVELAN	1305000	RISON ELEMENTARY SCHOOL	1305009	05	51	3.9%
CLEVELAN	1305000	RISON HIGH SCHOOL	1305010	06	65	6.2%
CLEVELAN	1305000	RISON HIGH SCHOOL	1305010	07	56	3.6%

CLEVELAN 1305000	RISON HIGH SCHOOL	1305010	08	64	14.1%
CLEVELAN 1305000	RISON HIGH SCHOOL	1305010	09	65	21.5%
CLEVELAN 1305000	RISON HIGH SCHOOL	1305010	10	66	22.7%
MAGNOLI 1402000	CENTRAL ELEMENTARY SCHOOL	1402006	04	193	9.8%
MAGNOLI 1402000	CENTRAL ELEMENTARY SCHOOL	1402006	05	210	4.3%
MAGNOLI 1402000	CENTRAL ELEMENTARY SCHOOL	1402006	06	222	9.5%
MAGNOLI 1402000	EAST SIDE ELEMENTARY SCHOOL	1402007	03	215	3.7%
MAGNOLI 1402000	MAGNOLIA JR. HIGH SCHOOL	1402008	07	187	4.8%
MAGNOLI 1402000	MAGNOLIA JR. HIGH SCHOOL	1402008	08	210	9.5%
MAGNOLI 1402000	MAGNOLIA JR. HIGH SCHOOL	1402008	09	226	33.2%
MAGNOLI 1402000	MAGNOLIA HIGH SCHOOL	1402009	10	192	42.2%
EMERSON 1408000	EMERSON ELEMENTARY SCHOOL	1408001	03	22	0.0%
EMERSON 1408000	EMERSON ELEMENTARY SCHOOL	1408001	04	32	6.3%
EMERSON 1408000	EMERSON ELEMENTARY SCHOOL	1408001	05	22	0.0%
EMERSON 1408000	EMERSON ELEMENTARY SCHOOL	1408001	06	20	0.0%
EMERSON 1408000	EMERSON HIGH SCHOOL	1408002	07	21	0.0%
EMERSON 1408000	EMERSON HIGH SCHOOL	1408002	08	22	13.6%
EMERSON 1408000	EMERSON HIGH SCHOOL	1408002	09	23	4.3%
EMERSON 1408000	EMERSON HIGH SCHOOL	1408002	10	19	5.3%
EMERSON 1408000	BRADLEY ELEMENTARY SCHOOL	1408006	03	20	15.0%
EMERSON 1408000	BRADLEY ELEMENTARY SCHOOL	1408006	04	23	4.3%
EMERSON 1408000	BRADLEY ELEMENTARY SCHOOL	1408006	05	21	4.8%
EMERSON 1408000	BRADLEY ELEMENTARY SCHOOL	1408006	06	28	3.6%
EMERSON 1408000	BRADLEY HIGH SCHOOL	1408007	07	23	0.0%
EMERSON 1408000	BRADLEY HIGH SCHOOL	1408007	08	27	7.4%
EMERSON 1408000	BRADLEY HIGH SCHOOL	1408007	09	25	12.0%
EMERSON 1408000	BRADLEY HIGH SCHOOL	1408007	10	21	19.0%
EMERSON 1408000	TAYLOR ELEMENTARY SCHOOL	1408018	03	33	3.0%
EMERSON 1408000	TAYLOR ELEMENTARY SCHOOL	1408018	04	37	0.0%
EMERSON 1408000	TAYLOR ELEMENTARY SCHOOL	1408018	05	30	0.0%
EMERSON 1408000	TAYLOR ELEMENTARY SCHOOL	1408018	06	26	0.0%
EMERSON 1408000	TAYLOR HIGH SCHOOL	1408019	07	42	2.4%
EMERSON 1408000	TAYLOR HIGH SCHOOL	1408019	08	16	0.0%
EMERSON 1408000	TAYLOR HIGH SCHOOL	1408019	09	25	12.0%
EMERSON 1408000	TAYLOR HIGH SCHOOL	1408019	10	25	24.0%
NEMO VIS 1503000	NEMO VISTA ELEMENTARY SCHOOL	1503016	03	26	0.0%
NEMO VIS 1503000	NEMO VISTA ELEMENTARY SCHOOL	1503016	04	25	0.0%
NEMO VIS 1503000	NEMO VISTA ELEMENTARY SCHOOL	1503016	05	29	0.0%
NEMO VIS 1503000	NEMO VISTA HIGH SCHOOL	1503017	09	33	18.2%
NEMO VIS 1503000	NEMO VISTA HIGH SCHOOL	1503017	10	45	22.2%
NEMO VIS 1503000	NEMO VISTA MIDDLE SCHOOL	1503018	06	27	3.7%
NEMO VIS 1503000	NEMO VISTA MIDDLE SCHOOL	1503018	07	32	0.0%
NEMO VIS 1503000	NEMO VISTA MIDDLE SCHOOL	1503018	08	35	5.7%
WONDER\ 1505000	WONDERVIEW ELEMENTARY SCHOOL	1505025	03	36	2.8%
WONDER\ 1505000	WONDERVIEW ELEMENTARY SCHOOL	1505025	04	28	10.7%
WONDER\ 1505000	WONDERVIEW ELEMENTARY SCHOOL	1505025	05	31	3.2%
WONDER\ 1505000	WONDERVIEW ELEMENTARY SCHOOL	1505025	06	39	7.7%
WONDER\ 1505000	WONDERVIEW HIGH SCHOOL	1505026	07	26	3.8%
WONDER\ 1505000	WONDERVIEW HIGH SCHOOL	1505026	08	31	6.5%

WONDER\ 1505000	WONDERVIEW HIGH SCHOOL	1505026	09	29	24.1%
WONDER\ 1505000	WONDERVIEW HIGH SCHOOL	1505026	10	32	18.8%
SOUTH CC 1507000	MORRILTON ELEMENTARY SCHOOL	1507029	03	163	3.7%
SOUTH CC 1507000	MORRILTON INTERMEDIATE SCHOOL	1507031	04	175	5.7%
SOUTH CC 1507000	MORRILTON INTERMEDIATE SCHOOL	1507031	05	158	4.4%
SOUTH CC 1507000	MORRILTON INTERMEDIATE SCHOOL	1507031	06	169	4.7%
SOUTH CC 1507000	MORRILTON SR. HIGH SCHOOL	1507036	09	212	28.8%
SOUTH CC 1507000	MORRILTON SR. HIGH SCHOOL	1507036	10	163	23.9%
SOUTH CC 1507000	MORRILTON JUNIOR HIGH SCHOOL	1507037	07	156	5.1%
SOUTH CC 1507000	MORRILTON JUNIOR HIGH SCHOOL	1507037	08	166	3.6%
BAY SCHO 1601000	BAY ELEMENTARY SCHOOL	1601001	03	42	0.0%
BAY SCHO 1601000	BAY ELEMENTARY SCHOOL	1601001	04	41	12.2%
BAY SCHO 1601000	BAY ELEMENTARY SCHOOL	1601001	05	41	2.4%
BAY SCHO 1601000	BAY ELEMENTARY SCHOOL	1601001	06	51	2.0%
BAY SCHO 1601000	BAY HIGH SCHOOL	1601002	07	39	2.6%
BAY SCHO 1601000	BAY HIGH SCHOOL	1601002	08	51	13.7%
BAY SCHO 1601000	BAY HIGH SCHOOL	1601002	09	47	17.0%
BAY SCHO 1601000	BAY HIGH SCHOOL	1601002	10	39	17.9%
WESTSIDE 1602000	WESTSIDE HIGH SCHOOL	1602055	08	137	6.6%
WESTSIDE 1602000	WESTSIDE HIGH SCHOOL	1602055	09	136	22.1%
WESTSIDE 1602000	WESTSIDE HIGH SCHOOL	1602055	10	154	22.1%
WESTSIDE 1602000	WESTSIDE ELEMENTARY SCHOOL	1602056	03	124	4.8%
WESTSIDE 1602000	WESTSIDE ELEMENTARY SCHOOL	1602056	04	116	15.5%
WESTSIDE 1602000	WESTSIDE MIDDLE SCHOOL	1602058	05	106	1.9%
WESTSIDE 1602000	WESTSIDE MIDDLE SCHOOL	1602058	06	136	5.1%
WESTSIDE 1602000	WESTSIDE MIDDLE SCHOOL	1602058	07	156	1.9%
BROOKLA 1603000	BROOKLAND ELEMENTARY SCHOOL	1603006	03	167	0.6%
BROOKLA 1603000	BROOKLAND HIGH SCHOOL	1603007	10	158	15.2%
BROOKLA 1603000	BROOKLAND MIDDLE SCHOOL	1603009	04	179	3.4%
BROOKLA 1603000	BROOKLAND MIDDLE SCHOOL	1603009	05	172	4.7%
BROOKLA 1603000	BROOKLAND MIDDLE SCHOOL	1603009	06	162	4.9%
BROOKLA 1603000	BROOKLAND JUNIOR HIGH SCHOOL	1603010	07	199	4.0%
BROOKLA 1603000	BROOKLAND JUNIOR HIGH SCHOOL	1603010	08	153	5.9%
BROOKLA 1603000	BROOKLAND JUNIOR HIGH SCHOOL	1603010	09	151	18.5%
BUFFALO 1605000	BUFFALO IS. CENTRAL WEST ELEM.	1605060	03	58	1.7%
BUFFALO 1605000	BUFFALO IS. CENTRAL WEST ELEM.	1605060	04	50	6.0%
BUFFALO 1605000	BUFFALO IS. CENTRAL EAST ELEM.	1605061	05	55	5.5%
BUFFALO 1605000	BUFFALO IS. CENTRAL EAST ELEM.	1605061	06	58	6.9%
BUFFALO 1605000	BUFFALO IS. CENTRAL JHS	1605062	07	53	1.9%
BUFFALO 1605000	BUFFALO IS. CENTRAL JHS	1605062	08	54	5.6%
BUFFALO 1605000	BUFFALO IS. CENTRAL JHS	1605062	09	62	12.9%
BUFFALO 1605000	BUFFALO IS. CENTRAL HS	1605063	10	59	10.2%
JONESBOI 1608000	MATH & SCIENCE MAGNET SCHOOL	1608017	03	93	6.5%
JONESBOI 1608000	MATH & SCIENCE MAGNET SCHOOL	1608017	04	66	16.7%
JONESBOI 1608000	MATH & SCIENCE MAGNET SCHOOL	1608017	05	82	6.1%
JONESBOI 1608000	MATH & SCIENCE MAGNET SCHOOL	1608017	06	61	13.1%
JONESBOI 1608000	VISUAL & PERFORMING ART MAGNET	1608019	03	110	3.6%
JONESBOI 1608000	VISUAL & PERFORMING ART MAGNET	1608019	04	108	7.4%
JONESBOI 1608000	VISUAL & PERFORMING ART MAGNET	1608019	05	109	7.3%



JONESBOI 1608000	VISUAL & PERFORMING ART MAGNET	1608019	06	112	7.1%
JONESBOI 1608000	HEALTH/WELLNESS ENVI MAGNET	1608020	03	115	5.2%
JONESBOI 1608000	HEALTH/WELLNESS ENVI MAGNET	1608020	04	111	17.1%
JONESBOI 1608000	HEALTH/WELLNESS ENVI MAGNET	1608020	05	98	6.1%
JONESBOI 1608000	HEALTH/WELLNESS ENVI MAGNET	1608020	06	84	4.8%
JONESBOI 1608000	INTERNATIONAL STUDIES MAGNET	1608021	03	72	0.0%
JONESBOI 1608000	INTERNATIONAL STUDIES MAGNET	1608021	04	81	6.2%
JONESBOI 1608000	INTERNATIONAL STUDIES MAGNET	1608021	05	82	0.0%
JONESBOI 1608000	INTERNATIONAL STUDIES MAGNET	1608021	06	77	2.6%
JONESBOI 1608000	MICROSOCIETY MAGNET SCHOOL	1608022	03	98	5.1%
JONESBOI 1608000	MICROSOCIETY MAGNET SCHOOL	1608022	04	70	24.3%
JONESBOI 1608000	MICROSOCIETY MAGNET SCHOOL	1608022	05	80	16.3%
JONESBOI 1608000	MICROSOCIETY MAGNET SCHOOL	1608022	06	67	13.4%
JONESBOI 1608000	ANNIE CAMP JR. HIGH SCHOOL	1608023	07	219	8.2%
JONESBOI 1608000	ANNIE CAMP JR. HIGH SCHOOL	1608023	08	199	16.1%
JONESBOI 1608000	ANNIE CAMP JR. HIGH SCHOOL	1608023	09	212	34.0%
JONESBOI 1608000	DOUGLAS MACARTHUR JHS	1608024	07	219	6.8%
JONESBOI 1608000	DOUGLAS MACARTHUR JHS	1608024	08	214	10.3%
JONESBOI 1608000	DOUGLAS MACARTHUR JHS	1608024	09	226	25.7%
JONESBOI 1608000	THE ACADEMIES AT JONESBORO HIGH	1608703	10	376	27.1%
NETTLETC 1611000	NETTLETON JUNIOR HIGH SCHOOL	1611041	07	227	9.7%
NETTLETC 1611000	NETTLETON JUNIOR HIGH SCHOOL	1611041	08	225	10.2%
NETTLETC 1611000	NETTLETON JUNIOR HIGH SCHOOL	1611041	09	1	N<10
NETTLETC 1611000	NETTLETON HIGH SCHOOL	1611042	09	258	23.6%
NETTLETC 1611000	NETTLETON HIGH SCHOOL	1611042	10	213	26.8%
NETTLETC 1611000	UNIVERSITY HEIGHTS INTERMEDIATE SC	1611043	03	140	5.0%
NETTLETC 1611000	UNIVERSITY HEIGHTS INTERMEDIATE SC	1611043	04	137	7.3%
NETTLETC 1611000	UNIVERSITY HEIGHTS INTERMEDIATE SC	1611043	05	130	4.6%
NETTLETC 1611000	FOX MEADOW INTERMEDIATE CENTER	1611045	03	129	1.6%
NETTLETC 1611000	FOX MEADOW INTERMEDIATE CENTER	1611045	04	107	10.3%
NETTLETC 1611000	FOX MEADOW INTERMEDIATE CENTER	1611045	05	101	6.9%
NETTLETC 1611000	NETTLETON MIDDLE SCHOOL	1611046	06	263	7.6%
VALLEY VI 1612000	VALLEY VIEW HIGH SCHOOL	1612048	10	194	4.6%
VALLEY VI 1612000	VALLEY VIEW INTERMEDIATE SCHOOL	1612050	03	211	2.8%
VALLEY VI 1612000	VALLEY VIEW INTERMEDIATE SCHOOL	1612050	04	220	3.6%
VALLEY VI 1612000	VALLEY VIEW INTERMEDIATE SCHOOL	1612050	05	181	3.3%
VALLEY VI 1612000	VALLEY VIEW INTERMEDIATE SCHOOL	1612050	06	240	1.7%
VALLEY VI 1612000	VALLEY VIEW JUNIOR HIGH SCHOOL	1612051	07	223	0.4%
VALLEY VI 1612000	VALLEY VIEW JUNIOR HIGH SCHOOL	1612051	08	203	3.9%
VALLEY VI 1612000	VALLEY VIEW JUNIOR HIGH SCHOOL	1612051	09	189	6.3%
RIVERSIDE 1613000	RIVERSIDE EAST ELEM. SCHOOL	1613010	03	18	0.0%
RIVERSIDE 1613000	RIVERSIDE EAST ELEM. SCHOOL	1613010	04	24	4.2%
RIVERSIDE 1613000	RIVERSIDE EAST ELEM. SCHOOL	1613010	05	23	8.7%
RIVERSIDE 1613000	RIVERSIDE EAST ELEM. SCHOOL	1613010	06	30	6.7%
RIVERSIDE 1613000	RIVERSIDE HIGH SCHOOL	1613021	07	58	5.2%
RIVERSIDE 1613000	RIVERSIDE HIGH SCHOOL	1613021	08	57	0.0%
RIVERSIDE 1613000	RIVERSIDE HIGH SCHOOL	1613021	09	61	26.2%
RIVERSIDE 1613000	RIVERSIDE HIGH SCHOOL	1613021	10	63	20.6%
RIVERSIDE 1613000	RIVERSIDE WEST ELEM. SCHOOL	1613031	03	36	0.0%

RIVERSIDE 1613000	RIVERSIDE WEST ELEM. SCHOOL	1613031	04	31	0.0%
RIVERSIDE 1613000	RIVERSIDE WEST ELEM. SCHOOL	1613031	05	40	2.5%
RIVERSIDE 1613000	RIVERSIDE WEST ELEM. SCHOOL	1613031	06	30	0.0%
ALMA SCF 1701000	ALMA INTERMEDIATE SCHOOL	1701001	03	260	1.2%
ALMA SCF 1701000	ALMA INTERMEDIATE SCHOOL	1701001	04	233	8.2%
ALMA SCF 1701000	ALMA INTERMEDIATE SCHOOL	1701001	05	223	3.1%
ALMA SCF 1701000	ALMA HIGH SCHOOL	1701002	09	241	16.2%
ALMA SCF 1701000	ALMA HIGH SCHOOL	1701002	10	264	17.8%
ALMA SCF 1701000	ALMA MIDDLE SCHOOL	1701003	06	224	4.5%
ALMA SCF 1701000	ALMA MIDDLE SCHOOL	1701003	07	275	5.5%
ALMA SCF 1701000	ALMA MIDDLE SCHOOL	1701003	08	258	6.6%
CEDARVIL 1702000	CEDARVILLE ELEMENTARY SCHOOL	1702008	03	69	1.4%
CEDARVIL 1702000	CEDARVILLE ELEMENTARY SCHOOL	1702008	04	57	12.3%
CEDARVIL 1702000	CEDARVILLE HIGH SCHOOL	1702009	09	60	21.7%
CEDARVIL 1702000	CEDARVILLE HIGH SCHOOL	1702009	10	78	17.9%
CEDARVIL 1702000	CEDARVILLE MIDDLE SCHOOL	1702010	05	58	0.0%
CEDARVIL 1702000	CEDARVILLE MIDDLE SCHOOL	1702010	06	60	8.3%
CEDARVIL 1702000	CEDARVILLE MIDDLE SCHOOL	1702010	07	54	5.6%
CEDARVIL 1702000	CEDARVILLE MIDDLE SCHOOL	1702010	08	63	9.5%
MOUNTAI 1703000	MOUNTAINBURG ELEMENTARY SCHOOL	1703012	03	51	5.9%
MOUNTAI 1703000	MOUNTAINBURG ELEMENTARY SCHOOL	1703012	04	40	15.0%
MOUNTAI 1703000	MOUNTAINBURG HIGH SCHOOL	1703013	09	61	31.1%
MOUNTAI 1703000	MOUNTAINBURG HIGH SCHOOL	1703013	10	47	29.8%
MOUNTAI 1703000	MOUNTAINBURG MIDDLE SCHOOL	1703022	05	51	2.0%
MOUNTAI 1703000	MOUNTAINBURG MIDDLE SCHOOL	1703022	06	47	0.0%
MOUNTAI 1703000	MOUNTAINBURG MIDDLE SCHOOL	1703022	07	48	8.3%
MOUNTAI 1703000	MOUNTAINBURG MIDDLE SCHOOL	1703022	08	48	8.3%
MULBERR' 1704000	MARVIN PRIMARY SCHOOL	1704016	03	35	11.4%
MULBERR' 1704000	MARVIN PRIMARY SCHOOL	1704016	04	28	10.7%
MULBERR' 1704000	MULBERRY HIGH SCHOOL	1704017	10	22	22.7%
MULBERR' 1704000	PLEASANT VIEW JUNIOR HIGH	1704018	05	36	5.6%
MULBERR' 1704000	PLEASANT VIEW JUNIOR HIGH	1704018	06	24	0.0%
MULBERR' 1704000	PLEASANT VIEW JUNIOR HIGH	1704018	07	21	0.0%
MULBERR' 1704000	PLEASANT VIEW JUNIOR HIGH	1704018	08	24	4.2%
MULBERR' 1704000	PLEASANT VIEW JUNIOR HIGH	1704018	09	20	30.0%
VAN BURF 1705000	CITY HEIGHTS ELEMENTARY SCHOOL	1705020	03	50	2.0%
VAN BURF 1705000	CITY HEIGHTS ELEMENTARY SCHOOL	1705020	04	59	6.8%
VAN BURF 1705000	CITY HEIGHTS ELEMENTARY SCHOOL	1705020	05	54	1.9%
VAN BURF 1705000	KING ELEMENTARY SCHOOL	1705022	03	86	9.3%
VAN BURF 1705000	KING ELEMENTARY SCHOOL	1705022	04	81	16.0%
VAN BURF 1705000	KING ELEMENTARY SCHOOL	1705022	05	54	5.6%
VAN BURF 1705000	CENTRAL ELEMENTARY SCHOOL	1705025	03	72	4.2%
VAN BURF 1705000	CENTRAL ELEMENTARY SCHOOL	1705025	04	63	15.9%
VAN BURF 1705000	CENTRAL ELEMENTARY SCHOOL	1705025	05	72	2.8%
VAN BURF 1705000	BUTTERFIELD TRAIL MIDDLE SCHOOL	1705026	06	213	7.5%
VAN BURF 1705000	BUTTERFIELD TRAIL MIDDLE SCHOOL	1705026	07	197	1.5%
VAN BURF 1705000	BUTTERFIELD TRAIL MIDDLE SCHOOL	1705026	08	225	10.2%
VAN BURF 1705000	VAN BUREN HIGH SCHOOL	1705027	09	443	21.0%
VAN BURF 1705000	VAN BUREN HIGH SCHOOL	1705027	10	453	20.8%

VAN BURF 1705000	JAMES R. TATE ELEM. SCHOOL	1705029	03	74	4.1%
VAN BURF 1705000	JAMES R. TATE ELEM. SCHOOL	1705029	04	59	15.3%
VAN BURF 1705000	JAMES R. TATE ELEM. SCHOOL	1705029	05	76	9.2%
VAN BURF 1705000	PARKVIEW ELEMENTARY SCHOOL	1705030	03	76	6.6%
VAN BURF 1705000	PARKVIEW ELEMENTARY SCHOOL	1705030	04	80	5.0%
VAN BURF 1705000	PARKVIEW ELEMENTARY SCHOOL	1705030	05	79	5.1%
VAN BURF 1705000	RENA ELEMENTARY SCHOOL	1705032	03	71	2.8%
VAN BURF 1705000	RENA ELEMENTARY SCHOOL	1705032	04	69	8.7%
VAN BURF 1705000	RENA ELEMENTARY SCHOOL	1705032	05	86	4.7%
VAN BURF 1705000	NORTHRIDGE MIDDLE SCHOOL	1705033	06	188	5.3%
VAN BURF 1705000	NORTHRIDGE MIDDLE SCHOOL	1705033	07	213	2.8%
VAN BURF 1705000	NORTHRIDGE MIDDLE SCHOOL	1705033	08	208	7.7%
EARLE SCF 1802000	EARLE ELEMENTARY SCHOOL	1802005	03	33	6.1%
EARLE SCF 1802000	EARLE ELEMENTARY SCHOOL	1802005	04	44	20.5%
EARLE SCF 1802000	EARLE ELEMENTARY SCHOOL	1802005	05	34	5.9%
EARLE SCF 1802000	EARLE ELEMENTARY SCHOOL	1802005	06	46	6.5%
EARLE SCF 1802000	EARLE HIGH SCHOOL	1802007	07	41	2.4%
EARLE SCF 1802000	EARLE HIGH SCHOOL	1802007	08	50	12.0%
EARLE SCF 1802000	EARLE HIGH SCHOOL	1802007	09	60	41.7%
EARLE SCF 1802000	EARLE HIGH SCHOOL	1802007	10	37	24.3%
WEST MEI 1803000	BRAGG ELEMENTARY SCHOOL	1803025	03	84	0.0%
WEST MEI 1803000	BRAGG ELEMENTARY SCHOOL	1803025	04	53	13.2%
WEST MEI 1803000	BRAGG ELEMENTARY SCHOOL	1803025	05	63	11.1%
WEST MEI 1803000	BRAGG ELEMENTARY SCHOOL	1803025	06	63	11.1%
WEST MEI 1803000	FAULK ELEMENTARY SCHOOL	1803026	03	94	8.5%
WEST MEI 1803000	FAULK ELEMENTARY SCHOOL	1803026	04	95	12.6%
WEST MEI 1803000	FAULK ELEMENTARY SCHOOL	1803026	05	60	5.0%
WEST MEI 1803000	FAULK ELEMENTARY SCHOOL	1803026	06	76	7.9%
WEST MEI 1803000	JACKSON ELEMENTARY SCHOOL	1803027	03	47	10.6%
WEST MEI 1803000	JACKSON ELEMENTARY SCHOOL	1803027	04	36	13.9%
WEST MEI 1803000	JACKSON ELEMENTARY SCHOOL	1803027	05	34	5.9%
WEST MEI 1803000	JACKSON ELEMENTARY SCHOOL	1803027	06	44	15.9%
WEST MEI 1803000	MADDUX ELEMENTARY SCHOOL	1803028	03	72	6.9%
WEST MEI 1803000	MADDUX ELEMENTARY SCHOOL	1803028	04	59	18.6%
WEST MEI 1803000	MADDUX ELEMENTARY SCHOOL	1803028	05	69	7.2%
WEST MEI 1803000	MADDUX ELEMENTARY SCHOOL	1803028	06	62	14.5%
WEST MEI 1803000	RICHLAND ELEMENTARY SCHOOL	1803029	03	73	0.0%
WEST MEI 1803000	RICHLAND ELEMENTARY SCHOOL	1803029	04	70	1.4%
WEST MEI 1803000	RICHLAND ELEMENTARY SCHOOL	1803029	05	76	2.6%
WEST MEI 1803000	RICHLAND ELEMENTARY SCHOOL	1803029	06	84	1.2%
WEST MEI 1803000	WEAVER ELEMENTARY SCHOOL	1803030	03	44	11.4%
WEST MEI 1803000	WEAVER ELEMENTARY SCHOOL	1803030	04	45	20.0%
WEST MEI 1803000	WEAVER ELEMENTARY SCHOOL	1803030	05	44	6.8%
WEST MEI 1803000	WEAVER ELEMENTARY SCHOOL	1803030	06	38	15.8%
WEST MEI 1803000	WONDER ELEMENTARY SCHOOL	1803032	03	56	5.4%
WEST MEI 1803000	WONDER ELEMENTARY SCHOOL	1803032	04	53	15.1%
WEST MEI 1803000	WONDER ELEMENTARY SCHOOL	1803032	05	45	11.1%
WEST MEI 1803000	WONDER ELEMENTARY SCHOOL	1803032	06	32	9.4%
WEST MEI 1803000	EAST JUNIOR HIGH SCHOOL	1803033	07	102	7.8%

WEST MEI 1803000	EAST JUNIOR HIGH SCHOOL	1803033	08	112	16.1%
WEST MEI 1803000	EAST JUNIOR HIGH SCHOOL	1803033	09	97	30.9%
WEST MEI 1803000	WEST JUNIOR HIGH SCHOOL	1803034	07	176	6.8%
WEST MEI 1803000	WEST JUNIOR HIGH SCHOOL	1803034	08	158	15.2%
WEST MEI 1803000	WEST JUNIOR HIGH SCHOOL	1803034	09	156	28.8%
WEST MEI 1803000	WONDER JUNIOR HIGH SCHOOL	1803035	07	129	9.3%
WEST MEI 1803000	WONDER JUNIOR HIGH SCHOOL	1803035	08	150	10.7%
WEST MEI 1803000	WONDER JUNIOR HIGH SCHOOL	1803035	09	126	39.7%
WEST MEI 1803000	ACAD OF W MEMPHIS CHARTER SCH	1803703	10	366	30.9%
MARION S 1804000	MARION ELEMENTARY SCHOOL	1804012	03	322	4.0%
MARION S 1804000	MARION JUNIOR HIGH SCHOOL	1804014	08	304	11.5%
MARION S 1804000	MARION JUNIOR HIGH SCHOOL	1804014	09	352	29.8%
MARION S 1804000	MARION HIGH SCHOOL	1804015	10	341	18.8%
MARION S 1804000	MARION MIDDLE SCHOOL	1804016	06	315	9.8%
MARION S 1804000	MARION MIDDLE SCHOOL	1804016	07	310	7.4%
MARION S 1804000	MARION INTERMEDIATE SCHOOL	1804017	04	270	10.7%
MARION S 1804000	MARION INTERMEDIATE SCHOOL	1804017	05	306	6.5%
CROSS CO 1901000	CROSS COUNTY ELE TECH ACADEMY	1901701	03	49	4.1%
CROSS CO 1901000	CROSS COUNTY ELE TECH ACADEMY	1901701	04	53	3.8%
CROSS CO 1901000	CROSS COUNTY ELE TECH ACADEMY	1901701	05	38	2.6%
CROSS CO 1901000	CROSS COUNTY ELE TECH ACADEMY	1901701	06	47	8.5%
CROSS CO 1901000	CROSS CNTY HIGH A NEW TECH SCH	1901703	07	43	0.0%
CROSS CO 1901000	CROSS CNTY HIGH A NEW TECH SCH	1901703	08	52	5.8%
CROSS CO 1901000	CROSS CNTY HIGH A NEW TECH SCH	1901703	09	50	44.0%
CROSS CO 1901000	CROSS CNTY HIGH A NEW TECH SCH	1901703	10	43	23.3%
WYNNE S 1905000	WYNNE INTERMEDIATE SCHOOL	1905015	03	212	1.9%
WYNNE S 1905000	WYNNE INTERMEDIATE SCHOOL	1905015	04	180	6.1%
WYNNE S 1905000	WYNNE INTERMEDIATE SCHOOL	1905015	05	211	3.3%
WYNNE S 1905000	WYNNE JUNIOR HIGH SCHOOL	1905016	06	201	5.0%
WYNNE S 1905000	WYNNE JUNIOR HIGH SCHOOL	1905016	07	192	5.2%
WYNNE S 1905000	WYNNE JUNIOR HIGH SCHOOL	1905016	08	195	5.6%
WYNNE S 1905000	WYNNE HIGH SCHOOL	1905017	09	224	24.1%
WYNNE S 1905000	WYNNE HIGH SCHOOL	1905017	10	194	21.6%
FORDYCE 2002000	FORDYCE HIGH SCHOOL	2002007	07	59	15.3%
FORDYCE 2002000	FORDYCE HIGH SCHOOL	2002007	08	60	11.7%
FORDYCE 2002000	FORDYCE HIGH SCHOOL	2002007	09	42	31.0%
FORDYCE 2002000	FORDYCE HIGH SCHOOL	2002007	10	46	13.0%
FORDYCE 2002000	FORDYCE ELEMENTARY SCHOOLS	2002008	03	65	4.6%
FORDYCE 2002000	FORDYCE ELEMENTARY SCHOOLS	2002008	04	46	6.5%
FORDYCE 2002000	FORDYCE ELEMENTARY SCHOOLS	2002008	05	68	4.4%
FORDYCE 2002000	FORDYCE ELEMENTARY SCHOOLS	2002008	06	55	5.5%
DUMAS S 2104000	DUMAS JUNIOR HIGH SCHOOL	2104020	07	110	3.6%
DUMAS S 2104000	DUMAS JUNIOR HIGH SCHOOL	2104020	08	107	14.0%
DUMAS S 2104000	DUMAS JUNIOR HIGH SCHOOL	2104020	09	102	38.2%
DUMAS S 2104000	DUMAS HIGH SCHOOL	2104021	10	110	27.3%
DUMAS S 2104000	REED ELEMENTARY SCHOOL	2104024	03	97	11.3%
DUMAS S 2104000	REED ELEMENTARY SCHOOL	2104024	04	111	15.3%
DUMAS S 2104000	REED ELEMENTARY SCHOOL	2104024	05	75	5.3%
DUMAS S 2104000	REED ELEMENTARY SCHOOL	2104024	06	81	9.9%



MCGEHEE 2105000	MCGEHEE ELEMENTARY SCHOOL	2105026	03	113	5.3%
MCGEHEE 2105000	MCGEHEE ELEMENTARY SCHOOL	2105026	04	104	10.6%
MCGEHEE 2105000	MCGEHEE ELEMENTARY SCHOOL	2105026	05	88	3.4%
MCGEHEE 2105000	MCGEHEE ELEMENTARY SCHOOL	2105026	06	94	10.6%
MCGEHEE 2105000	MCGEHEE HIGH SCHOOL	2105028	07	83	2.4%
MCGEHEE 2105000	MCGEHEE HIGH SCHOOL	2105028	08	76	17.1%
MCGEHEE 2105000	MCGEHEE HIGH SCHOOL	2105028	09	83	24.1%
MCGEHEE 2105000	MCGEHEE HIGH SCHOOL	2105028	10	78	44.9%
DREW CE1 2202000	DREW CENTRAL ELEM. SCHOOL	2202004	03	66	4.5%
DREW CE1 2202000	DREW CENTRAL ELEM. SCHOOL	2202004	04	63	4.8%
DREW CE1 2202000	DREW CENTRAL HIGH SCHOOL	2202005	09	81	28.4%
DREW CE1 2202000	DREW CENTRAL HIGH SCHOOL	2202005	10	92	20.7%
DREW CE1 2202000	DREW CENTRAL MIDDLE SCHOOL	2202007	05	74	2.7%
DREW CE1 2202000	DREW CENTRAL MIDDLE SCHOOL	2202007	06	65	6.2%
DREW CE1 2202000	DREW CENTRAL MIDDLE SCHOOL	2202007	07	95	4.2%
DREW CE1 2202000	DREW CENTRAL MIDDLE SCHOOL	2202007	08	72	12.5%
MONTICE1 2203000	MONTICELLO MIDDLE SCHOOL	2203011	06	135	2.2%
MONTICE1 2203000	MONTICELLO MIDDLE SCHOOL	2203011	07	114	5.3%
MONTICE1 2203000	MONTICELLO MIDDLE SCHOOL	2203011	08	159	6.3%
MONTICE1 2203000	MONTICELLO HIGH SCHOOL	2203012	09	147	23.8%
MONTICE1 2203000	MONTICELLO HIGH SCHOOL	2203012	10	179	21.2%
MONTICE1 2203000	MONTICELLO INTERMEDIATE SCHOOL	2203014	03	169	4.7%
MONTICE1 2203000	MONTICELLO INTERMEDIATE SCHOOL	2203014	04	145	6.9%
MONTICE1 2203000	MONTICELLO INTERMEDIATE SCHOOL	2203014	05	132	3.0%
CONWAY 2301000	IDA BURNS ELEMENTARY SCHOOL	2301001	03	96	0.0%
CONWAY 2301000	IDA BURNS ELEMENTARY SCHOOL	2301001	04	73	13.7%
CONWAY 2301000	ELLEN SMITH ELEMENTARY SCHOOL	2301003	03	71	2.8%
CONWAY 2301000	ELLEN SMITH ELEMENTARY SCHOOL	2301003	04	80	6.3%
CONWAY 2301000	CARL STUART MIDDLE SCHOOL	2301004	05	240	0.0%
CONWAY 2301000	CARL STUART MIDDLE SCHOOL	2301004	06	240	4.2%
CONWAY 2301000	CARL STUART MIDDLE SCHOOL	2301004	07	232	3.4%
CONWAY 2301000	CONWAY HIGH SCHOOL	2301006	09	2	N<10
CONWAY 2301000	CONWAY HIGH SCHOOL	2301006	10	640	13.1%
CONWAY 2301000	JULIA LEE MOORE ELEM. SCHOOL	2301008	03	67	1.5%
CONWAY 2301000	JULIA LEE MOORE ELEM. SCHOOL	2301008	04	73	2.7%
CONWAY 2301000	FLORENCE MATTISON ELEM. SCHOOL	2301009	03	96	5.2%
CONWAY 2301000	FLORENCE MATTISON ELEM. SCHOOL	2301009	04	84	6.0%
CONWAY 2301000	MARGUERITE VANN ELEM. SCHOOL	2301010	03	92	3.3%
CONWAY 2301000	MARGUERITE VANN ELEM. SCHOOL	2301010	04	75	5.3%
CONWAY 2301000	JIM STONE ELEMENTARY SCHOOL	2301011	03	73	5.5%
CONWAY 2301000	JIM STONE ELEMENTARY SCHOOL	2301011	04	78	3.8%
CONWAY 2301000	THEODORE JONES ELEM. SCHOOL	2301012	03	91	6.6%
CONWAY 2301000	THEODORE JONES ELEM. SCHOOL	2301012	04	82	8.5%
CONWAY 2301000	BOB COURTWAY MIDDLE SCHOOL	2301013	05	159	4.4%
CONWAY 2301000	BOB COURTWAY MIDDLE SCHOOL	2301013	06	154	3.2%
CONWAY 2301000	BOB COURTWAY MIDDLE SCHOOL	2301013	07	143	4.2%
CONWAY 2301000	RUTH DOYLE MIDDLE SCHOOL	2301016	05	178	2.2%
CONWAY 2301000	RUTH DOYLE MIDDLE SCHOOL	2301016	06	180	5.0%
CONWAY 2301000	RUTH DOYLE MIDDLE SCHOOL	2301016	07	159	6.3%

CONWAY 2301000	RAY/PHYLLIS SIMON MIDDLE SCHOO	2301017	05	143	2.8%
CONWAY 2301000	RAY/PHYLLIS SIMON MIDDLE SCHOO	2301017	06	135	3.7%
CONWAY 2301000	RAY/PHYLLIS SIMON MIDDLE SCHOO	2301017	07	148	3.4%
CONWAY 2301000	WOODROW CUMMINS ELEMENTARY SC	2301018	03	102	2.0%
CONWAY 2301000	WOODROW CUMMINS ELEMENTARY SC	2301018	04	112	5.4%
CONWAY 2301000	CAROLYN LEWIS ELEMENTARY SCHOO	2301019	03	94	5.3%
CONWAY 2301000	CAROLYN LEWIS ELEMENTARY SCHOO	2301019	04	103	1.9%
CONWAY 2301000	CONWAY JUNIOR HIGH SCHOOL	2301020	08	728	5.6%
CONWAY 2301000	CONWAY JUNIOR HIGH SCHOOL	2301020	09	712	22.3%
GREENBRI 2303000	GREENBRIER EASTSIDE ELEMENTARY	2303016	03	80	1.3%
GREENBRI 2303000	GREENBRIER EASTSIDE ELEMENTARY	2303016	04	97	7.2%
GREENBRI 2303000	GREENBRIER EASTSIDE ELEMENTARY	2303016	05	91	3.3%
GREENBRI 2303000	GREENBRIER HIGH SCHOOL	2303017	10	267	8.6%
GREENBRI 2303000	GREENBRIER MIDDLE SCHOOL	2303018	06	272	4.0%
GREENBRI 2303000	GREENBRIER MIDDLE SCHOOL	2303018	07	264	2.7%
GREENBRI 2303000	GREENBRIER WESTSIDE ELEMENTARY	2303019	03	84	2.4%
GREENBRI 2303000	GREENBRIER WESTSIDE ELEMENTARY	2303019	04	65	7.7%
GREENBRI 2303000	GREENBRIER WESTSIDE ELEMENTARY	2303019	05	76	0.0%
GREENBRI 2303000	GREENBRIER JUNIOR HIGH SCHOOL	2303020	08	273	2.9%
GREENBRI 2303000	GREENBRIER JUNIOR HIGH SCHOOL	2303020	09	270	8.1%
GREENBRI 2303000	GREENBRIER WOOSTER ELEMENTARY	2303021	03	88	3.4%
GREENBRI 2303000	GREENBRIER WOOSTER ELEMENTARY	2303021	04	90	4.4%
GREENBRI 2303000	GREENBRIER WOOSTER ELEMENTARY	2303021	05	81	0.0%
GUY-PERK 2304000	GUY-PERKINS ELEMENTARY SCHOOL	2304021	03	48	8.3%
GUY-PERK 2304000	GUY-PERKINS ELEMENTARY SCHOOL	2304021	04	23	17.4%
GUY-PERK 2304000	GUY-PERKINS ELEMENTARY SCHOOL	2304021	05	32	0.0%
GUY-PERK 2304000	GUY-PERKINS ELEMENTARY SCHOOL	2304021	06	21	4.8%
GUY-PERK 2304000	GUY-PERKINS HIGH SCHOOL	2304022	07	19	10.5%
GUY-PERK 2304000	GUY-PERKINS HIGH SCHOOL	2304022	08	33	18.2%
GUY-PERK 2304000	GUY-PERKINS HIGH SCHOOL	2304022	09	28	17.9%
GUY-PERK 2304000	GUY-PERKINS HIGH SCHOOL	2304022	10	31	32.3%
MAYFLOW 2305000	MAYFLOWER ELEMENTARY SCHOOL	2305025	03	89	3.4%
MAYFLOW 2305000	MAYFLOWER ELEMENTARY SCHOOL	2305025	04	79	0.0%
MAYFLOW 2305000	MAYFLOWER HIGH SCHOOL	2305026	09	83	16.9%
MAYFLOW 2305000	MAYFLOWER HIGH SCHOOL	2305026	10	100	17.0%
MAYFLOW 2305000	MAYFLOWER MIDDLE SCHOOL	2305027	05	65	1.5%
MAYFLOW 2305000	MAYFLOWER MIDDLE SCHOOL	2305027	06	72	6.9%
MAYFLOW 2305000	MAYFLOWER MIDDLE SCHOOL	2305027	07	88	4.5%
MAYFLOW 2305000	MAYFLOWER MIDDLE SCHOOL	2305027	08	83	13.3%
MT. VERN 2306000	MT. VERNON/ENOLA ELEM. SCHOOL	2306029	03	36	2.8%
MT. VERN 2306000	MT. VERNON/ENOLA ELEM. SCHOOL	2306029	04	38	0.0%
MT. VERN 2306000	MT. VERNON/ENOLA ELEM. SCHOOL	2306029	05	33	6.1%
MT. VERN 2306000	MT. VERNON/ENOLA ELEM. SCHOOL	2306029	06	38	7.9%
MT. VERN 2306000	MT. VERNON/ENOLA HIGH SCHOOL	2306030	07	44	2.3%
MT. VERN 2306000	MT. VERNON/ENOLA HIGH SCHOOL	2306030	08	49	8.2%
MT. VERN 2306000	MT. VERNON/ENOLA HIGH SCHOOL	2306030	09	27	3.7%
MT. VERN 2306000	MT. VERNON/ENOLA HIGH SCHOOL	2306030	10	41	7.3%
VILONIA § 2307000	VILONIA ELEMENTARY SCHOOL	2307033	03	133	3.0%
VILONIA § 2307000	VILONIA HIGH SCHOOL	2307034	10	231	10.0%

VILONIA S 2307000	VILONIA PRIMARY SCHOOL	2307035	03	120	0.8%
VILONIA S 2307000	VILONIA FRESHMAN ACADEMY	2307036	09	265	9.4%
VILONIA S 2307000	VILONIA MIDDLE SCHOOL	2307037	07	234	1.3%
VILONIA S 2307000	VILONIA MIDDLE SCHOOL	2307037	08	231	5.2%
VILONIA S 2307000	FRANK MITCHELL INTERMEDIATE SCHO	2307038	04	240	7.1%
VILONIA S 2307000	FRANK MITCHELL INTERMEDIATE SCHO	2307038	05	240	1.7%
VILONIA S 2307000	FRANK MITCHELL INTERMEDIATE SCHO	2307038	06	263	2.3%
CHARLEST 2402000	CHARLESTON ELEMENTARY SCHOOL	2402006	03	72	2.8%
CHARLEST 2402000	CHARLESTON ELEMENTARY SCHOOL	2402006	04	74	6.8%
CHARLEST 2402000	CHARLESTON ELEMENTARY SCHOOL	2402006	05	62	3.2%
CHARLEST 2402000	CHARLESTON ELEMENTARY SCHOOL	2402006	06	61	9.8%
CHARLEST 2402000	CHARLESTON HIGH SCHOOL	2402007	07	56	3.6%
CHARLEST 2402000	CHARLESTON HIGH SCHOOL	2402007	08	72	4.2%
CHARLEST 2402000	CHARLESTON HIGH SCHOOL	2402007	09	78	17.9%
CHARLEST 2402000	CHARLESTON HIGH SCHOOL	2402007	10	64	15.6%
COUNTY L 2403000	COUNTY LINE ELEMENTARY SCHOOL	2403011	03	23	4.3%
COUNTY L 2403000	COUNTY LINE ELEMENTARY SCHOOL	2403011	04	35	2.9%
COUNTY L 2403000	COUNTY LINE ELEMENTARY SCHOOL	2403011	05	33	6.1%
COUNTY L 2403000	COUNTY LINE ELEMENTARY SCHOOL	2403011	06	33	3.0%
COUNTY L 2403000	COUNTY LINE HIGH SCHOOL	2403012	07	35	0.0%
COUNTY L 2403000	COUNTY LINE HIGH SCHOOL	2403012	08	39	5.1%
COUNTY L 2403000	COUNTY LINE HIGH SCHOOL	2403012	09	38	18.4%
COUNTY L 2403000	COUNTY LINE HIGH SCHOOL	2403012	10	35	14.3%
OZARK SC 2404000	OZARK MIDDLE SCHOOL	2404004	06	131	6.9%
OZARK SC 2404000	OZARK MIDDLE SCHOOL	2404004	07	137	2.9%
OZARK SC 2404000	ELGIN B. MILTON ELEM. SCHOOL	2404015	03	148	2.0%
OZARK SC 2404000	ELGIN B. MILTON ELEM. SCHOOL	2404015	04	141	9.2%
OZARK SC 2404000	ELGIN B. MILTON ELEM. SCHOOL	2404015	05	150	4.7%
OZARK SC 2404000	OZARK JUNIOR HIGH SCHOOL	2404016	08	144	8.3%
OZARK SC 2404000	OZARK JUNIOR HIGH SCHOOL	2404016	09	150	16.0%
OZARK SC 2404000	OZARK HIGH SCHOOL	2404017	10	118	23.7%
MAMMOT 2501000	MAMMOTH SPRING ELEM. SCHOOL	2501001	03	32	0.0%
MAMMOT 2501000	MAMMOTH SPRING ELEM. SCHOOL	2501001	04	44	9.1%
MAMMOT 2501000	MAMMOTH SPRING ELEM. SCHOOL	2501001	05	33	0.0%
MAMMOT 2501000	MAMMOTH SPRING ELEM. SCHOOL	2501001	06	40	0.0%
MAMMOT 2501000	MAMMOTH SPRING HIGH SCHOOL	2501002	07	33	0.0%
MAMMOT 2501000	MAMMOTH SPRING HIGH SCHOOL	2501002	08	33	9.1%
MAMMOT 2501000	MAMMOTH SPRING HIGH SCHOOL	2501002	09	29	17.2%
MAMMOT 2501000	MAMMOTH SPRING HIGH SCHOOL	2501002	10	39	12.8%
SALEM SC 2502000	SALEM ELEMENTARY SCHOOL	2502005	03	46	2.2%
SALEM SC 2502000	SALEM ELEMENTARY SCHOOL	2502005	04	65	3.1%
SALEM SC 2502000	SALEM ELEMENTARY SCHOOL	2502005	05	55	0.0%
SALEM SC 2502000	SALEM ELEMENTARY SCHOOL	2502005	06	66	0.0%
SALEM SC 2502000	SALEM HIGH SCHOOL	2502006	07	66	6.1%
SALEM SC 2502000	SALEM HIGH SCHOOL	2502006	08	46	4.3%
SALEM SC 2502000	SALEM HIGH SCHOOL	2502006	09	63	17.5%
SALEM SC 2502000	SALEM HIGH SCHOOL	2502006	10	59	13.6%
VIOLA SC 2503000	VIOLA ELEMENTARY SCHOOL	2503009	03	32	0.0%
VIOLA SC 2503000	VIOLA ELEMENTARY SCHOOL	2503009	04	36	8.3%

VIOLA SCF 2503000	VIOLA ELEMENTARY SCHOOL	2503009	05	29	3.4%
VIOLA SCF 2503000	VIOLA ELEMENTARY SCHOOL	2503009	06	29	0.0%
VIOLA SCF 2503000	VIOLA HIGH SCHOOL	2503010	07	25	4.0%
VIOLA SCF 2503000	VIOLA HIGH SCHOOL	2503010	08	35	2.9%
VIOLA SCF 2503000	VIOLA HIGH SCHOOL	2503010	09	31	12.9%
VIOLA SCF 2503000	VIOLA HIGH SCHOOL	2503010	10	32	15.6%
CUTTER-N 2601000	CUTTER-MORNING STAR ELEM. SCH.	2601001	03	41	2.4%
CUTTER-N 2601000	CUTTER-MORNING STAR ELEM. SCH.	2601001	04	39	15.4%
CUTTER-N 2601000	CUTTER-MORNING STAR ELEM. SCH.	2601001	05	40	0.0%
CUTTER-N 2601000	CUTTER-MORNING STAR ELEM. SCH.	2601001	06	48	6.3%
CUTTER-N 2601000	CUTTER-MORNING STAR HIGH SCH.	2601002	07	51	3.9%
CUTTER-N 2601000	CUTTER-MORNING STAR HIGH SCH.	2601002	08	48	10.4%
CUTTER-N 2601000	CUTTER-MORNING STAR HIGH SCH.	2601002	09	37	35.1%
CUTTER-N 2601000	CUTTER-MORNING STAR HIGH SCH.	2601002	10	43	16.3%
FOUNTAIN 2602000	FOUNTAIN LAKE ELEMENTARY	2602005	03	94	0.0%
FOUNTAIN 2602000	FOUNTAIN LAKE ELEMENTARY	2602005	04	83	7.2%
FOUNTAIN 2602000	FOUNTAIN LAKE MIDDLE SCHOOL COBR	2602702	05	115	3.5%
FOUNTAIN 2602000	FOUNTAIN LAKE MIDDLE SCHOOL COBR	2602702	06	114	5.3%
FOUNTAIN 2602000	FOUNTAIN LAKE MIDDLE SCHOOL COBR	2602702	07	107	2.8%
FOUNTAIN 2602000	FOUNTAIN LAKE MIDDLE SCHOOL COBR	2602702	08	101	2.0%
FOUNTAIN 2602000	FOUNTAIN LAKE CHARTER HIGH SCHOO	2602703	09	119	20.2%
FOUNTAIN 2602000	FOUNTAIN LAKE CHARTER HIGH SCHOO	2602703	10	99	19.2%
HOT SPRIN 2603000	GARDNER STEM MAGNET SCHOOL	2603011	03	75	2.7%
HOT SPRIN 2603000	GARDNER STEM MAGNET SCHOOL	2603011	04	66	7.6%
HOT SPRIN 2603000	SUMMIT SCHOOL	2603013	03	4	N<10
HOT SPRIN 2603000	SUMMIT SCHOOL	2603013	04	6	N<10
HOT SPRIN 2603000	SUMMIT SCHOOL	2603013	05	4	N<10
HOT SPRIN 2603000	SUMMIT SCHOOL	2603013	06	3	N<10
HOT SPRIN 2603000	SUMMIT SCHOOL	2603013	07	3	N<10
HOT SPRIN 2603000	SUMMIT SCHOOL	2603013	08	2	N<10
HOT SPRIN 2603000	SUMMIT SCHOOL	2603013	09	9	N<10
HOT SPRIN 2603000	SUMMIT SCHOOL	2603013	10	15	66.7%
HOT SPRIN 2603000	OAKLAWN MAGNET SCHOOL	2603015	03	118	4.2%
HOT SPRIN 2603000	OAKLAWN MAGNET SCHOOL	2603015	04	108	6.5%
HOT SPRIN 2603000	PARK MAGNET SCHOOL	2603016	03	50	0.0%
HOT SPRIN 2603000	PARK MAGNET SCHOOL	2603016	04	46	0.0%
HOT SPRIN 2603000	HOT SPRINGS MIDDLE SCHOOL	2603020	05	8	N<10
HOT SPRIN 2603000	HOT SPRINGS MIDDLE SCHOOL	2603020	06	7	N<10
HOT SPRIN 2603000	HOT SPRINGS MIDDLE SCHOOL	2603020	07	246	4.5%
HOT SPRIN 2603000	HOT SPRINGS MIDDLE SCHOOL	2603020	08	244	11.1%
HOT SPRIN 2603000	HOT SPRINGS HIGH SCHOOL	2603021	09	254	33.1%
HOT SPRIN 2603000	HOT SPRINGS HIGH SCHOOL	2603021	10	220	31.4%
HOT SPRIN 2603000	LANGSTON MAGNET SCHOOL	2603023	03	47	0.0%
HOT SPRIN 2603000	LANGSTON MAGNET SCHOOL	2603023	04	39	5.1%
HOT SPRIN 2603000	HOT SPRINGS INTERMEDIATE SCHOOL	2603024	05	258	4.3%
HOT SPRIN 2603000	HOT SPRINGS INTERMEDIATE SCHOOL	2603024	06	251	8.8%
JESSIEVILL 2604000	JESSIEVILLE ELEMENTARY SCHOOL	2604029	03	75	4.0%
JESSIEVILL 2604000	JESSIEVILLE ELEMENTARY SCHOOL	2604029	04	78	9.0%
JESSIEVILL 2604000	JESSIEVILLE ELEMENTARY SCHOOL	2604029	05	78	3.8%



JESSIEVILL 2604000	JESSIEVILLE HIGH SCHOOL	2604030	09	74	23.0%
JESSIEVILL 2604000	JESSIEVILLE HIGH SCHOOL	2604030	10	69	23.2%
JESSIEVILL 2604000	JESSIEVILLE MIDDLE SCHOOL	2604031	06	76	14.5%
JESSIEVILL 2604000	JESSIEVILLE MIDDLE SCHOOL	2604031	07	58	6.9%
JESSIEVILL 2604000	JESSIEVILLE MIDDLE SCHOOL	2604031	08	64	3.1%
LAKE HAN 2605000	LAKE HAMILTON ELEMENTARY SCH	2605033	03	328	3.0%
LAKE HAN 2605000	LAKE HAMILTON HIGH SCHOOL	2605034	10	324	12.7%
LAKE HAN 2605000	LAKE HAMILTON JR. HIGH SCHOOL	2605035	08	333	6.6%
LAKE HAN 2605000	LAKE HAMILTON JR. HIGH SCHOOL	2605035	09	344	18.3%
LAKE HAN 2605000	LAKE HAMILTON INTERM. SCHOOL	2605036	04	326	2.1%
LAKE HAN 2605000	LAKE HAMILTON INTERM. SCHOOL	2605036	05	356	3.7%
LAKE HAN 2605000	LAKE HAMILTON MIDDLE SCHOOL	2605037	06	328	4.9%
LAKE HAN 2605000	LAKE HAMILTON MIDDLE SCHOOL	2605037	07	336	0.9%
LAKESIDE 2606000	LAKESIDE INTERMEDIATE SCHOOL	2606042	03	262	2.3%
LAKESIDE 2606000	LAKESIDE INTERMEDIATE SCHOOL	2606042	04	259	8.9%
LAKESIDE 2606000	LAKESIDE MIDDLE SCHOOL	2606043	05	238	1.7%
LAKESIDE 2606000	LAKESIDE MIDDLE SCHOOL	2606043	06	251	2.8%
LAKESIDE 2606000	LAKESIDE MIDDLE SCHOOL	2606043	07	269	1.1%
LAKESIDE 2606000	LAKESIDE HIGH SCHOOL	2606044	08	278	4.7%
LAKESIDE 2606000	LAKESIDE HIGH SCHOOL	2606044	09	258	13.6%
LAKESIDE 2606000	LAKESIDE HIGH SCHOOL	2606044	10	235	12.8%
MOUNTAI 2607000	MOUNTAIN PINE ELEM. SCHOOL	2607046	03	41	4.9%
MOUNTAI 2607000	MOUNTAIN PINE ELEM. SCHOOL	2607046	04	42	11.9%
MOUNTAI 2607000	MOUNTAIN PINE ELEM. SCHOOL	2607046	05	37	5.4%
MOUNTAI 2607000	MOUNTAIN PINE ELEM. SCHOOL	2607046	06	39	15.4%
MOUNTAI 2607000	MOUNTAIN PINE HIGH SCHOOL	2607047	07	46	13.0%
MOUNTAI 2607000	MOUNTAIN PINE HIGH SCHOOL	2607047	08	36	8.3%
MOUNTAI 2607000	MOUNTAIN PINE HIGH SCHOOL	2607047	09	37	40.5%
MOUNTAI 2607000	MOUNTAIN PINE HIGH SCHOOL	2607047	10	39	30.8%
POYEN SC 2703000	POYEN ELEMENTARY SCHOOL	2703009	03	39	7.7%
POYEN SC 2703000	POYEN ELEMENTARY SCHOOL	2703009	04	52	5.8%
POYEN SC 2703000	POYEN ELEMENTARY SCHOOL	2703009	05	36	11.1%
POYEN SC 2703000	POYEN ELEMENTARY SCHOOL	2703009	06	43	2.3%
POYEN SC 2703000	POYEN HIGH SCHOOL	2703010	07	40	2.5%
POYEN SC 2703000	POYEN HIGH SCHOOL	2703010	08	40	2.5%
POYEN SC 2703000	POYEN HIGH SCHOOL	2703010	09	44	29.5%
POYEN SC 2703000	POYEN HIGH SCHOOL	2703010	10	53	28.3%
SHERIDAN 2705000	SHERIDAN MIDDLE SCHOOL	2705020	07	306	3.3%
SHERIDAN 2705000	SHERIDAN MIDDLE SCHOOL	2705020	08	336	10.4%
SHERIDAN 2705000	SHERIDAN MIDDLE SCHOOL	2705020	09	329	25.2%
SHERIDAN 2705000	SHERIDAN HIGH SCHOOL	2705021	10	310	11.0%
SHERIDAN 2705000	SHERIDAN INTERMEDIATE SCHOOL	2705023	03	196	2.6%
SHERIDAN 2705000	SHERIDAN INTERMEDIATE SCHOOL	2705023	04	172	9.3%
SHERIDAN 2705000	SHERIDAN INTERMEDIATE SCHOOL	2705023	05	208	3.8%
SHERIDAN 2705000	SHERIDAN INTERMEDIATE SCHOOL	2705023	06	180	6.1%
SHERIDAN 2705000	EAST END INTERMEDIATE SCHOOL	2705024	03	136	3.7%
SHERIDAN 2705000	EAST END INTERMEDIATE SCHOOL	2705024	04	134	2.2%
SHERIDAN 2705000	EAST END INTERMEDIATE SCHOOL	2705024	05	118	1.7%
SHERIDAN 2705000	EAST END INTERMEDIATE SCHOOL	2705024	06	135	4.4%

MARMAD 2803000	MARMADUKE ELEMENTARY SCHOOL	2803016	03	56	0.0%
MARMAD 2803000	MARMADUKE ELEMENTARY SCHOOL	2803016	04	63	4.8%
MARMAD 2803000	MARMADUKE ELEMENTARY SCHOOL	2803016	05	65	9.2%
MARMAD 2803000	MARMADUKE ELEMENTARY SCHOOL	2803016	06	50	4.0%
MARMAD 2803000	MARMADUKE HIGH SCHOOL	2803017	07	59	5.1%
MARMAD 2803000	MARMADUKE HIGH SCHOOL	2803017	08	54	13.0%
MARMAD 2803000	MARMADUKE HIGH SCHOOL	2803017	09	63	25.4%
MARMAD 2803000	MARMADUKE HIGH SCHOOL	2803017	10	59	11.9%
GREENE C 2807000	GREENE CTY TECH ELEM. SCHOOL	2807004	03	266	5.3%
GREENE C 2807000	GREENE CO. TECH MIDDLE SCHOOL	2807007	06	275	7.3%
GREENE C 2807000	GREENE CO. TECH MIDDLE SCHOOL	2807007	07	271	3.7%
GREENE C 2807000	GREENE CO. TECH HIGH SCHOOL	2807008	10	287	18.8%
GREENE C 2807000	GREENE CO. TECH JR. HIGH SCHOOL	2807009	08	287	3.5%
GREENE C 2807000	GREENE CO. TECH JR. HIGH SCHOOL	2807009	09	232	16.8%
GREENE C 2807000	GREENE CTY TECH INTERMEDIATE	2807011	04	271	9.6%
GREENE C 2807000	GREENE CTY TECH INTERMEDIATE	2807011	05	276	2.2%
PARAGOU 2808000	BALDWIN ELEMENTARY SCHOOL	2808024	03	75	4.0%
PARAGOU 2808000	BALDWIN ELEMENTARY SCHOOL	2808024	04	80	13.8%
PARAGOU 2808000	WOODROW WILSON ELEM. SCHOOL	2808027	03	95	3.2%
PARAGOU 2808000	WOODROW WILSON ELEM. SCHOOL	2808027	04	71	11.3%
PARAGOU 2808000	OAK GROVE MIDDLE SCHOOL	2808028	05	237	6.3%
PARAGOU 2808000	OAK GROVE MIDDLE SCHOOL	2808028	06	238	10.9%
PARAGOU 2808000	PARAGOULD JUNIOR HIGH	2808042	07	248	8.5%
PARAGOU 2808000	PARAGOULD JUNIOR HIGH	2808042	08	237	13.9%
PARAGOU 2808000	PARAGOULD HIGH SCHOOL	2808043	09	231	29.9%
PARAGOU 2808000	PARAGOULD HIGH SCHOOL	2808043	10	219	19.2%
PARAGOU 2808000	OAK GROVE ELEMENTARY SCHOOL	2808045	03	76	2.6%
PARAGOU 2808000	OAK GROVE ELEMENTARY SCHOOL	2808045	04	81	8.6%
BLEVINS S 2901000	BLEVINS ELEMENTARY SCHOOL	2901001	03	34	0.0%
BLEVINS S 2901000	BLEVINS ELEMENTARY SCHOOL	2901001	04	36	13.9%
BLEVINS S 2901000	BLEVINS ELEMENTARY SCHOOL	2901001	05	34	2.9%
BLEVINS S 2901000	BLEVINS ELEMENTARY SCHOOL	2901001	06	31	3.2%
BLEVINS S 2901000	BLEVINS HIGH SCHOOL	2901002	07	35	8.6%
BLEVINS S 2901000	BLEVINS HIGH SCHOOL	2901002	08	44	6.8%
BLEVINS S 2901000	BLEVINS HIGH SCHOOL	2901002	09	35	22.9%
BLEVINS S 2901000	BLEVINS HIGH SCHOOL	2901002	10	28	28.6%
HOPE SCH 2903000	WM. JEFFERSON CLINTON PRIMARY	2903007	03	192	7.8%
HOPE SCH 2903000	WM. JEFFERSON CLINTON PRIMARY	2903007	04	193	22.3%
HOPE SCH 2903000	BERYL HENRY UPPER ELEM. SCHOOL	2903008	05	164	7.9%
HOPE SCH 2903000	BERYL HENRY UPPER ELEM. SCHOOL	2903008	06	170	8.8%
HOPE SCH 2903000	YERGER JUNIOR HIGH SCHOOL	2903011	07	163	8.6%
HOPE SCH 2903000	YERGER JUNIOR HIGH SCHOOL	2903011	08	160	14.4%
HOPE SCH 2903000	HOPE HIGH SCHOOL	2903012	09	175	46.3%
HOPE SCH 2903000	HOPE HIGH SCHOOL	2903012	10	167	41.3%
SPRING H 2906000	SPRING HILL ELEMENTARY SCHOOL	2906025	03	63	0.0%
SPRING H 2906000	SPRING HILL ELEMENTARY SCHOOL	2906025	04	51	3.9%
SPRING H 2906000	SPRING HILL ELEMENTARY SCHOOL	2906025	05	32	0.0%
SPRING H 2906000	SPRING HILL ELEMENTARY SCHOOL	2906025	06	36	2.8%
SPRING H 2906000	SPRING HILL HIGH SCHOOL	2906026	07	38	2.6%

SPRING H 2906000	SPRING HILL HIGH SCHOOL	2906026	08	47	4.3%
SPRING H 2906000	SPRING HILL HIGH SCHOOL	2906026	09	39	20.5%
SPRING H 2906000	SPRING HILL HIGH SCHOOL	2906026	10	45	13.3%
BISMARCK 3001000	BISMARCK ELEMENTARY SCHOOL	3001001	03	68	0.0%
BISMARCK 3001000	BISMARCK ELEMENTARY SCHOOL	3001001	04	74	4.1%
BISMARCK 3001000	BISMARCK MIDDLE SCHOOL	3001002	05	65	1.5%
BISMARCK 3001000	BISMARCK MIDDLE SCHOOL	3001002	06	75	2.7%
BISMARCK 3001000	BISMARCK MIDDLE SCHOOL	3001002	07	69	5.8%
BISMARCK 3001000	BISMARCK MIDDLE SCHOOL	3001002	08	80	2.5%
BISMARCK 3001000	BISMARCK HIGH SCHOOL	3001003	09	79	16.5%
BISMARCK 3001000	BISMARCK HIGH SCHOOL	3001003	10	86	15.1%
GLEN ROS 3002000	GLEN ROSE ELEMENTARY SCHOOL	3002007	03	90	1.1%
GLEN ROS 3002000	GLEN ROSE ELEMENTARY SCHOOL	3002007	04	66	7.6%
GLEN ROS 3002000	GLEN ROSE HIGH SCHOOL	3002009	09	76	9.2%
GLEN ROS 3002000	GLEN ROSE HIGH SCHOOL	3002009	10	83	19.3%
GLEN ROS 3002000	GLEN ROSE MIDDLE SCHOOL	3002010	05	76	7.9%
GLEN ROS 3002000	GLEN ROSE MIDDLE SCHOOL	3002010	06	83	6.0%
GLEN ROS 3002000	GLEN ROSE MIDDLE SCHOOL	3002010	07	73	5.5%
GLEN ROS 3002000	GLEN ROSE MIDDLE SCHOOL	3002010	08	71	9.9%
MAGNET (3003000	MAGNET COVE ELEMENTARY SCHOOL	3003013	03	40	2.5%
MAGNET (3003000	MAGNET COVE ELEMENTARY SCHOOL	3003013	04	54	5.6%
MAGNET (3003000	MAGNET COVE ELEMENTARY SCHOOL	3003013	05	44	2.3%
MAGNET (3003000	MAGNET COVE ELEMENTARY SCHOOL	3003013	06	55	7.3%
MAGNET (3003000	MAGNET COVE HIGH SCHOOL	3003014	07	46	4.3%
MAGNET (3003000	MAGNET COVE HIGH SCHOOL	3003014	08	62	3.2%
MAGNET (3003000	MAGNET COVE HIGH SCHOOL	3003014	09	49	6.1%
MAGNET (3003000	MAGNET COVE HIGH SCHOOL	3003014	10	57	15.8%
MALVERN 3004000	MALVERN ELEMENTARY SCHOOL	3004021	03	174	7.5%
MALVERN 3004000	MALVERN ELEMENTARY SCHOOL	3004021	04	165	17.0%
MALVERN 3004000	MALVERN MIDDLE SCHOOL	3004022	07	137	4.4%
MALVERN 3004000	MALVERN MIDDLE SCHOOL	3004022	08	132	14.4%
MALVERN 3004000	MALVERN HIGH SCHOOL	3004023	09	132	21.2%
MALVERN 3004000	MALVERN HIGH SCHOOL	3004023	10	142	19.7%
MALVERN 3004000	WILSON INTERMEDIATE SCHOOL	3004025	05	130	3.8%
MALVERN 3004000	WILSON INTERMEDIATE SCHOOL	3004025	06	158	12.0%
OUACHITA 3005000	OUACHITA ELEMENTARY SCHOOL	3005029	03	49	2.0%
OUACHITA 3005000	OUACHITA ELEMENTARY SCHOOL	3005029	04	44	6.8%
OUACHITA 3005000	OUACHITA ELEMENTARY SCHOOL	3005029	05	39	2.6%
OUACHITA 3005000	OUACHITA ELEMENTARY SCHOOL	3005029	06	34	8.8%
OUACHITA 3005000	OUACHITA HIGH SCHOOL	3005030	07	41	7.3%
OUACHITA 3005000	OUACHITA HIGH SCHOOL	3005030	08	40	5.0%
OUACHITA 3005000	OUACHITA HIGH SCHOOL	3005030	09	34	20.6%
OUACHITA 3005000	OUACHITA HIGH SCHOOL	3005030	10	41	4.9%
DIERKS SC 3102000	JOANN WALTERS ELEMENTARY SCH	3102001	03	47	2.1%
DIERKS SC 3102000	JOANN WALTERS ELEMENTARY SCH	3102001	04	40	5.0%
DIERKS SC 3102000	JOANN WALTERS ELEMENTARY SCH	3102001	05	45	4.4%
DIERKS SC 3102000	JOANN WALTERS ELEMENTARY SCH	3102001	06	28	7.1%
DIERKS SC 3102000	DIERKS HIGH SCHOOL	3102002	07	42	2.4%
DIERKS SC 3102000	DIERKS HIGH SCHOOL	3102002	08	39	2.6%

DIERKS SC 3102000	DIERKS HIGH SCHOOL	3102002	09	50	12.0%
DIERKS SC 3102000	DIERKS HIGH SCHOOL	3102002	10	39	17.9%
MINERAL 3104000	MINERAL SPRINGS ELEM. SCHOOL	3104005	03	33	9.1%
MINERAL 3104000	MINERAL SPRINGS ELEM. SCHOOL	3104005	04	33	24.2%
MINERAL 3104000	MINERAL SPRINGS ELEM. SCHOOL	3104005	05	29	3.4%
MINERAL 3104000	MINERAL SPRINGS ELEM. SCHOOL	3104005	06	16	12.5%
MINERAL 3104000	MINERAL SPRINGS HIGH SCHOOL	3104006	07	34	5.9%
MINERAL 3104000	MINERAL SPRINGS HIGH SCHOOL	3104006	08	24	12.5%
MINERAL 3104000	MINERAL SPRINGS HIGH SCHOOL	3104006	09	32	40.6%
MINERAL 3104000	MINERAL SPRINGS HIGH SCHOOL	3104006	10	30	60.0%
NASHVILL 3105000	NASHVILLE ELEMENTARY SCHOOL	3105009	04	147	8.8%
NASHVILL 3105000	NASHVILLE ELEMENTARY SCHOOL	3105009	05	146	4.1%
NASHVILL 3105000	NASHVILLE ELEMENTARY SCHOOL	3105009	06	140	5.7%
NASHVILL 3105000	NASHVILLE JUNIOR HIGH SCHOOL	3105010	07	157	2.5%
NASHVILL 3105000	NASHVILLE JUNIOR HIGH SCHOOL	3105010	08	139	10.8%
NASHVILL 3105000	NASHVILLE JUNIOR HIGH SCHOOL	3105010	09	131	22.9%
NASHVILL 3105000	NASHVILLE HIGH SCHOOL	3105011	10	137	19.0%
NASHVILL 3105000	NASHVILLE PRIMARY SCHOOL	3105012	03	156	1.9%
BATESVILI 3201000	CENTRAL ELEMENTARY SCHOOL	3201001	03	47	6.4%
BATESVILI 3201000	CENTRAL ELEMENTARY SCHOOL	3201001	04	47	8.5%
BATESVILI 3201000	CENTRAL ELEMENTARY SCHOOL	3201001	05	45	6.7%
BATESVILI 3201000	CENTRAL ELEMENTARY SCHOOL	3201001	06	42	7.1%
BATESVILI 3201000	WEST ELEMENTARY SCHOOL	3201003	03	83	2.4%
BATESVILI 3201000	WEST ELEMENTARY SCHOOL	3201003	04	69	4.3%
BATESVILI 3201000	WEST ELEMENTARY SCHOOL	3201003	05	78	2.6%
BATESVILI 3201000	WEST ELEMENTARY SCHOOL	3201003	06	71	4.2%
BATESVILI 3201000	BATESVILLE JUNIOR HIGH SCHOOL	3201004	07	209	3.3%
BATESVILI 3201000	BATESVILLE JUNIOR HIGH SCHOOL	3201004	08	220	6.4%
BATESVILI 3201000	BATESVILLE JUNIOR HIGH SCHOOL	3201004	09	217	22.1%
BATESVILI 3201000	BATESVILLE HIGH SCHOOL	3201005	10	200	23.0%
BATESVILI 3201000	EAGLE MOUNTAIN ELEM SCHOOL	3201009	03	72	1.4%
BATESVILI 3201000	EAGLE MOUNTAIN ELEM SCHOOL	3201009	04	53	9.4%
BATESVILI 3201000	EAGLE MOUNTAIN ELEM SCHOOL	3201009	05	72	4.2%
BATESVILI 3201000	EAGLE MOUNTAIN ELEM SCHOOL	3201009	06	64	1.6%
BATESVILI 3201000	SULPHUR ROCK ELEMENTARY	3201042	03	52	7.7%
BATESVILI 3201000	SULPHUR ROCK ELEMENTARY	3201042	04	45	13.3%
BATESVILI 3201000	SULPHUR ROCK ELEMENTARY	3201042	05	52	1.9%
BATESVILI 3201000	SULPHUR ROCK ELEMENTARY	3201042	06	49	8.2%
SOUTHSIC 3209000	SOUTHSIDE ELEMENTARY SCHOOL	3209038	03	126	4.0%
SOUTHSIC 3209000	SOUTHSIDE HIGH SCHOOL	3209039	10	111	9.9%
SOUTHSIC 3209000	SOUTHSIDE MIDDLE SCHOOL	3209041	04	136	11.8%
SOUTHSIC 3209000	SOUTHSIDE MIDDLE SCHOOL	3209041	05	134	2.2%
SOUTHSIC 3209000	SOUTHSIDE MIDDLE SCHOOL	3209041	06	118	5.1%
SOUTHSIC 3209000	SOUTHSIDE JUNIOR HIGH SCHOOL	3209042	07	131	2.3%
SOUTHSIC 3209000	SOUTHSIDE JUNIOR HIGH SCHOOL	3209042	08	139	6.5%
SOUTHSIC 3209000	SOUTHSIDE JUNIOR HIGH SCHOOL	3209042	09	136	23.5%
MIDLAND 3211000	MIDLAND ELEMENTARY SCHOOL	3211022	03	44	0.0%
MIDLAND 3211000	MIDLAND ELEMENTARY SCHOOL	3211022	04	31	12.9%
MIDLAND 3211000	MIDLAND ELEMENTARY SCHOOL	3211022	05	42	7.1%



MIDLAND 3211000	MIDLAND ELEMENTARY SCHOOL	3211022	06	39	2.6%
MIDLAND 3211000	MIDLAND HIGH SCHOOL	3211035	07	45	6.7%
MIDLAND 3211000	MIDLAND HIGH SCHOOL	3211035	08	49	10.2%
MIDLAND 3211000	MIDLAND HIGH SCHOOL	3211035	09	35	28.6%
MIDLAND 3211000	MIDLAND HIGH SCHOOL	3211035	10	33	12.1%
CEDAR RI 3212000	CORD-CHARLOTTE ELEM. SCHOOL	3212010	03	14	0.0%
CEDAR RI 3212000	CORD-CHARLOTTE ELEM. SCHOOL	3212010	04	8	N<10
CEDAR RI 3212000	CORD-CHARLOTTE ELEM. SCHOOL	3212010	05	13	0.0%
CEDAR RI 3212000	CORD-CHARLOTTE ELEM. SCHOOL	3212010	06	19	0.0%
CEDAR RI 3212000	NEWARK ELEMENTARY SCHOOL	3212026	03	53	3.8%
CEDAR RI 3212000	NEWARK ELEMENTARY SCHOOL	3212026	04	39	15.4%
CEDAR RI 3212000	NEWARK ELEMENTARY SCHOOL	3212026	05	46	6.5%
CEDAR RI 3212000	NEWARK ELEMENTARY SCHOOL	3212026	06	43	7.0%
CEDAR RI 3212000	CEDAR RIDGE HIGH SCHOOL	3212027	07	58	1.7%
CEDAR RI 3212000	CEDAR RIDGE HIGH SCHOOL	3212027	08	61	9.8%
CEDAR RI 3212000	CEDAR RIDGE HIGH SCHOOL	3212027	09	66	25.8%
CEDAR RI 3212000	CEDAR RIDGE HIGH SCHOOL	3212027	10	79	29.1%
CALICO R 3301000	CALICO ROCK ELEMENTARY SCHOOL	3301001	03	22	0.0%
CALICO R 3301000	CALICO ROCK ELEMENTARY SCHOOL	3301001	04	31	9.7%
CALICO R 3301000	CALICO ROCK ELEMENTARY SCHOOL	3301001	05	31	3.2%
CALICO R 3301000	CALICO ROCK ELEMENTARY SCHOOL	3301001	06	31	0.0%
CALICO R 3301000	CALICO ROCK HIGH SCHOOL	3301002	07	30	6.7%
CALICO R 3301000	CALICO ROCK HIGH SCHOOL	3301002	08	37	13.5%
CALICO R 3301000	CALICO ROCK HIGH SCHOOL	3301002	09	28	14.3%
CALICO R 3301000	CALICO ROCK HIGH SCHOOL	3301002	10	29	6.9%
MELBOUR 3302000	MELBOURNE ELEMENTARY SCHOOL	3302005	03	61	8.2%
MELBOUR 3302000	MELBOURNE ELEMENTARY SCHOOL	3302005	04	49	4.1%
MELBOUR 3302000	MELBOURNE ELEMENTARY SCHOOL	3302005	05	65	3.1%
MELBOUR 3302000	MELBOURNE ELEMENTARY SCHOOL	3302005	06	57	7.0%
MELBOUR 3302000	MELBOURNE HIGH SCHOOL	3302006	07	70	2.9%
MELBOUR 3302000	MELBOURNE HIGH SCHOOL	3302006	08	59	8.5%
MELBOUR 3302000	MELBOURNE HIGH SCHOOL	3302006	09	53	18.9%
MELBOUR 3302000	MELBOURNE HIGH SCHOOL	3302006	10	70	15.7%
MELBOUR 3302000	MOUNT PLEASANT ELEM. SCHOOL	3302010	03	14	0.0%
MELBOUR 3302000	MOUNT PLEASANT ELEM. SCHOOL	3302010	04	13	0.0%
MELBOUR 3302000	MOUNT PLEASANT ELEM. SCHOOL	3302010	05	12	0.0%
MELBOUR 3302000	MOUNT PLEASANT ELEM. SCHOOL	3302010	06	24	0.0%
IZARD CO 3306000	IZARD CO. CONS. ELEM. SCHOOL	3306014	03	36	2.8%
IZARD CO 3306000	IZARD CO. CONS. ELEM. SCHOOL	3306014	04	35	2.9%
IZARD CO 3306000	IZARD CO. CONS. HIGH SCHOOL	3306015	09	44	6.8%
IZARD CO 3306000	IZARD CO. CONS. HIGH SCHOOL	3306015	10	36	13.9%
IZARD CO 3306000	IZARD COUNTY CONS MIDDLE SCH	3306016	05	41	0.0%
IZARD CO 3306000	IZARD COUNTY CONS MIDDLE SCH	3306016	06	34	2.9%
IZARD CO 3306000	IZARD COUNTY CONS MIDDLE SCH	3306016	07	31	3.2%
IZARD CO 3306000	IZARD COUNTY CONS MIDDLE SCH	3306016	08	28	14.3%
NEWPOR13403000	NEWPORT HIGH SCHOOL	3403013	07	86	3.5%
NEWPOR13403000	NEWPORT HIGH SCHOOL	3403013	08	87	14.9%
NEWPOR13403000	NEWPORT HIGH SCHOOL	3403013	09	86	23.3%
NEWPOR13403000	NEWPORT HIGH SCHOOL	3403013	10	77	35.1%

NEWPOR13403000	NEWPORT ELEMENTARY SCHOOL	3403014	03	90	3.3%
NEWPOR13403000	NEWPORT ELEMENTARY SCHOOL	3403014	04	89	5.6%
NEWPOR13403000	NEWPORT ELEMENTARY SCHOOL	3403014	05	119	5.0%
NEWPOR13403000	NEWPORT ELEMENTARY SCHOOL	3403014	06	89	3.4%
JACKSON 3405000	SWIFTON MIDDLE SCHOOL	3405019	05	72	5.6%
JACKSON 3405000	SWIFTON MIDDLE SCHOOL	3405019	06	81	6.2%
JACKSON 3405000	SWIFTON MIDDLE SCHOOL	3405019	07	59	8.5%
JACKSON 3405000	TUCKERMAN ELEMENTARY SCHOOL	3405024	03	52	1.9%
JACKSON 3405000	TUCKERMAN ELEMENTARY SCHOOL	3405024	04	63	4.8%
JACKSON 3405000	TUCKERMAN HIGH SCHOOL	3405025	08	63	6.3%
JACKSON 3405000	TUCKERMAN HIGH SCHOOL	3405025	09	67	20.9%
JACKSON 3405000	TUCKERMAN HIGH SCHOOL	3405025	10	86	26.7%
DOLLARW 3502000	ROBERT F MOREHEAD MIDDLE SCHOO	3502009	06	91	20.9%
DOLLARW 3502000	ROBERT F MOREHEAD MIDDLE SCHOO	3502009	07	87	16.1%
DOLLARW 3502000	ROBERT F MOREHEAD MIDDLE SCHOO	3502009	08	97	23.7%
DOLLARW 3502000	DOLLARWAY HIGH SCHOOL	3502010	09	97	41.2%
DOLLARW 3502000	DOLLARWAY HIGH SCHOOL	3502010	10	72	40.3%
DOLLARW 3502000	TOWNSEND PARK ELEMENTARY SCHOC	3502011	03	92	17.4%
DOLLARW 3502000	TOWNSEND PARK ELEMENTARY SCHOC	3502011	04	97	30.9%
DOLLARW 3502000	TOWNSEND PARK ELEMENTARY SCHOC	3502011	05	70	10.0%
PINE BLUF 3505000	BELAIR MIDDLE SCHOOL	3505025	05	257	7.8%
PINE BLUF 3505000	BELAIR MIDDLE SCHOOL	3505025	06	244	15.2%
PINE BLUF 3505000	BROADMOOR ELEMENTARY SCHOOL	3505026	03	70	7.1%
PINE BLUF 3505000	BROADMOOR ELEMENTARY SCHOOL	3505026	04	66	22.7%
PINE BLUF 3505000	THIRTY-FOURTH AVE. ELEM. SCH.	3505036	03	65	7.7%
PINE BLUF 3505000	THIRTY-FOURTH AVE. ELEM. SCH.	3505036	04	88	30.7%
PINE BLUF 3505000	SOUTHWOOD ELEMENTARY SCHOOL	3505037	03	79	8.9%
PINE BLUF 3505000	SOUTHWOOD ELEMENTARY SCHOOL	3505037	04	84	23.8%
PINE BLUF 3505000	PINE BLUFF HIGH SCHOOL	3505042	09	259	44.8%
PINE BLUF 3505000	PINE BLUFF HIGH SCHOOL	3505042	10	309	45.0%
PINE BLUF 3505000	JACK ROBEY JR. HIGH SCHOOL	3505044	07	284	8.8%
PINE BLUF 3505000	JACK ROBEY JR. HIGH SCHOOL	3505044	08	302	18.5%
PINE BLUF 3505000	W. T. CHENEY ELEMENTARY SCHOOL	3505046	03	73	12.3%
PINE BLUF 3505000	W. T. CHENEY ELEMENTARY SCHOOL	3505046	04	75	28.0%
WATSON 3509000	L. L. OWEN ELEMENTARY SCHOOL	3509064	03	190	4.2%
WATSON 3509000	COLEMAN ELEMENTARY SCHOOL	3509066	04	200	16.0%
WATSON 3509000	COLEMAN ELEMENTARY SCHOOL	3509066	05	181	12.7%
WATSON 3509000	COLEMAN ELEMENTARY SCHOOL	3509066	06	175	14.3%
WATSON 3509000	WATSON CHAPEL HIGH SCHOOL	3509067	10	219	32.4%
WATSON 3509000	WATSON CHAPEL JR. HIGH SCHOOL	3509068	07	192	7.8%
WATSON 3509000	WATSON CHAPEL JR. HIGH SCHOOL	3509068	08	218	17.9%
WATSON 3509000	WATSON CHAPEL JR. HIGH SCHOOL	3509068	09	218	30.7%
WHITE HA 3510000	WHITE HALL HIGH SCHOOL	3510076	09	221	26.7%
WHITE HA 3510000	WHITE HALL HIGH SCHOOL	3510076	10	234	23.9%
WHITE HA 3510000	HARDIN ELEMENTARY SCHOOL	3510078	03	36	0.0%
WHITE HA 3510000	HARDIN ELEMENTARY SCHOOL	3510078	04	44	2.3%
WHITE HA 3510000	HARDIN ELEMENTARY SCHOOL	3510078	05	35	2.9%
WHITE HA 3510000	MOODY ELEMENTARY SCHOOL	3510079	03	52	1.9%
WHITE HA 3510000	MOODY ELEMENTARY SCHOOL	3510079	04	68	8.8%

WHITE HA 3510000	MOODY ELEMENTARY SCHOOL	3510079	05	55	1.8%
WHITE HA 3510000	TAYLOR ELEMENTARY SCHOOL	3510080	03	50	2.0%
WHITE HA 3510000	TAYLOR ELEMENTARY SCHOOL	3510080	04	54	1.9%
WHITE HA 3510000	TAYLOR ELEMENTARY SCHOOL	3510080	05	63	0.0%
WHITE HA 3510000	WHITE HALL MIDDLE SCHOOL	3510081	06	222	2.3%
WHITE HA 3510000	WHITE HALL MIDDLE SCHOOL	3510081	07	193	0.5%
WHITE HA 3510000	WHITE HALL MIDDLE SCHOOL	3510081	08	218	4.6%
WHITE HA 3510000	GANDY ELEMENTARY SCHOOL	3510084	03	47	0.0%
WHITE HA 3510000	GANDY ELEMENTARY SCHOOL	3510084	04	49	6.1%
WHITE HA 3510000	GANDY ELEMENTARY SCHOOL	3510084	05	59	5.1%
PINE BLUF 3541700	PINE BLUFF LIGHTHOUSE ELEMENTARY	3541701	03	46	4.3%
PINE BLUF 3541700	PINE BLUFF LIGHTHOUSE ELEMENTARY	3541701	04	45	15.6%
PINE BLUF 3541700	PINE BLUFF LIGHTHOUSE ELEMENTARY	3541701	05	27	14.8%
PINE BLUF 3541700	PINE BLUFF LIGHTHOUSE ELEMENTARY	3541701	06	31	19.4%
PINE BLUF 3541700	PINE BLUFF LIGHTHOUSE COLLEGE PREP	3541703	07	26	7.7%
PINE BLUF 3541700	PINE BLUFF LIGHTHOUSE COLLEGE PREP	3541703	08	15	6.7%
RESPONSI 3542700	QUEST MIDDLE SCHOOL OF PINE BLUFF	3542702	05	16	6.3%
RESPONSI 3542700	QUEST MIDDLE SCHOOL OF PINE BLUFF	3542702	06	16	6.3%
RESPONSI 3542700	QUEST MIDDLE SCHOOL OF PINE BLUFF	3542702	07	18	5.6%
RESPONSI 3542700	QUEST MIDDLE SCHOOL OF PINE BLUFF	3542702	08	20	25.0%
RESPONSI 3542700	QUEST MIDDLE SCHOOL OF PINE BLUFF	3542702	09	18	22.2%
CLARKSVII 3601000	PYRON ELEMENTARY SCHOOL	3601001	03	189	1.6%
CLARKSVII 3601000	PYRON ELEMENTARY SCHOOL	3601001	04	193	8.3%
CLARKSVII 3601000	KRAUS MIDDLE SCHOOL	3601002	05	186	4.3%
CLARKSVII 3601000	KRAUS MIDDLE SCHOOL	3601002	06	208	6.7%
CLARKSVII 3601000	CLARKSVILLE JUNIOR HIGH SCHOOL	3601004	07	213	4.2%
CLARKSVII 3601000	CLARKSVILLE JUNIOR HIGH SCHOOL	3601004	08	207	9.2%
CLARKSVII 3601000	CLARKSVILLE JUNIOR HIGH SCHOOL	3601004	09	204	17.2%
CLARKSVII 3601000	CLARKSVILLE HIGH SCHOOL	3601005	10	191	27.2%
LAMAR SC 3604000	LAMAR ELEMENTARY SCHOOL	3604018	03	106	0.9%
LAMAR SC 3604000	LAMAR HIGH SCHOOL	3604019	08	104	3.8%
LAMAR SC 3604000	LAMAR HIGH SCHOOL	3604019	09	88	17.0%
LAMAR SC 3604000	LAMAR HIGH SCHOOL	3604019	10	92	12.0%
LAMAR SC 3604000	LAMAR MIDDLE SCHOOL	3604020	04	85	9.4%
LAMAR SC 3604000	LAMAR MIDDLE SCHOOL	3604020	05	95	1.1%
LAMAR SC 3604000	LAMAR MIDDLE SCHOOL	3604020	06	95	1.1%
LAMAR SC 3604000	LAMAR MIDDLE SCHOOL	3604020	07	97	3.1%
WESTSIDE 3606000	WESTSIDE ELEMENTARY SCHOOL	3606025	03	56	3.6%
WESTSIDE 3606000	WESTSIDE ELEMENTARY SCHOOL	3606025	04	47	19.1%
WESTSIDE 3606000	WESTSIDE ELEMENTARY SCHOOL	3606025	05	54	5.6%
WESTSIDE 3606000	WESTSIDE ELEMENTARY SCHOOL	3606025	06	45	8.9%
WESTSIDE 3606000	WESTSIDE HIGH SCHOOL	3606026	07	56	12.5%
WESTSIDE 3606000	WESTSIDE HIGH SCHOOL	3606026	08	45	11.1%
WESTSIDE 3606000	WESTSIDE HIGH SCHOOL	3606026	09	54	27.8%
WESTSIDE 3606000	WESTSIDE HIGH SCHOOL	3606026	10	57	15.8%
LAFAYETT 3704000	LAFAYETTE COUNTY ELEMENTARY	3704007	03	57	3.5%
LAFAYETT 3704000	LAFAYETTE COUNTY ELEMENTARY	3704007	04	41	9.8%
LAFAYETT 3704000	LAFAYETTE COUNTY ELEMENTARY	3704007	05	38	7.9%
LAFAYETT 3704000	LAFAYETTE COUNTY ELEMENTARY	3704007	06	43	18.6%

LAFAYETT 3704000	LAFAYETTE COUNTY HIGH SCHOOL	3704013	07	50	10.0%
LAFAYETT 3704000	LAFAYETTE COUNTY HIGH SCHOOL	3704013	08	49	16.3%
LAFAYETT 3704000	LAFAYETTE COUNTY HIGH SCHOOL	3704013	09	49	32.7%
LAFAYETT 3704000	LAFAYETTE COUNTY HIGH SCHOOL	3704013	10	39	17.9%
HOXIE SCF 3804000	HOXIE ELEMENTARY SCHOOL	3804009	03	61	6.6%
HOXIE SCF 3804000	HOXIE ELEMENTARY SCHOOL	3804009	04	69	10.1%
HOXIE SCF 3804000	HOXIE ELEMENTARY SCHOOL	3804009	05	71	1.4%
HOXIE SCF 3804000	HOXIE ELEMENTARY SCHOOL	3804009	06	59	6.8%
HOXIE SCF 3804000	HOXIE HIGH SCHOOL	3804010	07	52	0.0%
HOXIE SCF 3804000	HOXIE HIGH SCHOOL	3804010	08	72	4.2%
HOXIE SCF 3804000	HOXIE HIGH SCHOOL	3804010	09	65	7.7%
HOXIE SCF 3804000	HOXIE HIGH SCHOOL	3804010	10	63	7.9%
SLOAN-HF 3806000	SLOAN-HENDRIX ELEM. SCHOOL	3806018	03	55	3.6%
SLOAN-HF 3806000	SLOAN-HENDRIX ELEM. SCHOOL	3806018	04	58	20.7%
SLOAN-HF 3806000	SLOAN-HENDRIX HIGH SCHOOL	3806019	08	54	3.7%
SLOAN-HF 3806000	SLOAN-HENDRIX HIGH SCHOOL	3806019	09	70	31.4%
SLOAN-HF 3806000	SLOAN-HENDRIX HIGH SCHOOL	3806019	10	57	21.1%
SLOAN-HF 3806000	SLOAN-HENDRIX MIDDLE SCHOOL	3806020	05	63	6.3%
SLOAN-HF 3806000	SLOAN-HENDRIX MIDDLE SCHOOL	3806020	06	49	16.3%
SLOAN-HF 3806000	SLOAN-HENDRIX MIDDLE SCHOOL	3806020	07	52	1.9%
HILLCREST 3809000	HILLCREST ELEMENTARY SCHOOL	3809014	03	31	3.2%
HILLCREST 3809000	HILLCREST ELEMENTARY SCHOOL	3809014	04	25	8.0%
HILLCREST 3809000	HILLCREST ELEMENTARY SCHOOL	3809014	05	31	0.0%
HILLCREST 3809000	HILLCREST ELEMENTARY SCHOOL	3809014	06	30	13.3%
HILLCREST 3809000	HILLCREST HIGH SCHOOL	3809023	07	32	6.3%
HILLCREST 3809000	HILLCREST HIGH SCHOOL	3809023	08	43	9.3%
HILLCREST 3809000	HILLCREST HIGH SCHOOL	3809023	09	28	10.7%
HILLCREST 3809000	HILLCREST HIGH SCHOOL	3809023	10	27	14.8%
LAWRENC 3810000	WALNUT RIDGE ELEMENTARY SCHOOL	3810026	03	67	4.5%
LAWRENC 3810000	WALNUT RIDGE ELEMENTARY SCHOOL	3810026	04	72	6.9%
LAWRENC 3810000	WALNUT RIDGE ELEMENTARY SCHOOL	3810026	05	76	3.9%
LAWRENC 3810000	WALNUT RIDGE ELEMENTARY SCHOOL	3810026	06	70	8.6%
LAWRENC 3810000	WALNUT RIDGE HIGH SCHOOL	3810027	07	58	3.4%
LAWRENC 3810000	WALNUT RIDGE HIGH SCHOOL	3810027	08	78	10.3%
LAWRENC 3810000	WALNUT RIDGE HIGH SCHOOL	3810027	09	79	25.3%
LAWRENC 3810000	WALNUT RIDGE HIGH SCHOOL	3810027	10	64	12.5%
IMBODEN 3840700	IMBODEN AREA CHARTER SCHOOL	3840701	03	6	N<10
IMBODEN 3840700	IMBODEN AREA CHARTER SCHOOL	3840701	04	1	N<10
IMBODEN 3840700	IMBODEN AREA CHARTER SCHOOL	3840701	05	8	N<10
IMBODEN 3840700	IMBODEN AREA CHARTER SCHOOL	3840701	06	5	N<10
IMBODEN 3840700	IMBODEN AREA CHARTER SCHOOL	3840701	07	6	N<10
IMBODEN 3840700	IMBODEN AREA CHARTER SCHOOL	3840701	08	4	N<10
LEE COUN 3904000	ANNA STRONG LEARNING ACADEMY	3904010	03	69	8.7%
LEE COUN 3904000	ANNA STRONG LEARNING ACADEMY	3904010	04	49	18.4%
LEE COUN 3904000	ANNA STRONG LEARNING ACADEMY	3904010	05	37	10.8%
LEE COUN 3904000	ANNA STRONG LEARNING ACADEMY	3904010	06	41	26.8%
LEE COUN 3904000	LEE HIGH SCHOOL	3904011	07	67	22.4%
LEE COUN 3904000	LEE HIGH SCHOOL	3904011	08	54	27.8%
LEE COUN 3904000	LEE HIGH SCHOOL	3904011	09	55	45.5%



LEE COUN 3904000	LEE HIGH SCHOOL	3904011	10	53	47.2%
STAR CITY 4003000	BROWN ELEMENTARY SCHOOL	4003014	03	102	4.9%
STAR CITY 4003000	BROWN ELEMENTARY SCHOOL	4003014	04	104	11.5%
STAR CITY 4003000	BROWN ELEMENTARY SCHOOL	4003014	05	128	7.0%
STAR CITY 4003000	STAR CITY MIDDLE SCHOOL	4003015	06	119	15.1%
STAR CITY 4003000	STAR CITY MIDDLE SCHOOL	4003015	07	131	4.6%
STAR CITY 4003000	STAR CITY MIDDLE SCHOOL	4003015	08	127	9.4%
STAR CITY 4003000	STAR CITY HIGH SCHOOL	4003016	09	118	23.7%
STAR CITY 4003000	STAR CITY HIGH SCHOOL	4003016	10	116	16.4%
ASHDOWN 4101000	L.F. HENDERSON INTERMEDIATE. SCHO	4101001	03	103	9.7%
ASHDOWN 4101000	L.F. HENDERSON INTERMEDIATE. SCHO	4101001	04	95	15.8%
ASHDOWN 4101000	L.F. HENDERSON INTERMEDIATE. SCHO	4101001	05	122	9.0%
ASHDOWN 4101000	ASHDOWN JUNIOR HIGH SCHOOL	4101003	06	105	9.5%
ASHDOWN 4101000	ASHDOWN JUNIOR HIGH SCHOOL	4101003	07	110	4.5%
ASHDOWN 4101000	ASHDOWN JUNIOR HIGH SCHOOL	4101003	08	109	16.5%
ASHDOWN 4101000	ASHDOWN HIGH SCHOOL	4101004	09	96	22.9%
ASHDOWN 4101000	ASHDOWN HIGH SCHOOL	4101004	10	108	28.7%
FOREMAN 4102000	OSCAR HAMILTON ELEMENTARY SCHO	4102008	03	34	2.9%
FOREMAN 4102000	OSCAR HAMILTON ELEMENTARY SCHO	4102008	04	37	5.4%
FOREMAN 4102000	OSCAR HAMILTON ELEMENTARY SCHO	4102008	05	37	0.0%
FOREMAN 4102000	OSCAR HAMILTON ELEMENTARY SCHO	4102008	06	30	3.3%
FOREMAN 4102000	FOREMAN HIGH SCHOOL	4102010	07	46	8.7%
FOREMAN 4102000	FOREMAN HIGH SCHOOL	4102010	08	42	11.9%
FOREMAN 4102000	FOREMAN HIGH SCHOOL	4102010	09	39	12.8%
FOREMAN 4102000	FOREMAN HIGH SCHOOL	4102010	10	44	9.1%
BOONEVILLE 4201000	BOONEVILLE ELEMENTARY SCHOOL	4201001	03	90	2.2%
BOONEVILLE 4201000	BOONEVILLE ELEMENTARY SCHOOL	4201001	04	81	14.8%
BOONEVILLE 4201000	BOONEVILLE ELEMENTARY SCHOOL	4201001	05	85	2.4%
BOONEVILLE 4201000	BOONEVILLE ELEMENTARY SCHOOL	4201001	06	96	5.2%
BOONEVILLE 4201000	BOONEVILLE HIGH SCHOOL	4201002	10	96	19.8%
BOONEVILLE 4201000	BOONEVILLE JR HIGH SCHOOL	4201003	07	97	2.1%
BOONEVILLE 4201000	BOONEVILLE JR HIGH SCHOOL	4201003	08	90	7.8%
BOONEVILLE 4201000	BOONEVILLE JR HIGH SCHOOL	4201003	09	101	11.9%
MAGAZINE 4202000	MAGAZINE ELEMENTARY SCHOOL	4202007	03	46	6.5%
MAGAZINE 4202000	MAGAZINE ELEMENTARY SCHOOL	4202007	04	32	18.8%
MAGAZINE 4202000	MAGAZINE ELEMENTARY SCHOOL	4202007	05	34	8.8%
MAGAZINE 4202000	MAGAZINE ELEMENTARY SCHOOL	4202007	06	41	2.4%
MAGAZINE 4202000	J.D. LEFTWICH HIGH SCHOOL	4202008	07	51	3.9%
MAGAZINE 4202000	J.D. LEFTWICH HIGH SCHOOL	4202008	08	31	6.5%
MAGAZINE 4202000	J.D. LEFTWICH HIGH SCHOOL	4202008	09	54	22.2%
MAGAZINE 4202000	J.D. LEFTWICH HIGH SCHOOL	4202008	10	38	13.2%
PARIS 4203000	PARIS ELEMENTARY SCHOOL	4203011	03	98	2.0%
PARIS 4203000	PARIS ELEMENTARY SCHOOL	4203011	04	72	9.7%
PARIS 4203000	PARIS HIGH SCHOOL	4203012	09	78	23.1%
PARIS 4203000	PARIS HIGH SCHOOL	4203012	10	78	16.7%
PARIS 4203000	PARIS MIDDLE SCHOOL	4203013	05	71	1.4%
PARIS 4203000	PARIS MIDDLE SCHOOL	4203013	06	77	5.2%
PARIS 4203000	PARIS MIDDLE SCHOOL	4203013	07	74	10.8%
PARIS 4203000	PARIS MIDDLE SCHOOL	4203013	08	73	8.2%

SCRANTO 4204000	SCRANTON ELEMENTARY SCHOOL	4204016	03	27	0.0%
SCRANTO 4204000	SCRANTON ELEMENTARY SCHOOL	4204016	04	30	3.3%
SCRANTO 4204000	SCRANTON ELEMENTARY SCHOOL	4204016	05	26	0.0%
SCRANTO 4204000	SCRANTON ELEMENTARY SCHOOL	4204016	06	31	0.0%
SCRANTO 4204000	SCRANTON HIGH SCHOOL	4204019	07	35	8.6%
SCRANTO 4204000	SCRANTON HIGH SCHOOL	4204019	08	40	12.5%
SCRANTO 4204000	SCRANTON HIGH SCHOOL	4204019	09	30	10.0%
SCRANTO 4204000	SCRANTON HIGH SCHOOL	4204019	10	29	13.8%
LONOKE S 4301000	LONOKE ELEMENTARY SCHOOL	4301027	03	145	5.5%
LONOKE S 4301000	LONOKE ELEMENTARY SCHOOL	4301027	04	127	7.9%
LONOKE S 4301000	LONOKE ELEMENTARY SCHOOL	4301027	05	128	6.3%
LONOKE S 4301000	LONOKE MIDDLE SCHOOL	4301028	06	128	3.9%
LONOKE S 4301000	LONOKE MIDDLE SCHOOL	4301028	07	154	5.8%
LONOKE S 4301000	LONOKE MIDDLE SCHOOL	4301028	08	127	15.0%
LONOKE S 4301000	LONOKE HIGH SCHOOL	4301029	09	135	24.4%
LONOKE S 4301000	LONOKE HIGH SCHOOL	4301029	10	127	14.2%
ENGLAND 4302000	ENGLAND ELEMENTARY SCHOOL	4302017	03	52	0.0%
ENGLAND 4302000	ENGLAND ELEMENTARY SCHOOL	4302017	04	46	15.2%
ENGLAND 4302000	ENGLAND ELEMENTARY SCHOOL	4302017	05	64	1.6%
ENGLAND 4302000	ENGLAND ELEMENTARY SCHOOL	4302017	06	39	7.7%
ENGLAND 4302000	ENGLAND HIGH SCHOOL	4302018	07	48	8.3%
ENGLAND 4302000	ENGLAND HIGH SCHOOL	4302018	08	60	11.7%
ENGLAND 4302000	ENGLAND HIGH SCHOOL	4302018	09	68	27.9%
ENGLAND 4302000	ENGLAND HIGH SCHOOL	4302018	10	46	21.7%
CARLISLE : 4303000	CARLISLE ELEMENTARY SCHOOL	4303012	03	43	2.3%
CARLISLE : 4303000	CARLISLE ELEMENTARY SCHOOL	4303012	04	54	14.8%
CARLISLE : 4303000	CARLISLE ELEMENTARY SCHOOL	4303012	05	52	3.8%
CARLISLE : 4303000	CARLISLE ELEMENTARY SCHOOL	4303012	06	46	2.2%
CARLISLE : 4303000	CARLISLE HIGH SCHOOL	4303013	07	52	1.9%
CARLISLE : 4303000	CARLISLE HIGH SCHOOL	4303013	08	51	5.9%
CARLISLE : 4303000	CARLISLE HIGH SCHOOL	4303013	09	55	40.0%
CARLISLE : 4303000	CARLISLE HIGH SCHOOL	4303013	10	48	20.8%
CABOT SC 4304000	EASTSIDE ELEMENTARY SCHOOL	4304001	03	90	1.1%
CABOT SC 4304000	EASTSIDE ELEMENTARY SCHOOL	4304001	04	84	9.5%
CABOT SC 4304000	CENTRAL ELEMENTARY SCHOOL	4304002	03	64	3.1%
CABOT SC 4304000	CENTRAL ELEMENTARY SCHOOL	4304002	04	68	1.5%
CABOT SC 4304000	CABOT JUNIOR HIGH SOUTH	4304004	07	396	2.8%
CABOT SC 4304000	CABOT JUNIOR HIGH SOUTH	4304004	08	374	4.8%
CABOT SC 4304000	CABOT HIGH SCHOOL	4304005	10	721	13.5%
CABOT SC 4304000	WESTSIDE ELEMENTARY SCHOOL	4304006	03	93	6.5%
CABOT SC 4304000	WESTSIDE ELEMENTARY SCHOOL	4304006	04	83	13.3%
CABOT SC 4304000	SOUTHSIDE ELEMENTARY SCHOOL	4304007	03	100	0.0%
CABOT SC 4304000	SOUTHSIDE ELEMENTARY SCHOOL	4304007	04	93	5.4%
CABOT SC 4304000	NORTHSIDE ELEMENTARY SCHOOL	4304008	03	68	1.5%
CABOT SC 4304000	NORTHSIDE ELEMENTARY SCHOOL	4304008	04	73	16.4%
CABOT SC 4304000	WARD CENTRAL ELEMENTARY	4304009	03	99	2.0%
CABOT SC 4304000	WARD CENTRAL ELEMENTARY	4304009	04	101	6.9%
CABOT SC 4304000	CABOT MIDDLE SCHOOL SOUTH	4304010	05	349	2.3%
CABOT SC 4304000	CABOT MIDDLE SCHOOL SOUTH	4304010	06	349	4.3%

CABOT SC 4304000	CABOT JUNIOR HIGH NORTH	4304011	07	400	1.5%
CABOT SC 4304000	CABOT JUNIOR HIGH NORTH	4304011	08	419	2.6%
CABOT SC 4304000	CABOT MIDDLE SCHOOL NORTH	4304012	05	392	1.3%
CABOT SC 4304000	CABOT MIDDLE SCHOOL NORTH	4304012	06	441	2.0%
CABOT SC 4304000	MAGNESS CREEK ELEMENTARY	4304013	03	65	1.5%
CABOT SC 4304000	MAGNESS CREEK ELEMENTARY	4304013	04	75	2.7%
CABOT SC 4304000	STAGECOACH ELEMENTARY SCHOOL	4304014	03	92	0.0%
CABOT SC 4304000	STAGECOACH ELEMENTARY SCHOOL	4304014	04	105	2.9%
CABOT SC 4304000	MOUNTAIN SPRINGS ELEM SCHOOL	4304015	03	73	1.4%
CABOT SC 4304000	MOUNTAIN SPRINGS ELEM SCHOOL	4304015	04	91	7.7%
CABOT SC 4304000	CABOT FRESHMAN ACADEMY	4304017	09	788	15.0%
CABOT SC 4304000	ACADEMIC CENTER FOR EXCELLENCE	4304703	07	6	N<10
CABOT SC 4304000	ACADEMIC CENTER FOR EXCELLENCE	4304703	08	23	13.0%
CABOT SC 4304000	ACADEMIC CENTER FOR EXCELLENCE	4304703	09	39	46.2%
CABOT SC 4304000	ACADEMIC CENTER FOR EXCELLENCE	4304703	10	37	18.9%
HUNTSVIL 4401000	HUNTSVILLE MIDDLE SCHOOL	4401002	06	133	3.8%
HUNTSVIL 4401000	HUNTSVILLE MIDDLE SCHOOL	4401002	07	160	3.8%
HUNTSVIL 4401000	HUNTSVILLE MIDDLE SCHOOL	4401002	08	164	7.3%
HUNTSVIL 4401000	HUNTSVILLE HIGH SCHOOL	4401003	09	162	25.3%
HUNTSVIL 4401000	HUNTSVILLE HIGH SCHOOL	4401003	10	172	20.3%
HUNTSVIL 4401000	HUNTSVILLE INTERMEDIATE SCH	4401004	03	160	3.8%
HUNTSVIL 4401000	HUNTSVILLE INTERMEDIATE SCH	4401004	04	154	5.2%
HUNTSVIL 4401000	HUNTSVILLE INTERMEDIATE SCH	4401004	05	167	3.0%
HUNTSVIL 4401000	ST. PAUL ELEMENTARY SCHOOL	4401011	03	18	0.0%
HUNTSVIL 4401000	ST. PAUL ELEMENTARY SCHOOL	4401011	04	13	7.7%
HUNTSVIL 4401000	ST. PAUL ELEMENTARY SCHOOL	4401011	05	15	6.7%
HUNTSVIL 4401000	ST. PAUL ELEMENTARY SCHOOL	4401011	06	23	13.0%
HUNTSVIL 4401000	ST. PAUL HIGH SCHOOL	4401012	07	15	33.3%
HUNTSVIL 4401000	ST. PAUL HIGH SCHOOL	4401012	08	16	0.0%
HUNTSVIL 4401000	ST. PAUL HIGH SCHOOL	4401012	09	18	11.1%
HUNTSVIL 4401000	ST. PAUL HIGH SCHOOL	4401012	10	22	13.6%
FLIPPIN SC 4501000	FLIPPIN ELEMENTARY SCHOOL	4501001	03	93	5.4%
FLIPPIN SC 4501000	FLIPPIN ELEMENTARY SCHOOL	4501001	04	57	15.8%
FLIPPIN SC 4501000	FLIPPIN ELEMENTARY SCHOOL	4501001	05	67	0.0%
FLIPPIN SC 4501000	FLIPPIN HIGH SCHOOL	4501002	09	47	21.3%
FLIPPIN SC 4501000	FLIPPIN HIGH SCHOOL	4501002	10	62	17.7%
FLIPPIN SC 4501000	FLIPPIN MIDDLE SCHOOL	4501003	06	56	8.9%
FLIPPIN SC 4501000	FLIPPIN MIDDLE SCHOOL	4501003	07	73	6.8%
FLIPPIN SC 4501000	FLIPPIN MIDDLE SCHOOL	4501003	08	54	9.3%
YELLVILLE 4502000	YELLVILLE-SUMMIT ELEM. SCHOOL	4502005	03	55	1.8%
YELLVILLE 4502000	YELLVILLE-SUMMIT ELEM. SCHOOL	4502005	04	61	6.6%
YELLVILLE 4502000	YELLVILLE-SUMMIT ELEM. SCHOOL	4502005	05	47	6.4%
YELLVILLE 4502000	YELLVILLE-SUMMIT ELEM. SCHOOL	4502005	06	47	2.1%
YELLVILLE 4502000	YELLVILLE-SUMMIT HIGH SCHOOL	4502006	07	50	4.0%
YELLVILLE 4502000	YELLVILLE-SUMMIT HIGH SCHOOL	4502006	08	52	5.8%
YELLVILLE 4502000	YELLVILLE-SUMMIT HIGH SCHOOL	4502006	09	63	25.4%
YELLVILLE 4502000	YELLVILLE-SUMMIT HIGH SCHOOL	4502006	10	59	13.6%
GENOA C 4602000	GENOA CENTRAL ELEM. SCHOOL	4602005	03	82	1.2%
GENOA C 4602000	GENOA CENTRAL ELEM. SCHOOL	4602005	04	83	4.8%

GENOA CF 4602000	GENOA CENTRAL HIGH SCHOOL	4602006	09	94	12.8%
GENOA CF 4602000	GENOA CENTRAL HIGH SCHOOL	4602006	10	103	12.6%
GENOA CF 4602000	GARY E. COBB MIDDLE SCHOOL	4602007	05	98	0.0%
GENOA CF 4602000	GARY E. COBB MIDDLE SCHOOL	4602007	06	94	3.2%
GENOA CF 4602000	GARY E. COBB MIDDLE SCHOOL	4602007	07	78	3.8%
GENOA CF 4602000	GARY E. COBB MIDDLE SCHOOL	4602007	08	86	2.3%
FOUKE SC 4603000	FOUKE ELEMENTARY SCHOOL	4603009	03	102	1.0%
FOUKE SC 4603000	FOUKE ELEMENTARY SCHOOL	4603009	04	81	8.6%
FOUKE SC 4603000	FOUKE ELEMENTARY SCHOOL	4603009	05	64	1.6%
FOUKE SC 4603000	FOUKE HIGH SCHOOL	4603010	09	74	24.3%
FOUKE SC 4603000	FOUKE HIGH SCHOOL	4603010	10	80	32.5%
FOUKE SC 4603000	PAULETTE SMITH MIDDLE SCHOOL	4603011	06	79	11.4%
FOUKE SC 4603000	PAULETTE SMITH MIDDLE SCHOOL	4603011	07	74	5.4%
FOUKE SC 4603000	PAULETTE SMITH MIDDLE SCHOOL	4603011	08	84	8.3%
TEXARKAI 4605000	COLLEGE HILL ELEMENTARY SCHOOL	4605019	03	70	2.9%
TEXARKAI 4605000	COLLEGE HILL ELEMENTARY SCHOOL	4605019	04	66	10.6%
TEXARKAI 4605000	FAIRVIEW ELEMENTARY SCHOOL	4605020	03	56	8.9%
TEXARKAI 4605000	FAIRVIEW ELEMENTARY SCHOOL	4605020	04	52	7.7%
TEXARKAI 4605000	VERA KILPATRICK ELEM. SCHOOL	4605021	03	71	2.8%
TEXARKAI 4605000	VERA KILPATRICK ELEM. SCHOOL	4605021	04	57	7.0%
TEXARKAI 4605000	UNION ELEMENTARY SCHOOL	4605022	03	68	7.4%
TEXARKAI 4605000	UNION ELEMENTARY SCHOOL	4605022	04	42	23.8%
TEXARKAI 4605000	COLLEGE HILL MIDDLE	4605024	05	272	7.7%
TEXARKAI 4605000	COLLEGE HILL MIDDLE	4605024	06	275	10.9%
TEXARKAI 4605000	NORTH HEIGHTS JR. HIGH SCHOOL	4605025	07	285	7.4%
TEXARKAI 4605000	NORTH HEIGHTS JR. HIGH SCHOOL	4605025	08	278	11.5%
TEXARKAI 4605000	ARKANSAS HIGH SCHOOL	4605026	09	303	26.1%
TEXARKAI 4605000	ARKANSAS HIGH SCHOOL	4605026	10	239	23.4%
TEXARKAI 4605000	EDWARD D. TRICE ELEM. SCHOOL	4605027	03	119	1.7%
TEXARKAI 4605000	EDWARD D. TRICE ELEM. SCHOOL	4605027	04	102	13.7%
TEXARKAI 4605000	WASHINGTON ACADEMY	4605703	07	6	N<10
TEXARKAI 4605000	WASHINGTON ACADEMY	4605703	08	6	N<10
TEXARKAI 4605000	WASHINGTON ACADEMY	4605703	09	21	47.6%
TEXARKAI 4605000	WASHINGTON ACADEMY	4605703	10	24	54.2%
ARMOREL 4701000	ARMOREL ELEMENTARY SCHOOL	4701001	03	28	3.6%
ARMOREL 4701000	ARMOREL ELEMENTARY SCHOOL	4701001	04	25	4.0%
ARMOREL 4701000	ARMOREL ELEMENTARY SCHOOL	4701001	05	23	0.0%
ARMOREL 4701000	ARMOREL ELEMENTARY SCHOOL	4701001	06	30	3.3%
ARMOREL 4701000	ARMOREL HIGH SCHOOL	4701002	07	29	0.0%
ARMOREL 4701000	ARMOREL HIGH SCHOOL	4701002	08	37	5.4%
ARMOREL 4701000	ARMOREL HIGH SCHOOL	4701002	09	37	16.2%
ARMOREL 4701000	ARMOREL HIGH SCHOOL	4701002	10	46	17.4%
BLYTHEVII 4702000	BLYTHEVILLE ELEMENTARY SCHOOL	4702006	03	194	6.2%
BLYTHEVII 4702000	BLYTHEVILLE ELEMENTARY SCHOOL	4702006	04	141	19.9%
BLYTHEVII 4702000	BLYTHEVILLE ELEMENTARY SCHOOL	4702006	05	148	7.4%
BLYTHEVII 4702000	BLYTHEVILLE MIDDLE SCHOOL	4702012	06	135	21.5%
BLYTHEVII 4702000	BLYTHEVILLE MIDDLE SCHOOL	4702012	07	136	10.3%
BLYTHEVII 4702000	BLYTHEVILLE MIDDLE SCHOOL	4702012	08	141	16.3%
BLYTHEVII 4702000	BLYTHEVILLE HIGH SCHOOL-A NEW TECI	4702706	09	165	39.4%



BLYTHEVILLE 4702000	BLYTHEVILLE HIGH SCHOOL-A NEW TECI	4702706	10	152	28.9%
RIVERCREST 4706000	RIVERCREST HIGH SCHOOL	4706066	07	94	16.0%
RIVERCREST 4706000	RIVERCREST HIGH SCHOOL	4706066	08	108	17.6%
RIVERCREST 4706000	RIVERCREST HIGH SCHOOL	4706066	09	118	29.7%
RIVERCREST 4706000	RIVERCREST HIGH SCHOOL	4706066	10	90	30.0%
RIVERCREST 4706000	RIVERCREST ELEMENTARY SCHOOL	4706069	03	79	2.5%
RIVERCREST 4706000	RIVERCREST ELEMENTARY SCHOOL	4706069	04	94	10.6%
RIVERCREST 4706000	RIVERCREST ELEMENTARY SCHOOL	4706069	05	86	2.3%
RIVERCREST 4706000	RIVERCREST ELEMENTARY SCHOOL	4706069	06	102	5.9%
GOSNELL 4708000	GOSNELL ELEMENTARY SCHOOL	4708028	03	105	3.8%
GOSNELL 4708000	GOSNELL ELEMENTARY SCHOOL	4708028	04	99	10.1%
GOSNELL 4708000	GOSNELL ELEMENTARY SCHOOL	4708028	05	98	3.1%
GOSNELL 4708000	GOSNELL ELEMENTARY SCHOOL	4708028	06	96	7.3%
GOSNELL 4708000	GOSNELL HIGH SCHOOL	4708031	07	97	2.1%
GOSNELL 4708000	GOSNELL HIGH SCHOOL	4708031	08	96	8.3%
GOSNELL 4708000	GOSNELL HIGH SCHOOL	4708031	09	98	18.4%
GOSNELL 4708000	GOSNELL HIGH SCHOOL	4708031	10	99	19.2%
MANILA S 4712000	MANILA ELEMENTARY SCHOOL	4712043	03	89	2.2%
MANILA S 4712000	MANILA ELEMENTARY SCHOOL	4712043	04	76	7.9%
MANILA S 4712000	MANILA HIGH SCHOOL	4712044	09	75	20.0%
MANILA S 4712000	MANILA HIGH SCHOOL	4712044	10	77	24.7%
MANILA S 4712000	MANILA MIDDLE SCHOOL	4712045	05	84	4.8%
MANILA S 4712000	MANILA MIDDLE SCHOOL	4712045	06	82	9.8%
MANILA S 4712000	MANILA MIDDLE SCHOOL	4712045	07	65	7.7%
MANILA S 4712000	MANILA MIDDLE SCHOOL	4712045	08	89	6.7%
OSCEOLA 4713000	OSCEOLA HIGH SCHOOL	4713051	09	84	44.0%
OSCEOLA 4713000	OSCEOLA HIGH SCHOOL	4713051	10	85	50.6%
OSCEOLA 4713000	CARROLL SMITH ELEMENTARY SCHOOL	4713053	03	90	5.6%
OSCEOLA 4713000	CARROLL SMITH ELEMENTARY SCHOOL	4713053	04	87	16.1%
OSCEOLA 4713000	OSCEOLA STEM CHARTER	4713705	05	79	6.3%
OSCEOLA 4713000	OSCEOLA STEM CHARTER	4713705	06	94	8.5%
OSCEOLA 4713000	OSCEOLA STEM CHARTER	4713705	07	89	5.6%
OSCEOLA 4713000	OSCEOLA STEM CHARTER	4713705	08	87	13.8%
BRINKLEY 4801000	C.B. PARTEE ELEMENTARY SCHOOL	4801001	03	42	0.0%
BRINKLEY 4801000	C.B. PARTEE ELEMENTARY SCHOOL	4801001	04	28	21.4%
BRINKLEY 4801000	C.B. PARTEE ELEMENTARY SCHOOL	4801001	05	42	9.5%
BRINKLEY 4801000	C.B. PARTEE ELEMENTARY SCHOOL	4801001	06	36	8.3%
BRINKLEY 4801000	BRINKLEY HIGH SCHOOL	4801003	07	37	2.7%
BRINKLEY 4801000	BRINKLEY HIGH SCHOOL	4801003	08	33	15.2%
BRINKLEY 4801000	BRINKLEY HIGH SCHOOL	4801003	09	39	33.3%
BRINKLEY 4801000	BRINKLEY HIGH SCHOOL	4801003	10	37	29.7%
CLARENDON 4802000	CLARENDON ELEMENTARY SCHOOL	4802008	03	44	4.5%
CLARENDON 4802000	CLARENDON ELEMENTARY SCHOOL	4802008	04	28	17.9%
CLARENDON 4802000	CLARENDON ELEMENTARY SCHOOL	4802008	05	46	10.9%
CLARENDON 4802000	CLARENDON ELEMENTARY SCHOOL	4802008	06	23	4.3%
CLARENDON 4802000	CLARENDON HIGH SCHOOL	4802010	07	29	13.8%
CLARENDON 4802000	CLARENDON HIGH SCHOOL	4802010	08	32	21.9%
CLARENDON 4802000	CLARENDON HIGH SCHOOL	4802010	09	42	28.6%
CLARENDON 4802000	CLARENDON HIGH SCHOOL	4802010	10	36	36.1%

CADDO HI 4901000	CADDO HILLS ELEMENTARY SCHOOL	4901001	03	53	0.0%
CADDO HI 4901000	CADDO HILLS ELEMENTARY SCHOOL	4901001	04	45	11.1%
CADDO HI 4901000	CADDO HILLS ELEMENTARY SCHOOL	4901001	05	38	2.6%
CADDO HI 4901000	CADDO HILLS ELEMENTARY SCHOOL	4901001	06	51	3.9%
CADDO HI 4901000	CADDO HILLS HIGH SCHOOL	4901003	07	53	5.7%
CADDO HI 4901000	CADDO HILLS HIGH SCHOOL	4901003	08	33	6.1%
CADDO HI 4901000	CADDO HILLS HIGH SCHOOL	4901003	09	43	14.0%
CADDO HI 4901000	CADDO HILLS HIGH SCHOOL	4901003	10	32	9.4%
MOUNT ID 4902000	MOUNT IDA ELEMENTARY SCHOOL	4902006	03	31	6.5%
MOUNT ID 4902000	MOUNT IDA ELEMENTARY SCHOOL	4902006	04	30	13.3%
MOUNT ID 4902000	MOUNT IDA ELEMENTARY SCHOOL	4902006	05	29	3.4%
MOUNT ID 4902000	MOUNT IDA ELEMENTARY SCHOOL	4902006	06	36	2.8%
MOUNT ID 4902000	MOUNT IDA HIGH SCHOOL	4902007	07	33	3.0%
MOUNT ID 4902000	MOUNT IDA HIGH SCHOOL	4902007	08	33	3.0%
MOUNT ID 4902000	MOUNT IDA HIGH SCHOOL	4902007	09	46	13.0%
MOUNT ID 4902000	MOUNT IDA HIGH SCHOOL	4902007	10	43	18.6%
PRESCOTT 5006000	PRESCOTT ELEMENTARY SCHOOL	5006022	03	94	3.2%
PRESCOTT 5006000	PRESCOTT ELEMENTARY SCHOOL	5006022	04	75	16.0%
PRESCOTT 5006000	PRESCOTT ELEMENTARY SCHOOL	5006022	05	75	6.7%
PRESCOTT 5006000	PRESCOTT ELEMENTARY SCHOOL	5006022	06	76	10.5%
PRESCOTT 5006000	PRESCOTT HIGH SCHOOL	5006024	07	79	2.5%
PRESCOTT 5006000	PRESCOTT HIGH SCHOOL	5006024	08	73	8.2%
PRESCOTT 5006000	PRESCOTT HIGH SCHOOL	5006024	09	69	23.2%
PRESCOTT 5006000	PRESCOTT HIGH SCHOOL	5006024	10	71	18.3%
NEVADA 5008000	NEVADA ELEMENTARY SCHOOL	5008013	03	35	0.0%
NEVADA 5008000	NEVADA ELEMENTARY SCHOOL	5008013	04	36	27.8%
NEVADA 5008000	NEVADA ELEMENTARY SCHOOL	5008013	05	35	0.0%
NEVADA 5008000	NEVADA ELEMENTARY SCHOOL	5008013	06	31	6.5%
NEVADA 5008000	NEVADA HIGH SCHOOL	5008014	07	37	2.7%
NEVADA 5008000	NEVADA HIGH SCHOOL	5008014	08	35	8.6%
NEVADA 5008000	NEVADA HIGH SCHOOL	5008014	09	30	20.0%
NEVADA 5008000	NEVADA HIGH SCHOOL	5008014	10	38	21.1%
JASPER SC 5102000	JASPER ELEMENTARY SCHOOL	5102005	03	41	4.9%
JASPER SC 5102000	JASPER ELEMENTARY SCHOOL	5102005	04	34	8.8%
JASPER SC 5102000	JASPER ELEMENTARY SCHOOL	5102005	05	33	3.0%
JASPER SC 5102000	JASPER ELEMENTARY SCHOOL	5102005	06	44	4.5%
JASPER SC 5102000	JASPER HIGH SCHOOL	5102006	07	32	6.3%
JASPER SC 5102000	JASPER HIGH SCHOOL	5102006	08	35	2.9%
JASPER SC 5102000	JASPER HIGH SCHOOL	5102006	09	50	12.0%
JASPER SC 5102000	JASPER HIGH SCHOOL	5102006	10	25	12.0%
JASPER SC 5102000	KINGSTON ELEMENTARY SCHOOL	5102007	03	15	6.7%
JASPER SC 5102000	KINGSTON ELEMENTARY SCHOOL	5102007	04	24	0.0%
JASPER SC 5102000	KINGSTON ELEMENTARY SCHOOL	5102007	05	17	0.0%
JASPER SC 5102000	KINGSTON ELEMENTARY SCHOOL	5102007	06	19	0.0%
JASPER SC 5102000	KINGSTON HIGH SCHOOL	5102008	07	21	9.5%
JASPER SC 5102000	KINGSTON HIGH SCHOOL	5102008	08	14	7.1%
JASPER SC 5102000	KINGSTON HIGH SCHOOL	5102008	09	20	15.0%
JASPER SC 5102000	KINGSTON HIGH SCHOOL	5102008	10	17	17.6%
JASPER SC 5102000	OARK ELEMENTARY SCHOOL	5102023	03	9	N<10

JASPER SC 5102000	OARK ELEMENTARY SCHOOL	5102023	04	11	9.1%
JASPER SC 5102000	OARK ELEMENTARY SCHOOL	5102023	05	9	N<10
JASPER SC 5102000	OARK ELEMENTARY SCHOOL	5102023	06	9	N<10
JASPER SC 5102000	OARK HIGH SCHOOL	5102024	07	11	9.1%
JASPER SC 5102000	OARK HIGH SCHOOL	5102024	08	16	6.3%
JASPER SC 5102000	OARK HIGH SCHOOL	5102024	09	12	16.7%
JASPER SC 5102000	OARK HIGH SCHOOL	5102024	10	13	23.1%
DEER/MT. 5106000	DEER ELEMENTARY SCHOOL	5106001	03	16	6.3%
DEER/MT. 5106000	DEER ELEMENTARY SCHOOL	5106001	04	12	25.0%
DEER/MT. 5106000	DEER ELEMENTARY SCHOOL	5106001	05	13	0.0%
DEER/MT. 5106000	DEER ELEMENTARY SCHOOL	5106001	06	21	19.0%
DEER/MT. 5106000	DEER HIGH SCHOOL	5106002	07	15	6.7%
DEER/MT. 5106000	DEER HIGH SCHOOL	5106002	08	14	7.1%
DEER/MT. 5106000	DEER HIGH SCHOOL	5106002	09	20	35.0%
DEER/MT. 5106000	DEER HIGH SCHOOL	5106002	10	16	0.0%
DEER/MT. 5106000	MOUNT JUDEA ELEMENTARY SCHOOL	5106009	03	16	6.3%
DEER/MT. 5106000	MOUNT JUDEA ELEMENTARY SCHOOL	5106009	04	10	10.0%
DEER/MT. 5106000	MOUNT JUDEA ELEMENTARY SCHOOL	5106009	05	9	N<10
DEER/MT. 5106000	MOUNT JUDEA ELEMENTARY SCHOOL	5106009	06	12	25.0%
DEER/MT. 5106000	MOUNT JUDEA HIGH SCHOOL	5106010	07	14	7.1%
DEER/MT. 5106000	MOUNT JUDEA HIGH SCHOOL	5106010	08	11	9.1%
DEER/MT. 5106000	MOUNT JUDEA HIGH SCHOOL	5106010	09	8	N<10
DEER/MT. 5106000	MOUNT JUDEA HIGH SCHOOL	5106010	10	12	16.7%
BEARDEN 5201000	BEARDEN ELEMENTARY SCHOOL	5201001	03	33	3.0%
BEARDEN 5201000	BEARDEN ELEMENTARY SCHOOL	5201001	04	32	3.1%
BEARDEN 5201000	BEARDEN ELEMENTARY SCHOOL	5201001	05	31	9.7%
BEARDEN 5201000	BEARDEN ELEMENTARY SCHOOL	5201001	06	34	2.9%
BEARDEN 5201000	BEARDEN HIGH SCHOOL	5201002	07	37	0.0%
BEARDEN 5201000	BEARDEN HIGH SCHOOL	5201002	08	39	7.7%
BEARDEN 5201000	BEARDEN HIGH SCHOOL	5201002	09	49	24.5%
BEARDEN 5201000	BEARDEN HIGH SCHOOL	5201002	10	42	40.5%
CAMDEN 5204000	CAMDEN FAIRVIEW HIGH SCHOOL	5204023	09	181	33.1%
CAMDEN 5204000	CAMDEN FAIRVIEW HIGH SCHOOL	5204023	10	177	31.1%
CAMDEN 5204000	IVORY PRIMARY SCHOOL	5204025	03	253	2.8%
CAMDEN 5204000	CAMDEN FAIRVIEW INTERMEDIATE	5204026	04	212	18.9%
CAMDEN 5204000	CAMDEN FAIRVIEW INTERMEDIATE	5204026	05	187	7.5%
CAMDEN 5204000	CAMDEN FAIRVIEW MIDDLE SCHOOL	5204028	06	168	12.5%
CAMDEN 5204000	CAMDEN FAIRVIEW MIDDLE SCHOOL	5204028	07	159	5.0%
CAMDEN 5204000	CAMDEN FAIRVIEW MIDDLE SCHOOL	5204028	08	173	7.5%
HARMON' 5205000	SPARKMAN ELEMENTARY SCHOOL	5205011	03	10	0.0%
HARMON' 5205000	SPARKMAN ELEMENTARY SCHOOL	5205011	04	14	21.4%
HARMON' 5205000	SPARKMAN ELEMENTARY SCHOOL	5205011	05	11	9.1%
HARMON' 5205000	SPARKMAN ELEMENTARY SCHOOL	5205011	06	14	28.6%
HARMON' 5205000	SPARKMAN HIGH SCHOOL	5205012	07	11	9.1%
HARMON' 5205000	SPARKMAN HIGH SCHOOL	5205012	08	12	0.0%
HARMON' 5205000	SPARKMAN HIGH SCHOOL	5205012	09	10	30.0%
HARMON' 5205000	SPARKMAN HIGH SCHOOL	5205012	10	10	40.0%
HARMON' 5205000	HARMONY GROVE ELEM. SCHOOL	5205028	03	68	1.5%
HARMON' 5205000	HARMONY GROVE ELEM. SCHOOL	5205028	04	63	3.2%

HARMON' 5205000	HARMONY GROVE ELEM. SCHOOL	5205028	05	67	0.0%
HARMON' 5205000	HARMONY GROVE ELEM. SCHOOL	5205028	06	59	1.7%
HARMON' 5205000	HARMONY GROVE HIGH SCHOOL	5205029	07	62	1.6%
HARMON' 5205000	HARMONY GROVE HIGH SCHOOL	5205029	08	78	6.4%
HARMON' 5205000	HARMONY GROVE HIGH SCHOOL	5205029	09	57	28.1%
HARMON' 5205000	HARMONY GROVE HIGH SCHOOL	5205029	10	77	18.2%
EAST END 5301000	ANNE WATSON ELEMENTARY SCHOOL	5301001	03	59	3.4%
EAST END 5301000	ANNE WATSON ELEMENTARY SCHOOL	5301001	04	46	10.9%
EAST END 5301000	ANNE WATSON ELEMENTARY SCHOOL	5301001	05	46	13.0%
EAST END 5301000	ANNE WATSON ELEMENTARY SCHOOL	5301001	06	50	8.0%
EAST END 5301000	BIGELOW HIGH SCHOOL	5301002	07	43	9.3%
EAST END 5301000	BIGELOW HIGH SCHOOL	5301002	08	44	11.4%
EAST END 5301000	BIGELOW HIGH SCHOOL	5301002	09	53	32.1%
EAST END 5301000	BIGELOW HIGH SCHOOL	5301002	10	43	18.6%
PERRYVILI 5303000	PERRYVILLE ELEMENTARY SCHOOL	5303010	03	65	4.6%
PERRYVILI 5303000	PERRYVILLE ELEMENTARY SCHOOL	5303010	04	74	5.4%
PERRYVILI 5303000	PERRYVILLE ELEMENTARY SCHOOL	5303010	05	75	5.3%
PERRYVILI 5303000	PERRYVILLE ELEMENTARY SCHOOL	5303010	06	73	2.7%
PERRYVILI 5303000	PERRYVILLE HIGH SCHOOL	5303011	07	76	5.3%
PERRYVILI 5303000	PERRYVILLE HIGH SCHOOL	5303011	08	77	6.5%
PERRYVILI 5303000	PERRYVILLE HIGH SCHOOL	5303011	09	69	26.1%
PERRYVILI 5303000	PERRYVILLE HIGH SCHOOL	5303011	10	85	17.6%
BARTON-I 5401000	BARTON ELEMENTARY SCHOOL	5401002	03	62	1.6%
BARTON-I 5401000	BARTON ELEMENTARY SCHOOL	5401002	04	51	7.8%
BARTON-I 5401000	BARTON ELEMENTARY SCHOOL	5401002	05	54	7.4%
BARTON-I 5401000	BARTON ELEMENTARY SCHOOL	5401002	06	51	2.0%
BARTON-I 5401000	BARTON HIGH SCHOOL	5401003	07	75	10.7%
BARTON-I 5401000	BARTON HIGH SCHOOL	5401003	08	62	22.6%
BARTON-I 5401000	BARTON HIGH SCHOOL	5401003	09	70	22.9%
BARTON-I 5401000	BARTON HIGH SCHOOL	5401003	10	59	18.6%
HELENA/ \ 5403000	CENTRAL HIGH SCHOOL	5403019	07	96	6.3%
HELENA/ \ 5403000	CENTRAL HIGH SCHOOL	5403019	08	107	13.1%
HELENA/ \ 5403000	CENTRAL HIGH SCHOOL	5403019	09	104	44.2%
HELENA/ \ 5403000	CENTRAL HIGH SCHOOL	5403019	10	99	45.5%
HELENA/ \ 5403000	J. F. WAHL PRIMARY SCHOOL	5403020	03	127	4.7%
HELENA/ \ 5403000	ELIZA MILLER ELEMENTARY SCHOOL	5403021	04	103	19.4%
HELENA/ \ 5403000	ELIZA MILLER ELEMENTARY SCHOOL	5403021	05	95	4.2%
HELENA/ \ 5403000	ELIZA MILLER ELEMENTARY SCHOOL	5403021	06	95	14.7%
MARVELL- 5404000	MARVELL-ELAINE ELEMENTARY SCH	5404030	03	30	3.3%
MARVELL- 5404000	MARVELL-ELAINE ELEMENTARY SCH	5404030	04	26	15.4%
MARVELL- 5404000	MARVELL-ELAINE ELEMENTARY SCH	5404030	05	28	3.6%
MARVELL- 5404000	MARVELL-ELAINE ELEMENTARY SCH	5404030	06	28	17.9%
MARVELL- 5404000	MARVELL-ELAINE HIGH SCHOOL	5404032	07	29	13.8%
MARVELL- 5404000	MARVELL-ELAINE HIGH SCHOOL	5404032	08	25	16.0%
MARVELL- 5404000	MARVELL-ELAINE HIGH SCHOOL	5404032	09	26	46.2%
MARVELL- 5404000	MARVELL-ELAINE HIGH SCHOOL	5404032	10	29	37.9%
KIPP DELT 5440700	KIPP DELTA ELEM LITERACY ACAD	5440701	03	75	4.0%
KIPP DELT 5440700	KIPP DELTA ELEM LITERACY ACAD	5440701	04	78	16.7%
KIPP DELT 5440700	KIPP DELTA COLLEGE PREP SCHOOL	5440702	05	65	7.7%



KIPP DELT 5440700	KIPP DELTA COLLEGE PREP SCHOOL	5440702	06	73	8.2%
KIPP DELT 5440700	KIPP DELTA COLLEGE PREP SCHOOL	5440702	07	71	11.3%
KIPP DELT 5440700	KIPP DELTA COLLEGE PREP SCHOOL	5440702	08	80	7.5%
KIPP DELT 5440700	KIPP DELTA COLLEGIATE HIGH SCH	5440703	09	68	22.1%
KIPP DELT 5440700	KIPP DELTA COLLEGIATE HIGH SCH	5440703	10	69	27.5%
KIPP DELT 5440700	KIPP BLYTHEVILLE COLLEGE PREP	5440705	04	42	23.8%
KIPP DELT 5440700	KIPP BLYTHEVILLE COLLEGE PREP	5440705	05	43	9.3%
KIPP DELT 5440700	KIPP BLYTHEVILLE COLLEGE PREP	5440705	06	47	19.1%
KIPP DELT 5440700	KIPP BLYTHEVILLE COLLEGE PREP	5440705	07	56	8.9%
KIPP DELT 5440700	KIPP BLYTHEVILLE COLLEGE PREP	5440705	08	60	8.3%
KIPP DELT 5440700	KIPP BLYTHEVILLE COLLEGIATE HIGH	5440706	09	57	35.1%
KIPP DELT 5440700	KIPP BLYTHEVILLE COLLEGIATE HIGH	5440706	10	46	26.1%
KIPP DELT 5440700	FORREST CITY COLLEGE PREPARATORY S	5440708	05	69	2.9%
CENTERPC 5502000	CENTERPOINT PRIMARY SCHOOL	5502006	03	80	2.5%
CENTERPC 5502000	CENTERPOINT INTERMEDIATE SCH	5502008	04	53	13.2%
CENTERPC 5502000	CENTERPOINT INTERMEDIATE SCH	5502008	05	67	4.5%
CENTERPC 5502000	CENTERPOINT HIGH SCHOOL	5502010	06	75	4.0%
CENTERPC 5502000	CENTERPOINT HIGH SCHOOL	5502010	07	80	10.0%
CENTERPC 5502000	CENTERPOINT HIGH SCHOOL	5502010	08	73	11.0%
CENTERPC 5502000	CENTERPOINT HIGH SCHOOL	5502010	09	78	23.1%
CENTERPC 5502000	CENTERPOINT HIGH SCHOOL	5502010	10	80	21.3%
KIRBY SCH 5503000	KIRBY ELEMENTARY SCHOOL	5503010	03	19	0.0%
KIRBY SCH 5503000	KIRBY ELEMENTARY SCHOOL	5503010	04	29	3.4%
KIRBY SCH 5503000	KIRBY ELEMENTARY SCHOOL	5503010	05	30	3.3%
KIRBY SCH 5503000	KIRBY ELEMENTARY SCHOOL	5503010	06	17	0.0%
KIRBY SCH 5503000	KIRBY HIGH SCHOOL	5503011	07	31	3.2%
KIRBY SCH 5503000	KIRBY HIGH SCHOOL	5503011	08	20	0.0%
KIRBY SCH 5503000	KIRBY HIGH SCHOOL	5503011	09	27	33.3%
KIRBY SCH 5503000	KIRBY HIGH SCHOOL	5503011	10	26	15.4%
SOUTH PII 5504000	DELIGHT ELEMENTARY SCHOOL	5504001	03	13	0.0%
SOUTH PII 5504000	DELIGHT ELEMENTARY SCHOOL	5504001	04	12	8.3%
SOUTH PII 5504000	DELIGHT ELEMENTARY SCHOOL	5504001	05	13	0.0%
SOUTH PII 5504000	DELIGHT ELEMENTARY SCHOOL	5504001	06	21	0.0%
SOUTH PII 5504000	MURFREESBORO ELEMENTARY SCHOOL	5504014	03	45	6.7%
SOUTH PII 5504000	MURFREESBORO ELEMENTARY SCHOOL	5504014	04	39	10.3%
SOUTH PII 5504000	MURFREESBORO ELEMENTARY SCHOOL	5504014	05	28	7.1%
SOUTH PII 5504000	MURFREESBORO ELEMENTARY SCHOOL	5504014	06	42	9.5%
SOUTH PII 5504000	MURFREESBORO HIGH SCHOOL	5504015	07	55	3.6%
SOUTH PII 5504000	MURFREESBORO HIGH SCHOOL	5504015	08	44	6.8%
SOUTH PII 5504000	MURFREESBORO HIGH SCHOOL	5504015	09	49	20.4%
SOUTH PII 5504000	MURFREESBORO HIGH SCHOOL	5504015	10	45	22.2%
HARRISBU 5602000	HARRISBURG ELEMENTARY SCHOOL	5602005	03	85	3.5%
HARRISBU 5602000	HARRISBURG ELEMENTARY SCHOOL	5602005	04	65	4.6%
HARRISBU 5602000	HARRISBURG HIGH SCHOOL	5602007	09	104	33.7%
HARRISBU 5602000	HARRISBURG HIGH SCHOOL	5602007	10	95	29.5%
HARRISBU 5602000	HARRISBURG MIDDLE SCHOOL	5602008	05	70	2.9%
HARRISBU 5602000	HARRISBURG MIDDLE SCHOOL	5602008	06	84	7.1%
HARRISBU 5602000	HARRISBURG MIDDLE SCHOOL	5602008	07	85	0.0%
HARRISBU 5602000	HARRISBURG MIDDLE SCHOOL	5602008	08	98	9.2%

HARRISBU 5602000	WEINER ELEMENTARY	5602031	03	12	0.0%
HARRISBU 5602000	WEINER ELEMENTARY	5602031	04	21	0.0%
HARRISBU 5602000	WEINER ELEMENTARY	5602031	05	18	5.6%
HARRISBU 5602000	WEINER ELEMENTARY	5602031	06	14	0.0%
MARKED 15604000	MARKED TREE ELEMENTARY SCHOOL	5604015	03	48	2.1%
MARKED 15604000	MARKED TREE ELEMENTARY SCHOOL	5604015	04	47	12.8%
MARKED 15604000	MARKED TREE ELEMENTARY SCHOOL	5604015	05	44	6.8%
MARKED 15604000	MARKED TREE HIGH SCHOOL	5604017	09	47	40.4%
MARKED 15604000	MARKED TREE HIGH SCHOOL	5604017	10	37	29.7%
MARKED 15604000	MARKED TREE MIDDLE SCHOOL	5604018	06	47	10.6%
MARKED 15604000	MARKED TREE MIDDLE SCHOOL	5604018	07	32	3.1%
MARKED 15604000	MARKED TREE MIDDLE SCHOOL	5604018	08	30	10.0%
TRUMAN 5605000	TRUMANN INTERMEDIATE SCH 5-6	5605001	05	126	4.0%
TRUMAN 5605000	TRUMANN INTERMEDIATE SCH 5-6	5605001	06	109	13.8%
TRUMAN 5605000	CEDAR PARK ELEMENTARY SCHOOL	5605021	03	132	4.5%
TRUMAN 5605000	CEDAR PARK ELEMENTARY SCHOOL	5605021	04	129	9.3%
TRUMAN 5605000	TRUMANN HIGH SCHOOL	5605023	09	129	48.8%
TRUMAN 5605000	TRUMANN HIGH SCHOOL	5605023	10	123	21.1%
TRUMAN 5605000	TRUMANN INTERMEDIATE SCHOOL 7-8	5605024	07	113	5.3%
TRUMAN 5605000	TRUMANN INTERMEDIATE SCHOOL 7-8	5605024	08	135	11.1%
EAST POIN 5608000	LEPANTO ELEMENTARY	5608034	03	25	4.0%
EAST POIN 5608000	LEPANTO ELEMENTARY	5608034	04	34	0.0%
EAST POIN 5608000	TYRONZA ELEMENTARY	5608035	03	18	5.6%
EAST POIN 5608000	TYRONZA ELEMENTARY	5608035	04	18	0.0%
EAST POIN 5608000	TYRONZA ELEMENTARY	5608035	05	51	0.0%
EAST POIN 5608000	TYRONZA ELEMENTARY	5608035	06	48	10.4%
EAST POIN 5608000	EAST POINSETT CO. HIGH SCHOOL	5608037	07	62	6.5%
EAST POIN 5608000	EAST POINSETT CO. HIGH SCHOOL	5608037	08	57	15.8%
EAST POIN 5608000	EAST POINSETT CO. HIGH SCHOOL	5608037	09	62	25.8%
EAST POIN 5608000	EAST POINSETT CO. HIGH SCHOOL	5608037	10	56	33.9%
MENA SCH 5703000	HOLLY HARSHMAN ELEM. SCHOOL	5703010	03	146	2.7%
MENA SCH 5703000	HOLLY HARSHMAN ELEM. SCHOOL	5703010	04	132	8.3%
MENA SCH 5703000	HOLLY HARSHMAN ELEM. SCHOOL	5703010	05	139	1.4%
MENA SCH 5703000	MENA MIDDLE SCHOOL	5703011	06	125	6.4%
MENA SCH 5703000	MENA MIDDLE SCHOOL	5703011	07	147	4.1%
MENA SCH 5703000	MENA MIDDLE SCHOOL	5703011	08	114	7.0%
MENA SCH 5703000	MENA HIGH SCHOOL	5703012	09	118	22.0%
MENA SCH 5703000	MENA HIGH SCHOOL	5703012	10	142	15.5%
OUACHITA 5706000	ACORN ELEMENTARY SCHOOL	5706001	03	38	0.0%
OUACHITA 5706000	ACORN ELEMENTARY SCHOOL	5706001	04	43	11.6%
OUACHITA 5706000	ACORN ELEMENTARY SCHOOL	5706001	05	51	0.0%
OUACHITA 5706000	ACORN HIGH SCHOOL	5706002	06	45	8.9%
OUACHITA 5706000	ACORN HIGH SCHOOL	5706002	07	42	2.4%
OUACHITA 5706000	ACORN HIGH SCHOOL	5706002	08	42	9.5%
OUACHITA 5706000	ACORN HIGH SCHOOL	5706002	09	49	22.4%
OUACHITA 5706000	ACORN HIGH SCHOOL	5706002	10	27	3.7%
OUACHITA 5706000	ODEN MADDOX ELEMENTARY SCHOOL	5706010	03	9	N<10
OUACHITA 5706000	ODEN MADDOX ELEMENTARY SCHOOL	5706010	04	17	11.8%
OUACHITA 5706000	ODEN MADDOX ELEMENTARY SCHOOL	5706010	05	10	10.0%

OUACHIT/ 5706000	ODEN MADDOX ELEMENTARY SCHOOL	5706010	06	12	0.0%
OUACHIT/ 5706000	ODEN HIGH SCHOOL	5706011	07	6	N<10
OUACHIT/ 5706000	ODEN HIGH SCHOOL	5706011	08	14	0.0%
OUACHIT/ 5706000	ODEN HIGH SCHOOL	5706011	09	18	16.7%
OUACHIT/ 5706000	ODEN HIGH SCHOOL	5706011	10	14	7.1%
COSSATO` 5707000	UMPIRE ELEMENTARY SCHOOL	5707016	03	9	N<10
COSSATO` 5707000	UMPIRE ELEMENTARY SCHOOL	5707016	04	7	N<10
COSSATO` 5707000	UMPIRE ELEMENTARY SCHOOL	5707016	05	9	N<10
COSSATO` 5707000	UMPIRE ELEMENTARY SCHOOL	5707016	06	11	0.0%
COSSATO` 5707000	UMPIRE HIGH SCHOOL	5707017	07	10	10.0%
COSSATO` 5707000	UMPIRE HIGH SCHOOL	5707017	08	7	N<10
COSSATO` 5707000	UMPIRE HIGH SCHOOL	5707017	09	16	12.5%
COSSATO` 5707000	UMPIRE HIGH SCHOOL	5707017	10	13	7.7%
COSSATO` 5707000	VAN COVE ELEMENTARY SCHOOL	5707019	03	25	0.0%
COSSATO` 5707000	VAN COVE ELEMENTARY SCHOOL	5707019	04	27	7.4%
COSSATO` 5707000	VAN COVE ELEMENTARY SCHOOL	5707019	05	32	0.0%
COSSATO` 5707000	VAN COVE ELEMENTARY SCHOOL	5707019	06	21	0.0%
COSSATO` 5707000	WICKES ELEMENTARY SCHOOL	5707021	03	41	0.0%
COSSATO` 5707000	WICKES ELEMENTARY SCHOOL	5707021	04	41	7.3%
COSSATO` 5707000	WICKES ELEMENTARY SCHOOL	5707021	05	38	0.0%
COSSATO` 5707000	WICKES ELEMENTARY SCHOOL	5707021	06	42	9.5%
COSSATO` 5707000	COSSATOT RIVER HIGH SCHOOL	5707023	07	75	1.3%
COSSATO` 5707000	COSSATOT RIVER HIGH SCHOOL	5707023	08	79	2.5%
COSSATO` 5707000	COSSATOT RIVER HIGH SCHOOL	5707023	09	71	22.5%
COSSATO` 5707000	COSSATOT RIVER HIGH SCHOOL	5707023	10	63	19.0%
ATKINS SC 5801000	ATKINS ELEMENTARY SCHOOL	5801001	03	82	7.3%
ATKINS SC 5801000	ATKINS ELEMENTARY SCHOOL	5801001	04	71	5.6%
ATKINS SC 5801000	ATKINS HIGH SCHOOL	5801002	09	75	24.0%
ATKINS SC 5801000	ATKINS HIGH SCHOOL	5801002	10	74	28.4%
ATKINS SC 5801000	ATKINS MIDDLE SCHOOL	5801003	05	71	4.2%
ATKINS SC 5801000	ATKINS MIDDLE SCHOOL	5801003	06	73	5.5%
ATKINS SC 5801000	ATKINS MIDDLE SCHOOL	5801003	07	77	1.3%
ATKINS SC 5801000	ATKINS MIDDLE SCHOOL	5801003	08	64	7.8%
DOVER SC 5802000	DOVER HIGH SCHOOL	5802006	09	123	10.6%
DOVER SC 5802000	DOVER HIGH SCHOOL	5802006	10	98	12.2%
DOVER SC 5802000	DOVER MIDDLE SCHOOL	5802008	06	107	1.9%
DOVER SC 5802000	DOVER MIDDLE SCHOOL	5802008	07	114	0.9%
DOVER SC 5802000	DOVER MIDDLE SCHOOL	5802008	08	102	2.0%
DOVER SC 5802000	DOVER ELEMENTARY SCHOOL	5802009	03	120	1.7%
DOVER SC 5802000	DOVER ELEMENTARY SCHOOL	5802009	04	95	4.2%
DOVER SC 5802000	DOVER ELEMENTARY SCHOOL	5802009	05	98	2.0%
HECTOR S 5803000	HECTOR ELEMENTARY SCHOOL	5803009	03	43	7.0%
HECTOR S 5803000	HECTOR ELEMENTARY SCHOOL	5803009	04	46	6.5%
HECTOR S 5803000	HECTOR ELEMENTARY SCHOOL	5803009	05	34	5.9%
HECTOR S 5803000	HECTOR ELEMENTARY SCHOOL	5803009	06	44	2.3%
HECTOR S 5803000	HECTOR HIGH SCHOOL	5803010	07	40	10.0%
HECTOR S 5803000	HECTOR HIGH SCHOOL	5803010	08	38	5.3%
HECTOR S 5803000	HECTOR HIGH SCHOOL	5803010	09	51	17.6%
HECTOR S 5803000	HECTOR HIGH SCHOOL	5803010	10	60	6.7%

POTTSVILI 5804000	POTTSVILLE ELEMENTARY SCHOOL	5804013	03	118	3.4%
POTTSVILI 5804000	POTTSVILLE HIGH SCHOOL	5804014	10	126	13.5%
POTTSVILI 5804000	POTTSVILLE MIDDLE GRADE	5804015	04	136	5.9%
POTTSVILI 5804000	POTTSVILLE MIDDLE GRADE	5804015	05	133	2.3%
POTTSVILI 5804000	POTTSVILLE MIDDLE GRADE	5804015	06	118	3.4%
POTTSVILI 5804000	POTTSVILLE JUNIOR HIGH SCHOOL	5804016	07	125	1.6%
POTTSVILI 5804000	POTTSVILLE JUNIOR HIGH SCHOOL	5804016	08	131	3.1%
POTTSVILI 5804000	POTTSVILLE JUNIOR HIGH SCHOOL	5804016	09	123	13.8%
RUSSELLV 5805000	CRAWFORD ELEMENTARY SCHOOL	5805017	03	85	3.5%
RUSSELLV 5805000	CRAWFORD ELEMENTARY SCHOOL	5805017	04	60	25.0%
RUSSELLV 5805000	DWIGHT ELEMENTARY SCHOOL	5805018	03	50	6.0%
RUSSELLV 5805000	DWIGHT ELEMENTARY SCHOOL	5805018	04	59	5.1%
RUSSELLV 5805000	LONDON ELEMENTARY SCHOOL	5805019	03	24	0.0%
RUSSELLV 5805000	LONDON ELEMENTARY SCHOOL	5805019	04	22	4.5%
RUSSELLV 5805000	OAKLAND HEIGHTS ELEM. SCHOOL	5805020	03	87	3.4%
RUSSELLV 5805000	OAKLAND HEIGHTS ELEM. SCHOOL	5805020	04	70	7.1%
RUSSELLV 5805000	SEQUOYAH ELEMENTARY SCHOOL	5805021	03	111	3.6%
RUSSELLV 5805000	SEQUOYAH ELEMENTARY SCHOOL	5805021	04	86	9.3%
RUSSELLV 5805000	RUSSELLVILLE MIDDLE SCHOOL	5805022	06	385	7.0%
RUSSELLV 5805000	RUSSELLVILLE MIDDLE SCHOOL	5805022	07	358	3.1%
RUSSELLV 5805000	RUSSELLVILLE JR. HIGH SCHOOL	5805023	08	363	4.1%
RUSSELLV 5805000	RUSSELLVILLE JR. HIGH SCHOOL	5805023	09	403	15.6%
RUSSELLV 5805000	RUSSELLVILLE HIGH SCHOOL	5805024	10	359	13.1%
RUSSELLV 5805000	CENTER VALLEY ELEM. SCHOOL	5805025	03	75	1.3%
RUSSELLV 5805000	CENTER VALLEY ELEM. SCHOOL	5805025	04	88	5.7%
RUSSELLV 5805000	RUSSELLVILLE UPPER ELEM. SCH.	5805026	05	373	3.8%
DES ARC S 5901000	DES ARC ELEMENTARY SCHOOL	5901001	03	35	2.9%
DES ARC S 5901000	DES ARC ELEMENTARY SCHOOL	5901001	04	41	7.3%
DES ARC S 5901000	DES ARC ELEMENTARY SCHOOL	5901001	05	26	3.8%
DES ARC S 5901000	DES ARC ELEMENTARY SCHOOL	5901001	06	48	6.3%
DES ARC S 5901000	DES ARC HIGH SCHOOL	5901002	07	44	0.0%
DES ARC S 5901000	DES ARC HIGH SCHOOL	5901002	08	33	6.1%
DES ARC S 5901000	DES ARC HIGH SCHOOL	5901002	09	54	13.0%
DES ARC S 5901000	DES ARC HIGH SCHOOL	5901002	10	42	28.6%
HAZEN SC 5903000	HAZEN ELEMENTARY SCHOOL	5903011	03	57	5.3%
HAZEN SC 5903000	HAZEN ELEMENTARY SCHOOL	5903011	04	37	8.1%
HAZEN SC 5903000	HAZEN ELEMENTARY SCHOOL	5903011	05	49	4.1%
HAZEN SC 5903000	HAZEN ELEMENTARY SCHOOL	5903011	06	46	10.9%
HAZEN SC 5903000	HAZEN ELEMENTARY SCHOOL	5903011	07	35	11.4%
HAZEN SC 5903000	HAZEN ELEMENTARY SCHOOL	5903011	08	55	10.9%
HAZEN SC 5903000	HAZEN HIGH SCHOOL	5903012	09	46	10.9%
HAZEN SC 5903000	HAZEN HIGH SCHOOL	5903012	10	54	20.4%
LITTLE RO 6001000	CENTRAL HIGH SCHOOL	6001001	09	568	23.1%
LITTLE RO 6001000	CENTRAL HIGH SCHOOL	6001001	10	573	17.1%
LITTLE RO 6001000	CENTRAL HIGH SCHOOL	6001001	11	0	NA
LITTLE RO 6001000	HALL HIGH SCHOOL	6001002	09	289	52.2%
LITTLE RO 6001000	HALL HIGH SCHOOL	6001002	10	250	58.0%
LITTLE RO 6001000	MANN MAGNET MIDDLE SCHOOL	6001003	06	277	7.2%
LITTLE RO 6001000	MANN MAGNET MIDDLE SCHOOL	6001003	07	273	7.3%



LITTLE RO	6001000	MANN MAGNET MIDDLE SCHOOL	6001003	08	260	7.3%
LITTLE RO	6001000	PARKVIEW MAGNET HIGH SCHOOL	6001005	09	312	18.6%
LITTLE RO	6001000	PARKVIEW MAGNET HIGH SCHOOL	6001005	10	295	15.6%
LITTLE RO	6001000	BOOKER ARTS MAGNET ELEM. SCH.	6001006	03	71	2.8%
LITTLE RO	6001000	BOOKER ARTS MAGNET ELEM. SCH.	6001006	04	92	10.9%
LITTLE RO	6001000	BOOKER ARTS MAGNET ELEM. SCH.	6001006	05	94	6.4%
LITTLE RO	6001000	DUNBAR MAGNET MIDDLE SCHOOL	6001007	06	229	15.7%
LITTLE RO	6001000	DUNBAR MAGNET MIDDLE SCHOOL	6001007	07	218	11.5%
LITTLE RO	6001000	DUNBAR MAGNET MIDDLE SCHOOL	6001007	08	232	11.6%
LITTLE RO	6001000	DUNBAR MAGNET MIDDLE SCHOOL	6001007	09	1	N<10
LITTLE RO	6001000	PULASKI HEIGHTS MIDDLE SCHOOL	6001010	06	259	6.9%
LITTLE RO	6001000	PULASKI HEIGHTS MIDDLE SCHOOL	6001010	07	276	4.7%
LITTLE RO	6001000	PULASKI HEIGHTS MIDDLE SCHOOL	6001010	08	251	6.8%
LITTLE RO	6001000	HENDERSON MIDDLE SCHOOL	6001013	06	258	16.3%
LITTLE RO	6001000	HENDERSON MIDDLE SCHOOL	6001013	07	227	10.6%
LITTLE RO	6001000	HENDERSON MIDDLE SCHOOL	6001013	08	264	23.1%
LITTLE RO	6001000	BALE ELEMENTARY SCHOOL	6001017	03	49	12.2%
LITTLE RO	6001000	BALE ELEMENTARY SCHOOL	6001017	04	54	25.9%
LITTLE RO	6001000	BALE ELEMENTARY SCHOOL	6001017	05	56	8.9%
LITTLE RO	6001000	BRADY ELEMENTARY SCHOOL	6001018	03	71	5.6%
LITTLE RO	6001000	BRADY ELEMENTARY SCHOOL	6001018	04	42	23.8%
LITTLE RO	6001000	BRADY ELEMENTARY SCHOOL	6001018	05	52	7.7%
LITTLE RO	6001000	MCDERMOTT ELEMENTARY SCHOOL	6001020	03	48	4.2%
LITTLE RO	6001000	MCDERMOTT ELEMENTARY SCHOOL	6001020	04	47	8.5%
LITTLE RO	6001000	MCDERMOTT ELEMENTARY SCHOOL	6001020	05	51	5.9%
LITTLE RO	6001000	CARVER MAGNET ELEM. SCHOOL	6001021	03	43	7.0%
LITTLE RO	6001000	CARVER MAGNET ELEM. SCHOOL	6001021	04	44	13.6%
LITTLE RO	6001000	CARVER MAGNET ELEM. SCHOOL	6001021	05	47	0.0%
LITTLE RO	6001000	FOREST PARK ELEMENTARY SCHOOL	6001024	03	67	1.5%
LITTLE RO	6001000	FOREST PARK ELEMENTARY SCHOOL	6001024	04	70	0.0%
LITTLE RO	6001000	FOREST PARK ELEMENTARY SCHOOL	6001024	05	59	0.0%
LITTLE RO	6001000	FRANKLIN INCENTIVE ELEM. SCH.	6001025	03	49	2.0%
LITTLE RO	6001000	FRANKLIN INCENTIVE ELEM. SCH.	6001025	04	52	26.9%
LITTLE RO	6001000	FRANKLIN INCENTIVE ELEM. SCH.	6001025	05	40	5.0%
LITTLE RO	6001000	GIBBS MAGNET ELEMENTARY SCHOOL	6001027	03	47	0.0%
LITTLE RO	6001000	GIBBS MAGNET ELEMENTARY SCHOOL	6001027	04	46	6.5%
LITTLE RO	6001000	GIBBS MAGNET ELEMENTARY SCHOOL	6001027	05	46	2.2%
LITTLE RO	6001000	WESTERN HILLS ELEM. SCHOOL	6001029	03	45	4.4%
LITTLE RO	6001000	WESTERN HILLS ELEM. SCHOOL	6001029	04	26	15.4%
LITTLE RO	6001000	WESTERN HILLS ELEM. SCHOOL	6001029	05	31	9.7%
LITTLE RO	6001000	JEFFERSON ELEMENTARY SCHOOL	6001030	03	59	1.7%
LITTLE RO	6001000	JEFFERSON ELEMENTARY SCHOOL	6001030	04	61	6.6%
LITTLE RO	6001000	JEFFERSON ELEMENTARY SCHOOL	6001030	05	43	0.0%
LITTLE RO	6001000	MEADOWCLIFF ELEMENTARY SCHOOL	6001033	03	47	2.1%
LITTLE RO	6001000	MEADOWCLIFF ELEMENTARY SCHOOL	6001033	04	53	26.4%
LITTLE RO	6001000	MEADOWCLIFF ELEMENTARY SCHOOL	6001033	05	44	4.5%
LITTLE RO	6001000	M.L. KING MAGNET ELEM. SCHOOL	6001035	03	74	4.1%
LITTLE RO	6001000	M.L. KING MAGNET ELEM. SCHOOL	6001035	04	67	26.9%
LITTLE RO	6001000	M.L. KING MAGNET ELEM. SCHOOL	6001035	05	65	9.2%

LITTLE RO	6001000	PULASKI HEIGHTS ELEM. SCHOOL	6001038	03	68	5.9%
LITTLE RO	6001000	PULASKI HEIGHTS ELEM. SCHOOL	6001038	04	51	5.9%
LITTLE RO	6001000	PULASKI HEIGHTS ELEM. SCHOOL	6001038	05	55	1.8%
LITTLE RO	6001000	ROMINE INTERDIST. ELEM. SCHOOL	6001040	03	45	4.4%
LITTLE RO	6001000	ROMINE INTERDIST. ELEM. SCHOOL	6001040	04	37	27.0%
LITTLE RO	6001000	ROMINE INTERDIST. ELEM. SCHOOL	6001040	05	45	11.1%
LITTLE RO	6001000	STEPHENS ELEM. SCHOOL	6001041	03	71	5.6%
LITTLE RO	6001000	STEPHENS ELEM. SCHOOL	6001041	04	43	23.3%
LITTLE RO	6001000	STEPHENS ELEM. SCHOOL	6001041	05	40	12.5%
LITTLE RO	6001000	WASHINGTON MAGNET ELEM. SCHOOL	6001042	03	66	9.1%
LITTLE RO	6001000	WASHINGTON MAGNET ELEM. SCHOOL	6001042	04	61	36.1%
LITTLE RO	6001000	WASHINGTON MAGNET ELEM. SCHOOL	6001042	05	71	19.7%
LITTLE RO	6001000	WILLIAMS MAGNET ELEM. SCHOOL	6001043	03	68	1.5%
LITTLE RO	6001000	WILLIAMS MAGNET ELEM. SCHOOL	6001043	04	61	1.6%
LITTLE RO	6001000	WILLIAMS MAGNET ELEM. SCHOOL	6001043	05	62	0.0%
LITTLE RO	6001000	WILSON ELEMENTARY SCHOOL	6001044	03	45	11.1%
LITTLE RO	6001000	WILSON ELEMENTARY SCHOOL	6001044	04	48	14.6%
LITTLE RO	6001000	WILSON ELEMENTARY SCHOOL	6001044	05	43	4.7%
LITTLE RO	6001000	TERRY ELEMENTARY SCHOOL	6001047	03	69	0.0%
LITTLE RO	6001000	TERRY ELEMENTARY SCHOOL	6001047	04	56	12.5%
LITTLE RO	6001000	TERRY ELEMENTARY SCHOOL	6001047	05	51	7.8%
LITTLE RO	6001000	FULBRIGHT ELEMENTARY SCHOOL	6001048	03	70	1.4%
LITTLE RO	6001000	FULBRIGHT ELEMENTARY SCHOOL	6001048	04	80	6.3%
LITTLE RO	6001000	FULBRIGHT ELEMENTARY SCHOOL	6001048	05	63	3.2%
LITTLE RO	6001000	ROCKEFELLER INCENTIVE ELEM.	6001050	03	52	7.7%
LITTLE RO	6001000	ROCKEFELLER INCENTIVE ELEM.	6001050	04	38	26.3%
LITTLE RO	6001000	ROCKEFELLER INCENTIVE ELEM.	6001050	05	44	9.1%
LITTLE RO	6001000	BASELINE ELEMENTARY SCHOOL	6001052	03	47	4.3%
LITTLE RO	6001000	BASELINE ELEMENTARY SCHOOL	6001052	04	37	10.8%
LITTLE RO	6001000	BASELINE ELEMENTARY SCHOOL	6001052	05	45	6.7%
LITTLE RO	6001000	DAVID O'DODD ELEMENTARY SCHOOL	6001055	03	46	4.3%
LITTLE RO	6001000	DAVID O'DODD ELEMENTARY SCHOOL	6001055	04	44	13.6%
LITTLE RO	6001000	DAVID O'DODD ELEMENTARY SCHOOL	6001055	05	53	9.4%
LITTLE RO	6001000	GEYER SPRINGS GIFTED AND TALENTE	6001056	03	37	8.1%
LITTLE RO	6001000	GEYER SPRINGS GIFTED AND TALENTE	6001056	04	48	4.2%
LITTLE RO	6001000	GEYER SPRINGS GIFTED AND TALENTE	6001056	05	44	0.0%
LITTLE RO	6001000	MABELVALE ELEMENTARY SCHOOL	6001057	03	89	6.7%
LITTLE RO	6001000	MABELVALE ELEMENTARY SCHOOL	6001057	04	82	9.8%
LITTLE RO	6001000	MABELVALE ELEMENTARY SCHOOL	6001057	05	80	5.0%
LITTLE RO	6001000	OTTER CREEK ELEMENTARY SCHOOL	6001058	03	95	2.1%
LITTLE RO	6001000	OTTER CREEK ELEMENTARY SCHOOL	6001058	04	93	10.8%
LITTLE RO	6001000	OTTER CREEK ELEMENTARY SCHOOL	6001058	05	77	5.2%
LITTLE RO	6001000	WAKEFIELD ELEMENTARY SCHOOL	6001059	03	92	2.2%
LITTLE RO	6001000	WAKEFIELD ELEMENTARY SCHOOL	6001059	04	92	17.4%
LITTLE RO	6001000	WAKEFIELD ELEMENTARY SCHOOL	6001059	05	83	1.2%
LITTLE RO	6001000	MABELVALE MIDDLE SCHOOL	6001062	06	183	15.3%
LITTLE RO	6001000	MABELVALE MIDDLE SCHOOL	6001062	07	199	10.1%
LITTLE RO	6001000	MABELVALE MIDDLE SCHOOL	6001062	08	228	13.2%
LITTLE RO	6001000	J.A. FAIR HIGH SCHOOL	6001063	09	246	42.3%

LITTLE ROCK 6001000	J.A. FAIR HIGH SCHOOL	6001063	10	235	44.3%
LITTLE ROCK 6001000	MCCLELLAN MAGNET HIGH SCHOOL	6001064	09	200	43.5%
LITTLE ROCK 6001000	MCCLELLAN MAGNET HIGH SCHOOL	6001064	10	157	41.4%
LITTLE ROCK 6001000	ALTERNATIVE AGENCIES	6001067	03	5	N<10
LITTLE ROCK 6001000	ALTERNATIVE AGENCIES	6001067	04	3	N<10
LITTLE ROCK 6001000	ALTERNATIVE AGENCIES	6001067	05	3	N<10
LITTLE ROCK 6001000	ALTERNATIVE AGENCIES	6001067	06	2	N<10
LITTLE ROCK 6001000	ALTERNATIVE AGENCIES	6001067	07	4	N<10
LITTLE ROCK 6001000	ALTERNATIVE AGENCIES	6001067	08	6	N<10
LITTLE ROCK 6001000	ALTERNATIVE AGENCIES	6001067	09	6	N<10
LITTLE ROCK 6001000	ALTERNATIVE AGENCIES	6001067	10	5	N<10
LITTLE ROCK 6001000	WATSON INTERMEDIATE SCHOOL	6001071	03	131	10.7%
LITTLE ROCK 6001000	WATSON INTERMEDIATE SCHOOL	6001071	04	132	28.8%
LITTLE ROCK 6001000	WATSON INTERMEDIATE SCHOOL	6001071	05	135	14.1%
LITTLE ROCK 6001000	DON ROBERTS ELEMENTARY SCHOOL	6001073	03	163	1.8%
LITTLE ROCK 6001000	DON ROBERTS ELEMENTARY SCHOOL	6001073	04	135	3.0%
LITTLE ROCK 6001000	DON ROBERTS ELEMENTARY SCHOOL	6001073	05	132	1.5%
LITTLE ROCK 6001000	FOREST HEIGHTS STEM ACADEMY	6001075	03	73	1.4%
LITTLE ROCK 6001000	FOREST HEIGHTS STEM ACADEMY	6001075	04	71	1.4%
LITTLE ROCK 6001000	FOREST HEIGHTS STEM ACADEMY	6001075	05	71	0.0%
LITTLE ROCK 6001000	FOREST HEIGHTS STEM ACADEMY	6001075	06	98	2.0%
LITTLE ROCK 6001000	FOREST HEIGHTS STEM ACADEMY	6001075	07	96	2.1%
LITTLE ROCK 6001000	FOREST HEIGHTS STEM ACADEMY	6001075	08	94	2.1%
LITTLE ROCK 6001000	CLOVERDALE AEROSPACE TECH CHAR	6001702	06	208	14.9%
LITTLE ROCK 6001000	CLOVERDALE AEROSPACE TECH CHAR	6001702	07	177	21.5%
LITTLE ROCK 6001000	CLOVERDALE AEROSPACE TECH CHAR	6001702	08	191	21.5%
NORTH LITTLE ROCK 6002000	AMBOY ELEMENTARY SCHOOL	6002050	03	70	2.9%
NORTH LITTLE ROCK 6002000	AMBOY ELEMENTARY SCHOOL	6002050	04	56	16.1%
NORTH LITTLE ROCK 6002000	AMBOY ELEMENTARY SCHOOL	6002050	05	71	4.2%
NORTH LITTLE ROCK 6002000	BOONE PARK ELEMENTARY SCHOOL	6002054	03	65	7.7%
NORTH LITTLE ROCK 6002000	BOONE PARK ELEMENTARY SCHOOL	6002054	04	47	27.7%
NORTH LITTLE ROCK 6002000	BOONE PARK ELEMENTARY SCHOOL	6002054	05	60	11.7%
NORTH LITTLE ROCK 6002000	CRESTWOOD ELEMENTARY SCHOOL	6002055	03	75	1.3%
NORTH LITTLE ROCK 6002000	CRESTWOOD ELEMENTARY SCHOOL	6002055	04	78	6.4%
NORTH LITTLE ROCK 6002000	CRESTWOOD ELEMENTARY SCHOOL	6002055	05	74	2.7%
NORTH LITTLE ROCK 6002000	GLENVIEW ELEMENTARY SCHOOL	6002056	03	42	4.8%
NORTH LITTLE ROCK 6002000	GLENVIEW ELEMENTARY SCHOOL	6002056	04	49	22.4%
NORTH LITTLE ROCK 6002000	GLENVIEW ELEMENTARY SCHOOL	6002056	05	37	2.7%
NORTH LITTLE ROCK 6002000	INDIAN HILLS ELEMENTARY SCHOOL	6002057	03	100	4.0%
NORTH LITTLE ROCK 6002000	INDIAN HILLS ELEMENTARY SCHOOL	6002057	04	110	7.3%
NORTH LITTLE ROCK 6002000	INDIAN HILLS ELEMENTARY SCHOOL	6002057	05	109	0.0%
NORTH LITTLE ROCK 6002000	LAKEWOOD ELEMENTARY SCHOOL	6002058	03	71	4.2%
NORTH LITTLE ROCK 6002000	LAKEWOOD ELEMENTARY SCHOOL	6002058	04	66	15.2%
NORTH LITTLE ROCK 6002000	LAKEWOOD ELEMENTARY SCHOOL	6002058	05	85	1.2%
NORTH LITTLE ROCK 6002000	MEADOW PARK ELEMENTARY SCHOOL	6002061	03	74	4.1%
NORTH LITTLE ROCK 6002000	MEADOW PARK ELEMENTARY SCHOOL	6002061	04	51	33.3%
NORTH LITTLE ROCK 6002000	MEADOW PARK ELEMENTARY SCHOOL	6002061	05	67	1.5%
NORTH LITTLE ROCK 6002000	SEVENTH STREET ELEMENTARY SCHOOL	6002069	03	45	11.1%
NORTH LITTLE ROCK 6002000	SEVENTH STREET ELEMENTARY SCHOOL	6002069	04	52	23.1%

NORTH LI* 6002000	SEVENTH STREET ELEMENTARY SCHOOL	6002069	05	44	4.5%
NORTH LI* 6002000	NORTH LITTLE ROCK MIDDLE SCHOOL	6002070	06	620	12.3%
NORTH LI* 6002000	NORTH LITTLE ROCK MIDDLE SCHOOL	6002070	07	573	8.6%
NORTH LI* 6002000	NORTH LITTLE ROCK MIDDLE SCHOOL	6002070	08	566	16.3%
NORTH LI* 6002000	NORTH LITTLE ROCK HIGH SCHOOL	6002082	09	598	26.3%
NORTH LI* 6002000	NORTH LITTLE ROCK HIGH SCHOOL	6002082	10	623	28.9%
NORTH LI* 6002000	RIDGEROAD ELEMENTARY SCHOOL	6002084	03	119	9.2%
NORTH LI* 6002000	RIDGEROAD ELEMENTARY SCHOOL	6002084	04	68	13.2%
NORTH LI* 6002000	RIDGEROAD ELEMENTARY SCHOOL	6002084	05	84	10.7%
PULASKI C 6003000	BAKER INTERDISTRICT ELEM. SCH.	6003092	03	73	1.4%
PULASKI C 6003000	BAKER INTERDISTRICT ELEM. SCH.	6003092	04	70	1.4%
PULASKI C 6003000	BAKER INTERDISTRICT ELEM. SCH.	6003092	05	67	0.0%
PULASKI C 6003000	CRYSTAL HILL ELEMENTARY	6003093	03	108	1.9%
PULASKI C 6003000	CRYSTAL HILL ELEMENTARY	6003093	04	100	11.0%
PULASKI C 6003000	CRYSTAL HILL ELEMENTARY	6003093	05	103	3.9%
PULASKI C 6003000	BAYOU METO ELEMENTARY SCHOOL	6003094	03	41	17.1%
PULASKI C 6003000	BAYOU METO ELEMENTARY SCHOOL	6003094	04	46	13.0%
PULASKI C 6003000	BAYOU METO ELEMENTARY SCHOOL	6003094	05	46	2.2%
PULASKI C 6003000	CLINTON ELEMENTARY SCHOOL	6003095	03	104	1.9%
PULASKI C 6003000	CLINTON ELEMENTARY SCHOOL	6003095	04	95	10.5%
PULASKI C 6003000	CLINTON ELEMENTARY SCHOOL	6003095	05	82	1.2%
PULASKI C 6003000	WARREN DUPREE ELEM. SCHOOL	6003099	03	72	8.3%
PULASKI C 6003000	WARREN DUPREE ELEM. SCHOOL	6003099	04	56	21.4%
PULASKI C 6003000	WARREN DUPREE ELEM. SCHOOL	6003099	05	55	9.1%
PULASKI C 6003000	HARRIS ELEMENTARY SCHOOL	6003102	03	41	4.9%
PULASKI C 6003000	HARRIS ELEMENTARY SCHOOL	6003102	04	46	26.1%
PULASKI C 6003000	HARRIS ELEMENTARY SCHOOL	6003102	05	33	9.1%
PULASKI C 6003000	LANDMARK ELEMENTARY SCHOOL	6003104	03	52	7.7%
PULASKI C 6003000	LANDMARK ELEMENTARY SCHOOL	6003104	04	47	21.3%
PULASKI C 6003000	LANDMARK ELEMENTARY SCHOOL	6003104	05	28	0.0%
PULASKI C 6003000	LAWSON ELEMENTARY SCHOOL	6003105	03	44	0.0%
PULASKI C 6003000	LAWSON ELEMENTARY SCHOOL	6003105	04	29	13.8%
PULASKI C 6003000	LAWSON ELEMENTARY SCHOOL	6003105	05	27	3.7%
PULASKI C 6003000	TOLLESON ELEMENTARY SCHOOL	6003106	03	50	0.0%
PULASKI C 6003000	TOLLESON ELEMENTARY SCHOOL	6003106	04	52	3.8%
PULASKI C 6003000	TOLLESON ELEMENTARY SCHOOL	6003106	05	45	13.3%
PULASKI C 6003000	OAK GROVE ELEMENTARY SCHOOL	6003108	03	43	4.7%
PULASKI C 6003000	OAK GROVE ELEMENTARY SCHOOL	6003108	04	35	11.4%
PULASKI C 6003000	OAK GROVE ELEMENTARY SCHOOL	6003108	05	30	3.3%
PULASKI C 6003000	JOE T. ROBINSON ELEM. SCHOOL	6003110	03	21	4.8%
PULASKI C 6003000	JOE T. ROBINSON ELEM. SCHOOL	6003110	04	22	0.0%
PULASKI C 6003000	JOE T. ROBINSON ELEM. SCHOOL	6003110	05	31	3.2%
PULASKI C 6003000	SHERWOOD ELEMENTARY SCHOOL	6003112	03	48	4.2%
PULASKI C 6003000	SHERWOOD ELEMENTARY SCHOOL	6003112	04	56	21.4%
PULASKI C 6003000	SHERWOOD ELEMENTARY SCHOOL	6003112	05	52	3.8%
PULASKI C 6003000	SYLVAN HILLS ELEMENTARY SCHOOL	6003113	03	75	1.3%
PULASKI C 6003000	SYLVAN HILLS ELEMENTARY SCHOOL	6003113	04	72	8.3%
PULASKI C 6003000	SYLVAN HILLS ELEMENTARY SCHOOL	6003113	05	74	2.7%
PULASKI C 6003000	JACKSONVILLE MIDDLE SCHOOL	6003119	06	225	8.4%



PULASKI C 6003000	JACKSONVILLE MIDDLE SCHOOL	6003119	07	254	7.5%
PULASKI C 6003000	JACKSONVILLE MIDDLE SCHOOL	6003119	08	213	19.2%
PULASKI C 6003000	FULLER MIDDLE SCHOOL	6003120	06	164	8.5%
PULASKI C 6003000	FULLER MIDDLE SCHOOL	6003120	07	130	11.5%
PULASKI C 6003000	FULLER MIDDLE SCHOOL	6003120	08	157	18.5%
PULASKI C 6003000	SYLVAN HILLS MIDDLE SCHOOL	6003122	06	394	6.1%
PULASKI C 6003000	SYLVAN HILLS MIDDLE SCHOOL	6003122	07	397	6.0%
PULASKI C 6003000	SYLVAN HILLS MIDDLE SCHOOL	6003122	08	347	8.4%
PULASKI C 6003000	JACKSONVILLE HIGH SCHOOL	6003123	09	253	41.5%
PULASKI C 6003000	JACKSONVILLE HIGH SCHOOL	6003123	10	186	40.3%
PULASKI C 6003000	WILBUR D. MILLS HIGH SCHOOL	6003125	09	152	47.4%
PULASKI C 6003000	WILBUR D. MILLS HIGH SCHOOL	6003125	10	179	31.3%
PULASKI C 6003000	JOE T. ROBINSON HIGH SCHOOL	6003127	09	147	25.2%
PULASKI C 6003000	JOE T. ROBINSON HIGH SCHOOL	6003127	10	147	18.4%
PULASKI C 6003000	SYLVAN HILLS HIGH SCHOOL	6003128	09	424	28.1%
PULASKI C 6003000	SYLVAN HILLS HIGH SCHOOL	6003128	10	348	19.0%
PULASKI C 6003000	CATO ELEMENTARY SCHOOL	6003129	03	49	4.1%
PULASKI C 6003000	CATO ELEMENTARY SCHOOL	6003129	04	58	10.3%
PULASKI C 6003000	CATO ELEMENTARY SCHOOL	6003129	05	50	4.0%
PULASKI C 6003000	PINEWOOD ELEMENTARY SCHOOL	6003130	03	73	8.2%
PULASKI C 6003000	PINEWOOD ELEMENTARY SCHOOL	6003130	04	63	11.1%
PULASKI C 6003000	PINEWOOD ELEMENTARY SCHOOL	6003130	05	75	2.7%
PULASKI C 6003000	COLLEGE STATION ELEM. SCHOOL	6003135	03	37	2.7%
PULASKI C 6003000	COLLEGE STATION ELEM. SCHOOL	6003135	04	39	2.6%
PULASKI C 6003000	COLLEGE STATION ELEM. SCHOOL	6003135	05	42	0.0%
PULASKI C 6003000	NORTH PULASKI HIGH SCHOOL	6003136	09	48	35.4%
PULASKI C 6003000	NORTH PULASKI HIGH SCHOOL	6003136	10	80	13.8%
PULASKI C 6003000	ARNOLD DRIVE ELEMENTARY SCHOOL	6003137	03	23	0.0%
PULASKI C 6003000	ARNOLD DRIVE ELEMENTARY SCHOOL	6003137	04	29	6.9%
PULASKI C 6003000	ARNOLD DRIVE ELEMENTARY SCHOOL	6003137	05	7	N<10
PULASKI C 6003000	OAKBROOKE ELEMENTARY SCHOOL	6003139	03	86	2.3%
PULASKI C 6003000	OAKBROOKE ELEMENTARY SCHOOL	6003139	04	80	11.3%
PULASKI C 6003000	OAKBROOKE ELEMENTARY SCHOOL	6003139	05	82	4.9%
PULASKI C 6003000	MURRELL TAYLOR ELEM. SCHOOL	6003141	03	57	12.3%
PULASKI C 6003000	MURRELL TAYLOR ELEM. SCHOOL	6003141	04	52	25.0%
PULASKI C 6003000	MURRELL TAYLOR ELEM. SCHOOL	6003141	05	32	6.3%
PULASKI C 6003000	PINE FOREST ELEMENTARY SCHOOL	6003142	03	101	1.0%
PULASKI C 6003000	PINE FOREST ELEMENTARY SCHOOL	6003142	04	84	1.2%
PULASKI C 6003000	PINE FOREST ELEMENTARY SCHOOL	6003142	05	91	3.3%
PULASKI C 6003000	JOE T. ROBINSON MIDDLE SCHOOL	6003143	06	137	2.9%
PULASKI C 6003000	JOE T. ROBINSON MIDDLE SCHOOL	6003143	07	171	2.9%
PULASKI C 6003000	JOE T. ROBINSON MIDDLE SCHOOL	6003143	08	123	4.9%
PULASKI C 6003000	BATES ELEMENTARY SCHOOL	6003146	03	55	7.3%
PULASKI C 6003000	BATES ELEMENTARY SCHOOL	6003146	04	90	14.4%
PULASKI C 6003000	BATES ELEMENTARY SCHOOL	6003146	05	65	9.2%
PULASKI C 6003000	MAUMELLE MIDDLE SCHOOL	6003149	06	260	6.9%
PULASKI C 6003000	MAUMELLE MIDDLE SCHOOL	6003149	07	221	9.0%
PULASKI C 6003000	MAUMELLE MIDDLE SCHOOL	6003149	08	276	8.3%
PULASKI C 6003000	CHENAL ELEMENTARY SCHOOL	6003150	03	94	0.0%

PULASKI C 6003000	CHENAL ELEMENTARY SCHOOL	6003150	04	88	4.5%
PULASKI C 6003000	CHENAL ELEMENTARY SCHOOL	6003150	05	82	0.0%
PULASKI C 6003000	MAUMELLE HIGH SCHOOL	6003151	09	278	26.6%
PULASKI C 6003000	MAUMELLE HIGH SCHOOL	6003151	10	247	23.1%
ACADEMI 6040700	ACADEMICS PLUS	6040702	03	72	0.0%
ACADEMI 6040700	ACADEMICS PLUS	6040702	04	75	4.0%
ACADEMI 6040700	ACADEMICS PLUS	6040702	05	77	2.6%
ACADEMI 6040700	ACADEMICS PLUS	6040703	06	76	1.3%
ACADEMI 6040700	ACADEMICS PLUS	6040703	07	71	0.0%
ACADEMI 6040700	ACADEMICS PLUS	6040703	08	50	2.0%
ACADEMI 6040700	ACADEMICS PLUS	6040703	09	50	8.0%
ACADEMI 6040700	ACADEMICS PLUS	6040703	10	45	11.1%
LISA ACAC 6041700	LISA ACADEMY NORTH ELEMENTARY CH	6041701	03	65	6.2%
LISA ACAC 6041700	LISA ACADEMY NORTH ELEMENTARY CH	6041701	04	73	2.7%
LISA ACAC 6041700	LISA ACADEMY NORTH ELEMENTARY CH	6041701	05	76	1.3%
LISA ACAC 6041700	LISA ACADEMY	6041702	06	157	3.2%
LISA ACAC 6041700	LISA ACADEMY	6041702	07	161	3.7%
LISA ACAC 6041700	LISA ACADEMY	6041702	08	142	4.9%
LISA ACAC 6041700	LISA ACADEMY HIGH	6041703	09	128	7.0%
LISA ACAC 6041700	LISA ACADEMY HIGH	6041703	10	75	17.3%
LISA ACAC 6041700	LISA ACADEMY NORTH MIDDLE CHARTE	6041705	06	82	3.7%
LISA ACAC 6041700	LISA ACADEMY NORTH MIDDLE CHARTE	6041705	07	83	6.0%
LISA ACAC 6041700	LISA ACADEMY NORTH MIDDLE CHARTE	6041705	08	55	5.5%
LISA ACAC 6041700	LISA ACADEMY NORTH HIGH CHARTER	6041706	09	39	10.3%
LISA ACAC 6041700	LISA ACADEMY NORTH HIGH CHARTER	6041706	10	26	7.7%
ARKANSA 6043700	ARK VIRTUAL ACADEMY ELEMENTARY	6043701	03	145	8.3%
ARKANSA 6043700	ARK VIRTUAL ACADEMY ELEMENTARY	6043701	04	142	15.5%
ARKANSA 6043700	ARK VIRTUAL ACADEMY ELEMENTARY	6043701	05	166	7.2%
ARKANSA 6043700	ARK VIRTUAL ACADEMY MIDDLE SCH	6043702	06	175	10.9%
ARKANSA 6043700	ARK VIRTUAL ACADEMY MIDDLE SCH	6043702	07	224	7.1%
ARKANSA 6043700	ARK VIRTUAL ACADEMY MIDDLE SCH	6043702	08	234	10.7%
ARKANSA 6043700	ARKANSAS VIRTUAL ACADEMY HIGH SC	6043703	09	155	23.2%
ARKANSA 6043700	ARKANSAS VIRTUAL ACADEMY HIGH SC	6043703	10	108	15.7%
COVENAN 6044700	COVENANT KEEPERS CHARTER	6044702	06	44	15.9%
COVENAN 6044700	COVENANT KEEPERS CHARTER	6044702	07	47	14.9%
COVENAN 6044700	COVENANT KEEPERS CHARTER	6044702	08	58	13.8%
ESTEM PU 6047700	ESTEM ELEMENTARY SCHOOL	6047701	03	92	1.1%
ESTEM PU 6047700	ESTEM ELEMENTARY SCHOOL	6047701	04	92	5.4%
ESTEM PU 6047700	ESTEM MIDDLE SCHOOL	6047702	05	113	0.0%
ESTEM PU 6047700	ESTEM MIDDLE SCHOOL	6047702	06	127	0.0%
ESTEM PU 6047700	ESTEM MIDDLE SCHOOL	6047702	07	120	2.5%
ESTEM PU 6047700	ESTEM MIDDLE SCHOOL	6047702	08	118	4.2%
ESTEM PU 6047700	ESTEM HIGH CHARTER	6047703	09	131	16.0%
ESTEM PU 6047700	ESTEM HIGH CHARTER	6047703	10	124	5.6%
LITTLE RO 6049700	LITTLE ROCK PREP ACADEMY ELEMENTA	6049701	03	60	6.7%
LITTLE RO 6049700	LITTLE ROCK PREP ACADEMY ELEMENTA	6049701	04	42	16.7%
LITTLE RO 6049700	LITTLE ROCK PREP ACADEMY ELEMENTA	6049701	05	49	4.1%
LITTLE RO 6049700	LITTLE ROCK PREP ACADEMY	6049702	06	43	9.3%
LITTLE RO 6049700	LITTLE ROCK PREP ACADEMY	6049702	07	36	8.3%

LITTLE ROCK	6049700	LITTLE ROCK PREP ACADEMY	6049702	08	35	28.6%
JACKSONVILLE	6050700	JACKSONVILLE LIGHTHOUSE CHARTER	6050701	03	54	0.0%
JACKSONVILLE	6050700	JACKSONVILLE LIGHTHOUSE CHARTER	6050701	04	54	14.8%
JACKSONVILLE	6050700	JACKSONVILLE LIGHTHOUSE CHARTER	6050701	05	54	1.9%
JACKSONVILLE	6050700	JACKSONVILLE LIGHTHOUSE CHARTER	6050701	06	54	0.0%
JACKSONVILLE	6050700	COLLEGE PREP ACADEMY	6050703	07	51	5.9%
JACKSONVILLE	6050700	COLLEGE PREP ACADEMY	6050703	08	54	5.6%
JACKSONVILLE	6050700	COLLEGE PREP ACADEMY	6050703	09	83	21.7%
JACKSONVILLE	6050700	COLLEGE PREP ACADEMY	6050703	10	86	17.4%
JACKSONVILLE	6050700	FLIGHTLINE UPPER ACADEMY	6050705	05	48	4.2%
JACKSONVILLE	6050700	FLIGHTLINE UPPER ACADEMY	6050705	06	52	11.5%
JACKSONVILLE	6050700	FLIGHTLINE UPPER ACADEMY	6050705	07	52	1.9%
JACKSONVILLE	6050700	FLIGHTLINE UPPER ACADEMY	6050705	08	42	7.1%
SIATECH HIGH	6052700	SIATECH HIGH CHARTER	6052703	09	15	53.3%
SIATECH HIGH	6052700	SIATECH HIGH CHARTER	6052703	10	16	68.8%
PREMIER HIGH SCHOOL OF LITTLE ROCK	6053700	PREMIER HIGH SCHOOL OF LITTLE ROCK	6053703	09	29	37.9%
PREMIER HIGH SCHOOL OF LITTLE ROCK	6053700	PREMIER HIGH SCHOOL OF LITTLE ROCK	6053703	10	19	42.1%
QUEST MIDDLE SCHOOL OF LITTLE ROCK	6054700	QUEST MIDDLE SCHOOL OF LITTLE ROCK	6054703	06	74	5.4%
QUEST MIDDLE SCHOOL OF LITTLE ROCK	6054700	QUEST MIDDLE SCHOOL OF LITTLE ROCK	6054703	07	72	1.4%
QUEST MIDDLE SCHOOL OF LITTLE ROCK	6054700	QUEST MIDDLE SCHOOL OF LITTLE ROCK	6054703	08	63	0.0%
QUEST MIDDLE SCHOOL OF LITTLE ROCK	6054700	QUEST MIDDLE SCHOOL OF LITTLE ROCK	6054703	09	23	13.0%
EXALT ACADEMY OF SOUTHWEST LITTLE ROCK	6055700	EXALT ACADEMY OF SOUTHWEST LITTLE ROCK	6055702	03	55	9.1%
CAPITOL CITY LIGHTHOUSE LOWER ACADEMY	6056700	CAPITOL CITY LIGHTHOUSE LOWER ACADEMY	6056701	03	38	18.4%
CAPITOL CITY LIGHTHOUSE LOWER ACADEMY	6056700	CAPITOL CITY LIGHTHOUSE LOWER ACADEMY	6056701	04	37	13.5%
CAPITOL CITY LIGHTHOUSE LOWER ACADEMY	6056700	CAPITOL CITY LIGHTHOUSE LOWER ACADEMY	6056701	05	34	5.9%
ROCKBRIDGE MONTESSORI CHARTER SCHOOL	6057700	ROCKBRIDGE MONTESSORI CHARTER SCHOOL	6057701	03	21	0.0%
ROCKBRIDGE MONTESSORI CHARTER SCHOOL	6057700	ROCKBRIDGE MONTESSORI CHARTER SCHOOL	6057701	04	17	23.5%
ROCKBRIDGE MONTESSORI CHARTER SCHOOL	6057700	ROCKBRIDGE MONTESSORI CHARTER SCHOOL	6057701	05	12	0.0%
ARK. SCHOOL FOR THE BLIND ELEMENTARY	6091000	ARK. SCHOOL FOR THE BLIND ELEMENTARY	6091001	03	3	N<10
ARK. SCHOOL FOR THE BLIND ELEMENTARY	6091000	ARK. SCHOOL FOR THE BLIND ELEMENTARY	6091001	04	4	N<10
ARK. SCHOOL FOR THE BLIND ELEMENTARY	6091000	ARK. SCHOOL FOR THE BLIND ELEMENTARY	6091001	05	8	N<10
ARK. SCHOOL FOR THE BLIND ELEMENTARY	6091000	ARK. SCHOOL FOR THE BLIND ELEMENTARY	6091001	06	4	N<10
ARK. SCHOOL FOR THE BLIND H.S.	6091000	ARK. SCHOOL FOR THE BLIND H.S.	6091002	07	2	N<10
ARK. SCHOOL FOR THE BLIND H.S.	6091000	ARK. SCHOOL FOR THE BLIND H.S.	6091002	08	6	N<10
ARK. SCHOOL FOR THE BLIND H.S.	6091000	ARK. SCHOOL FOR THE BLIND H.S.	6091002	09	6	N<10
ARK. SCHOOL FOR THE BLIND H.S.	6091000	ARK. SCHOOL FOR THE BLIND H.S.	6091002	10	4	N<10
ARK. SCHOOL FOR THE DEAF ELEMENTARY	6092000	ARK. SCHOOL FOR THE DEAF ELEMENTARY	6092001	03	9	N<10
ARK. SCHOOL FOR THE DEAF ELEMENTARY	6092000	ARK. SCHOOL FOR THE DEAF ELEMENTARY	6092001	04	6	N<10
ARK. SCHOOL FOR THE DEAF ELEMENTARY	6092000	ARK. SCHOOL FOR THE DEAF ELEMENTARY	6092001	05	5	N<10
ARK. SCHOOL FOR THE DEAF ELEMENTARY	6092000	ARK. SCHOOL FOR THE DEAF ELEMENTARY	6092001	06	9	N<10
ARK. SCHOOL FOR THE DEAF ELEMENTARY	6092000	ARK. SCHOOL FOR THE DEAF ELEMENTARY	6092001	07	4	N<10
ARK. SCHOOL FOR THE DEAF ELEMENTARY	6092000	ARK. SCHOOL FOR THE DEAF ELEMENTARY	6092001	08	3	N<10
ARK. SCHOOL FOR THE DEAF H.S.	6092000	ARK. SCHOOL FOR THE DEAF H.S.	6092002	09	11	81.8%
ARK. SCHOOL FOR THE DEAF H.S.	6092000	ARK. SCHOOL FOR THE DEAF H.S.	6092002	10	9	N<10
MAYNARD ELEMENTARY SCHOOL	6102000	MAYNARD ELEMENTARY SCHOOL	6102005	03	26	7.7%
MAYNARD ELEMENTARY SCHOOL	6102000	MAYNARD ELEMENTARY SCHOOL	6102005	04	29	20.7%
MAYNARD ELEMENTARY SCHOOL	6102000	MAYNARD ELEMENTARY SCHOOL	6102005	05	35	8.6%
MAYNARD ELEMENTARY SCHOOL	6102000	MAYNARD ELEMENTARY SCHOOL	6102005	06	41	12.2%
MAYNARD HIGH SCHOOL	6102000	MAYNARD HIGH SCHOOL	6102006	07	42	2.4%

MAYNARD 6102000	MAYNARD HIGH SCHOOL	6102006	08	34	11.8%
MAYNARD 6102000	MAYNARD HIGH SCHOOL	6102006	09	29	20.7%
MAYNARD 6102000	MAYNARD HIGH SCHOOL	6102006	10	36	22.2%
POCAHONTAS 6103000	POCAHONTAS HIGH SCHOOL	6103010	10	136	14.7%
POCAHONTAS 6103000	POCAHONTAS UPPER ELEM. SCHOOL	6103011	03	134	2.2%
POCAHONTAS 6103000	POCAHONTAS UPPER ELEM. SCHOOL	6103011	04	128	5.5%
POCAHONTAS 6103000	POCAHONTAS UPPER ELEM. SCHOOL	6103011	05	138	5.8%
POCAHONTAS 6103000	POCAHONTAS UPPER ELEM. SCHOOL	6103011	06	126	5.6%
POCAHONTAS 6103000	POCAHONTAS JUNIOR HIGH SCHOOL	6103012	07	143	2.1%
POCAHONTAS 6103000	POCAHONTAS JUNIOR HIGH SCHOOL	6103012	08	158	3.8%
POCAHONTAS 6103000	POCAHONTAS JUNIOR HIGH SCHOOL	6103012	09	148	20.3%
FORREST (6201000	FORREST CITY JR. HIGH	6201010	07	169	13.6%
FORREST (6201000	FORREST CITY JR. HIGH	6201010	08	179	24.0%
FORREST (6201000	FORREST CITY HIGH SCHOOL	6201011	09	192	47.9%
FORREST (6201000	FORREST CITY HIGH SCHOOL	6201011	10	200	52.0%
FORREST (6201000	STEWART ELEMENTARY SCHOOL	6201014	03	227	7.9%
FORREST (6201000	STEWART ELEMENTARY SCHOOL	6201014	04	161	32.9%
FORREST (6201000	STEWART ELEMENTARY SCHOOL	6201014	05	132	19.7%
FORREST (6201000	LINCOLN ACADEMY	6201016	06	170	18.2%
PALESTINE 6205000	PALESTINE-WHEATLEY ELEM. SCH.	6205027	03	55	0.0%
PALESTINE 6205000	PALESTINE-WHEATLEY ELEM. SCH.	6205027	04	63	4.8%
PALESTINE 6205000	PALESTINE-WHEATLEY ELEM. SCH.	6205027	05	47	6.4%
PALESTINE 6205000	PALESTINE-WHEATLEY ELEM. SCH.	6205027	06	60	11.7%
PALESTINE 6205000	PALESTINE-WHEATLEY SENIOR HIGH	6205028	07	58	3.4%
PALESTINE 6205000	PALESTINE-WHEATLEY SENIOR HIGH	6205028	08	67	7.5%
PALESTINE 6205000	PALESTINE-WHEATLEY SENIOR HIGH	6205028	09	76	42.1%
PALESTINE 6205000	PALESTINE-WHEATLEY SENIOR HIGH	6205028	10	56	25.0%
BAUXITE § 6301000	PINE HAVEN ELEMENTARY SCHOOL	6301001	03	120	1.7%
BAUXITE § 6301000	PINE HAVEN ELEMENTARY SCHOOL	6301001	04	102	9.8%
BAUXITE § 6301000	PINE HAVEN ELEMENTARY SCHOOL	6301001	05	118	1.7%
BAUXITE § 6301000	BAUXITE HIGH SCHOOL	6301002	09	134	17.9%
BAUXITE § 6301000	BAUXITE HIGH SCHOOL	6301002	10	122	12.3%
BAUXITE § 6301000	BAUXITE MIDDLE SCHOOL	6301003	06	116	6.9%
BAUXITE § 6301000	BAUXITE MIDDLE SCHOOL	6301003	07	149	2.0%
BAUXITE § 6301000	BAUXITE MIDDLE SCHOOL	6301003	08	124	8.1%
BAUXITE § 6301000	MINER ACADEMY	6301703	06	1	N<10
BAUXITE § 6301000	MINER ACADEMY	6301703	08	1	N<10
BAUXITE § 6301000	MINER ACADEMY	6301703	09	8	N<10
BAUXITE § 6301000	MINER ACADEMY	6301703	10	9	N<10
BENTON § 6302000	CALDWELL ELEMENTARY SCHOOL	6302006	03	100	1.0%
BENTON § 6302000	CALDWELL ELEMENTARY SCHOOL	6302006	04	84	1.2%
BENTON § 6302000	CALDWELL ELEMENTARY SCHOOL	6302006	05	106	0.9%
BENTON § 6302000	ANGIE GRANT ELEMENTARY SCHOOL	6302007	03	114	3.5%
BENTON § 6302000	ANGIE GRANT ELEMENTARY SCHOOL	6302007	04	94	14.9%
BENTON § 6302000	ANGIE GRANT ELEMENTARY SCHOOL	6302007	05	92	1.1%
BENTON § 6302000	PERRIN ELEMENTARY SCHOOL	6302008	03	118	0.0%
BENTON § 6302000	PERRIN ELEMENTARY SCHOOL	6302008	04	82	1.2%
BENTON § 6302000	PERRIN ELEMENTARY SCHOOL	6302008	05	100	0.0%
BENTON § 6302000	RINGGOLD ELEMENTARY SCHOOL	6302009	03	114	1.8%



BENTON S 6302000	RINGGOLD ELEMENTARY SCHOOL	6302009	04	80	3.8%
BENTON S 6302000	RINGGOLD ELEMENTARY SCHOOL	6302009	05	79	5.1%
BENTON S 6302000	BENTON JUNIOR HIGH SCHOOL	6302010	08	364	4.4%
BENTON S 6302000	BENTON JUNIOR HIGH SCHOOL	6302010	09	400	13.0%
BENTON S 6302000	BENTON MIDDLE SCHOOL	6302011	06	388	2.8%
BENTON S 6302000	BENTON MIDDLE SCHOOL	6302011	07	392	3.3%
BENTON S 6302000	BENTON HIGH SCHOOL	6302012	10	387	10.6%
BRYANT S 6303000	HILL FARM ELEMENTARY SCHOOL	6303018	03	97	1.0%
BRYANT S 6303000	HILL FARM ELEMENTARY SCHOOL	6303018	04	101	9.9%
BRYANT S 6303000	HILL FARM ELEMENTARY SCHOOL	6303018	05	94	4.3%
BRYANT S 6303000	BRYANT ELEMENTARY SCHOOL	6303020	03	156	1.9%
BRYANT S 6303000	BRYANT ELEMENTARY SCHOOL	6303020	04	123	6.5%
BRYANT S 6303000	BRYANT ELEMENTARY SCHOOL	6303020	05	112	0.9%
BRYANT S 6303000	BRYANT HIGH SCHOOL	6303022	09	650	20.6%
BRYANT S 6303000	BRYANT HIGH SCHOOL	6303022	10	687	16.6%
BRYANT S 6303000	SALEM ELEMENTARY SCHOOL	6303023	03	98	2.0%
BRYANT S 6303000	SALEM ELEMENTARY SCHOOL	6303023	04	83	6.0%
BRYANT S 6303000	SALEM ELEMENTARY SCHOOL	6303023	05	111	3.6%
BRYANT S 6303000	ROBERT L. DAVIS ELEM. SCHOOL	6303024	03	72	2.8%
BRYANT S 6303000	ROBERT L. DAVIS ELEM. SCHOOL	6303024	04	76	3.9%
BRYANT S 6303000	ROBERT L. DAVIS ELEM. SCHOOL	6303024	05	72	2.8%
BRYANT S 6303000	SPRINGHILL ELEMENTARY SCHOOL	6303025	03	99	0.0%
BRYANT S 6303000	SPRINGHILL ELEMENTARY SCHOOL	6303025	04	107	1.9%
BRYANT S 6303000	SPRINGHILL ELEMENTARY SCHOOL	6303025	05	97	0.0%
BRYANT S 6303000	BRYANT MIDDLE SCHOOL	6303026	06	382	4.5%
BRYANT S 6303000	BRYANT MIDDLE SCHOOL	6303026	07	337	3.6%
BRYANT S 6303000	BRYANT MIDDLE SCHOOL	6303026	08	396	6.3%
BRYANT S 6303000	COLLEGEVILLE ELEMENTARY SCHOOL	6303027	03	115	2.6%
BRYANT S 6303000	COLLEGEVILLE ELEMENTARY SCHOOL	6303027	04	102	8.8%
BRYANT S 6303000	COLLEGEVILLE ELEMENTARY SCHOOL	6303027	05	94	1.1%
BRYANT S 6303000	BETHEL MIDDLE SCHOOL	6303028	06	289	4.2%
BRYANT S 6303000	BETHEL MIDDLE SCHOOL	6303028	07	298	1.3%
BRYANT S 6303000	BETHEL MIDDLE SCHOOL	6303028	08	305	2.3%
BRYANT S 6303000	HURRICANE CREEK ELEMENTARY	6303029	03	92	3.3%
BRYANT S 6303000	HURRICANE CREEK ELEMENTARY	6303029	04	69	2.9%
BRYANT S 6303000	HURRICANE CREEK ELEMENTARY	6303029	05	96	0.0%
HARMON' 6304000	WESTBROOK ELEMENTARY SCHOOL	6304029	03	79	1.3%
HARMON' 6304000	HARMONY GROVE HIGH SCHOOL	6304030	10	96	20.8%
HARMON' 6304000	HARMONY GROVE MIDDLE SCHOOL	6304031	04	80	6.3%
HARMON' 6304000	HARMONY GROVE MIDDLE SCHOOL	6304031	05	90	1.1%
HARMON' 6304000	HARMONY GROVE MIDDLE SCHOOL	6304031	06	98	2.0%
HARMON' 6304000	HARMONY GROVE JUNIOR HIGH SCHOC	6304032	07	82	1.2%
HARMON' 6304000	HARMONY GROVE JUNIOR HIGH SCHOC	6304032	08	91	2.2%
HARMON' 6304000	HARMONY GROVE JUNIOR HIGH SCHOC	6304032	09	91	19.8%
WALDRON 6401000	WALDRON ELEMENTARY SCHOOL	6401001	03	123	5.7%
WALDRON 6401000	WALDRON ELEMENTARY SCHOOL	6401001	04	109	8.3%
WALDRON 6401000	WALDRON HIGH SCHOOL	6401003	09	132	28.8%
WALDRON 6401000	WALDRON HIGH SCHOOL	6401003	10	98	30.6%
WALDRON 6401000	WALDRON MIDDLE SCHOOL	6401004	05	111	4.5%

WALDRON 6401000	WALDRON MIDDLE SCHOOL	6401004	06	110	7.3%
WALDRON 6401000	WALDRON MIDDLE SCHOOL	6401004	07	102	8.8%
WALDRON 6401000	WALDRON MIDDLE SCHOOL	6401004	08	104	3.8%
SEARCY C 6502000	LESLIE INTERMEDIATE SCHOOL	6502001	04	61	4.9%
SEARCY C 6502000	LESLIE INTERMEDIATE SCHOOL	6502001	05	50	2.0%
SEARCY C 6502000	LESLIE INTERMEDIATE SCHOOL	6502001	06	62	3.2%
SEARCY C 6502000	MARSHALL ELEMENTARY SCHOOL	6502005	03	62	1.6%
SEARCY C 6502000	MARSHALL HIGH SCHOOL	6502006	07	52	1.9%
SEARCY C 6502000	MARSHALL HIGH SCHOOL	6502006	08	71	9.9%
SEARCY C 6502000	MARSHALL HIGH SCHOOL	6502006	09	66	16.7%
SEARCY C 6502000	MARSHALL HIGH SCHOOL	6502006	10	70	20.0%
OZARK M 6505000	ST. JOE ELEMENTARY SCHOOL	6505009	03	18	5.6%
OZARK M 6505000	ST. JOE ELEMENTARY SCHOOL	6505009	04	6	N<10
OZARK M 6505000	ST. JOE ELEMENTARY SCHOOL	6505009	05	17	5.9%
OZARK M 6505000	ST. JOE ELEMENTARY SCHOOL	6505009	06	12	8.3%
OZARK M 6505000	ST. JOE HIGH SCHOOL	6505010	07	12	8.3%
OZARK M 6505000	ST. JOE HIGH SCHOOL	6505010	08	12	8.3%
OZARK M 6505000	ST. JOE HIGH SCHOOL	6505010	09	17	35.3%
OZARK M 6505000	ST. JOE HIGH SCHOOL	6505010	10	22	9.1%
OZARK M 6505000	BRUNO-PYATT HIGH SCHOOL	6505011	07	16	6.3%
OZARK M 6505000	BRUNO-PYATT HIGH SCHOOL	6505011	08	15	6.7%
OZARK M 6505000	BRUNO-PYATT HIGH SCHOOL	6505011	09	15	6.7%
OZARK M 6505000	BRUNO-PYATT HIGH SCHOOL	6505011	10	12	8.3%
OZARK M 6505000	BRUNO-PYATT ELEMENTARY SCHOOL	6505012	03	19	0.0%
OZARK M 6505000	BRUNO-PYATT ELEMENTARY SCHOOL	6505012	04	18	5.6%
OZARK M 6505000	BRUNO-PYATT ELEMENTARY SCHOOL	6505012	05	16	6.3%
OZARK M 6505000	BRUNO-PYATT ELEMENTARY SCHOOL	6505012	06	14	7.1%
OZARK M 6505000	WESTERN GROVE ELEM. SCHOOL	6505013	03	14	7.1%
OZARK M 6505000	WESTERN GROVE ELEM. SCHOOL	6505013	04	20	0.0%
OZARK M 6505000	WESTERN GROVE ELEM. SCHOOL	6505013	05	21	4.8%
OZARK M 6505000	WESTERN GROVE ELEM. SCHOOL	6505013	06	21	9.5%
OZARK M 6505000	WESTERN GROVE HIGH SCHOOL	6505014	07	22	4.5%
OZARK M 6505000	WESTERN GROVE HIGH SCHOOL	6505014	08	14	0.0%
OZARK M 6505000	WESTERN GROVE HIGH SCHOOL	6505014	09	24	29.2%
OZARK M 6505000	WESTERN GROVE HIGH SCHOOL	6505014	10	15	13.3%
FORT SMI 6601000	BALLMAN ELEMENTARY SCHOOL	6601001	03	55	5.5%
FORT SMI 6601000	BALLMAN ELEMENTARY SCHOOL	6601001	04	41	12.2%
FORT SMI 6601000	BALLMAN ELEMENTARY SCHOOL	6601001	05	27	0.0%
FORT SMI 6601000	BALLMAN ELEMENTARY SCHOOL	6601001	06	28	7.1%
FORT SMI 6601000	BARLING ELEMENTARY SCHOOL	6601002	03	50	2.0%
FORT SMI 6601000	BARLING ELEMENTARY SCHOOL	6601002	04	56	8.9%
FORT SMI 6601000	BARLING ELEMENTARY SCHOOL	6601002	05	50	2.0%
FORT SMI 6601000	BARLING ELEMENTARY SCHOOL	6601002	06	45	4.4%
FORT SMI 6601000	BEARD ELEMENTARY SCHOOL	6601003	03	47	6.4%
FORT SMI 6601000	BEARD ELEMENTARY SCHOOL	6601003	04	28	7.1%
FORT SMI 6601000	BEARD ELEMENTARY SCHOOL	6601003	05	42	7.1%
FORT SMI 6601000	BEARD ELEMENTARY SCHOOL	6601003	06	48	8.3%
FORT SMI 6601000	BELLE POINT ALTERNATIVE CENTER	6601005	07	6	N<10
FORT SMI 6601000	BELLE POINT ALTERNATIVE CENTER	6601005	08	20	15.0%

FORT SMI' 6601000	BELLE POINT ALTERNATIVE CENTER	6601005	09	19	52.6%
FORT SMI' 6601000	BELLE POINT ALTERNATIVE CENTER	6601005	10	19	73.7%
FORT SMI' 6601000	BONNEVILLE ELEMENTARY SCHOOL	6601006	03	50	0.0%
FORT SMI' 6601000	BONNEVILLE ELEMENTARY SCHOOL	6601006	04	56	7.1%
FORT SMI' 6601000	BONNEVILLE ELEMENTARY SCHOOL	6601006	05	47	0.0%
FORT SMI' 6601000	BONNEVILLE ELEMENTARY SCHOOL	6601006	06	51	2.0%
FORT SMI' 6601000	CARNALL ELEMENTARY SCHOOL	6601007	03	41	22.0%
FORT SMI' 6601000	CARNALL ELEMENTARY SCHOOL	6601007	04	34	20.6%
FORT SMI' 6601000	CARNALL ELEMENTARY SCHOOL	6601007	05	27	3.7%
FORT SMI' 6601000	CARNALL ELEMENTARY SCHOOL	6601007	06	26	11.5%
FORT SMI' 6601000	CAVANAUGH ELEMENTARY SCHOOL	6601008	03	41	2.4%
FORT SMI' 6601000	CAVANAUGH ELEMENTARY SCHOOL	6601008	04	28	7.1%
FORT SMI' 6601000	CAVANAUGH ELEMENTARY SCHOOL	6601008	05	41	0.0%
FORT SMI' 6601000	CAVANAUGH ELEMENTARY SCHOOL	6601008	06	52	3.8%
FORT SMI' 6601000	FAIRVIEW ELEMENTARY SCHOOL	6601010	03	99	5.1%
FORT SMI' 6601000	FAIRVIEW ELEMENTARY SCHOOL	6601010	04	81	4.9%
FORT SMI' 6601000	FAIRVIEW ELEMENTARY SCHOOL	6601010	05	85	2.4%
FORT SMI' 6601000	FAIRVIEW ELEMENTARY SCHOOL	6601010	06	84	8.3%
FORT SMI' 6601000	HOWARD ELEMENTARY SCHOOL	6601011	03	62	1.6%
FORT SMI' 6601000	HOWARD ELEMENTARY SCHOOL	6601011	04	39	17.9%
FORT SMI' 6601000	HOWARD ELEMENTARY SCHOOL	6601011	05	44	6.8%
FORT SMI' 6601000	HOWARD ELEMENTARY SCHOOL	6601011	06	41	7.3%
FORT SMI' 6601000	RAYMOND F. ORR ELEM. SCHOOL	6601012	03	49	2.0%
FORT SMI' 6601000	RAYMOND F. ORR ELEM. SCHOOL	6601012	04	56	10.7%
FORT SMI' 6601000	RAYMOND F. ORR ELEM. SCHOOL	6601012	05	52	9.6%
FORT SMI' 6601000	RAYMOND F. ORR ELEM. SCHOOL	6601012	06	47	12.8%
FORT SMI' 6601000	ALBERT PIKE ELEMENTARY SCHOOL	6601014	03	75	10.7%
FORT SMI' 6601000	ALBERT PIKE ELEMENTARY SCHOOL	6601014	04	52	11.5%
FORT SMI' 6601000	ALBERT PIKE ELEMENTARY SCHOOL	6601014	05	78	1.3%
FORT SMI' 6601000	ALBERT PIKE ELEMENTARY SCHOOL	6601014	06	53	9.4%
FORT SMI' 6601000	SPRADLING ELEMENTARY SCHOOL	6601016	03	49	6.1%
FORT SMI' 6601000	SPRADLING ELEMENTARY SCHOOL	6601016	04	60	15.0%
FORT SMI' 6601000	SPRADLING ELEMENTARY SCHOOL	6601016	05	53	5.7%
FORT SMI' 6601000	SPRADLING ELEMENTARY SCHOOL	6601016	06	56	8.9%
FORT SMI' 6601000	SUNNYMEDE ELEMENTARY SCHOOL	6601017	03	99	10.1%
FORT SMI' 6601000	SUNNYMEDE ELEMENTARY SCHOOL	6601017	04	83	15.7%
FORT SMI' 6601000	SUNNYMEDE ELEMENTARY SCHOOL	6601017	05	78	6.4%
FORT SMI' 6601000	SUNNYMEDE ELEMENTARY SCHOOL	6601017	06	83	12.0%
FORT SMI' 6601000	SUTTON ELEMENTARY SCHOOL	6601018	03	79	11.4%
FORT SMI' 6601000	SUTTON ELEMENTARY SCHOOL	6601018	04	59	16.9%
FORT SMI' 6601000	SUTTON ELEMENTARY SCHOOL	6601018	05	67	9.0%
FORT SMI' 6601000	SUTTON ELEMENTARY SCHOOL	6601018	06	61	13.1%
FORT SMI' 6601000	TRUSTY ELEMENTARY SCHOOL	6601019	03	47	10.6%
FORT SMI' 6601000	TRUSTY ELEMENTARY SCHOOL	6601019	04	49	10.2%
FORT SMI' 6601000	TRUSTY ELEMENTARY SCHOOL	6601019	05	28	3.6%
FORT SMI' 6601000	TRUSTY ELEMENTARY SCHOOL	6601019	06	46	4.3%
FORT SMI' 6601000	L. A. CHAFFIN JR. HIGH SCHOOL	6601020	07	251	1.2%
FORT SMI' 6601000	L. A. CHAFFIN JR. HIGH SCHOOL	6601020	08	280	3.9%
FORT SMI' 6601000	L. A. CHAFFIN JR. HIGH SCHOOL	6601020	09	281	9.6%

FORT SMI' 6601000	WILLIAM O. DARBY JR. HIGH SCH.	6601021	07	226	5.8%
FORT SMI' 6601000	WILLIAM O. DARBY JR. HIGH SCH.	6601021	08	220	7.7%
FORT SMI' 6601000	WILLIAM O. DARBY JR. HIGH SCH.	6601021	09	204	31.4%
FORT SMI' 6601000	DORA KIMMONS JR. HIGH SCHOOL	6601022	07	274	7.7%
FORT SMI' 6601000	DORA KIMMONS JR. HIGH SCHOOL	6601022	08	278	13.3%
FORT SMI' 6601000	DORA KIMMONS JR. HIGH SCHOOL	6601022	09	289	33.6%
FORT SMI' 6601000	RAMSEY JUNIOR HIGH SCHOOL	6601023	07	293	2.4%
FORT SMI' 6601000	RAMSEY JUNIOR HIGH SCHOOL	6601023	08	277	7.9%
FORT SMI' 6601000	RAMSEY JUNIOR HIGH SCHOOL	6601023	09	281	15.3%
FORT SMI' 6601000	NORTHSIDE HIGH SCHOOL	6601024	10	610	29.2%
FORT SMI' 6601000	SOUTHSIDE HIGH SCHOOL	6601025	10	567	11.6%
FORT SMI' 6601000	JOHN P. WOODS ELEM. SCHOOL	6601029	03	73	0.0%
FORT SMI' 6601000	JOHN P. WOODS ELEM. SCHOOL	6601029	04	84	0.0%
FORT SMI' 6601000	JOHN P. WOODS ELEM. SCHOOL	6601029	05	82	0.0%
FORT SMI' 6601000	JOHN P. WOODS ELEM. SCHOOL	6601029	06	77	0.0%
FORT SMI' 6601000	HARRY C. MORRISON ELEM. SCHOOL	6601030	03	47	2.1%
FORT SMI' 6601000	HARRY C. MORRISON ELEM. SCHOOL	6601030	04	42	11.9%
FORT SMI' 6601000	HARRY C. MORRISON ELEM. SCHOOL	6601030	05	36	5.6%
FORT SMI' 6601000	HARRY C. MORRISON ELEM. SCHOOL	6601030	06	23	0.0%
FORT SMI' 6601000	ELMER H. COOK ELEM. SCHOOL	6601031	03	84	0.0%
FORT SMI' 6601000	ELMER H. COOK ELEM. SCHOOL	6601031	04	84	3.6%
FORT SMI' 6601000	ELMER H. COOK ELEM. SCHOOL	6601031	05	83	2.4%
FORT SMI' 6601000	ELMER H. COOK ELEM. SCHOOL	6601031	06	84	2.4%
FORT SMI' 6601000	TILLES ELEMENTARY SCHOOL	6601032	03	53	1.9%
FORT SMI' 6601000	TILLES ELEMENTARY SCHOOL	6601032	04	51	15.7%
FORT SMI' 6601000	TILLES ELEMENTARY SCHOOL	6601032	05	48	0.0%
FORT SMI' 6601000	TILLES ELEMENTARY SCHOOL	6601032	06	50	8.0%
FORT SMI' 6601000	EUPER LANE ELEMENTARY SCHOOL	6601033	03	61	1.6%
FORT SMI' 6601000	EUPER LANE ELEMENTARY SCHOOL	6601033	04	55	5.5%
FORT SMI' 6601000	EUPER LANE ELEMENTARY SCHOOL	6601033	05	56	1.8%
FORT SMI' 6601000	EUPER LANE ELEMENTARY SCHOOL	6601033	06	55	0.0%
GREENWC 6602000	GREENWOOD JUNIOR HIGH SCHOOL	6602042	08	287	3.5%
GREENWC 6602000	GREENWOOD JUNIOR HIGH SCHOOL	6602042	09	300	12.3%
GREENWC 6602000	GREENWOOD HIGH SCHOOL	6602043	10	300	11.7%
GREENWC 6602000	WESTWOOD ELEMENTARY SCHOOL	6602044	03	142	2.1%
GREENWC 6602000	WESTWOOD ELEMENTARY SCHOOL	6602044	04	148	2.7%
GREENWC 6602000	WESTWOOD ELEMENTARY SCHOOL	6602044	05	131	1.5%
GREENWC 6602000	EAST HILLS MIDDLE SCHOOL	6602045	06	298	4.0%
GREENWC 6602000	EAST HILLS MIDDLE SCHOOL	6602045	07	246	1.6%
GREENWC 6602000	EAST POINTE ELEMENTARY SCHOOL	6602046	03	136	0.7%
GREENWC 6602000	EAST POINTE ELEMENTARY SCHOOL	6602046	04	125	4.8%
GREENWC 6602000	EAST POINTE ELEMENTARY SCHOOL	6602046	05	131	0.8%
HACKETT : 6603000	HACKETT ELEMENTARY SCHOOL	6603047	03	47	2.1%
HACKETT : 6603000	HACKETT ELEMENTARY SCHOOL	6603047	04	43	7.0%
HACKETT : 6603000	HACKETT ELEMENTARY SCHOOL	6603047	05	37	0.0%
HACKETT : 6603000	HACKETT ELEMENTARY SCHOOL	6603047	06	46	4.3%
HACKETT : 6603000	HACKETT HIGH SCHOOL	6603048	07	53	1.9%
HACKETT : 6603000	HACKETT HIGH SCHOOL	6603048	08	41	7.3%
HACKETT : 6603000	HACKETT HIGH SCHOOL	6603048	09	55	27.3%



HACKETT : 6603000	HACKETT HIGH SCHOOL	6603048	10	57	17.5%
HACKETT : 6603000	HARTFORD ELEMENTARY SCHOOL	6603051	03	23	0.0%
HACKETT : 6603000	HARTFORD ELEMENTARY SCHOOL	6603051	04	9	N<10
HACKETT : 6603000	HARTFORD ELEMENTARY SCHOOL	6603051	05	20	5.0%
HACKETT : 6603000	HARTFORD ELEMENTARY SCHOOL	6603051	06	21	0.0%
HACKETT : 6603000	HARTFORD HIGH SCHOOL	6603052	07	19	10.5%
HACKETT : 6603000	HARTFORD HIGH SCHOOL	6603052	08	17	11.8%
HACKETT : 6603000	HARTFORD HIGH SCHOOL	6603052	09	22	31.8%
HACKETT : 6603000	HARTFORD HIGH SCHOOL	6603052	10	24	41.7%
LAVACA S 6605000	LAVACA ELEMENTARY SCHOOL	6605056	03	74	0.0%
LAVACA S 6605000	LAVACA ELEMENTARY SCHOOL	6605056	04	74	10.8%
LAVACA S 6605000	LAVACA HIGH SCHOOL	6605057	09	58	19.0%
LAVACA S 6605000	LAVACA HIGH SCHOOL	6605057	10	57	19.3%
LAVACA S 6605000	LAVACA MIDDLE SCHOOL	6605058	05	59	1.7%
LAVACA S 6605000	LAVACA MIDDLE SCHOOL	6605058	06	64	1.6%
LAVACA S 6605000	LAVACA MIDDLE SCHOOL	6605058	07	66	1.5%
LAVACA S 6605000	LAVACA MIDDLE SCHOOL	6605058	08	61	9.8%
MANSFIEL 6606000	MANSFIELD ELEMENTARY SCHOOL	6606060	03	48	0.0%
MANSFIEL 6606000	MANSFIELD ELEMENTARY SCHOOL	6606060	04	65	1.5%
MANSFIEL 6606000	MANSFIELD MIDDLE SCHOOL	6606061	05	70	4.3%
MANSFIEL 6606000	MANSFIELD MIDDLE SCHOOL	6606061	06	66	7.6%
MANSFIEL 6606000	MANSFIELD MIDDLE SCHOOL	6606061	07	54	0.0%
MANSFIEL 6606000	MANSFIELD MIDDLE SCHOOL	6606061	08	64	3.1%
MANSFIEL 6606000	MANSFIELD HIGH SCHOOL	6606062	09	65	24.6%
MANSFIEL 6606000	MANSFIELD HIGH SCHOOL	6606062	10	70	31.4%
DEQUEEN 6701000	DEQUEEN ELEMENTARY SCHOOL	6701001	03	208	1.0%
DEQUEEN 6701000	DEQUEEN ELEMENTARY SCHOOL	6701001	04	170	4.7%
DEQUEEN 6701000	DEQUEEN ELEMENTARY SCHOOL	6701001	05	159	0.6%
DEQUEEN 6701000	DEQUEEN HIGH SCHOOL	6701003	10	140	14.3%
DEQUEEN 6701000	DEQUEEN MIDDLE SCHOOL	6701004	06	179	3.9%
DEQUEEN 6701000	DEQUEEN MIDDLE SCHOOL	6701004	07	173	2.3%
DEQUEEN 6701000	DEQUEEN JUNIOR HIGH SCHOOL	6701005	08	190	3.2%
DEQUEEN 6701000	DEQUEEN JUNIOR HIGH SCHOOL	6701005	09	194	18.0%
HORATIO 6703000	HORATIO ELEMENTARY SCHOOL	6703012	03	75	5.3%
HORATIO 6703000	HORATIO ELEMENTARY SCHOOL	6703012	04	69	11.6%
HORATIO 6703000	HORATIO ELEMENTARY SCHOOL	6703012	05	47	2.1%
HORATIO 6703000	HORATIO ELEMENTARY SCHOOL	6703012	06	63	6.3%
HORATIO 6703000	HORATIO HIGH SCHOOL	6703013	07	90	4.4%
HORATIO 6703000	HORATIO HIGH SCHOOL	6703013	08	51	0.0%
HORATIO 6703000	HORATIO HIGH SCHOOL	6703013	09	53	15.1%
HORATIO 6703000	HORATIO HIGH SCHOOL	6703013	10	63	17.5%
CAVE CITY 6802000	CAVE CITY ELEMENTARY SCHOOL	6802001	03	103	1.0%
CAVE CITY 6802000	CAVE CITY ELEMENTARY SCHOOL	6802001	04	79	8.9%
CAVE CITY 6802000	CAVE CITY ELEMENTARY SCHOOL	6802001	05	96	1.0%
CAVE CITY 6802000	CAVE CITY HIGH SCHOOL	6802002	09	88	10.2%
CAVE CITY 6802000	CAVE CITY HIGH SCHOOL	6802002	10	80	16.3%
CAVE CITY 6802000	CAVE CITY MIDDLE SCHOOL	6802007	06	99	4.0%
CAVE CITY 6802000	CAVE CITY MIDDLE SCHOOL	6802007	07	97	2.1%
CAVE CITY 6802000	CAVE CITY MIDDLE SCHOOL	6802007	08	104	5.8%

HIGHLAND 6804000	CHEROKEE ELEMENTARY SCHOOL	6804009	03	108	2.8%
HIGHLAND 6804000	CHEROKEE ELEMENTARY SCHOOL	6804009	04	120	5.8%
HIGHLAND 6804000	HIGHLAND HIGH SCHOOL	6804010	09	114	28.9%
HIGHLAND 6804000	HIGHLAND HIGH SCHOOL	6804010	10	108	13.9%
HIGHLAND 6804000	HIGHLAND MIDDLE SCHOOL	6804011	05	111	0.9%
HIGHLAND 6804000	HIGHLAND MIDDLE SCHOOL	6804011	06	122	5.7%
HIGHLAND 6804000	HIGHLAND MIDDLE SCHOOL	6804011	07	139	4.3%
HIGHLAND 6804000	HIGHLAND MIDDLE SCHOOL	6804011	08	129	4.7%
MOUNTAIN 6901000	MOUNTAIN VIEW ELEM. SCHOOL	6901005	03	94	1.1%
MOUNTAIN 6901000	MOUNTAIN VIEW ELEM. SCHOOL	6901005	04	101	4.0%
MOUNTAIN 6901000	MOUNTAIN VIEW MIDDLE SCHOOL	6901006	05	90	2.2%
MOUNTAIN 6901000	MOUNTAIN VIEW MIDDLE SCHOOL	6901006	06	96	2.1%
MOUNTAIN 6901000	MOUNTAIN VIEW MIDDLE SCHOOL	6901006	07	96	7.3%
MOUNTAIN 6901000	MOUNTAIN VIEW MIDDLE SCHOOL	6901006	08	88	6.8%
MOUNTAIN 6901000	MOUNTAIN VIEW HIGH SCHOOL	6901007	09	80	17.5%
MOUNTAIN 6901000	MOUNTAIN VIEW HIGH SCHOOL	6901007	10	93	22.6%
MOUNTAIN 6901000	RURAL SPECIAL ELEM. SCHOOL	6901011	03	14	0.0%
MOUNTAIN 6901000	RURAL SPECIAL ELEM. SCHOOL	6901011	04	14	21.4%
MOUNTAIN 6901000	RURAL SPECIAL ELEM. SCHOOL	6901011	05	20	0.0%
MOUNTAIN 6901000	RURAL SPECIAL ELEM. SCHOOL	6901011	06	23	4.3%
MOUNTAIN 6901000	RURAL SPECIAL HIGH SCHOOL	6901012	07	18	0.0%
MOUNTAIN 6901000	RURAL SPECIAL HIGH SCHOOL	6901012	08	22	13.6%
MOUNTAIN 6901000	RURAL SPECIAL HIGH SCHOOL	6901012	09	14	14.3%
MOUNTAIN 6901000	RURAL SPECIAL HIGH SCHOOL	6901012	10	17	11.8%
MOUNTAIN 6901000	TIMBO ELEMENTARY SCHOOL	6901015	03	16	0.0%
MOUNTAIN 6901000	TIMBO ELEMENTARY SCHOOL	6901015	04	17	5.9%
MOUNTAIN 6901000	TIMBO ELEMENTARY SCHOOL	6901015	05	15	0.0%
MOUNTAIN 6901000	TIMBO ELEMENTARY SCHOOL	6901015	06	8	N<10
MOUNTAIN 6901000	TIMBO HIGH SCHOOL	6901016	07	17	5.9%
MOUNTAIN 6901000	TIMBO HIGH SCHOOL	6901016	08	14	7.1%
MOUNTAIN 6901000	TIMBO HIGH SCHOOL	6901016	09	20	0.0%
MOUNTAIN 6901000	TIMBO HIGH SCHOOL	6901016	10	12	8.3%
EL DORADO 7001000	HUGH GOODWIN ELEMENTARY SCHOOL	7001001	03	93	1.1%
EL DORADO 7001000	HUGH GOODWIN ELEMENTARY SCHOOL	7001001	04	76	3.9%
EL DORADO 7001000	NORTHWEST ELEMENTARY SCHOOL	7001004	03	93	3.2%
EL DORADO 7001000	NORTHWEST ELEMENTARY SCHOOL	7001004	04	88	9.1%
EL DORADO 7001000	RETTA BROWN ELEMENTARY SCHOOL	7001005	03	63	6.3%
EL DORADO 7001000	RETTA BROWN ELEMENTARY SCHOOL	7001005	04	43	20.9%
EL DORADO 7001000	YOCUM ELEMENTARY SCHOOL	7001009	03	111	9.0%
EL DORADO 7001000	YOCUM ELEMENTARY SCHOOL	7001009	04	98	13.3%
EL DORADO 7001000	BARTON JR. HIGH SCHOOL	7001010	07	312	5.8%
EL DORADO 7001000	BARTON JR. HIGH SCHOOL	7001010	08	322	10.6%
EL DORADO 7001000	WASHINGTON MIDDLE SCHOOL	7001011	05	346	6.6%
EL DORADO 7001000	WASHINGTON MIDDLE SCHOOL	7001011	06	360	7.8%
EL DORADO 7001000	EL DORADO HIGH SCHOOL	7001012	09	336	28.9%
EL DORADO 7001000	EL DORADO HIGH SCHOOL	7001012	10	329	22.8%
JUNCTION 7003000	JUNCTION CITY ELEM. SCHOOL	7003027	03	40	2.5%
JUNCTION 7003000	JUNCTION CITY ELEM. SCHOOL	7003027	04	45	6.7%
JUNCTION 7003000	JUNCTION CITY ELEM. SCHOOL	7003027	05	50	6.0%

JUNCTION 7003000	JUNCTION CITY ELEM. SCHOOL	7003027	06	48	6.3%
JUNCTION 7003000	JUNCTION CITY HIGH SCHOOL	7003028	07	58	5.2%
JUNCTION 7003000	JUNCTION CITY HIGH SCHOOL	7003028	08	48	12.5%
JUNCTION 7003000	JUNCTION CITY HIGH SCHOOL	7003028	09	62	11.3%
JUNCTION 7003000	JUNCTION CITY HIGH SCHOOL	7003028	10	54	13.0%
PARKERS 7007000	PARKERS CHAPEL ELEM. SCHOOL	7007039	03	64	1.6%
PARKERS 7007000	PARKERS CHAPEL ELEM. SCHOOL	7007039	04	53	0.0%
PARKERS 7007000	PARKERS CHAPEL ELEM. SCHOOL	7007039	05	59	3.4%
PARKERS 7007000	PARKERS CHAPEL ELEM. SCHOOL	7007039	06	59	6.8%
PARKERS 7007000	PARKERS CHAPEL HIGH SCHOOL	7007040	07	56	1.8%
PARKERS 7007000	PARKERS CHAPEL HIGH SCHOOL	7007040	08	66	4.5%
PARKERS 7007000	PARKERS CHAPEL HIGH SCHOOL	7007040	09	50	18.0%
PARKERS 7007000	PARKERS CHAPEL HIGH SCHOOL	7007040	10	60	15.0%
SMACKOV 7008000	NORPHLET ELEMENTARY SCHOOL	7008035	03	34	0.0%
SMACKOV 7008000	NORPHLET ELEMENTARY SCHOOL	7008035	04	28	14.3%
SMACKOV 7008000	NORPHLET ELEMENTARY SCHOOL	7008035	05	17	0.0%
SMACKOV 7008000	NORPHLET MIDDLE SCHOOL	7008037	06	100	14.0%
SMACKOV 7008000	NORPHLET MIDDLE SCHOOL	7008037	07	86	4.7%
SMACKOV 7008000	NORPHLET MIDDLE SCHOOL	7008037	08	85	15.3%
SMACKOV 7008000	SMACKOVER ELEMENTARY SCHOOL	7008043	03	57	1.8%
SMACKOV 7008000	SMACKOVER ELEMENTARY SCHOOL	7008043	04	53	7.5%
SMACKOV 7008000	SMACKOVER ELEMENTARY SCHOOL	7008043	05	44	9.1%
SMACKOV 7008000	SMACKOVER HIGH SCHOOL	7008045	09	98	26.5%
SMACKOV 7008000	SMACKOVER HIGH SCHOOL	7008045	10	85	29.4%
STRONG-F 7009000	GARDNER-STRONG ELEM. SCHOOL	7009048	03	35	11.4%
STRONG-F 7009000	GARDNER-STRONG ELEM. SCHOOL	7009048	04	21	4.8%
STRONG-F 7009000	GARDNER-STRONG ELEM. SCHOOL	7009048	05	19	5.3%
STRONG-F 7009000	GARDNER-STRONG ELEM. SCHOOL	7009048	06	23	21.7%
STRONG-F 7009000	STRONG HIGH SCHOOL	7009049	07	19	10.5%
STRONG-F 7009000	STRONG HIGH SCHOOL	7009049	08	22	18.2%
STRONG-F 7009000	STRONG HIGH SCHOOL	7009049	09	30	53.3%
STRONG-F 7009000	STRONG HIGH SCHOOL	7009049	10	24	20.8%
CLINTON 7102000	COWSERT ELEMENTARY SCHOOL	7102005	03	92	1.1%
CLINTON 7102000	CLINTON HIGH SCHOOL	7102006	10	95	12.6%
CLINTON 7102000	CLINTON INTERMEDIATE SCHOOL	7102007	04	95	6.3%
CLINTON 7102000	CLINTON INTERMEDIATE SCHOOL	7102007	05	103	7.8%
CLINTON 7102000	CLINTON INTERMEDIATE SCHOOL	7102007	06	104	6.7%
CLINTON 7102000	CLINTON JR HIGH SCHOOL	7102008	07	112	4.5%
CLINTON 7102000	CLINTON JR HIGH SCHOOL	7102008	08	95	5.3%
CLINTON 7102000	CLINTON JR HIGH SCHOOL	7102008	09	99	14.1%
SHIRLEY S 7104000	SHIRLEY ELEMENTARY SCHOOL	7104014	03	26	0.0%
SHIRLEY S 7104000	SHIRLEY ELEMENTARY SCHOOL	7104014	04	26	0.0%
SHIRLEY S 7104000	SHIRLEY ELEMENTARY SCHOOL	7104014	05	38	5.3%
SHIRLEY S 7104000	SHIRLEY ELEMENTARY SCHOOL	7104014	06	27	7.4%
SHIRLEY S 7104000	SHIRLEY HIGH SCHOOL	7104015	07	29	0.0%
SHIRLEY S 7104000	SHIRLEY HIGH SCHOOL	7104015	08	30	3.3%
SHIRLEY S 7104000	SHIRLEY HIGH SCHOOL	7104015	09	22	22.7%
SHIRLEY S 7104000	SHIRLEY HIGH SCHOOL	7104015	10	30	30.0%
SOUTH S 7105000	SOUTH SIDE ELEMENTARY SCHOOL	7105018	03	44	9.1%

SOUTH SIDE 7105000	SOUTH SIDE ELEMENTARY SCHOOL	7105018	04	35	5.7%
SOUTH SIDE 7105000	SOUTH SIDE ELEMENTARY SCHOOL	7105018	05	44	13.6%
SOUTH SIDE 7105000	SOUTH SIDE ELEMENTARY SCHOOL	7105018	06	33	12.1%
SOUTH SIDE 7105000	SOUTH SIDE HIGH SCHOOL	7105019	07	39	5.1%
SOUTH SIDE 7105000	SOUTH SIDE HIGH SCHOOL	7105019	08	40	7.5%
SOUTH SIDE 7105000	SOUTH SIDE HIGH SCHOOL	7105019	09	50	32.0%
SOUTH SIDE 7105000	SOUTH SIDE HIGH SCHOOL	7105019	10	47	17.0%
ELKINS SC 7201000	ELKINS ELEMENTARY SCHOOL	7201001	03	90	8.9%
ELKINS SC 7201000	ELKINS ELEMENTARY SCHOOL	7201001	04	78	6.4%
ELKINS SC 7201000	ELKINS ELEMENTARY SCHOOL	7201001	05	94	1.1%
ELKINS SC 7201000	ELKINS HIGH SCHOOL	7201002	09	103	20.4%
ELKINS SC 7201000	ELKINS HIGH SCHOOL	7201002	10	108	16.7%
ELKINS SC 7201000	ELKINS MIDDLE SCHOOL	7201003	06	78	3.8%
ELKINS SC 7201000	ELKINS MIDDLE SCHOOL	7201003	07	96	6.3%
ELKINS SC 7201000	ELKINS MIDDLE SCHOOL	7201003	08	94	3.2%
FARMING 7202000	GEORGE R LEDBETTER INTERMEDIAT	7202005	04	184	6.5%
FARMING 7202000	GEORGE R LEDBETTER INTERMEDIAT	7202005	05	172	2.3%
FARMING 7202000	RANDALL G. LYNCH MIDDLE SCHOOL	7202007	06	191	3.1%
FARMING 7202000	RANDALL G. LYNCH MIDDLE SCHOOL	7202007	07	187	2.7%
FARMING 7202000	RANDALL G. LYNCH MIDDLE SCHOOL	7202007	08	177	3.4%
FARMING 7202000	JERRY 'POP' WILLIAMS ELEM SCH	7202008	03	91	4.4%
FARMING 7202000	BOB FOLSOM ELEMENTARY SCHOOL	7202009	03	90	7.8%
FARMING 7202000	FARMINGTON FRESHMAN ACADEMY	7202010	09	185	16.8%
FARMING 7202000	FARMINGTON CAREER ACADEMIES	7202703	10	164	12.8%
FAYETTEV 7203000	ASBELL ELEMENTARY SCHOOL	7203010	03	66	4.5%
FAYETTEV 7203000	ASBELL ELEMENTARY SCHOOL	7203010	04	63	12.7%
FAYETTEV 7203000	BUTTERFIELD ELEMENTARY SCHOOL	7203012	03	95	3.2%
FAYETTEV 7203000	BUTTERFIELD ELEMENTARY SCHOOL	7203012	04	110	4.5%
FAYETTEV 7203000	HAPPY HOLLOW ELEMENTARY SCHOOL	7203013	03	84	0.0%
FAYETTEV 7203000	HAPPY HOLLOW ELEMENTARY SCHOOL	7203013	04	84	6.0%
FAYETTEV 7203000	LEVERETT ELEMENTARY SCHOOL	7203015	03	50	8.0%
FAYETTEV 7203000	LEVERETT ELEMENTARY SCHOOL	7203015	04	43	2.3%
FAYETTEV 7203000	ROOT ELEMENTARY SCHOOL	7203016	03	89	2.2%
FAYETTEV 7203000	ROOT ELEMENTARY SCHOOL	7203016	04	83	2.4%
FAYETTEV 7203000	WASHINGTON ELEMENTARY SCHOOL	7203017	03	68	5.9%
FAYETTEV 7203000	WASHINGTON ELEMENTARY SCHOOL	7203017	04	49	12.2%
FAYETTEV 7203000	RAMAY JUNIOR HIGH SCHOOL	7203018	07	325	4.0%
FAYETTEV 7203000	RAMAY JUNIOR HIGH SCHOOL	7203018	08	352	6.3%
FAYETTEV 7203000	WOODLAND JUNIOR HIGH SCHOOL	7203019	07	374	0.8%
FAYETTEV 7203000	WOODLAND JUNIOR HIGH SCHOOL	7203019	08	364	7.7%
FAYETTEV 7203000	FAYETTEVILLE HIGH SCHOOL EAST	7203020	09	672	13.2%
FAYETTEV 7203000	FAYETTEVILLE HIGH SCHOOL EAST	7203020	10	706	12.3%
FAYETTEV 7203000	HOLCOMB ELEMENTARY SCHOOL	7203022	03	111	1.8%
FAYETTEV 7203000	HOLCOMB ELEMENTARY SCHOOL	7203022	04	126	7.9%
FAYETTEV 7203000	VANDERGRIFF ELEMENTARY SCHOOL	7203023	03	114	0.9%
FAYETTEV 7203000	VANDERGRIFF ELEMENTARY SCHOOL	7203023	04	95	3.2%
FAYETTEV 7203000	MCNAIR MIDDLE SCHOOL	7203024	05	377	1.3%
FAYETTEV 7203000	MCNAIR MIDDLE SCHOOL	7203024	06	330	1.8%
FAYETTEV 7203000	HOLT MIDDLE SCHOOL	7203025	05	215	1.4%



FAYETTEV 7203000	HOLT MIDDLE SCHOOL	7203025	06	217	5.1%
FAYETTEV 7203000	OWL CREEK SCHOOL	7203027	03	95	4.2%
FAYETTEV 7203000	OWL CREEK SCHOOL	7203027	04	85	9.4%
FAYETTEV 7203000	OWL CREEK SCHOOL	7203027	05	162	5.6%
FAYETTEV 7203000	OWL CREEK SCHOOL	7203027	06	147	8.8%
GREENLAI 7204000	GREENLAND ELEMENTARY SCHOOL	7204027	03	63	4.8%
GREENLAI 7204000	GREENLAND ELEMENTARY SCHOOL	7204027	04	47	10.6%
GREENLAI 7204000	GREENLAND HIGH SCHOOL	7204028	09	70	30.0%
GREENLAI 7204000	GREENLAND HIGH SCHOOL	7204028	10	66	31.8%
GREENLAI 7204000	GREENLAND MIDDLE SCHOOL	7204029	05	69	8.7%
GREENLAI 7204000	GREENLAND MIDDLE SCHOOL	7204029	06	52	3.8%
GREENLAI 7204000	GREENLAND MIDDLE SCHOOL	7204029	07	76	9.2%
GREENLAI 7204000	GREENLAND MIDDLE SCHOOL	7204029	08	76	7.9%
LINCOLN 7205000	LINCOLN ELEMENTARY SCHOOL	7205031	03	95	4.2%
LINCOLN 7205000	LINCOLN MIDDLE SCHOOL	7205033	04	100	8.0%
LINCOLN 7205000	LINCOLN MIDDLE SCHOOL	7205033	05	84	3.6%
LINCOLN 7205000	LINCOLN MIDDLE SCHOOL	7205033	06	90	12.2%
LINCOLN 7205000	LINCOLN MIDDLE SCHOOL	7205033	07	90	10.0%
LINCOLN 7205000	LINCOLN NEW TECH HIGH SCHOOL	7205706	08	85	10.6%
LINCOLN 7205000	LINCOLN NEW TECH HIGH SCHOOL	7205706	09	106	26.4%
LINCOLN 7205000	LINCOLN NEW TECH HIGH SCHOOL	7205706	10	96	30.2%
PRAIRIE G 7206000	PRAIRIE GROVE ELEMENTARY SCHOOL	7206035	03	146	2.7%
PRAIRIE G 7206000	PRAIRIE GROVE ELEMENTARY SCHOOL	7206035	04	125	6.4%
PRAIRIE G 7206000	PRAIRIE GROVE HIGH SCHOOL	7206036	09	151	15.2%
PRAIRIE G 7206000	PRAIRIE GROVE HIGH SCHOOL	7206036	10	148	15.5%
PRAIRIE G 7206000	PRAIRIE GROVE MIDDLE SCHOOL	7206038	05	149	2.0%
PRAIRIE G 7206000	PRAIRIE GROVE MIDDLE SCHOOL	7206038	06	144	4.9%
PRAIRIE G 7206000	PRAIRIE GROVE MIDDLE SCHOOL	7206038	07	141	4.3%
PRAIRIE G 7206000	PRAIRIE GROVE MIDDLE SCHOOL	7206038	08	136	5.9%
SPRINGDALE 7207000	ELMDALE ELEMENTARY SCHOOL	7207040	03	75	1.3%
SPRINGDALE 7207000	ELMDALE ELEMENTARY SCHOOL	7207040	04	84	11.9%
SPRINGDALE 7207000	ELMDALE ELEMENTARY SCHOOL	7207040	05	84	8.3%
SPRINGDALE 7207000	JONES ELEMENTARY SCHOOL	7207041	03	96	2.1%
SPRINGDALE 7207000	JONES ELEMENTARY SCHOOL	7207041	04	93	15.1%
SPRINGDALE 7207000	JONES ELEMENTARY SCHOOL	7207041	05	89	5.6%
SPRINGDALE 7207000	ROBERT E. LEE ELEM. SCHOOL	7207042	03	84	8.3%
SPRINGDALE 7207000	ROBERT E. LEE ELEM. SCHOOL	7207042	04	78	20.5%
SPRINGDALE 7207000	ROBERT E. LEE ELEM. SCHOOL	7207042	05	77	3.9%
SPRINGDALE 7207000	JOHN TYSON ELEMENTARY SCHOOL	7207044	03	95	2.1%
SPRINGDALE 7207000	JOHN TYSON ELEMENTARY SCHOOL	7207044	04	81	4.9%
SPRINGDALE 7207000	JOHN TYSON ELEMENTARY SCHOOL	7207044	05	79	1.3%
SPRINGDALE 7207000	WESTWOOD ELEMENTARY SCHOOL	7207046	03	88	3.4%
SPRINGDALE 7207000	WESTWOOD ELEMENTARY SCHOOL	7207046	04	74	17.6%
SPRINGDALE 7207000	WESTWOOD ELEMENTARY SCHOOL	7207046	05	72	2.8%
SPRINGDALE 7207000	CENTRAL JUNIOR HIGH SCHOOL	7207047	08	491	5.7%
SPRINGDALE 7207000	CENTRAL JUNIOR HIGH SCHOOL	7207047	09	473	16.3%
SPRINGDALE 7207000	SOUTHWEST JUNIOR HIGH SCHOOL	7207048	08	348	8.0%
SPRINGDALE 7207000	SOUTHWEST JUNIOR HIGH SCHOOL	7207048	09	312	26.6%
SPRINGDALE 7207000	SOUTHWEST JUNIOR HIGH SCHOOL	7207048	10	1	N<10

SPRINGDALE 7207000	SPRINGDALE HIGH SCHOOL	7207049	10	767	25.6%
SPRINGDALE 7207000	PARSON HILLS ELEM. SCHOOL	7207050	03	97	8.2%
SPRINGDALE 7207000	PARSON HILLS ELEM. SCHOOL	7207050	04	76	14.5%
SPRINGDALE 7207000	PARSON HILLS ELEM. SCHOOL	7207050	05	79	1.3%
SPRINGDALE 7207000	THURMAN G. SMITH ELEM. SCHOOL	7207051	03	93	6.5%
SPRINGDALE 7207000	THURMAN G. SMITH ELEM. SCHOOL	7207051	04	97	4.1%
SPRINGDALE 7207000	THURMAN G. SMITH ELEM. SCHOOL	7207051	05	92	3.3%
SPRINGDALE 7207000	WALKER ELEMENTARY SCHOOL	7207052	03	80	6.3%
SPRINGDALE 7207000	WALKER ELEMENTARY SCHOOL	7207052	04	98	6.1%
SPRINGDALE 7207000	WALKER ELEMENTARY SCHOOL	7207052	05	93	0.0%
SPRINGDALE 7207000	GEORGE ELEMENTARY SCHOOL	7207053	03	98	3.1%
SPRINGDALE 7207000	GEORGE ELEMENTARY SCHOOL	7207053	04	101	7.9%
SPRINGDALE 7207000	GEORGE ELEMENTARY SCHOOL	7207053	05	98	7.1%
SPRINGDALE 7207000	J. O. KELLY MIDDLE SCHOOL	7207054	06	335	9.0%
SPRINGDALE 7207000	J. O. KELLY MIDDLE SCHOOL	7207054	07	315	5.7%
SPRINGDALE 7207000	HELEN TYSON MIDDLE SCHOOL	7207055	06	344	8.7%
SPRINGDALE 7207000	HELEN TYSON MIDDLE SCHOOL	7207055	07	356	3.9%
SPRINGDALE 7207000	BERNICE YOUNG ELEMENTARY	7207057	03	89	1.1%
SPRINGDALE 7207000	BERNICE YOUNG ELEMENTARY	7207057	04	98	1.0%
SPRINGDALE 7207000	BERNICE YOUNG ELEMENTARY	7207057	05	85	1.2%
SPRINGDALE 7207000	HARP ELEMENTARY SCHOOL	7207058	03	98	5.1%
SPRINGDALE 7207000	HARP ELEMENTARY SCHOOL	7207058	04	97	9.3%
SPRINGDALE 7207000	HARP ELEMENTARY SCHOOL	7207058	05	123	7.3%
SPRINGDALE 7207000	BAYYARI ELEMENTARY SCHOOL	7207059	03	114	1.8%
SPRINGDALE 7207000	BAYYARI ELEMENTARY SCHOOL	7207059	04	103	10.7%
SPRINGDALE 7207000	BAYYARI ELEMENTARY SCHOOL	7207059	05	111	7.2%
SPRINGDALE 7207000	GEORGE JUNIOR HIGH SCHOOL	7207060	08	373	17.7%
SPRINGDALE 7207000	GEORGE JUNIOR HIGH SCHOOL	7207060	09	341	36.4%
SPRINGDALE 7207000	HELLSTERN MIDDLE SCHOOL	7207061	06	502	6.0%
SPRINGDALE 7207000	HELLSTERN MIDDLE SCHOOL	7207061	07	520	4.4%
SPRINGDALE 7207000	HAR-BER HIGH SCHOOL	7207062	10	704	20.7%
SPRINGDALE 7207000	HUNT ELEMENTARY SCHOOL	7207063	03	100	0.0%
SPRINGDALE 7207000	HUNT ELEMENTARY SCHOOL	7207063	04	109	3.7%
SPRINGDALE 7207000	HUNT ELEMENTARY SCHOOL	7207063	05	98	1.0%
SPRINGDALE 7207000	TURNBOW ELEMENTARY SCHOOL	7207064	03	151	1.3%
SPRINGDALE 7207000	TURNBOW ELEMENTARY SCHOOL	7207064	04	135	13.3%
SPRINGDALE 7207000	TURNBOW ELEMENTARY SCHOOL	7207064	05	112	3.6%
SPRINGDALE 7207000	MONITOR ELEMENTARY	7207065	03	123	4.1%
SPRINGDALE 7207000	MONITOR ELEMENTARY	7207065	04	106	15.1%
SPRINGDALE 7207000	MONITOR ELEMENTARY	7207065	05	112	6.3%
SPRINGDALE 7207000	WILLIS SHAW ELEMENTARY SCH	7207066	03	98	2.0%
SPRINGDALE 7207000	WILLIS SHAW ELEMENTARY SCH	7207066	04	104	2.9%
SPRINGDALE 7207000	WILLIS SHAW ELEMENTARY SCH	7207066	05	86	2.3%
SPRINGDALE 7207000	SONORA ELEMENTARY SCHOOL	7207068	03	113	3.5%
SPRINGDALE 7207000	SONORA ELEMENTARY SCHOOL	7207068	04	108	12.0%
SPRINGDALE 7207000	SONORA ELEMENTARY SCHOOL	7207068	05	100	3.0%
SPRINGDALE 7207000	SONORA MIDDLE SCHOOL	7207069	06	415	9.6%
SPRINGDALE 7207000	SONORA MIDDLE SCHOOL	7207069	07	402	6.2%
SPRINGDALE 7207000	LAKE SIDE JUNIOR HIGH SCHOOL	7207070	08	387	14.0%

SPRINGDALE 7207000	LAKESIDE JUNIOR HIGH SCHOOL	7207070	09	368	31.3%
WEST FORK 7208000	WEST FORK ELEMENTARY SCHOOL	7208060	03	91	4.4%
WEST FORK 7208000	WEST FORK ELEMENTARY SCHOOL	7208060	04	84	9.5%
WEST FORK 7208000	WEST FORK MIDDLE SCHOOL	7208061	05	78	3.8%
WEST FORK 7208000	WEST FORK MIDDLE SCHOOL	7208061	06	91	13.2%
WEST FORK 7208000	WEST FORK MIDDLE SCHOOL	7208061	07	77	1.3%
WEST FORK 7208000	WEST FORK MIDDLE SCHOOL	7208061	08	88	10.2%
WEST FORK 7208000	WEST FORK HIGH SCHOOL	7208062	09	70	17.1%
WEST FORK 7208000	WEST FORK HIGH SCHOOL	7208062	10	88	23.9%
HAAS HALL 7240700	HAAS HALL ACADEMY	7240703	07	48	0.0%
HAAS HALL 7240700	HAAS HALL ACADEMY	7240703	08	54	0.0%
HAAS HALL 7240700	HAAS HALL ACADEMY	7240703	09	57	3.5%
HAAS HALL 7240700	HAAS HALL ACADEMY	7240703	10	62	0.0%
OZARK MOUNTAIN 7241700	OZARK MONTESSORI ACADEMY SPRING	7241701	03	17	11.8%
OZARK MOUNTAIN 7241700	OZARK MONTESSORI ACADEMY SPRING	7241701	04	18	16.7%
OZARK MOUNTAIN 7241700	OZARK MONTESSORI ACADEMY SPRING	7241701	05	18	0.0%
OZARK MOUNTAIN 7241700	OZARK MONTESSORI ACADEMY SPRING	7241701	06	17	5.9%
BALDKNOB 7301000	H.L. LUBKER ELEMENTARY SCHOOL	7301001	03	92	3.3%
BALDKNOB 7301000	H.L. LUBKER ELEMENTARY SCHOOL	7301001	04	82	20.7%
BALDKNOB 7301000	H.L. LUBKER ELEMENTARY SCHOOL	7301001	05	86	2.3%
BALDKNOB 7301000	BALD KNOB HIGH SCHOOL	7301003	09	111	32.4%
BALDKNOB 7301000	BALD KNOB HIGH SCHOOL	7301003	10	111	29.7%
BALDKNOB 7301000	BALD KNOB MIDDLE SCHOOL	7301004	06	103	5.8%
BALDKNOB 7301000	BALD KNOB MIDDLE SCHOOL	7301004	07	84	6.0%
BALDKNOB 7301000	BALD KNOB MIDDLE SCHOOL	7301004	08	108	9.3%
BEEBE SCOTT 7302000	BEEBE ELEMENTARY SCHOOL	7302008	03	269	5.2%
BEEBE SCOTT 7302000	BEEBE ELEMENTARY SCHOOL	7302008	04	229	7.9%
BEEBE SCOTT 7302000	BEEBE JUNIOR HIGH SCHOOL	7302009	07	261	3.8%
BEEBE SCOTT 7302000	BEEBE JUNIOR HIGH SCHOOL	7302009	08	207	7.7%
BEEBE SCOTT 7302000	BEEBE HIGH SCHOOL	7302010	09	267	24.7%
BEEBE SCOTT 7302000	BEEBE HIGH SCHOOL	7302010	10	221	19.9%
BEEBE SCOTT 7302000	BEEBE MIDDLE SCHOOL	7302011	05	259	2.3%
BEEBE SCOTT 7302000	BEEBE MIDDLE SCHOOL	7302011	06	264	9.8%
BEEBE SCOTT 7302000	BADGER ACADEMY	7302703	07	2	N<10
BEEBE SCOTT 7302000	BADGER ACADEMY	7302703	08	8	N<10
BEEBE SCOTT 7302000	BADGER ACADEMY	7302703	09	10	50.0%
BEEBE SCOTT 7302000	BADGER ACADEMY	7302703	10	4	N<10
BRADFORD 7303000	BRADFORD ELEMENTARY SCHOOL	7303014	03	32	3.1%
BRADFORD 7303000	BRADFORD ELEMENTARY SCHOOL	7303014	04	31	6.5%
BRADFORD 7303000	BRADFORD ELEMENTARY SCHOOL	7303014	05	29	3.4%
BRADFORD 7303000	BRADFORD ELEMENTARY SCHOOL	7303014	06	32	12.5%
BRADFORD 7303000	BRADFORD HIGH SCHOOL	7303015	07	39	2.6%
BRADFORD 7303000	BRADFORD HIGH SCHOOL	7303015	08	33	6.1%
BRADFORD 7303000	BRADFORD HIGH SCHOOL	7303015	09	22	9.1%
BRADFORD 7303000	BRADFORD HIGH SCHOOL	7303015	10	35	25.7%
WHITE CO. 7304000	WHITE CO. CENTRAL ELEM. SCHOOL	7304018	03	54	7.4%
WHITE CO. 7304000	WHITE CO. CENTRAL ELEM. SCHOOL	7304018	04	51	17.6%
WHITE CO. 7304000	WHITE CO. CENTRAL ELEM. SCHOOL	7304018	05	52	5.8%
WHITE CO. 7304000	WHITE CO. CENTRAL ELEM. SCHOOL	7304018	06	60	8.3%

WHITE CO 7304000	WHITE CO. CENTRAL HIGH SCHOOL	7304019	07	53	11.3%
WHITE CO 7304000	WHITE CO. CENTRAL HIGH SCHOOL	7304019	08	58	8.6%
WHITE CO 7304000	WHITE CO. CENTRAL HIGH SCHOOL	7304019	09	66	21.2%
WHITE CO 7304000	WHITE CO. CENTRAL HIGH SCHOOL	7304019	10	46	19.6%
RIVERVIEW 7307000	JUDSONIA ELEMENTARY SCHOOL	7307026	03	45	4.4%
RIVERVIEW 7307000	JUDSONIA ELEMENTARY SCHOOL	7307026	04	46	2.2%
RIVERVIEW 7307000	JUDSONIA ELEMENTARY SCHOOL	7307026	05	56	0.0%
RIVERVIEW 7307000	JUDSONIA ELEMENTARY SCHOOL	7307026	06	36	0.0%
RIVERVIEW 7307000	KENSETT ELEMENTARY SCHOOL	7307030	03	66	3.0%
RIVERVIEW 7307000	KENSETT ELEMENTARY SCHOOL	7307030	04	43	7.0%
RIVERVIEW 7307000	KENSETT ELEMENTARY SCHOOL	7307030	05	56	1.8%
RIVERVIEW 7307000	KENSETT ELEMENTARY SCHOOL	7307030	06	54	3.7%
RIVERVIEW 7307000	RIVERVIEW HIGH SCHOOL	7307032	09	105	26.7%
RIVERVIEW 7307000	RIVERVIEW HIGH SCHOOL	7307032	10	98	22.4%
RIVERVIEW 7307000	RIVERVIEW JUNIOR HIGH SCHOOL	7307033	07	91	2.2%
RIVERVIEW 7307000	RIVERVIEW JUNIOR HIGH SCHOOL	7307033	08	106	11.3%
PANGBURN 7309000	PANGBURN ELEMENTARY SCHOOL	7309038	03	55	1.8%
PANGBURN 7309000	PANGBURN ELEMENTARY SCHOOL	7309038	04	57	5.3%
PANGBURN 7309000	PANGBURN ELEMENTARY SCHOOL	7309038	05	50	6.0%
PANGBURN 7309000	PANGBURN ELEMENTARY SCHOOL	7309038	06	62	3.2%
PANGBURN 7309000	PANGBURN HIGH SCHOOL	7309039	07	59	0.0%
PANGBURN 7309000	PANGBURN HIGH SCHOOL	7309039	08	71	5.6%
PANGBURN 7309000	PANGBURN HIGH SCHOOL	7309039	09	55	25.5%
PANGBURN 7309000	PANGBURN HIGH SCHOOL	7309039	10	49	6.1%
ROSE BUD 7310000	ROSE BUD ELEMENTARY SCHOOL	7310042	03	53	1.9%
ROSE BUD 7310000	ROSE BUD ELEMENTARY SCHOOL	7310042	04	56	3.6%
ROSE BUD 7310000	ROSE BUD ELEMENTARY SCHOOL	7310042	05	68	1.5%
ROSE BUD 7310000	ROSE BUD ELEMENTARY SCHOOL	7310042	06	58	1.7%
ROSE BUD 7310000	ROSE BUD HIGH SCHOOL	7310043	07	65	1.5%
ROSE BUD 7310000	ROSE BUD HIGH SCHOOL	7310043	08	71	4.2%
ROSE BUD 7310000	ROSE BUD HIGH SCHOOL	7310043	09	68	23.5%
ROSE BUD 7310000	ROSE BUD HIGH SCHOOL	7310043	10	76	10.5%
SEARCY SC 7311000	SIDNEY DEENER ELEM. SCHOOL	7311046	03	98	4.1%
SEARCY SC 7311000	MCRAE ELEMENTARY SCHOOL	7311047	03	100	2.0%
SEARCY SC 7311000	AHLF JUNIOR HIGH SCHOOL	7311051	07	281	2.8%
SEARCY SC 7311000	AHLF JUNIOR HIGH SCHOOL	7311051	08	306	3.6%
SEARCY SC 7311000	SEARCY HIGH SCHOOL	7311052	09	315	19.7%
SEARCY SC 7311000	SEARCY HIGH SCHOOL	7311052	10	290	16.2%
SEARCY SC 7311000	WESTSIDE ELEMENTARY SCHOOL	7311053	03	138	0.7%
SEARCY SC 7311000	SOUTHWEST MIDDLE SCHOOL	7311054	04	301	8.3%
SEARCY SC 7311000	SOUTHWEST MIDDLE SCHOOL	7311054	05	280	3.2%
SEARCY SC 7311000	SOUTHWEST MIDDLE SCHOOL	7311054	06	273	7.3%
AUGUSTA 7401000	AUGUSTA ELEMENTARY SCHOOL	7401001	03	39	5.1%
AUGUSTA 7401000	AUGUSTA ELEMENTARY SCHOOL	7401001	04	18	11.1%
AUGUSTA 7401000	AUGUSTA ELEMENTARY SCHOOL	7401001	05	29	3.4%
AUGUSTA 7401000	AUGUSTA ELEMENTARY SCHOOL	7401001	06	20	10.0%
AUGUSTA 7401000	AUGUSTA HIGH SCHOOL	7401003	07	27	3.7%
AUGUSTA 7401000	AUGUSTA HIGH SCHOOL	7401003	08	29	3.4%
AUGUSTA 7401000	AUGUSTA HIGH SCHOOL	7401003	09	27	55.6%



AUGUSTA 7401000	AUGUSTA HIGH SCHOOL	7401003	10	27	22.2%
MCCRORY 7403000	MCCRORY ELEMENTARY SCHOOL	7403012	03	46	0.0%
MCCRORY 7403000	MCCRORY ELEMENTARY SCHOOL	7403012	04	35	5.7%
MCCRORY 7403000	MCCRORY ELEMENTARY SCHOOL	7403012	05	44	0.0%
MCCRORY 7403000	MCCRORY ELEMENTARY SCHOOL	7403012	06	43	2.3%
MCCRORY 7403000	MCCRORY HIGH SCHOOL	7403013	07	38	5.3%
MCCRORY 7403000	MCCRORY HIGH SCHOOL	7403013	08	69	8.7%
MCCRORY 7403000	MCCRORY HIGH SCHOOL	7403013	09	48	10.4%
MCCRORY 7403000	MCCRORY HIGH SCHOOL	7403013	10	42	9.5%
DANVILLE 7503000	S.C. TUCKER ELEMENTARY SCHOOL	7503005	03	66	6.1%
DANVILLE 7503000	S.C. TUCKER ELEMENTARY SCHOOL	7503005	04	67	6.0%
DANVILLE 7503000	DANVILLE HIGH SCHOOL	7503006	09	84	26.2%
DANVILLE 7503000	DANVILLE HIGH SCHOOL	7503006	10	52	11.5%
DANVILLE 7503000	DANVILLE MIDDLE SCHOOL	7503007	05	63	7.9%
DANVILLE 7503000	DANVILLE MIDDLE SCHOOL	7503007	06	65	7.7%
DANVILLE 7503000	DANVILLE MIDDLE SCHOOL	7503007	07	61	3.3%
DANVILLE 7503000	DANVILLE MIDDLE SCHOOL	7503007	08	66	3.0%
DARDANE 7504000	DARDANELLE INTERMEDIATE SCHOOL	7504009	04	152	7.2%
DARDANE 7504000	DARDANELLE INTERMEDIATE SCHOOL	7504009	05	145	4.1%
DARDANE 7504000	DARDANELLE MIDDLE SCHOOL	7504010	06	160	3.8%
DARDANE 7504000	DARDANELLE MIDDLE SCHOOL	7504010	07	143	5.6%
DARDANE 7504000	DARDANELLE MIDDLE SCHOOL	7504010	08	182	14.3%
DARDANE 7504000	DARDANELLE HIGH SCHOOL	7504011	09	138	12.3%
DARDANE 7504000	DARDANELLE HIGH SCHOOL	7504011	10	128	14.8%
DARDANE 7504000	DARDANELLE PRIMARY SCHOOL	7504013	03	176	1.1%
WESTERN 7509000	WESTERN YELL CO. ELEM. SCHOOL	7509030	03	33	6.1%
WESTERN 7509000	WESTERN YELL CO. ELEM. SCHOOL	7509030	04	22	4.5%
WESTERN 7509000	WESTERN YELL CO. ELEM. SCHOOL	7509030	05	28	7.1%
WESTERN 7509000	WESTERN YELL CO. ELEM. SCHOOL	7509030	06	37	8.1%
WESTERN 7509000	WESTERN YELL CO. HIGH SCHOOL	7509033	07	32	9.4%
WESTERN 7509000	WESTERN YELL CO. HIGH SCHOOL	7509033	08	23	13.0%
WESTERN 7509000	WESTERN YELL CO. HIGH SCHOOL	7509033	09	34	17.6%
WESTERN 7509000	WESTERN YELL CO. HIGH SCHOOL	7509033	10	29	6.9%
TWO RIVE 7510000	TWO RIVERS HIGH SCHOOL	7510019	05	53	9.4%
TWO RIVE 7510000	TWO RIVERS HIGH SCHOOL	7510019	06	55	7.3%
TWO RIVE 7510000	TWO RIVERS HIGH SCHOOL	7510019	07	48	10.4%
TWO RIVE 7510000	TWO RIVERS HIGH SCHOOL	7510019	08	69	18.8%
TWO RIVE 7510000	TWO RIVERS HIGH SCHOOL	7510019	09	90	44.4%
TWO RIVE 7510000	TWO RIVERS HIGH SCHOOL	7510019	10	42	19.0%
TWO RIVE 7510000	TWO RIVERS ELEMENTARY SCHOOL	7510024	03	72	6.9%
TWO RIVE 7510000	TWO RIVERS ELEMENTARY SCHOOL	7510024	04	46	6.5%

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English				Math				
English % Close	English % Ready	English % Exceeding	English % Met Readiness Benchmark	Math N	Math % of Support	Math % Close	Math % Ready	Math % Exceeding
30.1%	32.3%	32.3%	64.5%	93	24.7%	34.4%	35.5%	5.4%
32.9%	40.8%	14.5%	55.3%	76	13.2%	36.8%	39.5%	10.5%
22.4%	40.8%	35.5%	76.3%	76	17.1%	51.3%	21.1%	10.5%
23.3%	34.4%	37.8%	72.2%	90	6.7%	35.6%	34.4%	23.3%
17.5%	35.0%	43.8%	78.8%	81	25.9%	29.6%	32.1%	12.3%
24.1%	32.4%	30.6%	63.0%	108	41.7%	33.3%	15.7%	9.3%
27.0%	23.0%	18.0%	41.0%	100	56.0%	23.0%	17.0%	4.0%
20.2%	26.3%	35.4%	61.6%	99	60.6%	24.2%	11.1%	4.0%
6.7%	13.3%	80.0%	93.3%	15	6.7%	6.7%	20.0%	66.7%
10.0%	20.0%	60.0%	80.0%	10	0.0%	0.0%	60.0%	40.0%
6.7%	6.7%	86.7%	93.3%	15	0.0%	20.0%	46.7%	33.3%
29.6%	20.0%	44.3%	64.3%	115	13.0%	24.3%	41.7%	20.9%
25.4%	48.3%	16.1%	64.4%	118	6.8%	39.0%	44.1%	10.2%
25.8%	43.0%	23.7%	66.7%	93	16.1%	30.1%	50.5%	3.2%
27.4%	37.1%	29.8%	66.9%	124	8.1%	28.2%	31.5%	32.3%
23.5%	20.9%	23.5%	44.3%	115	55.7%	20.0%	13.0%	11.3%
25.0%	18.5%	25.0%	43.5%	108	62.0%	13.0%	14.8%	10.2%
22.6%	36.3%	34.7%	71.0%	124	22.6%	33.9%	31.5%	12.1%
19.9%	28.4%	32.6%	61.0%	141	38.3%	21.3%	23.4%	17.0%
25.8%	26.5%	45.0%	71.5%	151	19.9%	30.5%	37.1%	12.6%
22.1%	38.9%	31.0%	69.9%	113	8.8%	31.9%	38.9%	20.4%
24.2%	19.4%	22.6%	41.9%	125	53.6%	27.2%	13.6%	5.6%
21.4%	16.7%	23.8%	40.5%	125	63.2%	27.2%	5.6%	4.0%
29.3%	38.2%	26.8%	65.0%	123	14.6%	35.0%	42.3%	8.1%
17.5%	29.4%	47.6%	77.0%	126	8.7%	35.7%	34.9%	20.6%
17.6%	46.4%	33.6%	80.0%	126	18.3%	45.2%	27.8%	8.7%
28.6%	35.3%	27.8%	63.2%	133	39.8%	30.8%	18.8%	10.5%
27.3%	35.2%	26.6%	61.7%	128	7.0%	35.9%	37.5%	19.5%
24.2%	40.5%	30.7%	71.2%	153	24.2%	35.9%	26.8%	13.1%
29.9%	29.3%	32.9%	62.3%	167	34.7%	32.9%	21.6%	10.8%
25.0%	31.4%	19.3%	50.7%	140	47.9%	21.4%	21.4%	9.3%
31.3%	31.9%	13.9%	45.8%	144	61.1%	25.7%	9.0%	4.2%
N<10	N<10	N<10	N<10	7	N<10	N<10	N<10	N<10
N<10	N<10	N<10	N<10	6	N<10	N<10	N<10	N<10
7.7%	46.2%	46.2%	92.3%	13	7.7%	38.5%	53.8%	0.0%
24.4%	25.2%	46.6%	71.8%	131	12.2%	26.7%	36.6%	24.4%
19.3%	31.2%	42.2%	73.4%	108	8.3%	43.5%	34.3%	13.9%
19.1%	40.9%	36.4%	77.3%	110	10.0%	41.8%	42.7%	5.5%
4.3%	21.7%	73.9%	95.7%	23	4.3%	34.8%	26.1%	34.8%
23.8%	19.0%	52.4%	71.4%	21	9.5%	28.6%	61.9%	0.0%

7.1%	64.3%	28.6%	92.9%	14	7.1%	57.1%	35.7%	0.0%
9.0%	32.8%	55.2%	88.1%	67	9.0%	17.9%	43.3%	29.9%
20.4%	31.5%	42.6%	74.1%	54	5.6%	25.9%	40.7%	27.8%
18.3%	36.7%	45.0%	81.7%	60	1.7%	25.0%	35.0%	38.3%
25.0%	27.3%	43.2%	70.5%	44	2.3%	25.0%	34.1%	38.6%
13.0%	39.1%	39.1%	78.3%	46	23.9%	21.7%	26.1%	28.3%
19.5%	19.5%	48.8%	68.3%	41	17.1%	34.1%	22.0%	26.8%
21.3%	17.0%	46.8%	63.8%	47	36.2%	34.0%	14.9%	14.9%
17.6%	19.6%	43.1%	62.7%	51	54.9%	17.6%	11.8%	15.7%
17.2%	37.2%	39.3%	76.5%	284	4.6%	19.4%	38.4%	37.7%
12.0%	39.0%	48.0%	87.0%	300	16.7%	30.0%	26.3%	27.0%
16.3%	25.1%	54.7%	79.8%	307	28.7%	31.6%	21.5%	18.2%
21.1%	23.2%	53.5%	76.8%	284	9.2%	26.4%	45.4%	19.0%
18.1%	37.9%	38.3%	76.2%	296	7.8%	40.2%	43.9%	8.1%
18.3%	41.0%	38.2%	79.2%	317	7.6%	44.2%	38.8%	9.5%
16.3%	25.2%	41.9%	67.1%	301	35.2%	21.6%	27.6%	15.6%
18.2%	28.0%	42.0%	70.0%	307	48.2%	23.8%	18.6%	9.4%
33.3%	33.3%	33.3%	66.7%	33	9.1%	33.3%	30.3%	27.3%
20.0%	28.0%	44.0%	72.0%	25	0.0%	20.0%	48.0%	32.0%
18.6%	53.5%	27.9%	81.4%	43	2.3%	44.2%	41.9%	11.6%
6.7%	30.0%	63.3%	93.3%	30	0.0%	10.0%	33.3%	56.7%
5.0%	42.5%	52.5%	95.0%	40	15.0%	35.0%	20.0%	30.0%
11.1%	22.2%	66.7%	88.9%	27	22.2%	37.0%	33.3%	7.4%
21.2%	18.2%	57.6%	75.8%	33	15.2%	30.3%	36.4%	18.2%
6.7%	26.7%	42.2%	68.9%	45	40.0%	33.3%	15.6%	11.1%
14.1%	18.2%	62.6%	80.8%	99	13.1%	27.3%	36.4%	23.2%
18.4%	38.8%	36.9%	75.7%	103	5.8%	36.9%	43.7%	13.6%
14.9%	32.0%	50.7%	82.7%	369	14.9%	27.4%	28.5%	29.3%
12.9%	27.0%	54.5%	81.5%	356	19.4%	29.5%	27.0%	24.2%
16.6%	25.7%	43.0%	68.7%	1142	27.7%	25.4%	26.6%	20.3%
16.6%	23.8%	47.9%	71.7%	1145	36.9%	22.4%	21.7%	19.0%
NA	NA	NA	NA	1	N<10	N<10	N<10	N<10
12.5%	12.5%	71.9%	84.4%	96	9.4%	14.6%	35.4%	40.6%
10.0%	24.4%	63.3%	87.8%	90	1.1%	16.7%	54.4%	27.8%
9.0%	37.3%	52.8%	90.1%	322	12.1%	43.2%	37.3%	7.5%
15.5%	35.0%	47.1%	82.2%	297	9.1%	36.0%	34.0%	20.9%
17.7%	22.6%	59.7%	82.3%	125	10.4%	24.8%	32.8%	32.0%
16.5%	40.4%	36.7%	77.1%	109	4.6%	18.3%	48.6%	28.4%
18.6%	23.7%	56.7%	80.4%	97	11.3%	20.6%	37.1%	30.9%
8.8%	34.3%	52.9%	87.3%	102	2.9%	22.5%	39.2%	35.3%
10.3%	30.0%	57.5%	87.5%	322	6.2%	41.3%	38.5%	14.0%
16.6%	35.4%	45.7%	81.1%	303	5.6%	36.0%	35.3%	23.1%
12.2%	23.6%	63.4%	87.0%	123	11.4%	20.3%	37.4%	30.9%
12.0%	33.3%	53.8%	87.2%	117	0.0%	28.2%	47.9%	23.9%
10.0%	32.6%	55.2%	87.8%	442	12.4%	22.6%	33.3%	31.7%
12.3%	26.3%	59.3%	85.5%	417	18.2%	33.6%	27.6%	20.6%
22.6%	21.9%	53.4%	75.3%	149	14.8%	24.8%	34.9%	25.5%
20.2%	33.7%	40.4%	74.0%	106	12.3%	31.1%	35.8%	20.8%
10.4%	14.5%	74.0%	88.4%	173	10.4%	13.9%	37.0%	38.7%

6.0%	28.7%	59.9%	88.6%	167	3.0%	12.6%	46.1%	38.3%
12.3%	31.5%	54.9%	86.4%	317	5.4%	36.3%	43.8%	14.5%
10.8%	32.3%	54.8%	87.1%	280	7.5%	28.2%	35.7%	28.6%
19.7%	24.5%	53.7%	78.2%	148	14.9%	25.0%	45.3%	14.9%
13.7%	38.2%	41.2%	79.4%	132	7.6%	38.6%	37.1%	16.7%
15.2%	17.4%	67.4%	84.8%	138	4.3%	22.5%	40.6%	32.6%
9.6%	33.3%	56.3%	89.6%	135	1.5%	13.3%	44.4%	40.7%
14.9%	23.4%	61.1%	84.6%	175	8.0%	21.1%	38.9%	32.0%
13.9%	27.9%	55.8%	83.6%	165	4.8%	20.6%	42.4%	32.1%
9.3%	29.0%	60.9%	89.9%	335	2.1%	25.1%	43.6%	29.3%
8.8%	33.6%	56.4%	90.0%	330	2.1%	23.9%	36.7%	37.3%
7.9%	26.9%	63.8%	90.7%	442	8.8%	18.8%	32.4%	40.0%
10.2%	28.4%	59.1%	87.5%	402	18.7%	29.6%	23.6%	28.1%
23.1%	28.8%	46.2%	75.0%	52	13.5%	25.0%	46.2%	15.4%
28.9%	46.7%	15.6%	62.2%	44	9.1%	56.8%	31.8%	2.3%
33.3%	30.6%	33.3%	63.9%	36	13.9%	55.6%	25.0%	5.6%
40.9%	9.1%	11.4%	20.5%	44	54.5%	29.5%	11.4%	4.5%
23.1%	23.1%	15.4%	38.5%	38	68.4%	26.3%	0.0%	5.3%
8.1%	54.1%	27.0%	81.1%	37	18.9%	45.9%	27.0%	8.1%
39.5%	31.6%	23.7%	55.3%	38	31.6%	60.5%	7.9%	0.0%
34.1%	36.4%	18.2%	54.5%	44	61.4%	29.5%	9.1%	0.0%
31.1%	25.2%	39.5%	64.7%	119	15.1%	35.3%	34.5%	15.1%
24.3%	38.3%	29.0%	67.3%	107	7.5%	39.3%	39.3%	14.0%
16.5%	37.6%	42.2%	79.8%	109	5.5%	42.2%	39.4%	12.8%
20.2%	29.5%	29.5%	58.9%	130	40.8%	32.3%	19.2%	7.7%
25.9%	32.4%	20.4%	52.8%	108	53.7%	19.4%	16.7%	10.2%
19.6%	26.5%	47.1%	73.5%	102	2.9%	29.4%	37.3%	30.4%
10.6%	32.9%	51.8%	84.7%	86	16.3%	25.6%	38.4%	19.8%
9.2%	28.6%	54.6%	83.2%	119	13.4%	18.5%	37.0%	31.1%
26.2%	20.8%	27.5%	48.3%	148	45.9%	21.6%	18.2%	14.2%
16.2%	29.1%	38.5%	67.6%	147	48.3%	25.2%	18.4%	8.2%
20.2%	29.8%	47.6%	77.4%	124	1.6%	18.5%	28.2%	51.6%
8.5%	27.7%	61.7%	89.4%	141	9.2%	22.0%	31.2%	37.6%
20.9%	27.7%	44.6%	72.3%	148	21.6%	29.1%	20.9%	28.4%
17.6%	31.2%	47.2%	78.4%	125	9.6%	28.0%	38.4%	24.0%
18.1%	38.4%	31.2%	69.6%	138	8.7%	27.5%	38.4%	25.4%
23.4%	45.3%	27.7%	73.0%	137	10.2%	32.8%	39.4%	17.5%
14.1%	23.9%	62.0%	85.9%	92	7.6%	23.9%	35.9%	32.6%
11.8%	40.9%	39.8%	80.6%	94	4.3%	35.1%	41.5%	19.1%
11.1%	38.4%	50.5%	88.9%	99	1.0%	28.3%	41.4%	29.3%
14.3%	42.9%	42.9%	85.7%	21	4.8%	33.3%	23.8%	38.1%
25.0%	30.0%	35.0%	65.0%	20	20.0%	40.0%	35.0%	5.0%
17.4%	39.1%	39.1%	78.3%	23	13.0%	60.9%	21.7%	4.3%
22.5%	19.7%	52.1%	71.8%	71	9.9%	26.8%	36.6%	26.8%
20.7%	31.7%	45.1%	76.8%	84	4.8%	20.2%	40.5%	34.5%
19.2%	25.6%	53.8%	79.5%	79	7.6%	35.4%	35.4%	21.5%
22.7%	23.7%	48.5%	72.2%	99	16.2%	23.2%	36.4%	24.2%
23.9%	44.8%	26.9%	71.6%	66	6.1%	39.4%	36.4%	18.2%
21.2%	30.6%	47.1%	77.6%	86	5.8%	31.4%	39.5%	23.3%



20.3%	20.3%	54.1%	74.3%	76	17.1%	18.4%	42.1%	22.4%
14.5%	37.1%	38.7%	75.8%	62	8.1%	40.3%	35.5%	16.1%
20.0%	34.7%	44.0%	78.7%	76	6.6%	30.3%	47.4%	15.8%
22.5%	31.8%	37.5%	69.3%	275	25.5%	33.1%	26.5%	14.9%
14.1%	35.9%	46.4%	82.3%	224	22.3%	32.1%	29.9%	15.6%
17.3%	29.2%	50.7%	79.9%	288	26.4%	31.3%	21.2%	21.2%
18.7%	31.3%	45.0%	76.3%	278	9.0%	34.9%	38.5%	17.6%
13.2%	32.4%	50.0%	82.4%	272	22.1%	33.1%	31.3%	13.6%
19.0%	31.7%	42.5%	74.3%	268	23.9%	34.0%	22.8%	19.4%
31.1%	24.4%	36.7%	61.1%	92	16.3%	33.7%	38.0%	12.0%
31.0%	32.2%	26.4%	58.6%	88	10.2%	40.9%	36.4%	12.5%
25.4%	39.0%	27.1%	66.1%	58	10.3%	48.3%	39.7%	1.7%
9.6%	23.3%	61.6%	84.9%	75	10.7%	20.0%	38.7%	30.7%
26.4%	41.7%	26.4%	68.1%	72	1.4%	43.1%	45.8%	9.7%
15.3%	37.3%	42.4%	79.7%	59	6.8%	42.4%	27.1%	23.7%
24.4%	16.7%	55.1%	71.8%	78	17.9%	25.6%	47.4%	9.0%
15.7%	21.4%	54.3%	75.7%	70	7.1%	24.3%	42.9%	25.7%
15.0%	36.7%	46.7%	83.3%	60	16.7%	40.0%	26.7%	16.7%
24.0%	22.0%	50.0%	72.0%	102	15.7%	22.5%	43.1%	18.6%
17.8%	28.0%	43.0%	71.0%	107	7.5%	34.6%	35.5%	22.4%
31.1%	35.6%	30.0%	65.6%	91	6.6%	48.4%	29.7%	15.4%
31.8%	27.1%	40.0%	67.1%	89	15.7%	28.1%	29.2%	27.0%
31.3%	38.6%	24.1%	62.7%	83	6.0%	43.4%	39.8%	10.8%
23.9%	31.0%	39.4%	70.4%	73	2.7%	42.5%	32.9%	21.9%
14.6%	33.2%	46.6%	79.8%	322	5.9%	35.7%	34.2%	24.2%
13.8%	36.9%	45.3%	82.2%	320	18.4%	32.5%	25.6%	23.4%
12.4%	27.7%	55.6%	83.3%	354	16.1%	27.1%	32.2%	24.6%
18.9%	34.0%	42.1%	76.1%	285	6.3%	42.1%	30.9%	20.7%
12.1%	36.6%	49.7%	86.2%	290	18.6%	37.9%	29.3%	14.1%
16.2%	34.1%	44.4%	78.5%	302	18.2%	33.4%	23.8%	24.5%
6.3%	12.7%	81.0%	93.7%	79	8.9%	8.9%	35.4%	46.8%
6.5%	32.5%	61.0%	93.5%	77	3.9%	15.6%	41.6%	39.0%
7.5%	31.3%	60.0%	91.3%	80	3.8%	18.8%	38.8%	38.8%
22.6%	25.6%	30.8%	56.4%	550	46.7%	22.2%	19.5%	11.6%
16.9%	21.7%	44.4%	66.1%	448	43.1%	25.2%	19.0%	12.7%
17.2%	17.2%	63.2%	80.5%	87	1.1%	27.6%	40.2%	31.0%
17.1%	42.1%	31.6%	73.7%	77	9.1%	42.9%	33.8%	14.3%
16.9%	39.4%	40.8%	80.3%	71	2.8%	47.9%	32.4%	16.9%
24.1%	17.9%	53.6%	71.4%	114	11.4%	29.8%	41.2%	17.5%
20.4%	28.6%	44.9%	73.5%	98	6.1%	35.7%	43.9%	14.3%
7.8%	33.8%	57.1%	90.9%	77	1.3%	39.0%	50.6%	9.1%
23.2%	31.6%	45.3%	76.8%	97	11.3%	24.7%	43.3%	20.6%
17.4%	46.7%	32.6%	79.3%	92	0.0%	38.0%	47.8%	14.1%
13.5%	51.4%	35.1%	86.5%	75	2.7%	41.3%	44.0%	12.0%
22.1%	20.3%	26.3%	46.7%	456	48.9%	23.7%	18.4%	9.0%
22.2%	21.4%	27.7%	49.2%	417	56.1%	21.3%	13.2%	9.4%
7.9%	13.5%	77.5%	91.0%	89	2.2%	11.2%	41.6%	44.9%
12.8%	27.9%	54.7%	82.6%	86	1.2%	20.9%	52.3%	25.6%
16.2%	33.8%	48.5%	82.4%	68	1.5%	29.4%	47.1%	22.1%

15.2%	30.3%	49.8%	80.1%	211	19.0%	31.8%	24.6%	24.6%
12.0%	22.2%	60.7%	82.9%	117	29.9%	29.1%	25.6%	15.4%
29.0%	35.5%	33.4%	68.9%	293	3.8%	29.4%	43.0%	23.9%
26.7%	35.0%	34.1%	69.1%	311	4.8%	25.1%	38.6%	31.5%
31.0%	26.3%	36.8%	63.2%	324	14.8%	21.9%	38.6%	24.7%
28.3%	31.6%	28.0%	59.5%	308	7.8%	36.0%	39.0%	17.2%
14.1%	36.4%	45.5%	81.8%	298	22.5%	28.9%	25.8%	22.8%
23.0%	28.7%	40.8%	69.5%	332	28.0%	30.1%	22.6%	19.3%
26.9%	25.7%	23.6%	49.3%	339	35.7%	31.0%	21.2%	12.1%
25.4%	25.1%	29.4%	54.5%	303	52.8%	26.1%	12.9%	8.3%
23.7%	24.3%	47.4%	71.7%	152	19.1%	33.6%	36.2%	11.2%
29.6%	31.1%	24.4%	55.6%	135	5.2%	36.3%	47.4%	11.1%
25.5%	35.9%	32.0%	68.0%	153	5.2%	34.0%	42.5%	18.3%
21.8%	25.6%	40.4%	66.0%	156	34.0%	22.4%	27.6%	16.0%
22.4%	29.1%	29.9%	59.0%	134	47.0%	32.1%	12.7%	8.2%
20.0%	33.8%	41.3%	75.0%	160	6.9%	28.8%	43.8%	20.6%
16.4%	39.0%	39.5%	78.5%	177	23.7%	39.0%	28.8%	8.5%
18.3%	31.1%	42.8%	73.9%	180	37.2%	33.3%	18.9%	10.6%
31.1%	13.1%	50.8%	63.9%	61	14.8%	37.7%	36.1%	11.5%
21.7%	28.3%	45.0%	73.3%	60	3.3%	26.7%	50.0%	20.0%
21.1%	33.8%	40.8%	74.6%	71	15.5%	36.6%	36.6%	11.3%
21.8%	32.7%	43.6%	76.4%	55	10.9%	29.1%	36.4%	23.6%
6.5%	38.7%	53.2%	91.9%	62	30.6%	29.0%	35.5%	4.8%
6.6%	21.3%	67.2%	88.5%	61	32.8%	29.5%	26.2%	11.5%
7.5%	18.9%	66.0%	84.9%	53	24.5%	20.8%	34.0%	20.8%
5.8%	19.2%	61.5%	80.8%	52	42.3%	25.0%	26.9%	5.8%
6.1%	16.7%	77.3%	93.9%	66	3.0%	9.1%	47.0%	40.9%
2.8%	44.4%	52.8%	97.2%	72	0.0%	26.4%	47.2%	26.4%
4.3%	12.8%	83.0%	95.7%	47	2.1%	14.9%	53.2%	29.8%
6.7%	8.9%	80.0%	88.9%	45	0.0%	15.6%	17.8%	66.7%
0.0%	19.5%	80.5%	100.0%	41	4.9%	19.5%	17.1%	58.5%
0.0%	17.0%	83.0%	100.0%	47	10.6%	19.1%	31.9%	38.3%
11.1%	18.5%	63.0%	81.5%	27	29.6%	25.9%	22.2%	22.2%
4.0%	12.0%	80.0%	92.0%	25	24.0%	32.0%	28.0%	16.0%
0.0%	4.5%	95.5%	100.0%	67	0.0%	6.0%	13.4%	80.6%
0.0%	4.7%	95.3%	100.0%	64	0.0%	3.1%	20.3%	76.6%
2.9%	11.6%	85.5%	97.1%	69	5.8%	11.6%	34.8%	47.8%
4.9%	9.8%	85.4%	95.1%	41	12.2%	19.5%	34.1%	34.1%
20.0%	31.1%	40.0%	71.1%	45	20.0%	24.4%	42.2%	13.3%
9.1%	42.4%	45.5%	87.9%	34	2.9%	20.6%	55.9%	20.6%
22.0%	39.0%	34.1%	73.2%	42	11.9%	42.9%	28.6%	16.7%
17.9%	28.2%	53.8%	82.1%	40	5.0%	17.5%	45.0%	32.5%
13.9%	33.3%	44.4%	77.8%	36	27.8%	25.0%	36.1%	11.1%
22.2%	28.9%	37.8%	66.7%	45	37.8%	44.4%	13.3%	4.4%
21.6%	27.0%	32.4%	59.5%	37	54.1%	29.7%	10.8%	5.4%
15.6%	25.0%	34.4%	59.4%	32	56.3%	28.1%	6.3%	9.4%
17.8%	27.8%	52.2%	80.0%	90	7.8%	24.4%	34.4%	33.3%
26.9%	29.9%	34.3%	64.2%	67	13.4%	25.4%	47.8%	13.4%
21.7%	25.3%	34.9%	60.2%	83	33.7%	28.9%	14.5%	22.9%

17.9%	25.6%	34.6%	60.3%	77	53.2%	22.1%	19.5%	5.2%
25.4%	36.6%	38.0%	74.6%	71	9.9%	36.6%	42.3%	11.3%
12.4%	36.0%	50.6%	86.5%	89	1.1%	24.7%	46.1%	28.1%
8.9%	27.8%	60.8%	88.6%	79	8.9%	35.4%	39.2%	16.5%
12.9%	31.8%	52.9%	84.7%	85	9.4%	30.6%	35.3%	24.7%
18.9%	13.5%	67.6%	81.1%	37	5.4%	21.6%	32.4%	40.5%
8.3%	29.2%	54.2%	83.3%	24	12.5%	29.2%	50.0%	8.3%
13.5%	20.3%	62.2%	82.4%	74	10.8%	12.2%	28.4%	48.6%
7.9%	28.9%	57.9%	86.8%	76	2.6%	32.9%	47.4%	17.1%
17.8%	15.1%	64.4%	79.5%	73	5.5%	13.7%	43.8%	37.0%
24.7%	32.9%	41.1%	74.0%	73	2.7%	23.3%	49.3%	24.7%
25.0%	6.3%	68.8%	75.0%	16	12.5%	25.0%	37.5%	25.0%
13.6%	31.8%	54.5%	86.4%	22	0.0%	22.7%	50.0%	27.3%
8.4%	46.3%	43.7%	90.0%	190	17.9%	33.2%	31.6%	17.4%
12.7%	29.6%	56.1%	85.7%	189	18.0%	18.0%	24.9%	39.2%
17.5%	28.5%	38.5%	67.0%	199	33.2%	28.1%	22.1%	16.6%
17.9%	27.9%	43.7%	71.6%	192	41.1%	28.6%	18.2%	12.0%
8.6%	37.3%	52.6%	90.0%	209	6.7%	26.8%	38.8%	27.8%
11.5%	28.4%	58.3%	86.7%	217	2.8%	23.5%	36.4%	37.3%
24.0%	16.0%	60.0%	76.0%	25	16.0%	16.0%	64.0%	4.0%
22.2%	33.3%	38.9%	72.2%	36	8.3%	41.7%	30.6%	19.4%
9.5%	52.4%	38.1%	90.5%	21	4.8%	66.7%	14.3%	14.3%
11.5%	23.1%	57.7%	80.8%	26	15.4%	11.5%	53.8%	19.2%
34.4%	31.3%	31.3%	62.5%	32	21.9%	37.5%	25.0%	15.6%
8.8%	35.3%	50.0%	85.3%	34	20.6%	35.3%	32.4%	11.8%
24.0%	24.0%	40.0%	64.0%	25	24.0%	32.0%	24.0%	20.0%
14.7%	29.4%	35.3%	64.7%	34	41.2%	38.2%	11.8%	8.8%
11.9%	28.8%	57.6%	86.4%	59	11.9%	5.1%	57.6%	25.4%
22.1%	41.6%	31.2%	72.7%	77	2.6%	24.7%	51.9%	20.8%
19.4%	28.4%	38.8%	67.2%	67	38.8%	19.4%	28.4%	13.4%
11.3%	19.7%	59.2%	78.9%	71	49.3%	25.4%	16.9%	8.5%
10.7%	45.3%	38.7%	84.0%	75	9.3%	24.0%	40.0%	26.7%
13.6%	27.1%	57.6%	84.7%	59	11.9%	23.7%	39.0%	25.4%
11.6%	37.2%	50.0%	87.2%	86	15.1%	26.7%	33.7%	24.4%
11.8%	27.9%	58.8%	86.8%	68	16.2%	19.1%	26.5%	38.2%
4.5%	18.2%	77.3%	95.5%	22	0.0%	22.7%	40.9%	36.4%
4.5%	36.4%	50.0%	86.4%	22	9.1%	31.8%	40.9%	18.2%
17.6%	32.4%	38.2%	70.6%	34	29.4%	32.4%	32.4%	5.9%
30.8%	34.6%	26.9%	61.5%	26	15.4%	57.7%	19.2%	7.7%
13.0%	52.2%	30.4%	82.6%	23	21.7%	30.4%	34.8%	13.0%
13.6%	18.2%	59.1%	77.3%	22	27.3%	31.8%	27.3%	13.6%
28.6%	7.1%	35.7%	42.9%	28	50.0%	28.6%	14.3%	7.1%
16.0%	24.0%	36.0%	60.0%	25	48.0%	32.0%	12.0%	8.0%
41.0%	28.2%	25.6%	53.8%	39	15.4%	38.5%	28.2%	17.9%
50.0%	22.7%	22.7%	45.5%	22	13.6%	50.0%	22.7%	13.6%
43.8%	25.0%	18.8%	43.8%	32	21.9%	50.0%	28.1%	0.0%
27.8%	41.7%	25.0%	66.7%	36	2.8%	33.3%	44.4%	19.4%
28.9%	39.5%	15.8%	55.3%	38	26.3%	47.4%	21.1%	5.3%
38.7%	35.5%	19.4%	54.8%	31	48.4%	38.7%	9.7%	3.2%

29.7%	18.9%	24.3%	43.2%	37	45.9%	27.0%	18.9%	8.1%
46.7%	16.7%	13.3%	30.0%	30	73.3%	16.7%	10.0%	0.0%
33.3%	28.9%	29.8%	58.8%	114	24.6%	25.4%	38.6%	11.4%
25.6%	28.9%	29.8%	58.7%	121	13.2%	41.3%	31.4%	14.0%
16.2%	47.7%	29.7%	77.5%	111	18.9%	38.7%	24.3%	18.0%
25.8%	30.0%	25.0%	55.0%	120	43.3%	32.5%	13.3%	10.8%
29.6%	22.4%	13.6%	36.0%	125	61.6%	23.2%	12.0%	3.2%
29.9%	33.9%	15.7%	49.6%	127	60.6%	24.4%	11.8%	3.1%
27.7%	25.4%	13.8%	39.2%	130	17.7%	44.6%	33.1%	4.6%
40.5%	26.7%	22.9%	49.6%	131	15.3%	44.3%	32.8%	7.6%
34.1%	31.7%	34.1%	65.9%	41	22.0%	46.3%	29.3%	2.4%
24.4%	34.1%	34.1%	68.3%	41	7.3%	26.8%	58.5%	7.3%
23.1%	43.6%	28.2%	71.8%	39	15.4%	43.6%	30.8%	10.3%
18.9%	37.8%	35.1%	73.0%	37	8.1%	40.5%	40.5%	10.8%
18.6%	32.6%	32.6%	65.1%	43	39.5%	34.9%	20.9%	4.7%
31.7%	34.1%	22.0%	56.1%	41	39.0%	39.0%	14.6%	7.3%
30.2%	23.3%	9.3%	32.6%	43	51.2%	37.2%	11.6%	0.0%
20.6%	29.4%	26.5%	55.9%	34	67.6%	26.5%	5.9%	0.0%
24.7%	23.4%	30.4%	53.8%	159	37.7%	34.0%	17.0%	11.3%
21.7%	24.2%	31.2%	55.4%	158	56.3%	21.5%	16.5%	5.7%
22.8%	41.8%	29.1%	70.9%	158	15.8%	39.9%	33.5%	10.8%
6.3%	44.4%	47.9%	92.4%	144	16.0%	35.4%	32.6%	16.0%
16.8%	29.5%	47.7%	77.2%	149	30.9%	32.2%	20.1%	16.8%
32.9%	27.4%	37.2%	64.6%	164	15.9%	23.8%	45.7%	14.6%
23.9%	35.8%	31.3%	67.2%	134	9.0%	41.0%	37.3%	12.7%
19.6%	41.8%	35.4%	77.2%	158	5.7%	36.7%	44.3%	13.3%
18.6%	23.3%	58.1%	81.4%	43	2.3%	30.2%	46.5%	20.9%
24.4%	39.0%	36.6%	75.6%	41	9.8%	36.6%	39.0%	14.6%
17.3%	28.8%	34.6%	63.5%	52	36.5%	28.8%	15.4%	19.2%
12.3%	24.6%	35.1%	59.6%	57	50.9%	21.1%	8.8%	19.3%
13.5%	30.8%	48.1%	78.8%	53	7.5%	32.1%	49.1%	11.3%
23.8%	33.3%	38.1%	71.4%	42	11.9%	38.1%	35.7%	14.3%
18.4%	42.1%	36.8%	78.9%	38	18.4%	44.7%	28.9%	7.9%
9.6%	32.7%	55.8%	88.5%	52	26.9%	26.9%	26.9%	19.2%
25.0%	22.9%	50.0%	72.9%	96	15.6%	20.8%	44.8%	18.8%
30.7%	20.8%	19.8%	40.6%	101	48.5%	23.8%	19.8%	7.9%
33.3%	25.6%	18.9%	44.4%	89	59.6%	22.5%	13.5%	4.5%
25.5%	36.2%	23.4%	59.6%	94	8.5%	34.0%	52.1%	5.3%
23.1%	41.0%	30.8%	71.8%	78	12.8%	26.9%	47.4%	12.8%
32.0%	33.0%	24.0%	57.0%	100	12.0%	43.0%	34.0%	11.0%
14.1%	43.5%	40.0%	83.5%	85	17.6%	44.7%	28.2%	9.4%
22.7%	25.0%	39.8%	64.8%	88	37.5%	28.4%	17.0%	17.0%
52.4%	23.8%	14.3%	38.1%	21	47.6%	28.6%	23.8%	0.0%
35.5%	35.5%	19.4%	54.8%	31	19.4%	61.3%	12.9%	6.5%
12.5%	45.8%	37.5%	83.3%	24	12.5%	62.5%	25.0%	0.0%
37.9%	24.1%	20.7%	44.8%	29	24.1%	48.3%	24.1%	3.4%
22.2%	33.3%	25.9%	59.3%	27	29.6%	44.4%	18.5%	7.4%
22.2%	27.8%	44.4%	72.2%	18	27.8%	33.3%	22.2%	16.7%
40.0%	12.0%	20.0%	32.0%	25	68.0%	24.0%	8.0%	0.0%



27.8%	44.4%	16.7%	61.1%	19	57.9%	31.6%	10.5%	0.0%
36.7%	16.7%	43.3%	60.0%	30	26.7%	46.7%	26.7%	0.0%
36.7%	25.0%	38.3%	63.3%	60	16.7%	36.7%	33.3%	13.3%
40.3%	34.3%	9.0%	43.3%	67	16.4%	59.7%	23.9%	0.0%
43.5%	38.0%	17.4%	55.4%	92	26.1%	43.5%	26.1%	4.3%
32.4%	35.2%	22.5%	57.7%	71	15.5%	49.3%	25.4%	9.9%
17.1%	38.6%	41.4%	80.0%	70	30.0%	28.6%	38.6%	2.9%
30.3%	33.3%	22.7%	56.1%	66	51.5%	25.8%	13.6%	9.1%
31.5%	24.7%	5.5%	30.1%	72	73.6%	19.4%	6.9%	0.0%
29.0%	14.5%	25.8%	40.3%	62	69.4%	21.0%	9.7%	0.0%
30.9%	22.4%	40.8%	63.2%	152	25.7%	32.9%	27.0%	14.5%
25.4%	26.8%	35.2%	62.0%	143	11.2%	46.9%	35.0%	7.0%
23.1%	33.3%	38.1%	71.4%	147	10.9%	38.1%	36.1%	15.0%
16.8%	32.9%	43.4%	76.2%	143	3.5%	37.1%	30.8%	28.7%
21.0%	42.0%	33.6%	75.5%	143	18.2%	32.2%	26.6%	23.1%
13.1%	19.7%	57.4%	77.0%	121	23.1%	24.8%	17.4%	34.7%
25.9%	26.6%	21.6%	48.2%	139	47.5%	27.3%	12.2%	12.9%
21.1%	18.8%	32.3%	51.1%	133	56.4%	26.3%	12.0%	5.3%
32.8%	31.3%	35.9%	67.2%	64	26.6%	45.3%	26.6%	1.6%
31.4%	33.3%	17.6%	51.0%	51	17.6%	52.9%	29.4%	0.0%
26.7%	37.8%	33.3%	71.1%	45	8.9%	55.6%	26.7%	8.9%
27.4%	22.6%	33.9%	56.5%	63	14.3%	46.0%	30.2%	9.5%
12.8%	38.3%	42.6%	80.9%	47	29.8%	31.9%	31.9%	6.4%
12.5%	29.2%	45.8%	75.0%	48	35.4%	37.5%	18.8%	8.3%
21.3%	31.9%	12.8%	44.7%	47	61.7%	27.7%	8.5%	2.1%
29.9%	25.4%	16.4%	41.8%	67	70.1%	14.9%	11.9%	3.0%
17.1%	47.4%	27.6%	75.0%	76	34.2%	43.4%	17.1%	5.3%
17.7%	33.9%	41.9%	75.8%	62	32.3%	27.4%	19.4%	21.0%
36.5%	22.4%	17.6%	40.0%	85	51.8%	27.1%	17.6%	3.5%
26.3%	25.0%	28.9%	53.9%	76	50.0%	30.3%	13.2%	6.6%
23.1%	26.9%	50.0%	76.9%	52	7.7%	23.1%	51.9%	17.3%
18.7%	37.3%	34.7%	72.0%	75	10.7%	45.3%	36.0%	8.0%
31.8%	31.8%	33.0%	64.8%	88	17.0%	52.3%	27.3%	3.4%
14.5%	40.0%	38.2%	78.2%	55	10.9%	34.5%	34.5%	20.0%
25.9%	29.3%	41.4%	70.7%	58	15.5%	43.1%	34.5%	6.9%
32.8%	37.5%	21.9%	59.4%	64	6.3%	29.7%	43.8%	20.3%
20.9%	29.9%	43.3%	73.1%	67	10.4%	38.8%	34.3%	16.4%
21.2%	33.3%	37.9%	71.2%	66	4.5%	27.3%	42.4%	25.8%
20.0%	41.4%	37.1%	78.6%	70	31.4%	41.4%	21.4%	5.7%
22.1%	23.5%	48.5%	72.1%	68	36.8%	42.6%	16.2%	4.4%
37.8%	22.0%	25.6%	47.6%	82	57.3%	24.4%	14.6%	3.7%
20.5%	30.1%	24.7%	54.8%	73	68.5%	17.8%	13.7%	0.0%
29.2%	20.8%	45.8%	66.7%	48	16.7%	35.4%	31.3%	16.7%
26.0%	26.0%	40.0%	66.0%	50	8.0%	48.0%	26.0%	18.0%
13.0%	37.0%	44.4%	81.5%	54	3.7%	50.0%	31.5%	14.8%
26.1%	45.7%	28.3%	73.9%	46	4.3%	34.8%	30.4%	30.4%
25.0%	37.5%	31.3%	68.8%	48	27.1%	45.8%	25.0%	2.1%
21.3%	23.4%	38.3%	61.7%	47	46.8%	23.4%	21.3%	8.5%
18.4%	24.5%	28.6%	53.1%	49	67.3%	22.4%	10.2%	0.0%

27.9%	23.3%	25.6%	48.8%	43	72.1%	20.9%	7.0%	0.0%
32.5%	17.5%	42.5%	60.0%	40	20.0%	30.0%	37.5%	12.5%
13.6%	34.1%	40.9%	75.0%	44	4.5%	18.2%	40.9%	36.4%
16.7%	25.0%	54.2%	79.2%	24	4.2%	25.0%	66.7%	4.2%
20.6%	41.2%	29.4%	70.6%	34	8.8%	38.2%	32.4%	20.6%
16.2%	35.1%	48.6%	83.8%	37	21.6%	32.4%	21.6%	24.3%
5.1%	35.9%	51.3%	87.2%	39	5.1%	23.1%	20.5%	51.3%
20.6%	23.5%	41.2%	64.7%	34	32.4%	26.5%	32.4%	8.8%
17.6%	26.5%	47.1%	73.5%	34	29.4%	20.6%	29.4%	20.6%
16.3%	24.5%	55.8%	80.3%	147	15.6%	29.3%	38.8%	16.3%
25.4%	35.6%	30.5%	66.1%	118	10.2%	39.0%	44.9%	5.9%
23.2%	38.4%	35.5%	73.9%	138	15.2%	49.3%	29.0%	6.5%
25.6%	21.7%	37.2%	58.9%	129	42.6%	22.5%	15.5%	19.4%
24.0%	29.8%	27.3%	57.0%	122	65.6%	20.5%	11.5%	2.5%
14.4%	34.1%	47.7%	81.8%	132	7.6%	38.6%	31.1%	22.7%
13.3%	40.7%	41.5%	82.2%	135	19.3%	36.3%	27.4%	17.0%
15.9%	28.8%	51.5%	80.3%	133	20.3%	15.8%	24.1%	39.8%
26.8%	17.9%	51.8%	69.6%	56	17.9%	35.7%	35.7%	10.7%
13.5%	32.4%	48.6%	81.1%	38	7.9%	31.6%	44.7%	15.8%
24.2%	33.3%	36.4%	69.7%	33	12.1%	51.5%	24.2%	12.1%
16.7%	16.7%	60.4%	77.1%	48	4.2%	35.4%	31.3%	29.2%
22.2%	50.0%	22.2%	72.2%	36	27.8%	30.6%	33.3%	8.3%
18.8%	31.9%	40.6%	72.5%	69	31.9%	34.8%	21.7%	11.6%
16.9%	28.8%	32.2%	61.0%	60	28.3%	35.0%	26.7%	10.0%
22.2%	31.1%	22.2%	53.3%	45	55.6%	33.3%	6.7%	4.4%
21.2%	30.3%	48.5%	78.8%	33	15.2%	54.5%	21.2%	9.1%
7.9%	42.1%	47.4%	89.5%	38	2.6%	31.6%	47.4%	18.4%
22.2%	18.5%	55.6%	74.1%	27	14.8%	48.1%	29.6%	7.4%
23.9%	45.7%	28.3%	73.9%	46	4.3%	47.8%	43.5%	4.3%
27.3%	39.4%	30.3%	69.7%	33	18.2%	39.4%	30.3%	12.1%
23.5%	20.6%	47.1%	67.6%	34	29.4%	26.5%	26.5%	17.6%
13.9%	33.3%	25.0%	58.3%	36	50.0%	30.6%	13.9%	5.6%
22.9%	34.3%	20.0%	54.3%	35	57.1%	31.4%	11.4%	0.0%
27.7%	31.9%	36.2%	68.1%	47	19.1%	38.3%	36.2%	6.4%
20.5%	38.6%	29.5%	68.2%	44	6.8%	38.6%	47.7%	6.8%
20.8%	22.9%	52.1%	75.0%	48	18.8%	52.1%	22.9%	6.3%
32.3%	41.9%	16.1%	58.1%	31	9.7%	41.9%	38.7%	9.7%
15.2%	54.3%	30.4%	84.8%	46	17.4%	34.8%	39.1%	8.7%
17.3%	28.8%	51.9%	80.8%	52	30.8%	32.7%	28.8%	7.7%
28.9%	26.7%	22.2%	48.9%	45	44.4%	35.6%	17.8%	2.2%
22.6%	41.9%	22.6%	64.5%	31	67.7%	16.1%	16.1%	0.0%
23.5%	41.2%	35.3%	76.5%	17	5.9%	23.5%	47.1%	23.5%
41.7%	33.3%	25.0%	58.3%	12	0.0%	41.7%	41.7%	16.7%
14.3%	14.3%	71.4%	85.7%	14	0.0%	7.1%	57.1%	35.7%
24.1%	29.3%	43.1%	72.4%	59	22.0%	33.9%	30.5%	13.6%
25.0%	22.9%	43.8%	66.7%	48	6.3%	43.8%	31.3%	18.8%
21.6%	41.2%	33.3%	74.5%	52	9.6%	36.5%	38.5%	15.4%
24.6%	40.0%	29.2%	69.2%	65	13.8%	38.5%	36.9%	10.8%
12.5%	35.7%	48.2%	83.9%	56	19.6%	35.7%	30.4%	14.3%

20.3%	23.4%	42.2%	65.6%	64	26.6%	26.6%	21.9%	25.0%
29.2%	27.7%	21.5%	49.2%	65	38.5%	33.8%	16.9%	10.8%
19.7%	25.8%	31.8%	57.6%	66	54.5%	21.2%	16.7%	7.6%
26.9%	30.1%	33.2%	63.2%	193	14.5%	39.4%	33.7%	12.4%
30.0%	37.6%	28.1%	65.7%	210	12.9%	44.3%	34.3%	8.6%
24.8%	27.9%	37.8%	65.8%	222	15.8%	37.8%	34.7%	11.7%
34.9%	24.2%	37.2%	61.4%	215	20.0%	32.6%	35.3%	12.1%
20.9%	34.2%	40.1%	74.3%	187	28.3%	42.2%	22.5%	7.0%
21.0%	27.6%	41.9%	69.5%	209	38.8%	34.0%	14.8%	12.4%
21.2%	19.5%	26.1%	45.6%	226	59.7%	18.1%	15.9%	6.2%
20.8%	17.2%	19.8%	37.0%	193	75.6%	14.5%	7.8%	2.1%
9.1%	27.3%	63.6%	90.9%	22	0.0%	36.4%	36.4%	27.3%
28.1%	28.1%	37.5%	65.6%	32	0.0%	40.6%	50.0%	9.4%
13.6%	31.8%	54.5%	86.4%	22	4.5%	27.3%	54.5%	13.6%
25.0%	35.0%	40.0%	75.0%	20	5.0%	25.0%	50.0%	20.0%
14.3%	14.3%	71.4%	85.7%	21	14.3%	28.6%	47.6%	9.5%
22.7%	22.7%	40.9%	63.6%	22	36.4%	31.8%	22.7%	9.1%
13.0%	47.8%	34.8%	82.6%	22	18.2%	40.9%	36.4%	4.5%
42.1%	15.8%	36.8%	52.6%	19	52.6%	21.1%	5.3%	21.1%
20.0%	35.0%	30.0%	65.0%	20	20.0%	35.0%	40.0%	5.0%
21.7%	34.8%	39.1%	73.9%	23	4.3%	43.5%	34.8%	17.4%
14.3%	52.4%	28.6%	81.0%	21	9.5%	42.9%	42.9%	4.8%
14.3%	35.7%	46.4%	82.1%	28	3.6%	32.1%	42.9%	21.4%
17.4%	65.2%	17.4%	82.6%	23	34.8%	30.4%	21.7%	13.0%
18.5%	14.8%	59.3%	74.1%	27	18.5%	11.1%	29.6%	40.7%
24.0%	32.0%	32.0%	64.0%	25	28.0%	32.0%	28.0%	12.0%
33.3%	14.3%	33.3%	47.6%	21	52.4%	33.3%	14.3%	0.0%
12.1%	21.2%	63.6%	84.8%	33	3.0%	12.1%	57.6%	27.3%
21.6%	35.1%	43.2%	78.4%	37	2.7%	37.8%	37.8%	21.6%
6.7%	56.7%	36.7%	93.3%	30	6.7%	40.0%	40.0%	13.3%
26.9%	19.2%	53.8%	73.1%	26	0.0%	23.1%	26.9%	50.0%
16.7%	33.3%	47.6%	81.0%	42	16.7%	33.3%	40.5%	9.5%
12.5%	31.3%	56.3%	87.5%	16	50.0%	18.8%	18.8%	12.5%
12.0%	16.0%	60.0%	76.0%	25	12.0%	28.0%	56.0%	4.0%
4.0%	20.0%	52.0%	72.0%	25	36.0%	36.0%	24.0%	4.0%
15.4%	15.4%	69.2%	84.6%	26	0.0%	19.2%	50.0%	30.8%
28.0%	24.0%	48.0%	72.0%	25	4.0%	20.0%	64.0%	12.0%
13.8%	34.5%	51.7%	86.2%	29	6.9%	24.1%	51.7%	17.2%
18.2%	15.2%	48.5%	63.6%	33	39.4%	18.2%	21.2%	21.2%
28.9%	13.3%	35.6%	48.9%	45	44.4%	28.9%	13.3%	13.3%
14.8%	33.3%	48.1%	81.5%	27	3.7%	29.6%	33.3%	33.3%
9.4%	31.3%	59.4%	90.6%	32	12.5%	25.0%	34.4%	28.1%
17.1%	31.4%	45.7%	77.1%	35	22.9%	37.1%	31.4%	8.6%
19.4%	22.2%	55.6%	77.8%	36	5.6%	25.0%	47.2%	22.2%
21.4%	42.9%	25.0%	67.9%	28	3.6%	35.7%	28.6%	32.1%
29.0%	41.9%	25.8%	67.7%	31	16.1%	48.4%	35.5%	0.0%
12.8%	48.7%	30.8%	79.5%	39	28.2%	43.6%	25.6%	2.6%
3.8%	53.8%	38.5%	92.3%	26	3.8%	50.0%	26.9%	19.2%
25.8%	25.8%	41.9%	67.7%	31	22.6%	29.0%	29.0%	19.4%

24.1%	24.1%	27.6%	51.7%	29	69.0%	24.1%	3.4%	3.4%
31.3%	31.3%	18.8%	50.0%	32	65.6%	31.3%	0.0%	3.1%
18.4%	22.1%	55.8%	77.9%	163	10.4%	31.3%	39.9%	18.4%
26.3%	33.7%	34.3%	68.0%	175	7.4%	29.7%	38.3%	24.6%
22.8%	43.0%	29.7%	72.8%	158	10.8%	41.8%	40.5%	7.0%
26.6%	34.3%	34.3%	68.6%	169	5.9%	32.0%	39.6%	22.5%
23.6%	27.8%	19.8%	47.6%	212	64.6%	18.9%	12.7%	3.8%
22.1%	32.5%	21.5%	54.0%	164	61.0%	27.4%	10.4%	1.2%
15.4%	37.2%	42.3%	79.5%	156	24.4%	30.8%	34.0%	10.9%
13.9%	34.9%	47.6%	82.5%	166	41.0%	31.3%	16.3%	11.4%
28.6%	21.4%	50.0%	71.4%	42	19.0%	31.0%	33.3%	16.7%
17.1%	41.5%	29.3%	70.7%	41	12.2%	31.7%	46.3%	9.8%
12.2%	58.5%	26.8%	85.4%	41	12.2%	58.5%	29.3%	0.0%
17.6%	41.2%	39.2%	80.4%	51	2.0%	52.9%	35.3%	9.8%
17.9%	41.0%	38.5%	79.5%	39	20.5%	38.5%	38.5%	2.6%
19.6%	29.4%	37.3%	66.7%	51	49.0%	31.4%	9.8%	9.8%
14.9%	29.8%	38.3%	68.1%	47	31.9%	44.7%	17.0%	6.4%
23.1%	20.5%	38.5%	59.0%	39	53.8%	28.2%	17.9%	0.0%
17.5%	28.5%	47.4%	75.9%	137	43.1%	25.5%	19.7%	11.7%
23.5%	27.9%	26.5%	54.4%	136	56.6%	21.3%	17.6%	4.4%
16.2%	26.6%	35.1%	61.7%	154	54.5%	30.5%	13.0%	1.9%
41.1%	21.8%	32.3%	54.0%	124	21.8%	38.7%	28.2%	11.3%
25.0%	35.3%	24.1%	59.5%	116	7.8%	35.3%	45.7%	11.2%
29.2%	37.7%	31.1%	68.9%	106	6.6%	44.3%	40.6%	8.5%
17.6%	41.9%	35.3%	77.2%	136	6.6%	31.6%	45.6%	16.2%
20.5%	33.3%	44.2%	77.6%	156	28.2%	34.6%	25.6%	11.5%
13.8%	22.8%	62.9%	85.6%	167	6.6%	15.6%	39.5%	38.3%
20.9%	23.4%	40.5%	63.9%	158	50.0%	27.2%	17.1%	5.7%
17.9%	31.8%	46.9%	78.8%	179	6.7%	29.1%	40.8%	23.5%
19.2%	42.4%	33.7%	76.2%	172	8.7%	30.8%	43.0%	17.4%
11.1%	39.5%	44.4%	84.0%	162	3.7%	32.7%	36.4%	27.2%
14.1%	31.7%	50.3%	81.9%	199	17.1%	25.1%	40.2%	17.6%
9.2%	26.1%	58.8%	85.0%	154	20.1%	20.8%	28.6%	30.5%
23.8%	23.8%	33.8%	57.6%	151	43.7%	25.2%	23.2%	7.9%
19.0%	27.6%	51.7%	79.3%	58	8.6%	20.7%	53.4%	17.2%
8.0%	44.0%	42.0%	86.0%	50	2.0%	20.0%	60.0%	18.0%
16.4%	29.1%	49.1%	78.2%	55	3.6%	47.3%	36.4%	12.7%
19.0%	34.5%	39.7%	74.1%	58	3.4%	31.0%	39.7%	25.9%
7.5%	43.4%	47.2%	90.6%	53	18.9%	30.2%	34.0%	17.0%
18.5%	22.2%	53.7%	75.9%	54	22.2%	22.2%	31.5%	24.1%
16.1%	37.1%	33.9%	71.0%	62	38.7%	21.0%	24.2%	16.1%
20.3%	33.9%	35.6%	69.5%	59	40.7%	35.6%	15.3%	8.5%
37.6%	31.2%	24.7%	55.9%	93	23.7%	32.3%	34.4%	9.7%
30.3%	34.8%	18.2%	53.0%	66	6.1%	50.0%	39.4%	4.5%
47.6%	29.3%	17.1%	46.3%	83	20.5%	55.4%	19.3%	4.8%
34.4%	24.6%	27.9%	52.5%	61	9.8%	44.3%	32.8%	13.1%
26.4%	25.5%	44.5%	70.0%	110	15.5%	32.7%	33.6%	18.2%
25.0%	35.2%	32.4%	67.6%	108	7.4%	45.4%	38.0%	9.3%
21.1%	37.6%	33.9%	71.6%	109	10.1%	37.6%	39.4%	12.8%



20.5%	33.9%	38.4%	72.3%	112	9.8%	37.5%	25.9%	26.8%
31.3%	28.7%	34.8%	63.5%	115	28.7%	29.6%	34.8%	7.0%
30.6%	36.0%	16.2%	52.3%	111	13.5%	58.6%	25.2%	2.7%
38.8%	22.4%	32.7%	55.1%	98	11.2%	60.2%	27.6%	1.0%
17.9%	39.3%	38.1%	77.4%	84	13.1%	44.0%	33.3%	9.5%
6.9%	5.6%	87.5%	93.1%	72	4.2%	9.7%	37.5%	48.6%
23.5%	24.7%	45.7%	70.4%	81	8.6%	42.0%	23.5%	25.9%
11.0%	41.5%	47.6%	89.0%	82	6.1%	32.9%	47.6%	13.4%
22.1%	33.8%	41.6%	75.3%	77	6.5%	40.3%	33.8%	19.5%
33.7%	29.6%	31.6%	61.2%	98	27.6%	38.8%	20.4%	13.3%
27.1%	30.0%	18.6%	48.6%	70	32.9%	44.3%	18.6%	4.3%
35.0%	32.5%	16.3%	48.8%	80	27.5%	56.3%	15.0%	1.3%
40.3%	28.4%	17.9%	46.3%	67	26.9%	46.3%	20.9%	6.0%
21.9%	35.2%	34.7%	69.9%	219	29.7%	37.0%	28.3%	5.0%
21.6%	27.6%	34.7%	62.3%	200	52.0%	23.0%	14.5%	10.5%
26.4%	23.6%	16.0%	39.6%	213	62.9%	20.7%	11.7%	4.7%
23.3%	31.1%	38.8%	69.9%	220	23.6%	37.3%	23.2%	15.9%
20.6%	31.3%	37.9%	69.2%	214	29.4%	34.6%	20.6%	15.4%
22.6%	27.0%	24.8%	51.8%	226	51.3%	23.0%	16.4%	9.3%
25.3%	21.0%	26.6%	47.6%	376	60.6%	21.3%	13.6%	4.5%
22.9%	34.4%	33.0%	67.4%	227	34.8%	31.7%	22.9%	10.6%
20.9%	30.2%	38.7%	68.9%	225	44.4%	27.6%	15.6%	12.4%
N<10	N<10	N<10	N<10	1	N<10	N<10	N<10	N<10
19.0%	24.4%	32.9%	57.4%	258	52.3%	22.9%	16.7%	8.1%
26.8%	19.7%	26.8%	46.5%	213	63.4%	18.3%	13.6%	4.7%
26.4%	20.0%	48.6%	68.6%	141	19.1%	27.0%	41.1%	12.8%
21.9%	35.8%	35.0%	70.8%	137	8.0%	33.6%	46.7%	11.7%
26.9%	38.5%	30.0%	68.5%	130	16.2%	43.1%	34.6%	6.2%
34.1%	27.1%	37.2%	64.3%	129	7.8%	41.9%	36.4%	14.0%
24.3%	37.4%	28.0%	65.4%	106	5.7%	43.4%	37.7%	13.2%
22.8%	32.7%	37.6%	70.3%	101	9.9%	30.7%	42.6%	16.8%
22.1%	33.1%	37.3%	70.3%	263	16.3%	37.6%	31.6%	14.4%
8.2%	26.8%	60.3%	87.1%	195	28.2%	32.8%	25.6%	13.3%
11.4%	21.3%	64.5%	85.8%	212	6.6%	15.1%	41.5%	36.8%
8.2%	27.3%	60.9%	88.2%	220	2.3%	24.1%	44.5%	29.1%
9.9%	30.9%	55.8%	86.7%	182	6.0%	22.0%	49.5%	22.5%
9.2%	25.4%	63.8%	89.2%	240	2.9%	18.3%	33.8%	45.0%
5.4%	22.9%	71.3%	94.2%	223	7.2%	28.3%	34.1%	30.5%
7.9%	16.7%	71.4%	88.2%	203	8.9%	21.7%	30.0%	39.4%
10.6%	21.2%	61.9%	83.1%	189	22.8%	24.9%	29.1%	23.3%
5.6%	27.8%	66.7%	94.4%	18	11.1%	22.2%	33.3%	33.3%
20.8%	54.2%	20.8%	75.0%	24	8.3%	41.7%	37.5%	12.5%
13.0%	39.1%	39.1%	78.3%	23	21.7%	47.8%	30.4%	0.0%
6.7%	66.7%	20.0%	86.7%	30	13.3%	53.3%	33.3%	0.0%
15.5%	36.2%	43.1%	79.3%	58	27.6%	36.2%	27.6%	8.6%
19.3%	31.6%	49.1%	80.7%	57	35.1%	33.3%	22.8%	8.8%
19.7%	29.5%	24.6%	54.1%	61	60.7%	23.0%	14.8%	1.6%
12.7%	27.0%	39.7%	66.7%	63	65.1%	19.0%	7.9%	7.9%
8.3%	25.0%	66.7%	91.7%	36	5.6%	13.9%	52.8%	27.8%

32.3%	9.7%	58.1%	67.7%	31	6.5%	25.8%	51.6%	16.1%
15.0%	42.5%	40.0%	82.5%	40	12.5%	50.0%	35.0%	2.5%
20.0%	43.3%	36.7%	80.0%	30	0.0%	40.0%	40.0%	20.0%
16.2%	24.2%	58.5%	82.7%	260	13.1%	23.8%	34.6%	28.5%
25.8%	31.8%	34.3%	66.1%	233	6.9%	38.6%	41.6%	12.9%
18.8%	35.0%	43.0%	78.0%	223	4.9%	33.6%	43.5%	17.9%
17.8%	32.4%	33.6%	66.0%	241	36.5%	29.5%	27.8%	6.2%
21.6%	28.4%	32.2%	60.6%	264	54.2%	25.4%	13.6%	6.8%
25.0%	32.6%	37.9%	70.5%	224	8.9%	39.3%	32.1%	19.6%
26.9%	32.0%	35.6%	67.6%	275	21.8%	35.6%	27.6%	14.9%
16.3%	34.5%	42.6%	77.1%	258	24.0%	36.0%	23.3%	16.7%
23.2%	17.4%	58.0%	75.4%	69	15.9%	29.0%	43.5%	11.6%
24.6%	29.8%	33.3%	63.2%	57	7.0%	45.6%	40.4%	7.0%
26.7%	35.0%	16.7%	51.7%	60	38.3%	31.7%	18.3%	11.7%
26.9%	24.4%	30.8%	55.1%	78	46.2%	34.6%	14.1%	5.1%
34.5%	36.2%	29.3%	65.5%	58	10.3%	27.6%	36.2%	25.9%
23.3%	33.3%	35.0%	68.3%	60	8.3%	26.7%	45.0%	20.0%
14.8%	37.0%	42.6%	79.6%	54	27.8%	27.8%	31.5%	13.0%
23.8%	30.2%	36.5%	66.7%	63	17.5%	20.6%	27.0%	34.9%
35.3%	23.5%	35.3%	58.8%	51	19.6%	41.2%	27.5%	11.8%
25.0%	32.5%	27.5%	60.0%	40	7.5%	42.5%	37.5%	12.5%
19.7%	14.8%	34.4%	49.2%	61	49.2%	29.5%	13.1%	8.2%
34.0%	8.5%	27.7%	36.2%	47	66.0%	19.1%	12.8%	2.1%
21.6%	41.2%	35.3%	76.5%	51	5.9%	31.4%	52.9%	9.8%
34.0%	23.4%	42.6%	66.0%	47	2.1%	27.7%	40.4%	29.8%
10.4%	54.2%	27.1%	81.3%	48	22.9%	41.7%	29.2%	6.3%
33.3%	33.3%	25.0%	58.3%	48	41.7%	39.6%	14.6%	4.2%
28.6%	14.3%	45.7%	60.0%	35	31.4%	28.6%	28.6%	11.4%
17.9%	50.0%	21.4%	71.4%	28	0.0%	42.9%	46.4%	10.7%
18.2%	22.7%	36.4%	59.1%	22	54.5%	18.2%	27.3%	0.0%
30.6%	36.1%	27.8%	63.9%	36	8.3%	41.7%	41.7%	8.3%
20.8%	29.2%	50.0%	79.2%	24	4.2%	29.2%	29.2%	37.5%
23.8%	47.6%	28.6%	76.2%	21	19.0%	42.9%	23.8%	14.3%
25.0%	33.3%	37.5%	70.8%	25	44.0%	20.0%	32.0%	4.0%
20.0%	25.0%	25.0%	50.0%	20	50.0%	30.0%	15.0%	5.0%
14.0%	20.0%	64.0%	84.0%	50	8.0%	22.0%	46.0%	24.0%
18.6%	30.5%	44.1%	74.6%	59	10.2%	35.6%	35.6%	18.6%
33.3%	33.3%	31.5%	64.8%	54	5.6%	48.1%	24.1%	22.2%
24.4%	29.1%	37.2%	66.3%	86	29.1%	34.9%	23.3%	12.8%
27.2%	24.7%	32.1%	56.8%	81	11.1%	37.0%	45.7%	6.2%
27.8%	38.9%	27.8%	66.7%	54	14.8%	38.9%	37.0%	9.3%
22.2%	22.2%	51.4%	73.6%	72	25.0%	22.2%	38.9%	13.9%
20.6%	28.6%	34.9%	63.5%	63	9.5%	42.9%	41.3%	6.3%
23.6%	40.3%	33.3%	73.6%	72	9.7%	50.0%	37.5%	2.8%
31.5%	35.7%	25.4%	61.0%	214	5.6%	46.7%	31.3%	16.4%
17.8%	40.6%	40.1%	80.7%	197	19.8%	41.1%	28.4%	10.7%
28.4%	28.9%	32.4%	61.3%	226	28.3%	35.4%	21.7%	14.6%
25.7%	26.4%	26.9%	53.3%	445	37.1%	26.3%	24.0%	12.6%
26.9%	24.1%	28.3%	52.3%	452	56.6%	23.9%	14.6%	4.9%

27.0%	27.0%	41.9%	68.9%	74	33.8%	36.5%	24.3%	5.4%
35.6%	32.2%	16.9%	49.2%	59	20.3%	55.9%	18.6%	5.1%
27.6%	47.4%	15.8%	63.2%	76	25.0%	44.7%	22.4%	7.9%
36.8%	28.9%	27.6%	56.6%	76	22.4%	46.1%	26.3%	5.3%
31.3%	33.8%	30.0%	63.8%	80	15.0%	31.3%	46.3%	7.5%
36.7%	31.6%	26.6%	58.2%	79	17.7%	34.2%	46.8%	1.3%
25.4%	19.7%	52.1%	71.8%	71	12.7%	36.6%	39.4%	11.3%
20.3%	43.5%	27.5%	71.0%	69	7.2%	34.8%	49.3%	8.7%
16.3%	44.2%	34.9%	79.1%	86	8.1%	37.2%	43.0%	11.6%
27.1%	31.9%	35.6%	67.6%	190	10.0%	36.8%	34.2%	18.9%
12.2%	39.9%	45.1%	85.0%	213	15.5%	31.9%	38.5%	14.1%
16.8%	28.8%	46.6%	75.5%	207	26.1%	31.9%	21.7%	20.3%
45.5%	33.3%	15.2%	48.5%	33	48.5%	42.4%	9.1%	0.0%
34.1%	34.1%	11.4%	45.5%	44	9.1%	65.9%	25.0%	0.0%
29.4%	41.2%	23.5%	64.7%	34	17.6%	52.9%	29.4%	0.0%
34.8%	41.3%	17.4%	58.7%	46	17.4%	41.3%	30.4%	10.9%
29.3%	56.1%	12.2%	68.3%	41	26.8%	46.3%	22.0%	4.9%
46.0%	26.0%	16.0%	42.0%	50	48.0%	40.0%	12.0%	0.0%
26.7%	23.3%	8.3%	31.7%	61	75.4%	13.1%	8.2%	3.3%
40.5%	18.9%	16.2%	35.1%	37	81.1%	13.5%	5.4%	0.0%
23.8%	27.4%	48.8%	76.2%	84	8.3%	21.4%	51.2%	19.0%
26.4%	43.4%	17.0%	60.4%	53	13.2%	43.4%	37.7%	5.7%
23.8%	34.9%	30.2%	65.1%	64	10.9%	26.6%	54.7%	7.8%
19.0%	25.4%	44.4%	69.8%	64	18.8%	29.7%	35.9%	15.6%
39.4%	28.7%	23.4%	52.1%	94	21.3%	48.9%	26.6%	3.2%
32.6%	41.1%	13.7%	54.7%	94	13.8%	67.0%	17.0%	2.1%
46.7%	33.3%	15.0%	48.3%	60	28.3%	61.7%	10.0%	0.0%
30.3%	42.1%	19.7%	61.8%	76	13.2%	55.3%	31.6%	0.0%
34.0%	36.2%	19.1%	55.3%	47	23.4%	48.9%	25.5%	2.1%
27.8%	44.4%	13.9%	58.3%	36	16.7%	50.0%	33.3%	0.0%
44.1%	32.4%	17.6%	50.0%	34	17.6%	52.9%	29.4%	0.0%
38.6%	38.6%	6.8%	45.5%	44	18.2%	56.8%	20.5%	4.5%
48.6%	29.2%	15.3%	44.4%	72	27.8%	40.3%	27.8%	4.2%
25.4%	35.6%	20.3%	55.9%	59	8.5%	54.2%	30.5%	6.8%
29.0%	43.5%	20.3%	63.8%	69	21.7%	63.8%	14.5%	0.0%
22.6%	37.1%	25.8%	62.9%	62	9.7%	53.2%	29.0%	8.1%
12.3%	17.8%	69.9%	87.7%	73	0.0%	8.2%	41.1%	50.7%
10.0%	38.6%	50.0%	88.6%	70	1.4%	27.1%	37.1%	34.3%
11.8%	28.9%	56.6%	85.5%	76	3.9%	30.3%	44.7%	21.1%
13.1%	29.8%	56.0%	85.7%	84	8.3%	32.1%	33.3%	26.2%
29.5%	36.4%	22.7%	59.1%	43	27.9%	23.3%	41.9%	7.0%
42.2%	24.4%	13.3%	37.8%	45	4.4%	64.4%	31.1%	0.0%
38.6%	43.2%	11.4%	54.5%	44	6.8%	68.2%	25.0%	0.0%
50.0%	23.7%	10.5%	34.2%	38	13.2%	65.8%	18.4%	2.6%
41.1%	32.1%	21.4%	53.6%	56	28.6%	51.8%	16.1%	3.6%
39.6%	37.7%	7.5%	45.3%	53	11.3%	62.3%	24.5%	1.9%
51.1%	28.9%	8.9%	37.8%	45	26.7%	53.3%	20.0%	0.0%
43.8%	28.1%	18.8%	46.9%	32	18.8%	31.3%	43.8%	6.3%
27.5%	40.2%	24.5%	64.7%	101	26.7%	44.6%	27.7%	1.0%

41.1%	31.3%	11.6%	42.9%	112	61.6%	25.0%	10.7%	2.7%
34.0%	22.7%	12.4%	35.1%	97	70.1%	22.7%	6.2%	1.0%
19.9%	35.2%	38.1%	73.3%	177	22.0%	35.6%	28.8%	13.6%
21.5%	25.9%	37.3%	63.3%	157	37.6%	31.8%	16.6%	14.0%
21.2%	23.7%	26.3%	50.0%	156	48.7%	30.8%	13.5%	7.1%
27.9%	37.2%	25.6%	62.8%	129	35.7%	34.9%	24.8%	4.7%
38.7%	30.7%	20.0%	50.7%	150	50.7%	32.0%	14.7%	2.7%
31.0%	19.0%	10.3%	29.4%	127	70.9%	21.3%	7.9%	0.0%
29.8%	22.7%	16.7%	39.3%	365	69.9%	19.7%	7.1%	3.3%
24.8%	27.6%	43.5%	71.1%	323	14.6%	34.1%	37.5%	13.9%
24.7%	28.6%	35.2%	63.8%	304	39.8%	30.9%	17.1%	12.2%
21.9%	25.3%	23.0%	48.3%	353	47.3%	26.1%	18.7%	7.9%
24.3%	25.8%	31.1%	56.9%	341	61.3%	20.8%	11.4%	6.5%
31.1%	37.5%	21.6%	59.0%	317	19.6%	54.3%	19.9%	6.3%
24.5%	40.3%	27.7%	68.1%	310	31.0%	39.0%	23.5%	6.5%
35.2%	32.2%	21.9%	54.1%	270	14.1%	45.6%	37.4%	3.0%
26.8%	40.5%	26.1%	66.7%	308	20.8%	48.7%	26.3%	4.2%
20.4%	22.4%	53.1%	75.5%	49	18.4%	20.4%	38.8%	22.4%
20.8%	32.1%	43.4%	75.5%	53	7.5%	32.1%	49.1%	11.3%
15.8%	23.7%	57.9%	81.6%	38	10.5%	28.9%	47.4%	13.2%
21.3%	44.7%	25.5%	70.2%	47	8.5%	31.9%	36.2%	23.4%
14.0%	41.9%	44.2%	86.0%	43	25.6%	30.2%	39.5%	4.7%
13.5%	30.8%	50.0%	80.8%	52	32.7%	28.8%	26.9%	11.5%
18.0%	18.0%	20.0%	38.0%	50	50.0%	22.0%	22.0%	6.0%
37.2%	14.0%	25.6%	39.5%	43	60.5%	23.3%	16.3%	0.0%
16.0%	27.8%	54.2%	82.1%	212	10.4%	31.6%	34.0%	24.1%
17.2%	31.1%	45.6%	76.7%	180	3.9%	32.8%	43.3%	20.0%
24.6%	29.9%	42.2%	72.0%	212	12.3%	41.5%	37.7%	8.5%
22.4%	35.3%	37.3%	72.6%	202	5.0%	40.6%	38.6%	15.8%
12.5%	36.5%	45.8%	82.3%	192	17.2%	41.7%	30.7%	10.4%
17.9%	29.2%	47.2%	76.4%	195	24.6%	27.7%	27.7%	20.0%
21.4%	29.0%	25.4%	54.5%	224	49.6%	26.8%	16.5%	7.1%
26.3%	25.8%	26.3%	52.1%	194	55.7%	25.8%	13.4%	5.2%
22.0%	40.7%	22.0%	62.7%	59	32.2%	39.0%	25.4%	3.4%
35.0%	31.7%	21.7%	53.3%	60	46.7%	30.0%	16.7%	6.7%
16.7%	38.1%	14.3%	52.4%	42	76.2%	21.4%	2.4%	0.0%
32.6%	23.9%	30.4%	54.3%	46	71.7%	13.0%	10.9%	4.3%
29.2%	33.8%	32.3%	66.2%	65	24.6%	36.9%	30.8%	7.7%
32.6%	28.3%	32.6%	60.9%	46	6.5%	41.3%	47.8%	4.3%
33.8%	39.7%	22.1%	61.8%	68	23.5%	48.5%	22.1%	5.9%
20.0%	49.1%	25.5%	74.5%	55	9.1%	36.4%	30.9%	23.6%
24.5%	43.6%	28.2%	71.8%	110	32.7%	39.1%	23.6%	4.5%
30.8%	29.0%	26.2%	55.1%	107	42.1%	40.2%	15.0%	2.8%
27.5%	20.6%	13.7%	34.3%	102	69.6%	20.6%	8.8%	1.0%
23.6%	30.9%	18.2%	49.1%	110	73.6%	15.5%	8.2%	2.7%
44.3%	15.5%	28.9%	44.3%	97	22.7%	43.3%	24.7%	9.3%
35.1%	34.2%	15.3%	49.5%	111	10.8%	50.5%	35.1%	3.6%
30.7%	38.7%	25.3%	64.0%	74	8.1%	39.2%	45.9%	6.8%
25.9%	35.8%	28.4%	64.2%	81	8.6%	48.1%	29.6%	13.6%



31.0%	29.2%	34.5%	63.7%	113	16.8%	35.4%	32.7%	15.0%
30.8%	33.7%	25.0%	58.7%	104	15.4%	42.3%	32.7%	9.6%
30.7%	28.4%	37.5%	65.9%	88	15.9%	46.6%	35.2%	2.3%
20.2%	40.4%	28.7%	69.1%	94	11.7%	37.2%	41.5%	9.6%
26.5%	39.8%	31.3%	71.1%	83	32.5%	42.2%	19.3%	6.0%
19.7%	36.8%	26.3%	63.2%	76	40.8%	35.5%	18.4%	5.3%
19.3%	20.5%	36.1%	56.6%	83	48.2%	21.7%	20.5%	9.6%
24.4%	23.1%	7.7%	30.8%	78	73.1%	16.7%	5.1%	5.1%
25.8%	28.8%	40.9%	69.7%	66	12.1%	34.8%	43.9%	9.1%
25.4%	46.0%	23.8%	69.8%	63	11.1%	39.7%	39.7%	9.5%
32.1%	19.8%	19.8%	39.5%	81	66.7%	21.0%	9.9%	2.5%
30.4%	20.7%	28.3%	48.9%	92	50.0%	32.6%	13.0%	4.3%
27.0%	37.8%	32.4%	70.3%	74	20.3%	52.7%	24.3%	2.7%
23.1%	43.1%	27.7%	70.8%	65	12.3%	33.8%	36.9%	16.9%
17.9%	43.2%	34.7%	77.9%	95	20.0%	49.5%	22.1%	8.4%
26.4%	25.0%	36.1%	61.1%	72	33.3%	25.0%	26.4%	15.3%
23.7%	41.5%	32.6%	74.1%	136	6.6%	25.7%	38.2%	29.4%
20.2%	51.8%	22.8%	74.6%	114	15.8%	37.7%	28.1%	18.4%
26.4%	29.6%	37.7%	67.3%	159	23.9%	27.7%	22.6%	25.8%
25.2%	25.2%	25.9%	51.0%	148	45.3%	25.0%	19.6%	10.1%
30.7%	26.3%	21.8%	48.0%	178	60.1%	24.2%	14.6%	1.1%
21.9%	33.1%	40.2%	73.4%	169	11.2%	32.5%	42.6%	13.6%
28.3%	36.6%	28.3%	64.8%	145	3.4%	33.8%	50.3%	12.4%
14.4%	41.7%	40.9%	82.6%	132	11.4%	59.1%	27.3%	2.3%
15.6%	27.1%	57.3%	84.4%	96	7.3%	22.9%	41.7%	28.1%
16.4%	24.7%	45.2%	69.9%	73	5.5%	39.7%	45.2%	9.6%
19.7%	26.8%	50.7%	77.5%	73	8.2%	28.8%	38.4%	24.7%
20.0%	28.8%	45.0%	73.8%	80	3.8%	36.3%	32.5%	27.5%
22.1%	42.9%	35.0%	77.9%	241	7.5%	31.5%	44.4%	16.6%
20.4%	31.7%	43.8%	75.4%	241	4.6%	24.9%	39.0%	31.5%
12.1%	37.9%	46.6%	84.5%	233	12.0%	27.5%	34.8%	25.8%
N<10	N<10	N<10	N<10	2	N<10	N<10	N<10	N<10
18.9%	24.4%	43.6%	68.0%	645	46.5%	24.7%	18.4%	10.4%
11.9%	20.9%	65.7%	86.6%	67	14.9%	25.4%	25.4%	34.3%
6.8%	37.0%	53.4%	90.4%	73	1.4%	27.4%	49.3%	21.9%
31.3%	24.0%	39.6%	63.5%	96	28.1%	31.3%	27.1%	13.5%
23.8%	45.2%	25.0%	70.2%	84	13.1%	44.0%	36.9%	6.0%
20.7%	20.7%	55.4%	76.1%	92	17.4%	25.0%	46.7%	10.9%
21.3%	37.3%	36.0%	73.3%	75	20.0%	26.7%	40.0%	13.3%
21.9%	23.3%	49.3%	72.6%	73	8.2%	23.3%	39.7%	28.8%
9.0%	21.8%	65.4%	87.2%	78	3.8%	24.4%	53.8%	17.9%
17.6%	22.0%	53.8%	75.8%	91	17.6%	38.5%	31.9%	12.1%
15.9%	37.8%	37.8%	75.6%	83	13.3%	45.8%	34.9%	6.0%
22.6%	45.9%	27.0%	73.0%	159	7.5%	40.3%	32.7%	19.5%
24.0%	33.8%	39.0%	72.7%	155	2.6%	34.2%	41.3%	21.9%
22.4%	44.1%	29.4%	73.4%	143	24.5%	31.5%	27.3%	16.8%
16.9%	33.7%	47.2%	80.9%	178	3.9%	29.2%	36.5%	30.3%
19.4%	35.0%	40.6%	75.6%	180	3.3%	30.0%	37.2%	29.4%
12.6%	35.2%	45.9%	81.1%	159	15.7%	30.8%	34.0%	19.5%

30.1%	37.8%	29.4%	67.1%	143	6.3%	39.2%	37.8%	16.8%
25.9%	28.9%	41.5%	70.4%	135	3.7%	28.9%	33.3%	34.1%
22.3%	35.1%	39.2%	74.3%	148	20.3%	34.5%	23.6%	21.6%
5.9%	22.5%	69.6%	92.2%	102	3.9%	17.6%	37.3%	41.2%
6.3%	34.8%	53.6%	88.4%	112	6.3%	23.2%	43.8%	26.8%
17.0%	18.1%	59.6%	77.7%	94	7.4%	27.7%	44.7%	20.2%
12.6%	29.1%	56.3%	85.4%	104	1.9%	23.1%	51.0%	24.0%
17.9%	30.8%	45.7%	76.5%	731	25.3%	27.4%	23.3%	24.1%
18.1%	24.7%	34.8%	59.6%	717	46.0%	20.6%	17.4%	15.9%
23.8%	21.3%	53.8%	75.0%	80	12.5%	26.3%	28.8%	32.5%
15.5%	28.9%	48.5%	77.3%	97	5.2%	25.8%	43.3%	25.8%
13.2%	38.5%	45.1%	83.5%	91	8.8%	35.2%	50.5%	5.5%
12.0%	24.7%	54.7%	79.4%	267	33.7%	24.0%	24.0%	18.4%
18.4%	32.4%	45.2%	77.6%	272	2.6%	24.3%	36.0%	37.1%
11.4%	32.6%	53.4%	86.0%	264	11.0%	26.9%	39.4%	22.7%
10.7%	22.6%	64.3%	86.9%	84	2.4%	27.4%	40.5%	29.8%
16.9%	30.8%	44.6%	75.4%	65	1.5%	23.1%	43.1%	32.3%
10.5%	39.5%	50.0%	89.5%	76	0.0%	19.7%	60.5%	19.7%
12.5%	23.8%	60.8%	84.6%	274	17.5%	27.4%	25.9%	29.2%
17.8%	23.0%	51.1%	74.1%	270	24.1%	24.4%	29.3%	22.2%
14.8%	23.9%	58.0%	81.8%	88	6.8%	22.7%	39.8%	30.7%
18.9%	35.6%	41.1%	76.7%	90	3.3%	26.7%	45.6%	24.4%
13.6%	37.0%	49.4%	86.4%	81	6.2%	32.1%	49.4%	12.3%
25.0%	18.8%	47.9%	66.7%	48	18.8%	47.9%	25.0%	8.3%
13.0%	30.4%	39.1%	69.6%	23	0.0%	39.1%	52.2%	8.7%
18.8%	46.9%	34.4%	81.3%	32	3.1%	43.8%	40.6%	12.5%
14.3%	52.4%	28.6%	81.0%	21	9.5%	33.3%	47.6%	9.5%
10.5%	47.4%	31.6%	78.9%	19	10.5%	36.8%	42.1%	10.5%
30.3%	18.2%	33.3%	51.5%	33	33.3%	39.4%	12.1%	15.2%
14.3%	35.7%	32.1%	67.9%	28	42.9%	32.1%	25.0%	0.0%
32.3%	16.1%	19.4%	35.5%	31	61.3%	25.8%	6.5%	6.5%
29.2%	28.1%	39.3%	67.4%	89	14.6%	41.6%	32.6%	11.2%
20.3%	36.7%	43.0%	79.7%	79	8.9%	41.8%	36.7%	12.7%
18.1%	31.3%	33.7%	65.1%	83	43.4%	33.7%	15.7%	7.2%
25.0%	32.0%	26.0%	58.0%	100	68.0%	21.0%	9.0%	2.0%
18.5%	41.5%	38.5%	80.0%	65	1.5%	41.5%	50.8%	6.2%
22.2%	33.3%	37.5%	70.8%	72	6.9%	27.8%	45.8%	19.4%
18.2%	40.9%	36.4%	77.3%	88	30.7%	37.5%	26.1%	5.7%
24.1%	25.3%	37.3%	62.7%	82	32.9%	32.9%	22.0%	12.2%
16.7%	36.1%	44.4%	80.6%	36	8.3%	11.1%	61.1%	19.4%
10.5%	31.6%	57.9%	89.5%	38	2.6%	23.7%	44.7%	28.9%
21.2%	39.4%	33.3%	72.7%	33	12.1%	42.4%	42.4%	3.0%
15.8%	23.7%	52.6%	76.3%	38	7.9%	13.2%	28.9%	50.0%
11.4%	36.4%	50.0%	86.4%	44	20.5%	15.9%	38.6%	25.0%
14.3%	24.5%	53.1%	77.6%	49	28.6%	32.7%	22.4%	16.3%
14.8%	29.6%	51.9%	81.5%	27	14.8%	29.6%	33.3%	22.2%
24.4%	26.8%	41.5%	68.3%	41	41.5%	19.5%	24.4%	14.6%
17.3%	15.0%	64.7%	79.7%	133	12.8%	30.8%	38.3%	18.0%
19.9%	26.0%	44.2%	70.1%	231	39.0%	26.8%	22.1%	12.1%

16.7%	24.2%	58.3%	82.5%	120	5.0%	30.0%	44.2%	20.8%
20.8%	32.5%	37.4%	69.8%	265	34.7%	33.6%	21.9%	9.8%
15.0%	37.6%	46.2%	83.8%	234	19.7%	29.5%	32.1%	18.8%
14.3%	29.4%	51.1%	80.5%	231	22.1%	27.3%	29.4%	21.2%
23.3%	36.3%	33.3%	69.6%	240	5.8%	37.1%	37.5%	19.6%
26.7%	31.7%	40.0%	71.7%	241	5.0%	48.1%	36.1%	10.8%
20.5%	35.0%	42.2%	77.2%	263	4.2%	31.6%	38.0%	26.2%
18.1%	31.9%	47.2%	79.2%	72	5.6%	26.4%	47.2%	20.8%
20.3%	36.5%	36.5%	73.0%	74	4.1%	35.1%	43.2%	17.6%
17.7%	30.6%	48.4%	79.0%	62	8.1%	30.6%	43.5%	17.7%
18.0%	34.4%	37.7%	72.1%	61	3.3%	21.3%	39.3%	36.1%
14.3%	37.5%	44.6%	82.1%	56	16.1%	14.3%	37.5%	32.1%
23.6%	26.4%	45.8%	72.2%	72	16.7%	30.6%	26.4%	26.4%
21.8%	20.5%	39.7%	60.3%	78	32.1%	26.9%	26.9%	14.1%
28.1%	17.2%	39.1%	56.3%	64	42.2%	37.5%	10.9%	9.4%
8.7%	39.1%	47.8%	87.0%	23	21.7%	21.7%	34.8%	21.7%
25.7%	31.4%	40.0%	71.4%	35	2.9%	34.3%	31.4%	31.4%
18.2%	36.4%	39.4%	75.8%	33	0.0%	45.5%	36.4%	18.2%
27.3%	30.3%	39.4%	69.7%	33	9.1%	12.1%	30.3%	48.5%
22.9%	25.7%	51.4%	77.1%	35	25.7%	25.7%	22.9%	25.7%
15.4%	41.0%	38.5%	79.5%	39	30.8%	38.5%	23.1%	7.7%
15.8%	28.9%	36.8%	65.8%	38	34.2%	18.4%	31.6%	15.8%
17.1%	20.0%	48.6%	68.6%	35	40.0%	20.0%	20.0%	20.0%
20.6%	38.9%	33.6%	72.5%	131	9.9%	31.3%	46.6%	12.2%
18.2%	34.3%	44.5%	78.8%	138	15.9%	36.2%	24.6%	23.2%
24.3%	25.0%	48.6%	73.6%	148	11.5%	28.4%	35.1%	25.0%
22.0%	39.0%	29.8%	68.8%	141	8.5%	41.1%	41.1%	9.2%
24.0%	36.0%	35.3%	71.3%	151	16.6%	27.8%	45.7%	9.9%
14.6%	25.7%	51.4%	77.1%	145	28.3%	35.2%	15.9%	20.7%
14.7%	24.7%	44.7%	69.3%	150	36.0%	26.0%	20.7%	17.3%
21.2%	29.7%	25.4%	55.1%	119	55.5%	26.1%	13.4%	5.0%
21.9%	28.1%	50.0%	78.1%	32	3.1%	37.5%	34.4%	25.0%
18.2%	36.4%	36.4%	72.7%	44	9.1%	29.5%	40.9%	20.5%
6.1%	30.3%	63.6%	93.9%	33	0.0%	15.2%	42.4%	42.4%
15.0%	30.0%	55.0%	85.0%	40	5.0%	15.0%	42.5%	37.5%
12.1%	42.4%	45.5%	87.9%	33	12.1%	9.1%	45.5%	33.3%
15.2%	24.2%	51.5%	75.8%	33	15.2%	36.4%	27.3%	21.2%
20.7%	34.5%	27.6%	62.1%	29	58.6%	20.7%	13.8%	6.9%
12.8%	51.3%	23.1%	74.4%	39	51.3%	41.0%	7.7%	0.0%
4.3%	15.2%	78.3%	93.5%	46	4.3%	8.7%	47.8%	39.1%
12.3%	23.1%	61.5%	84.6%	65	4.6%	13.8%	49.2%	32.3%
12.7%	29.1%	58.2%	87.3%	55	3.6%	14.5%	43.6%	38.2%
16.7%	25.8%	57.6%	83.3%	66	3.0%	22.7%	34.8%	39.4%
9.1%	34.8%	50.0%	84.8%	66	16.7%	24.2%	43.9%	15.2%
15.2%	21.7%	58.7%	80.4%	46	17.4%	28.3%	30.4%	23.9%
14.3%	31.7%	36.5%	68.3%	63	36.5%	25.4%	23.8%	14.3%
18.6%	22.0%	45.8%	67.8%	59	39.0%	33.9%	15.3%	11.9%
15.6%	34.4%	50.0%	84.4%	32	6.3%	25.0%	43.8%	25.0%
19.4%	38.9%	33.3%	72.2%	36	5.6%	27.8%	52.8%	13.9%

10.3%	37.9%	48.3%	86.2%	29	6.9%	48.3%	37.9%	6.9%
10.3%	20.7%	69.0%	89.7%	29	6.9%	17.2%	48.3%	27.6%
8.0%	40.0%	48.0%	88.0%	25	20.0%	20.0%	36.0%	24.0%
8.6%	48.6%	40.0%	88.6%	35	20.0%	31.4%	42.9%	5.7%
41.9%	32.3%	12.9%	45.2%	31	51.6%	32.3%	16.1%	0.0%
25.0%	34.4%	25.0%	59.4%	32	50.0%	37.5%	12.5%	0.0%
9.8%	41.5%	46.3%	87.8%	41	7.3%	41.5%	41.5%	9.8%
41.0%	30.8%	12.8%	43.6%	39	10.3%	33.3%	41.0%	15.4%
27.5%	30.0%	42.5%	72.5%	40	5.0%	52.5%	37.5%	5.0%
16.7%	41.7%	35.4%	77.1%	48	10.4%	43.8%	29.2%	16.7%
21.6%	39.2%	35.3%	74.5%	51	19.6%	45.1%	25.5%	9.8%
10.4%	41.7%	37.5%	79.2%	48	25.0%	47.9%	16.7%	10.4%
10.8%	24.3%	29.7%	54.1%	37	48.6%	24.3%	18.9%	8.1%
23.3%	23.3%	37.2%	60.5%	43	41.9%	41.9%	9.3%	7.0%
23.4%	22.3%	54.3%	76.6%	94	5.3%	24.5%	40.4%	29.8%
14.5%	28.9%	49.4%	78.3%	83	2.4%	32.5%	50.6%	14.5%
14.8%	38.3%	43.5%	81.7%	115	4.3%	39.1%	37.4%	19.1%
14.9%	29.8%	50.0%	79.8%	115	7.8%	27.0%	42.6%	22.6%
10.3%	46.7%	40.2%	86.9%	108	16.7%	31.5%	35.2%	16.7%
13.9%	34.7%	49.5%	84.2%	101	10.9%	34.7%	28.7%	25.7%
13.4%	28.6%	37.8%	66.4%	118	30.5%	25.4%	26.3%	17.8%
21.2%	23.2%	36.4%	59.6%	101	46.5%	25.7%	18.8%	8.9%
28.0%	32.0%	37.3%	69.3%	75	13.3%	22.7%	46.7%	17.3%
19.7%	31.8%	40.9%	72.7%	68	5.9%	38.2%	41.2%	14.7%
N<10	N<10	N<10	N<10	4	N<10	N<10	N<10	N<10
N<10	N<10	N<10	N<10	6	N<10	N<10	N<10	N<10
N<10	N<10	N<10	N<10	4	N<10	N<10	N<10	N<10
N<10	N<10	N<10	N<10	3	N<10	N<10	N<10	N<10
N<10	N<10	N<10	N<10	3	N<10	N<10	N<10	N<10
N<10	N<10	N<10	N<10	2	N<10	N<10	N<10	N<10
N<10	N<10	N<10	N<10	8	N<10	N<10	N<10	N<10
20.0%	13.3%	0.0%	13.3%	14	RV	RV	RV	RV
22.0%	21.2%	52.5%	73.7%	118	11.0%	28.8%	44.1%	16.1%
21.3%	42.6%	29.6%	72.2%	111	9.0%	37.8%	42.3%	10.8%
8.0%	18.0%	74.0%	92.0%	50	0.0%	12.0%	46.0%	42.0%
2.2%	19.6%	78.3%	97.8%	46	0.0%	13.0%	37.0%	50.0%
N<10	N<10	N<10	N<10	8	N<10	N<10	N<10	N<10
N<10	N<10	N<10	N<10	7	N<10	N<10	N<10	N<10
23.2%	40.2%	32.1%	72.4%	246	39.0%	35.8%	21.5%	3.7%
20.9%	31.6%	36.5%	68.0%	246	43.5%	37.4%	11.8%	7.3%
26.0%	20.1%	20.9%	40.9%	255	58.0%	21.2%	14.9%	5.9%
25.0%	20.5%	23.2%	43.6%	220	65.9%	18.6%	10.5%	5.0%
19.1%	31.9%	48.9%	80.9%	48	4.2%	18.8%	58.3%	18.8%
30.8%	38.5%	25.6%	64.1%	38	7.9%	44.7%	36.8%	10.5%
27.5%	34.5%	33.7%	68.2%	259	15.1%	48.6%	27.8%	8.5%
22.7%	34.3%	34.3%	68.5%	252	10.3%	40.5%	33.3%	15.9%
29.3%	29.3%	37.3%	66.7%	75	17.3%	38.7%	37.3%	6.7%
29.5%	39.7%	21.8%	61.5%	78	7.7%	43.6%	39.7%	9.0%
21.8%	42.3%	32.1%	74.4%	78	16.7%	34.6%	37.2%	11.5%



24.3%	33.8%	18.9%	52.7%	74	59.5%	24.3%	12.2%	4.1%
29.0%	15.9%	31.9%	47.8%	69	62.3%	11.6%	20.3%	5.8%
27.6%	25.0%	32.9%	57.9%	76	13.2%	38.2%	30.3%	18.4%
19.0%	37.9%	36.2%	74.1%	58	31.0%	24.1%	41.4%	3.4%
28.1%	35.9%	32.8%	68.8%	64	17.2%	39.1%	35.9%	7.8%
18.3%	26.5%	52.1%	78.7%	328	7.6%	18.9%	42.7%	30.8%
17.3%	23.5%	46.6%	70.1%	326	41.4%	27.0%	20.9%	10.7%
20.7%	27.6%	45.0%	72.7%	333	22.8%	31.5%	24.9%	20.7%
19.2%	31.1%	31.4%	62.5%	346	38.7%	27.7%	24.9%	8.7%
16.9%	39.9%	41.1%	81.0%	326	5.8%	24.8%	50.0%	19.3%
15.2%	37.4%	43.8%	81.2%	358	6.4%	35.2%	41.3%	17.0%
25.3%	32.6%	37.2%	69.8%	328	5.8%	35.1%	37.8%	21.3%
15.8%	41.7%	41.7%	83.3%	336	16.4%	36.0%	35.1%	12.5%
22.5%	17.9%	57.3%	75.2%	262	8.4%	20.6%	40.1%	30.9%
18.9%	30.9%	41.3%	72.2%	259	5.0%	25.9%	46.3%	22.8%
13.0%	36.6%	48.7%	85.3%	238	4.2%	24.4%	47.1%	24.4%
15.1%	37.1%	45.0%	82.1%	251	4.8%	26.3%	35.5%	33.5%
12.3%	39.8%	46.8%	86.6%	270	11.5%	35.2%	29.6%	23.7%
15.1%	27.0%	53.2%	80.2%	279	16.1%	30.1%	32.3%	21.5%
19.4%	22.9%	44.2%	67.1%	259	29.7%	26.3%	26.3%	17.8%
20.9%	23.0%	43.4%	66.4%	235	41.3%	26.8%	19.6%	12.3%
26.8%	22.0%	46.3%	68.3%	41	24.4%	34.1%	34.1%	7.3%
16.7%	47.6%	23.8%	71.4%	42	9.5%	50.0%	35.7%	4.8%
27.0%	43.2%	24.3%	67.6%	37	10.8%	45.9%	43.2%	0.0%
35.9%	20.5%	28.2%	48.7%	39	7.7%	48.7%	35.9%	7.7%
17.4%	32.6%	37.0%	69.6%	46	26.1%	39.1%	28.3%	6.5%
11.1%	41.7%	38.9%	80.6%	36	47.2%	38.9%	8.3%	5.6%
18.9%	29.7%	10.8%	40.5%	37	62.2%	29.7%	8.1%	0.0%
23.1%	20.5%	25.6%	46.2%	39	76.9%	12.8%	7.7%	2.6%
20.5%	25.6%	46.2%	71.8%	39	15.4%	15.4%	48.7%	20.5%
21.2%	25.0%	48.1%	73.1%	52	9.6%	19.2%	42.3%	28.8%
22.2%	33.3%	33.3%	66.7%	36	8.3%	44.4%	44.4%	2.8%
18.6%	27.9%	51.2%	79.1%	43	2.3%	11.6%	37.2%	48.8%
22.5%	32.5%	42.5%	75.0%	40	25.0%	42.5%	32.5%	0.0%
17.5%	20.0%	60.0%	80.0%	40	12.5%	40.0%	30.0%	17.5%
18.2%	36.4%	15.9%	52.3%	44	40.9%	25.0%	27.3%	6.8%
32.1%	22.6%	17.0%	39.6%	53	62.3%	17.0%	18.9%	1.9%
14.4%	37.9%	44.4%	82.4%	307	16.0%	29.0%	35.2%	19.9%
19.3%	32.7%	37.5%	70.2%	336	32.4%	27.4%	22.3%	17.9%
20.4%	26.4%	28.0%	54.4%	328	40.2%	28.4%	20.4%	11.0%
21.6%	26.8%	40.6%	67.4%	310	38.4%	28.1%	22.6%	11.0%
24.5%	23.0%	50.0%	73.0%	196	14.8%	26.5%	35.7%	23.0%
22.1%	43.6%	25.0%	68.6%	173	7.5%	35.3%	40.5%	16.8%
22.1%	41.8%	32.2%	74.0%	208	8.7%	38.0%	39.9%	13.5%
20.0%	39.4%	34.4%	73.9%	180	13.9%	34.4%	33.3%	18.3%
20.6%	33.1%	42.6%	75.7%	136	13.2%	30.9%	39.0%	16.9%
11.2%	47.0%	39.6%	86.6%	134	3.7%	27.6%	50.0%	18.7%
19.5%	45.8%	33.1%	78.8%	118	11.0%	38.1%	39.8%	11.0%
22.2%	33.3%	40.0%	73.3%	135	4.4%	43.0%	34.8%	17.8%

17.9%	25.0%	57.1%	82.1%	56	17.9%	26.8%	44.6%	10.7%
25.4%	28.6%	41.3%	69.8%	63	9.5%	47.6%	27.0%	15.9%
27.7%	47.7%	15.4%	63.1%	65	24.6%	55.4%	20.0%	0.0%
12.0%	40.0%	44.0%	84.0%	50	8.0%	52.0%	38.0%	2.0%
30.5%	44.1%	20.3%	64.4%	59	40.7%	39.0%	16.9%	3.4%
33.3%	16.7%	37.0%	53.7%	54	35.2%	40.7%	18.5%	5.6%
6.3%	30.2%	38.1%	68.3%	63	54.0%	27.0%	7.9%	11.1%
20.3%	22.0%	45.8%	67.8%	59	55.9%	28.8%	10.2%	5.1%
25.9%	23.3%	45.5%	68.8%	266	17.3%	27.4%	38.7%	16.5%
16.7%	37.1%	38.9%	76.0%	275	6.5%	37.1%	31.3%	25.1%
10.7%	45.0%	40.6%	85.6%	271	21.4%	29.9%	32.8%	15.9%
17.4%	29.3%	34.5%	63.8%	287	53.0%	23.0%	18.8%	5.2%
18.5%	27.9%	50.2%	78.0%	287	20.6%	23.3%	33.8%	22.3%
23.3%	28.0%	31.9%	59.9%	231	36.8%	34.6%	22.1%	6.5%
23.2%	37.6%	29.5%	67.2%	270	8.9%	38.5%	41.5%	11.1%
17.8%	35.9%	44.2%	80.1%	274	8.8%	39.1%	38.0%	14.2%
16.0%	24.0%	56.0%	80.0%	75	12.0%	33.3%	37.3%	17.3%
32.5%	28.8%	25.0%	53.8%	80	7.5%	46.3%	37.5%	8.8%
25.3%	22.1%	49.5%	71.6%	97	14.4%	46.4%	26.8%	12.4%
8.5%	36.6%	43.7%	80.3%	73	6.8%	45.2%	35.6%	12.3%
20.7%	35.4%	37.6%	73.0%	237	19.8%	51.9%	23.2%	5.1%
18.5%	32.4%	38.2%	70.6%	238	11.8%	42.9%	26.9%	18.5%
19.4%	36.3%	35.9%	72.2%	248	26.6%	40.7%	24.6%	8.1%
25.3%	30.8%	30.0%	60.8%	237	47.7%	31.6%	10.5%	10.1%
21.6%	25.5%	22.9%	48.5%	231	53.7%	21.2%	16.9%	8.2%
29.2%	24.7%	26.9%	51.6%	219	61.2%	20.1%	11.4%	7.3%
32.9%	28.9%	35.5%	64.5%	76	19.7%	32.9%	32.9%	14.5%
27.2%	34.6%	29.6%	64.2%	81	4.9%	35.8%	50.6%	8.6%
55.9%	8.8%	35.3%	44.1%	34	35.3%	41.2%	20.6%	2.9%
33.3%	36.1%	16.7%	52.8%	36	13.9%	47.2%	36.1%	2.8%
20.6%	35.3%	41.2%	76.5%	34	11.8%	44.1%	38.2%	5.9%
19.4%	32.3%	45.2%	77.4%	31	6.5%	35.5%	29.0%	29.0%
22.9%	42.9%	25.7%	68.6%	35	20.0%	31.4%	34.3%	14.3%
27.3%	34.1%	31.8%	65.9%	43	30.2%	46.5%	9.3%	14.0%
31.4%	20.0%	25.7%	45.7%	34	61.8%	14.7%	20.6%	2.9%
10.7%	42.9%	17.9%	60.7%	27	55.6%	33.3%	3.7%	7.4%
37.0%	28.1%	27.1%	55.2%	192	35.4%	31.8%	27.6%	5.2%
40.4%	24.4%	13.0%	37.3%	195	19.0%	52.3%	25.1%	3.6%
25.0%	42.7%	24.4%	67.1%	164	22.0%	53.7%	20.1%	4.3%
17.1%	37.6%	36.5%	74.1%	170	11.2%	31.8%	43.5%	13.5%
25.2%	46.6%	19.6%	66.3%	163	43.6%	38.7%	14.1%	3.7%
33.8%	30.6%	21.3%	51.9%	160	62.5%	27.5%	9.4%	0.6%
24.6%	20.6%	8.6%	29.1%	174	82.8%	13.8%	2.3%	1.1%
27.5%	19.2%	12.0%	31.1%	166	82.5%	13.3%	4.2%	0.0%
27.0%	15.9%	57.1%	73.0%	63	3.2%	23.8%	50.8%	22.2%
13.7%	49.0%	33.3%	82.4%	51	2.0%	29.4%	58.8%	9.8%
9.4%	31.3%	59.4%	90.6%	32	6.3%	31.3%	46.9%	15.6%
5.6%	27.8%	63.9%	91.7%	36	2.8%	33.3%	30.6%	33.3%
2.6%	47.4%	47.4%	94.7%	39	7.7%	30.8%	53.8%	7.7%

12.8%	27.7%	55.3%	83.0%	47	21.3%	31.9%	27.7%	19.1%
20.5%	33.3%	25.6%	59.0%	39	41.0%	20.5%	30.8%	7.7%
20.0%	8.9%	57.8%	66.7%	45	46.7%	33.3%	8.9%	11.1%
14.7%	23.5%	61.8%	85.3%	68	8.8%	17.6%	38.2%	35.3%
9.5%	31.1%	55.4%	86.5%	74	5.4%	20.3%	32.4%	41.9%
16.9%	40.0%	41.5%	81.5%	65	1.5%	16.9%	61.5%	20.0%
14.7%	41.3%	41.3%	82.7%	75	13.3%	33.3%	34.7%	18.7%
7.2%	30.4%	56.5%	87.0%	69	21.7%	34.8%	29.0%	14.5%
12.5%	23.8%	61.3%	85.0%	80	12.5%	22.5%	33.8%	31.3%
8.9%	44.3%	30.4%	74.7%	79	21.5%	24.1%	34.2%	20.3%
23.3%	29.1%	32.6%	61.6%	86	37.2%	34.9%	14.0%	14.0%
21.1%	26.7%	51.1%	77.8%	90	10.0%	30.0%	45.6%	14.4%
27.3%	25.8%	39.4%	65.2%	66	6.1%	24.2%	42.4%	27.3%
15.8%	34.2%	40.8%	75.0%	76	21.1%	31.6%	30.3%	17.1%
27.7%	21.7%	31.3%	53.0%	83	43.4%	36.1%	15.7%	4.8%
19.7%	35.5%	36.8%	72.4%	76	9.2%	32.9%	47.4%	10.5%
22.9%	27.7%	43.4%	71.1%	83	2.4%	33.7%	30.1%	33.7%
19.2%	45.2%	30.1%	75.3%	73	12.3%	46.6%	24.7%	16.4%
16.9%	28.2%	45.1%	73.2%	71	22.5%	23.9%	33.8%	19.7%
17.5%	42.5%	37.5%	80.0%	40	22.5%	40.0%	32.5%	5.0%
22.2%	37.0%	35.2%	72.2%	54	1.9%	18.5%	44.4%	35.2%
15.9%	47.7%	34.1%	81.8%	44	2.3%	29.5%	47.7%	20.5%
18.2%	32.7%	41.8%	74.5%	55	5.5%	30.9%	49.1%	14.5%
6.5%	32.6%	56.5%	89.1%	46	10.9%	28.3%	37.0%	23.9%
11.3%	33.9%	51.6%	85.5%	62	19.4%	37.1%	24.2%	19.4%
26.5%	22.4%	44.9%	67.3%	49	18.4%	38.8%	28.6%	14.3%
19.3%	19.3%	45.6%	64.9%	57	45.6%	21.1%	24.6%	8.8%
37.9%	28.2%	26.4%	54.6%	174	24.7%	36.8%	31.0%	7.5%
33.9%	31.5%	17.6%	49.1%	163	18.4%	52.1%	27.0%	2.5%
18.2%	40.1%	37.2%	77.4%	138	23.2%	35.5%	28.3%	13.0%
22.0%	28.0%	35.6%	63.6%	132	42.4%	34.1%	17.4%	6.1%
26.5%	31.8%	20.5%	52.3%	132	53.0%	27.3%	15.2%	4.5%
26.1%	19.0%	35.2%	54.2%	142	59.9%	23.2%	9.9%	7.0%
24.6%	45.4%	26.2%	71.5%	130	26.2%	48.5%	20.8%	4.6%
25.3%	34.8%	27.8%	62.7%	158	12.0%	46.2%	30.4%	11.4%
10.2%	30.6%	57.1%	87.8%	49	8.2%	18.4%	28.6%	44.9%
18.2%	31.8%	43.2%	75.0%	44	11.4%	20.5%	56.8%	11.4%
12.8%	48.7%	35.9%	84.6%	39	10.3%	46.2%	38.5%	5.1%
8.8%	26.5%	55.9%	82.4%	34	11.8%	38.2%	38.2%	11.8%
17.1%	39.0%	36.6%	75.6%	41	24.4%	31.7%	36.6%	7.3%
10.0%	50.0%	35.0%	85.0%	40	27.5%	47.5%	5.0%	20.0%
17.6%	35.3%	26.5%	61.8%	34	50.0%	29.4%	17.6%	2.9%
29.3%	34.1%	31.7%	65.9%	41	43.9%	34.1%	19.5%	2.4%
23.4%	14.9%	59.6%	74.5%	47	10.6%	17.0%	57.4%	14.9%
17.5%	35.0%	42.5%	77.5%	40	7.5%	22.5%	45.0%	25.0%
20.0%	35.6%	40.0%	75.6%	45	6.7%	37.8%	40.0%	15.6%
10.7%	35.7%	46.4%	82.1%	28	14.3%	25.0%	39.3%	21.4%
26.2%	26.2%	45.2%	71.4%	42	21.4%	38.1%	23.8%	16.7%
12.8%	33.3%	51.3%	84.6%	39	30.8%	33.3%	15.4%	20.5%

24.0%	26.0%	38.0%	64.0%	50	44.0%	24.0%	20.0%	12.0%
30.8%	23.1%	28.2%	51.3%	39	56.4%	28.2%	15.4%	0.0%
45.5%	21.2%	24.2%	45.5%	33	48.5%	36.4%	15.2%	0.0%
21.2%	48.5%	6.1%	54.5%	33	18.2%	57.6%	24.2%	0.0%
44.8%	34.5%	17.2%	51.7%	29	6.9%	48.3%	34.5%	10.3%
50.0%	25.0%	12.5%	37.5%	16	18.8%	62.5%	18.8%	0.0%
26.5%	44.1%	23.5%	67.6%	34	44.1%	29.4%	17.6%	8.8%
25.0%	45.8%	16.7%	62.5%	24	45.8%	33.3%	12.5%	8.3%
21.9%	25.0%	12.5%	37.5%	32	46.9%	31.3%	15.6%	6.3%
16.7%	23.3%	0.0%	23.3%	30	86.7%	10.0%	3.3%	0.0%
20.4%	43.5%	27.2%	70.7%	147	11.6%	44.9%	36.1%	7.5%
22.6%	39.0%	34.2%	73.3%	146	10.3%	45.9%	32.9%	11.0%
22.9%	34.3%	37.1%	71.4%	140	2.1%	20.7%	37.1%	40.0%
17.2%	43.3%	36.9%	80.3%	158	17.1%	30.4%	31.6%	20.9%
13.7%	30.9%	44.6%	75.5%	139	28.1%	29.5%	25.9%	16.5%
22.9%	27.5%	26.7%	54.2%	130	40.8%	28.5%	20.8%	10.0%
34.3%	23.4%	23.4%	46.7%	137	57.7%	22.6%	15.3%	4.4%
20.5%	28.2%	49.4%	77.6%	157	15.9%	36.3%	38.9%	8.9%
21.3%	31.9%	40.4%	72.3%	47	19.1%	12.8%	44.7%	23.4%
29.8%	29.8%	31.9%	61.7%	48	6.3%	37.5%	47.9%	8.3%
26.7%	46.7%	20.0%	66.7%	45	8.9%	37.8%	44.4%	8.9%
21.4%	31.0%	40.5%	71.4%	42	9.5%	23.8%	42.9%	23.8%
12.0%	21.7%	63.9%	85.5%	84	10.7%	16.7%	41.7%	31.0%
23.2%	34.8%	37.7%	72.5%	69	2.9%	33.3%	47.8%	15.9%
10.3%	38.5%	48.7%	87.2%	78	5.1%	33.3%	43.6%	17.9%
8.5%	36.6%	50.7%	87.3%	71	8.5%	21.1%	31.0%	39.4%
17.2%	43.5%	35.9%	79.4%	209	17.2%	38.8%	33.5%	10.5%
25.9%	31.8%	35.9%	67.7%	221	27.6%	34.4%	24.4%	13.6%
18.9%	26.7%	32.3%	59.0%	218	42.7%	24.3%	23.4%	9.6%
22.0%	20.5%	34.5%	55.0%	205	57.6%	22.4%	14.6%	5.4%
19.4%	29.2%	50.0%	79.2%	73	8.2%	31.5%	34.2%	26.0%
26.4%	32.1%	32.1%	64.2%	54	13.0%	48.1%	25.9%	13.0%
22.2%	40.3%	33.3%	73.6%	72	6.9%	45.8%	37.5%	9.7%
28.1%	34.4%	35.9%	70.3%	64	4.7%	25.0%	40.6%	29.7%
26.9%	19.2%	46.2%	65.4%	52	13.5%	38.5%	28.8%	19.2%
15.6%	28.9%	42.2%	71.1%	45	0.0%	42.2%	31.1%	26.7%
15.4%	34.6%	48.1%	82.7%	52	5.8%	32.7%	34.6%	26.9%
8.2%	30.6%	53.1%	83.7%	49	2.0%	10.2%	30.6%	57.1%
22.2%	34.9%	38.9%	73.8%	126	12.7%	27.8%	40.5%	19.0%
24.3%	24.3%	41.4%	65.8%	111	39.6%	33.3%	18.9%	8.1%
18.4%	35.3%	34.6%	69.9%	136	6.6%	30.9%	35.3%	27.2%
27.6%	37.3%	32.8%	70.1%	134	4.5%	36.6%	43.3%	15.7%
23.7%	35.6%	35.6%	71.2%	118	7.6%	30.5%	39.0%	22.9%
25.2%	43.5%	29.0%	72.5%	131	22.9%	35.1%	22.1%	19.8%
25.9%	32.4%	35.3%	67.6%	139	40.3%	28.1%	23.7%	7.9%
24.3%	16.9%	35.3%	52.2%	137	34.3%	32.8%	22.6%	10.2%
31.8%	45.5%	22.7%	68.2%	44	20.5%	40.9%	31.8%	6.8%
32.3%	32.3%	22.6%	54.8%	31	6.5%	54.8%	29.0%	9.7%
33.3%	42.9%	16.7%	59.5%	42	9.5%	61.9%	23.8%	4.8%

28.2%	43.6%	25.6%	69.2%	39	5.1%	56.4%	30.8%	7.7%
26.7%	42.2%	24.4%	66.7%	45	37.8%	44.4%	17.8%	0.0%
24.5%	38.8%	26.5%	65.3%	48	39.6%	41.7%	18.8%	0.0%
37.1%	25.7%	8.6%	34.3%	35	60.0%	28.6%	11.4%	0.0%
39.4%	33.3%	15.2%	48.5%	33	81.8%	6.1%	9.1%	3.0%
28.6%	28.6%	42.9%	71.4%	14	14.3%	35.7%	28.6%	21.4%
N<10	N<10	N<10	N<10	8	N<10	N<10	N<10	N<10
30.8%	30.8%	38.5%	69.2%	13	15.4%	69.2%	15.4%	0.0%
10.5%	57.9%	31.6%	89.5%	19	5.3%	57.9%	36.8%	0.0%
26.4%	34.0%	35.8%	69.8%	53	20.8%	34.0%	32.1%	13.2%
28.2%	25.6%	30.8%	56.4%	39	17.9%	35.9%	38.5%	7.7%
34.8%	21.7%	37.0%	58.7%	46	23.9%	37.0%	34.8%	4.3%
23.3%	34.9%	34.9%	69.8%	43	20.9%	48.8%	30.2%	0.0%
27.6%	43.1%	27.6%	70.7%	58	39.7%	37.9%	13.8%	8.6%
19.7%	34.4%	36.1%	70.5%	61	59.0%	26.2%	11.5%	3.3%
24.2%	24.2%	25.8%	50.0%	66	60.6%	21.2%	10.6%	7.6%
24.1%	21.5%	25.3%	46.8%	79	69.6%	17.7%	10.1%	2.5%
31.8%	27.3%	40.9%	68.2%	22	22.7%	36.4%	22.7%	18.2%
9.7%	51.6%	29.0%	80.6%	31	16.1%	48.4%	32.3%	3.2%
22.6%	35.5%	38.7%	74.2%	31	9.7%	41.9%	38.7%	9.7%
6.5%	45.2%	48.4%	93.5%	31	6.5%	9.7%	41.9%	41.9%
16.7%	43.3%	33.3%	76.7%	30	36.7%	30.0%	23.3%	10.0%
27.0%	32.4%	27.0%	59.5%	37	37.8%	37.8%	8.1%	16.2%
28.6%	25.0%	32.1%	57.1%	27	40.7%	22.2%	29.6%	7.4%
34.5%	20.7%	37.9%	58.6%	29	48.3%	31.0%	10.3%	10.3%
9.8%	14.8%	67.2%	82.0%	61	8.2%	13.1%	42.6%	36.1%
26.5%	30.6%	38.8%	69.4%	49	6.1%	22.4%	53.1%	18.4%
20.0%	32.3%	44.6%	76.9%	65	7.7%	32.3%	46.2%	13.8%
19.3%	36.8%	36.8%	73.7%	57	5.3%	17.5%	49.1%	28.1%
17.1%	37.1%	42.9%	80.0%	70	17.1%	15.7%	42.9%	24.3%
5.1%	35.6%	50.8%	86.4%	59	27.1%	20.3%	39.0%	13.6%
13.2%	35.8%	32.1%	67.9%	53	22.6%	47.2%	20.8%	9.4%
14.3%	34.3%	35.7%	70.0%	70	45.7%	31.4%	21.4%	1.4%
7.1%	14.3%	78.6%	92.9%	14	0.0%	21.4%	42.9%	35.7%
0.0%	61.5%	38.5%	100.0%	13	0.0%	30.8%	30.8%	38.5%
16.7%	25.0%	58.3%	83.3%	12	0.0%	25.0%	50.0%	25.0%
12.5%	29.2%	58.3%	87.5%	24	0.0%	12.5%	70.8%	16.7%
25.0%	19.4%	52.8%	72.2%	36	16.7%	16.7%	30.6%	36.1%
25.7%	31.4%	40.0%	71.4%	35	20.0%	40.0%	28.6%	11.4%
18.2%	43.2%	31.8%	75.0%	44	34.1%	27.3%	22.7%	15.9%
25.0%	27.8%	33.3%	61.1%	36	44.4%	27.8%	16.7%	11.1%
9.8%	39.0%	51.2%	90.2%	41	4.9%	26.8%	48.8%	19.5%
11.8%	35.3%	50.0%	85.3%	34	5.9%	44.1%	32.4%	17.6%
16.1%	38.7%	41.9%	80.6%	31	19.4%	38.7%	32.3%	9.7%
14.3%	28.6%	42.9%	71.4%	28	35.7%	32.1%	14.3%	17.9%
27.9%	40.7%	27.9%	68.6%	86	30.2%	27.9%	25.6%	16.3%
21.8%	29.9%	33.3%	63.2%	88	38.6%	35.2%	10.2%	15.9%
24.4%	30.2%	22.1%	52.3%	87	55.2%	21.8%	16.1%	6.9%
24.7%	23.4%	16.9%	40.3%	77	66.2%	22.1%	5.2%	6.5%



6.7%	24.4%	65.6%	90.0%	90	8.9%	25.6%	27.8%	37.8%
31.5%	48.3%	14.6%	62.9%	89	7.9%	44.9%	43.8%	3.4%
22.7%	41.2%	31.1%	72.3%	120	12.5%	34.2%	44.2%	9.2%
21.3%	44.9%	30.3%	75.3%	89	6.7%	30.3%	37.1%	25.8%
13.9%	37.5%	43.1%	80.6%	72	5.6%	33.3%	37.5%	23.6%
19.8%	38.3%	35.8%	74.1%	81	2.5%	42.0%	42.0%	13.6%
13.6%	23.7%	54.2%	78.0%	59	25.4%	23.7%	25.4%	25.4%
17.3%	25.0%	55.8%	80.8%	52	3.8%	21.2%	50.0%	25.0%
14.3%	39.7%	41.3%	81.0%	63	4.8%	22.2%	46.0%	27.0%
17.5%	46.0%	30.2%	76.2%	63	34.9%	31.7%	14.3%	19.0%
29.9%	28.4%	20.9%	49.3%	67	52.2%	22.4%	14.9%	10.4%
26.7%	19.8%	26.7%	46.5%	86	59.3%	22.1%	8.1%	10.5%
35.2%	29.7%	14.3%	44.0%	91	20.9%	52.7%	24.2%	2.2%
31.0%	36.8%	16.1%	52.9%	87	49.4%	37.9%	12.6%	0.0%
35.1%	29.9%	11.3%	41.2%	97	62.9%	29.9%	6.2%	1.0%
29.9%	20.6%	8.2%	28.9%	97	72.2%	19.6%	5.2%	3.1%
31.9%	19.4%	8.3%	27.8%	71	83.1%	14.1%	2.8%	0.0%
45.7%	19.6%	17.4%	37.0%	92	56.5%	35.9%	7.6%	0.0%
37.1%	20.6%	11.3%	32.0%	98	28.6%	54.1%	16.3%	1.0%
42.9%	30.0%	17.1%	47.1%	70	20.0%	61.4%	18.6%	0.0%
42.4%	36.2%	13.6%	49.8%	258	22.1%	54.3%	20.2%	3.5%
41.8%	27.0%	16.0%	43.0%	245	21.2%	43.7%	24.9%	10.2%
41.4%	35.7%	15.7%	51.4%	70	32.9%	44.3%	17.1%	5.7%
24.2%	43.9%	9.1%	53.0%	66	25.8%	48.5%	24.2%	1.5%
44.6%	26.2%	21.5%	47.7%	65	40.0%	36.9%	16.9%	6.2%
33.0%	25.0%	11.4%	36.4%	88	23.9%	52.3%	19.3%	4.5%
63.3%	16.5%	11.4%	27.8%	79	55.7%	24.1%	16.5%	3.8%
35.7%	28.6%	11.9%	40.5%	84	15.5%	52.4%	28.6%	3.6%
26.3%	18.9%	10.0%	29.0%	258	72.5%	17.8%	7.4%	2.3%
28.8%	18.1%	8.1%	26.2%	311	84.9%	11.6%	2.6%	1.0%
34.5%	35.9%	20.8%	56.7%	285	41.1%	36.8%	17.2%	4.9%
29.8%	33.4%	18.2%	51.7%	302	55.6%	27.5%	12.9%	4.0%
43.8%	20.5%	23.3%	43.8%	73	37.0%	38.4%	23.3%	1.4%
30.7%	28.0%	13.3%	41.3%	74	29.7%	41.9%	23.0%	5.4%
28.9%	28.9%	37.9%	66.8%	190	22.1%	43.2%	26.8%	7.9%
31.0%	37.5%	15.5%	53.0%	202	13.4%	57.9%	27.2%	1.5%
34.8%	32.6%	19.9%	52.5%	181	30.9%	48.1%	21.0%	0.0%
32.6%	32.6%	20.6%	53.1%	175	16.0%	50.9%	25.7%	7.4%
30.1%	21.9%	15.5%	37.4%	219	76.7%	16.4%	5.5%	1.4%
25.5%	43.8%	22.9%	66.7%	192	37.0%	40.1%	20.3%	2.6%
33.5%	27.1%	21.6%	48.6%	217	55.3%	28.6%	12.9%	3.2%
27.1%	22.9%	19.3%	42.2%	221	66.1%	21.7%	9.5%	2.7%
24.4%	23.5%	25.3%	48.9%	221	55.7%	18.6%	16.7%	9.0%
23.5%	23.1%	29.5%	52.6%	235	61.7%	22.6%	9.4%	6.4%
8.3%	22.2%	69.4%	91.7%	36	11.1%	16.7%	44.4%	27.8%
15.9%	38.6%	43.2%	81.8%	44	9.1%	38.6%	34.1%	18.2%
2.9%	34.3%	60.0%	94.3%	35	0.0%	11.4%	65.7%	22.9%
9.6%	15.4%	73.1%	88.5%	52	1.9%	23.1%	59.6%	15.4%
14.7%	29.4%	47.1%	76.5%	68	8.8%	25.0%	45.6%	20.6%

7.3%	25.5%	65.5%	90.9%	55	0.0%	20.0%	49.1%	30.9%
20.0%	28.0%	50.0%	78.0%	50	16.0%	24.0%	52.0%	8.0%
16.7%	44.4%	37.0%	81.5%	54	3.7%	38.9%	44.4%	13.0%
22.2%	47.6%	30.2%	77.8%	63	9.5%	52.4%	36.5%	1.6%
13.5%	41.0%	43.2%	84.2%	224	2.2%	25.0%	47.3%	25.4%
7.8%	36.8%	54.9%	91.7%	193	11.4%	23.3%	33.7%	31.6%
17.4%	33.9%	44.0%	78.0%	218	27.1%	28.0%	26.1%	18.8%
17.0%	36.2%	46.8%	83.0%	47	10.6%	36.2%	38.3%	14.9%
20.4%	38.8%	34.7%	73.5%	49	12.2%	32.7%	46.9%	8.2%
23.7%	40.7%	30.5%	71.2%	59	5.1%	33.9%	44.1%	16.9%
43.5%	30.4%	21.7%	52.2%	46	30.4%	39.1%	21.7%	8.7%
33.3%	40.0%	11.1%	51.1%	45	26.7%	53.3%	20.0%	0.0%
40.7%	37.0%	7.4%	44.4%	27	37.0%	48.1%	14.8%	0.0%
45.2%	19.4%	16.1%	35.5%	31	0.0%	80.6%	19.4%	0.0%
30.8%	46.2%	15.4%	61.5%	26	23.1%	46.2%	30.8%	0.0%
53.3%	40.0%	0.0%	40.0%	15	53.3%	40.0%	6.7%	0.0%
62.5%	31.3%	0.0%	31.3%	16	43.8%	50.0%	6.3%	0.0%
37.5%	18.8%	37.5%	56.3%	16	25.0%	56.3%	18.8%	0.0%
38.9%	44.4%	11.1%	55.6%	18	33.3%	38.9%	22.2%	5.6%
25.0%	35.0%	15.0%	50.0%	20	60.0%	40.0%	0.0%	0.0%
33.3%	33.3%	11.1%	44.4%	18	77.8%	16.7%	0.0%	5.6%
22.8%	29.6%	46.0%	75.7%	190	14.7%	30.0%	40.5%	14.7%
23.8%	39.9%	28.0%	67.9%	193	7.8%	43.5%	41.5%	7.3%
21.5%	39.2%	34.9%	74.2%	188	10.6%	37.8%	42.0%	9.6%
23.6%	41.3%	28.4%	69.7%	210	4.8%	28.6%	38.6%	28.1%
10.8%	42.7%	42.3%	85.0%	213	26.3%	31.0%	32.4%	10.3%
21.3%	32.9%	36.7%	69.6%	207	29.0%	29.0%	23.2%	18.8%
23.0%	28.4%	31.4%	59.8%	204	38.2%	25.0%	26.0%	10.8%
18.8%	26.7%	27.2%	53.9%	191	59.7%	28.8%	8.4%	3.1%
11.3%	22.6%	65.1%	87.7%	106	7.5%	31.1%	53.8%	7.5%
18.3%	27.9%	50.0%	77.9%	104	23.1%	42.3%	19.2%	15.4%
21.6%	36.4%	25.0%	61.4%	88	46.6%	28.4%	18.2%	6.8%
31.5%	22.8%	33.7%	56.5%	92	56.5%	25.0%	15.2%	3.3%
17.6%	40.0%	32.9%	72.9%	85	14.1%	43.5%	32.9%	9.4%
15.8%	48.4%	34.7%	83.2%	95	13.7%	50.5%	31.6%	4.2%
16.8%	36.8%	45.3%	82.1%	95	3.2%	33.7%	48.4%	14.7%
7.2%	49.5%	40.2%	89.7%	97	22.7%	38.1%	29.9%	9.3%
25.0%	26.8%	44.6%	71.4%	56	28.6%	19.6%	41.1%	10.7%
29.8%	31.9%	19.1%	51.1%	47	14.9%	57.4%	23.4%	4.3%
44.4%	29.6%	20.4%	50.0%	54	22.2%	48.1%	22.2%	7.4%
35.6%	44.4%	11.1%	55.6%	45	15.6%	57.8%	26.7%	0.0%
26.8%	39.3%	21.4%	60.7%	56	42.9%	37.5%	17.9%	1.8%
28.9%	26.7%	33.3%	60.0%	45	48.9%	33.3%	13.3%	4.4%
22.2%	24.1%	25.9%	50.0%	54	44.4%	24.1%	20.4%	11.1%
29.8%	26.3%	28.1%	54.4%	57	50.9%	31.6%	10.5%	7.0%
45.6%	33.3%	17.5%	50.9%	57	19.3%	57.9%	17.5%	5.3%
26.8%	34.1%	29.3%	63.4%	41	9.8%	31.7%	43.9%	14.6%
26.3%	42.1%	23.7%	65.8%	38	18.4%	47.4%	31.6%	2.6%
18.6%	30.2%	32.6%	62.8%	43	7.0%	41.9%	34.9%	16.3%

22.0%	48.0%	20.0%	68.0%	50	32.0%	32.0%	28.0%	8.0%
28.6%	34.7%	20.4%	55.1%	49	44.9%	32.7%	14.3%	8.2%
24.5%	28.6%	14.3%	42.9%	49	61.2%	22.4%	14.3%	2.0%
46.2%	15.4%	20.5%	35.9%	39	64.1%	23.1%	10.3%	2.6%
27.9%	19.7%	45.9%	65.6%	61	26.2%	31.1%	26.2%	16.4%
23.2%	31.9%	34.8%	66.7%	69	7.2%	29.0%	53.6%	10.1%
31.0%	40.8%	26.8%	67.6%	71	12.7%	56.3%	29.6%	1.4%
15.3%	33.9%	44.1%	78.0%	59	8.5%	42.4%	45.8%	3.4%
13.5%	36.5%	50.0%	86.5%	52	15.4%	42.3%	25.0%	17.3%
15.3%	31.9%	48.6%	80.6%	72	30.6%	43.1%	19.4%	6.9%
15.4%	24.6%	52.3%	76.9%	65	29.2%	33.8%	26.2%	10.8%
30.2%	14.3%	47.6%	61.9%	63	58.7%	33.3%	4.8%	3.2%
14.5%	32.7%	49.1%	81.8%	55	20.0%	30.9%	34.5%	14.5%
46.6%	22.4%	10.3%	32.8%	58	22.4%	51.7%	22.4%	3.4%
22.2%	35.2%	38.9%	74.1%	54	53.7%	22.2%	14.8%	9.3%
25.7%	21.4%	21.4%	42.9%	70	61.4%	15.7%	18.6%	4.3%
28.1%	22.8%	28.1%	50.9%	57	54.4%	33.3%	8.8%	3.5%
23.8%	36.5%	33.3%	69.8%	63	15.9%	44.4%	39.7%	0.0%
18.4%	38.8%	26.5%	65.3%	49	4.1%	44.9%	38.8%	12.2%
25.0%	40.4%	32.7%	73.1%	52	28.8%	38.5%	30.8%	1.9%
22.6%	25.8%	48.4%	74.2%	31	19.4%	22.6%	32.3%	25.8%
24.0%	8.0%	60.0%	68.0%	25	12.0%	24.0%	32.0%	32.0%
19.4%	29.0%	51.6%	80.6%	31	12.9%	32.3%	38.7%	16.1%
6.7%	40.0%	40.0%	80.0%	30	6.7%	36.7%	30.0%	26.7%
18.8%	43.8%	31.3%	75.0%	32	28.1%	34.4%	34.4%	3.1%
16.3%	34.9%	39.5%	74.4%	43	32.6%	27.9%	14.0%	25.6%
28.6%	28.6%	32.1%	60.7%	28	46.4%	35.7%	7.1%	10.7%
33.3%	25.9%	25.9%	51.9%	27	55.6%	33.3%	11.1%	0.0%
19.4%	25.4%	50.7%	76.1%	67	19.4%	41.8%	31.3%	7.5%
23.6%	37.5%	31.9%	69.4%	72	9.7%	43.1%	38.9%	8.3%
40.8%	27.6%	27.6%	55.3%	76	13.2%	42.1%	40.8%	3.9%
25.7%	31.4%	34.3%	65.7%	70	7.1%	32.9%	42.9%	17.1%
12.1%	51.7%	32.8%	84.5%	59	22.0%	27.1%	33.9%	16.9%
30.8%	25.6%	33.3%	59.0%	78	42.3%	44.9%	10.3%	2.6%
26.6%	20.3%	27.8%	48.1%	80	45.0%	23.8%	20.0%	11.3%
18.8%	26.6%	42.2%	68.8%	64	34.4%	29.7%	25.0%	10.9%
N<10	N<10	N<10	N<10	6	N<10	N<10	N<10	N<10
N<10	N<10	N<10	N<10	1	N<10	N<10	N<10	N<10
N<10	N<10	N<10	N<10	8	N<10	N<10	N<10	N<10
N<10	N<10	N<10	N<10	5	N<10	N<10	N<10	N<10
N<10	N<10	N<10	N<10	6	N<10	N<10	N<10	N<10
N<10	N<10	N<10	N<10	4	N<10	N<10	N<10	N<10
50.7%	30.4%	10.1%	40.6%	70	40.0%	47.1%	12.9%	0.0%
36.7%	30.6%	14.3%	44.9%	50	24.0%	44.0%	26.0%	6.0%
59.5%	18.9%	10.8%	29.7%	37	29.7%	56.8%	13.5%	0.0%
36.6%	24.4%	12.2%	36.6%	41	19.5%	48.8%	31.7%	0.0%
44.8%	22.4%	10.4%	32.8%	67	43.3%	40.3%	14.9%	1.5%
31.5%	27.8%	13.0%	40.7%	55	52.7%	36.4%	9.1%	1.8%
23.6%	23.6%	7.3%	30.9%	55	83.6%	14.5%	0.0%	1.8%



22.6%	24.5%	5.7%	30.2%	52	86.5%	9.6%	3.8%	0.0%
35.3%	27.5%	32.4%	59.8%	102	28.4%	47.1%	22.5%	2.0%
26.0%	42.3%	20.2%	62.5%	104	14.4%	49.0%	34.6%	1.9%
27.3%	38.3%	27.3%	65.6%	127	23.6%	55.1%	20.5%	0.8%
30.3%	29.4%	25.2%	54.6%	118	11.9%	45.8%	28.8%	13.6%
27.5%	40.5%	27.5%	67.9%	131	30.5%	45.8%	19.1%	4.6%
35.4%	30.7%	24.4%	55.1%	127	40.2%	33.9%	15.0%	11.0%
28.0%	26.3%	22.0%	48.3%	118	50.8%	24.6%	18.6%	5.9%
28.4%	31.9%	23.3%	55.2%	116	61.2%	26.7%	10.3%	1.7%
26.2%	26.2%	37.9%	64.1%	103	18.4%	31.1%	35.9%	14.6%
26.3%	37.9%	20.0%	57.9%	95	6.3%	36.8%	40.0%	16.8%
33.6%	36.1%	21.3%	57.4%	122	11.5%	40.2%	38.5%	9.8%
31.4%	39.0%	20.0%	59.0%	105	16.2%	49.5%	22.9%	11.4%
21.8%	40.9%	32.7%	73.6%	110	30.9%	36.4%	21.8%	10.9%
24.8%	41.3%	17.4%	58.7%	109	41.3%	32.1%	21.1%	5.5%
24.0%	26.0%	27.1%	53.1%	96	44.8%	26.0%	18.8%	10.4%
25.9%	25.9%	19.4%	45.4%	108	61.1%	21.3%	13.0%	4.6%
20.6%	26.5%	50.0%	76.5%	34	23.5%	14.7%	44.1%	17.6%
37.8%	27.0%	29.7%	56.8%	37	5.4%	40.5%	51.4%	2.7%
21.6%	45.9%	32.4%	78.4%	37	8.1%	56.8%	35.1%	0.0%
13.3%	50.0%	33.3%	83.3%	30	6.7%	16.7%	56.7%	20.0%
13.0%	52.2%	26.1%	78.3%	46	28.3%	43.5%	21.7%	6.5%
19.0%	28.6%	40.5%	69.0%	42	28.6%	35.7%	19.0%	16.7%
33.3%	35.9%	17.9%	53.8%	39	69.2%	12.8%	10.3%	7.7%
31.8%	27.3%	31.8%	59.1%	44	38.6%	34.1%	20.5%	6.8%
34.4%	27.8%	35.6%	63.3%	90	40.0%	33.3%	21.1%	5.6%
33.3%	29.6%	22.2%	51.9%	81	25.9%	29.6%	39.5%	4.9%
11.8%	44.7%	41.2%	85.9%	85	15.3%	60.0%	22.4%	2.4%
22.9%	35.4%	36.5%	71.9%	96	11.5%	51.0%	30.2%	7.3%
22.9%	30.2%	27.1%	57.3%	96	56.3%	26.0%	12.5%	5.2%
10.3%	35.1%	52.6%	87.6%	97	15.5%	42.3%	37.1%	5.2%
18.9%	31.1%	42.2%	73.3%	90	34.4%	34.4%	15.6%	15.6%
23.8%	28.7%	35.6%	64.4%	101	37.6%	26.7%	22.8%	12.9%
23.9%	19.6%	50.0%	69.6%	46	17.4%	37.0%	32.6%	13.0%
12.5%	37.5%	31.3%	68.8%	32	12.5%	46.9%	28.1%	12.5%
8.8%	29.4%	52.9%	82.4%	34	8.8%	41.2%	26.5%	23.5%
7.3%	36.6%	53.7%	90.2%	41	4.9%	36.6%	39.0%	19.5%
13.7%	33.3%	49.0%	82.4%	51	15.7%	33.3%	27.5%	23.5%
25.8%	29.0%	38.7%	67.7%	31	22.6%	25.8%	35.5%	16.1%
27.8%	27.8%	22.2%	50.0%	54	55.6%	25.9%	11.1%	7.4%
23.7%	31.6%	31.6%	63.2%	38	42.1%	26.3%	23.7%	7.9%
19.4%	26.5%	52.0%	78.6%	98	9.2%	36.7%	32.7%	21.4%
19.4%	33.3%	37.5%	70.8%	72	6.9%	38.9%	41.7%	12.5%
23.1%	15.4%	38.5%	53.8%	78	44.9%	25.6%	19.2%	10.3%
26.9%	19.2%	37.2%	56.4%	77	45.5%	27.3%	22.1%	5.2%
19.7%	38.0%	40.8%	78.9%	71	9.9%	38.0%	39.4%	12.7%
31.2%	36.4%	27.3%	63.6%	77	3.9%	44.2%	32.5%	19.5%
20.3%	33.8%	35.1%	68.9%	74	24.3%	41.9%	27.0%	6.8%
30.1%	26.0%	35.6%	61.6%	73	30.1%	38.4%	15.1%	16.4%

11.1%	25.9%	63.0%	88.9%	27	0.0%	22.2%	40.7%	37.0%
13.3%	36.7%	46.7%	83.3%	30	13.3%	30.0%	33.3%	23.3%
11.5%	34.6%	53.8%	88.5%	26	3.8%	30.8%	38.5%	26.9%
12.9%	38.7%	48.4%	87.1%	31	3.2%	22.6%	51.6%	22.6%
25.7%	31.4%	34.3%	65.7%	35	22.9%	37.1%	22.9%	17.1%
35.0%	20.0%	32.5%	52.5%	40	22.5%	37.5%	25.0%	15.0%
10.0%	20.0%	60.0%	80.0%	30	13.3%	13.3%	30.0%	43.3%
24.1%	27.6%	34.5%	62.1%	29	41.4%	34.5%	17.2%	6.9%
37.2%	26.9%	30.3%	57.2%	145	25.5%	36.6%	30.3%	7.6%
21.3%	33.9%	37.0%	70.9%	127	11.8%	43.3%	38.6%	6.3%
28.1%	39.8%	25.8%	65.6%	128	14.1%	48.4%	31.3%	6.3%
25.8%	35.9%	34.4%	70.3%	128	7.8%	43.0%	35.2%	14.1%
15.6%	39.6%	39.0%	78.6%	154	28.6%	40.9%	25.3%	5.2%
20.5%	33.1%	31.5%	64.6%	127	37.8%	33.1%	18.1%	11.0%
23.0%	26.7%	25.9%	52.6%	135	47.4%	29.6%	17.0%	5.9%
29.1%	21.3%	35.4%	56.7%	125	58.4%	24.8%	12.8%	4.0%
28.8%	26.9%	44.2%	71.2%	52	9.6%	46.2%	28.8%	15.4%
26.1%	34.8%	23.9%	58.7%	46	8.7%	47.8%	32.6%	10.9%
20.3%	53.1%	25.0%	78.1%	64	9.4%	50.0%	39.1%	1.6%
17.9%	41.0%	33.3%	74.4%	39	12.8%	30.8%	28.2%	28.2%
31.3%	37.5%	22.9%	60.4%	47	29.8%	36.2%	29.8%	4.3%
28.3%	33.3%	26.7%	60.0%	60	58.3%	28.3%	11.7%	1.7%
25.0%	25.0%	22.1%	47.1%	68	57.4%	25.0%	14.7%	2.9%
21.7%	28.3%	28.3%	56.5%	46	78.3%	17.4%	4.3%	0.0%
37.2%	23.3%	37.2%	60.5%	43	9.3%	46.5%	27.9%	16.3%
24.1%	40.7%	20.4%	61.1%	54	0.0%	55.6%	38.9%	5.6%
26.9%	34.6%	34.6%	69.2%	52	13.5%	48.1%	26.9%	11.5%
21.7%	34.8%	41.3%	76.1%	46	10.9%	21.7%	54.3%	13.0%
19.2%	30.8%	48.1%	78.8%	52	7.7%	40.4%	42.3%	9.6%
33.3%	27.5%	33.3%	60.8%	51	37.3%	29.4%	21.6%	11.8%
25.5%	20.0%	14.5%	34.5%	55	69.1%	18.2%	5.5%	7.3%
18.8%	29.2%	31.3%	60.4%	48	54.2%	29.2%	14.6%	2.1%
20.0%	25.6%	53.3%	78.9%	90	6.7%	22.2%	51.1%	20.0%
25.0%	33.3%	32.1%	65.5%	84	6.0%	27.4%	51.2%	15.5%
15.6%	29.7%	51.6%	81.3%	64	17.2%	20.3%	50.0%	12.5%
27.9%	39.7%	30.9%	70.6%	68	2.9%	51.5%	33.8%	11.8%
11.9%	37.6%	47.7%	85.4%	396	18.4%	29.8%	31.1%	20.7%
15.8%	30.5%	48.9%	79.4%	374	27.5%	28.9%	24.6%	19.0%
20.7%	25.4%	40.5%	65.9%	722	55.3%	20.6%	13.3%	10.8%
23.7%	23.7%	46.2%	69.9%	94	13.8%	30.9%	33.0%	22.3%
22.9%	45.8%	18.1%	63.9%	83	6.0%	38.6%	49.4%	6.0%
22.0%	28.0%	50.0%	78.0%	100	9.0%	35.0%	30.0%	26.0%
15.1%	39.8%	39.8%	79.6%	93	1.1%	28.0%	48.4%	22.6%
13.2%	26.5%	58.8%	85.3%	68	7.4%	25.0%	51.5%	16.2%
17.8%	35.6%	30.1%	65.8%	73	13.7%	31.5%	42.5%	12.3%
23.2%	23.2%	51.5%	74.7%	99	10.1%	28.3%	31.3%	30.3%
26.7%	44.6%	21.8%	66.3%	101	6.9%	46.5%	35.6%	10.9%
18.3%	32.4%	47.0%	79.4%	349	6.3%	26.1%	43.8%	23.8%
18.3%	35.2%	42.1%	77.4%	349	6.9%	26.4%	35.2%	31.5%

14.0%	36.8%	47.8%	84.5%	400	14.8%	30.3%	31.5%	23.5%
16.0%	33.4%	48.0%	81.4%	419	21.7%	37.0%	22.0%	19.3%
20.9%	36.2%	41.6%	77.8%	392	7.4%	34.7%	41.6%	16.3%
13.6%	33.8%	50.6%	84.4%	441	3.2%	25.6%	40.4%	30.8%
9.2%	15.4%	73.8%	89.2%	65	4.6%	20.0%	41.5%	33.8%
10.7%	36.0%	50.7%	86.7%	75	6.7%	37.3%	44.0%	12.0%
18.5%	21.7%	59.8%	81.5%	92	2.2%	16.3%	48.9%	32.6%
18.1%	42.9%	36.2%	79.0%	105	2.9%	38.1%	47.6%	11.4%
12.3%	15.1%	71.2%	86.3%	73	6.8%	20.5%	50.7%	21.9%
14.3%	37.4%	40.7%	78.0%	91	5.5%	30.8%	44.0%	19.8%
18.5%	29.6%	36.9%	66.5%	787	43.3%	25.9%	18.3%	12.5%
N<10	N<10	N<10	N<10	6	N<10	N<10	N<10	N<10
8.7%	34.8%	43.5%	78.3%	23	39.1%	52.2%	8.7%	0.0%
30.8%	12.8%	10.3%	23.1%	37	70.3%	27.0%	2.7%	0.0%
27.0%	24.3%	29.7%	54.1%	37	83.8%	8.1%	2.7%	5.4%
19.5%	28.6%	48.1%	76.7%	133	2.3%	24.1%	42.1%	31.6%
15.0%	35.0%	46.3%	81.3%	160	18.1%	29.4%	36.9%	15.6%
18.3%	24.4%	50.0%	74.4%	164	26.8%	27.4%	22.0%	23.8%
22.8%	24.1%	27.8%	51.9%	161	43.5%	25.5%	18.0%	13.0%
28.5%	22.1%	29.1%	51.2%	173	55.5%	26.0%	14.5%	4.0%
25.0%	26.9%	44.4%	71.3%	160	15.6%	33.8%	38.8%	11.9%
24.7%	42.2%	27.9%	70.1%	154	7.8%	39.6%	37.7%	14.9%
31.7%	39.5%	25.7%	65.3%	167	13.8%	47.3%	33.5%	5.4%
33.3%	33.3%	33.3%	66.7%	18	16.7%	38.9%	44.4%	0.0%
46.2%	30.8%	15.4%	46.2%	13	7.7%	69.2%	15.4%	7.7%
46.7%	20.0%	26.7%	46.7%	15	13.3%	40.0%	46.7%	0.0%
26.1%	21.7%	39.1%	60.9%	23	4.3%	52.2%	34.8%	8.7%
6.7%	26.7%	33.3%	60.0%	15	46.7%	26.7%	20.0%	6.7%
43.8%	18.8%	37.5%	56.3%	16	37.5%	50.0%	6.3%	6.3%
33.3%	22.2%	33.3%	55.6%	18	66.7%	5.6%	11.1%	16.7%
27.3%	22.7%	36.4%	59.1%	22	81.8%	4.5%	0.0%	13.6%
25.8%	23.7%	45.2%	68.8%	93	11.8%	30.1%	40.9%	17.2%
42.1%	22.8%	19.3%	42.1%	57	3.5%	36.8%	43.9%	15.8%
34.3%	37.3%	28.4%	65.7%	67	1.5%	50.7%	34.3%	13.4%
29.8%	34.0%	14.9%	48.9%	47	51.1%	25.5%	14.9%	8.5%
27.4%	35.5%	19.4%	54.8%	62	53.2%	29.0%	14.5%	3.2%
26.8%	33.9%	30.4%	64.3%	56	10.7%	46.4%	25.0%	17.9%
23.3%	37.0%	32.9%	69.9%	73	31.5%	41.1%	19.2%	8.2%
27.8%	20.4%	42.6%	63.0%	54	33.3%	35.2%	20.4%	11.1%
25.5%	25.5%	47.3%	72.7%	57	14.0%	36.8%	28.1%	21.1%
11.5%	32.8%	49.2%	82.0%	61	6.6%	26.2%	36.1%	31.1%
19.1%	40.4%	34.0%	74.5%	47	17.0%	42.6%	31.9%	8.5%
6.4%	25.5%	66.0%	91.5%	47	0.0%	27.7%	38.3%	34.0%
12.0%	36.0%	48.0%	84.0%	50	32.0%	32.0%	30.0%	6.0%
13.5%	36.5%	44.2%	80.8%	52	40.4%	23.1%	25.0%	11.5%
22.2%	22.2%	30.2%	52.4%	63	50.8%	23.8%	25.4%	0.0%
22.0%	28.8%	35.6%	64.4%	59	59.3%	22.0%	10.2%	8.5%
13.4%	12.2%	73.2%	85.4%	82	6.1%	18.3%	36.6%	39.0%
12.0%	31.3%	51.8%	83.1%	83	1.2%	22.9%	45.8%	30.1%

17.0%	39.4%	30.9%	70.2%	94	33.0%	30.9%	20.2%	16.0%
22.3%	34.0%	31.1%	65.0%	103	44.7%	29.1%	21.4%	4.9%
19.4%	33.7%	46.9%	80.6%	98	5.1%	39.8%	46.9%	8.2%
11.7%	39.4%	45.7%	85.1%	94	4.3%	23.4%	45.7%	26.6%
5.1%	44.9%	46.2%	91.0%	78	11.5%	29.5%	41.0%	17.9%
15.1%	36.0%	46.5%	82.6%	86	4.7%	24.4%	34.9%	36.0%
18.6%	21.6%	58.8%	80.4%	102	11.8%	26.5%	42.2%	19.6%
12.3%	30.9%	48.1%	79.0%	81	4.9%	38.3%	51.9%	4.9%
12.5%	40.6%	45.3%	85.9%	64	7.8%	28.1%	46.9%	17.2%
17.6%	31.1%	27.0%	58.1%	74	48.6%	28.4%	12.2%	10.8%
17.5%	26.3%	23.8%	50.0%	80	75.0%	17.5%	5.0%	2.5%
30.4%	30.4%	27.8%	58.2%	79	8.9%	59.5%	20.3%	11.4%
8.1%	31.1%	55.4%	86.5%	74	16.2%	39.2%	35.1%	9.5%
20.2%	32.1%	39.3%	71.4%	83	20.5%	47.0%	21.7%	10.8%
21.4%	37.1%	38.6%	75.7%	70	15.7%	32.9%	42.9%	8.6%
19.7%	31.8%	37.9%	69.7%	66	6.1%	40.9%	37.9%	15.2%
41.1%	23.2%	26.8%	50.0%	56	14.3%	48.2%	32.1%	5.4%
32.7%	32.7%	26.9%	59.6%	52	7.7%	34.6%	44.2%	13.5%
32.4%	35.2%	29.6%	64.8%	71	35.2%	31.0%	26.8%	7.0%
22.8%	35.1%	35.1%	70.2%	57	22.8%	35.1%	35.1%	7.0%
44.1%	20.6%	27.9%	48.5%	68	39.7%	32.4%	25.0%	2.9%
21.4%	38.1%	16.7%	54.8%	42	23.8%	38.1%	35.7%	2.4%
29.8%	36.8%	25.7%	62.5%	272	20.2%	50.0%	27.2%	2.6%
30.9%	32.7%	25.5%	58.2%	275	10.2%	47.6%	32.7%	9.5%
21.1%	37.9%	33.7%	71.6%	285	28.1%	40.7%	19.6%	11.6%
26.6%	32.4%	29.5%	61.9%	278	43.2%	34.2%	17.3%	5.4%
24.4%	21.8%	27.7%	49.5%	302	61.3%	21.5%	11.6%	5.6%
29.3%	21.8%	25.5%	47.3%	238	63.0%	21.4%	12.2%	3.4%
27.7%	28.6%	42.0%	70.6%	119	17.6%	27.7%	36.1%	18.5%
27.5%	28.4%	30.4%	58.8%	102	17.6%	37.3%	37.3%	7.8%
N<10	N<10	N<10	N<10	6	N<10	N<10	N<10	N<10
N<10	N<10	N<10	N<10	6	N<10	N<10	N<10	N<10
9.5%	33.3%	9.5%	42.9%	21	81.0%	9.5%	4.8%	4.8%
29.2%	12.5%	4.2%	16.7%	24	95.8%	0.0%	4.2%	0.0%
14.3%	17.9%	64.3%	82.1%	28	7.1%	10.7%	39.3%	42.9%
8.0%	40.0%	48.0%	88.0%	25	4.0%	16.0%	52.0%	28.0%
26.1%	47.8%	26.1%	73.9%	23	0.0%	30.4%	43.5%	26.1%
20.0%	23.3%	53.3%	76.7%	30	0.0%	16.7%	36.7%	46.7%
3.4%	41.4%	55.2%	96.6%	29	3.4%	20.7%	44.8%	31.0%
13.5%	18.9%	62.2%	81.1%	37	35.1%	35.1%	18.9%	10.8%
24.3%	35.1%	24.3%	59.5%	37	37.8%	40.5%	16.2%	5.4%
17.4%	26.1%	39.1%	65.2%	46	45.7%	34.8%	8.7%	10.9%
41.8%	23.2%	28.9%	52.1%	194	33.5%	40.7%	22.2%	3.6%
36.2%	28.4%	15.6%	44.0%	141	19.1%	48.2%	26.2%	6.4%
31.1%	36.5%	25.0%	61.5%	148	26.4%	44.6%	27.0%	2.0%
37.0%	24.4%	17.0%	41.5%	135	29.6%	50.4%	14.1%	5.9%
42.6%	33.1%	14.0%	47.1%	136	44.1%	33.8%	19.1%	2.9%
41.8%	32.6%	9.2%	41.8%	142	62.7%	26.8%	8.5%	2.1%
29.1%	19.4%	12.1%	31.5%	165	72.1%	18.2%	8.5%	1.2%

37.5%	21.7%	11.8%	33.6%	152	80.3%	13.2%	5.3%	1.3%
26.6%	40.4%	17.0%	57.4%	94	22.3%	43.6%	27.7%	6.4%
26.9%	24.1%	31.5%	55.6%	108	44.4%	30.6%	12.0%	13.0%
29.7%	24.6%	16.1%	40.7%	118	61.0%	24.6%	12.7%	1.7%
30.0%	22.2%	17.8%	40.0%	90	78.9%	13.3%	4.4%	3.3%
27.8%	39.2%	30.4%	69.6%	79	12.7%	31.6%	40.5%	15.2%
34.0%	39.4%	16.0%	55.3%	94	7.4%	42.6%	42.6%	7.4%
24.4%	41.9%	31.4%	73.3%	86	8.1%	37.2%	47.7%	7.0%
31.4%	38.2%	24.5%	62.7%	102	4.9%	43.1%	41.2%	10.8%
28.6%	23.8%	43.8%	67.6%	105	20.0%	28.6%	34.3%	17.1%
17.2%	40.4%	32.3%	72.7%	99	11.1%	33.3%	41.4%	14.1%
28.6%	36.7%	31.6%	68.4%	98	12.2%	40.8%	37.8%	9.2%
22.9%	40.6%	29.2%	69.8%	96	6.3%	49.0%	35.4%	9.4%
9.3%	39.2%	49.5%	88.7%	97	17.5%	20.6%	27.8%	34.0%
20.8%	30.2%	40.6%	70.8%	96	32.3%	24.0%	24.0%	19.8%
25.5%	34.7%	21.4%	56.1%	99	28.3%	33.3%	25.3%	13.1%
29.3%	27.3%	24.2%	51.5%	100	48.0%	28.0%	16.0%	8.0%
28.1%	22.5%	47.2%	69.7%	89	16.9%	37.1%	36.0%	10.1%
15.8%	34.2%	42.1%	76.3%	76	11.8%	38.2%	27.6%	22.4%
34.7%	17.3%	28.0%	45.3%	75	44.0%	32.0%	20.0%	4.0%
27.3%	16.9%	31.2%	48.1%	77	46.8%	26.0%	15.6%	11.7%
19.0%	45.2%	31.0%	76.2%	84	9.5%	44.0%	42.9%	3.6%
20.7%	31.7%	37.8%	69.5%	82	4.9%	22.0%	52.4%	20.7%
18.5%	35.4%	38.5%	73.8%	65	20.0%	24.6%	36.9%	18.5%
21.3%	34.8%	37.1%	71.9%	89	25.8%	27.0%	29.2%	18.0%
32.1%	17.9%	6.0%	23.8%	85	74.1%	22.4%	3.5%	0.0%
27.1%	16.5%	5.9%	22.4%	84	85.7%	11.9%	2.4%	0.0%
45.6%	26.7%	22.2%	48.9%	90	17.8%	46.7%	27.8%	7.8%
29.9%	37.9%	16.1%	54.0%	87	10.3%	55.2%	33.3%	1.1%
40.5%	31.6%	21.5%	53.2%	79	20.3%	49.4%	27.8%	2.5%
35.1%	41.5%	14.9%	56.4%	94	9.6%	45.7%	35.1%	9.6%
27.0%	48.3%	19.1%	67.4%	89	37.1%	38.2%	20.2%	4.5%
33.3%	36.8%	16.1%	52.9%	87	54.0%	33.3%	8.0%	4.6%
38.1%	14.3%	47.6%	61.9%	42	11.9%	45.2%	33.3%	9.5%
17.9%	32.1%	28.6%	60.7%	28	10.7%	39.3%	32.1%	17.9%
26.2%	33.3%	31.0%	64.3%	42	11.9%	61.9%	16.7%	9.5%
38.9%	36.1%	16.7%	52.8%	36	8.3%	55.6%	30.6%	5.6%
29.7%	43.2%	24.3%	67.6%	37	24.3%	32.4%	29.7%	13.5%
27.3%	39.4%	18.2%	57.6%	33	36.4%	21.2%	33.3%	9.1%
30.8%	23.1%	12.8%	35.9%	39	59.0%	28.2%	10.3%	2.6%
37.8%	16.2%	16.2%	32.4%	37	83.8%	16.2%	0.0%	0.0%
25.0%	22.7%	47.7%	70.5%	44	9.1%	43.2%	38.6%	9.1%
28.6%	28.6%	25.0%	53.6%	28	3.6%	46.4%	42.9%	7.1%
30.4%	47.8%	10.9%	58.7%	46	19.6%	45.7%	34.8%	0.0%
39.1%	21.7%	34.8%	56.5%	23	17.4%	26.1%	52.2%	4.3%
31.0%	27.6%	27.6%	55.2%	29	41.4%	41.4%	10.3%	6.9%
21.9%	28.1%	28.1%	56.3%	32	46.9%	31.3%	15.6%	6.3%
26.2%	21.4%	23.8%	45.2%	43	53.5%	25.6%	16.3%	4.7%
22.2%	27.8%	13.9%	41.7%	36	86.1%	11.1%	0.0%	2.8%



20.8%	28.3%	50.9%	79.2%	53	7.5%	26.4%	49.1%	17.0%
17.8%	46.7%	24.4%	71.1%	45	8.9%	42.2%	42.2%	6.7%
26.3%	36.8%	34.2%	71.1%	38	2.6%	39.5%	44.7%	13.2%
9.8%	45.1%	41.2%	86.3%	51	0.0%	31.4%	49.0%	19.6%
11.3%	56.6%	26.4%	83.0%	53	22.6%	52.8%	20.8%	3.8%
24.2%	27.3%	42.4%	69.7%	32	28.1%	34.4%	21.9%	15.6%
30.2%	16.3%	39.5%	55.8%	43	39.5%	27.9%	16.3%	16.3%
25.0%	40.6%	25.0%	65.6%	32	56.3%	12.5%	28.1%	3.1%
19.4%	29.0%	45.2%	74.2%	31	9.7%	25.8%	48.4%	16.1%
46.7%	33.3%	6.7%	40.0%	30	20.0%	60.0%	13.3%	6.7%
17.2%	58.6%	20.7%	79.3%	29	13.8%	72.4%	13.8%	0.0%
16.7%	22.2%	58.3%	80.6%	36	0.0%	41.7%	47.2%	11.1%
21.2%	42.4%	33.3%	75.8%	33	21.2%	48.5%	18.2%	12.1%
18.2%	30.3%	48.5%	78.8%	32	15.6%	28.1%	37.5%	18.8%
32.6%	32.6%	21.7%	54.3%	46	41.3%	39.1%	10.9%	8.7%
25.6%	27.9%	27.9%	55.8%	43	48.8%	30.2%	16.3%	4.7%
36.2%	27.7%	33.0%	60.6%	94	13.8%	29.8%	41.5%	14.9%
20.0%	24.0%	40.0%	64.0%	75	14.7%	29.3%	34.7%	21.3%
25.3%	34.7%	33.3%	68.0%	75	16.0%	46.7%	29.3%	8.0%
19.7%	22.4%	47.4%	69.7%	76	11.8%	34.2%	34.2%	19.7%
13.9%	51.9%	31.6%	83.5%	79	22.8%	34.2%	35.4%	7.6%
21.9%	35.6%	34.2%	69.9%	74	37.8%	33.8%	14.9%	13.5%
21.7%	30.4%	24.6%	55.1%	69	55.1%	24.6%	14.5%	5.8%
25.4%	29.6%	26.8%	56.3%	71	52.1%	33.8%	9.9%	4.2%
34.3%	31.4%	34.3%	65.7%	35	51.4%	28.6%	20.0%	0.0%
27.8%	25.0%	19.4%	44.4%	36	25.0%	38.9%	27.8%	8.3%
17.1%	45.7%	37.1%	82.9%	35	5.7%	42.9%	34.3%	17.1%
29.0%	38.7%	25.8%	64.5%	31	3.2%	41.9%	29.0%	25.8%
27.0%	40.5%	29.7%	70.3%	37	45.9%	37.8%	13.5%	2.7%
17.1%	37.1%	37.1%	74.3%	35	45.7%	37.1%	14.3%	2.9%
26.7%	33.3%	20.0%	53.3%	30	76.7%	16.7%	6.7%	0.0%
36.8%	23.7%	18.4%	42.1%	38	78.9%	13.2%	7.9%	0.0%
12.2%	24.4%	58.5%	82.9%	41	14.6%	26.8%	39.0%	19.5%
17.6%	44.1%	29.4%	73.5%	34	5.9%	58.8%	20.6%	14.7%
30.3%	30.3%	36.4%	66.7%	33	27.3%	39.4%	27.3%	6.1%
15.9%	45.5%	34.1%	79.5%	44	13.6%	61.4%	13.6%	11.4%
6.3%	25.0%	62.5%	87.5%	32	25.0%	40.6%	28.1%	6.3%
17.1%	25.7%	54.3%	80.0%	35	28.6%	40.0%	25.7%	5.7%
24.0%	24.0%	40.0%	64.0%	50	56.0%	26.0%	14.0%	4.0%
16.0%	20.0%	52.0%	72.0%	25	52.0%	28.0%	16.0%	4.0%
20.0%	33.3%	40.0%	73.3%	15	33.3%	20.0%	33.3%	13.3%
16.7%	50.0%	33.3%	83.3%	24	0.0%	45.8%	41.7%	12.5%
35.3%	35.3%	29.4%	64.7%	17	0.0%	47.1%	47.1%	5.9%
21.1%	26.3%	52.6%	78.9%	19	0.0%	52.6%	26.3%	21.1%
9.5%	47.6%	33.3%	81.0%	21	23.8%	38.1%	33.3%	4.8%
28.6%	21.4%	42.9%	64.3%	14	50.0%	21.4%	21.4%	7.1%
15.0%	25.0%	45.0%	70.0%	20	30.0%	15.0%	40.0%	15.0%
23.5%	35.3%	23.5%	58.8%	17	41.2%	35.3%	17.6%	5.9%
N<10	N<10	N<10	N<10	9	N<10	N<10	N<10	N<10

18.2%	45.5%	27.3%	72.7%	11	0.0%	54.5%	27.3%	18.2%
N<10	N<10	N<10	N<10	9	N<10	N<10	N<10	N<10
N<10	N<10	N<10	N<10	9	N<10	N<10	N<10	N<10
18.2%	9.1%	63.6%	72.7%	11	18.2%	18.2%	45.5%	18.2%
12.5%	31.3%	50.0%	81.3%	16	25.0%	18.8%	31.3%	25.0%
25.0%	25.0%	33.3%	58.3%	12	58.3%	25.0%	8.3%	8.3%
23.1%	15.4%	38.5%	53.8%	13	46.2%	46.2%	7.7%	0.0%
43.8%	18.8%	31.3%	50.0%	16	18.8%	37.5%	18.8%	25.0%
25.0%	41.7%	8.3%	50.0%	12	25.0%	50.0%	25.0%	0.0%
7.7%	53.8%	38.5%	92.3%	14	0.0%	35.7%	42.9%	21.4%
23.8%	28.6%	28.6%	57.1%	21	0.0%	38.1%	47.6%	14.3%
26.7%	33.3%	33.3%	66.7%	15	26.7%	26.7%	33.3%	13.3%
64.3%	7.1%	21.4%	28.6%	14	42.9%	42.9%	14.3%	0.0%
20.0%	20.0%	25.0%	45.0%	20	65.0%	25.0%	5.0%	5.0%
18.8%	37.5%	43.8%	81.3%	16	43.8%	31.3%	6.3%	18.8%
31.3%	31.3%	31.3%	62.5%	16	31.3%	43.8%	25.0%	0.0%
50.0%	20.0%	20.0%	40.0%	10	20.0%	50.0%	20.0%	10.0%
N<10	N<10	N<10	N<10	9	N<10	N<10	N<10	N<10
33.3%	16.7%	25.0%	41.7%	12	16.7%	41.7%	25.0%	16.7%
57.1%	28.6%	7.1%	35.7%	13	38.5%	53.8%	7.7%	0.0%
27.3%	36.4%	27.3%	63.6%	11	18.2%	36.4%	18.2%	27.3%
N<10	N<10	N<10	N<10	8	N<10	N<10	N<10	N<10
8.3%	58.3%	16.7%	75.0%	12	75.0%	8.3%	8.3%	8.3%
30.3%	36.4%	30.3%	66.7%	33	21.2%	36.4%	33.3%	9.1%
21.9%	43.8%	31.3%	75.0%	32	0.0%	31.3%	56.3%	12.5%
19.4%	45.2%	25.8%	71.0%	31	6.5%	64.5%	25.8%	3.2%
29.4%	52.9%	14.7%	67.6%	34	8.8%	52.9%	35.3%	2.9%
16.2%	59.5%	24.3%	83.8%	37	29.7%	48.6%	21.6%	0.0%
20.5%	48.7%	23.1%	71.8%	39	38.5%	35.9%	20.5%	5.1%
30.6%	30.6%	14.3%	44.9%	49	65.3%	22.4%	10.2%	2.0%
28.6%	23.8%	7.1%	31.0%	42	73.8%	19.0%	7.1%	0.0%
22.1%	25.4%	19.3%	44.8%	182	63.7%	18.7%	12.1%	5.5%
31.1%	22.6%	15.3%	37.9%	177	75.7%	14.7%	7.9%	1.7%
32.8%	31.6%	32.8%	64.4%	253	26.1%	40.3%	27.7%	5.9%
35.8%	25.0%	20.3%	45.3%	212	21.2%	50.9%	24.1%	3.8%
38.0%	34.8%	19.8%	54.5%	187	16.0%	50.8%	25.7%	7.5%
26.8%	34.5%	26.2%	60.7%	168	16.7%	51.2%	26.8%	5.4%
22.6%	41.5%	30.8%	72.3%	159	33.3%	44.0%	16.4%	6.3%
28.9%	32.4%	31.2%	63.6%	173	43.4%	38.2%	11.0%	7.5%
20.0%	40.0%	40.0%	80.0%	10	0.0%	50.0%	40.0%	10.0%
28.6%	35.7%	14.3%	50.0%	14	28.6%	42.9%	28.6%	0.0%
54.5%	18.2%	18.2%	36.4%	11	36.4%	54.5%	9.1%	0.0%
21.4%	42.9%	7.1%	50.0%	14	0.0%	57.1%	42.9%	0.0%
54.5%	18.2%	18.2%	36.4%	11	27.3%	54.5%	18.2%	0.0%
50.0%	25.0%	25.0%	50.0%	12	58.3%	33.3%	8.3%	0.0%
0.0%	10.0%	60.0%	70.0%	10	60.0%	0.0%	40.0%	0.0%
20.0%	10.0%	30.0%	40.0%	10	60.0%	30.0%	10.0%	0.0%
27.9%	26.5%	44.1%	70.6%	68	11.8%	38.2%	38.2%	11.8%
17.5%	33.3%	46.0%	79.4%	63	1.6%	47.6%	39.7%	11.1%

11.9%	46.3%	41.8%	88.1%	67	3.0%	38.8%	47.8%	10.4%
22.0%	35.6%	40.7%	76.3%	59	6.8%	20.3%	44.1%	28.8%
16.1%	32.3%	50.0%	82.3%	62	27.4%	19.4%	37.1%	16.1%
17.9%	32.1%	43.6%	75.6%	78	37.2%	37.2%	12.8%	12.8%
22.8%	24.6%	24.6%	49.1%	57	45.6%	36.8%	14.0%	3.5%
22.1%	28.6%	31.2%	59.7%	77	54.5%	24.7%	10.4%	10.4%
20.3%	23.7%	52.5%	76.3%	59	13.6%	27.1%	42.4%	16.9%
34.8%	30.4%	23.9%	54.3%	46	4.3%	32.6%	43.5%	19.6%
37.0%	30.4%	19.6%	50.0%	46	10.9%	52.2%	30.4%	6.5%
28.0%	28.0%	36.0%	64.0%	50	4.0%	46.0%	30.0%	20.0%
16.3%	41.9%	32.6%	74.4%	43	23.3%	41.9%	27.9%	7.0%
40.9%	20.5%	27.3%	47.7%	44	43.2%	34.1%	18.2%	4.5%
17.0%	30.2%	20.8%	50.9%	53	52.8%	30.2%	13.2%	3.8%
20.9%	27.9%	32.6%	60.5%	43	48.8%	39.5%	7.0%	4.7%
15.4%	26.2%	53.8%	80.0%	65	12.3%	32.3%	36.9%	18.5%
14.9%	41.9%	37.8%	79.7%	74	13.5%	39.2%	40.5%	6.8%
21.3%	29.3%	44.0%	73.3%	75	4.0%	36.0%	42.7%	17.3%
19.2%	24.7%	53.4%	78.1%	73	5.5%	30.1%	42.5%	21.9%
15.8%	36.8%	42.1%	78.9%	76	17.1%	32.9%	38.2%	11.8%
16.9%	27.3%	49.4%	76.6%	77	24.7%	28.6%	29.9%	16.9%
29.0%	27.5%	17.4%	44.9%	69	63.8%	15.9%	14.5%	5.8%
27.1%	28.2%	27.1%	55.3%	85	57.6%	23.5%	14.1%	4.7%
17.7%	43.5%	37.1%	80.6%	62	14.5%	38.7%	43.5%	3.2%
25.5%	31.4%	35.3%	66.7%	51	9.8%	43.1%	43.1%	3.9%
31.5%	38.9%	22.2%	61.1%	54	18.5%	59.3%	16.7%	5.6%
31.4%	29.4%	37.3%	66.7%	51	7.8%	37.3%	37.3%	17.6%
21.3%	48.0%	20.0%	68.0%	75	28.0%	46.7%	16.0%	9.3%
21.0%	24.2%	32.3%	56.5%	62	51.6%	32.3%	12.9%	3.2%
38.6%	30.0%	8.6%	38.6%	70	52.9%	27.1%	15.7%	4.3%
40.7%	18.6%	22.0%	40.7%	59	79.7%	13.6%	5.1%	1.7%
25.0%	42.7%	26.0%	68.8%	96	28.1%	43.8%	26.0%	2.1%
27.1%	34.6%	25.2%	59.8%	107	64.5%	28.0%	5.6%	1.9%
33.7%	12.5%	9.6%	22.1%	104	90.4%	6.7%	1.9%	1.0%
31.3%	18.2%	5.1%	23.2%	97	91.8%	6.2%	1.0%	1.0%
37.0%	26.0%	32.3%	58.3%	127	26.8%	40.2%	25.2%	7.9%
48.5%	26.2%	5.8%	32.0%	103	21.4%	60.2%	17.5%	1.0%
45.3%	38.9%	11.6%	50.5%	95	26.3%	53.7%	20.0%	0.0%
38.9%	28.4%	17.9%	46.3%	95	18.9%	58.9%	22.1%	0.0%
33.3%	23.3%	40.0%	63.3%	30	16.7%	40.0%	26.7%	16.7%
50.0%	19.2%	15.4%	34.6%	26	15.4%	50.0%	30.8%	3.8%
35.7%	42.9%	17.9%	60.7%	28	7.1%	64.3%	25.0%	3.6%
25.0%	32.1%	25.0%	57.1%	28	14.3%	53.6%	32.1%	0.0%
62.1%	24.1%	0.0%	24.1%	29	51.7%	44.8%	3.4%	0.0%
40.0%	28.0%	16.0%	44.0%	25	60.0%	28.0%	12.0%	0.0%
30.8%	15.4%	7.7%	23.1%	26	80.8%	7.7%	11.5%	0.0%
27.6%	24.1%	10.3%	34.5%	29	89.7%	10.3%	0.0%	0.0%
29.3%	32.0%	34.7%	66.7%	75	20.0%	28.0%	38.7%	13.3%
28.2%	43.6%	11.5%	55.1%	78	16.7%	48.7%	28.2%	6.4%
32.3%	35.4%	24.6%	60.0%	65	9.2%	46.2%	40.0%	4.6%



28.8%	39.7%	23.3%	63.0%	73	16.4%	47.9%	26.0%	9.6%
25.4%	38.0%	25.4%	63.4%	70	34.3%	38.6%	20.0%	7.1%
21.3%	32.5%	38.8%	71.3%	80	47.5%	33.8%	12.5%	6.3%
26.5%	32.4%	19.1%	51.5%	68	55.9%	22.1%	13.2%	8.8%
30.4%	21.7%	20.3%	42.0%	69	68.1%	17.4%	13.0%	1.4%
21.4%	33.3%	21.4%	54.8%	42	16.7%	42.9%	31.0%	9.5%
32.6%	27.9%	30.2%	58.1%	43	18.6%	39.5%	32.6%	9.3%
34.0%	25.5%	21.3%	46.8%	47	8.5%	46.8%	34.0%	10.6%
25.0%	33.9%	32.1%	66.1%	56	26.8%	42.9%	19.6%	10.7%
23.3%	40.0%	28.3%	68.3%	60	35.0%	33.3%	18.3%	13.3%
24.6%	22.8%	17.5%	40.4%	57	61.4%	19.3%	14.0%	5.3%
19.6%	23.9%	30.4%	54.3%	46	65.2%	21.7%	8.7%	4.3%
30.4%	42.0%	24.6%	66.7%	69	24.6%	50.7%	21.7%	2.9%
8.8%	22.5%	66.3%	88.8%	80	3.8%	23.8%	30.0%	42.5%
13.2%	34.0%	39.6%	73.6%	53	5.7%	30.2%	34.0%	30.2%
23.9%	43.3%	28.4%	71.6%	67	6.0%	35.8%	43.3%	14.9%
18.7%	26.7%	50.7%	77.3%	75	5.3%	26.7%	36.0%	32.0%
31.3%	30.0%	28.8%	58.8%	80	28.8%	38.8%	22.5%	10.0%
24.7%	27.4%	37.0%	64.4%	73	47.9%	31.5%	16.4%	4.1%
28.2%	30.8%	17.9%	48.7%	78	43.6%	34.6%	15.4%	6.4%
22.5%	26.3%	30.0%	56.3%	80	57.5%	25.0%	8.8%	8.8%
26.3%	31.6%	42.1%	73.7%	19	31.6%	42.1%	21.1%	5.3%
20.7%	48.3%	27.6%	75.9%	29	10.3%	27.6%	44.8%	17.2%
20.0%	43.3%	33.3%	76.7%	30	10.0%	50.0%	36.7%	3.3%
35.3%	35.3%	29.4%	64.7%	17	0.0%	41.2%	47.1%	11.8%
12.9%	58.1%	25.8%	83.9%	31	22.6%	45.2%	32.3%	0.0%
20.0%	45.0%	35.0%	80.0%	20	35.0%	25.0%	25.0%	15.0%
11.1%	18.5%	37.0%	55.6%	27	63.0%	22.2%	14.8%	0.0%
11.5%	46.2%	26.9%	73.1%	26	50.0%	26.9%	19.2%	3.8%
0.0%	30.8%	69.2%	100.0%	13	15.4%	7.7%	69.2%	7.7%
16.7%	25.0%	50.0%	75.0%	12	0.0%	66.7%	25.0%	8.3%
7.7%	46.2%	46.2%	92.3%	13	15.4%	76.9%	7.7%	0.0%
4.8%	47.6%	47.6%	95.2%	21	0.0%	42.9%	38.1%	19.0%
15.6%	24.4%	53.3%	77.8%	45	17.8%	44.4%	35.6%	2.2%
30.8%	23.1%	35.9%	59.0%	39	10.3%	56.4%	28.2%	5.1%
10.7%	57.1%	25.0%	82.1%	28	10.7%	64.3%	25.0%	0.0%
23.8%	26.2%	40.5%	66.7%	42	7.1%	31.0%	50.0%	11.9%
21.8%	34.5%	40.0%	74.5%	55	32.7%	18.2%	36.4%	12.7%
22.7%	29.5%	40.9%	70.5%	44	18.2%	27.3%	34.1%	20.5%
28.6%	32.7%	18.4%	51.0%	49	49.0%	26.5%	22.4%	2.0%
28.9%	20.0%	28.9%	48.9%	47	55.3%	34.0%	8.5%	2.1%
32.9%	24.7%	38.8%	63.5%	85	24.7%	41.2%	27.1%	7.1%
24.6%	35.4%	35.4%	70.8%	65	13.8%	40.0%	36.9%	9.2%
24.0%	27.9%	14.4%	42.3%	103	61.2%	24.3%	12.6%	1.9%
27.4%	27.4%	15.8%	43.2%	95	70.5%	18.9%	7.4%	3.2%
28.6%	37.1%	31.4%	68.6%	69	11.6%	36.2%	42.0%	10.1%
21.4%	33.3%	38.1%	71.4%	84	3.6%	29.8%	47.6%	19.0%
24.7%	40.0%	35.3%	75.3%	85	23.5%	32.9%	36.5%	7.1%
23.5%	27.6%	39.8%	67.3%	98	41.8%	34.7%	17.3%	6.1%

33.3%	33.3%	33.3%	66.7%	12	25.0%	16.7%	41.7%	16.7%
23.8%	38.1%	38.1%	76.2%	21	4.8%	33.3%	57.1%	4.8%
16.7%	33.3%	44.4%	77.8%	18	11.1%	22.2%	55.6%	11.1%
7.1%	42.9%	50.0%	92.9%	14	14.3%	42.9%	21.4%	21.4%
18.8%	31.3%	47.9%	79.2%	48	6.3%	27.1%	39.6%	27.1%
31.9%	29.8%	25.5%	55.3%	47	12.8%	29.8%	44.7%	12.8%
31.8%	40.9%	20.5%	61.4%	44	15.9%	40.9%	36.4%	6.8%
23.4%	25.5%	10.6%	36.2%	47	53.2%	25.5%	12.8%	8.5%
21.6%	24.3%	24.3%	48.6%	37	62.2%	16.2%	10.8%	10.8%
23.4%	36.2%	29.8%	66.0%	47	8.5%	34.0%	31.9%	25.5%
31.3%	53.1%	12.5%	65.6%	32	18.8%	31.3%	34.4%	15.6%
43.3%	20.0%	26.7%	46.7%	30	30.0%	36.7%	20.0%	13.3%
24.6%	37.3%	34.1%	71.4%	125	14.4%	44.8%	27.2%	13.6%
26.6%	28.4%	31.2%	59.6%	109	11.9%	39.4%	36.7%	11.9%
34.1%	36.4%	25.0%	61.4%	132	17.4%	34.8%	37.9%	9.8%
29.5%	35.7%	25.6%	61.2%	129	3.1%	29.5%	47.3%	20.2%
23.3%	20.2%	7.8%	27.9%	129	63.6%	24.0%	7.0%	5.4%
30.1%	22.8%	26.0%	48.8%	123	55.3%	30.9%	9.8%	4.1%
21.2%	27.4%	46.0%	73.5%	113	34.5%	31.9%	25.7%	8.0%
30.4%	32.6%	25.9%	58.5%	135	35.6%	36.3%	17.8%	10.4%
8.0%	24.0%	64.0%	88.0%	25	8.0%	28.0%	48.0%	16.0%
11.8%	61.8%	26.5%	88.2%	34	8.8%	52.9%	35.3%	2.9%
22.2%	33.3%	38.9%	72.2%	18	11.1%	22.2%	50.0%	16.7%
27.8%	22.2%	50.0%	72.2%	18	0.0%	27.8%	22.2%	50.0%
21.6%	41.2%	37.3%	78.4%	51	9.8%	31.4%	41.2%	17.6%
31.3%	33.3%	25.0%	58.3%	48	6.3%	41.7%	41.7%	10.4%
14.5%	53.2%	25.8%	79.0%	62	14.5%	41.9%	32.3%	11.3%
24.6%	28.1%	31.6%	59.6%	57	36.8%	29.8%	29.8%	3.5%
24.2%	30.6%	19.4%	50.0%	62	45.2%	30.6%	22.6%	1.6%
21.4%	25.0%	19.6%	44.6%	56	51.8%	37.5%	10.7%	0.0%
15.8%	24.0%	57.5%	81.5%	146	12.3%	26.7%	45.9%	15.1%
25.8%	37.1%	28.8%	65.9%	132	8.3%	40.2%	42.4%	9.1%
20.9%	41.7%	36.0%	77.7%	139	8.6%	48.2%	39.6%	3.6%
15.2%	40.0%	38.4%	78.4%	125	4.8%	14.4%	47.2%	33.6%
12.2%	42.2%	41.5%	83.7%	147	15.6%	23.8%	34.0%	26.5%
10.5%	31.6%	50.9%	82.5%	114	10.5%	28.1%	38.6%	22.8%
22.9%	24.6%	30.5%	55.1%	118	29.7%	35.6%	22.9%	11.9%
16.2%	26.8%	41.5%	68.3%	142	37.3%	32.4%	20.4%	9.9%
13.2%	18.4%	68.4%	86.8%	38	2.6%	21.1%	52.6%	23.7%
11.6%	37.2%	39.5%	76.7%	43	2.3%	37.2%	44.2%	16.3%
19.6%	45.1%	35.3%	80.4%	51	5.9%	35.3%	45.1%	13.7%
22.2%	28.9%	40.0%	68.9%	45	11.1%	44.4%	33.3%	11.1%
16.7%	45.2%	35.7%	81.0%	42	16.7%	42.9%	33.3%	7.1%
7.1%	26.2%	57.1%	83.3%	42	16.7%	38.1%	23.8%	21.4%
12.2%	34.7%	30.6%	65.3%	49	36.7%	24.5%	32.7%	6.1%
29.6%	33.3%	33.3%	66.7%	27	33.3%	33.3%	18.5%	14.8%
N<10	N<10	N<10	N<10	9	N<10	N<10	N<10	N<10
41.2%	23.5%	23.5%	47.1%	17	35.3%	35.3%	11.8%	17.6%
10.0%	70.0%	10.0%	80.0%	10	30.0%	40.0%	30.0%	0.0%

16.7%	66.7%	16.7%	83.3%	12	0.0%	50.0%	41.7%	8.3%
N<10	N<10	N<10	N<10	6	N<10	N<10	N<10	N<10
7.1%	28.6%	64.3%	92.9%	14	14.3%	50.0%	21.4%	14.3%
16.7%	38.9%	27.8%	66.7%	18	38.9%	33.3%	16.7%	11.1%
28.6%	35.7%	28.6%	64.3%	14	50.0%	28.6%	14.3%	7.1%
N<10	N<10	N<10	N<10	9	N<10	N<10	N<10	N<10
N<10	N<10	N<10	N<10	7	N<10	N<10	N<10	N<10
N<10	N<10	N<10	N<10	9	N<10	N<10	N<10	N<10
18.2%	45.5%	36.4%	81.8%	11	0.0%	45.5%	27.3%	27.3%
0.0%	50.0%	40.0%	90.0%	10	30.0%	50.0%	20.0%	0.0%
N<10	N<10	N<10	N<10	7	N<10	N<10	N<10	N<10
25.0%	12.5%	50.0%	62.5%	16	50.0%	37.5%	12.5%	0.0%
15.4%	53.8%	23.1%	76.9%	13	46.2%	23.1%	23.1%	7.7%
12.0%	16.0%	72.0%	88.0%	25	4.0%	8.0%	48.0%	40.0%
14.8%	48.1%	29.6%	77.8%	27	7.4%	33.3%	40.7%	18.5%
15.6%	53.1%	31.3%	84.4%	32	6.3%	46.9%	40.6%	6.3%
0.0%	28.6%	71.4%	100.0%	21	0.0%	19.0%	52.4%	28.6%
12.2%	24.4%	63.4%	87.8%	41	7.3%	34.1%	48.8%	9.8%
14.6%	36.6%	41.5%	78.0%	41	0.0%	24.4%	51.2%	24.4%
15.8%	47.4%	36.8%	84.2%	38	5.3%	60.5%	23.7%	10.5%
21.4%	23.8%	45.2%	69.0%	42	9.5%	33.3%	23.8%	33.3%
13.3%	25.3%	60.0%	85.3%	76	21.1%	48.7%	23.7%	6.6%
21.5%	41.8%	34.2%	75.9%	79	38.0%	40.5%	13.9%	7.6%
26.8%	35.2%	15.5%	50.7%	71	50.7%	31.0%	16.9%	1.4%
31.7%	22.2%	27.0%	49.2%	63	60.3%	27.0%	6.3%	6.3%
26.8%	26.8%	39.0%	65.9%	82	18.3%	34.1%	36.6%	11.0%
7.0%	33.8%	53.5%	87.3%	71	7.0%	23.9%	39.4%	29.6%
22.7%	25.3%	28.0%	53.3%	75	36.0%	36.0%	17.3%	10.7%
18.9%	20.3%	32.4%	52.7%	74	62.2%	21.6%	8.1%	8.1%
11.3%	33.8%	50.7%	84.5%	71	4.2%	28.2%	49.3%	18.3%
19.2%	27.4%	47.9%	75.3%	73	5.5%	31.5%	41.1%	21.9%
11.7%	42.9%	44.2%	87.0%	77	20.8%	27.3%	31.2%	20.8%
17.2%	26.6%	48.4%	75.0%	64	12.5%	23.4%	25.0%	39.1%
22.8%	28.5%	38.2%	66.7%	123	39.8%	35.8%	17.9%	6.5%
33.7%	29.6%	24.5%	54.1%	98	63.3%	24.5%	9.2%	3.1%
10.3%	38.3%	49.5%	87.9%	107	1.9%	31.8%	38.3%	28.0%
11.4%	42.1%	45.6%	87.7%	114	14.9%	37.7%	31.6%	15.8%
18.6%	26.5%	52.9%	79.4%	102	21.6%	37.3%	24.5%	16.7%
13.3%	20.8%	64.2%	85.0%	120	6.7%	18.3%	44.2%	30.8%
17.9%	30.5%	47.4%	77.9%	95	4.2%	18.9%	48.4%	28.4%
11.2%	27.6%	59.2%	86.7%	98	3.1%	29.6%	43.9%	23.5%
18.6%	25.6%	48.8%	74.4%	43	27.9%	23.3%	37.2%	11.6%
26.1%	32.6%	34.8%	67.4%	46	4.3%	28.3%	52.2%	15.2%
23.5%	38.2%	32.4%	70.6%	34	5.9%	52.9%	32.4%	8.8%
15.9%	31.8%	50.0%	81.8%	44	9.1%	27.3%	40.9%	22.7%
22.5%	25.0%	42.5%	67.5%	40	35.0%	27.5%	35.0%	2.5%
21.1%	39.5%	34.2%	73.7%	38	39.5%	34.2%	21.1%	5.3%
17.6%	23.5%	41.2%	64.7%	51	52.9%	25.5%	21.6%	0.0%
18.3%	36.7%	38.3%	75.0%	60	61.7%	25.0%	8.3%	5.0%

11.9%	22.9%	61.9%	84.7%	118	5.9%	16.1%	39.0%	39.0%
21.4%	25.4%	39.7%	65.1%	126	42.9%	32.5%	11.1%	13.5%
13.2%	34.6%	46.3%	80.9%	136	2.9%	15.4%	47.1%	34.6%
14.3%	33.1%	50.4%	83.5%	133	3.8%	23.3%	46.6%	26.3%
9.3%	39.8%	47.5%	87.3%	118	1.7%	14.4%	31.4%	52.5%
12.8%	32.0%	53.6%	85.6%	125	13.6%	29.6%	40.0%	16.8%
17.6%	23.7%	55.7%	79.4%	131	17.6%	32.1%	26.0%	24.4%
22.8%	19.5%	43.9%	63.4%	123	50.4%	22.8%	18.7%	8.1%
45.9%	17.6%	32.9%	50.6%	87	18.4%	35.6%	31.0%	14.9%
35.0%	21.7%	18.3%	40.0%	60	15.0%	36.7%	33.3%	15.0%
28.0%	20.0%	46.0%	66.0%	50	16.0%	38.0%	32.0%	14.0%
10.2%	37.3%	47.5%	84.7%	59	5.1%	30.5%	42.4%	22.0%
0.0%	12.5%	87.5%	100.0%	24	4.2%	8.3%	41.7%	45.8%
36.4%	36.4%	22.7%	59.1%	22	0.0%	31.8%	50.0%	18.2%
26.4%	29.9%	40.2%	70.1%	88	12.5%	36.4%	31.8%	19.3%
20.0%	35.7%	37.1%	72.9%	70	1.4%	37.1%	51.4%	10.0%
23.4%	25.2%	47.7%	73.0%	111	8.1%	19.8%	45.9%	26.1%
12.8%	33.7%	44.2%	77.9%	86	3.5%	15.1%	40.7%	40.7%
18.2%	35.3%	39.5%	74.8%	386	9.8%	34.5%	38.1%	17.6%
17.0%	36.6%	43.3%	79.9%	363	21.8%	32.2%	32.2%	13.8%
14.9%	33.9%	47.1%	81.0%	366	28.1%	34.2%	21.0%	16.7%
18.9%	29.3%	36.2%	65.5%	409	40.3%	28.1%	19.6%	12.0%
23.4%	25.6%	37.9%	63.5%	359	49.3%	24.2%	18.1%	8.4%
24.0%	16.0%	58.7%	74.7%	75	9.3%	24.0%	36.0%	30.7%
15.9%	26.1%	52.3%	78.4%	88	3.4%	22.7%	39.8%	34.1%
16.4%	37.3%	42.6%	79.9%	374	9.9%	30.2%	42.8%	17.1%
22.9%	8.6%	65.7%	74.3%	35	8.6%	34.3%	34.3%	22.9%
14.6%	31.7%	46.3%	78.0%	41	0.0%	19.5%	41.5%	39.0%
3.8%	38.5%	53.8%	92.3%	26	0.0%	23.1%	19.2%	57.7%
20.8%	20.8%	52.1%	72.9%	48	8.3%	14.6%	25.0%	52.1%
9.1%	25.0%	65.9%	90.9%	44	13.6%	43.2%	22.7%	20.5%
9.1%	24.2%	60.6%	84.8%	33	6.1%	36.4%	30.3%	27.3%
11.1%	22.2%	53.7%	75.9%	54	24.1%	31.5%	33.3%	11.1%
19.0%	21.4%	31.0%	52.4%	42	57.1%	23.8%	7.1%	11.9%
19.3%	26.3%	49.1%	75.4%	57	17.5%	35.1%	36.8%	10.5%
32.4%	29.7%	29.7%	59.5%	37	8.1%	48.6%	21.6%	21.6%
24.5%	42.9%	28.6%	71.4%	49	16.3%	57.1%	20.4%	6.1%
15.2%	32.6%	41.3%	73.9%	46	19.6%	45.7%	30.4%	4.3%
20.0%	37.1%	31.4%	68.6%	35	40.0%	20.0%	37.1%	2.9%
23.6%	29.1%	36.4%	65.5%	55	49.1%	30.9%	10.9%	9.1%
23.9%	28.3%	37.0%	65.2%	46	30.4%	34.8%	17.4%	17.4%
20.4%	37.0%	22.2%	59.3%	54	55.6%	31.5%	9.3%	3.7%
20.1%	20.6%	36.3%	56.9%	568	47.9%	18.7%	16.5%	16.9%
20.1%	18.7%	44.2%	62.8%	572	50.0%	19.9%	16.6%	13.5%
NA	NA	NA	NA	0	NA	NA	NA	NA
27.7%	14.5%	5.5%	20.1%	315	87.9%	9.2%	2.2%	0.6%
24.8%	13.6%	3.6%	17.2%	258	91.5%	7.4%	1.2%	0.0%
24.9%	32.9%	35.0%	67.9%	277	10.8%	41.9%	32.1%	15.2%
16.8%	38.8%	37.0%	75.8%	274	29.6%	42.0%	20.8%	7.7%

23.1%	31.5%	38.1%	69.6%	260	25.8%	34.6%	27.7%	11.9%
20.8%	27.9%	32.7%	60.6%	312	49.0%	23.4%	17.3%	10.3%
31.9%	25.4%	27.1%	52.5%	295	58.3%	26.1%	10.8%	4.7%
32.4%	29.6%	35.2%	64.8%	71	15.5%	40.8%	36.6%	7.0%
35.9%	38.0%	15.2%	53.3%	92	15.2%	51.1%	22.8%	10.9%
21.3%	42.6%	29.8%	72.3%	94	11.7%	46.8%	34.0%	7.4%
35.8%	29.7%	18.8%	48.5%	229	17.9%	52.8%	21.0%	8.3%
27.5%	33.9%	27.1%	61.0%	216	35.2%	37.5%	22.7%	4.6%
33.6%	28.4%	26.3%	54.7%	232	64.7%	21.1%	9.1%	5.2%
N<10	N<10	N<10	N<10	1	N<10	N<10	N<10	N<10
19.3%	29.3%	44.4%	73.7%	258	9.3%	38.0%	27.1%	25.6%
17.4%	32.6%	45.3%	77.9%	277	21.3%	28.5%	24.2%	26.0%
19.1%	26.3%	47.8%	74.1%	251	29.5%	27.5%	15.9%	27.1%
44.6%	27.9%	11.2%	39.1%	259	19.7%	52.5%	22.0%	5.8%
37.9%	32.2%	19.4%	51.5%	230	49.1%	35.7%	11.7%	3.5%
29.9%	32.2%	14.8%	47.0%	266	63.9%	25.9%	7.1%	3.0%
36.7%	20.4%	30.6%	51.0%	49	34.7%	36.7%	24.5%	4.1%
42.6%	27.8%	3.7%	31.5%	55	25.5%	56.4%	14.5%	3.6%
37.5%	33.9%	19.6%	53.6%	56	8.9%	53.6%	30.4%	7.1%
42.3%	28.2%	23.9%	52.1%	72	31.9%	47.2%	20.8%	0.0%
26.2%	42.9%	7.1%	50.0%	42	23.8%	52.4%	23.8%	0.0%
32.7%	32.7%	26.9%	59.6%	54	31.5%	51.9%	14.8%	1.9%
31.3%	29.2%	35.4%	64.6%	47	23.4%	34.0%	29.8%	12.8%
31.9%	36.2%	23.4%	59.6%	48	12.5%	56.3%	31.3%	0.0%
25.5%	52.9%	15.7%	68.6%	52	23.1%	48.1%	28.8%	0.0%
39.5%	25.6%	27.9%	53.5%	43	23.3%	27.9%	41.9%	7.0%
36.4%	29.5%	20.5%	50.0%	44	15.9%	43.2%	27.3%	13.6%
29.8%	29.8%	40.4%	70.2%	47	12.8%	38.3%	42.6%	6.4%
11.9%	14.9%	71.6%	86.6%	67	0.0%	11.9%	32.8%	55.2%
5.7%	21.4%	72.9%	94.3%	70	1.4%	10.0%	34.3%	54.3%
8.5%	16.9%	74.6%	91.5%	59	0.0%	15.3%	50.8%	33.9%
32.7%	30.6%	34.7%	65.3%	49	24.5%	40.8%	20.4%	14.3%
46.2%	19.2%	7.7%	26.9%	52	21.2%	51.9%	26.9%	0.0%
42.5%	45.0%	7.5%	52.5%	40	27.5%	55.0%	17.5%	0.0%
6.4%	27.7%	66.0%	93.6%	47	10.6%	21.3%	42.6%	25.5%
8.7%	34.8%	50.0%	84.8%	45	6.7%	17.8%	51.1%	24.4%
21.7%	21.7%	54.3%	76.1%	46	2.2%	34.8%	43.5%	19.6%
22.2%	28.9%	44.4%	73.3%	45	31.1%	31.1%	26.7%	11.1%
11.5%	34.6%	38.5%	73.1%	26	3.8%	61.5%	23.1%	11.5%
51.6%	25.8%	12.9%	38.7%	31	22.6%	64.5%	12.9%	0.0%
5.1%	15.3%	78.0%	93.2%	59	5.1%	15.3%	49.2%	30.5%
13.1%	29.5%	50.8%	80.3%	61	6.6%	36.1%	27.9%	29.5%
25.6%	32.6%	41.9%	74.4%	43	9.3%	41.9%	32.6%	16.3%
42.6%	31.9%	23.4%	55.3%	48	25.0%	43.8%	22.9%	8.3%
34.0%	26.4%	13.2%	39.6%	53	26.4%	49.1%	24.5%	0.0%
31.8%	38.6%	25.0%	63.6%	45	22.2%	53.3%	20.0%	4.4%
39.2%	20.3%	36.5%	56.8%	74	27.0%	28.4%	41.9%	2.7%
34.3%	28.4%	10.4%	38.8%	67	10.4%	64.2%	23.9%	1.5%
27.7%	43.1%	20.0%	63.1%	65	10.8%	44.6%	38.5%	6.2%



20.6%	20.6%	52.9%	73.5%	68	17.6%	29.4%	32.4%	20.6%
19.6%	31.4%	43.1%	74.5%	51	5.9%	35.3%	33.3%	25.5%
29.1%	29.1%	40.0%	69.1%	54	3.7%	50.0%	22.2%	24.1%
35.6%	35.6%	24.4%	60.0%	45	15.6%	46.7%	31.1%	6.7%
48.6%	21.6%	2.7%	24.3%	39	41.0%	43.6%	15.4%	0.0%
33.3%	35.6%	20.0%	55.6%	45	15.6%	44.4%	40.0%	0.0%
36.6%	32.4%	25.4%	57.7%	71	32.4%	29.6%	32.4%	5.6%
34.9%	39.5%	2.3%	41.9%	43	20.9%	53.5%	25.6%	0.0%
25.0%	40.0%	22.5%	62.5%	40	15.0%	47.5%	32.5%	5.0%
56.1%	16.7%	18.2%	34.8%	66	36.4%	34.8%	18.2%	10.6%
37.7%	19.7%	6.6%	26.2%	61	31.1%	55.7%	11.5%	1.6%
32.4%	32.4%	15.5%	47.9%	71	32.4%	42.3%	23.9%	1.4%
20.6%	29.4%	48.5%	77.9%	68	13.2%	23.5%	39.7%	23.5%
11.5%	27.9%	59.0%	86.9%	61	3.3%	23.0%	39.3%	34.4%
11.3%	43.5%	45.2%	88.7%	62	3.2%	29.0%	46.8%	21.0%
48.9%	28.9%	11.1%	40.0%	46	43.5%	37.0%	19.6%	0.0%
47.9%	27.1%	10.4%	37.5%	50	24.0%	50.0%	20.0%	6.0%
27.9%	41.9%	25.6%	67.4%	44	27.3%	40.9%	25.0%	6.8%
13.0%	36.2%	50.7%	87.0%	70	4.3%	24.3%	54.3%	17.1%
25.0%	37.5%	25.0%	62.5%	56	3.6%	33.9%	44.6%	17.9%
29.4%	37.3%	25.5%	62.7%	51	9.8%	52.9%	33.3%	3.9%
24.3%	30.0%	44.3%	74.3%	72	8.3%	27.8%	29.2%	34.7%
32.5%	23.8%	37.5%	61.3%	81	8.6%	25.9%	54.3%	11.1%
17.5%	33.3%	46.0%	79.4%	63	9.5%	42.9%	34.9%	12.7%
32.7%	25.0%	34.6%	59.6%	52	21.2%	38.5%	32.7%	7.7%
31.6%	28.9%	13.2%	42.1%	38	5.3%	73.7%	21.1%	0.0%
47.7%	15.9%	27.3%	43.2%	44	25.0%	63.6%	4.5%	6.8%
55.3%	19.1%	21.3%	40.4%	47	21.3%	31.9%	36.2%	10.6%
40.5%	40.5%	8.1%	48.6%	39	23.1%	51.3%	23.1%	2.6%
57.8%	28.9%	6.7%	35.6%	47	14.9%	61.7%	21.3%	2.1%
37.0%	28.3%	30.4%	58.7%	46	17.4%	50.0%	23.9%	8.7%
29.5%	47.7%	9.1%	56.8%	45	20.0%	48.9%	31.1%	0.0%
32.1%	39.6%	18.9%	58.5%	53	26.4%	52.8%	17.0%	3.8%
18.9%	21.6%	51.4%	73.0%	37	24.3%	24.3%	35.1%	16.2%
10.4%	37.5%	47.9%	85.4%	48	2.1%	33.3%	39.6%	25.0%
15.9%	36.4%	47.7%	84.1%	44	9.1%	52.3%	29.5%	9.1%
41.6%	25.8%	25.8%	51.7%	89	23.6%	39.3%	27.0%	10.1%
45.1%	30.5%	14.6%	45.1%	83	30.1%	50.6%	16.9%	2.4%
41.3%	37.5%	16.3%	53.8%	80	23.8%	55.0%	21.3%	0.0%
37.9%	25.3%	34.7%	60.0%	95	13.7%	37.9%	42.1%	6.3%
31.2%	33.3%	24.7%	58.1%	94	6.4%	56.4%	29.8%	7.4%
29.9%	40.3%	24.7%	64.9%	77	15.6%	55.8%	26.0%	2.6%
42.4%	25.0%	30.4%	55.4%	92	23.9%	46.7%	25.0%	4.3%
38.0%	34.8%	9.8%	44.6%	92	14.1%	66.3%	18.5%	1.1%
34.9%	34.9%	28.9%	63.9%	83	21.7%	54.2%	21.7%	2.4%
36.6%	37.2%	10.9%	48.1%	184	16.8%	52.2%	28.3%	2.7%
31.2%	38.7%	20.1%	58.8%	199	45.2%	37.2%	15.1%	2.5%
31.6%	32.9%	22.4%	55.3%	228	53.9%	33.3%	11.4%	1.3%
27.2%	20.3%	10.2%	30.5%	246	77.6%	17.1%	4.1%	1.2%

26.8%	19.6%	9.4%	28.9%	235	86.4%	9.8%	2.6%	1.3%
31.0%	16.5%	9.0%	25.5%	184	78.3%	17.9%	3.3%	0.5%
31.2%	21.0%	6.4%	27.4%	156	83.3%	11.5%	4.5%	0.6%
N<10	N<10	N<10	N<10	5	N<10	N<10	N<10	N<10
N<10	N<10	N<10	N<10	3	N<10	N<10	N<10	N<10
N<10	N<10	N<10	N<10	3	N<10	N<10	N<10	N<10
N<10	N<10	N<10	N<10	1	N<10	N<10	N<10	N<10
N<10	N<10	N<10	N<10	4	N<10	N<10	N<10	N<10
N<10	N<10	N<10	N<10	5	N<10	N<10	N<10	N<10
N<10	N<10	N<10	N<10	6	N<10	N<10	N<10	N<10
N<10	N<10	N<10	N<10	5	N<10	N<10	N<10	N<10
55.7%	14.5%	19.1%	33.6%	141	37.6%	36.9%	21.3%	4.3%
42.4%	23.5%	5.3%	28.8%	134	31.3%	50.7%	17.2%	0.7%
51.9%	23.7%	10.4%	34.1%	137	35.0%	54.0%	10.9%	0.0%
11.7%	11.7%	74.8%	86.5%	163	5.5%	10.4%	33.1%	50.9%
8.9%	26.7%	61.5%	88.1%	135	1.5%	19.3%	25.9%	53.3%
15.2%	20.5%	62.9%	83.3%	132	3.0%	20.5%	39.4%	37.1%
17.8%	16.4%	64.4%	80.8%	73	8.2%	26.0%	39.7%	26.0%
11.3%	31.0%	56.3%	87.3%	71	1.4%	28.2%	47.9%	22.5%
8.5%	38.0%	53.5%	91.5%	71	2.8%	35.2%	39.4%	22.5%
9.2%	21.4%	67.3%	88.8%	98	0.0%	15.3%	31.6%	53.1%
5.2%	28.1%	64.6%	92.7%	96	7.3%	29.2%	33.3%	30.2%
13.8%	37.2%	46.8%	84.0%	94	23.4%	40.4%	17.0%	19.1%
44.2%	26.0%	14.9%	40.9%	216	19.0%	59.3%	19.0%	2.8%
39.0%	25.4%	14.1%	39.5%	183	50.8%	38.3%	9.8%	1.1%
35.6%	33.0%	9.9%	42.9%	197	51.8%	35.0%	10.7%	2.5%
32.9%	24.3%	40.0%	64.3%	70	15.7%	40.0%	38.6%	5.7%
17.9%	42.9%	23.2%	66.1%	56	5.4%	50.0%	42.9%	1.8%
40.8%	36.6%	18.3%	54.9%	71	25.4%	45.1%	28.2%	1.4%
41.5%	29.2%	21.5%	50.8%	65	33.8%	43.1%	18.5%	4.6%
21.3%	36.2%	14.9%	51.1%	47	17.0%	55.3%	27.7%	0.0%
41.7%	33.3%	13.3%	46.7%	60	31.7%	50.0%	18.3%	0.0%
9.3%	16.0%	73.3%	89.3%	75	2.7%	18.7%	50.7%	28.0%
10.3%	29.5%	53.8%	83.3%	78	6.4%	26.9%	48.7%	17.9%
13.5%	41.9%	41.9%	83.8%	74	4.1%	27.0%	51.4%	17.6%
35.7%	31.0%	28.6%	59.5%	42	26.2%	40.5%	31.0%	2.4%
42.9%	24.5%	10.2%	34.7%	49	16.3%	65.3%	18.4%	0.0%
43.2%	35.1%	18.9%	54.1%	37	13.5%	54.1%	24.3%	8.1%
15.0%	15.0%	66.0%	81.0%	100	12.0%	19.0%	46.0%	23.0%
22.7%	29.1%	40.9%	70.0%	110	4.5%	42.7%	33.6%	19.1%
18.3%	38.5%	43.1%	81.7%	109	12.8%	42.2%	37.6%	7.3%
21.1%	15.5%	59.2%	74.6%	71	14.1%	18.3%	39.4%	28.2%
16.7%	30.3%	37.9%	68.2%	66	1.5%	37.9%	45.5%	15.2%
24.7%	32.9%	41.2%	74.1%	85	8.2%	40.0%	37.6%	14.1%
44.6%	16.2%	35.1%	51.4%	74	24.3%	45.9%	23.0%	6.8%
31.4%	25.5%	9.8%	35.3%	51	19.6%	56.9%	21.6%	2.0%
43.3%	41.8%	13.4%	55.2%	67	28.4%	58.2%	13.4%	0.0%
46.7%	22.2%	20.0%	42.2%	45	40.0%	33.3%	20.0%	6.7%
38.5%	21.2%	17.3%	38.5%	53	18.9%	60.4%	17.0%	3.8%

54.5%	25.0%	15.9%	40.9%	45	24.4%	57.8%	17.8%	0.0%
30.0%	32.1%	25.6%	57.7%	622	16.6%	51.6%	24.4%	7.4%
28.6%	35.1%	27.7%	62.8%	573	39.6%	34.6%	17.5%	8.4%
26.7%	28.4%	28.6%	57.1%	567	59.8%	21.3%	12.0%	6.9%
24.9%	24.1%	24.7%	48.8%	600	61.5%	20.0%	12.0%	6.5%
27.6%	20.2%	23.3%	43.5%	623	67.1%	18.5%	9.5%	5.0%
45.4%	23.5%	21.8%	45.4%	120	35.0%	31.7%	27.5%	5.8%
48.5%	26.5%	11.8%	38.2%	68	13.2%	50.0%	32.4%	4.4%
31.0%	46.4%	11.9%	58.3%	84	33.3%	54.8%	11.9%	0.0%
8.2%	16.4%	74.0%	90.4%	74	5.4%	10.8%	31.1%	52.7%
5.7%	30.0%	62.9%	92.9%	71	0.0%	16.9%	35.2%	47.9%
9.0%	17.9%	73.1%	91.0%	70	2.9%	18.6%	31.4%	47.1%
30.6%	25.0%	42.6%	67.6%	108	9.3%	27.8%	41.7%	21.3%
26.0%	32.0%	31.0%	63.0%	99	9.1%	35.4%	36.4%	19.2%
26.2%	35.0%	35.0%	69.9%	103	7.8%	44.7%	36.9%	10.7%
31.7%	9.8%	41.5%	51.2%	41	9.8%	26.8%	51.2%	12.2%
21.7%	32.6%	32.6%	65.2%	46	13.0%	30.4%	41.3%	15.2%
30.4%	39.1%	28.3%	67.4%	46	13.0%	47.8%	30.4%	8.7%
21.2%	26.0%	51.0%	76.9%	105	16.2%	36.2%	38.1%	9.5%
26.3%	31.6%	31.6%	63.2%	96	11.5%	53.1%	29.2%	6.3%
18.3%	50.0%	30.5%	80.5%	82	4.9%	56.1%	36.6%	2.4%
26.4%	33.3%	31.9%	65.3%	72	26.4%	37.5%	33.3%	2.8%
28.6%	46.4%	3.6%	50.0%	56	14.3%	58.9%	23.2%	3.6%
41.8%	34.5%	14.5%	49.1%	55	16.4%	56.4%	27.3%	0.0%
46.3%	29.3%	19.5%	48.8%	42	35.7%	35.7%	21.4%	7.1%
50.0%	17.4%	6.5%	23.9%	46	28.3%	54.3%	17.4%	0.0%
30.3%	33.3%	27.3%	60.6%	33	6.1%	54.5%	33.3%	6.1%
11.5%	34.6%	46.2%	80.8%	52	9.6%	32.7%	38.5%	19.2%
29.8%	31.9%	17.0%	48.9%	48	20.8%	43.8%	33.3%	2.1%
17.9%	60.7%	21.4%	82.1%	28	25.0%	21.4%	46.4%	7.1%
29.5%	20.5%	50.0%	70.5%	44	13.6%	31.8%	40.9%	13.6%
27.6%	27.6%	31.0%	58.6%	29	17.2%	48.3%	31.0%	3.4%
25.9%	40.7%	29.6%	70.4%	27	22.2%	44.4%	29.6%	3.7%
32.0%	32.0%	36.0%	68.0%	50	10.0%	28.0%	56.0%	6.0%
32.7%	32.7%	30.8%	63.5%	52	11.5%	32.7%	44.2%	11.5%
22.2%	28.9%	35.6%	64.4%	45	15.6%	42.2%	31.1%	11.1%
27.9%	23.3%	44.2%	67.4%	43	20.9%	44.2%	23.3%	11.6%
28.6%	40.0%	20.0%	60.0%	35	11.4%	48.6%	34.3%	5.7%
30.0%	46.7%	20.0%	66.7%	30	20.0%	53.3%	20.0%	6.7%
33.3%	23.8%	38.1%	61.9%	21	19.0%	33.3%	42.9%	4.8%
31.8%	36.4%	31.8%	68.2%	22	18.2%	22.7%	40.9%	18.2%
12.9%	35.5%	48.4%	83.9%	31	3.2%	41.9%	41.9%	12.9%
14.6%	29.2%	52.1%	81.3%	48	4.2%	35.4%	37.5%	22.9%
23.2%	37.5%	17.9%	55.4%	55	10.9%	38.2%	38.2%	12.7%
21.2%	40.4%	34.6%	75.0%	55	12.7%	40.0%	40.0%	7.3%
32.0%	26.7%	40.0%	66.7%	75	12.0%	28.0%	42.7%	17.3%
15.3%	40.3%	36.1%	76.4%	72	9.7%	40.3%	37.5%	12.5%
28.4%	37.8%	31.1%	68.9%	74	10.8%	44.6%	36.5%	8.1%
30.7%	38.7%	22.2%	60.9%	224	11.6%	46.0%	33.5%	8.9%



25.2%	47.6%	19.7%	67.3%	253	40.3%	40.3%	17.0%	2.4%
30.0%	31.9%	18.8%	50.7%	215	65.1%	21.9%	9.3%	3.7%
32.3%	28.7%	30.5%	59.1%	161	18.0%	48.4%	26.1%	7.5%
19.2%	42.3%	26.9%	69.2%	129	31.0%	42.6%	18.6%	7.8%
31.8%	28.0%	21.7%	49.7%	156	66.7%	25.0%	3.8%	4.5%
28.7%	33.0%	32.2%	65.2%	393	10.4%	44.8%	29.8%	15.0%
18.9%	42.3%	32.7%	75.1%	396	30.1%	41.9%	19.4%	8.6%
27.1%	30.8%	33.7%	64.6%	346	42.8%	31.5%	15.0%	10.7%
31.2%	15.4%	11.9%	27.3%	249	84.3%	11.2%	3.6%	0.8%
28.5%	19.4%	11.8%	31.2%	183	77.0%	14.2%	7.1%	1.6%
23.0%	16.4%	13.2%	29.6%	152	77.6%	12.5%	5.3%	4.6%
26.8%	24.6%	17.3%	41.9%	180	76.7%	11.7%	6.1%	5.6%
28.6%	28.6%	17.7%	46.3%	147	60.5%	24.5%	10.2%	4.8%
28.6%	27.9%	25.2%	53.1%	144	61.8%	22.2%	10.4%	5.6%
26.7%	27.6%	17.7%	45.3%	420	66.2%	15.7%	11.2%	6.9%
22.4%	28.4%	30.2%	58.6%	349	61.3%	18.3%	13.2%	7.2%
30.6%	18.4%	46.9%	65.3%	49	12.2%	32.7%	34.7%	20.4%
31.0%	32.8%	25.9%	58.6%	58	19.0%	37.9%	36.2%	6.9%
14.0%	36.0%	46.0%	82.0%	50	14.0%	40.0%	40.0%	6.0%
35.6%	27.4%	28.8%	56.2%	73	16.4%	46.6%	27.4%	9.6%
44.4%	30.2%	14.3%	44.4%	63	15.9%	54.0%	27.0%	3.2%
36.0%	32.0%	29.3%	61.3%	75	13.3%	60.0%	17.3%	9.3%
13.5%	21.6%	62.2%	83.8%	37	5.4%	13.5%	54.1%	27.0%
7.7%	30.8%	59.0%	89.7%	39	7.7%	25.6%	41.0%	25.6%
16.7%	35.7%	47.6%	83.3%	42	7.1%	28.6%	54.8%	9.5%
35.4%	14.6%	14.6%	29.2%	47	74.5%	19.1%	4.3%	2.1%
30.0%	30.0%	26.3%	56.3%	80	60.0%	21.3%	12.5%	6.3%
30.4%	17.4%	52.2%	69.6%	23	8.7%	17.4%	34.8%	39.1%
17.2%	31.0%	44.8%	75.9%	29	17.2%	24.1%	44.8%	13.8%
N<10	N<10	N<10	N<10	7	N<10	N<10	N<10	N<10
18.6%	29.1%	50.0%	79.1%	87	14.9%	24.1%	41.4%	19.5%
27.5%	37.5%	23.8%	61.3%	80	10.0%	47.5%	32.5%	10.0%
11.0%	31.7%	52.4%	84.1%	82	11.0%	46.3%	31.7%	11.0%
52.6%	21.1%	14.0%	35.1%	57	24.6%	31.6%	33.3%	10.5%
32.7%	25.0%	17.3%	42.3%	51	15.7%	39.2%	35.3%	9.8%
21.9%	37.5%	34.4%	71.9%	32	15.6%	56.3%	25.0%	3.1%
13.9%	26.7%	58.4%	85.1%	101	11.9%	13.9%	43.6%	30.7%
9.5%	23.8%	65.5%	89.3%	84	2.4%	31.0%	42.9%	23.8%
16.5%	28.6%	51.6%	80.2%	91	6.6%	39.6%	39.6%	14.3%
16.1%	38.7%	42.3%	81.0%	137	8.8%	31.4%	27.7%	32.1%
12.3%	36.8%	48.0%	84.8%	171	20.5%	25.7%	29.8%	24.0%
24.4%	28.5%	42.3%	70.7%	122	27.9%	24.6%	25.4%	22.1%
27.3%	27.3%	38.2%	65.5%	55	25.5%	29.1%	36.4%	9.1%
30.0%	37.8%	17.8%	55.6%	90	16.7%	41.1%	34.4%	7.8%
18.5%	44.6%	27.7%	72.3%	65	21.5%	55.4%	18.5%	4.6%
28.1%	34.2%	30.8%	65.0%	260	10.4%	44.6%	30.8%	14.2%
17.6%	34.4%	38.9%	73.3%	222	24.8%	32.4%	26.1%	16.7%
20.7%	32.6%	38.4%	71.0%	276	32.6%	35.1%	17.8%	14.5%
6.4%	23.4%	70.2%	93.6%	95	4.2%	17.9%	31.6%	46.3%

11.4%	21.6%	62.5%	84.1%	88	6.8%	13.6%	29.5%	50.0%
9.8%	31.7%	58.5%	90.2%	83	6.0%	25.3%	38.6%	30.1%
23.0%	27.7%	22.7%	50.4%	275	65.8%	19.3%	10.2%	4.7%
21.1%	24.3%	31.6%	55.9%	247	61.1%	22.7%	10.5%	5.7%
16.7%	12.5%	70.8%	83.3%	72	1.4%	23.6%	45.8%	29.2%
20.0%	21.3%	54.7%	76.0%	75	2.7%	18.7%	50.7%	28.0%
16.9%	31.2%	49.4%	80.5%	77	3.9%	33.8%	49.4%	13.0%
19.7%	43.4%	35.5%	78.9%	76	7.9%	28.9%	32.9%	30.3%
14.1%	40.8%	45.1%	85.9%	71	12.7%	33.8%	32.4%	21.1%
16.0%	20.0%	62.0%	82.0%	50	18.0%	36.0%	24.0%	22.0%
16.0%	26.0%	50.0%	76.0%	50	32.0%	24.0%	34.0%	10.0%
11.1%	24.4%	53.3%	77.8%	45	31.1%	31.1%	22.2%	15.6%
16.9%	20.0%	56.9%	76.9%	65	9.2%	23.1%	38.5%	29.2%
17.8%	31.5%	47.9%	79.5%	73	6.8%	26.0%	45.2%	21.9%
26.3%	35.5%	36.8%	72.4%	76	10.5%	43.4%	36.8%	9.2%
16.6%	23.6%	56.7%	80.3%	158	7.0%	27.8%	27.8%	37.3%
12.4%	28.0%	55.9%	83.9%	161	11.8%	19.9%	21.7%	46.6%
14.1%	30.3%	50.7%	81.0%	142	20.4%	21.1%	21.8%	36.6%
15.6%	36.7%	40.6%	77.3%	128	37.5%	24.2%	22.7%	15.6%
20.0%	25.3%	37.3%	62.7%	75	52.0%	17.3%	12.0%	18.7%
18.3%	32.9%	45.1%	78.0%	82	4.9%	32.9%	34.1%	28.0%
12.0%	32.5%	49.4%	81.9%	83	16.9%	26.5%	39.8%	16.9%
10.9%	23.6%	60.0%	83.6%	55	16.4%	29.1%	27.3%	27.3%
10.3%	23.1%	56.4%	79.5%	39	33.3%	25.6%	10.3%	30.8%
15.4%	7.7%	69.2%	76.9%	26	46.2%	34.6%	7.7%	11.5%
27.6%	22.8%	41.4%	64.1%	145	35.2%	26.2%	24.1%	14.5%
21.1%	34.5%	28.9%	63.4%	143	25.2%	33.6%	30.8%	10.5%
25.9%	33.1%	33.7%	66.9%	166	24.1%	41.0%	25.9%	9.0%
24.6%	23.4%	41.1%	64.6%	176	16.5%	45.5%	25.6%	12.5%
17.9%	30.8%	44.2%	75.0%	224	36.2%	36.2%	19.2%	8.5%
17.9%	24.4%	47.0%	71.4%	234	42.3%	31.2%	16.7%	9.8%
21.9%	27.7%	27.1%	54.8%	155	58.7%	19.4%	14.2%	7.7%
25.9%	23.1%	35.2%	58.3%	108	58.3%	26.9%	9.3%	5.6%
36.4%	31.8%	15.9%	47.7%	46	13.0%	56.5%	26.1%	4.3%
25.5%	46.8%	12.8%	59.6%	50	44.0%	36.0%	20.0%	0.0%
43.1%	29.3%	13.8%	43.1%	60	78.3%	15.0%	1.7%	5.0%
14.1%	20.7%	64.1%	84.8%	92	7.6%	21.7%	39.1%	31.5%
10.9%	33.7%	50.0%	83.7%	92	4.3%	27.2%	43.5%	25.0%
22.1%	30.1%	47.8%	77.9%	113	5.3%	33.6%	49.6%	11.5%
18.1%	24.4%	57.5%	81.9%	127	7.1%	35.4%	34.6%	22.8%
18.3%	31.7%	47.5%	79.2%	120	14.2%	25.0%	40.8%	20.0%
11.0%	26.3%	58.5%	84.7%	118	17.8%	32.2%	21.2%	28.8%
14.5%	24.4%	45.0%	69.5%	131	38.9%	22.1%	20.6%	18.3%
21.0%	21.0%	52.4%	73.4%	124	41.9%	27.4%	12.1%	18.5%
36.7%	31.7%	25.0%	56.7%	60	30.0%	41.7%	26.7%	1.7%
38.1%	33.3%	11.9%	45.2%	42	7.1%	59.5%	23.8%	9.5%
49.0%	34.7%	12.2%	46.9%	49	20.4%	59.2%	20.4%	0.0%
37.2%	39.5%	14.0%	53.5%	43	16.3%	55.8%	20.9%	7.0%
13.9%	55.6%	22.2%	77.8%	36	13.9%	58.3%	22.2%	5.6%

17.1%	28.6%	25.7%	54.3%	35	45.7%	25.7%	22.9%	5.7%
38.9%	25.9%	35.2%	61.1%	54	14.8%	40.7%	35.2%	9.3%
31.5%	27.8%	25.9%	53.7%	54	7.4%	53.7%	33.3%	5.6%
22.2%	50.0%	25.9%	75.9%	54	11.1%	64.8%	18.5%	5.6%
37.0%	46.3%	16.7%	63.0%	54	13.0%	55.6%	31.5%	0.0%
29.4%	47.1%	17.6%	64.7%	51	37.3%	35.3%	25.5%	2.0%
33.3%	25.9%	35.2%	61.1%	54	44.4%	27.8%	20.4%	7.4%
32.5%	26.5%	19.3%	45.8%	83	62.7%	21.7%	9.6%	6.0%
26.7%	27.9%	27.9%	55.8%	86	67.4%	19.8%	5.8%	7.0%
27.1%	43.8%	25.0%	68.8%	48	16.7%	37.5%	37.5%	8.3%
25.0%	38.5%	25.0%	63.5%	51	7.8%	39.2%	37.3%	15.7%
11.5%	30.8%	55.8%	86.5%	52	13.5%	34.6%	36.5%	15.4%
14.3%	21.4%	57.1%	78.6%	42	16.7%	26.2%	38.1%	19.0%
40.0%	6.7%	0.0%	6.7%	14	85.7%	14.3%	0.0%	0.0%
25.0%	6.3%	0.0%	6.3%	13	RV	RV	RV	RV
34.5%	24.1%	3.4%	27.6%	29	79.3%	17.2%	3.4%	0.0%
31.6%	21.1%	5.3%	26.3%	19	89.5%	10.5%	0.0%	0.0%
13.5%	23.0%	58.1%	81.1%	75	10.7%	44.0%	22.7%	22.7%
9.7%	23.6%	65.3%	88.9%	72	16.7%	31.9%	26.4%	25.0%
12.7%	27.0%	60.3%	87.3%	63	33.3%	30.2%	20.6%	15.9%
21.7%	17.4%	47.8%	65.2%	23	43.5%	17.4%	21.7%	17.4%
38.2%	27.3%	25.5%	52.7%	55	45.5%	34.5%	20.0%	0.0%
47.4%	18.4%	15.8%	34.2%	38	44.7%	28.9%	23.7%	2.6%
45.9%	37.8%	2.7%	40.5%	37	18.9%	59.5%	18.9%	2.7%
41.2%	44.1%	8.8%	52.9%	34	17.6%	47.1%	32.4%	2.9%
57.1%	14.3%	28.6%	42.9%	21	52.4%	33.3%	9.5%	4.8%
29.4%	11.8%	35.3%	47.1%	18	38.9%	44.4%	16.7%	0.0%
50.0%	25.0%	25.0%	50.0%	12	25.0%	33.3%	41.7%	0.0%
N<10	N<10	N<10	N<10	2	N<10	N<10	N<10	N<10
N<10	N<10	N<10	N<10	4	N<10	N<10	N<10	N<10
N<10	N<10	N<10	N<10	8	N<10	N<10	N<10	N<10
N<10	N<10	N<10	N<10	4	N<10	N<10	N<10	N<10
N<10	N<10	N<10	N<10	2	N<10	N<10	N<10	N<10
N<10	N<10	N<10	N<10	6	N<10	N<10	N<10	N<10
N<10	N<10	N<10	N<10	6	N<10	N<10	N<10	N<10
N<10	N<10	N<10	N<10	4	N<10	N<10	N<10	N<10
N<10	N<10	N<10	N<10	9	N<10	N<10	N<10	N<10
N<10	N<10	N<10	N<10	6	N<10	N<10	N<10	N<10
N<10	N<10	N<10	N<10	5	N<10	N<10	N<10	N<10
N<10	N<10	N<10	N<10	9	N<10	N<10	N<10	N<10
N<10	N<10	N<10	N<10	4	N<10	N<10	N<10	N<10
N<10	N<10	N<10	N<10	3	N<10	N<10	N<10	N<10
18.2%	0.0%	0.0%	0.0%	11	RV	RV	RV	RV
N<10	N<10	N<10	N<10	9	N<10	N<10	N<10	N<10
30.8%	34.6%	26.9%	61.5%	26	23.1%	26.9%	46.2%	3.8%
27.6%	41.4%	10.3%	51.7%	29	44.8%	48.3%	6.9%	0.0%
40.0%	40.0%	11.4%	51.4%	35	28.6%	60.0%	8.6%	2.9%
29.3%	46.3%	12.2%	58.5%	41	14.6%	51.2%	29.3%	4.9%
31.0%	35.7%	31.0%	66.7%	42	19.0%	45.2%	23.8%	11.9%

44.1%	17.6%	26.5%	44.1%	34	26.5%	50.0%	20.6%	2.9%
17.2%	34.5%	27.6%	62.1%	29	48.3%	31.0%	17.2%	3.4%
22.2%	11.1%	44.4%	55.6%	36	50.0%	30.6%	16.7%	2.8%
21.3%	26.5%	37.5%	64.0%	136	40.4%	28.7%	21.3%	9.6%
25.4%	26.9%	45.5%	72.4%	133	18.8%	30.1%	25.6%	25.6%
12.5%	32.0%	50.0%	82.0%	129	2.3%	24.0%	51.2%	22.5%
17.4%	39.1%	37.7%	76.8%	138	11.6%	34.1%	40.6%	13.8%
22.2%	37.3%	34.9%	72.2%	126	8.7%	42.9%	27.8%	20.6%
15.4%	38.5%	44.1%	82.5%	145	17.2%	29.0%	30.3%	23.4%
11.4%	24.7%	60.1%	84.8%	157	12.7%	26.8%	28.7%	31.8%
15.5%	27.7%	36.5%	64.2%	148	42.6%	18.2%	25.0%	14.2%
33.7%	34.3%	18.3%	52.7%	169	39.6%	39.6%	16.6%	4.1%
30.7%	31.8%	13.4%	45.3%	179	72.1%	19.0%	5.0%	3.9%
33.3%	14.1%	4.7%	18.8%	193	80.3%	15.0%	3.6%	1.0%
21.5%	14.5%	12.0%	26.5%	200	84.5%	9.5%	4.5%	1.5%
44.5%	20.7%	26.9%	47.6%	227	40.1%	29.1%	22.9%	7.9%
39.8%	18.0%	9.3%	27.3%	161	26.7%	48.4%	21.7%	3.1%
35.6%	30.3%	14.4%	44.7%	134	38.1%	47.0%	14.2%	0.7%
43.5%	24.7%	13.5%	38.2%	170	19.4%	53.5%	20.0%	7.1%
7.3%	20.0%	72.7%	92.7%	55	1.8%	32.7%	47.3%	18.2%
20.6%	31.7%	42.9%	74.6%	63	7.9%	47.6%	38.1%	6.3%
23.4%	42.6%	27.7%	70.2%	47	19.1%	46.8%	31.9%	2.1%
20.0%	36.7%	31.7%	68.3%	60	13.3%	46.7%	28.3%	11.7%
13.8%	55.2%	27.6%	82.8%	58	24.1%	39.7%	27.6%	8.6%
22.4%	32.8%	37.3%	70.1%	67	32.8%	38.8%	16.4%	11.9%
19.7%	23.7%	14.5%	38.2%	76	73.7%	18.4%	7.9%	0.0%
26.8%	19.6%	28.6%	48.2%	56	60.7%	23.2%	14.3%	1.8%
12.5%	16.7%	69.2%	85.8%	120	7.5%	20.0%	45.0%	27.5%
16.7%	32.4%	41.2%	73.5%	102	7.8%	42.2%	38.2%	11.8%
35.6%	32.2%	30.5%	62.7%	118	21.2%	45.8%	30.5%	2.5%
20.1%	26.1%	35.8%	61.9%	134	51.5%	21.6%	18.7%	8.2%
21.3%	23.8%	42.6%	66.4%	122	50.0%	27.9%	14.8%	7.4%
20.7%	31.9%	40.5%	72.4%	116	3.4%	26.7%	45.7%	24.1%
15.4%	44.3%	38.3%	82.6%	149	29.5%	36.2%	25.5%	8.7%
22.6%	35.5%	33.9%	69.4%	124	33.1%	37.1%	23.4%	6.5%
N<10	N<10	N<10	N<10	1	N<10	N<10	N<10	N<10
N<10	N<10	N<10	N<10	1	N<10	N<10	N<10	N<10
N<10	N<10	N<10	N<10	8	N<10	N<10	N<10	N<10
N<10	N<10	N<10	N<10	9	N<10	N<10	N<10	N<10
14.0%	28.0%	57.0%	85.0%	100	10.0%	23.0%	50.0%	17.0%
11.9%	34.5%	52.4%	86.9%	84	3.6%	23.8%	52.4%	20.2%
10.4%	32.1%	56.6%	88.7%	106	4.7%	20.8%	46.2%	28.3%
24.6%	28.1%	43.9%	71.9%	114	19.3%	19.3%	35.1%	26.3%
31.9%	29.8%	23.4%	53.2%	94	10.6%	42.6%	39.4%	7.4%
18.5%	45.7%	34.8%	80.4%	92	9.8%	48.9%	32.6%	8.7%
11.0%	19.5%	69.5%	89.0%	118	1.7%	24.6%	41.5%	32.2%
18.3%	28.0%	52.4%	80.5%	82	2.4%	34.1%	37.8%	25.6%
7.0%	34.0%	59.0%	93.0%	100	4.0%	30.0%	45.0%	21.0%
19.3%	22.8%	56.1%	78.9%	114	7.9%	16.7%	43.9%	31.6%

18.8%	28.8%	48.8%	77.5%	80	3.8%	30.0%	45.0%	21.3%
12.7%	36.7%	45.6%	82.3%	79	7.6%	30.4%	36.7%	25.3%
16.5%	30.8%	48.4%	79.1%	364	13.5%	27.7%	26.1%	32.7%
21.0%	23.5%	42.5%	66.0%	401	22.2%	29.2%	23.9%	24.7%
16.2%	35.1%	45.9%	80.9%	388	4.4%	22.4%	38.4%	34.8%
10.5%	33.2%	53.1%	86.2%	392	12.5%	27.3%	29.6%	30.6%
15.2%	26.9%	47.3%	74.2%	392	35.5%	29.1%	23.7%	11.7%
16.5%	22.7%	59.8%	82.5%	97	9.3%	15.5%	37.1%	38.1%
19.8%	29.7%	40.6%	70.3%	101	7.9%	28.7%	40.6%	22.8%
13.8%	39.4%	42.6%	81.9%	96	5.2%	27.1%	53.1%	14.6%
23.7%	20.5%	53.8%	74.4%	156	7.7%	16.7%	39.7%	35.9%
21.1%	38.2%	34.1%	72.4%	123	5.7%	24.4%	38.2%	31.7%
14.3%	38.4%	46.4%	84.8%	112	8.9%	36.6%	43.8%	10.7%
15.8%	25.4%	38.2%	63.5%	657	39.9%	23.6%	20.9%	15.7%
18.9%	22.1%	42.4%	64.5%	693	45.2%	24.4%	19.8%	10.7%
14.3%	28.6%	55.1%	83.7%	98	6.1%	17.3%	49.0%	27.6%
24.1%	24.1%	45.8%	69.9%	83	3.6%	26.5%	44.6%	25.3%
16.2%	31.5%	48.6%	80.2%	111	3.6%	22.5%	43.2%	30.6%
20.8%	22.2%	54.2%	76.4%	72	8.3%	27.8%	40.3%	23.6%
22.4%	38.2%	35.5%	73.7%	76	5.3%	32.9%	48.7%	13.2%
13.9%	37.5%	45.8%	83.3%	72	8.3%	34.7%	37.5%	19.4%
17.2%	24.2%	58.6%	82.8%	99	9.1%	27.3%	32.3%	31.3%
10.3%	28.0%	59.8%	87.9%	107	1.9%	20.6%	40.2%	37.4%
7.2%	27.8%	64.9%	92.8%	97	6.2%	30.9%	40.2%	22.7%
21.7%	30.9%	42.9%	73.8%	383	7.0%	30.3%	34.2%	28.5%
16.6%	32.9%	46.9%	79.8%	339	20.1%	27.4%	29.5%	23.0%
17.7%	30.8%	45.2%	76.0%	398	21.6%	27.6%	24.1%	26.6%
16.5%	18.3%	62.6%	80.9%	116	5.2%	21.6%	34.5%	38.8%
13.7%	35.3%	42.2%	77.5%	102	6.9%	32.4%	39.2%	21.6%
8.5%	39.4%	51.1%	90.4%	94	1.1%	31.9%	38.3%	28.7%
14.9%	28.0%	52.9%	81.0%	289	4.5%	21.5%	30.4%	43.6%
15.4%	31.2%	52.0%	83.2%	298	15.4%	22.8%	29.9%	31.9%
13.4%	29.5%	54.8%	84.3%	307	15.3%	27.7%	27.0%	30.0%
17.4%	17.4%	62.0%	79.3%	91	8.8%	12.1%	33.0%	46.2%
20.3%	36.2%	40.6%	76.8%	70	4.3%	32.9%	45.7%	17.1%
16.7%	31.3%	52.1%	83.3%	96	6.3%	27.1%	42.7%	24.0%
19.0%	26.6%	53.2%	79.7%	79	7.6%	21.5%	54.4%	16.5%
29.2%	24.0%	26.0%	50.0%	96	65.6%	18.8%	11.5%	4.2%
15.0%	40.0%	38.8%	78.8%	80	10.0%	35.0%	40.0%	15.0%
17.8%	37.8%	43.3%	81.1%	90	7.8%	41.1%	38.9%	12.2%
10.2%	38.8%	49.0%	87.8%	98	1.0%	28.6%	41.8%	28.6%
14.6%	43.9%	40.2%	84.1%	82	19.5%	39.0%	32.9%	8.5%
18.7%	34.1%	45.1%	79.1%	91	20.9%	33.0%	27.5%	18.7%
24.2%	28.6%	27.5%	56.0%	91	42.9%	26.4%	17.6%	13.2%
39.0%	22.0%	33.3%	55.3%	123	17.9%	31.7%	37.4%	13.0%
32.1%	35.8%	23.9%	59.6%	109	11.0%	38.5%	37.6%	12.8%
22.0%	25.0%	24.2%	49.2%	132	53.0%	22.7%	16.7%	7.6%
22.4%	25.5%	21.4%	46.9%	99	68.7%	13.1%	15.2%	3.0%
27.9%	35.1%	32.4%	67.6%	111	12.6%	39.6%	34.2%	13.5%



24.5%	36.4%	31.8%	68.2%	110	10.0%	47.3%	31.8%	10.9%
14.7%	35.3%	41.2%	76.5%	102	30.4%	40.2%	21.6%	7.8%
17.3%	42.3%	36.5%	78.8%	104	37.5%	33.7%	17.3%	11.5%
26.2%	32.8%	36.1%	68.9%	61	4.9%	27.9%	55.7%	11.5%
20.0%	32.0%	46.0%	78.0%	50	6.0%	20.0%	54.0%	20.0%
21.0%	43.5%	32.3%	75.8%	62	8.1%	25.8%	32.3%	33.9%
19.4%	29.0%	50.0%	79.0%	62	4.8%	24.2%	54.8%	16.1%
21.2%	48.1%	28.8%	76.9%	52	9.6%	38.5%	38.5%	13.5%
22.5%	18.3%	49.3%	67.6%	71	16.9%	26.8%	32.4%	23.9%
19.7%	24.2%	39.4%	63.6%	66	31.8%	27.3%	22.7%	18.2%
14.3%	30.0%	35.7%	65.7%	70	41.4%	40.0%	11.4%	7.1%
22.2%	33.3%	38.9%	72.2%	18	11.1%	38.9%	38.9%	11.1%
N<10	N<10	N<10	N<10	6	N<10	N<10	N<10	N<10
17.6%	52.9%	23.5%	76.5%	17	29.4%	64.7%	5.9%	0.0%
0.0%	41.7%	50.0%	91.7%	12	8.3%	33.3%	50.0%	8.3%
0.0%	33.3%	58.3%	91.7%	13	15.4%	15.4%	46.2%	23.1%
8.3%	33.3%	50.0%	83.3%	12	16.7%	33.3%	33.3%	16.7%
23.5%	17.6%	23.5%	41.2%	17	47.1%	29.4%	17.6%	5.9%
22.7%	45.5%	22.7%	68.2%	22	54.5%	36.4%	9.1%	0.0%
12.5%	43.8%	37.5%	81.3%	16	31.3%	25.0%	37.5%	6.3%
20.0%	26.7%	46.7%	73.3%	15	33.3%	33.3%	26.7%	6.7%
53.3%	20.0%	20.0%	40.0%	15	60.0%	13.3%	20.0%	6.7%
16.7%	58.3%	16.7%	75.0%	12	66.7%	0.0%	33.3%	0.0%
36.8%	31.6%	31.6%	63.2%	19	15.8%	42.1%	36.8%	5.3%
27.8%	33.3%	33.3%	66.7%	18	11.1%	50.0%	38.9%	0.0%
6.3%	12.5%	75.0%	87.5%	16	37.5%	18.8%	25.0%	18.8%
42.9%	21.4%	28.6%	50.0%	14	7.1%	42.9%	21.4%	28.6%
21.4%	21.4%	50.0%	71.4%	14	28.6%	21.4%	35.7%	14.3%
30.0%	40.0%	30.0%	70.0%	20	5.0%	55.0%	40.0%	0.0%
33.3%	28.6%	33.3%	61.9%	21	19.0%	52.4%	23.8%	4.8%
52.4%	23.8%	14.3%	38.1%	21	23.8%	57.1%	19.0%	0.0%
18.2%	40.9%	36.4%	77.3%	22	13.6%	68.2%	18.2%	0.0%
14.3%	50.0%	35.7%	85.7%	14	14.3%	64.3%	21.4%	0.0%
29.2%	25.0%	16.7%	41.7%	24	62.5%	29.2%	8.3%	0.0%
26.7%	33.3%	26.7%	60.0%	16	62.5%	18.8%	6.3%	12.5%
25.5%	27.3%	41.8%	69.1%	55	14.5%	38.2%	27.3%	20.0%
26.8%	31.7%	29.3%	61.0%	41	7.3%	43.9%	34.1%	14.6%
22.2%	33.3%	44.4%	77.8%	27	11.1%	44.4%	33.3%	11.1%
10.7%	25.0%	57.1%	82.1%	28	14.3%	28.6%	28.6%	28.6%
26.0%	14.0%	58.0%	72.0%	50	8.0%	30.0%	50.0%	12.0%
14.3%	53.6%	23.2%	76.8%	56	8.9%	30.4%	41.1%	19.6%
16.0%	46.0%	36.0%	82.0%	50	4.0%	40.0%	40.0%	16.0%
13.3%	35.6%	46.7%	82.2%	45	4.4%	37.8%	42.2%	15.6%
19.1%	25.5%	48.9%	74.5%	47	6.4%	38.3%	31.9%	23.4%
17.9%	32.1%	42.9%	75.0%	28	3.6%	25.0%	35.7%	35.7%
28.6%	35.7%	28.6%	64.3%	42	16.7%	40.5%	38.1%	4.8%
27.1%	27.1%	37.5%	64.6%	48	10.4%	41.7%	27.1%	20.8%
N<10	N<10	N<10	N<10	6	N<10	N<10	N<10	N<10
30.0%	40.0%	15.0%	55.0%	20	60.0%	35.0%	5.0%	0.0%

21.1%	26.3%	0.0%	26.3%	19	84.2%	15.8%	0.0%	0.0%
21.1%	5.3%	0.0%	5.3%	19	94.7%	5.3%	0.0%	0.0%
20.0%	20.0%	60.0%	80.0%	50	8.0%	28.0%	42.0%	22.0%
21.4%	46.4%	25.0%	71.4%	56	5.4%	35.7%	42.9%	16.1%
19.1%	44.7%	36.2%	80.9%	47	4.3%	61.7%	29.8%	4.3%
21.6%	41.2%	35.3%	76.5%	51	2.0%	49.0%	37.3%	11.8%
48.8%	9.8%	19.5%	29.3%	41	51.2%	22.0%	24.4%	2.4%
17.6%	26.5%	35.3%	61.8%	34	20.6%	47.1%	26.5%	5.9%
22.2%	40.7%	33.3%	74.1%	27	11.1%	44.4%	44.4%	0.0%
19.2%	30.8%	38.5%	69.2%	26	26.9%	34.6%	34.6%	3.8%
26.8%	17.1%	53.7%	70.7%	41	12.2%	14.6%	31.7%	41.5%
25.0%	21.4%	46.4%	67.9%	28	3.6%	39.3%	50.0%	7.1%
22.0%	48.8%	29.3%	78.0%	41	4.9%	51.2%	36.6%	7.3%
25.0%	23.1%	48.1%	71.2%	52	5.8%	23.1%	40.4%	30.8%
15.2%	22.2%	57.6%	79.8%	99	12.1%	15.2%	36.4%	36.4%
17.3%	40.7%	37.0%	77.8%	81	6.2%	34.6%	40.7%	18.5%
17.6%	47.1%	32.9%	80.0%	85	8.2%	32.9%	43.5%	15.3%
17.9%	39.3%	34.5%	73.8%	84	1.2%	41.7%	39.3%	17.9%
37.1%	29.0%	32.3%	61.3%	62	12.9%	37.1%	33.9%	16.1%
28.2%	43.6%	10.3%	53.8%	39	15.4%	53.8%	25.6%	5.1%
38.6%	38.6%	15.9%	54.5%	44	18.2%	56.8%	20.5%	4.5%
24.4%	34.1%	34.1%	68.3%	41	2.4%	46.3%	34.1%	17.1%
32.7%	28.6%	36.7%	65.3%	49	6.1%	28.6%	34.7%	30.6%
26.8%	33.9%	28.6%	62.5%	57	17.5%	35.1%	40.4%	7.0%
17.3%	34.6%	38.5%	73.1%	52	15.4%	34.6%	42.3%	7.7%
19.1%	25.5%	42.6%	68.1%	47	19.1%	34.0%	29.8%	17.0%
40.0%	18.7%	30.7%	49.3%	75	33.3%	34.7%	24.0%	8.0%
38.5%	44.2%	5.8%	50.0%	52	7.7%	63.5%	28.8%	0.0%
19.2%	48.7%	30.8%	79.5%	80	17.5%	36.3%	40.0%	6.3%
13.2%	41.5%	35.8%	77.4%	53	0.0%	37.7%	41.5%	20.8%
42.9%	16.3%	34.7%	51.0%	49	16.3%	40.8%	34.7%	8.2%
20.0%	40.0%	25.0%	65.0%	60	10.0%	28.3%	50.0%	11.7%
39.6%	35.8%	18.9%	54.7%	53	20.8%	52.8%	18.9%	7.5%
35.7%	37.5%	17.9%	55.4%	57	17.5%	50.9%	28.1%	3.5%
40.4%	20.2%	29.3%	49.5%	99	23.2%	29.3%	31.3%	16.2%
26.5%	37.3%	20.5%	57.8%	83	12.0%	48.2%	28.9%	10.8%
37.2%	38.5%	17.9%	56.4%	79	11.4%	55.7%	26.6%	6.3%
25.3%	21.7%	41.0%	62.7%	84	9.5%	48.8%	27.4%	14.3%
30.4%	26.6%	31.6%	58.2%	80	26.3%	23.8%	38.8%	11.3%
35.6%	32.2%	15.3%	47.5%	59	5.1%	52.5%	37.3%	5.1%
28.4%	37.3%	25.4%	62.7%	67	22.4%	41.8%	28.4%	7.5%
16.4%	32.8%	37.7%	70.5%	61	6.6%	39.3%	42.6%	11.5%
34.0%	29.8%	25.5%	55.3%	47	21.3%	27.7%	34.0%	17.0%
36.7%	36.7%	16.3%	53.1%	49	8.2%	34.7%	49.0%	8.2%
50.0%	32.1%	14.3%	46.4%	28	3.6%	46.4%	35.7%	14.3%
34.8%	47.8%	13.0%	60.9%	46	4.3%	32.6%	50.0%	13.0%
6.4%	34.3%	58.2%	92.4%	251	11.6%	23.5%	32.3%	32.7%
12.1%	19.6%	64.3%	83.9%	281	13.9%	21.4%	28.5%	36.3%
19.9%	22.1%	48.4%	70.5%	280	24.3%	27.5%	25.0%	23.2%

20.4%	43.4%	30.5%	73.9%	229	31.4%	38.4%	22.7%	7.4%
30.9%	30.9%	30.5%	61.4%	225	43.1%	32.9%	15.1%	8.9%
27.0%	24.5%	17.2%	41.7%	204	57.8%	27.0%	12.3%	2.9%
19.3%	44.2%	28.8%	73.0%	277	28.2%	44.8%	20.9%	6.1%
23.7%	33.8%	29.1%	62.9%	282	44.7%	33.0%	17.7%	4.6%
27.7%	23.2%	15.6%	38.8%	289	60.2%	23.9%	11.1%	4.8%
19.5%	37.2%	41.0%	78.2%	293	23.5%	32.4%	28.3%	15.7%
16.6%	26.0%	49.5%	75.5%	277	23.8%	31.8%	26.7%	17.7%
19.6%	24.9%	40.2%	65.1%	281	34.9%	26.3%	23.5%	15.3%
28.2%	20.2%	22.5%	42.6%	626	65.2%	21.6%	8.8%	4.5%
16.9%	23.8%	47.6%	71.4%	568	39.1%	26.8%	21.8%	12.3%
4.1%	11.0%	84.9%	95.9%	73	1.4%	13.7%	45.2%	39.7%
11.9%	32.1%	56.0%	88.1%	84	2.4%	10.7%	50.0%	36.9%
11.0%	41.5%	47.6%	89.0%	82	4.9%	28.0%	43.9%	23.2%
7.8%	24.7%	67.5%	92.2%	77	3.9%	10.4%	33.8%	51.9%
34.0%	21.3%	42.6%	63.8%	49	12.2%	32.7%	42.9%	12.2%
35.7%	35.7%	16.7%	52.4%	43	23.3%	46.5%	25.6%	4.7%
36.1%	38.9%	19.4%	58.3%	37	18.9%	43.2%	35.1%	2.7%
30.4%	47.8%	21.7%	69.6%	24	16.7%	33.3%	45.8%	4.2%
16.7%	19.0%	64.3%	83.3%	84	4.8%	23.8%	36.9%	34.5%
13.1%	42.9%	40.5%	83.3%	84	7.1%	32.1%	45.2%	15.5%
13.3%	36.1%	48.2%	84.3%	83	6.0%	37.3%	44.6%	12.0%
10.7%	32.1%	54.8%	86.9%	84	3.6%	33.3%	36.9%	26.2%
35.8%	30.2%	32.1%	62.3%	53	13.2%	34.0%	43.4%	9.4%
19.6%	41.2%	23.5%	64.7%	53	7.5%	54.7%	24.5%	13.2%
27.1%	37.5%	35.4%	72.9%	49	2.0%	51.0%	36.7%	10.2%
22.0%	40.0%	30.0%	70.0%	53	9.4%	37.7%	37.7%	15.1%
23.0%	14.8%	60.7%	75.4%	61	4.9%	19.7%	42.6%	32.8%
7.3%	32.7%	54.5%	87.3%	55	0.0%	29.1%	43.6%	27.3%
21.4%	35.7%	41.1%	76.8%	56	5.4%	26.8%	46.4%	21.4%
9.1%	36.4%	54.5%	90.9%	55	0.0%	5.5%	36.4%	58.2%
10.1%	19.2%	67.2%	86.4%	288	12.5%	25.0%	29.5%	33.0%
16.0%	23.3%	48.3%	71.7%	300	27.3%	22.3%	29.7%	20.7%
13.3%	24.3%	50.7%	75.0%	300	29.0%	27.7%	20.0%	23.3%
16.9%	19.0%	62.0%	81.0%	142	12.0%	16.2%	35.9%	35.9%
12.2%	34.5%	50.7%	85.1%	148	0.7%	29.1%	46.6%	23.6%
21.4%	33.6%	43.5%	77.1%	131	3.8%	31.3%	48.1%	16.8%
18.1%	24.5%	53.4%	77.9%	299	4.3%	24.4%	32.4%	38.8%
7.3%	39.4%	51.6%	91.1%	247	9.3%	27.5%	36.8%	26.3%
6.6%	19.9%	72.8%	92.6%	136	7.4%	10.3%	46.3%	36.0%
15.2%	35.2%	44.8%	80.0%	125	1.6%	26.4%	47.2%	24.8%
9.2%	35.9%	54.2%	90.1%	131	5.3%	24.4%	43.5%	26.7%
12.8%	27.7%	57.4%	85.1%	47	6.4%	27.7%	44.7%	21.3%
14.0%	34.9%	44.2%	79.1%	43	7.0%	25.6%	55.8%	11.6%
18.9%	43.2%	37.8%	81.1%	37	8.1%	56.8%	35.1%	0.0%
21.7%	28.3%	45.7%	73.9%	46	13.0%	43.5%	23.9%	19.6%
11.3%	41.5%	45.3%	86.8%	53	15.1%	37.7%	26.4%	20.8%
19.5%	41.5%	31.7%	73.2%	41	34.1%	26.8%	29.3%	9.8%
21.8%	27.3%	23.6%	50.9%	55	49.1%	30.9%	14.5%	5.5%



31.6%	33.3%	17.5%	50.9%	57	68.4%	17.5%	7.0%	7.0%
17.4%	26.1%	56.5%	82.6%	23	4.3%	21.7%	39.1%	34.8%
N<10	N<10	N<10	N<10	9	N<10	N<10	N<10	N<10
10.0%	55.0%	30.0%	85.0%	20	10.0%	70.0%	20.0%	0.0%
38.1%	42.9%	19.0%	61.9%	21	4.8%	52.4%	28.6%	14.3%
21.1%	47.4%	21.1%	68.4%	19	31.6%	36.8%	26.3%	5.3%
29.4%	41.2%	17.6%	58.8%	17	41.2%	29.4%	23.5%	5.9%
31.8%	18.2%	18.2%	36.4%	22	40.9%	31.8%	18.2%	9.1%
20.8%	20.8%	16.7%	37.5%	24	70.8%	8.3%	20.8%	0.0%
13.5%	32.4%	54.1%	86.5%	74	0.0%	37.8%	47.3%	14.9%
21.6%	31.1%	36.5%	67.6%	74	6.8%	56.8%	35.1%	1.4%
13.8%	32.8%	34.5%	67.2%	58	44.8%	25.9%	19.0%	10.3%
26.3%	35.1%	19.3%	54.4%	57	66.7%	15.8%	12.3%	5.3%
15.3%	39.0%	44.1%	83.1%	59	8.5%	32.2%	37.3%	22.0%
17.2%	37.5%	43.8%	81.3%	64	6.3%	35.9%	40.6%	17.2%
12.1%	42.4%	43.9%	86.4%	66	13.6%	40.9%	33.3%	12.1%
18.0%	32.8%	39.3%	72.1%	61	39.3%	32.8%	16.4%	11.5%
14.6%	25.0%	60.4%	85.4%	48	6.3%	27.1%	50.0%	16.7%
24.6%	46.2%	27.7%	73.8%	65	12.3%	36.9%	41.5%	9.2%
20.0%	35.7%	40.0%	75.7%	70	5.7%	55.7%	32.9%	5.7%
13.6%	34.8%	43.9%	78.8%	66	13.6%	42.4%	27.3%	16.7%
25.9%	29.6%	44.4%	74.1%	54	24.1%	35.2%	33.3%	7.4%
14.1%	31.3%	51.6%	82.8%	64	18.8%	21.9%	26.6%	32.8%
27.7%	16.9%	30.8%	47.7%	65	52.3%	26.2%	15.4%	6.2%
22.9%	15.7%	30.0%	45.7%	70	58.6%	22.9%	14.3%	4.3%
22.1%	29.3%	47.6%	76.9%	209	8.1%	34.9%	35.9%	21.1%
20.0%	45.3%	30.0%	75.3%	170	1.8%	41.8%	34.7%	21.8%
15.1%	40.3%	44.0%	84.3%	161	3.1%	35.4%	41.0%	20.5%
32.9%	24.3%	28.6%	52.9%	143	46.2%	30.8%	14.7%	8.4%
24.6%	39.7%	31.8%	71.5%	179	2.2%	32.4%	41.9%	23.5%
17.9%	44.5%	35.3%	79.8%	174	13.2%	32.8%	33.3%	20.7%
20.5%	29.5%	46.8%	76.3%	190	16.8%	25.3%	30.5%	27.4%
27.3%	26.8%	27.8%	54.6%	195	35.9%	29.2%	22.6%	12.3%
28.0%	25.3%	41.3%	66.7%	75	10.7%	36.0%	44.0%	9.3%
21.7%	31.9%	34.8%	66.7%	69	7.2%	42.0%	42.0%	8.7%
23.4%	55.3%	19.1%	74.5%	47	8.5%	34.0%	42.6%	14.9%
31.7%	38.1%	23.8%	61.9%	63	1.6%	55.6%	36.5%	6.3%
14.4%	53.3%	27.8%	81.1%	90	31.1%	37.8%	26.7%	4.4%
21.6%	23.5%	54.9%	78.4%	51	25.5%	37.3%	23.5%	13.7%
24.5%	37.7%	22.6%	60.4%	53	50.9%	18.9%	22.6%	7.5%
27.0%	28.6%	27.0%	55.6%	63	50.8%	20.6%	17.5%	11.1%
27.2%	22.3%	49.5%	71.8%	103	10.7%	23.3%	40.8%	25.2%
11.4%	35.4%	44.3%	79.7%	79	3.8%	29.1%	49.4%	17.7%
21.9%	35.4%	41.7%	77.1%	96	12.5%	27.1%	42.7%	17.7%
18.2%	35.2%	36.4%	71.6%	88	29.5%	43.2%	21.6%	5.7%
16.3%	22.5%	45.0%	67.5%	80	42.5%	26.3%	22.5%	8.8%
18.2%	32.3%	45.5%	77.8%	99	6.1%	43.4%	37.4%	13.1%
17.5%	43.3%	37.1%	80.4%	97	18.6%	32.0%	30.9%	18.6%
17.3%	34.6%	42.3%	76.9%	104	18.3%	30.8%	30.8%	20.2%

20.4%	27.8%	49.1%	76.9%	108	11.1%	34.3%	37.0%	17.6%
23.3%	31.7%	39.2%	70.8%	120	6.7%	31.7%	44.2%	17.5%
23.7%	22.8%	24.6%	47.4%	114	42.1%	27.2%	21.1%	9.6%
29.6%	29.6%	26.9%	56.5%	108	60.2%	25.0%	9.3%	5.6%
28.8%	38.7%	31.5%	70.3%	111	11.7%	36.0%	37.8%	14.4%
16.4%	45.1%	32.8%	77.9%	122	6.6%	29.5%	39.3%	24.6%
14.4%	32.4%	48.9%	81.3%	139	16.5%	28.1%	33.1%	22.3%
22.5%	34.1%	38.8%	72.9%	129	24.0%	33.3%	22.5%	20.2%
16.0%	13.8%	69.1%	83.0%	94	4.3%	35.1%	35.1%	25.5%
12.9%	39.6%	43.6%	83.2%	101	1.0%	26.7%	59.4%	12.9%
12.2%	30.0%	55.6%	85.6%	90	2.2%	30.0%	58.9%	8.9%
19.8%	24.0%	54.2%	78.1%	96	1.0%	30.2%	43.8%	25.0%
19.8%	36.5%	36.5%	72.9%	96	14.6%	38.5%	34.4%	12.5%
18.2%	30.7%	44.3%	75.0%	88	28.4%	29.5%	21.6%	20.5%
17.5%	31.3%	33.8%	65.0%	80	33.8%	26.3%	30.0%	10.0%
15.1%	20.4%	41.9%	62.4%	93	50.5%	29.0%	17.2%	3.2%
14.3%	14.3%	71.4%	85.7%	14	7.1%	14.3%	42.9%	35.7%
28.6%	21.4%	28.6%	50.0%	14	7.1%	42.9%	42.9%	7.1%
20.0%	30.0%	50.0%	80.0%	20	15.0%	40.0%	40.0%	5.0%
17.4%	43.5%	34.8%	78.3%	23	13.0%	39.1%	30.4%	17.4%
27.8%	27.8%	44.4%	72.2%	18	22.2%	33.3%	44.4%	0.0%
9.1%	40.9%	36.4%	77.3%	22	31.8%	36.4%	18.2%	13.6%
0.0%	14.3%	71.4%	85.7%	14	21.4%	14.3%	50.0%	14.3%
23.5%	29.4%	35.3%	64.7%	17	47.1%	47.1%	5.9%	0.0%
25.0%	18.8%	56.3%	75.0%	16	6.3%	31.3%	50.0%	12.5%
11.8%	58.8%	23.5%	82.4%	17	5.9%	35.3%	47.1%	11.8%
26.7%	13.3%	60.0%	73.3%	15	13.3%	33.3%	33.3%	20.0%
N<10	N<10	N<10	N<10	8	N<10	N<10	N<10	N<10
17.6%	41.2%	35.3%	76.5%	17	11.8%	41.2%	11.8%	35.3%
28.6%	35.7%	28.6%	64.3%	14	42.9%	28.6%	14.3%	14.3%
20.0%	20.0%	60.0%	80.0%	20	20.0%	35.0%	30.0%	15.0%
25.0%	8.3%	58.3%	66.7%	12	41.7%	33.3%	25.0%	0.0%
14.0%	32.3%	52.7%	84.9%	93	5.4%	22.6%	40.9%	31.2%
18.4%	34.2%	43.4%	77.6%	77	6.5%	31.2%	45.5%	16.9%
23.7%	31.2%	41.9%	73.1%	93	23.7%	35.5%	34.4%	6.5%
20.5%	29.5%	40.9%	70.5%	89	16.9%	38.2%	40.4%	4.5%
46.0%	25.4%	22.2%	47.6%	63	28.6%	39.7%	28.6%	3.2%
37.2%	30.2%	11.6%	41.9%	44	25.0%	61.4%	13.6%	0.0%
35.1%	33.3%	22.5%	55.9%	112	33.0%	42.9%	20.5%	3.6%
32.7%	37.8%	16.3%	54.1%	98	15.3%	45.9%	34.7%	4.1%
22.1%	34.0%	38.1%	72.1%	315	27.9%	34.9%	26.3%	10.8%
22.7%	30.1%	36.6%	66.8%	324	40.1%	31.5%	13.3%	15.1%
24.0%	35.8%	33.5%	69.4%	347	15.9%	43.5%	33.1%	7.5%
25.3%	30.3%	36.7%	66.9%	360	6.7%	46.1%	30.6%	16.7%
22.9%	25.9%	22.3%	48.2%	336	56.8%	19.3%	15.8%	8.0%
24.6%	24.9%	27.7%	52.6%	330	66.4%	15.8%	9.4%	8.5%
17.5%	37.5%	42.5%	80.0%	40	15.0%	30.0%	42.5%	12.5%
20.0%	51.1%	22.2%	73.3%	46	10.9%	60.9%	23.9%	4.3%
24.0%	38.0%	32.0%	70.0%	50	14.0%	64.0%	22.0%	0.0%

16.7%	54.2%	22.9%	77.1%	48	8.3%	52.1%	39.6%	0.0%
22.4%	53.4%	19.0%	72.4%	58	48.3%	37.9%	10.3%	3.4%
10.4%	37.5%	39.6%	77.1%	48	41.7%	50.0%	4.2%	4.2%
22.6%	32.3%	33.9%	66.1%	62	50.0%	32.3%	11.3%	6.5%
33.3%	24.1%	29.6%	53.7%	54	55.6%	35.2%	9.3%	0.0%
12.5%	25.0%	60.9%	85.9%	64	7.8%	29.7%	35.9%	26.6%
9.4%	39.6%	50.9%	90.6%	53	3.8%	39.6%	41.5%	15.1%
10.2%	27.1%	59.3%	86.4%	59	11.9%	42.4%	33.9%	11.9%
15.3%	33.9%	44.1%	78.0%	59	11.9%	54.2%	27.1%	6.8%
10.7%	30.4%	57.1%	87.5%	56	17.9%	32.1%	28.6%	21.4%
10.6%	22.7%	62.1%	84.8%	66	24.2%	19.7%	21.2%	34.8%
16.0%	34.0%	32.0%	66.0%	50	44.0%	34.0%	10.0%	12.0%
33.3%	20.0%	31.7%	51.7%	60	60.0%	18.3%	15.0%	6.7%
14.7%	29.4%	55.9%	85.3%	34	5.9%	41.2%	35.3%	17.6%
32.1%	21.4%	32.1%	53.6%	28	7.1%	53.6%	28.6%	10.7%
23.5%	52.9%	23.5%	76.5%	17	5.9%	41.2%	52.9%	0.0%
26.0%	32.0%	28.0%	60.0%	100	15.0%	46.0%	32.0%	7.0%
20.9%	37.2%	37.2%	74.4%	86	26.7%	38.4%	25.6%	9.3%
16.5%	28.2%	40.0%	68.2%	85	41.2%	36.5%	16.5%	5.9%
31.6%	22.8%	43.9%	66.7%	57	7.0%	24.6%	38.6%	29.8%
20.8%	43.4%	28.3%	71.7%	53	5.7%	18.9%	64.2%	11.3%
25.0%	47.7%	18.2%	65.9%	44	6.8%	34.1%	47.7%	11.4%
17.3%	30.6%	25.5%	56.1%	98	45.9%	32.7%	14.3%	7.1%
17.6%	34.1%	18.8%	52.9%	85	57.6%	28.2%	11.8%	2.4%
28.6%	37.1%	22.9%	60.0%	35	48.6%	37.1%	5.7%	8.6%
33.3%	42.9%	19.0%	61.9%	21	9.5%	52.4%	33.3%	4.8%
52.6%	36.8%	5.3%	42.1%	19	36.8%	57.9%	5.3%	0.0%
43.5%	26.1%	8.7%	34.8%	23	21.7%	69.6%	8.7%	0.0%
36.8%	36.8%	15.8%	52.6%	19	15.8%	63.2%	21.1%	0.0%
31.8%	31.8%	18.2%	50.0%	22	68.2%	27.3%	4.5%	0.0%
23.3%	16.7%	6.7%	23.3%	30	90.0%	6.7%	3.3%	0.0%
50.0%	20.8%	8.3%	29.2%	24	87.5%	12.5%	0.0%	0.0%
12.0%	20.7%	66.3%	87.0%	92	7.6%	15.2%	32.6%	44.6%
13.7%	30.5%	43.2%	73.7%	96	40.6%	25.0%	25.0%	9.4%
11.6%	32.6%	49.5%	82.1%	95	5.3%	25.3%	47.4%	22.1%
15.5%	31.1%	45.6%	76.7%	103	7.8%	37.9%	45.6%	8.7%
14.4%	30.8%	48.1%	78.8%	104	4.8%	25.0%	39.4%	30.8%
7.1%	33.9%	54.5%	88.4%	112	8.9%	23.2%	39.3%	28.6%
11.6%	36.8%	46.3%	83.2%	96	20.8%	25.0%	27.1%	27.1%
18.2%	34.3%	33.3%	67.7%	99	35.4%	22.2%	29.3%	13.1%
26.9%	30.8%	42.3%	73.1%	26	3.8%	30.8%	38.5%	26.9%
23.1%	34.6%	42.3%	76.9%	26	3.8%	19.2%	53.8%	23.1%
39.5%	23.7%	31.6%	55.3%	38	15.8%	31.6%	36.8%	15.8%
33.3%	25.9%	33.3%	59.3%	27	3.7%	40.7%	33.3%	22.2%
24.1%	51.7%	24.1%	75.9%	29	24.1%	24.1%	48.3%	3.4%
46.7%	20.0%	30.0%	50.0%	30	36.7%	36.7%	23.3%	3.3%
31.8%	27.3%	18.2%	45.5%	22	59.1%	22.7%	13.6%	4.5%
13.3%	33.3%	23.3%	56.7%	30	60.0%	30.0%	10.0%	0.0%
18.2%	22.7%	50.0%	72.7%	44	13.6%	40.9%	27.3%	18.2%

17.1%	40.0%	37.1%	77.1%	35	11.4%	42.9%	34.3%	11.4%
11.4%	36.4%	38.6%	75.0%	44	25.0%	47.7%	27.3%	0.0%
18.2%	18.2%	51.5%	69.7%	33	30.3%	39.4%	15.2%	15.2%
23.1%	35.9%	35.9%	71.8%	39	23.1%	38.5%	25.6%	12.8%
22.5%	22.5%	47.5%	70.0%	40	27.5%	32.5%	27.5%	12.5%
22.0%	20.0%	26.0%	46.0%	51	58.8%	29.4%	7.8%	3.9%
17.0%	36.2%	29.8%	66.0%	47	72.3%	17.0%	8.5%	2.1%
27.8%	26.7%	36.7%	63.3%	90	21.1%	32.2%	34.4%	12.2%
24.4%	48.7%	20.5%	69.2%	78	14.1%	47.4%	30.8%	7.7%
21.3%	43.6%	34.0%	77.7%	94	4.3%	40.4%	48.9%	6.4%
29.1%	26.2%	24.3%	50.5%	103	40.8%	25.2%	21.4%	12.6%
18.5%	30.6%	34.3%	64.8%	108	50.0%	26.9%	20.4%	2.8%
25.6%	33.3%	37.2%	70.5%	78	1.3%	35.9%	37.2%	25.6%
16.7%	41.7%	35.4%	77.1%	96	12.5%	30.2%	37.5%	19.8%
20.2%	38.3%	38.3%	76.6%	94	27.7%	31.9%	30.9%	9.6%
12.5%	33.7%	47.3%	81.0%	184	6.0%	34.2%	42.9%	16.8%
20.9%	39.0%	37.8%	76.7%	174	7.5%	35.6%	44.8%	12.1%
15.2%	38.7%	42.9%	81.7%	191	4.2%	33.0%	34.6%	28.3%
15.5%	42.2%	39.6%	81.8%	189	18.5%	26.5%	37.0%	18.0%
15.8%	30.5%	50.3%	80.8%	177	27.1%	27.7%	25.4%	19.8%
16.5%	20.9%	58.2%	79.1%	91	11.0%	27.5%	36.3%	25.3%
23.3%	24.4%	44.4%	68.9%	90	12.2%	18.9%	37.8%	31.1%
17.3%	31.4%	34.6%	65.9%	185	34.6%	32.4%	21.1%	11.9%
18.9%	23.2%	45.1%	68.3%	166	41.6%	33.7%	15.7%	9.0%
25.8%	22.7%	47.0%	69.7%	66	18.2%	39.4%	31.8%	10.6%
12.7%	38.1%	36.5%	74.6%	63	14.3%	34.9%	38.1%	12.7%
5.3%	15.8%	75.8%	91.6%	95	8.4%	21.1%	26.3%	44.2%
17.3%	21.8%	56.4%	78.2%	110	2.7%	25.5%	42.7%	29.1%
16.7%	26.2%	57.1%	83.3%	84	9.5%	20.2%	44.0%	26.2%
21.4%	36.9%	35.7%	72.6%	84	9.5%	47.6%	27.4%	15.5%
22.0%	16.0%	54.0%	70.0%	50	20.0%	26.0%	28.0%	26.0%
20.9%	20.9%	55.8%	76.7%	43	11.6%	23.3%	27.9%	37.2%
7.9%	18.0%	71.9%	89.9%	89	3.4%	12.4%	36.0%	48.3%
18.1%	37.3%	42.2%	79.5%	83	3.6%	21.7%	36.1%	38.6%
29.4%	19.1%	45.6%	64.7%	68	19.1%	32.4%	27.9%	20.6%
18.4%	32.7%	36.7%	69.4%	50	14.0%	34.0%	38.0%	14.0%
14.2%	32.3%	49.5%	81.8%	328	20.7%	25.6%	29.6%	24.1%
18.5%	23.0%	52.3%	75.3%	353	28.3%	32.0%	20.1%	19.5%
9.4%	25.9%	63.9%	89.8%	376	10.4%	22.9%	33.0%	33.8%
9.6%	20.6%	62.1%	82.7%	366	18.6%	22.1%	23.0%	36.3%
14.4%	24.0%	48.4%	72.3%	676	35.8%	21.9%	20.3%	22.0%
16.7%	21.2%	49.7%	71.0%	708	39.1%	22.5%	19.2%	19.2%
18.9%	24.3%	55.0%	79.3%	111	7.2%	22.5%	33.3%	36.9%
15.1%	39.7%	37.3%	77.0%	126	7.9%	33.3%	36.5%	22.2%
4.4%	16.7%	78.1%	94.7%	114	3.5%	5.3%	28.9%	62.3%
5.3%	20.0%	71.6%	91.6%	95	2.1%	10.5%	36.8%	50.5%
8.0%	30.5%	60.2%	90.7%	378	4.8%	31.0%	44.7%	19.6%
5.2%	25.5%	67.6%	93.0%	331	3.6%	23.9%	37.5%	35.0%
20.5%	37.7%	40.5%	78.1%	216	10.2%	35.2%	41.7%	13.0%

21.2%	33.6%	40.1%	73.7%	219	5.9%	27.9%	31.5%	34.7%
27.4%	18.9%	49.5%	68.4%	95	14.7%	29.5%	37.9%	17.9%
30.6%	35.3%	24.7%	60.0%	85	8.2%	37.6%	38.8%	15.3%
21.6%	40.1%	32.7%	72.8%	164	7.9%	44.5%	29.3%	18.3%
26.5%	32.7%	32.0%	64.6%	147	14.3%	30.6%	30.6%	24.5%
19.0%	22.2%	54.0%	76.2%	63	15.9%	27.0%	31.7%	25.4%
27.7%	36.2%	25.5%	61.7%	47	17.0%	38.3%	40.4%	4.3%
24.3%	22.9%	22.9%	45.7%	70	44.3%	31.4%	17.1%	7.1%
30.3%	18.2%	19.7%	37.9%	66	68.2%	19.7%	9.1%	3.0%
18.8%	39.1%	33.3%	72.5%	69	14.5%	39.1%	39.1%	7.2%
25.0%	34.6%	36.5%	71.2%	52	7.7%	36.5%	36.5%	19.2%
17.1%	44.7%	28.9%	73.7%	76	22.4%	38.2%	32.9%	6.6%
18.4%	30.3%	43.4%	73.7%	76	27.6%	39.5%	21.1%	11.8%
23.2%	33.7%	38.9%	72.6%	95	15.8%	18.9%	41.1%	24.2%
26.0%	24.0%	42.0%	66.0%	100	6.0%	29.0%	40.0%	25.0%
22.6%	36.9%	36.9%	73.8%	84	7.1%	28.6%	41.7%	22.6%
25.6%	36.7%	25.6%	62.2%	90	12.2%	35.6%	35.6%	16.7%
17.8%	43.3%	28.9%	72.2%	90	30.0%	36.7%	23.3%	10.0%
17.6%	24.7%	47.1%	71.8%	85	24.7%	29.4%	28.2%	17.6%
27.4%	22.6%	23.6%	46.2%	106	50.9%	17.0%	22.6%	9.4%
27.1%	14.6%	28.1%	42.7%	96	61.5%	22.9%	13.5%	2.1%
17.1%	26.0%	54.1%	80.1%	146	12.3%	24.0%	40.4%	23.3%
20.0%	31.2%	42.4%	73.6%	125	6.4%	25.6%	47.2%	20.8%
20.5%	21.2%	43.0%	64.2%	152	29.6%	28.9%	24.3%	17.1%
17.6%	26.4%	40.5%	66.9%	149	38.3%	32.9%	19.5%	9.4%
22.1%	35.6%	40.3%	75.8%	149	8.7%	39.6%	46.3%	5.4%
20.8%	30.6%	43.8%	74.3%	144	8.3%	33.3%	31.3%	27.1%
10.6%	30.5%	54.6%	85.1%	141	20.6%	31.9%	35.5%	12.1%
19.9%	26.5%	47.8%	74.3%	136	33.8%	32.4%	20.6%	13.2%
21.3%	38.7%	38.7%	77.3%	75	9.3%	30.7%	45.3%	14.7%
38.1%	38.1%	11.9%	50.0%	84	7.1%	54.8%	31.0%	7.1%
32.1%	34.5%	25.0%	59.5%	85	9.4%	54.1%	25.9%	10.6%
45.8%	29.2%	22.9%	52.1%	98	13.3%	41.8%	29.6%	15.3%
23.7%	31.2%	30.1%	61.3%	95	3.2%	46.3%	37.9%	12.6%
32.6%	29.2%	32.6%	61.8%	89	9.0%	53.9%	27.0%	10.1%
47.6%	21.4%	22.6%	44.0%	92	27.2%	38.0%	25.0%	9.8%
29.5%	25.6%	24.4%	50.0%	80	10.0%	63.8%	22.5%	3.8%
31.2%	40.3%	24.7%	64.9%	78	11.5%	50.0%	30.8%	7.7%
23.2%	27.4%	47.4%	74.7%	95	16.8%	27.4%	20.0%	35.8%
11.1%	35.8%	48.1%	84.0%	83	1.2%	33.7%	42.2%	22.9%
16.5%	44.3%	38.0%	82.3%	83	9.6%	31.3%	26.5%	32.5%
33.0%	18.2%	45.5%	63.6%	92	15.2%	37.0%	34.8%	13.0%
33.8%	25.7%	23.0%	48.6%	75	8.0%	44.0%	34.7%	13.3%
18.1%	54.2%	25.0%	79.2%	74	9.5%	39.2%	44.6%	6.8%
20.0%	27.1%	47.3%	74.3%	491	21.6%	25.7%	25.9%	26.9%
16.7%	23.9%	43.1%	67.0%	480	31.9%	22.5%	29.0%	16.7%
20.7%	33.6%	37.6%	71.3%	348	21.6%	25.6%	22.4%	30.5%
21.8%	20.2%	31.4%	51.6%	314	33.8%	27.1%	21.0%	18.2%
N<10	N<10	N<10	N<10	1	N<10	N<10	N<10	N<10



24.4%	23.9%	26.2%	50.1%	768	56.6%	24.2%	13.3%	5.9%
36.1%	27.8%	27.8%	55.7%	100	21.0%	41.0%	26.0%	12.0%
26.3%	39.5%	19.7%	59.2%	78	9.0%	34.6%	46.2%	10.3%
27.8%	44.3%	26.6%	70.9%	82	9.8%	41.5%	31.7%	17.1%
24.7%	29.0%	39.8%	68.8%	94	18.1%	34.0%	34.0%	13.8%
24.7%	36.1%	35.1%	71.1%	98	5.1%	36.7%	42.9%	15.3%
25.0%	42.4%	29.3%	71.7%	92	14.1%	54.3%	28.3%	3.3%
16.3%	23.8%	53.8%	77.5%	80	7.5%	26.3%	36.3%	30.0%
20.4%	37.8%	35.7%	73.5%	98	6.1%	38.8%	33.7%	21.4%
15.1%	34.4%	50.5%	84.9%	93	5.4%	33.3%	38.7%	22.6%
31.6%	23.5%	41.8%	65.3%	99	10.1%	31.3%	35.4%	23.2%
19.8%	42.6%	29.7%	72.3%	103	2.9%	33.0%	38.8%	25.2%
18.4%	32.7%	41.8%	74.5%	99	13.1%	39.4%	32.3%	15.2%
31.3%	36.7%	23.0%	59.7%	335	4.2%	38.5%	37.3%	20.0%
25.1%	46.7%	22.5%	69.2%	315	27.3%	34.6%	27.3%	10.8%
24.4%	32.8%	34.0%	66.9%	361	10.8%	28.3%	36.0%	24.9%
19.1%	37.6%	39.3%	77.0%	369	27.4%	27.6%	25.5%	19.5%
11.2%	23.6%	64.0%	87.6%	90	1.1%	22.2%	37.8%	38.9%
4.1%	24.5%	70.4%	94.9%	99	5.1%	9.1%	39.4%	46.5%
5.9%	23.5%	69.4%	92.9%	86	1.2%	12.8%	37.2%	48.8%
21.4%	24.5%	49.0%	73.5%	98	9.2%	31.6%	30.6%	28.6%
22.7%	40.2%	27.8%	68.0%	98	6.1%	42.9%	35.7%	15.3%
29.3%	44.7%	18.7%	63.4%	124	12.9%	40.3%	31.5%	15.3%
27.2%	36.0%	35.1%	71.1%	117	10.3%	25.6%	45.3%	18.8%
25.2%	40.8%	23.3%	64.1%	104	9.6%	50.0%	32.7%	7.7%
37.8%	37.8%	17.1%	55.0%	112	10.7%	58.9%	24.1%	6.3%
26.3%	30.8%	25.2%	56.0%	385	40.5%	27.3%	22.3%	9.9%
27.0%	19.4%	17.3%	36.7%	352	49.7%	29.0%	14.5%	6.8%
17.5%	29.9%	46.6%	76.5%	502	6.0%	23.9%	31.3%	38.8%
15.2%	31.5%	48.8%	80.4%	520	20.8%	27.3%	26.3%	25.6%
20.5%	23.6%	35.2%	58.8%	734	51.0%	22.6%	15.4%	11.0%
20.0%	16.0%	64.0%	80.0%	100	5.0%	22.0%	30.0%	43.0%
21.1%	29.4%	45.9%	75.2%	111	1.8%	29.7%	45.0%	23.4%
6.1%	33.7%	59.2%	92.9%	99	1.0%	19.2%	40.4%	39.4%
29.1%	25.8%	43.7%	69.5%	154	16.2%	32.5%	35.7%	15.6%
22.2%	33.3%	31.1%	64.4%	137	8.8%	40.1%	41.6%	9.5%
25.0%	51.8%	19.6%	71.4%	111	17.1%	57.7%	17.1%	8.1%
32.5%	26.8%	36.6%	63.4%	125	12.8%	34.4%	30.4%	22.4%
23.6%	37.7%	23.6%	61.3%	110	8.2%	42.7%	34.5%	14.5%
14.3%	45.5%	33.9%	79.5%	112	14.3%	37.5%	36.6%	11.6%
19.4%	19.4%	59.2%	78.6%	99	9.1%	21.2%	38.4%	31.3%
19.2%	37.5%	40.4%	77.9%	104	2.9%	27.9%	39.4%	29.8%
19.8%	43.0%	34.9%	77.9%	86	11.6%	27.9%	45.3%	15.1%
27.4%	19.5%	49.6%	69.0%	115	13.0%	26.1%	33.9%	27.0%
27.8%	36.1%	24.1%	60.2%	109	11.0%	38.5%	37.6%	12.8%
25.0%	39.0%	33.0%	72.0%	101	5.9%	32.7%	47.5%	13.9%
25.5%	37.1%	27.7%	64.8%	415	6.3%	39.3%	37.1%	17.3%
22.1%	40.0%	31.6%	71.6%	402	25.9%	39.8%	24.6%	9.7%
28.9%	30.2%	26.9%	57.1%	387	36.4%	34.1%	21.2%	8.3%

27.4%	21.7%	19.6%	41.3%	372	53.0%	22.6%	18.8%	5.6%
30.8%	19.8%	45.1%	64.8%	91	26.4%	35.2%	26.4%	12.1%
27.4%	32.1%	31.0%	63.1%	84	9.5%	41.7%	31.0%	17.9%
19.2%	35.9%	41.0%	76.9%	78	5.1%	35.9%	46.2%	12.8%
23.1%	29.7%	34.1%	63.7%	91	7.7%	48.4%	31.9%	12.1%
26.0%	20.8%	51.9%	72.7%	77	22.1%	32.5%	32.5%	13.0%
15.9%	31.8%	42.0%	73.9%	88	29.5%	28.4%	25.0%	17.0%
20.0%	38.6%	24.3%	62.9%	70	50.0%	27.1%	18.6%	4.3%
14.8%	23.9%	37.5%	61.4%	88	68.2%	15.9%	12.5%	3.4%
0.0%	4.2%	95.8%	100.0%	48	4.2%	2.1%	16.7%	77.1%
0.0%	7.4%	92.6%	100.0%	54	0.0%	3.7%	24.1%	72.2%
0.0%	8.8%	87.7%	96.5%	57	7.0%	3.5%	31.6%	57.9%
0.0%	3.2%	96.8%	100.0%	62	3.2%	16.1%	24.2%	56.5%
41.2%	29.4%	17.6%	47.1%	17	41.2%	41.2%	17.6%	0.0%
11.1%	50.0%	22.2%	72.2%	18	33.3%	33.3%	27.8%	5.6%
44.4%	44.4%	11.1%	55.6%	18	27.8%	61.1%	11.1%	0.0%
29.4%	35.3%	29.4%	64.7%	17	11.8%	52.9%	23.5%	11.8%
30.4%	21.7%	44.6%	66.3%	92	25.0%	27.2%	28.3%	19.6%
29.3%	36.6%	13.4%	50.0%	82	14.6%	45.1%	32.9%	7.3%
33.7%	26.7%	37.2%	64.0%	86	7.0%	50.0%	30.2%	12.8%
18.9%	26.1%	22.5%	48.6%	111	40.5%	36.0%	18.9%	4.5%
30.6%	18.9%	20.7%	39.6%	112	64.3%	23.2%	8.9%	3.6%
37.9%	35.9%	20.4%	56.3%	103	15.5%	51.5%	26.2%	6.8%
22.6%	31.0%	40.5%	71.4%	84	23.8%	38.1%	28.6%	9.5%
21.3%	33.3%	36.1%	69.4%	108	35.2%	36.1%	19.4%	9.3%
24.2%	25.7%	45.0%	70.6%	269	20.1%	26.0%	37.2%	16.7%
27.5%	32.8%	31.9%	64.6%	229	9.2%	38.9%	37.6%	14.4%
21.5%	39.5%	35.2%	74.7%	261	17.6%	24.9%	27.6%	29.9%
17.4%	31.4%	43.5%	74.9%	207	13.5%	33.3%	31.9%	21.3%
16.5%	26.6%	32.2%	58.8%	268	39.9%	26.5%	20.5%	13.1%
17.2%	22.6%	40.3%	62.9%	222	50.9%	26.6%	13.5%	9.0%
22.0%	36.3%	39.4%	75.7%	259	7.7%	44.8%	39.8%	7.7%
22.3%	31.8%	36.0%	67.8%	264	12.1%	38.3%	30.3%	19.3%
N<10	N<10	N<10	N<10	2	N<10	N<10	N<10	N<10
N<10	N<10	N<10	N<10	8	N<10	N<10	N<10	N<10
20.0%	20.0%	10.0%	30.0%	10	90.0%	10.0%	0.0%	0.0%
N<10	N<10	N<10	N<10	4	N<10	N<10	N<10	N<10
25.0%	34.4%	37.5%	71.9%	32	18.8%	43.8%	31.3%	6.3%
19.4%	58.1%	16.1%	74.2%	31	0.0%	54.8%	38.7%	6.5%
55.2%	13.8%	27.6%	41.4%	29	31.0%	51.7%	17.2%	0.0%
34.4%	34.4%	18.8%	53.1%	32	15.6%	40.6%	34.4%	9.4%
12.8%	41.0%	43.6%	84.6%	39	30.8%	35.9%	30.8%	2.6%
30.3%	24.2%	39.4%	63.6%	33	36.4%	30.3%	24.2%	9.1%
36.4%	27.3%	27.3%	54.5%	23	43.5%	21.7%	30.4%	4.3%
25.7%	28.6%	20.0%	48.6%	35	74.3%	17.1%	5.7%	2.9%
38.9%	31.5%	22.2%	53.7%	54	33.3%	22.2%	38.9%	5.6%
33.3%	29.4%	19.6%	49.0%	51	11.8%	47.1%	31.4%	9.8%
25.0%	40.4%	28.8%	69.2%	52	7.7%	51.9%	36.5%	3.8%
36.7%	21.7%	33.3%	55.0%	59	15.3%	32.2%	39.0%	13.6%

30.2%	32.1%	26.4%	58.5%	53	30.2%	39.6%	18.9%	11.3%
36.2%	24.1%	31.0%	55.2%	58	51.7%	27.6%	13.8%	6.9%
37.9%	27.3%	13.6%	40.9%	66	57.6%	19.7%	15.2%	7.6%
34.8%	34.8%	10.9%	45.7%	49	77.6%	12.2%	6.1%	4.1%
17.8%	31.1%	46.7%	77.8%	45	13.3%	26.7%	42.2%	17.8%
26.1%	32.6%	39.1%	71.7%	46	6.5%	30.4%	45.7%	17.4%
39.3%	32.1%	28.6%	60.7%	56	10.7%	66.1%	17.9%	5.4%
30.6%	41.7%	27.8%	69.4%	36	11.1%	61.1%	22.2%	5.6%
24.2%	31.8%	40.9%	72.7%	66	18.2%	21.2%	39.4%	21.2%
27.9%	30.2%	34.9%	65.1%	43	2.3%	46.5%	46.5%	4.7%
16.1%	62.5%	19.6%	82.1%	56	12.5%	41.1%	39.3%	7.1%
22.2%	44.4%	29.6%	74.1%	54	7.4%	42.6%	27.8%	22.2%
17.1%	32.4%	23.8%	56.2%	105	68.6%	20.0%	8.6%	2.9%
25.5%	25.5%	26.5%	52.0%	98	76.5%	19.4%	3.1%	1.0%
23.1%	40.7%	34.1%	74.7%	91	35.2%	41.8%	17.6%	5.5%
20.8%	31.1%	36.8%	67.9%	106	49.1%	37.7%	12.3%	0.9%
7.3%	32.7%	58.2%	90.9%	55	7.3%	18.2%	47.3%	27.3%
8.8%	24.6%	61.4%	86.0%	57	3.5%	31.6%	40.4%	24.6%
14.0%	42.0%	38.0%	80.0%	50	12.0%	24.0%	52.0%	12.0%
12.9%	38.7%	45.2%	83.9%	62	3.2%	19.4%	37.1%	40.3%
16.9%	30.5%	52.5%	83.1%	59	20.3%	33.9%	32.2%	13.6%
18.3%	32.4%	43.7%	76.1%	71	21.1%	39.4%	28.2%	11.3%
21.8%	27.3%	25.5%	52.7%	55	30.9%	32.7%	27.3%	9.1%
18.4%	28.6%	46.9%	75.5%	49	38.8%	34.7%	14.3%	12.2%
26.4%	30.2%	41.5%	71.7%	53	5.7%	37.7%	47.2%	9.4%
7.1%	37.5%	51.8%	89.3%	56	3.6%	42.9%	33.9%	19.6%
17.6%	38.2%	42.6%	80.9%	68	10.3%	38.2%	44.1%	7.4%
15.5%	34.5%	48.3%	82.8%	58	6.9%	39.7%	41.4%	12.1%
23.1%	38.5%	36.9%	75.4%	65	36.9%	50.8%	7.7%	4.6%
7.0%	39.4%	49.3%	88.7%	71	28.2%	33.8%	25.4%	12.7%
20.6%	30.9%	25.0%	55.9%	68	52.9%	29.4%	14.7%	2.9%
27.6%	14.5%	47.4%	61.8%	76	53.9%	23.7%	18.4%	3.9%
21.4%	29.6%	44.9%	74.5%	98	16.3%	22.4%	44.9%	16.3%
15.0%	25.0%	58.0%	83.0%	100	6.0%	22.0%	51.0%	21.0%
11.7%	32.0%	53.4%	85.4%	280	12.1%	19.3%	28.2%	40.4%
17.0%	23.9%	55.6%	79.4%	307	15.0%	23.5%	27.7%	33.9%
22.2%	22.2%	35.9%	58.1%	316	42.7%	25.3%	18.0%	13.9%
13.4%	20.7%	49.7%	70.3%	290	44.5%	23.8%	21.0%	10.7%
10.1%	16.7%	72.5%	89.1%	138	8.0%	12.3%	33.3%	46.4%
18.9%	31.6%	41.2%	72.8%	301	8.3%	32.2%	38.5%	20.9%
20.0%	42.1%	34.6%	76.8%	280	8.2%	32.1%	41.1%	18.6%
18.7%	28.9%	45.1%	74.0%	273	5.5%	23.8%	28.9%	41.8%
38.5%	28.2%	28.2%	56.4%	38	18.4%	44.7%	31.6%	5.3%
33.3%	33.3%	22.2%	55.6%	18	5.6%	50.0%	44.4%	0.0%
24.1%	27.6%	44.8%	72.4%	28	14.3%	42.9%	32.1%	10.7%
20.0%	40.0%	30.0%	70.0%	19	0.0%	47.4%	36.8%	15.8%
14.8%	51.9%	29.6%	81.5%	27	18.5%	37.0%	29.6%	14.8%
37.9%	41.4%	17.2%	58.6%	28	50.0%	35.7%	10.7%	3.6%
25.9%	14.8%	3.7%	18.5%	25	92.0%	0.0%	8.0%	0.0%



29.6%	29.6%	18.5%	48.1%	26	61.5%	26.9%	7.7%	3.8%
15.2%	28.3%	56.5%	84.8%	46	2.2%	8.7%	50.0%	39.1%
5.7%	40.0%	48.6%	88.6%	35	5.7%	34.3%	45.7%	14.3%
15.9%	34.1%	50.0%	84.1%	44	2.3%	45.5%	43.2%	9.1%
20.9%	30.2%	46.5%	76.7%	43	2.3%	44.2%	23.3%	30.2%
13.2%	44.7%	36.8%	81.6%	38	18.4%	42.1%	28.9%	10.5%
21.7%	29.0%	40.6%	69.6%	69	24.6%	30.4%	15.9%	29.0%
22.9%	33.3%	33.3%	66.7%	48	25.0%	33.3%	27.1%	14.6%
33.3%	21.4%	35.7%	57.1%	42	42.9%	26.2%	23.8%	7.1%
21.2%	25.8%	47.0%	72.7%	66	15.2%	21.2%	43.9%	19.7%
10.4%	34.3%	49.3%	83.6%	68	8.8%	38.2%	44.1%	8.8%
32.1%	22.6%	19.0%	41.7%	86	58.1%	23.3%	10.5%	8.1%
23.1%	21.2%	44.2%	65.4%	54	40.7%	40.7%	14.8%	3.7%
12.7%	27.0%	52.4%	79.4%	63	7.9%	36.5%	34.9%	20.6%
32.3%	41.5%	18.5%	60.0%	66	10.6%	27.3%	34.8%	27.3%
21.3%	47.5%	27.9%	75.4%	61	26.2%	36.1%	24.6%	13.1%
19.7%	40.9%	36.4%	77.3%	66	27.3%	36.4%	24.2%	12.1%
21.1%	40.8%	30.9%	71.7%	155	5.2%	38.7%	45.2%	11.0%
23.4%	34.5%	37.9%	72.4%	145	9.0%	48.3%	37.2%	5.5%
24.4%	34.4%	37.5%	71.9%	160	5.6%	36.9%	42.5%	15.0%
15.4%	37.1%	42.0%	79.0%	143	20.3%	30.8%	35.7%	13.3%
24.7%	25.3%	35.7%	61.0%	183	32.8%	38.3%	22.4%	6.6%
26.1%	29.0%	32.6%	61.6%	141	34.0%	33.3%	24.1%	8.5%
18.0%	35.9%	31.3%	67.2%	129	40.3%	34.1%	17.8%	7.8%
26.1%	26.1%	46.6%	72.7%	176	8.5%	34.7%	38.1%	18.8%
45.5%	18.2%	30.3%	48.5%	33	42.4%	39.4%	12.1%	6.1%
45.5%	27.3%	22.7%	50.0%	22	9.1%	72.7%	18.2%	0.0%
46.4%	28.6%	17.9%	46.4%	28	32.1%	53.6%	14.3%	0.0%
27.0%	35.1%	29.7%	64.9%	38	5.3%	52.6%	28.9%	13.2%
18.8%	46.9%	25.0%	71.9%	32	37.5%	37.5%	15.6%	9.4%
26.1%	26.1%	34.8%	60.9%	23	39.1%	43.5%	13.0%	4.3%
52.9%	23.5%	5.9%	29.4%	34	70.6%	20.6%	2.9%	5.9%
41.4%	31.0%	20.7%	51.7%	29	58.6%	20.7%	17.2%	3.4%
15.1%	41.5%	34.0%	75.5%	53	5.7%	34.0%	34.0%	26.4%
25.5%	34.5%	32.7%	67.3%	56	5.4%	26.8%	46.4%	21.4%
29.2%	29.2%	31.3%	60.4%	48	39.6%	25.0%	25.0%	10.4%
33.3%	20.3%	27.5%	47.8%	69	50.7%	27.5%	18.8%	2.9%
18.9%	23.3%	13.3%	36.7%	90	64.4%	21.1%	12.2%	2.2%
33.3%	19.0%	28.6%	47.6%	43	62.8%	27.9%	2.3%	7.0%
33.3%	23.6%	36.1%	59.7%	72	25.0%	25.0%	36.1%	13.9%
15.2%	28.3%	50.0%	78.3%	46	8.7%	23.9%	30.4%	37.0%

## Science

Math % Met		Science % In				Science % Met		Reading % In
Readiness Benchmark	Science N	Need of Support	Science % Close	Science % Ready	Science % Exceeding	Readiness Benchmark	Reading N	Need of Support
40.9%	93	50.5%	18.3%	21.5%	9.7%	31.2%	93	43.0%
50.0%	76	36.8%	31.6%	15.8%	15.8%	31.6%	76	36.8%
31.6%	76	40.8%	17.1%	26.3%	15.8%	42.1%	76	36.8%
57.8%	90	25.6%	23.3%	36.7%	14.4%	51.1%	90	41.1%
44.4%	81	34.6%	21.0%	28.4%	16.0%	44.4%	80	38.8%
25.0%	108	52.8%	21.3%	17.6%	8.3%	25.9%	108	48.1%
21.0%	100	55.0%	25.0%	17.0%	3.0%	20.0%	100	55.0%
15.2%	99	50.5%	27.3%	15.2%	7.1%	22.2%	99	45.5%
86.7%	15	6.7%	20.0%	26.7%	46.7%	73.3%	15	20.0%
100.0%	10	0.0%	20.0%	20.0%	60.0%	80.0%	10	10.0%
80.0%	15	13.3%	20.0%	33.3%	33.3%	66.7%	15	13.3%
62.6%	115	49.6%	20.9%	12.2%	17.4%	29.6%	115	36.5%
54.2%	118	44.9%	32.2%	12.7%	10.2%	22.9%	118	34.7%
53.8%	93	44.1%	33.3%	19.4%	3.2%	22.6%	93	58.1%
63.7%	124	33.1%	25.0%	25.0%	16.9%	41.9%	124	42.7%
24.3%	115	58.3%	15.7%	20.0%	6.1%	26.1%	114	51.8%
25.0%	108	60.2%	13.0%	14.8%	12.0%	26.9%	108	53.7%
43.5%	124	43.5%	25.0%	22.6%	8.9%	31.5%	124	54.0%
40.4%	141	46.8%	18.4%	26.2%	8.5%	34.8%	141	30.5%
49.7%	151	57.6%	17.9%	10.6%	13.9%	24.5%	151	46.4%
59.3%	113	34.5%	31.0%	22.1%	12.4%	34.5%	113	28.3%
19.2%	124	66.1%	21.0%	10.5%	2.4%	12.9%	124	54.8%
9.6%	126	73.8%	15.1%	6.3%	4.8%	11.1%	124	52.4%
50.4%	123	45.5%	26.0%	22.0%	6.5%	28.5%	123	56.1%
55.6%	126	27.8%	19.8%	31.7%	20.6%	52.4%	126	45.2%
36.5%	126	49.2%	20.6%	20.6%	9.5%	30.2%	126	51.6%
29.3%	133	54.9%	16.5%	18.0%	10.5%	28.6%	133	39.8%
57.0%	128	36.7%	18.0%	33.6%	11.7%	45.3%	128	28.9%
39.9%	153	40.5%	26.8%	21.6%	11.1%	32.7%	153	34.6%
32.3%	167	55.1%	19.8%	16.8%	8.4%	25.1%	167	29.3%
30.7%	140	49.3%	22.9%	19.3%	8.6%	27.9%	140	48.6%
13.2%	144	66.7%	17.4%	11.1%	4.9%	16.0%	144	53.5%
N<10	7	N<10	N<10	N<10	N<10	N<10	7	N<10
N<10	6	N<10	N<10	N<10	N<10	N<10	6	N<10
53.8%	13	53.8%	38.5%	7.7%	0.0%	7.7%	13	38.5%
61.1%	131	45.8%	16.0%	19.1%	19.1%	38.2%	131	45.0%
48.1%	108	34.3%	27.8%	31.5%	6.5%	38.0%	109	30.3%
48.2%	110	43.6%	29.1%	19.1%	8.2%	27.3%	110	44.5%
60.9%	23	34.8%	17.4%	8.7%	39.1%	47.8%	23	43.5%
61.9%	21	28.6%	33.3%	23.8%	14.3%	38.1%	21	33.3%

35.7%	14	21.4%	50.0%	14.3%	14.3%	28.6%	14	21.4%
73.1%	67	32.8%	16.4%	14.9%	35.8%	50.7%	67	25.4%
68.5%	54	24.1%	22.2%	25.9%	27.8%	53.7%	54	24.1%
73.3%	60	18.3%	26.7%	26.7%	28.3%	55.0%	60	18.3%
72.7%	44	11.4%	27.3%	27.3%	34.1%	61.4%	44	29.5%
54.3%	46	34.8%	19.6%	19.6%	26.1%	45.7%	46	28.3%
48.8%	41	26.8%	39.0%	26.8%	7.3%	34.1%	41	19.5%
29.8%	47	34.0%	25.5%	17.0%	23.4%	40.4%	47	29.8%
27.5%	51	39.2%	15.7%	19.6%	25.5%	45.1%	51	29.4%
76.1%	284	21.5%	18.3%	38.4%	21.8%	60.2%	284	32.0%
53.3%	300	33.0%	17.3%	26.3%	23.3%	49.7%	300	30.7%
39.7%	307	26.7%	25.1%	27.7%	20.5%	48.2%	307	17.3%
64.4%	284	37.0%	18.0%	25.4%	19.7%	45.1%	284	33.5%
52.0%	298	31.9%	25.8%	24.2%	18.1%	42.3%	298	30.9%
48.3%	317	27.1%	26.5%	33.4%	12.9%	46.4%	317	29.7%
43.2%	301	35.2%	29.2%	23.9%	11.6%	35.5%	301	28.2%
28.0%	307	40.1%	27.0%	20.8%	12.1%	32.9%	308	33.8%
57.6%	33	45.5%	21.2%	24.2%	9.1%	33.3%	33	39.4%
80.0%	25	20.0%	32.0%	16.0%	32.0%	48.0%	25	28.0%
53.5%	43	46.5%	23.3%	18.6%	11.6%	30.2%	43	34.9%
90.0%	30	10.0%	16.7%	30.0%	43.3%	73.3%	30	13.3%
50.0%	40	35.0%	17.5%	27.5%	20.0%	47.5%	40	30.0%
40.7%	27	25.9%	22.2%	37.0%	14.8%	51.9%	27	18.5%
54.5%	33	9.1%	21.2%	36.4%	33.3%	69.7%	33	21.2%
26.7%	45	37.8%	17.8%	33.3%	11.1%	44.4%	45	35.6%
59.6%	99	35.4%	18.2%	22.2%	24.2%	46.5%	99	33.3%
57.3%	103	26.2%	29.1%	33.0%	11.7%	44.7%	103	24.3%
57.7%	369	23.0%	18.4%	29.3%	29.3%	58.5%	369	30.9%
51.1%	356	24.4%	16.6%	30.1%	28.9%	59.0%	356	18.5%
46.9%	1138	25.0%	28.4%	28.1%	18.5%	46.7%	1136	25.8%
40.6%	1141	28.8%	21.5%	25.9%	23.8%	49.7%	1141	28.7%
N<10	2	N<10	N<10	N<10	N<10	N<10	0	NA
76.0%	96	21.9%	12.5%	18.8%	46.9%	65.6%	96	15.6%
82.2%	90	11.1%	28.9%	33.3%	26.7%	60.0%	90	12.2%
44.7%	322	19.9%	24.2%	32.3%	23.6%	55.9%	321	19.3%
54.9%	297	9.8%	15.2%	36.0%	39.1%	75.1%	297	17.8%
64.8%	125	29.6%	19.2%	23.2%	28.0%	51.2%	124	30.6%
77.1%	109	19.3%	25.7%	27.5%	27.5%	55.0%	109	22.0%
68.0%	97	39.2%	14.4%	16.5%	29.9%	46.4%	97	29.9%
74.5%	102	20.6%	25.5%	23.5%	30.4%	53.9%	102	13.7%
52.5%	322	19.6%	26.7%	31.4%	22.4%	53.7%	320	24.7%
58.4%	303	16.8%	14.2%	35.6%	33.3%	69.0%	302	25.2%
68.3%	123	26.8%	16.3%	20.3%	36.6%	56.9%	123	22.0%
71.8%	117	11.1%	24.8%	26.5%	37.6%	64.1%	117	11.1%
64.9%	441	19.3%	19.5%	26.8%	34.5%	61.2%	442	19.9%
48.2%	413	22.8%	17.9%	31.7%	27.6%	59.3%	414	16.7%
60.4%	149	39.6%	14.8%	18.1%	27.5%	45.6%	146	43.2%
56.6%	106	29.2%	29.2%	22.6%	18.9%	41.5%	104	27.9%
75.7%	173	23.1%	15.6%	20.2%	41.0%	61.3%	173	27.7%

84.4%	167	8.4%	20.4%	35.3%	35.9%	71.3%	167	7.2%
58.4%	317	20.5%	24.6%	29.0%	25.9%	54.9%	317	29.3%
64.3%	280	10.4%	19.3%	33.2%	37.1%	70.4%	279	15.1%
60.1%	148	42.6%	14.9%	20.9%	21.6%	42.6%	147	40.8%
53.8%	132	34.1%	29.5%	22.0%	14.4%	36.4%	131	29.0%
73.2%	138	29.0%	13.0%	18.8%	39.1%	58.0%	138	28.3%
85.2%	135	12.6%	17.8%	48.1%	21.5%	69.6%	135	6.7%
70.9%	175	26.9%	20.6%	17.1%	35.4%	52.6%	175	27.4%
74.5%	165	20.6%	18.8%	35.8%	24.8%	60.6%	165	15.8%
72.8%	335	10.4%	19.7%	32.8%	37.0%	69.9%	335	15.2%
73.9%	330	7.9%	12.4%	34.2%	45.5%	79.7%	330	14.5%
72.4%	442	13.3%	14.0%	31.0%	41.6%	72.6%	442	16.3%
51.7%	402	17.4%	19.7%	26.6%	36.3%	62.9%	401	12.0%
61.5%	52	48.1%	25.0%	13.5%	13.5%	26.9%	52	53.8%
34.1%	44	36.4%	38.6%	13.6%	11.4%	25.0%	44	43.2%
30.6%	36	50.0%	19.4%	19.4%	11.1%	30.6%	36	47.2%
15.9%	44	63.6%	22.7%	13.6%	0.0%	13.6%	44	61.4%
5.3%	38	76.3%	7.9%	13.2%	2.6%	15.8%	39	59.0%
35.1%	36	27.8%	25.0%	33.3%	13.9%	47.2%	36	44.4%
7.9%	38	60.5%	21.1%	13.2%	5.3%	18.4%	38	60.5%
9.1%	44	45.5%	36.4%	11.4%	6.8%	18.2%	44	43.2%
49.6%	119	43.7%	21.8%	16.8%	17.6%	34.5%	119	50.4%
53.3%	107	33.6%	26.2%	26.2%	14.0%	40.2%	107	27.1%
52.3%	109	22.9%	22.9%	34.9%	19.3%	54.1%	109	31.2%
26.9%	129	38.8%	32.6%	18.6%	10.1%	28.7%	129	31.0%
26.9%	108	41.7%	22.2%	25.9%	10.2%	36.1%	108	38.9%
67.6%	102	19.6%	21.6%	29.4%	29.4%	58.8%	102	36.3%
58.1%	86	32.6%	19.8%	25.6%	22.1%	47.7%	85	35.3%
68.1%	119	18.5%	21.0%	37.0%	23.5%	60.5%	119	13.4%
32.4%	148	52.7%	22.3%	16.2%	8.8%	25.0%	149	41.6%
26.5%	147	42.2%	14.3%	29.3%	14.3%	43.5%	148	39.9%
79.8%	124	15.3%	13.7%	43.5%	27.4%	71.0%	124	28.2%
68.8%	141	20.6%	17.7%	28.4%	33.3%	61.7%	141	26.2%
49.3%	148	34.5%	27.0%	24.3%	14.2%	38.5%	148	25.0%
62.4%	125	40.0%	15.2%	24.0%	20.8%	44.8%	125	28.0%
63.8%	138	35.5%	18.8%	28.3%	17.4%	45.7%	138	31.2%
56.9%	137	31.4%	35.0%	19.7%	13.9%	33.6%	137	30.7%
68.5%	92	34.8%	19.6%	20.7%	25.0%	45.7%	92	26.1%
60.6%	94	22.3%	29.8%	29.8%	18.1%	47.9%	93	20.4%
70.7%	99	10.1%	32.3%	36.4%	21.2%	57.6%	99	16.2%
61.9%	21	14.3%	23.8%	19.0%	42.9%	61.9%	21	23.8%
40.0%	20	25.0%	20.0%	35.0%	20.0%	55.0%	20	35.0%
26.1%	23	34.8%	21.7%	39.1%	4.3%	43.5%	23	26.1%
63.4%	71	33.8%	21.1%	18.3%	26.8%	45.1%	71	26.8%
75.0%	84	32.1%	21.4%	21.4%	25.0%	46.4%	82	14.6%
57.0%	79	27.8%	21.5%	30.4%	20.3%	50.6%	78	26.9%
60.6%	99	41.4%	16.2%	21.2%	21.2%	42.4%	97	34.0%
54.5%	66	33.3%	22.7%	30.3%	13.6%	43.9%	67	23.9%
62.8%	86	23.3%	29.1%	33.7%	14.0%	47.7%	85	21.2%

64.5%	76	40.8%	18.4%	18.4%	22.4%	40.8%	74	35.1%
51.6%	62	30.6%	24.2%	27.4%	17.7%	45.2%	62	24.2%
63.2%	76	22.4%	40.8%	23.7%	13.2%	36.8%	75	21.3%
41.5%	273	27.5%	17.6%	32.6%	22.3%	54.9%	268	34.3%
45.5%	218	23.4%	21.1%	33.0%	22.5%	55.5%	220	26.8%
42.4%	283	23.3%	26.1%	27.9%	22.6%	50.5%	285	15.8%
56.1%	278	25.5%	22.7%	29.5%	22.3%	51.8%	278	36.7%
44.9%	272	27.6%	21.7%	29.0%	21.7%	50.7%	272	26.8%
42.2%	268	25.7%	27.6%	26.5%	20.1%	46.6%	268	19.4%
50.0%	92	50.0%	22.8%	17.4%	9.8%	27.2%	90	47.8%
48.9%	88	37.5%	35.2%	22.7%	4.5%	27.3%	87	31.0%
41.4%	59	39.0%	40.7%	16.9%	3.4%	20.3%	58	48.3%
69.3%	75	42.7%	18.7%	20.0%	18.7%	38.7%	73	27.4%
55.6%	72	45.8%	18.1%	15.3%	20.8%	36.1%	72	27.8%
50.8%	59	23.7%	22.0%	27.1%	27.1%	54.2%	59	28.8%
56.4%	78	47.4%	15.4%	14.1%	23.1%	37.2%	78	42.3%
68.6%	70	22.9%	20.0%	35.7%	21.4%	57.1%	70	10.0%
43.3%	60	30.0%	25.0%	26.7%	18.3%	45.0%	60	25.0%
61.8%	102	38.2%	19.6%	21.6%	20.6%	42.2%	100	37.0%
57.9%	107	28.0%	29.0%	25.2%	17.8%	43.0%	107	29.0%
45.1%	91	35.2%	24.2%	29.7%	11.0%	40.7%	90	37.8%
56.2%	89	53.9%	9.0%	19.1%	18.0%	37.1%	85	40.0%
50.6%	83	32.5%	34.9%	19.3%	13.3%	32.5%	83	28.9%
54.8%	73	37.0%	27.4%	24.7%	11.0%	35.6%	71	42.3%
58.4%	322	18.6%	22.0%	28.9%	30.4%	59.3%	322	26.4%
49.1%	320	25.9%	17.8%	28.8%	27.5%	56.3%	320	24.4%
56.8%	354	18.4%	20.9%	33.3%	27.4%	60.7%	354	9.9%
51.6%	285	23.9%	13.7%	36.5%	26.0%	62.5%	285	28.1%
43.4%	290	28.6%	20.7%	24.8%	25.9%	50.7%	290	26.6%
48.3%	302	28.1%	22.2%	25.2%	24.5%	49.7%	302	19.2%
82.3%	79	10.1%	15.2%	17.7%	57.0%	74.7%	79	12.7%
80.5%	77	9.1%	26.0%	31.2%	33.8%	64.9%	77	11.7%
77.5%	80	10.0%	15.0%	28.8%	46.3%	75.0%	79	11.4%
31.1%	539	46.6%	25.6%	20.0%	7.8%	27.8%	521	38.2%
31.7%	442	41.9%	20.6%	20.8%	16.7%	37.6%	435	34.3%
71.3%	87	31.0%	20.7%	29.9%	18.4%	48.3%	87	29.9%
48.1%	76	23.7%	27.6%	28.9%	19.7%	48.7%	77	20.8%
49.3%	71	15.5%	31.0%	29.6%	23.9%	53.5%	71	25.4%
58.8%	114	31.6%	18.4%	23.7%	26.3%	50.0%	112	34.8%
58.2%	98	30.6%	22.4%	29.6%	17.3%	46.9%	98	23.5%
59.7%	77	11.7%	20.8%	40.3%	27.3%	67.5%	77	15.6%
63.9%	97	43.3%	17.5%	20.6%	18.6%	39.2%	95	35.8%
62.0%	91	15.4%	40.7%	29.7%	14.3%	44.0%	92	17.4%
56.0%	75	9.3%	46.7%	40.0%	4.0%	44.0%	74	21.6%
27.4%	452	56.2%	23.9%	14.4%	5.5%	19.9%	455	48.6%
22.5%	413	59.3%	19.9%	13.6%	7.3%	20.8%	413	50.6%
86.5%	89	18.0%	16.9%	21.3%	43.8%	65.2%	89	14.6%
77.9%	86	16.3%	15.1%	34.9%	33.7%	68.6%	86	14.0%
69.1%	68	20.6%	22.1%	33.8%	23.5%	57.4%	68	19.1%



49.3%	211	22.3%	33.2%	24.2%	20.4%	44.5%	211	14.2%
41.0%	117	22.2%	22.2%	32.5%	23.1%	55.6%	117	13.7%
66.9%	293	30.7%	28.0%	29.4%	11.9%	41.3%	293	44.0%
70.1%	311	19.9%	16.7%	36.0%	27.3%	63.3%	311	38.6%
63.3%	324	49.4%	19.1%	15.4%	16.0%	31.5%	323	48.3%
56.2%	308	34.4%	30.5%	21.8%	13.3%	35.1%	304	31.3%
48.7%	298	31.2%	18.8%	25.2%	24.8%	50.0%	297	36.4%
41.9%	332	38.6%	25.0%	20.5%	16.0%	36.4%	331	31.4%
33.3%	339	43.4%	32.7%	15.9%	8.0%	23.9%	334	41.0%
21.1%	302	51.7%	19.2%	18.2%	10.9%	29.1%	303	43.6%
47.4%	152	47.4%	15.1%	17.1%	20.4%	37.5%	152	38.2%
58.5%	134	29.9%	27.6%	26.1%	16.4%	42.5%	135	27.4%
60.8%	153	29.4%	23.5%	30.7%	16.3%	47.1%	153	30.7%
43.6%	156	35.9%	21.2%	27.6%	15.4%	42.9%	156	32.7%
20.9%	135	44.4%	25.9%	22.2%	7.4%	29.6%	134	36.6%
64.4%	160	21.3%	16.9%	36.9%	25.0%	61.9%	160	24.4%
37.3%	177	37.9%	20.3%	21.5%	20.3%	41.8%	177	37.3%
29.4%	181	44.2%	21.0%	22.1%	12.7%	34.8%	180	28.3%
47.5%	61	45.9%	13.1%	14.8%	26.2%	41.0%	61	41.0%
70.0%	60	28.3%	23.3%	30.0%	18.3%	48.3%	60	26.7%
47.9%	71	38.0%	21.1%	21.1%	19.7%	40.8%	71	39.4%
60.0%	55	20.0%	29.1%	25.5%	25.5%	50.9%	55	23.6%
40.3%	62	33.9%	19.4%	29.0%	17.7%	46.8%	62	37.1%
37.7%	61	16.4%	31.1%	31.1%	21.3%	52.5%	61	11.5%
54.7%	53	22.6%	34.0%	22.6%	20.8%	43.4%	53	13.2%
32.7%	52	34.6%	36.5%	17.3%	11.5%	28.8%	52	23.1%
87.9%	66	22.7%	15.2%	30.3%	31.8%	62.1%	66	24.2%
73.6%	72	15.3%	18.1%	41.7%	25.0%	66.7%	72	15.3%
83.0%	47	10.6%	14.9%	46.8%	27.7%	74.5%	47	10.6%
84.4%	45	11.1%	8.9%	28.9%	51.1%	80.0%	45	15.6%
75.6%	41	9.8%	17.1%	43.9%	29.3%	73.2%	41	4.9%
70.2%	47	4.3%	21.3%	29.8%	44.7%	74.5%	47	2.1%
44.4%	27	40.7%	33.3%	7.4%	18.5%	25.9%	27	22.2%
44.0%	25	28.0%	20.0%	32.0%	20.0%	52.0%	25	12.0%
94.0%	67	3.0%	3.0%	31.3%	62.7%	94.0%	67	1.5%
96.9%	64	0.0%	4.7%	37.5%	57.8%	95.3%	64	0.0%
82.6%	69	5.8%	18.8%	42.0%	33.3%	75.4%	69	4.3%
68.3%	41	4.9%	22.0%	31.7%	41.5%	73.2%	41	7.3%
55.6%	45	55.6%	17.8%	11.1%	15.6%	26.7%	45	53.3%
76.5%	34	20.6%	23.5%	17.6%	38.2%	55.9%	33	18.2%
45.2%	42	31.0%	26.2%	23.8%	19.0%	42.9%	41	29.3%
77.5%	40	12.5%	5.0%	32.5%	50.0%	82.5%	39	15.4%
47.2%	36	44.4%	13.9%	30.6%	11.1%	41.7%	36	38.9%
17.8%	45	42.2%	28.9%	24.4%	4.4%	28.9%	45	33.3%
16.2%	37	40.5%	27.0%	27.0%	5.4%	32.4%	37	35.1%
15.6%	32	53.1%	21.9%	9.4%	15.6%	25.0%	32	53.1%
67.8%	90	31.1%	18.9%	13.3%	36.7%	50.0%	90	32.2%
61.2%	67	26.9%	28.4%	25.4%	19.4%	44.8%	67	26.9%
37.3%	83	20.5%	41.0%	22.9%	15.7%	38.6%	83	30.1%

24.7%	78	37.2%	25.6%	20.5%	16.7%	37.2%	77	32.5%
53.5%	71	12.7%	31.0%	33.8%	22.5%	56.3%	71	29.6%
74.2%	89	10.1%	15.7%	42.7%	31.5%	74.2%	89	13.5%
55.7%	79	12.7%	24.1%	34.2%	29.1%	63.3%	79	24.1%
60.0%	85	20.0%	23.5%	38.8%	17.6%	56.5%	85	12.9%
73.0%	37	21.6%	24.3%	29.7%	24.3%	54.1%	37	24.3%
58.3%	24	12.5%	25.0%	45.8%	16.7%	62.5%	24	16.7%
77.0%	74	27.0%	16.2%	21.6%	35.1%	56.8%	74	24.3%
64.5%	76	15.8%	26.3%	31.6%	26.3%	57.9%	76	13.2%
80.8%	73	23.3%	15.1%	27.4%	34.2%	61.6%	73	21.9%
74.0%	73	20.5%	20.5%	28.8%	30.1%	58.9%	73	16.4%
62.5%	16	31.3%	25.0%	12.5%	31.3%	43.8%	16	18.8%
77.3%	22	22.7%	36.4%	22.7%	18.2%	40.9%	22	18.2%
48.9%	190	20.5%	25.8%	25.8%	27.9%	53.7%	190	21.6%
64.0%	188	24.5%	22.9%	29.3%	23.4%	52.7%	189	14.8%
38.7%	199	25.6%	33.7%	25.1%	15.6%	40.7%	199	20.1%
30.2%	192	35.4%	28.6%	16.7%	19.3%	35.9%	190	31.1%
66.5%	209	17.2%	23.4%	35.4%	23.9%	59.3%	209	17.7%
73.7%	217	10.1%	14.7%	36.9%	38.2%	75.1%	217	21.2%
68.0%	25	24.0%	20.0%	16.0%	40.0%	56.0%	25	20.0%
50.0%	36	25.0%	30.6%	22.2%	22.2%	44.4%	36	36.1%
28.6%	21	28.6%	28.6%	19.0%	23.8%	42.9%	21	9.5%
73.1%	26	15.4%	11.5%	42.3%	30.8%	73.1%	26	15.4%
40.6%	32	50.0%	12.5%	25.0%	12.5%	37.5%	32	50.0%
44.1%	34	17.6%	23.5%	41.2%	17.6%	58.8%	34	17.6%
44.0%	25	20.0%	28.0%	28.0%	24.0%	52.0%	25	20.0%
20.6%	34	29.4%	32.4%	32.4%	5.9%	38.2%	34	44.1%
83.1%	59	33.9%	15.3%	20.3%	30.5%	50.8%	59	20.3%
72.7%	77	24.7%	27.3%	26.0%	22.1%	48.1%	77	14.3%
41.8%	67	28.4%	34.3%	17.9%	19.4%	37.3%	67	17.9%
25.4%	71	36.6%	22.5%	22.5%	18.3%	40.8%	71	25.4%
66.7%	75	24.0%	21.3%	32.0%	22.7%	54.7%	75	21.3%
64.4%	59	15.3%	16.9%	35.6%	32.2%	67.8%	59	13.6%
58.1%	86	20.9%	23.3%	33.7%	22.1%	55.8%	86	14.0%
64.7%	68	26.5%	22.1%	27.9%	23.5%	51.5%	68	5.9%
77.3%	22	18.2%	13.6%	27.3%	40.9%	68.2%	22	22.7%
59.1%	22	27.3%	31.8%	18.2%	22.7%	40.9%	22	27.3%
38.2%	34	41.2%	20.6%	17.6%	20.6%	38.2%	34	41.2%
26.9%	26	30.8%	23.1%	34.6%	11.5%	46.2%	26	53.8%
47.8%	23	26.1%	30.4%	17.4%	26.1%	43.5%	23	30.4%
40.9%	22	22.7%	22.7%	22.7%	31.8%	54.5%	22	27.3%
21.4%	28	42.9%	25.0%	28.6%	3.6%	32.1%	28	46.4%
20.0%	25	48.0%	24.0%	12.0%	16.0%	28.0%	25	52.0%
46.2%	39	66.7%	17.9%	2.6%	12.8%	15.4%	39	64.1%
36.4%	22	54.5%	22.7%	9.1%	13.6%	22.7%	22	36.4%
28.1%	32	56.3%	34.4%	6.3%	3.1%	9.4%	32	62.5%
63.9%	36	22.2%	33.3%	22.2%	22.2%	44.4%	36	36.1%
26.3%	38	68.4%	21.1%	5.3%	5.3%	10.5%	38	63.2%
12.9%	31	58.1%	25.8%	9.7%	6.5%	16.1%	31	41.9%

27.0%	37	59.5%	27.0%	13.5%	0.0%	13.5%	37	37.8%
10.0%	30	70.0%	20.0%	10.0%	0.0%	10.0%	30	50.0%
50.0%	114	61.4%	17.5%	11.4%	9.6%	21.1%	114	62.3%
45.5%	121	38.8%	18.2%	31.4%	11.6%	43.0%	121	47.9%
42.3%	111	50.5%	24.3%	19.8%	5.4%	25.2%	111	46.8%
24.2%	120	55.0%	17.5%	20.0%	7.5%	27.5%	120	37.5%
15.2%	125	68.0%	20.0%	8.8%	3.2%	12.0%	125	52.8%
15.0%	127	56.7%	23.6%	16.5%	3.1%	19.7%	127	44.1%
37.7%	130	61.5%	18.5%	10.8%	9.2%	20.0%	130	51.5%
40.5%	131	61.1%	18.3%	13.7%	6.9%	20.6%	131	60.3%
31.7%	41	61.0%	31.7%	2.4%	4.9%	7.3%	41	70.7%
65.9%	41	31.7%	17.1%	34.1%	17.1%	51.2%	41	22.0%
41.0%	39	46.2%	20.5%	25.6%	7.7%	33.3%	39	35.9%
51.4%	37	37.8%	21.6%	29.7%	10.8%	40.5%	37	48.6%
25.6%	43	60.5%	16.3%	16.3%	7.0%	23.3%	43	60.5%
22.0%	41	58.5%	22.0%	17.1%	2.4%	19.5%	41	46.3%
11.6%	43	74.4%	20.9%	4.7%	0.0%	4.7%	43	67.4%
5.9%	34	47.1%	41.2%	8.8%	2.9%	11.8%	33	54.5%
28.3%	160	42.5%	28.8%	13.1%	15.6%	28.8%	158	36.7%
22.2%	158	43.7%	19.0%	26.6%	10.8%	37.3%	157	45.9%
44.3%	158	21.5%	23.4%	36.1%	19.0%	55.1%	158	44.3%
48.6%	144	17.4%	25.0%	34.0%	23.6%	57.6%	144	25.0%
36.9%	149	20.8%	28.2%	34.2%	16.8%	51.0%	149	15.4%
60.4%	164	54.9%	15.2%	12.2%	17.7%	29.9%	164	58.5%
50.0%	134	36.6%	26.9%	26.1%	10.4%	36.6%	134	38.1%
57.6%	158	37.3%	26.6%	22.8%	13.3%	36.1%	158	40.5%
67.4%	43	27.9%	18.6%	20.9%	32.6%	53.5%	43	25.6%
53.7%	41	24.4%	36.6%	24.4%	14.6%	39.0%	41	22.0%
34.6%	52	30.8%	34.6%	28.8%	5.8%	34.6%	52	38.5%
28.1%	57	45.6%	21.1%	19.3%	14.0%	33.3%	57	49.1%
60.4%	52	19.2%	19.2%	34.6%	26.9%	61.5%	53	17.0%
50.0%	42	16.7%	23.8%	26.2%	33.3%	59.5%	42	26.2%
36.8%	38	36.8%	28.9%	21.1%	13.2%	34.2%	38	47.4%
46.2%	52	21.2%	15.4%	44.2%	19.2%	63.5%	52	11.5%
63.5%	96	47.9%	13.5%	17.7%	20.8%	38.5%	96	43.8%
27.7%	101	55.4%	28.7%	8.9%	6.9%	15.8%	101	51.5%
18.0%	91	67.0%	20.9%	7.7%	4.4%	12.1%	89	53.9%
57.4%	94	48.9%	21.3%	18.1%	11.7%	29.8%	94	47.9%
60.3%	78	30.8%	29.5%	30.8%	9.0%	39.7%	78	44.9%
45.0%	100	35.0%	19.0%	31.0%	15.0%	46.0%	100	54.0%
37.6%	85	30.6%	21.2%	32.9%	15.3%	48.2%	85	25.9%
34.1%	88	39.8%	19.3%	27.3%	13.6%	40.9%	88	28.4%
23.8%	21	81.0%	9.5%	9.5%	0.0%	9.5%	21	76.2%
19.4%	31	61.3%	29.0%	3.2%	6.5%	9.7%	31	41.9%
25.0%	24	58.3%	37.5%	4.2%	0.0%	4.2%	24	54.2%
27.6%	29	69.0%	17.2%	10.3%	3.4%	13.8%	29	72.4%
25.9%	27	63.0%	14.8%	18.5%	3.7%	22.2%	27	59.3%
38.9%	18	44.4%	27.8%	22.2%	5.6%	27.8%	18	38.9%
8.0%	25	80.0%	12.0%	8.0%	0.0%	8.0%	25	64.0%



10.5%	19	57.9%	31.6%	5.3%	5.3%	10.5%	18	66.7%
26.7%	30	76.7%	10.0%	10.0%	3.3%	13.3%	30	63.3%
46.7%	60	58.3%	13.3%	16.7%	11.7%	28.3%	60	56.7%
23.9%	67	65.7%	22.4%	9.0%	3.0%	11.9%	67	46.3%
30.4%	92	64.1%	19.6%	12.0%	4.3%	16.3%	92	51.1%
35.2%	71	43.7%	23.9%	22.5%	9.9%	32.4%	71	50.7%
41.4%	70	34.3%	37.1%	18.6%	10.0%	28.6%	70	30.0%
22.7%	65	53.8%	27.7%	13.8%	4.6%	18.5%	66	39.4%
6.9%	72	68.1%	27.8%	4.2%	0.0%	4.2%	73	50.7%
9.7%	62	61.3%	24.2%	11.3%	3.2%	14.5%	62	53.2%
41.4%	152	53.3%	15.1%	9.2%	22.4%	31.6%	152	42.1%
42.0%	143	37.1%	24.5%	23.8%	14.7%	38.5%	143	32.2%
51.0%	147	33.3%	24.5%	23.1%	19.0%	42.2%	147	37.4%
59.4%	143	27.3%	18.2%	23.8%	30.8%	54.5%	143	30.8%
49.7%	142	37.3%	18.3%	22.5%	21.8%	44.4%	143	28.7%
52.1%	122	31.1%	24.6%	24.6%	19.7%	44.3%	122	20.5%
25.2%	139	66.9%	17.3%	10.1%	5.8%	15.8%	139	35.3%
17.3%	133	70.7%	13.5%	9.0%	6.8%	15.8%	133	42.9%
28.1%	64	60.9%	10.9%	20.3%	7.8%	28.1%	64	35.9%
29.4%	51	47.1%	33.3%	19.6%	0.0%	19.6%	51	33.3%
35.6%	45	51.1%	26.7%	13.3%	8.9%	22.2%	45	48.9%
39.7%	63	44.4%	15.9%	23.8%	15.9%	39.7%	62	50.0%
38.3%	47	46.8%	19.1%	29.8%	4.3%	34.0%	47	48.9%
27.1%	48	50.0%	16.7%	25.0%	8.3%	33.3%	48	31.3%
10.6%	46	52.2%	32.6%	10.9%	4.3%	15.2%	47	53.2%
14.9%	67	71.6%	16.4%	7.5%	4.5%	11.9%	67	59.7%
22.4%	76	43.4%	25.0%	21.1%	10.5%	31.6%	76	59.2%
40.3%	62	25.8%	29.0%	22.6%	22.6%	45.2%	62	27.4%
21.2%	85	54.1%	27.1%	12.9%	5.9%	18.8%	85	51.8%
19.7%	76	52.6%	25.0%	18.4%	3.9%	22.4%	76	43.4%
69.2%	52	36.5%	21.2%	17.3%	25.0%	42.3%	52	38.5%
44.0%	75	40.0%	25.3%	17.3%	17.3%	34.7%	75	37.3%
30.7%	88	43.2%	19.3%	31.8%	5.7%	37.5%	88	43.2%
54.5%	55	21.8%	16.4%	43.6%	18.2%	61.8%	55	27.3%
41.4%	57	57.9%	10.5%	17.5%	14.0%	31.6%	58	51.7%
64.1%	64	39.1%	32.8%	12.5%	15.6%	28.1%	64	31.3%
50.7%	67	35.8%	16.4%	25.4%	22.4%	47.8%	67	23.9%
68.2%	66	22.7%	13.6%	39.4%	24.2%	63.6%	66	18.2%
27.1%	70	38.6%	27.1%	27.1%	7.1%	34.3%	70	52.9%
20.6%	68	44.1%	22.1%	19.1%	14.7%	33.8%	68	27.9%
18.3%	82	53.7%	32.9%	11.0%	2.4%	13.4%	82	48.8%
13.7%	73	58.9%	19.2%	17.8%	4.1%	21.9%	73	41.1%
47.9%	48	60.4%	14.6%	18.8%	6.3%	25.0%	48	50.0%
44.0%	50	38.0%	26.0%	16.0%	20.0%	36.0%	50	38.0%
46.3%	54	27.8%	24.1%	27.8%	20.4%	48.1%	54	27.8%
60.9%	46	19.6%	30.4%	34.8%	15.2%	50.0%	46	32.6%
27.1%	48	60.4%	18.8%	18.8%	2.1%	20.8%	48	47.9%
29.8%	47	44.7%	17.0%	29.8%	8.5%	38.3%	47	34.0%
10.2%	49	44.9%	42.9%	12.2%	0.0%	12.2%	49	42.9%

7.0%	43	58.1%	23.3%	16.3%	2.3%	18.6%	43	55.8%
50.0%	40	40.0%	20.0%	12.5%	27.5%	40.0%	40	40.0%
77.3%	44	20.5%	22.7%	29.5%	27.3%	56.8%	44	22.7%
70.8%	24	16.7%	20.8%	41.7%	20.8%	62.5%	24	29.2%
52.9%	34	23.5%	11.8%	41.2%	23.5%	64.7%	34	23.5%
45.9%	37	37.8%	32.4%	16.2%	13.5%	29.7%	37	32.4%
71.8%	39	20.5%	25.6%	28.2%	25.6%	53.8%	39	15.4%
41.2%	34	38.2%	38.2%	14.7%	8.8%	23.5%	34	35.3%
50.0%	34	26.5%	29.4%	32.4%	11.8%	44.1%	34	26.5%
55.1%	147	37.4%	19.0%	17.0%	26.5%	43.5%	147	35.4%
50.8%	118	32.2%	28.0%	23.7%	16.1%	39.8%	118	33.1%
35.5%	137	37.2%	22.6%	27.7%	12.4%	40.1%	137	46.7%
34.9%	129	46.5%	22.5%	16.3%	14.7%	31.0%	129	32.6%
13.9%	121	52.9%	24.8%	17.4%	5.0%	22.3%	121	45.5%
53.8%	132	14.4%	22.0%	34.8%	28.8%	63.6%	132	29.5%
44.4%	135	35.6%	23.0%	21.5%	20.0%	41.5%	135	40.0%
63.9%	133	25.6%	20.3%	27.8%	26.3%	54.1%	133	22.6%
46.4%	56	33.9%	10.7%	25.0%	30.4%	55.4%	56	42.9%
60.5%	38	23.7%	21.1%	39.5%	15.8%	55.3%	37	27.0%
36.4%	33	21.2%	21.2%	30.3%	27.3%	57.6%	33	24.2%
60.4%	48	8.3%	10.4%	39.6%	41.7%	81.3%	48	20.8%
41.7%	36	38.9%	27.8%	22.2%	11.1%	33.3%	36	27.8%
33.3%	69	29.0%	24.6%	26.1%	20.3%	46.4%	69	18.8%
36.7%	60	30.0%	21.7%	35.0%	13.3%	48.3%	59	25.4%
11.1%	45	40.0%	31.1%	24.4%	4.4%	28.9%	45	28.9%
30.3%	33	48.5%	27.3%	9.1%	15.2%	24.2%	33	36.4%
65.8%	38	36.8%	26.3%	21.1%	15.8%	36.8%	38	21.1%
37.0%	27	29.6%	22.2%	11.1%	37.0%	48.1%	27	18.5%
47.8%	46	26.1%	21.7%	32.6%	19.6%	52.2%	46	19.6%
42.4%	33	48.5%	21.2%	24.2%	6.1%	30.3%	33	33.3%
44.1%	34	38.2%	8.8%	32.4%	20.6%	52.9%	34	29.4%
19.4%	36	44.4%	33.3%	13.9%	8.3%	22.2%	36	30.6%
11.4%	35	54.3%	28.6%	14.3%	2.9%	17.1%	35	45.7%
42.6%	47	51.1%	21.3%	19.1%	8.5%	27.7%	47	51.1%
54.5%	44	27.3%	29.5%	29.5%	13.6%	43.2%	44	36.4%
29.2%	48	29.2%	25.0%	33.3%	12.5%	45.8%	48	33.3%
48.4%	31	35.5%	25.8%	32.3%	6.5%	38.7%	31	38.7%
47.8%	46	26.1%	32.6%	30.4%	10.9%	41.3%	46	26.1%
36.5%	52	42.3%	21.2%	17.3%	19.2%	36.5%	52	26.9%
20.0%	45	42.2%	26.7%	31.1%	0.0%	31.1%	45	28.9%
16.1%	31	58.1%	29.0%	9.7%	3.2%	12.9%	31	45.2%
70.6%	17	58.8%	5.9%	17.6%	17.6%	35.3%	17	64.7%
58.3%	12	33.3%	41.7%	8.3%	16.7%	25.0%	12	25.0%
92.9%	14	14.3%	14.3%	50.0%	21.4%	71.4%	14	14.3%
44.1%	59	55.9%	11.9%	13.6%	18.6%	32.2%	58	51.7%
50.0%	48	33.3%	27.1%	25.0%	14.6%	39.6%	48	33.3%
53.8%	52	46.2%	25.0%	21.2%	7.7%	28.8%	51	39.2%
47.7%	65	33.8%	24.6%	30.8%	10.8%	41.5%	65	56.9%
44.6%	56	32.1%	26.8%	26.8%	14.3%	41.1%	56	37.5%

46.9%	64	34.4%	26.6%	20.3%	18.8%	39.1%	64	31.3%
27.7%	65	36.9%	27.7%	24.6%	10.8%	35.4%	65	36.9%
24.2%	66	43.9%	21.2%	22.7%	12.1%	34.8%	66	34.8%
46.1%	193	37.3%	24.9%	21.2%	16.6%	37.8%	193	33.7%
42.9%	210	44.3%	22.4%	23.3%	10.0%	33.3%	210	47.1%
46.4%	222	32.9%	17.6%	34.2%	15.3%	49.5%	222	36.0%
47.4%	215	58.1%	15.3%	12.6%	14.0%	26.5%	215	50.2%
29.4%	187	44.9%	21.4%	26.7%	7.0%	33.7%	187	38.5%
27.3%	209	42.1%	22.0%	23.9%	12.0%	35.9%	209	33.0%
22.1%	226	61.5%	16.8%	13.3%	8.4%	21.7%	226	45.6%
9.8%	193	67.4%	14.0%	13.5%	5.2%	18.7%	192	53.6%
63.6%	22	27.3%	18.2%	18.2%	36.4%	54.5%	22	9.1%
59.4%	32	31.3%	18.8%	34.4%	15.6%	50.0%	32	15.6%
68.2%	22	22.7%	13.6%	40.9%	22.7%	63.6%	22	9.1%
70.0%	20	15.0%	25.0%	40.0%	20.0%	60.0%	20	15.0%
57.1%	21	19.0%	19.0%	38.1%	23.8%	61.9%	21	23.8%
31.8%	22	45.5%	27.3%	9.1%	18.2%	27.3%	22	18.2%
40.9%	23	8.7%	56.5%	26.1%	8.7%	34.8%	23	4.3%
26.3%	19	36.8%	15.8%	36.8%	10.5%	47.4%	19	26.3%
45.0%	20	45.0%	25.0%	15.0%	15.0%	30.0%	20	50.0%
52.2%	23	26.1%	34.8%	13.0%	26.1%	39.1%	23	34.8%
47.6%	21	38.1%	33.3%	14.3%	14.3%	28.6%	21	33.3%
64.3%	28	25.0%	21.4%	32.1%	21.4%	53.6%	28	28.6%
34.8%	23	47.8%	26.1%	13.0%	13.0%	26.1%	23	43.5%
70.4%	27	25.9%	14.8%	25.9%	33.3%	59.3%	27	14.8%
40.0%	25	28.0%	28.0%	40.0%	4.0%	44.0%	25	20.0%
14.3%	21	47.6%	14.3%	38.1%	0.0%	38.1%	21	52.4%
84.8%	33	21.2%	15.2%	33.3%	30.3%	63.6%	33	18.2%
59.5%	37	21.6%	29.7%	27.0%	21.6%	48.6%	37	24.3%
53.3%	30	26.7%	20.0%	36.7%	16.7%	53.3%	30	23.3%
76.9%	26	7.7%	23.1%	26.9%	42.3%	69.2%	26	26.9%
50.0%	41	34.1%	9.8%	41.5%	14.6%	56.1%	42	16.7%
31.3%	16	25.0%	6.3%	43.8%	25.0%	68.8%	16	0.0%
60.0%	25	16.0%	16.0%	40.0%	28.0%	68.0%	25	12.0%
28.0%	25	28.0%	12.0%	40.0%	20.0%	60.0%	25	28.0%
80.8%	26	23.1%	15.4%	11.5%	50.0%	61.5%	26	23.1%
76.0%	25	28.0%	24.0%	32.0%	16.0%	48.0%	25	20.0%
69.0%	29	24.1%	10.3%	44.8%	20.7%	65.5%	29	20.7%
42.4%	33	36.4%	33.3%	9.1%	21.2%	30.3%	33	21.2%
26.7%	45	33.3%	26.7%	35.6%	4.4%	40.0%	45	31.1%
66.7%	27	14.8%	25.9%	22.2%	37.0%	59.3%	27	25.9%
62.5%	32	6.3%	21.9%	50.0%	21.9%	71.9%	32	6.3%
40.0%	35	22.9%	22.9%	34.3%	20.0%	54.3%	35	8.6%
69.4%	36	30.6%	30.6%	22.2%	16.7%	38.9%	36	36.1%
60.7%	28	32.1%	25.0%	17.9%	25.0%	42.9%	28	21.4%
35.5%	31	35.5%	32.3%	25.8%	6.5%	32.3%	31	48.4%
28.2%	39	20.5%	28.2%	35.9%	15.4%	51.3%	39	23.1%
46.2%	26	26.9%	23.1%	30.8%	19.2%	50.0%	26	26.9%
48.4%	31	29.0%	12.9%	35.5%	22.6%	58.1%	31	22.6%

6.9%	29	44.8%	41.4%	3.4%	10.3%	13.8%	29	34.5%
3.1%	32	50.0%	28.1%	18.8%	3.1%	21.9%	32	43.8%
58.3%	163	38.0%	24.5%	20.2%	17.2%	37.4%	163	33.1%
62.9%	175	36.0%	28.6%	22.9%	12.6%	35.4%	175	24.6%
47.5%	158	35.4%	36.1%	21.5%	7.0%	28.5%	158	37.3%
62.1%	169	20.7%	22.5%	33.1%	23.7%	56.8%	169	26.6%
16.5%	211	60.2%	25.1%	11.4%	3.3%	14.7%	211	44.5%
11.6%	165	57.0%	18.8%	18.8%	5.5%	24.2%	164	37.8%
44.9%	156	37.8%	23.7%	20.5%	17.9%	38.5%	156	37.8%
27.7%	166	30.7%	26.5%	24.7%	18.1%	42.8%	166	16.9%
50.0%	42	42.9%	19.0%	19.0%	19.0%	38.1%	42	35.7%
56.1%	41	36.6%	22.0%	26.8%	14.6%	41.5%	41	36.6%
29.3%	41	39.0%	22.0%	31.7%	7.3%	39.0%	41	36.6%
45.1%	51	11.8%	27.5%	27.5%	33.3%	60.8%	51	21.6%
41.0%	39	35.9%	20.5%	38.5%	5.1%	43.6%	39	38.5%
19.6%	51	43.1%	21.6%	17.6%	17.6%	35.3%	51	29.4%
23.4%	47	34.0%	42.6%	14.9%	8.5%	23.4%	47	17.0%
17.9%	39	51.3%	17.9%	25.6%	5.1%	30.8%	39	33.3%
31.4%	137	34.3%	27.7%	23.4%	14.6%	38.0%	137	21.2%
22.1%	136	58.1%	16.9%	16.9%	8.1%	25.0%	136	50.7%
14.9%	154	59.1%	21.4%	15.6%	3.9%	19.5%	154	46.1%
39.5%	124	58.9%	16.9%	13.7%	10.5%	24.2%	124	62.9%
56.9%	116	45.7%	23.3%	18.1%	12.9%	31.0%	116	34.5%
49.1%	106	29.2%	24.5%	30.2%	16.0%	46.2%	106	34.0%
61.8%	136	23.5%	15.4%	40.4%	20.6%	61.0%	136	17.6%
37.2%	156	38.5%	17.9%	30.1%	13.5%	43.6%	156	27.6%
77.8%	167	31.7%	17.4%	19.2%	31.7%	50.9%	167	17.4%
22.8%	158	44.9%	19.6%	25.9%	9.5%	35.4%	158	39.9%
64.2%	179	22.9%	28.5%	25.7%	22.9%	48.6%	179	17.9%
60.5%	172	37.2%	18.0%	26.2%	18.6%	44.8%	172	28.5%
63.6%	162	14.8%	16.7%	37.7%	30.9%	68.5%	162	24.7%
57.8%	199	29.6%	19.6%	26.6%	24.1%	50.8%	199	36.7%
59.1%	154	23.4%	20.8%	31.2%	24.7%	55.8%	153	15.0%
31.1%	151	46.4%	19.9%	27.2%	6.6%	33.8%	151	38.4%
70.7%	58	37.9%	22.4%	17.2%	22.4%	39.7%	58	44.8%
78.0%	50	20.0%	32.0%	26.0%	22.0%	48.0%	50	28.0%
49.1%	55	38.2%	23.6%	27.3%	10.9%	38.2%	55	34.5%
65.5%	58	15.5%	25.9%	32.8%	25.9%	58.6%	58	24.1%
50.9%	53	20.8%	32.1%	24.5%	22.6%	47.2%	53	22.6%
55.6%	54	33.3%	16.7%	27.8%	22.2%	50.0%	54	18.5%
40.3%	62	33.9%	19.4%	24.2%	22.6%	46.8%	62	29.0%
23.7%	59	40.7%	27.1%	22.0%	10.2%	32.2%	59	27.1%
44.1%	93	71.0%	12.9%	9.7%	6.5%	16.1%	93	61.3%
43.9%	66	51.5%	28.8%	12.1%	7.6%	19.7%	66	54.5%
24.1%	83	63.9%	19.3%	13.3%	3.6%	16.9%	82	61.0%
45.9%	61	37.7%	24.6%	26.2%	11.5%	37.7%	61	45.9%
51.8%	110	56.4%	15.5%	16.4%	11.8%	28.2%	110	47.3%
47.2%	108	41.7%	19.4%	25.0%	13.9%	38.9%	108	27.8%
52.3%	109	45.0%	22.9%	22.9%	9.2%	32.1%	109	38.5%

52.7%	112	30.4%	16.1%	29.5%	24.1%	53.6%	112	33.9%
41.7%	115	61.7%	21.7%	7.8%	8.7%	16.5%	115	51.3%
27.9%	111	56.8%	21.6%	15.3%	6.3%	21.6%	111	46.8%
28.6%	98	57.1%	19.4%	17.3%	6.1%	23.5%	98	53.1%
42.9%	84	27.4%	27.4%	32.1%	13.1%	45.2%	84	34.5%
86.1%	72	18.1%	11.1%	27.8%	43.1%	70.8%	72	9.7%
49.4%	81	34.6%	22.2%	19.8%	23.5%	43.2%	81	28.4%
61.0%	82	25.6%	28.0%	28.0%	18.3%	46.3%	82	22.0%
53.2%	77	20.8%	26.0%	29.9%	23.4%	53.2%	77	23.4%
33.7%	98	73.5%	9.2%	9.2%	8.2%	17.3%	98	64.3%
22.9%	70	58.6%	22.9%	15.7%	2.9%	18.6%	70	50.0%
16.3%	80	76.3%	11.3%	6.3%	6.3%	12.5%	80	72.5%
26.9%	67	50.7%	26.9%	13.4%	9.0%	22.4%	67	50.7%
33.3%	219	47.9%	20.1%	22.8%	9.1%	32.0%	219	47.9%
25.0%	200	52.0%	18.0%	21.5%	8.5%	30.0%	199	35.2%
16.4%	213	63.8%	20.2%	10.3%	5.6%	16.0%	213	47.4%
39.1%	220	48.2%	19.1%	15.5%	17.3%	32.7%	219	43.4%
36.0%	212	47.2%	18.9%	19.3%	14.6%	34.0%	212	33.5%
25.7%	226	52.7%	21.2%	17.3%	8.8%	26.1%	226	39.4%
18.1%	377	57.8%	17.5%	17.0%	7.7%	24.7%	376	50.3%
33.5%	227	45.4%	17.2%	20.3%	17.2%	37.4%	227	39.2%
28.0%	225	34.2%	24.4%	25.3%	16.0%	41.3%	225	20.9%
N<10	1	N<10	N<10	N<10	N<10	N<10	1	N<10
24.8%	258	49.6%	22.5%	20.2%	7.8%	27.9%	258	36.4%
18.3%	213	54.0%	21.1%	16.4%	8.5%	24.9%	213	49.8%
53.9%	141	52.5%	17.7%	20.6%	9.2%	29.8%	140	42.1%
58.4%	137	38.0%	27.0%	21.2%	13.9%	35.0%	137	27.0%
40.8%	130	40.0%	28.5%	20.8%	10.8%	31.5%	130	34.6%
50.4%	129	50.4%	20.9%	14.0%	14.7%	28.7%	129	41.9%
50.9%	106	35.8%	25.5%	25.5%	13.2%	38.7%	107	24.3%
59.4%	101	33.7%	20.8%	23.8%	21.8%	45.5%	101	28.7%
46.0%	263	31.6%	17.1%	30.8%	20.5%	51.3%	263	39.5%
39.0%	195	22.6%	21.5%	34.4%	21.5%	55.9%	194	18.0%
78.3%	212	27.8%	13.7%	22.2%	36.3%	58.5%	211	19.0%
73.6%	220	16.8%	20.9%	35.0%	27.3%	62.3%	220	12.3%
72.0%	181	19.9%	20.4%	27.6%	32.0%	59.7%	181	17.7%
78.8%	240	9.2%	12.9%	35.0%	42.9%	77.9%	240	13.3%
64.6%	223	18.4%	13.0%	31.8%	36.8%	68.6%	223	15.2%
69.5%	203	15.8%	19.2%	34.0%	31.0%	65.0%	203	8.4%
52.4%	189	20.6%	22.2%	34.4%	22.8%	57.1%	189	11.1%
66.7%	18	27.8%	22.2%	27.8%	22.2%	50.0%	18	33.3%
50.0%	24	29.2%	20.8%	41.7%	8.3%	50.0%	24	41.7%
30.4%	23	34.8%	26.1%	30.4%	8.7%	39.1%	23	26.1%
33.3%	30	16.7%	40.0%	40.0%	3.3%	43.3%	30	16.7%
36.2%	58	41.4%	20.7%	22.4%	15.5%	37.9%	58	39.7%
31.6%	57	31.6%	24.6%	29.8%	14.0%	43.9%	57	15.8%
16.4%	61	52.5%	29.5%	16.4%	1.6%	18.0%	61	41.0%
15.9%	63	55.6%	14.3%	20.6%	9.5%	30.2%	63	31.7%
80.6%	36	27.8%	16.7%	27.8%	27.8%	55.6%	36	22.2%



67.7%	31	22.6%	29.0%	32.3%	16.1%	48.4%	31	12.9%
37.5%	40	27.5%	32.5%	27.5%	12.5%	40.0%	40	27.5%
60.0%	30	20.0%	23.3%	30.0%	26.7%	56.7%	30	23.3%
63.1%	260	31.5%	17.3%	17.3%	33.8%	51.2%	260	26.9%
54.5%	233	29.6%	26.2%	28.8%	15.5%	44.2%	233	33.0%
61.4%	223	25.1%	24.7%	30.9%	19.3%	50.2%	223	26.5%
34.0%	241	30.7%	30.7%	26.6%	12.0%	38.6%	241	31.5%
20.5%	264	43.6%	23.9%	19.7%	12.9%	32.6%	264	38.3%
51.8%	224	23.2%	18.8%	36.2%	21.9%	58.0%	224	39.7%
42.5%	275	46.2%	13.5%	24.7%	15.6%	40.4%	275	47.6%
39.9%	258	33.3%	20.9%	29.1%	16.7%	45.7%	258	26.4%
55.1%	69	50.7%	11.6%	18.8%	18.8%	37.7%	69	47.8%
47.4%	57	31.6%	31.6%	28.1%	8.8%	36.8%	57	33.3%
30.0%	60	30.0%	40.0%	23.3%	6.7%	30.0%	60	31.7%
19.2%	78	37.2%	41.0%	11.5%	10.3%	21.8%	78	30.8%
62.1%	58	39.7%	22.4%	20.7%	17.2%	37.9%	58	50.0%
65.0%	60	33.3%	15.0%	26.7%	25.0%	51.7%	60	46.7%
44.4%	54	42.6%	22.2%	16.7%	18.5%	35.2%	54	55.6%
61.9%	63	41.3%	23.8%	27.0%	7.9%	34.9%	63	36.5%
39.2%	51	52.9%	21.6%	11.8%	13.7%	25.5%	51	62.7%
50.0%	40	25.0%	27.5%	32.5%	15.0%	47.5%	40	35.0%
21.3%	61	47.5%	27.9%	14.8%	9.8%	24.6%	61	50.8%
14.9%	47	53.2%	17.0%	17.0%	12.8%	29.8%	47	44.7%
62.7%	51	33.3%	29.4%	25.5%	11.8%	37.3%	51	29.4%
70.2%	47	29.8%	27.7%	27.7%	14.9%	42.6%	47	36.2%
35.4%	47	46.8%	21.3%	17.0%	14.9%	31.9%	48	41.7%
18.8%	48	47.9%	27.1%	16.7%	8.3%	25.0%	48	22.9%
40.0%	35	65.7%	14.3%	8.6%	11.4%	20.0%	35	65.7%
57.1%	28	25.0%	46.4%	17.9%	10.7%	28.6%	28	35.7%
27.3%	22	50.0%	22.7%	18.2%	9.1%	27.3%	22	50.0%
50.0%	36	33.3%	27.8%	30.6%	8.3%	38.9%	36	47.2%
66.7%	24	25.0%	12.5%	45.8%	16.7%	62.5%	24	33.3%
38.1%	21	47.6%	4.8%	38.1%	9.5%	47.6%	21	38.1%
36.0%	25	32.0%	28.0%	32.0%	8.0%	40.0%	24	29.2%
20.0%	20	50.0%	30.0%	15.0%	5.0%	20.0%	20	55.0%
70.0%	50	40.0%	14.0%	14.0%	32.0%	46.0%	50	48.0%
54.2%	59	20.3%	25.4%	33.9%	20.3%	54.2%	59	22.0%
46.3%	54	33.3%	25.9%	24.1%	16.7%	40.7%	54	37.0%
36.0%	86	57.0%	11.6%	11.6%	19.8%	31.4%	86	60.5%
51.9%	81	43.2%	22.2%	18.5%	16.0%	34.6%	81	33.3%
46.3%	54	31.5%	38.9%	24.1%	5.6%	29.6%	54	37.0%
52.8%	72	45.8%	9.7%	15.3%	29.2%	44.4%	72	45.8%
47.6%	63	46.0%	27.0%	17.5%	9.5%	27.0%	63	41.3%
40.3%	72	31.9%	29.2%	29.2%	9.7%	38.9%	72	34.7%
47.7%	214	35.5%	24.8%	26.2%	13.6%	39.7%	213	36.2%
39.1%	197	36.5%	25.4%	23.4%	14.7%	38.1%	197	31.0%
36.3%	226	46.9%	23.0%	19.0%	11.1%	30.1%	225	30.2%
36.6%	446	44.6%	27.1%	18.8%	9.4%	28.3%	445	27.9%
19.5%	453	47.9%	26.0%	18.5%	7.5%	26.0%	453	47.2%

29.7%	74	58.1%	10.8%	16.2%	14.9%	31.1%	74	56.8%
23.7%	59	50.8%	18.6%	18.6%	11.9%	30.5%	59	45.8%
30.3%	76	53.9%	21.1%	18.4%	6.6%	25.0%	76	53.9%
31.6%	76	59.2%	11.8%	18.4%	10.5%	28.9%	76	55.3%
53.8%	80	28.8%	42.5%	13.8%	15.0%	28.8%	80	26.3%
48.1%	79	43.0%	24.1%	30.4%	2.5%	32.9%	79	43.0%
50.7%	71	47.9%	16.9%	19.7%	15.5%	35.2%	71	46.5%
58.0%	69	46.4%	26.1%	17.4%	10.1%	27.5%	69	34.8%
54.7%	86	20.9%	29.1%	33.7%	16.3%	50.0%	86	32.6%
53.2%	189	27.5%	20.6%	28.0%	23.8%	51.9%	188	35.1%
52.6%	211	23.2%	18.0%	37.0%	21.8%	58.8%	213	32.9%
42.0%	208	32.7%	24.0%	26.9%	16.3%	43.3%	208	23.6%
9.1%	33	90.9%	6.1%	0.0%	3.0%	3.0%	33	75.8%
25.0%	44	65.9%	34.1%	0.0%	0.0%	0.0%	44	63.6%
29.4%	34	64.7%	26.5%	2.9%	5.9%	8.8%	34	67.6%
41.3%	46	63.0%	17.4%	13.0%	6.5%	19.6%	46	65.2%
26.8%	41	65.9%	17.1%	17.1%	0.0%	17.1%	41	31.7%
12.0%	50	72.0%	18.0%	10.0%	0.0%	10.0%	50	42.0%
11.5%	60	88.3%	6.7%	3.3%	1.7%	5.0%	61	65.6%
5.4%	37	73.0%	24.3%	2.7%	0.0%	2.7%	37	45.9%
70.2%	84	35.7%	25.0%	26.2%	13.1%	39.3%	84	31.0%
43.4%	53	37.7%	28.3%	24.5%	9.4%	34.0%	53	32.1%
62.5%	64	40.6%	14.1%	31.3%	14.1%	45.3%	64	39.1%
51.6%	63	39.7%	15.9%	30.2%	14.3%	44.4%	64	39.1%
29.8%	94	73.4%	14.9%	9.6%	2.1%	11.7%	94	59.6%
19.1%	94	56.4%	29.8%	8.5%	5.3%	13.8%	95	47.4%
10.0%	60	65.0%	28.3%	3.3%	3.3%	6.7%	60	65.0%
31.6%	76	51.3%	34.2%	14.5%	0.0%	14.5%	75	41.3%
27.7%	47	74.5%	12.8%	10.6%	2.1%	12.8%	47	74.5%
33.3%	35	62.9%	17.1%	20.0%	0.0%	20.0%	36	41.7%
29.4%	34	70.6%	26.5%	2.9%	0.0%	2.9%	34	61.8%
25.0%	44	59.1%	25.0%	15.9%	0.0%	15.9%	44	47.7%
31.9%	72	68.1%	16.7%	5.6%	9.7%	15.3%	72	63.9%
37.3%	59	52.5%	25.4%	13.6%	8.5%	22.0%	59	33.9%
14.5%	69	71.0%	17.4%	8.7%	2.9%	11.6%	69	50.7%
37.1%	62	45.2%	27.4%	19.4%	8.1%	27.4%	62	51.6%
91.8%	73	12.3%	17.8%	34.2%	35.6%	69.9%	73	11.0%
71.4%	70	20.0%	24.3%	27.1%	28.6%	55.7%	70	8.6%
65.8%	76	17.1%	19.7%	38.2%	25.0%	63.2%	76	19.7%
59.5%	84	21.4%	20.2%	29.8%	28.6%	58.3%	84	16.7%
48.8%	44	75.0%	13.6%	9.1%	2.3%	11.4%	44	65.9%
31.1%	45	55.6%	31.1%	11.1%	2.2%	13.3%	45	40.0%
25.0%	44	50.0%	38.6%	9.1%	2.3%	11.4%	44	56.8%
21.1%	38	78.9%	10.5%	5.3%	5.3%	10.5%	38	63.2%
19.6%	56	76.8%	17.9%	1.8%	3.6%	5.4%	56	55.4%
26.4%	53	69.8%	20.8%	7.5%	1.9%	9.4%	53	47.2%
20.0%	45	75.6%	20.0%	4.4%	0.0%	4.4%	45	75.6%
50.0%	32	68.8%	18.8%	12.5%	0.0%	12.5%	32	43.8%
28.7%	101	57.4%	25.7%	16.8%	0.0%	16.8%	102	42.2%

13.4%	112	69.6%	20.5%	8.9%	0.9%	9.8%	112	33.0%
7.2%	97	74.2%	18.6%	7.2%	0.0%	7.2%	97	45.4%
42.4%	177	50.3%	20.3%	17.5%	11.9%	29.4%	176	34.1%
30.6%	157	54.1%	20.4%	18.5%	7.0%	25.5%	158	30.4%
20.5%	156	69.2%	17.9%	9.6%	3.2%	12.8%	156	41.0%
29.5%	129	73.6%	11.6%	12.4%	2.3%	14.7%	129	49.6%
17.3%	150	72.0%	18.7%	6.7%	2.7%	9.3%	150	32.0%
7.9%	127	78.0%	18.1%	3.9%	0.0%	3.9%	125	53.6%
10.4%	366	74.3%	15.6%	7.9%	2.2%	10.1%	367	52.6%
51.4%	323	49.2%	20.4%	15.5%	14.9%	30.3%	322	37.9%
29.3%	304	60.9%	16.8%	10.5%	11.8%	22.4%	304	31.3%
26.6%	353	59.8%	21.8%	14.7%	3.7%	18.4%	352	53.1%
17.9%	341	53.4%	20.8%	19.1%	6.7%	25.8%	341	42.5%
26.2%	317	39.1%	25.9%	23.3%	11.7%	35.0%	315	49.8%
30.0%	310	58.4%	15.8%	19.0%	6.8%	25.8%	310	50.3%
40.4%	270	43.0%	31.9%	17.8%	7.4%	25.2%	270	34.4%
30.5%	308	48.1%	27.3%	15.6%	9.1%	24.7%	306	41.8%
61.2%	49	38.8%	20.4%	16.3%	24.5%	40.8%	49	42.9%
60.4%	53	34.0%	22.6%	22.6%	20.8%	43.4%	53	35.8%
60.5%	38	31.6%	26.3%	28.9%	13.2%	42.1%	38	47.4%
59.6%	47	34.0%	17.0%	34.0%	14.9%	48.9%	47	40.4%
44.2%	43	32.6%	20.9%	34.9%	11.6%	46.5%	43	25.6%
38.5%	52	34.6%	23.1%	25.0%	17.3%	42.3%	52	19.2%
28.0%	50	60.0%	26.0%	8.0%	6.0%	14.0%	50	42.0%
16.3%	43	67.4%	7.0%	14.0%	11.6%	25.6%	43	51.2%
58.0%	212	35.4%	19.3%	16.5%	28.8%	45.3%	212	32.1%
63.3%	180	27.8%	29.4%	24.4%	18.3%	42.8%	180	30.0%
46.2%	212	32.1%	24.1%	25.5%	18.4%	43.9%	211	43.1%
54.5%	202	33.2%	17.3%	30.2%	19.3%	49.5%	201	39.3%
41.1%	192	37.5%	19.3%	30.2%	13.0%	43.2%	192	33.9%
47.7%	195	36.4%	23.6%	22.1%	17.9%	40.0%	195	29.2%
23.7%	224	50.4%	29.9%	13.8%	5.8%	19.6%	224	36.2%
18.6%	194	51.0%	22.7%	20.6%	5.7%	26.3%	194	43.8%
28.8%	59	69.5%	13.6%	11.9%	5.1%	16.9%	59	66.1%
23.3%	60	56.7%	25.0%	13.3%	5.0%	18.3%	60	40.0%
2.4%	42	69.0%	23.8%	4.8%	2.4%	7.1%	42	71.4%
15.2%	46	63.0%	19.6%	15.2%	2.2%	17.4%	46	54.3%
38.5%	65	60.0%	18.5%	13.8%	7.7%	21.5%	65	63.1%
52.2%	46	39.1%	37.0%	13.0%	10.9%	23.9%	46	41.3%
27.9%	68	64.7%	16.2%	11.8%	7.4%	19.1%	68	57.4%
54.5%	55	40.0%	25.5%	21.8%	12.7%	34.5%	55	41.8%
28.2%	110	53.6%	22.7%	16.4%	7.3%	23.6%	110	40.0%
17.8%	107	64.5%	20.6%	13.1%	1.9%	15.0%	107	29.0%
9.8%	102	72.5%	19.6%	5.9%	2.0%	7.8%	102	47.1%
10.9%	110	63.6%	20.0%	9.1%	7.3%	16.4%	110	50.0%
34.0%	97	60.8%	14.4%	15.5%	9.3%	24.7%	97	62.9%
38.7%	111	53.2%	25.2%	16.2%	5.4%	21.6%	111	47.7%
52.7%	74	41.9%	28.4%	25.7%	4.1%	29.7%	75	52.0%
43.2%	81	42.0%	21.0%	19.8%	17.3%	37.0%	81	39.5%



47.8%	113	61.9%	15.0%	15.9%	7.1%	23.0%	113	61.9%
42.3%	104	51.9%	22.1%	15.4%	10.6%	26.0%	104	58.7%
37.5%	88	46.6%	27.3%	14.8%	11.4%	26.1%	88	50.0%
51.1%	94	41.5%	22.3%	26.6%	9.6%	36.2%	94	54.3%
25.3%	83	51.8%	18.1%	21.7%	8.4%	30.1%	83	37.3%
23.7%	76	48.7%	25.0%	21.1%	5.3%	26.3%	76	28.9%
30.1%	83	49.4%	19.3%	25.3%	6.0%	31.3%	83	30.1%
10.3%	78	79.5%	12.8%	6.4%	1.3%	7.7%	78	53.8%
53.0%	66	47.0%	24.2%	13.6%	15.2%	28.8%	66	42.4%
49.2%	63	49.2%	25.4%	15.9%	9.5%	25.4%	63	50.8%
12.3%	81	51.9%	24.7%	19.8%	3.7%	23.5%	81	44.4%
17.4%	92	48.9%	25.0%	17.4%	8.7%	26.1%	92	38.0%
27.0%	74	47.3%	29.7%	18.9%	4.1%	23.0%	74	45.9%
53.8%	65	44.6%	18.5%	16.9%	20.0%	36.9%	65	50.8%
30.5%	95	47.4%	21.1%	21.1%	10.5%	31.6%	95	46.3%
41.7%	72	38.9%	19.4%	26.4%	15.3%	41.7%	72	30.6%
67.6%	136	26.5%	14.7%	35.3%	23.5%	58.8%	135	21.5%
46.5%	114	45.6%	19.3%	22.8%	12.3%	35.1%	114	28.9%
48.4%	159	33.3%	27.0%	27.7%	11.9%	39.6%	159	14.5%
29.7%	148	50.7%	22.3%	20.3%	6.8%	27.0%	148	29.7%
15.7%	178	56.7%	25.3%	11.8%	6.2%	18.0%	179	41.9%
56.2%	169	52.7%	14.2%	16.0%	17.2%	33.1%	169	48.5%
62.8%	145	35.2%	25.5%	29.0%	10.3%	39.3%	145	35.9%
29.5%	132	42.4%	26.5%	24.2%	6.8%	31.1%	132	38.6%
69.8%	96	41.7%	16.7%	15.6%	26.0%	41.7%	96	28.1%
54.8%	73	37.0%	23.3%	28.8%	11.0%	39.7%	73	34.2%
63.0%	73	53.4%	9.6%	16.4%	20.5%	37.0%	71	38.0%
60.0%	80	22.5%	26.3%	23.8%	27.5%	51.3%	80	22.5%
61.0%	241	26.6%	27.8%	26.1%	19.5%	45.6%	240	28.8%
70.5%	241	19.5%	19.5%	31.1%	29.9%	61.0%	240	23.8%
60.5%	233	22.7%	17.2%	30.9%	29.2%	60.1%	232	18.5%
N<10	2	N<10	N<10	N<10	N<10	N<10	2	N<10
28.8%	645	38.6%	20.0%	25.6%	15.8%	41.4%	640	36.4%
59.7%	67	40.3%	17.9%	13.4%	28.4%	41.8%	67	29.9%
71.2%	73	11.0%	24.7%	31.5%	32.9%	64.4%	73	11.0%
40.6%	96	58.3%	14.6%	10.4%	16.7%	27.1%	96	54.2%
42.9%	84	40.5%	35.7%	10.7%	13.1%	23.8%	84	32.1%
57.6%	92	45.7%	22.8%	14.1%	17.4%	31.5%	92	35.9%
53.3%	75	42.7%	21.3%	21.3%	14.7%	36.0%	75	32.0%
68.5%	73	42.5%	12.3%	17.8%	27.4%	45.2%	73	28.8%
71.8%	78	17.9%	21.8%	34.6%	25.6%	60.3%	78	17.9%
44.0%	91	57.1%	18.7%	17.6%	6.6%	24.2%	91	41.8%
41.0%	83	49.4%	20.5%	21.7%	8.4%	30.1%	82	35.4%
52.2%	159	36.5%	20.8%	30.2%	12.6%	42.8%	159	35.8%
63.2%	155	20.6%	16.8%	34.2%	28.4%	62.6%	154	23.4%
44.1%	143	38.5%	18.9%	22.4%	20.3%	42.7%	143	37.1%
66.9%	178	18.5%	23.0%	33.7%	24.7%	58.4%	178	21.3%
66.7%	180	20.6%	16.7%	33.3%	29.4%	62.8%	180	25.6%
53.5%	159	34.0%	15.7%	25.2%	25.2%	50.3%	159	29.6%

54.5%	143	37.1%	26.6%	21.0%	15.4%	36.4%	143	45.5%
67.4%	135	25.9%	16.3%	32.6%	25.2%	57.8%	135	28.1%
45.3%	148	34.5%	22.3%	17.6%	25.7%	43.2%	148	33.1%
78.4%	102	26.5%	21.6%	22.5%	29.4%	52.0%	102	21.6%
70.5%	112	23.2%	25.0%	26.8%	25.0%	51.8%	112	17.9%
64.9%	94	31.9%	17.0%	25.5%	25.5%	51.1%	94	30.9%
75.0%	104	19.2%	22.1%	30.8%	27.9%	58.7%	103	17.5%
47.3%	731	30.9%	21.2%	25.9%	22.0%	47.9%	728	22.7%
33.3%	717	43.8%	22.6%	19.0%	14.6%	33.6%	712	38.5%
61.3%	80	40.0%	16.3%	16.3%	27.5%	43.8%	80	32.5%
69.1%	97	24.7%	20.6%	26.8%	27.8%	54.6%	97	16.5%
56.0%	91	27.5%	25.3%	29.7%	17.6%	47.3%	91	19.8%
42.3%	267	28.1%	20.6%	30.0%	21.3%	51.3%	267	23.2%
73.2%	272	15.4%	18.4%	32.0%	34.2%	66.2%	272	19.5%
62.1%	264	20.1%	18.9%	29.2%	31.8%	61.0%	264	16.3%
70.2%	84	23.8%	20.2%	23.8%	32.1%	56.0%	84	17.9%
75.4%	65	15.4%	29.2%	27.7%	27.7%	55.4%	65	21.5%
80.3%	76	10.5%	31.6%	36.8%	21.1%	57.9%	76	11.8%
55.1%	274	20.4%	24.5%	26.6%	28.5%	55.1%	273	9.5%
51.5%	270	24.8%	26.7%	27.8%	20.7%	48.5%	270	13.3%
70.5%	88	33.0%	14.8%	15.9%	36.4%	52.3%	88	23.9%
70.0%	90	21.1%	28.9%	20.0%	30.0%	50.0%	90	25.6%
61.7%	81	19.8%	21.0%	30.9%	28.4%	59.3%	81	14.8%
33.3%	48	56.3%	16.7%	16.7%	10.4%	27.1%	48	50.0%
60.9%	23	34.8%	26.1%	30.4%	8.7%	39.1%	23	21.7%
53.1%	32	28.1%	28.1%	37.5%	6.3%	43.8%	32	34.4%
57.1%	21	28.6%	9.5%	33.3%	28.6%	61.9%	21	23.8%
52.6%	19	31.6%	21.1%	31.6%	15.8%	47.4%	19	57.9%
27.3%	33	45.5%	24.2%	18.2%	12.1%	30.3%	33	42.4%
25.0%	28	21.4%	42.9%	28.6%	7.1%	35.7%	28	42.9%
12.9%	31	51.6%	32.3%	6.5%	9.7%	16.1%	31	71.0%
43.8%	89	53.9%	12.4%	11.2%	22.5%	33.7%	89	50.6%
49.4%	79	26.6%	25.3%	29.1%	19.0%	48.1%	79	22.8%
22.9%	83	36.1%	30.1%	28.9%	4.8%	33.7%	83	38.6%
11.0%	100	55.0%	22.0%	16.0%	7.0%	23.0%	100	39.0%
56.9%	65	32.3%	33.8%	23.1%	10.8%	33.8%	65	40.0%
65.3%	72	26.4%	13.9%	41.7%	18.1%	59.7%	72	41.7%
31.8%	88	34.1%	29.5%	21.6%	14.8%	36.4%	88	39.8%
34.1%	82	36.6%	20.7%	31.7%	11.0%	42.7%	83	31.3%
80.6%	36	41.7%	13.9%	25.0%	19.4%	44.4%	36	19.4%
73.7%	38	21.1%	26.3%	18.4%	34.2%	52.6%	38	21.1%
45.5%	33	36.4%	27.3%	21.2%	15.2%	36.4%	33	42.4%
78.9%	38	13.2%	15.8%	26.3%	44.7%	71.1%	38	15.8%
63.6%	44	20.5%	27.3%	34.1%	18.2%	52.3%	44	22.7%
38.8%	49	28.6%	18.4%	24.5%	28.6%	53.1%	49	20.4%
55.6%	27	11.1%	29.6%	44.4%	14.8%	59.3%	27	14.8%
39.0%	41	22.0%	41.5%	19.5%	17.1%	36.6%	41	19.5%
56.4%	133	33.8%	18.0%	21.8%	26.3%	48.1%	133	33.8%
34.2%	231	35.1%	22.1%	27.7%	15.2%	42.9%	231	19.0%

65.0%	120	31.7%	20.8%	20.8%	26.7%	47.5%	120	24.2%
31.7%	265	31.3%	33.2%	22.3%	13.2%	35.5%	265	25.7%
50.9%	234	32.9%	19.7%	31.2%	16.2%	47.4%	234	36.3%
50.6%	231	33.3%	19.5%	29.0%	18.2%	47.2%	231	19.5%
57.1%	240	28.3%	22.5%	27.9%	21.3%	49.2%	240	23.8%
46.9%	240	25.0%	26.7%	29.2%	19.2%	48.3%	241	27.0%
64.3%	263	17.9%	15.2%	36.1%	30.8%	66.9%	263	24.3%
68.1%	72	37.5%	18.1%	22.2%	22.2%	44.4%	72	37.5%
60.8%	74	25.7%	31.1%	27.0%	16.2%	43.2%	74	27.0%
61.3%	62	30.6%	22.6%	33.9%	12.9%	46.8%	62	41.9%
75.4%	61	21.3%	14.8%	39.3%	24.6%	63.9%	61	31.1%
69.6%	56	26.8%	26.8%	30.4%	16.1%	46.4%	56	30.4%
52.8%	72	27.8%	23.6%	26.4%	22.2%	48.6%	72	25.0%
41.0%	78	33.3%	33.3%	28.2%	5.1%	33.3%	78	33.3%
20.3%	64	40.6%	25.0%	21.9%	12.5%	34.4%	64	48.4%
56.5%	23	56.5%	13.0%	13.0%	17.4%	30.4%	23	39.1%
62.9%	35	17.1%	34.3%	28.6%	20.0%	48.6%	35	31.4%
54.5%	33	15.2%	36.4%	36.4%	12.1%	48.5%	33	27.3%
78.8%	33	15.2%	9.1%	30.3%	45.5%	75.8%	33	30.3%
48.6%	35	42.9%	8.6%	28.6%	20.0%	48.6%	35	34.3%
30.8%	39	41.0%	20.5%	20.5%	17.9%	38.5%	39	25.6%
47.4%	38	31.6%	26.3%	26.3%	15.8%	42.1%	38	21.1%
40.0%	35	42.9%	11.4%	20.0%	25.7%	45.7%	35	28.6%
58.8%	131	27.5%	28.2%	26.7%	17.6%	44.3%	131	36.6%
47.8%	138	45.7%	16.7%	19.6%	18.1%	37.7%	137	32.1%
60.1%	148	38.5%	17.6%	16.9%	27.0%	43.9%	148	35.1%
50.4%	141	27.0%	36.2%	27.0%	9.9%	36.9%	141	27.7%
55.6%	151	26.5%	29.1%	34.4%	9.9%	44.4%	150	28.0%
36.6%	145	35.2%	15.9%	26.2%	22.8%	49.0%	144	23.6%
38.0%	150	33.3%	31.3%	22.7%	12.7%	35.3%	150	34.7%
18.5%	119	41.2%	29.4%	25.2%	4.2%	29.4%	118	35.6%
59.4%	32	46.9%	12.5%	15.6%	25.0%	40.6%	32	43.8%
61.4%	44	25.0%	31.8%	15.9%	27.3%	43.2%	44	36.4%
84.8%	33	9.1%	24.2%	48.5%	18.2%	66.7%	33	15.2%
80.0%	40	7.5%	25.0%	37.5%	30.0%	67.5%	40	15.0%
78.8%	33	24.2%	24.2%	27.3%	24.2%	51.5%	33	27.3%
48.5%	33	27.3%	27.3%	27.3%	18.2%	45.5%	33	15.2%
20.7%	29	48.3%	27.6%	13.8%	10.3%	24.1%	29	41.4%
7.7%	39	28.2%	43.6%	25.6%	2.6%	28.2%	39	30.8%
87.0%	46	13.0%	21.7%	23.9%	41.3%	65.2%	46	21.7%
81.5%	65	15.4%	16.9%	40.0%	27.7%	67.7%	65	21.5%
81.8%	55	9.1%	21.8%	32.7%	36.4%	69.1%	55	16.4%
74.2%	66	12.1%	9.1%	42.4%	36.4%	78.8%	66	19.7%
59.1%	66	30.3%	16.7%	36.4%	16.7%	53.0%	66	25.8%
54.3%	46	30.4%	23.9%	28.3%	17.4%	45.7%	46	17.4%
38.1%	63	34.9%	28.6%	22.2%	14.3%	36.5%	63	25.4%
27.1%	59	27.1%	25.4%	30.5%	16.9%	47.5%	59	30.5%
68.8%	32	28.1%	21.9%	25.0%	25.0%	50.0%	32	21.9%
66.7%	36	27.8%	22.2%	36.1%	13.9%	50.0%	36	22.2%

44.8%	29	27.6%	37.9%	17.2%	17.2%	34.5%	29	27.6%
75.9%	29	6.9%	31.0%	37.9%	24.1%	62.1%	29	6.9%
60.0%	25	16.0%	16.0%	44.0%	24.0%	68.0%	25	16.0%
48.6%	35	25.7%	25.7%	25.7%	22.9%	48.6%	35	17.1%
16.1%	31	51.6%	29.0%	16.1%	3.2%	19.4%	31	41.9%
12.5%	32	37.5%	18.8%	34.4%	9.4%	43.8%	32	28.1%
51.2%	41	51.2%	22.0%	9.8%	17.1%	26.8%	41	41.5%
56.4%	39	69.2%	12.8%	12.8%	5.1%	17.9%	39	59.0%
42.5%	40	35.0%	20.0%	32.5%	12.5%	45.0%	40	40.0%
45.8%	48	27.1%	6.3%	50.0%	16.7%	66.7%	48	29.2%
35.3%	51	52.9%	17.6%	19.6%	9.8%	29.4%	51	43.1%
27.1%	48	33.3%	25.0%	27.1%	14.6%	41.7%	48	20.8%
27.0%	37	54.1%	29.7%	13.5%	2.7%	16.2%	37	45.9%
16.3%	43	46.5%	23.3%	18.6%	11.6%	30.2%	43	46.5%
70.2%	94	35.1%	24.5%	18.1%	22.3%	40.4%	94	33.0%
65.1%	83	24.1%	26.5%	31.3%	18.1%	49.4%	83	16.9%
56.5%	115	29.6%	28.7%	29.6%	12.2%	41.7%	115	32.2%
65.2%	115	19.1%	12.2%	38.3%	30.4%	68.7%	114	29.8%
51.9%	108	33.3%	22.2%	23.1%	21.3%	44.4%	107	33.6%
54.5%	101	22.8%	34.7%	29.7%	12.9%	42.6%	101	17.8%
44.1%	116	34.5%	32.8%	18.1%	14.7%	32.8%	118	28.8%
27.7%	101	43.6%	26.7%	19.8%	9.9%	29.7%	99	43.4%
64.0%	75	49.3%	17.3%	14.7%	18.7%	33.3%	75	38.7%
55.9%	68	26.5%	26.5%	32.4%	14.7%	47.1%	66	33.3%
N<10	4	N<10	N<10	N<10	N<10	N<10	4	N<10
N<10	6	N<10	N<10	N<10	N<10	N<10	6	N<10
N<10	4	N<10	N<10	N<10	N<10	N<10	4	N<10
N<10	3	N<10	N<10	N<10	N<10	N<10	3	N<10
N<10	3	N<10	N<10	N<10	N<10	N<10	3	N<10
N<10	2	N<10	N<10	N<10	N<10	N<10	2	N<10
N<10	8	N<10	N<10	N<10	N<10	N<10	9	N<10
0.0%	14	RV	RV	RV	RV	0.0%	15	93.3%
60.2%	118	45.8%	20.3%	16.9%	16.9%	33.9%	118	36.4%
53.2%	111	45.0%	22.5%	19.8%	12.6%	32.4%	108	27.8%
88.0%	50	20.0%	22.0%	24.0%	34.0%	58.0%	50	6.0%
87.0%	46	4.3%	21.7%	30.4%	43.5%	73.9%	46	2.2%
N<10	8	N<10	N<10	N<10	N<10	N<10	8	N<10
N<10	7	N<10	N<10	N<10	N<10	N<10	7	N<10
25.2%	246	56.5%	22.0%	10.6%	11.0%	21.5%	246	47.6%
19.1%	246	53.3%	19.5%	17.1%	10.2%	27.2%	244	34.0%
20.8%	255	61.6%	20.4%	11.0%	7.1%	18.0%	254	46.9%
15.5%	220	58.2%	20.5%	11.4%	10.0%	21.4%	220	56.8%
77.1%	48	43.8%	27.1%	22.9%	6.3%	29.2%	47	27.7%
47.4%	38	42.1%	21.1%	26.3%	10.5%	36.8%	38	28.9%
36.3%	259	52.9%	17.8%	20.8%	8.5%	29.3%	258	50.4%
49.2%	252	38.5%	19.0%	27.4%	15.1%	42.5%	251	42.2%
44.0%	75	49.3%	16.0%	14.7%	20.0%	34.7%	75	45.3%
48.7%	78	39.7%	21.8%	17.9%	20.5%	38.5%	78	34.6%
48.7%	78	37.2%	25.6%	30.8%	6.4%	37.2%	78	42.3%

16.2%	74	41.9%	41.9%	13.5%	2.7%	16.2%	74	51.4%
26.1%	69	55.1%	18.8%	20.3%	5.8%	26.1%	69	58.0%
48.7%	76	34.2%	26.3%	26.3%	13.2%	39.5%	76	53.9%
44.8%	58	41.4%	15.5%	32.8%	10.3%	43.1%	58	48.3%
43.8%	64	25.0%	32.8%	29.7%	12.5%	42.2%	64	25.0%
73.5%	328	36.0%	20.7%	18.0%	25.3%	43.3%	328	25.9%
31.6%	327	35.5%	23.2%	25.7%	15.6%	41.3%	324	35.2%
45.6%	333	38.1%	19.2%	26.4%	16.2%	42.6%	333	33.6%
33.5%	346	37.3%	31.5%	22.8%	8.4%	31.2%	344	30.8%
69.3%	326	26.7%	23.9%	27.9%	21.5%	49.4%	326	19.3%
58.4%	358	29.6%	25.7%	30.2%	14.5%	44.7%	356	30.9%
59.1%	328	22.3%	18.9%	32.3%	26.5%	58.8%	328	29.9%
47.6%	336	30.4%	22.6%	33.0%	14.0%	47.0%	336	33.6%
71.0%	262	37.0%	15.3%	15.6%	32.1%	47.7%	262	30.9%
69.1%	259	30.5%	24.3%	24.3%	20.8%	45.2%	259	23.9%
71.4%	238	21.0%	25.2%	31.9%	21.8%	53.8%	238	27.7%
68.9%	251	23.5%	20.7%	31.5%	24.3%	55.8%	251	30.3%
53.3%	270	31.1%	21.1%	28.9%	18.9%	47.8%	269	32.7%
53.8%	279	30.1%	23.3%	24.7%	21.9%	46.6%	278	21.2%
44.0%	259	35.5%	25.9%	25.9%	12.7%	38.6%	258	22.1%
31.9%	235	35.7%	25.5%	26.8%	11.9%	38.7%	235	34.9%
41.5%	41	61.0%	26.8%	7.3%	4.9%	12.2%	41	65.9%
40.5%	42	50.0%	21.4%	16.7%	11.9%	28.6%	42	47.6%
43.2%	37	43.2%	29.7%	21.6%	5.4%	27.0%	37	43.2%
43.6%	39	43.6%	15.4%	28.2%	12.8%	41.0%	39	51.3%
34.8%	46	47.8%	19.6%	23.9%	8.7%	32.6%	46	54.3%
13.9%	36	33.3%	36.1%	16.7%	13.9%	30.6%	36	30.6%
8.1%	37	75.7%	21.6%	2.7%	0.0%	2.7%	37	62.2%
10.3%	39	56.4%	15.4%	20.5%	7.7%	28.2%	39	56.4%
69.2%	39	35.9%	20.5%	17.9%	25.6%	43.6%	39	46.2%
71.2%	52	23.1%	25.0%	28.8%	23.1%	51.9%	52	36.5%
47.2%	36	30.6%	36.1%	22.2%	11.1%	33.3%	36	44.4%
86.0%	43	14.0%	14.0%	34.9%	37.2%	72.1%	43	25.6%
32.5%	40	42.5%	20.0%	30.0%	7.5%	37.5%	40	47.5%
47.5%	40	27.5%	15.0%	35.0%	22.5%	57.5%	40	15.0%
34.1%	44	43.2%	29.5%	27.3%	0.0%	27.3%	44	47.7%
20.8%	53	73.6%	11.3%	13.2%	1.9%	15.1%	53	56.6%
55.0%	307	31.6%	21.2%	29.6%	17.6%	47.2%	306	34.3%
40.2%	336	39.6%	19.3%	28.0%	13.1%	41.1%	336	28.6%
31.4%	328	49.1%	22.3%	18.9%	9.8%	28.7%	329	40.4%
33.5%	310	39.4%	19.7%	27.4%	13.5%	41.0%	310	31.3%
58.7%	196	49.0%	16.3%	13.3%	21.4%	34.7%	196	48.5%
57.2%	173	31.2%	28.9%	28.3%	11.6%	39.9%	171	35.7%
53.4%	208	37.0%	18.8%	28.8%	15.4%	44.2%	208	37.5%
51.7%	180	23.9%	18.9%	34.4%	22.8%	57.2%	180	33.9%
55.9%	136	53.7%	21.3%	11.8%	13.2%	25.0%	136	52.9%
68.7%	134	27.6%	20.9%	32.8%	18.7%	51.5%	134	29.9%
50.8%	118	34.7%	30.5%	16.1%	18.6%	34.7%	118	42.4%
52.6%	135	25.9%	12.6%	45.2%	16.3%	61.5%	135	41.5%



55.4%	56	37.5%	14.3%	33.9%	14.3%	48.2%	56	37.5%
42.9%	63	36.5%	34.9%	17.5%	11.1%	28.6%	63	27.0%
20.0%	65	53.8%	24.6%	20.0%	1.5%	21.5%	65	52.3%
40.0%	50	24.0%	30.0%	32.0%	14.0%	46.0%	50	24.0%
20.3%	59	64.4%	18.6%	11.9%	5.1%	16.9%	59	50.8%
24.1%	54	55.6%	24.1%	13.0%	7.4%	20.4%	54	33.3%
19.0%	63	52.4%	25.4%	15.9%	6.3%	22.2%	63	46.0%
15.3%	59	30.5%	28.8%	23.7%	16.9%	40.7%	59	32.2%
55.3%	266	48.5%	15.4%	18.4%	17.7%	36.1%	266	47.0%
56.4%	275	25.1%	19.3%	34.9%	20.7%	55.6%	275	35.3%
48.7%	271	37.3%	24.0%	24.7%	14.0%	38.7%	271	35.8%
24.0%	287	43.2%	23.7%	24.7%	8.4%	33.1%	287	41.8%
56.1%	287	27.9%	25.1%	27.9%	19.2%	47.0%	287	20.9%
28.6%	231	35.5%	36.4%	18.2%	10.0%	28.1%	232	32.8%
52.6%	271	45.0%	24.7%	19.6%	10.7%	30.3%	270	43.3%
52.2%	276	32.2%	23.6%	31.5%	12.7%	44.2%	273	33.3%
54.7%	75	36.0%	20.0%	16.0%	28.0%	44.0%	75	38.7%
46.3%	80	46.3%	25.0%	20.0%	8.8%	28.8%	80	48.8%
39.2%	97	52.6%	15.5%	18.6%	13.4%	32.0%	95	60.0%
47.9%	73	37.0%	20.5%	24.7%	17.8%	42.5%	71	32.4%
28.3%	237	44.7%	19.8%	23.2%	12.2%	35.4%	237	46.8%
45.4%	238	29.0%	16.0%	28.2%	26.9%	55.0%	238	35.3%
32.7%	248	46.8%	19.8%	22.6%	10.9%	33.5%	248	48.8%
20.7%	237	55.3%	19.0%	17.3%	8.4%	25.7%	237	40.9%
25.1%	231	51.1%	27.7%	14.3%	6.9%	21.2%	231	42.4%
18.7%	219	57.1%	16.0%	16.9%	10.0%	26.9%	219	47.0%
47.4%	76	52.6%	14.5%	14.5%	18.4%	32.9%	76	47.4%
59.3%	81	38.3%	27.2%	23.5%	11.1%	34.6%	81	39.5%
23.5%	34	64.7%	11.8%	11.8%	11.8%	23.5%	34	64.7%
38.9%	36	50.0%	25.0%	19.4%	5.6%	25.0%	36	52.8%
44.1%	34	35.3%	26.5%	26.5%	11.8%	38.2%	34	50.0%
58.1%	31	22.6%	12.9%	41.9%	22.6%	64.5%	31	38.7%
48.6%	35	62.9%	8.6%	20.0%	8.6%	28.6%	35	48.6%
23.3%	43	39.5%	34.9%	23.3%	2.3%	25.6%	43	34.9%
23.5%	35	48.6%	34.3%	11.4%	5.7%	17.1%	34	47.1%
11.1%	26	53.8%	11.5%	30.8%	3.8%	34.6%	27	25.9%
32.8%	192	71.9%	14.1%	7.3%	6.8%	14.1%	192	61.5%
28.7%	195	60.5%	25.6%	8.7%	5.1%	13.8%	193	58.5%
24.4%	163	41.7%	35.6%	17.8%	4.9%	22.7%	163	52.1%
57.1%	170	31.8%	20.0%	35.9%	12.4%	48.2%	170	37.1%
17.8%	163	63.8%	14.7%	16.6%	4.9%	21.5%	163	55.2%
10.0%	160	63.8%	18.8%	14.4%	3.1%	17.5%	160	38.1%
3.4%	175	76.0%	16.0%	5.1%	2.9%	8.0%	173	65.3%
4.2%	167	78.4%	15.0%	4.8%	1.8%	6.6%	166	72.9%
73.0%	63	25.4%	19.0%	33.3%	22.2%	55.6%	63	17.5%
68.6%	51	17.6%	29.4%	43.1%	9.8%	52.9%	51	13.7%
62.5%	32	6.3%	18.8%	40.6%	34.4%	75.0%	32	3.1%
63.9%	36	11.1%	16.7%	38.9%	33.3%	72.2%	36	13.9%
61.5%	39	25.6%	23.1%	38.5%	12.8%	51.3%	38	15.8%

46.8%	47	25.5%	19.1%	34.0%	21.3%	55.3%	47	10.6%
38.5%	39	30.8%	41.0%	20.5%	7.7%	28.2%	39	30.8%
20.0%	45	31.1%	26.7%	28.9%	13.3%	42.2%	45	17.8%
73.5%	68	27.9%	17.6%	22.1%	32.4%	54.4%	68	41.2%
74.3%	74	16.2%	18.9%	29.7%	35.1%	64.9%	74	13.5%
81.5%	65	10.8%	26.2%	36.9%	26.2%	63.1%	65	24.6%
53.3%	75	20.0%	24.0%	38.7%	17.3%	56.0%	75	22.7%
43.5%	69	23.2%	18.8%	40.6%	17.4%	58.0%	69	24.6%
65.0%	80	26.3%	17.5%	32.5%	23.8%	56.3%	80	10.0%
54.4%	79	25.3%	30.4%	30.4%	13.9%	44.3%	79	16.5%
27.9%	86	34.9%	25.6%	23.3%	16.3%	39.5%	86	29.1%
60.0%	90	43.3%	16.7%	17.8%	22.2%	40.0%	90	30.0%
69.7%	66	25.8%	28.8%	22.7%	22.7%	45.5%	66	25.8%
47.4%	76	34.2%	28.9%	26.3%	10.5%	36.8%	76	25.0%
20.5%	83	41.0%	24.1%	22.9%	12.0%	34.9%	83	38.6%
57.9%	76	40.8%	21.1%	27.6%	10.5%	38.2%	76	38.2%
63.9%	83	28.9%	24.1%	19.3%	27.7%	47.0%	83	38.6%
41.1%	73	43.8%	23.3%	17.8%	15.1%	32.9%	73	27.4%
53.5%	71	40.8%	26.8%	18.3%	14.1%	32.4%	71	28.2%
37.5%	40	47.5%	27.5%	12.5%	12.5%	25.0%	40	45.0%
79.6%	54	16.7%	35.2%	27.8%	20.4%	48.1%	54	16.7%
68.2%	44	27.3%	34.1%	27.3%	11.4%	38.6%	44	29.5%
63.6%	55	20.0%	29.1%	34.5%	16.4%	50.9%	55	23.6%
60.9%	46	32.6%	15.2%	32.6%	19.6%	52.2%	46	26.1%
43.5%	62	29.0%	29.0%	25.8%	16.1%	41.9%	62	14.5%
42.9%	49	28.6%	32.7%	32.7%	6.1%	38.8%	49	24.5%
33.3%	57	33.3%	21.1%	26.3%	19.3%	45.6%	57	33.3%
38.5%	174	64.4%	13.2%	11.5%	10.9%	22.4%	174	55.2%
29.4%	164	54.3%	29.9%	11.6%	4.3%	15.9%	164	49.4%
41.3%	138	39.9%	19.6%	26.8%	13.8%	40.6%	137	40.1%
23.5%	132	43.2%	24.2%	21.2%	11.4%	32.6%	132	31.8%
19.7%	132	59.1%	22.0%	11.4%	7.6%	18.9%	132	49.2%
16.9%	142	56.3%	19.0%	17.6%	7.0%	24.6%	142	43.7%
25.4%	130	49.2%	23.1%	21.5%	6.2%	27.7%	130	42.3%
41.8%	158	34.8%	25.3%	20.3%	19.6%	39.9%	158	38.6%
73.5%	49	36.7%	24.5%	16.3%	22.4%	38.8%	49	44.9%
68.2%	44	29.5%	27.3%	22.7%	20.5%	43.2%	44	9.1%
43.6%	39	25.6%	30.8%	33.3%	10.3%	43.6%	39	35.9%
50.0%	34	14.7%	17.6%	47.1%	20.6%	67.6%	34	14.7%
43.9%	41	39.0%	34.1%	22.0%	4.9%	26.8%	41	43.9%
25.0%	40	40.0%	22.5%	22.5%	15.0%	37.5%	40	30.0%
20.6%	34	58.8%	17.6%	17.6%	5.9%	23.5%	34	41.2%
22.0%	41	36.6%	31.7%	24.4%	7.3%	31.7%	41	39.0%
72.3%	47	40.4%	34.0%	14.9%	10.6%	25.5%	47	55.3%
70.0%	40	25.0%	15.0%	25.0%	35.0%	60.0%	40	25.0%
55.6%	45	24.4%	31.1%	35.6%	8.9%	44.4%	45	37.8%
60.7%	28	7.1%	25.0%	39.3%	28.6%	67.9%	28	21.4%
40.5%	42	42.9%	21.4%	16.7%	19.0%	35.7%	42	45.2%
35.9%	39	23.1%	38.5%	15.4%	23.1%	38.5%	39	20.5%

32.0%	50	38.0%	32.0%	26.0%	4.0%	30.0%	50	20.0%
15.4%	39	53.8%	20.5%	20.5%	5.1%	25.6%	39	41.0%
15.2%	33	81.8%	9.1%	9.1%	0.0%	9.1%	33	69.7%
24.2%	33	69.7%	24.2%	6.1%	0.0%	6.1%	33	36.4%
44.8%	29	69.0%	17.2%	3.4%	10.3%	13.8%	29	55.2%
18.8%	16	68.8%	18.8%	0.0%	12.5%	12.5%	16	43.8%
26.5%	34	70.6%	8.8%	14.7%	5.9%	20.6%	34	35.3%
20.8%	24	50.0%	25.0%	20.8%	4.2%	25.0%	24	41.7%
21.9%	32	50.0%	40.6%	6.3%	3.1%	9.4%	32	37.5%
3.3%	30	80.0%	16.7%	3.3%	0.0%	3.3%	30	73.3%
43.5%	147	34.0%	34.0%	17.7%	14.3%	32.0%	147	27.2%
43.8%	146	37.7%	28.8%	21.2%	12.3%	33.6%	146	43.8%
77.1%	140	19.3%	21.4%	41.4%	17.9%	59.3%	140	25.0%
52.5%	158	39.9%	22.8%	22.2%	15.2%	37.3%	157	33.1%
42.4%	139	38.8%	30.2%	18.7%	12.2%	30.9%	139	16.5%
30.8%	130	46.2%	30.8%	13.8%	9.2%	23.1%	131	28.2%
19.7%	137	65.0%	19.0%	13.1%	2.9%	16.1%	137	52.6%
47.8%	157	58.6%	16.6%	12.1%	12.7%	24.8%	156	37.8%
68.1%	47	44.7%	21.3%	17.0%	17.0%	34.0%	47	48.9%
56.3%	48	47.9%	14.6%	20.8%	16.7%	37.5%	47	42.6%
53.3%	45	28.9%	31.1%	33.3%	6.7%	40.0%	45	33.3%
66.7%	42	26.2%	16.7%	28.6%	28.6%	57.1%	42	28.6%
72.6%	84	34.5%	15.5%	20.2%	29.8%	50.0%	83	36.1%
63.8%	69	27.5%	31.9%	23.2%	17.4%	40.6%	69	27.5%
61.5%	78	25.6%	29.5%	33.3%	11.5%	44.9%	78	25.6%
70.4%	71	18.3%	8.5%	39.4%	33.8%	73.2%	71	19.7%
44.0%	209	38.8%	15.3%	26.8%	19.1%	45.9%	209	34.0%
38.0%	221	44.3%	22.6%	17.6%	15.4%	33.0%	220	33.2%
33.0%	217	45.6%	24.4%	22.1%	7.8%	30.0%	217	36.4%
20.0%	204	46.6%	17.6%	25.0%	10.8%	35.8%	199	40.7%
60.3%	73	38.4%	17.8%	21.9%	21.9%	43.8%	72	29.2%
38.9%	54	44.4%	22.2%	16.7%	16.7%	33.3%	53	28.3%
47.2%	72	27.8%	20.8%	36.1%	15.3%	51.4%	72	26.4%
70.3%	64	9.4%	17.2%	31.3%	42.2%	73.4%	64	20.3%
48.1%	52	53.8%	9.6%	17.3%	19.2%	36.5%	52	48.1%
57.8%	45	22.2%	24.4%	20.0%	33.3%	53.3%	45	22.2%
61.5%	52	28.8%	17.3%	28.8%	25.0%	53.8%	52	23.1%
87.8%	49	8.2%	16.3%	22.4%	53.1%	75.5%	49	18.4%
59.5%	126	38.9%	14.3%	24.6%	22.2%	46.8%	126	42.9%
27.0%	111	33.3%	30.6%	25.2%	10.8%	36.0%	111	35.1%
62.5%	136	26.5%	25.0%	31.6%	16.9%	48.5%	136	28.7%
59.0%	134	36.6%	26.9%	26.9%	9.7%	36.6%	134	31.3%
61.9%	118	20.3%	21.2%	35.6%	22.9%	58.5%	118	28.0%
42.0%	131	27.5%	26.0%	29.8%	16.8%	46.6%	131	30.5%
31.7%	139	38.1%	26.6%	20.1%	15.1%	35.3%	139	20.9%
32.8%	137	31.4%	35.0%	23.4%	10.2%	33.6%	136	35.3%
38.6%	44	43.2%	25.0%	13.6%	18.2%	31.8%	44	40.9%
38.7%	31	41.9%	16.1%	29.0%	12.9%	41.9%	31	29.0%
28.6%	42	54.8%	31.0%	11.9%	2.4%	14.3%	42	38.1%



38.5%	39	17.9%	28.2%	35.9%	17.9%	53.8%	39	15.4%
17.8%	45	48.9%	17.8%	24.4%	8.9%	33.3%	45	35.6%
18.8%	49	57.1%	24.5%	14.3%	4.1%	18.4%	50	16.0%
11.4%	35	60.0%	28.6%	11.4%	0.0%	11.4%	35	37.1%
12.1%	32	68.8%	12.5%	12.5%	6.3%	18.8%	33	36.4%
50.0%	14	50.0%	14.3%	28.6%	7.1%	35.7%	14	57.1%
N<10	8	N<10	N<10	N<10	N<10	N<10	8	N<10
15.4%	13	38.5%	7.7%	38.5%	15.4%	53.8%	13	23.1%
36.8%	19	42.1%	15.8%	26.3%	15.8%	42.1%	19	26.3%
45.3%	53	58.5%	17.0%	13.2%	11.3%	24.5%	53	52.8%
46.2%	39	43.6%	23.1%	17.9%	15.4%	33.3%	39	33.3%
39.1%	46	41.3%	26.1%	23.9%	8.7%	32.6%	46	41.3%
30.2%	43	30.2%	25.6%	37.2%	7.0%	44.2%	43	39.5%
22.4%	58	62.1%	6.9%	24.1%	6.9%	31.0%	58	51.7%
14.8%	61	57.4%	24.6%	9.8%	8.2%	18.0%	61	39.3%
18.2%	66	60.6%	21.2%	10.6%	7.6%	18.2%	66	45.5%
12.7%	79	58.2%	17.7%	21.5%	2.5%	24.1%	79	44.3%
40.9%	22	50.0%	4.5%	31.8%	13.6%	45.5%	22	50.0%
35.5%	31	32.3%	32.3%	19.4%	16.1%	35.5%	31	25.8%
48.4%	31	29.0%	19.4%	32.3%	19.4%	51.6%	31	29.0%
83.9%	31	12.9%	16.1%	32.3%	38.7%	71.0%	31	22.6%
33.3%	30	53.3%	16.7%	26.7%	3.3%	30.0%	30	53.3%
24.3%	37	48.6%	24.3%	10.8%	16.2%	27.0%	37	43.2%
37.0%	27	29.6%	33.3%	18.5%	18.5%	37.0%	28	35.7%
20.7%	29	34.5%	27.6%	34.5%	3.4%	37.9%	29	48.3%
78.7%	61	41.0%	14.8%	23.0%	21.3%	44.3%	61	34.4%
71.4%	49	40.8%	28.6%	18.4%	12.2%	30.6%	49	42.9%
60.0%	65	23.1%	30.8%	27.7%	18.5%	46.2%	65	33.8%
77.2%	57	21.1%	19.3%	29.8%	29.8%	59.6%	57	29.8%
67.1%	70	27.1%	24.3%	25.7%	22.9%	48.6%	70	31.4%
52.5%	59	35.6%	23.7%	30.5%	10.2%	40.7%	59	20.3%
30.2%	53	28.3%	43.4%	22.6%	5.7%	28.3%	53	26.4%
22.9%	70	35.7%	32.9%	25.7%	5.7%	31.4%	70	22.9%
78.6%	14	21.4%	14.3%	21.4%	42.9%	64.3%	14	21.4%
69.2%	13	7.7%	30.8%	30.8%	30.8%	61.5%	13	0.0%
75.0%	12	0.0%	41.7%	41.7%	16.7%	58.3%	12	16.7%
87.5%	24	4.2%	20.8%	37.5%	37.5%	75.0%	24	8.3%
66.7%	36	36.1%	16.7%	25.0%	22.2%	47.2%	36	41.7%
40.0%	35	42.9%	20.0%	34.3%	2.9%	37.1%	35	28.6%
38.6%	44	29.5%	36.4%	22.7%	11.4%	34.1%	44	27.3%
27.8%	36	27.8%	33.3%	27.8%	11.1%	38.9%	36	41.7%
68.3%	41	19.5%	24.4%	34.1%	22.0%	56.1%	41	29.3%
50.0%	34	20.6%	17.6%	32.4%	29.4%	61.8%	34	29.4%
41.9%	31	45.2%	19.4%	25.8%	9.7%	35.5%	31	38.7%
32.1%	28	57.1%	17.9%	10.7%	14.3%	25.0%	28	35.7%
41.9%	86	59.3%	15.1%	18.6%	7.0%	25.6%	86	43.0%
26.1%	88	53.4%	21.6%	18.2%	6.8%	25.0%	88	35.2%
23.0%	87	59.8%	24.1%	13.8%	2.3%	16.1%	86	39.5%
11.7%	77	61.0%	23.4%	13.0%	2.6%	15.6%	77	50.6%

65.6%	90	34.4%	16.7%	20.0%	28.9%	48.9%	90	27.8%
47.2%	89	39.3%	36.0%	19.1%	5.6%	24.7%	89	40.4%
53.3%	120	40.8%	29.2%	28.3%	1.7%	30.0%	119	46.2%
62.9%	89	29.2%	19.1%	36.0%	15.7%	51.7%	89	40.4%
61.1%	72	31.9%	29.2%	18.1%	20.8%	38.9%	72	26.4%
55.6%	81	24.7%	33.3%	22.2%	19.8%	42.0%	81	25.9%
50.8%	59	42.4%	22.0%	20.3%	15.3%	35.6%	59	35.6%
75.0%	52	42.3%	21.2%	13.5%	23.1%	36.5%	52	30.8%
73.0%	63	20.6%	30.2%	36.5%	12.7%	49.2%	63	7.9%
33.3%	63	44.4%	25.4%	15.9%	14.3%	30.2%	63	17.5%
25.4%	67	53.7%	25.4%	14.9%	6.0%	20.9%	67	20.9%
18.6%	86	55.8%	18.6%	16.3%	9.3%	25.6%	86	48.8%
26.4%	91	62.6%	17.6%	14.3%	5.5%	19.8%	91	53.8%
12.6%	87	78.2%	11.5%	10.3%	0.0%	10.3%	87	66.7%
7.2%	97	76.3%	17.5%	3.1%	3.1%	6.2%	96	46.9%
8.2%	97	73.2%	18.6%	6.2%	2.1%	8.2%	97	61.9%
2.8%	72	77.8%	12.5%	9.7%	0.0%	9.7%	71	60.6%
7.6%	92	90.2%	3.3%	4.3%	2.2%	6.5%	92	80.4%
17.3%	98	80.6%	12.2%	5.1%	2.0%	7.1%	97	72.2%
18.6%	69	76.8%	18.8%	4.3%	0.0%	4.3%	70	70.0%
23.6%	258	68.6%	21.3%	8.1%	1.9%	10.1%	257	66.9%
35.1%	245	59.6%	21.2%	14.7%	4.5%	19.2%	244	59.8%
22.9%	70	80.0%	8.6%	8.6%	2.9%	11.4%	70	70.0%
25.8%	66	81.8%	9.1%	6.1%	3.0%	9.1%	66	56.1%
23.1%	65	76.9%	9.2%	7.7%	6.2%	13.8%	65	56.9%
23.9%	88	69.3%	22.7%	4.5%	3.4%	8.0%	88	62.5%
20.3%	79	87.3%	5.1%	2.5%	5.1%	7.6%	79	77.2%
32.1%	84	65.5%	26.2%	7.1%	1.2%	8.3%	84	48.8%
9.7%	258	73.3%	18.6%	7.0%	1.2%	8.1%	259	61.8%
3.5%	309	82.8%	12.3%	4.2%	0.6%	4.9%	312	72.8%
22.1%	286	69.6%	18.2%	10.1%	2.1%	12.2%	286	51.0%
16.9%	303	65.0%	21.5%	9.9%	3.6%	13.5%	302	36.4%
24.7%	73	79.5%	16.4%	2.7%	1.4%	4.1%	73	64.4%
28.4%	74	66.2%	23.0%	5.4%	5.4%	10.8%	75	60.0%
34.7%	190	66.3%	15.8%	9.5%	8.4%	17.9%	190	65.3%
28.7%	202	58.4%	25.7%	11.4%	4.5%	15.8%	200	52.5%
21.0%	180	62.2%	23.9%	11.7%	2.2%	13.9%	181	53.0%
33.1%	175	54.9%	19.4%	17.7%	8.0%	25.7%	175	54.3%
6.8%	219	68.5%	19.6%	8.2%	3.7%	11.9%	219	53.4%
22.9%	191	61.3%	19.4%	13.6%	5.8%	19.4%	191	53.4%
16.1%	218	58.3%	24.8%	14.2%	2.8%	17.0%	218	43.6%
12.2%	218	59.6%	25.7%	11.0%	3.7%	14.7%	218	43.1%
25.8%	221	43.0%	29.9%	21.7%	5.4%	27.1%	220	40.9%
15.7%	234	53.4%	22.6%	15.8%	8.1%	23.9%	235	47.2%
72.2%	36	22.2%	13.9%	22.2%	41.7%	63.9%	36	13.9%
52.3%	44	20.5%	31.8%	20.5%	27.3%	47.7%	44	11.4%
88.6%	35	11.4%	25.7%	37.1%	25.7%	62.9%	35	14.3%
75.0%	52	38.5%	11.5%	23.1%	26.9%	50.0%	52	23.1%
66.2%	68	17.6%	23.5%	27.9%	30.9%	58.8%	67	13.4%

80.0%	55	23.6%	20.0%	32.7%	23.6%	56.4%	55	27.3%
60.0%	50	32.0%	26.0%	26.0%	16.0%	42.0%	50	30.0%
57.4%	54	24.1%	27.8%	29.6%	18.5%	48.1%	54	16.7%
38.1%	63	23.8%	46.0%	22.2%	7.9%	30.2%	63	25.4%
72.8%	224	19.2%	21.4%	35.7%	23.7%	59.4%	222	23.9%
65.3%	193	24.9%	21.8%	24.9%	28.5%	53.4%	193	20.2%
45.0%	218	33.9%	21.1%	28.9%	16.1%	45.0%	218	22.9%
53.2%	47	42.6%	29.8%	10.6%	17.0%	27.7%	47	44.7%
55.1%	49	24.5%	32.7%	28.6%	14.3%	42.9%	49	22.4%
61.0%	59	23.7%	28.8%	25.4%	22.0%	47.5%	59	27.1%
30.4%	46	73.9%	13.0%	4.3%	8.7%	13.0%	46	73.9%
20.0%	45	64.4%	22.2%	11.1%	2.2%	13.3%	45	60.0%
14.8%	27	74.1%	22.2%	3.7%	0.0%	3.7%	27	66.7%
19.4%	31	45.2%	25.8%	25.8%	3.2%	29.0%	31	54.8%
30.8%	26	57.7%	26.9%	15.4%	0.0%	15.4%	26	46.2%
6.7%	15	80.0%	13.3%	6.7%	0.0%	6.7%	15	40.0%
6.3%	16	81.3%	18.8%	0.0%	0.0%	0.0%	16	81.3%
18.8%	16	56.3%	18.8%	18.8%	6.3%	25.0%	16	62.5%
27.8%	18	50.0%	33.3%	16.7%	0.0%	16.7%	18	55.6%
0.0%	20	85.0%	15.0%	0.0%	0.0%	0.0%	20	65.0%
5.6%	18	72.2%	22.2%	5.6%	0.0%	5.6%	18	44.4%
55.3%	190	40.5%	23.2%	16.8%	19.5%	36.3%	189	33.9%
48.7%	193	35.8%	30.6%	25.4%	8.3%	33.7%	193	33.2%
51.6%	188	36.2%	28.2%	26.6%	9.0%	35.6%	186	42.5%
66.7%	210	31.9%	18.6%	28.6%	21.0%	49.5%	208	46.6%
42.7%	213	36.2%	19.7%	25.8%	18.3%	44.1%	213	32.4%
42.0%	207	43.5%	19.8%	19.3%	17.4%	36.7%	207	26.1%
36.8%	204	37.3%	30.9%	23.0%	8.8%	31.9%	204	27.0%
11.5%	191	59.2%	19.4%	14.1%	7.3%	21.5%	191	46.6%
61.3%	106	35.8%	20.8%	24.5%	18.9%	43.4%	106	35.8%
34.6%	104	31.7%	26.9%	28.8%	12.5%	41.3%	104	26.0%
25.0%	88	43.2%	27.3%	22.7%	6.8%	29.5%	88	33.0%
18.5%	92	40.2%	26.1%	22.8%	10.9%	33.7%	92	31.5%
42.4%	85	34.1%	24.7%	27.1%	14.1%	41.2%	85	36.5%
35.8%	95	25.3%	36.8%	24.2%	13.7%	37.9%	95	28.4%
63.2%	95	13.7%	15.8%	38.9%	31.6%	70.5%	95	24.2%
39.2%	97	37.1%	28.9%	25.8%	8.2%	34.0%	97	33.0%
51.8%	56	57.1%	19.6%	16.1%	7.1%	23.2%	56	55.4%
27.7%	47	63.8%	21.3%	8.5%	6.4%	14.9%	47	68.1%
29.6%	54	61.1%	18.5%	11.1%	9.3%	20.4%	54	66.7%
26.7%	45	46.7%	28.9%	24.4%	0.0%	24.4%	45	53.3%
19.6%	56	58.9%	28.6%	7.1%	5.4%	12.5%	56	60.7%
17.8%	45	53.3%	20.0%	24.4%	2.2%	26.7%	45	42.2%
31.5%	54	42.6%	29.6%	16.7%	11.1%	27.8%	54	40.7%
17.5%	57	50.9%	21.1%	15.8%	12.3%	28.1%	57	36.8%
22.8%	57	63.2%	19.3%	10.5%	7.0%	17.5%	57	63.2%
58.5%	41	39.0%	24.4%	19.5%	17.1%	36.6%	41	22.0%
34.2%	38	47.4%	21.1%	23.7%	7.9%	31.6%	38	42.1%
51.2%	43	30.2%	23.3%	32.6%	14.0%	46.5%	43	39.5%

36.0%	50	54.0%	30.0%	12.0%	4.0%	16.0%	50	54.0%
22.4%	49	61.2%	18.4%	20.4%	0.0%	20.4%	49	28.6%
16.3%	49	59.2%	30.6%	8.2%	2.0%	10.2%	49	42.9%
12.8%	39	66.7%	20.5%	5.1%	7.7%	12.8%	39	35.9%
42.6%	61	62.3%	16.4%	6.6%	14.8%	21.3%	61	59.0%
63.8%	69	37.7%	13.0%	34.8%	14.5%	49.3%	69	34.8%
31.0%	71	45.1%	21.1%	23.9%	9.9%	33.8%	71	39.4%
49.2%	59	20.3%	20.3%	35.6%	23.7%	59.3%	59	44.1%
42.3%	52	36.5%	13.5%	26.9%	23.1%	50.0%	52	23.1%
26.4%	72	43.1%	22.2%	20.8%	13.9%	34.7%	72	29.2%
36.9%	65	21.5%	26.2%	30.8%	21.5%	52.3%	65	18.5%
7.9%	63	42.9%	22.2%	27.0%	7.9%	34.9%	63	19.0%
49.1%	55	50.9%	16.4%	14.5%	18.2%	32.7%	55	47.3%
25.9%	58	72.4%	13.8%	13.8%	0.0%	13.8%	57	45.6%
24.1%	54	53.7%	18.5%	9.3%	18.5%	27.8%	54	24.1%
22.9%	70	51.4%	28.6%	17.1%	2.9%	20.0%	70	37.1%
12.3%	57	59.6%	22.8%	12.3%	5.3%	17.5%	57	28.1%
39.7%	63	41.3%	23.8%	20.6%	14.3%	34.9%	63	41.3%
51.0%	49	26.5%	30.6%	22.4%	20.4%	42.9%	49	22.4%
32.7%	52	48.1%	21.2%	19.2%	11.5%	30.8%	52	26.9%
58.1%	31	35.5%	25.8%	16.1%	22.6%	38.7%	31	41.9%
64.0%	25	32.0%	16.0%	24.0%	28.0%	52.0%	25	8.0%
54.8%	31	16.1%	25.8%	35.5%	22.6%	58.1%	31	35.5%
56.7%	30	26.7%	10.0%	43.3%	20.0%	63.3%	30	26.7%
37.5%	32	37.5%	28.1%	25.0%	9.4%	34.4%	32	21.9%
39.5%	43	34.9%	27.9%	11.6%	25.6%	37.2%	43	18.6%
17.9%	28	50.0%	25.0%	7.1%	17.9%	25.0%	28	28.6%
11.1%	27	63.0%	22.2%	11.1%	3.7%	14.8%	27	29.6%
38.8%	67	50.7%	20.9%	19.4%	9.0%	28.4%	67	49.3%
47.2%	72	29.2%	34.7%	26.4%	9.7%	36.1%	72	23.6%
44.7%	76	34.2%	32.9%	19.7%	13.2%	32.9%	76	46.1%
60.0%	70	24.3%	14.3%	42.9%	18.6%	61.4%	70	31.4%
50.8%	59	35.6%	18.6%	28.8%	16.9%	45.8%	58	43.1%
12.8%	78	44.9%	20.5%	24.4%	10.3%	34.6%	78	26.9%
31.3%	80	46.3%	26.3%	15.0%	12.5%	27.5%	79	45.6%
35.9%	64	46.9%	21.9%	25.0%	6.3%	31.3%	64	37.5%
N<10	6	N<10	N<10	N<10	N<10	N<10	6	N<10
N<10	1	N<10	N<10	N<10	N<10	N<10	1	N<10
N<10	8	N<10	N<10	N<10	N<10	N<10	8	N<10
N<10	5	N<10	N<10	N<10	N<10	N<10	5	N<10
N<10	6	N<10	N<10	N<10	N<10	N<10	6	N<10
N<10	4	N<10	N<10	N<10	N<10	N<10	4	N<10
12.9%	69	84.1%	11.6%	4.3%	0.0%	4.3%	70	74.3%
32.0%	50	64.0%	20.0%	12.0%	4.0%	16.0%	50	54.0%
13.5%	37	81.1%	10.8%	2.7%	5.4%	8.1%	37	78.4%
31.7%	41	73.2%	24.4%	2.4%	0.0%	2.4%	41	85.4%
16.4%	67	82.1%	7.5%	10.4%	0.0%	10.4%	67	68.7%
10.9%	55	80.0%	12.7%	3.6%	3.6%	7.3%	55	47.3%
1.8%	55	89.1%	9.1%	1.8%	0.0%	1.8%	55	58.2%

3.8%	52	78.8%	11.5%	7.7%	1.9%	9.6%	53	66.0%
24.5%	102	73.5%	12.7%	8.8%	4.9%	13.7%	102	66.7%
36.5%	104	53.8%	26.0%	13.5%	6.7%	20.2%	104	50.0%
21.3%	127	47.2%	25.2%	18.9%	8.7%	27.6%	128	53.9%
42.4%	118	53.4%	12.7%	23.7%	10.2%	33.9%	119	52.9%
23.7%	131	51.1%	24.4%	14.5%	9.9%	24.4%	131	51.1%
26.0%	127	51.2%	24.4%	17.3%	7.1%	24.4%	127	39.4%
24.6%	118	55.9%	18.6%	20.3%	5.1%	25.4%	118	50.8%
12.1%	116	50.0%	32.8%	13.8%	3.4%	17.2%	116	50.0%
50.5%	103	55.3%	15.5%	15.5%	13.6%	29.1%	103	39.8%
56.8%	95	38.9%	28.4%	17.9%	14.7%	32.6%	95	28.4%
48.4%	122	55.7%	21.3%	16.4%	6.6%	23.0%	122	48.4%
34.3%	105	41.0%	18.1%	25.7%	15.2%	41.0%	105	54.3%
32.7%	110	45.5%	20.9%	20.0%	13.6%	33.6%	110	42.7%
26.6%	109	54.1%	22.9%	20.2%	2.8%	22.9%	109	38.5%
29.2%	96	44.8%	21.9%	21.9%	11.5%	33.3%	96	31.3%
17.6%	108	58.3%	17.6%	18.5%	5.6%	24.1%	108	51.9%
61.8%	34	47.1%	5.9%	29.4%	17.6%	47.1%	34	32.4%
54.1%	37	37.8%	24.3%	27.0%	10.8%	37.8%	37	18.9%
35.1%	37	32.4%	24.3%	27.0%	16.2%	43.2%	37	32.4%
76.7%	30	10.0%	20.0%	53.3%	16.7%	70.0%	30	10.0%
28.3%	46	47.8%	23.9%	21.7%	6.5%	28.3%	46	37.0%
35.7%	42	26.2%	26.2%	31.0%	16.7%	47.6%	42	19.0%
17.9%	39	56.4%	20.5%	15.4%	7.7%	23.1%	39	28.2%
27.3%	44	31.8%	38.6%	18.2%	11.4%	29.5%	44	27.3%
26.7%	90	68.9%	12.2%	11.1%	7.8%	18.9%	90	50.0%
44.4%	81	46.9%	28.4%	16.0%	8.6%	24.7%	81	46.9%
24.7%	85	35.3%	28.2%	30.6%	5.9%	36.5%	85	34.1%
37.5%	96	33.3%	24.0%	31.3%	11.5%	42.7%	96	44.8%
17.7%	96	50.0%	28.1%	17.7%	4.2%	21.9%	96	40.6%
42.3%	97	34.0%	19.6%	30.9%	15.5%	46.4%	97	33.0%
31.1%	90	36.7%	24.4%	28.9%	10.0%	38.9%	90	23.3%
35.6%	101	40.6%	32.7%	16.8%	9.9%	26.7%	101	26.7%
45.7%	46	45.7%	28.3%	19.6%	6.5%	26.1%	46	58.7%
40.6%	32	37.5%	31.3%	15.6%	15.6%	31.3%	32	37.5%
50.0%	34	23.5%	20.6%	38.2%	17.6%	55.9%	34	26.5%
58.5%	41	14.6%	14.6%	39.0%	31.7%	70.7%	41	14.6%
51.0%	51	27.5%	21.6%	27.5%	23.5%	51.0%	51	25.5%
51.6%	31	35.5%	25.8%	19.4%	19.4%	38.7%	31	25.8%
18.5%	54	50.0%	24.1%	22.2%	3.7%	25.9%	54	35.2%
31.6%	37	32.4%	37.8%	24.3%	5.4%	29.7%	37	37.8%
54.1%	98	33.7%	23.5%	20.4%	22.4%	42.9%	98	42.9%
54.2%	72	26.4%	26.4%	29.2%	18.1%	47.2%	72	27.8%
29.5%	78	43.6%	25.6%	16.7%	14.1%	30.8%	78	29.5%
27.3%	78	39.7%	20.5%	24.4%	15.4%	39.7%	77	36.4%
52.1%	71	35.2%	18.3%	29.6%	16.9%	46.5%	71	42.3%
51.9%	77	22.1%	20.8%	37.7%	19.5%	57.1%	77	36.4%
33.8%	74	33.8%	17.6%	37.8%	10.8%	48.6%	74	35.1%
31.5%	73	32.9%	30.1%	21.9%	15.1%	37.0%	73	32.9%



77.8%	27	11.1%	22.2%	22.2%	44.4%	66.7%	27	7.4%
56.7%	30	23.3%	26.7%	26.7%	23.3%	50.0%	30	10.0%
65.4%	26	23.1%	26.9%	23.1%	26.9%	50.0%	26	23.1%
74.2%	31	12.9%	22.6%	29.0%	35.5%	64.5%	31	22.6%
40.0%	35	40.0%	8.6%	25.7%	25.7%	51.4%	35	34.3%
40.0%	40	42.5%	15.0%	30.0%	12.5%	42.5%	40	25.0%
73.3%	30	16.7%	26.7%	33.3%	23.3%	56.7%	30	20.0%
24.1%	29	34.5%	37.9%	20.7%	6.9%	27.6%	29	37.9%
37.9%	145	59.3%	15.2%	17.2%	8.3%	25.5%	145	57.9%
44.9%	127	36.2%	27.6%	26.0%	10.2%	36.2%	127	36.2%
37.5%	128	43.0%	26.6%	25.8%	4.7%	30.5%	128	43.0%
49.2%	128	25.0%	21.9%	36.7%	16.4%	53.1%	128	26.6%
30.5%	154	37.7%	29.9%	24.0%	8.4%	32.5%	154	28.6%
29.1%	127	39.4%	30.7%	16.5%	13.4%	29.9%	127	27.6%
23.0%	135	44.4%	29.6%	22.2%	3.7%	25.9%	135	29.6%
16.8%	125	44.0%	23.2%	28.8%	4.0%	32.8%	127	39.4%
44.2%	52	55.8%	11.5%	17.3%	15.4%	32.7%	52	48.1%
43.5%	46	47.8%	21.7%	13.0%	17.4%	30.4%	46	41.3%
40.6%	64	40.6%	34.4%	21.9%	3.1%	25.0%	64	29.7%
56.4%	39	30.8%	30.8%	23.1%	15.4%	38.5%	39	41.0%
34.0%	47	51.1%	21.3%	17.0%	10.6%	27.7%	47	48.9%
13.3%	60	56.7%	30.0%	10.0%	3.3%	13.3%	60	38.3%
17.6%	68	64.7%	26.5%	4.4%	4.4%	8.8%	68	50.0%
4.3%	46	56.5%	32.6%	8.7%	2.2%	10.9%	46	39.1%
44.2%	43	55.8%	9.3%	16.3%	18.6%	34.9%	43	60.5%
44.4%	54	46.3%	25.9%	14.8%	13.0%	27.8%	54	42.6%
38.5%	52	40.4%	28.8%	19.2%	11.5%	30.8%	52	34.6%
67.4%	46	30.4%	15.2%	41.3%	13.0%	54.3%	46	32.6%
51.9%	52	30.8%	32.7%	25.0%	11.5%	36.5%	52	28.8%
33.3%	51	54.9%	11.8%	23.5%	9.8%	33.3%	51	27.5%
12.7%	55	67.3%	23.6%	5.5%	3.6%	9.1%	55	36.4%
16.7%	48	47.9%	22.9%	18.8%	10.4%	29.2%	48	35.4%
71.1%	90	38.9%	22.2%	16.7%	22.2%	38.9%	90	31.1%
66.7%	84	17.9%	33.3%	35.7%	13.1%	48.8%	84	22.6%
62.5%	64	42.2%	17.2%	21.9%	18.8%	40.6%	64	45.3%
45.6%	68	38.2%	26.5%	20.6%	14.7%	35.3%	68	33.8%
51.8%	396	34.8%	20.5%	26.8%	17.9%	44.7%	396	35.4%
43.6%	374	33.7%	19.8%	25.9%	20.6%	46.5%	374	21.7%
24.1%	722	39.2%	21.9%	24.4%	14.5%	38.9%	721	32.6%
55.3%	94	47.9%	17.0%	14.9%	20.2%	35.1%	93	39.8%
55.4%	83	36.1%	37.3%	20.5%	6.0%	26.5%	83	33.7%
56.0%	100	44.0%	16.0%	19.0%	21.0%	40.0%	100	39.0%
71.0%	93	21.5%	34.4%	23.7%	20.4%	44.1%	93	22.6%
67.6%	68	39.7%	23.5%	11.8%	25.0%	36.8%	68	32.4%
54.8%	73	35.6%	34.2%	17.8%	12.3%	30.1%	73	32.9%
61.6%	99	34.3%	15.2%	27.3%	23.2%	50.5%	99	38.4%
46.5%	101	45.5%	20.8%	22.8%	10.9%	33.7%	101	31.7%
67.6%	349	24.9%	22.9%	28.1%	24.1%	52.1%	349	24.1%
66.8%	349	17.8%	20.9%	32.1%	29.2%	61.3%	349	28.7%

55.0%	400	34.3%	21.8%	26.3%	17.8%	44.0%	399	33.1%
41.3%	419	28.4%	26.7%	28.2%	16.7%	44.9%	419	20.3%
57.9%	392	28.6%	28.3%	24.0%	19.1%	43.1%	392	35.2%
71.2%	441	19.7%	17.7%	34.7%	27.9%	62.6%	441	24.7%
75.4%	65	27.7%	15.4%	23.1%	33.8%	56.9%	65	23.1%
56.0%	75	26.7%	28.0%	22.7%	22.7%	45.3%	75	25.3%
81.5%	92	27.2%	18.5%	19.6%	34.8%	54.3%	92	22.8%
59.0%	105	16.2%	35.2%	27.6%	21.0%	48.6%	105	12.4%
72.6%	73	28.8%	16.4%	28.8%	26.0%	54.8%	73	23.3%
63.7%	91	18.7%	23.1%	22.0%	36.3%	58.2%	91	11.0%
30.7%	787	38.0%	26.7%	21.9%	13.5%	35.3%	788	26.1%
N<10	6	N<10	N<10	N<10	N<10	N<10	6	N<10
8.7%	23	60.9%	17.4%	17.4%	4.3%	21.7%	23	39.1%
2.7%	37	78.4%	16.2%	5.4%	0.0%	5.4%	39	64.1%
8.1%	37	64.9%	18.9%	13.5%	2.7%	16.2%	37	51.4%
73.7%	133	22.6%	15.0%	35.3%	27.1%	62.4%	133	27.8%
52.5%	160	31.9%	17.5%	35.0%	15.6%	50.6%	159	32.7%
45.7%	163	35.6%	18.4%	26.4%	19.6%	46.0%	164	24.4%
31.1%	161	42.2%	28.0%	16.8%	13.0%	29.8%	162	32.7%
18.5%	173	46.8%	24.9%	19.1%	9.2%	28.3%	172	39.5%
50.6%	160	46.3%	18.1%	18.8%	16.9%	35.6%	160	43.8%
52.6%	154	32.5%	33.1%	17.5%	16.9%	34.4%	154	27.3%
38.9%	166	34.3%	31.3%	26.5%	7.8%	34.3%	166	36.1%
44.4%	18	44.4%	22.2%	16.7%	16.7%	33.3%	18	38.9%
23.1%	13	38.5%	30.8%	7.7%	23.1%	30.8%	13	23.1%
46.7%	15	53.3%	20.0%	20.0%	6.7%	26.7%	15	53.3%
43.5%	23	34.8%	21.7%	26.1%	17.4%	43.5%	23	30.4%
26.7%	15	66.7%	13.3%	6.7%	13.3%	20.0%	15	53.3%
12.5%	16	43.8%	31.3%	25.0%	0.0%	25.0%	16	18.8%
27.8%	18	27.8%	44.4%	11.1%	16.7%	27.8%	18	27.8%
13.6%	22	31.8%	22.7%	27.3%	18.2%	45.5%	22	31.8%
58.1%	93	49.5%	15.1%	19.4%	16.1%	35.5%	93	35.5%
59.6%	57	43.9%	22.8%	19.3%	14.0%	33.3%	57	42.1%
47.8%	67	26.9%	41.8%	22.4%	9.0%	31.3%	67	40.3%
23.4%	47	46.8%	31.9%	12.8%	8.5%	21.3%	47	21.3%
17.7%	62	40.3%	25.8%	22.6%	11.3%	33.9%	62	41.9%
42.9%	56	48.2%	14.3%	23.2%	14.3%	37.5%	56	37.5%
27.4%	73	45.2%	16.4%	23.3%	15.1%	38.4%	73	39.7%
31.5%	54	37.0%	25.9%	20.4%	16.7%	37.0%	54	24.1%
49.1%	55	41.8%	9.1%	18.2%	30.9%	49.1%	57	45.6%
67.2%	60	21.7%	21.7%	26.7%	30.0%	56.7%	61	23.0%
40.4%	47	34.0%	21.3%	27.7%	17.0%	44.7%	47	36.2%
72.3%	47	23.4%	19.1%	31.9%	25.5%	57.4%	47	19.1%
36.0%	50	26.0%	28.0%	28.0%	18.0%	46.0%	49	53.1%
36.5%	52	23.1%	40.4%	17.3%	19.2%	36.5%	52	30.8%
25.4%	63	46.0%	19.0%	20.6%	14.3%	34.9%	63	36.5%
18.6%	59	40.7%	37.3%	10.2%	11.9%	22.0%	59	44.1%
75.6%	82	29.3%	20.7%	20.7%	29.3%	50.0%	82	22.0%
75.9%	83	9.6%	25.3%	37.3%	27.7%	65.1%	83	10.8%

36.2%	94	33.0%	37.2%	22.3%	7.4%	29.8%	94	40.4%
26.2%	103	39.8%	28.2%	23.3%	8.7%	32.0%	103	42.7%
55.1%	98	27.6%	19.4%	36.7%	16.3%	53.1%	98	17.3%
72.3%	94	18.1%	22.3%	35.1%	24.5%	59.6%	94	25.5%
59.0%	78	32.1%	15.4%	28.2%	24.4%	52.6%	78	11.5%
70.9%	86	29.1%	17.4%	29.1%	24.4%	53.5%	86	8.1%
61.8%	102	38.2%	25.5%	19.6%	16.7%	36.3%	102	28.4%
56.8%	81	28.4%	23.5%	28.4%	19.8%	48.1%	81	21.0%
64.1%	64	17.2%	23.4%	34.4%	25.0%	59.4%	64	18.8%
23.0%	74	47.3%	27.0%	10.8%	14.9%	25.7%	74	21.6%
7.5%	80	60.0%	18.8%	13.8%	7.5%	21.3%	80	37.5%
31.6%	79	35.4%	16.5%	25.3%	22.8%	48.1%	79	35.4%
44.6%	74	29.7%	23.0%	29.7%	17.6%	47.3%	74	24.3%
32.5%	83	31.3%	27.7%	25.3%	15.7%	41.0%	84	14.3%
51.4%	70	51.4%	20.0%	15.7%	12.9%	28.6%	70	40.0%
53.0%	66	40.9%	19.7%	24.2%	15.2%	39.4%	66	21.2%
37.5%	56	58.9%	17.9%	14.3%	8.9%	23.2%	56	67.9%
57.7%	52	26.9%	34.6%	19.2%	19.2%	38.5%	52	32.7%
33.8%	71	67.6%	16.9%	9.9%	5.6%	15.5%	71	53.5%
42.1%	57	38.6%	21.1%	24.6%	15.8%	40.4%	57	29.8%
27.9%	68	72.1%	14.7%	10.3%	2.9%	13.2%	68	67.6%
38.1%	42	52.4%	23.8%	19.0%	4.8%	23.8%	42	47.6%
29.8%	272	55.5%	18.8%	19.5%	6.3%	25.7%	272	54.8%
42.2%	275	45.1%	21.5%	21.8%	11.6%	33.5%	274	45.6%
31.2%	285	51.2%	17.5%	18.9%	12.3%	31.2%	286	38.1%
22.7%	278	49.6%	27.0%	16.9%	6.5%	23.4%	278	27.7%
17.2%	302	57.6%	23.2%	11.9%	7.3%	19.2%	303	38.9%
15.5%	238	61.8%	19.7%	13.4%	5.0%	18.5%	239	42.3%
54.6%	119	46.2%	16.0%	22.7%	15.1%	37.8%	119	40.3%
45.1%	102	46.1%	20.6%	23.5%	9.8%	33.3%	102	36.3%
N<10	6	N<10	N<10	N<10	N<10	N<10	6	N<10
N<10	6	N<10	N<10	N<10	N<10	N<10	6	N<10
9.5%	21	71.4%	19.0%	4.8%	4.8%	9.5%	21	52.4%
4.2%	24	RV	RV	RV	RV	0.0%	24	79.2%
82.1%	28	21.4%	28.6%	10.7%	39.3%	50.0%	28	25.0%
80.0%	25	8.0%	12.0%	40.0%	40.0%	80.0%	25	8.0%
69.6%	23	13.0%	39.1%	21.7%	26.1%	47.8%	23	34.8%
83.3%	30	13.3%	13.3%	33.3%	40.0%	73.3%	30	33.3%
75.9%	29	34.5%	10.3%	27.6%	27.6%	55.2%	29	10.3%
29.7%	37	32.4%	27.0%	29.7%	10.8%	40.5%	37	10.8%
21.6%	37	45.9%	24.3%	24.3%	5.4%	29.7%	37	35.1%
19.6%	46	43.5%	21.7%	23.9%	10.9%	34.8%	46	32.6%
25.8%	194	75.8%	8.8%	9.8%	5.7%	15.5%	194	61.9%
32.6%	141	47.5%	32.6%	9.9%	9.9%	19.9%	141	42.6%
29.1%	148	60.8%	16.2%	18.9%	4.1%	23.0%	148	56.1%
20.0%	135	68.1%	11.9%	14.8%	5.2%	20.0%	135	57.0%
22.1%	136	71.3%	16.9%	8.8%	2.9%	11.8%	136	69.1%
10.6%	142	76.1%	15.5%	5.6%	2.8%	8.5%	141	49.6%
9.7%	164	71.3%	18.3%	7.3%	3.0%	10.4%	165	57.6%



6.6%	152	77.6%	14.5%	5.3%	2.6%	7.9%	151	60.3%
34.0%	94	64.9%	16.0%	16.0%	3.2%	19.1%	94	51.1%
25.0%	108	49.1%	18.5%	15.7%	16.7%	32.4%	108	33.3%
14.4%	118	61.0%	24.6%	10.2%	4.2%	14.4%	118	48.3%
7.8%	90	58.9%	16.7%	15.6%	8.9%	24.4%	90	53.3%
55.7%	79	54.4%	20.3%	16.5%	8.9%	25.3%	79	48.1%
50.0%	94	41.5%	30.9%	16.0%	11.7%	27.7%	94	40.4%
54.7%	86	34.9%	30.2%	23.3%	11.6%	34.9%	85	35.3%
52.0%	102	21.6%	22.5%	37.3%	18.6%	55.9%	102	40.2%
51.4%	105	60.0%	14.3%	8.6%	17.1%	25.7%	105	46.7%
55.6%	99	35.4%	27.3%	16.2%	21.2%	37.4%	99	32.3%
46.9%	98	32.7%	19.4%	34.7%	13.3%	48.0%	98	31.6%
44.8%	96	29.2%	20.8%	32.3%	17.7%	50.0%	96	39.6%
61.9%	97	26.8%	25.8%	28.9%	18.6%	47.4%	97	20.6%
43.8%	96	38.5%	25.0%	24.0%	12.5%	36.5%	96	31.3%
38.4%	99	40.4%	35.4%	20.2%	4.0%	24.2%	98	24.5%
24.0%	100	52.0%	22.0%	20.0%	6.0%	26.0%	97	40.2%
46.1%	89	53.9%	14.6%	19.1%	12.4%	31.5%	89	53.9%
50.0%	76	32.9%	19.7%	21.1%	26.3%	47.4%	76	25.0%
24.0%	75	44.0%	36.0%	16.0%	4.0%	20.0%	75	42.7%
27.3%	77	44.2%	19.5%	16.9%	19.5%	36.4%	77	40.3%
46.4%	84	34.5%	31.0%	23.8%	10.7%	34.5%	84	34.5%
73.2%	82	25.6%	24.4%	32.9%	17.1%	50.0%	82	24.4%
55.4%	65	35.4%	21.5%	26.2%	16.9%	43.1%	65	38.5%
47.2%	89	37.1%	24.7%	22.5%	15.7%	38.2%	89	20.2%
3.5%	85	72.9%	22.4%	4.7%	0.0%	4.7%	84	70.2%
2.4%	84	78.6%	16.7%	3.6%	1.2%	4.8%	84	76.2%
35.6%	90	77.8%	17.8%	3.3%	1.1%	4.4%	90	62.2%
34.5%	87	60.9%	25.3%	10.3%	3.4%	13.8%	87	52.9%
30.4%	79	54.4%	26.6%	13.9%	5.1%	19.0%	79	62.0%
44.7%	94	53.2%	27.7%	12.8%	6.4%	19.1%	94	63.8%
24.7%	89	58.4%	23.6%	11.2%	6.7%	18.0%	89	44.9%
12.6%	87	57.5%	26.4%	13.8%	2.3%	16.1%	87	35.6%
42.9%	42	35.7%	31.0%	19.0%	14.3%	33.3%	42	31.0%
50.0%	28	53.6%	17.9%	28.6%	0.0%	28.6%	28	42.9%
26.2%	42	52.4%	21.4%	19.0%	7.1%	26.2%	42	57.1%
36.1%	36	38.9%	16.7%	38.9%	5.6%	44.4%	36	50.0%
43.2%	37	54.1%	13.5%	18.9%	13.5%	32.4%	37	27.0%
42.4%	33	60.6%	18.2%	15.2%	6.1%	21.2%	33	39.4%
12.8%	39	61.5%	25.6%	10.3%	2.6%	12.8%	39	46.2%
0.0%	37	83.8%	2.7%	13.5%	0.0%	13.5%	37	59.5%
47.7%	44	61.4%	13.6%	15.9%	9.1%	25.0%	44	52.3%
50.0%	28	32.1%	39.3%	17.9%	10.7%	28.6%	28	50.0%
34.8%	46	54.3%	28.3%	15.2%	2.2%	17.4%	46	65.2%
56.5%	23	34.8%	13.0%	43.5%	8.7%	52.2%	23	39.1%
17.2%	28	53.6%	28.6%	7.1%	10.7%	17.9%	29	48.3%
21.9%	32	53.1%	31.3%	15.6%	0.0%	15.6%	32	40.6%
20.9%	43	51.2%	30.2%	16.3%	2.3%	18.6%	42	54.8%
2.8%	36	63.9%	25.0%	5.6%	5.6%	11.1%	36	63.9%

66.0%	53	43.4%	18.9%	15.1%	22.6%	37.7%	53	43.4%
48.9%	45	31.1%	35.6%	22.2%	11.1%	33.3%	45	42.2%
57.9%	38	42.1%	28.9%	23.7%	5.3%	28.9%	38	44.7%
68.6%	51	23.5%	17.6%	37.3%	21.6%	58.8%	51	29.4%
24.5%	53	50.9%	20.8%	20.8%	7.5%	28.3%	53	47.2%
37.5%	32	40.6%	31.3%	18.8%	9.4%	28.1%	33	24.2%
32.6%	43	34.9%	30.2%	23.3%	11.6%	34.9%	43	23.3%
31.3%	32	50.0%	21.9%	25.0%	3.1%	28.1%	32	46.9%
64.5%	31	38.7%	22.6%	22.6%	16.1%	38.7%	31	51.6%
20.0%	30	46.7%	30.0%	16.7%	6.7%	23.3%	30	56.7%
13.8%	29	41.4%	27.6%	20.7%	10.3%	31.0%	29	41.4%
58.3%	36	27.8%	13.9%	25.0%	33.3%	58.3%	36	22.2%
30.3%	33	45.5%	24.2%	18.2%	12.1%	30.3%	33	45.5%
56.3%	33	21.2%	30.3%	36.4%	12.1%	48.5%	33	27.3%
19.6%	46	56.5%	28.3%	10.9%	4.3%	15.2%	46	30.4%
20.9%	43	46.5%	23.3%	20.9%	9.3%	30.2%	43	32.6%
56.4%	94	51.1%	23.4%	11.7%	13.8%	25.5%	94	46.8%
56.0%	75	37.3%	25.3%	24.0%	13.3%	37.3%	75	36.0%
37.3%	75	45.3%	26.7%	17.3%	10.7%	28.0%	75	46.7%
53.9%	76	30.3%	19.7%	30.3%	19.7%	50.0%	76	42.1%
43.0%	79	46.8%	20.3%	27.8%	5.1%	32.9%	79	40.5%
28.4%	74	50.0%	18.9%	24.3%	6.8%	31.1%	73	32.9%
20.3%	69	53.6%	23.2%	23.2%	0.0%	23.2%	69	39.1%
14.1%	71	56.3%	18.3%	21.1%	4.2%	25.4%	71	54.9%
20.0%	35	77.1%	8.6%	8.6%	5.7%	14.3%	35	71.4%
36.1%	36	55.6%	13.9%	19.4%	11.1%	30.6%	36	50.0%
51.4%	35	31.4%	42.9%	20.0%	5.7%	25.7%	35	45.7%
54.8%	31	35.5%	19.4%	32.3%	12.9%	45.2%	31	41.9%
16.2%	37	56.8%	16.2%	27.0%	0.0%	27.0%	37	43.2%
17.1%	35	40.0%	25.7%	22.9%	11.4%	34.3%	35	31.4%
6.7%	30	40.0%	46.7%	6.7%	6.7%	13.3%	30	36.7%
7.9%	38	60.5%	18.4%	18.4%	2.6%	21.1%	38	60.5%
58.5%	41	41.5%	19.5%	22.0%	17.1%	39.0%	41	36.6%
35.3%	34	47.1%	35.3%	14.7%	2.9%	17.6%	34	44.1%
33.3%	33	45.5%	30.3%	15.2%	9.1%	24.2%	33	51.5%
25.0%	44	25.0%	27.3%	31.8%	15.9%	47.7%	44	38.6%
34.4%	32	31.3%	9.4%	34.4%	25.0%	59.4%	32	21.9%
31.4%	35	28.6%	34.3%	22.9%	14.3%	37.1%	35	17.1%
18.0%	50	42.0%	40.0%	14.0%	4.0%	18.0%	50	32.0%
20.0%	25	36.0%	36.0%	8.0%	20.0%	28.0%	25	32.0%
46.7%	15	53.3%	20.0%	6.7%	20.0%	26.7%	15	66.7%
54.2%	24	20.8%	33.3%	25.0%	20.8%	45.8%	24	25.0%
52.9%	17	35.3%	35.3%	23.5%	5.9%	29.4%	17	47.1%
47.4%	19	21.1%	15.8%	47.4%	15.8%	63.2%	19	26.3%
38.1%	21	28.6%	38.1%	19.0%	14.3%	33.3%	21	38.1%
28.6%	14	35.7%	21.4%	35.7%	7.1%	42.9%	14	35.7%
55.0%	20	20.0%	20.0%	30.0%	30.0%	60.0%	20	20.0%
23.5%	17	35.3%	23.5%	23.5%	17.6%	41.2%	17	29.4%
N<10	9	N<10	N<10	N<10	N<10	N<10	9	N<10

45.5%	11	18.2%	27.3%	54.5%	0.0%	54.5%	11	18.2%
N<10	9	N<10	N<10	N<10	N<10	N<10	9	N<10
N<10	9	N<10	N<10	N<10	N<10	N<10	9	N<10
63.6%	11	18.2%	27.3%	18.2%	36.4%	54.5%	11	36.4%
56.3%	16	18.8%	31.3%	31.3%	18.8%	50.0%	16	12.5%
16.7%	12	33.3%	50.0%	16.7%	0.0%	16.7%	12	8.3%
7.7%	13	38.5%	38.5%	23.1%	0.0%	23.1%	13	53.8%
43.8%	16	62.5%	12.5%	12.5%	12.5%	25.0%	16	43.8%
25.0%	12	58.3%	33.3%	8.3%	0.0%	8.3%	12	50.0%
64.3%	13	38.5%	23.1%	38.5%	0.0%	38.5%	13	30.8%
61.9%	21	33.3%	4.8%	57.1%	4.8%	61.9%	21	33.3%
46.7%	15	40.0%	13.3%	33.3%	13.3%	46.7%	15	60.0%
14.3%	14	64.3%	21.4%	7.1%	7.1%	14.3%	14	42.9%
10.0%	20	45.0%	30.0%	15.0%	10.0%	25.0%	20	40.0%
25.0%	16	31.3%	37.5%	12.5%	18.8%	31.3%	16	31.3%
25.0%	16	62.5%	25.0%	6.3%	6.3%	12.5%	16	62.5%
30.0%	10	50.0%	30.0%	20.0%	0.0%	20.0%	10	50.0%
N<10	9	N<10	N<10	N<10	N<10	N<10	9	N<10
41.7%	12	58.3%	16.7%	0.0%	25.0%	25.0%	12	58.3%
7.7%	13	RV	RV	RV	RV	0.0%	14	71.4%
45.5%	11	36.4%	27.3%	18.2%	18.2%	36.4%	11	9.1%
N<10	8	N<10	N<10	N<10	N<10	N<10	8	N<10
16.7%	12	58.3%	16.7%	0.0%	25.0%	25.0%	12	33.3%
42.4%	33	57.6%	18.2%	9.1%	15.2%	24.2%	33	45.5%
68.8%	32	31.3%	56.3%	3.1%	9.4%	12.5%	32	21.9%
29.0%	31	45.2%	25.8%	22.6%	6.5%	29.0%	31	38.7%
38.2%	34	41.2%	29.4%	23.5%	5.9%	29.4%	34	58.8%
21.6%	37	56.8%	29.7%	10.8%	2.7%	13.5%	37	43.2%
25.6%	39	43.6%	35.9%	12.8%	7.7%	20.5%	39	28.2%
12.2%	49	53.1%	36.7%	10.2%	0.0%	10.2%	49	44.9%
7.1%	42	73.8%	19.0%	7.1%	0.0%	7.1%	42	71.4%
17.6%	181	58.0%	26.0%	11.0%	5.0%	16.0%	182	52.7%
9.6%	177	68.9%	18.1%	12.4%	0.6%	13.0%	177	62.7%
33.6%	253	62.8%	19.0%	9.9%	8.3%	18.2%	253	53.4%
27.8%	212	56.1%	27.4%	11.3%	5.2%	16.5%	212	50.9%
33.2%	187	66.3%	13.4%	13.9%	6.4%	20.3%	189	55.0%
32.1%	168	51.8%	19.6%	20.2%	8.3%	28.6%	168	64.3%
22.6%	159	57.2%	17.6%	15.7%	9.4%	25.2%	159	45.9%
18.5%	173	56.6%	16.8%	20.8%	5.8%	26.6%	173	34.7%
50.0%	10	40.0%	40.0%	10.0%	10.0%	20.0%	10	60.0%
28.6%	14	50.0%	28.6%	21.4%	0.0%	21.4%	14	42.9%
9.1%	11	63.6%	27.3%	9.1%	0.0%	9.1%	11	63.6%
42.9%	14	50.0%	21.4%	21.4%	7.1%	28.6%	14	57.1%
18.2%	11	54.5%	9.1%	18.2%	18.2%	36.4%	11	45.5%
8.3%	12	58.3%	16.7%	25.0%	0.0%	25.0%	12	41.7%
40.0%	10	50.0%	20.0%	30.0%	0.0%	30.0%	10	40.0%
10.0%	10	60.0%	20.0%	10.0%	10.0%	20.0%	10	60.0%
50.0%	68	44.1%	16.2%	19.1%	20.6%	39.7%	68	44.1%
50.8%	63	36.5%	25.4%	30.2%	7.9%	38.1%	63	27.0%

58.2%	67	31.3%	22.4%	31.3%	14.9%	46.3%	67	23.9%
72.9%	59	23.7%	20.3%	33.9%	22.0%	55.9%	59	25.4%
53.2%	62	38.7%	9.7%	30.6%	21.0%	51.6%	62	29.0%
25.6%	78	34.6%	25.6%	26.9%	12.8%	39.7%	78	26.9%
17.5%	57	38.6%	36.8%	17.5%	7.0%	24.6%	57	40.4%
20.8%	77	40.3%	27.3%	20.8%	11.7%	32.5%	77	41.6%
59.3%	59	45.8%	11.9%	28.8%	13.6%	42.4%	59	33.9%
63.0%	46	41.3%	32.6%	13.0%	13.0%	26.1%	46	47.8%
37.0%	46	50.0%	17.4%	23.9%	8.7%	32.6%	46	50.0%
50.0%	50	30.0%	18.0%	24.0%	28.0%	52.0%	50	28.0%
34.9%	43	34.9%	16.3%	39.5%	9.3%	48.8%	43	30.2%
22.7%	44	56.8%	13.6%	25.0%	4.5%	29.5%	44	36.4%
17.0%	53	56.6%	26.4%	15.1%	1.9%	17.0%	53	43.4%
11.6%	43	62.8%	9.3%	18.6%	9.3%	27.9%	43	39.5%
55.4%	65	40.0%	20.0%	21.5%	18.5%	40.0%	65	35.4%
47.3%	74	36.5%	20.3%	29.7%	13.5%	43.2%	74	24.3%
60.0%	75	33.3%	30.7%	25.3%	10.7%	36.0%	75	37.3%
64.4%	73	20.5%	20.5%	38.4%	20.5%	58.9%	73	24.7%
50.0%	76	48.7%	13.2%	27.6%	10.5%	38.2%	76	56.6%
46.8%	77	41.6%	16.9%	27.3%	14.3%	41.6%	77	31.2%
20.3%	69	63.8%	26.1%	4.3%	5.8%	10.1%	69	65.2%
18.8%	85	54.1%	24.7%	16.5%	4.7%	21.2%	85	57.6%
46.8%	62	56.5%	19.4%	16.1%	8.1%	24.2%	62	27.4%
47.1%	51	47.1%	29.4%	13.7%	9.8%	23.5%	51	23.5%
22.2%	54	38.9%	35.2%	24.1%	1.9%	25.9%	54	40.7%
54.9%	51	21.6%	29.4%	21.6%	27.5%	49.0%	51	27.5%
25.3%	75	61.3%	16.0%	14.7%	8.0%	22.7%	75	41.3%
16.1%	62	66.1%	17.7%	14.5%	1.6%	16.1%	62	41.9%
20.0%	70	62.9%	28.6%	4.3%	4.3%	8.6%	70	44.3%
6.8%	59	69.5%	23.7%	5.1%	1.7%	6.8%	59	42.4%
28.1%	96	68.8%	21.9%	9.4%	0.0%	9.4%	96	40.6%
7.5%	107	70.1%	17.8%	10.3%	1.9%	12.1%	105	30.5%
2.9%	103	81.6%	17.5%	1.0%	0.0%	1.0%	104	57.7%
2.1%	97	88.7%	9.3%	1.0%	1.0%	2.1%	99	67.7%
33.1%	127	69.3%	15.7%	9.4%	5.5%	15.0%	127	52.0%
18.4%	103	70.9%	19.4%	7.8%	1.9%	9.7%	103	53.4%
20.0%	95	71.6%	23.2%	3.2%	2.1%	5.3%	94	58.5%
22.1%	95	57.9%	24.2%	13.7%	4.2%	17.9%	95	58.9%
43.3%	30	63.3%	23.3%	6.7%	6.7%	13.3%	30	60.0%
34.6%	26	61.5%	23.1%	15.4%	0.0%	15.4%	26	38.5%
28.6%	28	78.6%	14.3%	3.6%	3.6%	7.1%	28	53.6%
32.1%	28	42.9%	28.6%	25.0%	3.6%	28.6%	28	46.4%
3.4%	29	86.2%	13.8%	0.0%	0.0%	0.0%	29	79.3%
12.0%	25	76.0%	12.0%	8.0%	4.0%	12.0%	25	40.0%
11.5%	25	84.0%	12.0%	4.0%	0.0%	4.0%	26	65.4%
0.0%	30	83.3%	13.3%	3.3%	0.0%	3.3%	30	53.3%
52.0%	75	49.3%	24.0%	17.3%	9.3%	26.7%	75	38.7%
34.6%	78	53.8%	24.4%	16.7%	5.1%	21.8%	78	34.6%
44.6%	65	60.0%	29.2%	10.8%	0.0%	10.8%	65	52.3%

35.6%	73	56.2%	21.9%	17.8%	4.1%	21.9%	73	47.9%
27.1%	71	74.6%	11.3%	12.7%	1.4%	14.1%	71	57.7%
18.8%	80	60.0%	23.8%	15.0%	1.3%	16.3%	80	26.3%
22.1%	68	50.0%	35.3%	11.8%	2.9%	14.7%	68	42.6%
14.5%	69	68.1%	20.3%	10.1%	1.4%	11.6%	69	60.9%
40.5%	42	57.1%	26.2%	14.3%	2.4%	16.7%	42	40.5%
41.9%	43	60.5%	18.6%	14.0%	7.0%	20.9%	43	55.8%
44.7%	47	48.9%	19.1%	19.1%	12.8%	31.9%	47	55.3%
30.4%	56	48.2%	23.2%	16.1%	12.5%	28.6%	56	48.2%
31.7%	60	38.3%	20.0%	30.0%	11.7%	41.7%	60	20.0%
19.3%	57	56.1%	26.3%	12.3%	5.3%	17.5%	56	60.7%
13.0%	46	58.7%	21.7%	15.2%	4.3%	19.6%	46	41.3%
24.6%	69	56.5%	26.1%	13.0%	4.3%	17.4%	69	60.9%
72.5%	80	30.0%	18.8%	22.5%	28.8%	51.3%	80	30.0%
64.2%	53	39.6%	13.2%	24.5%	22.6%	47.2%	53	20.8%
58.2%	67	34.3%	25.4%	26.9%	13.4%	40.3%	67	32.8%
68.0%	75	20.0%	14.7%	41.3%	24.0%	65.3%	75	26.7%
32.5%	80	52.5%	15.0%	22.5%	10.0%	32.5%	80	33.8%
20.5%	73	45.2%	26.0%	17.8%	11.0%	28.8%	73	32.9%
21.8%	78	43.6%	35.9%	16.7%	3.8%	20.5%	78	39.7%
17.5%	80	46.3%	25.0%	20.0%	8.8%	28.8%	80	36.3%
26.3%	19	63.2%	15.8%	10.5%	10.5%	21.1%	19	31.6%
62.1%	29	13.8%	31.0%	34.5%	20.7%	55.2%	29	17.2%
40.0%	30	36.7%	23.3%	26.7%	13.3%	40.0%	30	36.7%
58.8%	17	29.4%	35.3%	23.5%	11.8%	35.3%	17	41.2%
32.3%	31	41.9%	19.4%	25.8%	12.9%	38.7%	31	35.5%
40.0%	20	30.0%	35.0%	15.0%	20.0%	35.0%	20	30.0%
14.8%	27	37.0%	37.0%	22.2%	3.7%	25.9%	27	37.0%
23.1%	26	46.2%	34.6%	11.5%	7.7%	19.2%	26	38.5%
76.9%	13	30.8%	15.4%	23.1%	30.8%	53.8%	13	15.4%
33.3%	12	33.3%	25.0%	41.7%	0.0%	41.7%	12	25.0%
7.7%	13	38.5%	38.5%	23.1%	0.0%	23.1%	13	30.8%
57.1%	21	4.8%	23.8%	42.9%	28.6%	71.4%	21	4.8%
37.8%	45	57.8%	15.6%	20.0%	6.7%	26.7%	45	35.6%
33.3%	39	35.9%	17.9%	41.0%	5.1%	46.2%	39	38.5%
25.0%	28	32.1%	35.7%	28.6%	3.6%	32.1%	28	32.1%
61.9%	42	26.2%	14.3%	47.6%	11.9%	59.5%	42	35.7%
49.1%	56	41.1%	16.1%	28.6%	14.3%	42.9%	56	37.5%
54.5%	44	34.1%	29.5%	22.7%	13.6%	36.4%	44	22.7%
24.5%	49	51.0%	22.4%	22.4%	4.1%	26.5%	49	24.5%
10.6%	47	55.3%	23.4%	17.0%	4.3%	21.3%	45	44.4%
34.1%	85	55.3%	24.7%	10.6%	9.4%	20.0%	85	54.1%
46.2%	65	29.2%	29.2%	27.7%	13.8%	41.5%	65	30.8%
14.6%	104	51.9%	26.0%	17.3%	4.8%	22.1%	104	51.9%
10.5%	95	68.4%	23.2%	4.2%	4.2%	8.4%	95	60.0%
52.2%	70	34.3%	28.6%	27.1%	10.0%	37.1%	71	39.4%
66.7%	84	25.0%	23.8%	28.6%	22.6%	51.2%	84	26.2%
43.5%	84	34.5%	26.2%	26.2%	13.1%	39.3%	85	30.6%
23.5%	98	46.9%	22.4%	22.4%	8.2%	30.6%	98	26.5%



58.3%	12	41.7%	25.0%	16.7%	16.7%	33.3%	12	41.7%
61.9%	21	19.0%	38.1%	28.6%	14.3%	42.9%	21	19.0%
66.7%	18	16.7%	38.9%	16.7%	27.8%	44.4%	18	27.8%
42.9%	14	35.7%	7.1%	35.7%	21.4%	57.1%	14	28.6%
66.7%	48	41.7%	22.9%	18.8%	16.7%	35.4%	48	45.8%
57.4%	47	42.6%	23.4%	25.5%	8.5%	34.0%	47	40.4%
43.2%	44	56.8%	22.7%	18.2%	2.3%	20.5%	44	59.1%
21.3%	47	61.7%	21.3%	14.9%	2.1%	17.0%	47	63.8%
21.6%	37	56.8%	29.7%	8.1%	5.4%	13.5%	37	51.4%
57.4%	47	36.2%	14.9%	27.7%	21.3%	48.9%	47	48.9%
50.0%	32	43.8%	28.1%	18.8%	9.4%	28.1%	32	46.9%
33.3%	30	50.0%	36.7%	3.3%	10.0%	13.3%	30	50.0%
40.8%	125	43.2%	25.6%	24.0%	7.2%	31.2%	126	44.4%
48.6%	109	41.3%	16.5%	33.0%	9.2%	42.2%	109	50.5%
47.7%	132	56.1%	13.6%	14.4%	15.9%	30.3%	132	49.2%
67.4%	129	30.2%	31.8%	23.3%	14.7%	38.0%	129	29.5%
12.4%	129	67.4%	23.3%	9.3%	0.0%	9.3%	129	61.2%
13.8%	123	49.6%	22.8%	24.4%	3.3%	27.6%	123	40.7%
33.6%	113	47.8%	25.7%	18.6%	8.0%	26.5%	113	42.5%
28.1%	135	51.9%	20.0%	18.5%	9.6%	28.1%	135	36.3%
64.0%	25	28.0%	12.0%	24.0%	36.0%	60.0%	25	36.0%
38.2%	34	38.2%	29.4%	26.5%	5.9%	32.4%	34	44.1%
66.7%	18	44.4%	16.7%	27.8%	11.1%	38.9%	18	38.9%
72.2%	18	22.2%	11.1%	27.8%	38.9%	66.7%	18	27.8%
58.8%	51	35.3%	25.5%	29.4%	9.8%	39.2%	51	37.3%
52.1%	48	41.7%	10.4%	25.0%	22.9%	47.9%	48	35.4%
43.5%	62	30.6%	25.8%	24.2%	19.4%	43.5%	62	29.0%
33.3%	56	33.9%	26.8%	32.1%	7.1%	39.3%	56	28.6%
24.2%	62	45.2%	19.4%	30.6%	4.8%	35.5%	62	27.4%
10.7%	56	50.0%	28.6%	19.6%	1.8%	21.4%	56	35.7%
61.0%	146	37.7%	19.2%	19.2%	24.0%	43.2%	146	31.5%
51.5%	132	24.2%	29.5%	30.3%	15.9%	46.2%	132	22.7%
43.2%	139	19.4%	34.5%	30.9%	15.1%	46.0%	139	28.1%
80.8%	125	16.8%	21.6%	39.2%	22.4%	61.6%	125	30.4%
60.5%	147	30.6%	21.8%	28.6%	19.0%	47.6%	147	27.9%
61.4%	114	29.8%	22.8%	28.9%	18.4%	47.4%	114	21.1%
34.7%	118	18.6%	41.5%	28.8%	11.0%	39.8%	118	30.5%
30.3%	142	31.0%	28.2%	26.1%	14.8%	40.8%	142	28.9%
76.3%	38	23.7%	23.7%	26.3%	26.3%	52.6%	38	23.7%
60.5%	43	23.3%	44.2%	18.6%	14.0%	32.6%	43	20.9%
58.8%	51	17.6%	29.4%	33.3%	19.6%	52.9%	51	25.5%
44.4%	45	22.2%	26.7%	26.7%	24.4%	51.1%	45	35.6%
40.5%	42	31.0%	31.0%	23.8%	14.3%	38.1%	42	40.5%
45.2%	42	28.6%	19.0%	31.0%	21.4%	52.4%	42	21.4%
38.8%	49	44.9%	28.6%	18.4%	8.2%	26.5%	49	40.8%
33.3%	27	29.6%	25.9%	25.9%	18.5%	44.4%	27	22.2%
N<10	9	N<10	N<10	N<10	N<10	N<10	9	N<10
29.4%	17	35.3%	29.4%	23.5%	11.8%	35.3%	17	52.9%
30.0%	10	30.0%	20.0%	50.0%	0.0%	50.0%	10	30.0%

50.0%	12	8.3%	25.0%	50.0%	16.7%	66.7%	12	16.7%
N<10	6	N<10	N<10	N<10	N<10	N<10	6	N<10
35.7%	14	14.3%	42.9%	28.6%	14.3%	42.9%	14	21.4%
27.8%	18	38.9%	27.8%	22.2%	11.1%	33.3%	18	44.4%
21.4%	14	42.9%	21.4%	28.6%	7.1%	35.7%	14	42.9%
N<10	9	N<10	N<10	N<10	N<10	N<10	9	N<10
N<10	7	N<10	N<10	N<10	N<10	N<10	7	N<10
N<10	9	N<10	N<10	N<10	N<10	N<10	9	N<10
54.5%	11	18.2%	9.1%	45.5%	27.3%	72.7%	11	27.3%
20.0%	10	60.0%	10.0%	30.0%	0.0%	30.0%	10	30.0%
N<10	7	N<10	N<10	N<10	N<10	N<10	7	N<10
12.5%	16	31.3%	25.0%	31.3%	12.5%	43.8%	16	18.8%
30.8%	13	46.2%	30.8%	15.4%	7.7%	23.1%	13	38.5%
88.0%	25	16.0%	20.0%	44.0%	20.0%	64.0%	25	0.0%
59.3%	27	37.0%	18.5%	22.2%	22.2%	44.4%	27	22.2%
46.9%	32	25.0%	31.3%	31.3%	12.5%	43.8%	32	34.4%
81.0%	21	0.0%	19.0%	38.1%	42.9%	81.0%	21	19.0%
58.5%	41	43.9%	12.2%	26.8%	17.1%	43.9%	41	36.6%
75.6%	41	19.5%	29.3%	39.0%	12.2%	51.2%	41	29.3%
34.2%	38	28.9%	28.9%	31.6%	10.5%	42.1%	38	28.9%
57.1%	42	19.0%	21.4%	26.2%	33.3%	59.5%	42	28.6%
30.3%	75	33.3%	22.7%	28.0%	16.0%	44.0%	76	34.2%
21.5%	79	39.2%	30.4%	19.0%	11.4%	30.4%	79	30.4%
18.3%	71	54.9%	32.4%	8.5%	4.2%	12.7%	71	43.7%
12.7%	63	57.1%	27.0%	11.1%	4.8%	15.9%	63	42.9%
47.6%	82	54.9%	18.3%	14.6%	12.2%	26.8%	82	59.8%
69.0%	71	23.9%	29.6%	23.9%	22.5%	46.5%	71	19.7%
28.0%	75	41.3%	29.3%	18.7%	10.7%	29.3%	75	44.0%
16.2%	74	56.8%	21.6%	13.5%	8.1%	21.6%	74	43.2%
67.6%	71	25.4%	22.5%	31.0%	21.1%	52.1%	71	31.0%
63.0%	73	20.5%	13.7%	31.5%	34.2%	65.8%	73	32.9%
51.9%	77	24.7%	18.2%	33.8%	23.4%	57.1%	77	28.6%
64.1%	64	23.4%	26.6%	26.6%	23.4%	50.0%	64	21.9%
24.4%	123	34.1%	28.5%	26.8%	10.6%	37.4%	123	28.5%
12.2%	98	43.9%	31.6%	16.3%	8.2%	24.5%	98	41.8%
66.4%	107	16.8%	19.6%	31.8%	31.8%	63.6%	107	16.8%
47.4%	114	37.7%	22.8%	21.9%	17.5%	39.5%	114	40.4%
41.2%	102	25.5%	19.6%	33.3%	21.6%	54.9%	102	14.7%
75.0%	120	30.8%	11.7%	25.8%	31.7%	57.5%	120	24.2%
76.8%	95	20.0%	24.2%	32.6%	23.2%	55.8%	95	21.1%
67.3%	98	12.2%	33.7%	30.6%	23.5%	54.1%	98	18.4%
48.8%	43	48.8%	16.3%	18.6%	16.3%	34.9%	43	53.5%
67.4%	46	26.1%	28.3%	26.1%	19.6%	45.7%	46	21.7%
41.2%	34	41.2%	26.5%	23.5%	8.8%	32.4%	34	44.1%
63.6%	44	4.5%	25.0%	47.7%	22.7%	70.5%	44	15.9%
37.5%	40	40.0%	20.0%	32.5%	7.5%	40.0%	40	25.0%
26.3%	38	42.1%	28.9%	26.3%	2.6%	28.9%	38	13.2%
21.6%	51	37.3%	35.3%	17.6%	9.8%	27.5%	51	23.5%
13.3%	60	38.3%	33.3%	16.7%	11.7%	28.3%	60	20.0%

78.0%	118	22.0%	27.1%	29.7%	21.2%	50.8%	118	25.4%
24.6%	126	30.2%	30.2%	25.4%	14.3%	39.7%	126	30.2%
81.6%	136	17.6%	24.3%	28.7%	29.4%	58.1%	136	21.3%
72.9%	133	17.3%	30.1%	27.1%	25.6%	52.6%	133	28.6%
83.9%	118	11.0%	14.4%	33.1%	41.5%	74.6%	118	14.4%
56.8%	125	19.2%	24.0%	24.8%	32.0%	56.8%	125	32.0%
50.4%	131	23.7%	16.0%	33.6%	26.7%	60.3%	131	18.3%
26.8%	123	34.1%	26.8%	23.6%	15.4%	39.0%	123	25.2%
46.0%	87	67.8%	11.5%	9.2%	11.5%	20.7%	84	50.0%
48.3%	60	53.3%	15.0%	21.7%	10.0%	31.7%	60	41.7%
46.0%	50	56.0%	10.0%	20.0%	14.0%	34.0%	50	38.0%
64.4%	59	15.3%	28.8%	27.1%	28.8%	55.9%	59	8.5%
87.5%	24	20.8%	12.5%	16.7%	50.0%	66.7%	24	8.3%
68.2%	22	27.3%	36.4%	22.7%	13.6%	36.4%	22	22.7%
51.1%	88	54.5%	15.9%	15.9%	13.6%	29.5%	87	37.9%
61.4%	70	22.9%	24.3%	35.7%	17.1%	52.9%	70	21.4%
72.1%	111	45.0%	16.2%	18.0%	20.7%	38.7%	111	28.8%
81.4%	86	17.4%	17.4%	29.1%	36.0%	65.1%	86	17.4%
55.7%	386	25.1%	16.8%	32.1%	25.9%	58.0%	385	36.9%
46.0%	363	38.8%	16.8%	27.8%	16.5%	44.4%	359	35.9%
37.7%	366	29.5%	26.8%	24.6%	19.1%	43.7%	363	17.9%
31.5%	409	36.9%	24.4%	27.6%	11.0%	38.6%	403	26.1%
26.5%	360	41.1%	22.5%	22.5%	13.9%	36.4%	359	35.7%
66.7%	75	41.3%	16.0%	20.0%	22.7%	42.7%	75	34.7%
73.9%	88	21.6%	20.5%	26.1%	31.8%	58.0%	88	14.8%
59.9%	374	33.7%	23.5%	29.4%	13.4%	42.8%	373	40.2%
57.1%	35	42.9%	25.7%	14.3%	17.1%	31.4%	35	42.9%
80.5%	41	29.3%	26.8%	22.0%	22.0%	43.9%	41	31.7%
76.9%	26	11.5%	26.9%	30.8%	30.8%	61.5%	26	15.4%
77.1%	48	25.0%	16.7%	25.0%	33.3%	58.3%	48	29.2%
43.2%	44	31.8%	22.7%	27.3%	18.2%	45.5%	44	29.5%
57.6%	33	24.2%	27.3%	24.2%	24.2%	48.5%	33	18.2%
44.4%	54	27.8%	27.8%	35.2%	9.3%	44.4%	54	22.2%
19.0%	42	61.9%	14.3%	16.7%	7.1%	23.8%	42	54.8%
47.4%	57	56.1%	19.3%	10.5%	14.0%	24.6%	57	45.6%
43.2%	37	32.4%	21.6%	24.3%	21.6%	45.9%	37	32.4%
26.5%	49	36.7%	34.7%	16.3%	12.2%	28.6%	49	30.6%
34.8%	46	26.1%	28.3%	30.4%	15.2%	45.7%	46	23.9%
40.0%	35	48.6%	20.0%	25.7%	5.7%	31.4%	35	37.1%
20.0%	55	60.0%	10.9%	25.5%	3.6%	29.1%	55	29.1%
34.8%	46	34.8%	30.4%	23.9%	10.9%	34.8%	46	26.1%
13.0%	54	51.9%	27.8%	13.0%	7.4%	20.4%	54	55.6%
33.5%	568	48.8%	21.0%	15.1%	15.1%	30.3%	567	36.3%
30.1%	572	48.1%	17.1%	19.9%	14.9%	34.8%	573	32.5%
NA	0	NA	NA	NA	NA	NA	0	NA
2.9%	312	83.7%	12.5%	2.9%	1.0%	3.8%	287	72.8%
1.2%	255	92.9%	6.3%	0.8%	0.0%	0.8%	249	83.5%
47.3%	277	37.9%	24.9%	24.5%	12.6%	37.2%	277	40.1%
28.5%	274	45.3%	19.7%	21.5%	13.5%	35.0%	274	36.1%



39.6%	260	39.2%	31.5%	20.8%	8.5%	29.2%	260	23.5%
27.6%	312	39.4%	30.8%	20.8%	9.0%	29.8%	312	35.9%
15.6%	295	54.6%	21.0%	18.0%	6.4%	24.4%	295	45.1%
43.7%	71	56.3%	23.9%	15.5%	4.2%	19.7%	71	49.3%
33.7%	92	50.0%	27.2%	16.3%	6.5%	22.8%	92	43.5%
41.5%	94	43.6%	25.5%	16.0%	14.9%	30.9%	94	42.6%
29.3%	229	62.0%	17.0%	14.4%	6.6%	21.0%	229	55.9%
27.3%	217	57.6%	22.1%	14.3%	6.0%	20.3%	214	44.9%
14.2%	231	63.6%	18.2%	11.7%	6.5%	18.2%	231	27.7%
N<10	1	N<10	N<10	N<10	N<10	N<10	1	N<10
52.7%	258	38.0%	15.5%	22.9%	23.6%	46.5%	258	47.7%
50.2%	276	39.9%	17.0%	20.7%	22.5%	43.1%	276	35.5%
43.0%	250	36.8%	16.0%	24.4%	22.8%	47.2%	250	26.8%
27.8%	259	62.9%	19.7%	15.4%	1.9%	17.4%	259	61.0%
15.2%	233	69.5%	18.9%	7.7%	3.9%	11.6%	223	54.7%
10.2%	267	73.0%	17.6%	6.7%	2.6%	9.4%	254	44.1%
28.6%	49	73.5%	6.1%	14.3%	6.1%	20.4%	49	59.2%
18.2%	55	80.0%	10.9%	7.3%	1.8%	9.1%	54	70.4%
37.5%	56	48.2%	23.2%	19.6%	8.9%	28.6%	56	50.0%
20.8%	72	75.0%	12.5%	11.1%	1.4%	12.5%	71	63.4%
23.8%	42	57.1%	40.5%	2.4%	0.0%	2.4%	42	40.5%
16.7%	54	61.1%	25.9%	11.1%	1.9%	13.0%	52	57.7%
42.6%	48	56.3%	12.5%	16.7%	14.6%	31.3%	48	47.9%
31.3%	48	62.5%	22.9%	14.6%	0.0%	14.6%	47	46.8%
28.8%	52	55.8%	25.0%	15.4%	3.8%	19.2%	51	51.0%
48.8%	43	41.9%	27.9%	16.3%	14.0%	30.2%	43	41.9%
40.9%	44	40.9%	29.5%	18.2%	11.4%	29.5%	44	47.7%
48.9%	47	34.0%	25.5%	23.4%	17.0%	40.4%	47	34.0%
88.1%	67	19.4%	14.9%	14.9%	50.7%	65.7%	67	16.4%
88.6%	70	14.3%	7.1%	14.3%	64.3%	78.6%	70	7.1%
84.7%	59	11.9%	16.9%	37.3%	33.9%	71.2%	59	6.8%
34.7%	48	66.7%	10.4%	14.6%	8.3%	22.9%	48	56.3%
26.9%	52	63.5%	23.1%	11.5%	1.9%	13.5%	52	65.4%
17.5%	40	72.5%	20.0%	7.5%	0.0%	7.5%	40	62.5%
68.1%	47	25.5%	21.3%	17.0%	36.2%	53.2%	47	29.8%
75.6%	46	19.6%	39.1%	19.6%	21.7%	41.3%	45	13.3%
63.0%	46	32.6%	26.1%	26.1%	15.2%	41.3%	46	23.9%
37.8%	45	57.8%	13.3%	11.1%	17.8%	28.9%	45	48.9%
34.6%	26	30.8%	34.6%	30.8%	3.8%	34.6%	26	34.6%
12.9%	31	67.7%	22.6%	3.2%	6.5%	9.7%	31	64.5%
79.7%	59	27.1%	8.5%	30.5%	33.9%	64.4%	59	27.1%
57.4%	61	27.9%	19.7%	34.4%	18.0%	52.5%	61	19.7%
48.8%	43	30.2%	34.9%	25.6%	9.3%	34.9%	43	30.2%
31.3%	47	61.7%	14.9%	14.9%	8.5%	23.4%	48	60.4%
24.5%	53	67.9%	18.9%	13.2%	0.0%	13.2%	53	69.8%
24.4%	45	53.3%	24.4%	17.8%	4.4%	22.2%	45	57.8%
44.6%	74	60.8%	16.2%	17.6%	5.4%	23.0%	74	58.1%
25.4%	67	52.2%	29.9%	14.9%	3.0%	17.9%	67	47.8%
44.6%	65	58.5%	27.7%	7.7%	6.2%	13.8%	65	43.1%

52.9%	68	36.8%	7.4%	23.5%	32.4%	55.9%	68	35.3%
58.8%	51	19.6%	27.5%	25.5%	27.5%	52.9%	51	11.8%
46.3%	55	40.0%	20.0%	16.4%	23.6%	40.0%	54	40.7%
37.8%	45	73.3%	8.9%	11.1%	6.7%	17.8%	45	68.9%
15.4%	39	66.7%	30.8%	2.6%	0.0%	2.6%	39	66.7%
40.0%	45	51.1%	31.1%	15.6%	2.2%	17.8%	45	44.4%
38.0%	71	66.2%	19.7%	11.3%	2.8%	14.1%	71	60.6%
25.6%	43	74.4%	16.3%	7.0%	2.3%	9.3%	43	74.4%
37.5%	40	57.5%	30.0%	10.0%	2.5%	12.5%	40	55.0%
28.8%	66	68.2%	16.7%	9.1%	6.1%	15.2%	66	66.7%
13.1%	61	77.0%	14.8%	6.6%	1.6%	8.2%	61	62.3%
25.4%	71	67.6%	15.5%	16.9%	0.0%	16.9%	71	64.8%
63.2%	67	35.8%	16.4%	20.9%	26.9%	47.8%	68	32.4%
73.8%	61	13.1%	21.3%	31.1%	34.4%	65.6%	61	11.5%
67.7%	62	24.2%	25.8%	22.6%	27.4%	50.0%	62	21.0%
19.6%	47	78.7%	17.0%	2.1%	2.1%	4.3%	45	75.6%
26.0%	50	60.0%	22.0%	14.0%	4.0%	18.0%	48	39.6%
31.8%	43	53.5%	18.6%	23.3%	4.7%	27.9%	44	65.9%
71.4%	70	34.3%	27.1%	22.9%	15.7%	38.6%	69	31.9%
62.5%	56	35.7%	30.4%	21.4%	12.5%	33.9%	56	30.4%
37.3%	51	58.8%	17.6%	9.8%	13.7%	23.5%	51	54.9%
63.9%	72	38.9%	19.4%	15.3%	26.4%	41.7%	70	35.7%
65.4%	81	30.9%	21.0%	23.5%	24.7%	48.1%	80	30.0%
47.6%	63	33.3%	23.8%	22.2%	20.6%	42.9%	63	42.9%
40.4%	52	73.1%	7.7%	13.5%	5.8%	19.2%	52	57.7%
21.1%	38	52.6%	26.3%	18.4%	2.6%	21.1%	38	39.5%
11.4%	44	59.1%	18.2%	15.9%	6.8%	22.7%	44	63.6%
46.8%	47	66.0%	12.8%	17.0%	4.3%	21.3%	47	51.1%
25.6%	39	66.7%	17.9%	12.8%	2.6%	15.4%	37	56.8%
23.4%	47	74.5%	21.3%	4.3%	0.0%	4.3%	45	82.2%
32.6%	46	67.4%	15.2%	17.4%	0.0%	17.4%	46	65.2%
31.1%	45	55.6%	28.9%	13.3%	2.2%	15.6%	44	54.5%
20.8%	53	60.4%	24.5%	13.2%	1.9%	15.1%	53	64.2%
51.4%	37	35.1%	16.2%	29.7%	18.9%	48.6%	37	29.7%
64.6%	48	16.7%	41.7%	22.9%	18.8%	41.7%	48	14.6%
38.6%	44	31.8%	31.8%	27.3%	9.1%	36.4%	44	29.5%
37.1%	89	75.3%	6.7%	12.4%	5.6%	18.0%	89	64.0%
19.3%	83	67.5%	18.1%	12.0%	2.4%	14.5%	82	62.2%
21.3%	80	70.0%	23.8%	5.0%	1.3%	6.3%	80	66.3%
48.4%	95	52.6%	26.3%	11.6%	9.5%	21.1%	95	44.2%
37.2%	94	39.4%	26.6%	25.5%	8.5%	34.0%	93	35.5%
28.6%	77	39.0%	37.7%	15.6%	7.8%	23.4%	77	42.9%
29.3%	92	70.7%	17.4%	8.7%	3.3%	12.0%	92	57.6%
19.6%	92	55.4%	33.7%	9.8%	1.1%	10.9%	92	52.2%
24.1%	83	59.0%	26.5%	12.0%	2.4%	14.5%	83	55.4%
31.0%	183	60.7%	21.9%	14.8%	2.7%	17.5%	184	67.9%
17.6%	197	68.5%	18.3%	11.2%	2.0%	13.2%	198	56.6%
12.7%	228	66.2%	21.1%	10.5%	2.2%	12.7%	229	38.9%
5.3%	245	76.3%	20.4%	2.9%	0.4%	3.3%	246	62.2%

3.8%	235	83.8%	11.9%	3.4%	0.9%	4.3%	233	70.4%
3.8%	190	77.9%	16.8%	5.3%	0.0%	5.3%	200	62.0%
5.1%	163	79.8%	16.6%	3.7%	0.0%	3.7%	165	61.8%
N<10	5	N<10	N<10	N<10	N<10	N<10	5	N<10
N<10	3	N<10	N<10	N<10	N<10	N<10	3	N<10
N<10	2	N<10	N<10	N<10	N<10	N<10	3	N<10
N<10	0	NA	NA	NA	NA	NA	0	NA
N<10	4	N<10	N<10	N<10	N<10	N<10	4	N<10
N<10	5	N<10	N<10	N<10	N<10	N<10	5	N<10
N<10	5	N<10	N<10	N<10	N<10	N<10	5	N<10
N<10	5	N<10	N<10	N<10	N<10	N<10	5	N<10
25.5%	140	83.6%	7.1%	9.3%	0.0%	9.3%	133	75.2%
17.9%	134	76.1%	20.1%	3.7%	0.0%	3.7%	132	67.4%
10.9%	138	76.8%	17.4%	5.8%	0.0%	5.8%	135	76.3%
84.0%	163	15.3%	11.7%	25.2%	47.9%	73.0%	163	16.6%
79.3%	135	10.4%	11.9%	25.9%	51.9%	77.8%	135	8.1%
76.5%	132	15.9%	17.4%	31.8%	34.8%	66.7%	132	20.5%
65.8%	73	38.4%	12.3%	24.7%	24.7%	49.3%	73	26.0%
70.4%	71	16.9%	22.5%	36.6%	23.9%	60.6%	71	11.3%
62.0%	71	16.9%	22.5%	31.0%	29.6%	60.6%	71	22.5%
84.7%	98	15.3%	9.2%	27.6%	48.0%	75.5%	98	14.3%
63.5%	96	17.7%	14.6%	36.5%	31.3%	67.7%	96	11.5%
36.2%	94	35.1%	25.5%	21.3%	18.1%	39.4%	94	11.7%
21.8%	216	66.2%	19.0%	11.6%	3.2%	14.8%	208	62.5%
10.9%	182	77.5%	13.2%	8.8%	0.5%	9.3%	176	61.9%
13.2%	195	75.4%	16.9%	6.7%	1.0%	7.7%	190	40.0%
44.3%	70	60.0%	17.1%	18.6%	4.3%	22.9%	70	51.4%
44.6%	56	51.8%	21.4%	19.6%	7.1%	26.8%	56	33.9%
29.6%	71	56.3%	21.1%	15.5%	7.0%	22.5%	71	56.3%
23.1%	65	72.3%	12.3%	7.7%	7.7%	15.4%	65	63.1%
27.7%	46	58.7%	23.9%	10.9%	6.5%	17.4%	47	40.4%
18.3%	60	68.3%	20.0%	6.7%	5.0%	11.7%	60	65.0%
78.7%	75	28.0%	21.3%	14.7%	36.0%	50.7%	75	18.7%
66.7%	78	24.4%	24.4%	25.6%	25.6%	51.3%	78	15.4%
68.9%	74	23.0%	17.6%	35.1%	24.3%	59.5%	74	21.6%
33.3%	42	76.2%	11.9%	7.1%	4.8%	11.9%	42	52.4%
18.4%	49	65.3%	22.4%	12.2%	0.0%	12.2%	49	53.1%
32.4%	37	56.8%	29.7%	13.5%	0.0%	13.5%	37	54.1%
69.0%	100	37.0%	11.0%	23.0%	29.0%	52.0%	100	28.0%
52.7%	110	35.5%	23.6%	20.0%	20.9%	40.9%	110	24.5%
45.0%	109	30.3%	22.9%	31.2%	15.6%	46.8%	109	24.8%
67.6%	71	29.6%	19.7%	18.3%	32.4%	50.7%	71	26.8%
60.6%	66	34.8%	28.8%	18.2%	18.2%	36.4%	66	27.3%
51.8%	85	31.8%	25.9%	29.4%	12.9%	42.4%	85	28.2%
29.7%	74	70.3%	12.2%	6.8%	10.8%	17.6%	74	62.2%
23.5%	51	76.5%	11.8%	7.8%	3.9%	11.8%	51	60.8%
13.4%	67	70.1%	26.9%	3.0%	0.0%	3.0%	67	79.1%
26.7%	45	77.8%	13.3%	6.7%	2.2%	8.9%	45	80.0%
20.8%	53	71.7%	15.1%	13.2%	0.0%	13.2%	52	59.6%

17.8%	45	77.8%	8.9%	13.3%	0.0%	13.3%	44	68.2%
31.8%	622	42.0%	21.2%	24.9%	11.9%	36.8%	622	41.0%
25.8%	574	60.8%	16.4%	14.1%	8.7%	22.8%	573	61.3%
18.9%	567	54.5%	16.8%	18.7%	10.1%	28.7%	565	51.3%
18.5%	600	55.0%	26.7%	13.8%	4.5%	18.3%	598	48.2%
14.4%	623	65.0%	15.4%	11.6%	8.0%	19.6%	623	57.9%
33.3%	121	76.9%	10.7%	5.8%	6.6%	12.4%	119	65.5%
36.8%	68	55.9%	26.5%	13.2%	4.4%	17.6%	68	55.9%
11.9%	84	61.9%	17.9%	16.7%	3.6%	20.2%	84	60.7%
83.8%	74	24.3%	12.2%	17.6%	45.9%	63.5%	73	19.2%
83.1%	71	12.7%	18.3%	26.8%	42.3%	69.0%	70	7.1%
78.6%	70	18.6%	11.4%	27.1%	42.9%	70.0%	67	19.4%
63.0%	108	38.0%	26.9%	16.7%	18.5%	35.2%	108	38.9%
55.6%	99	33.3%	31.3%	19.2%	16.2%	35.4%	100	31.0%
47.6%	103	38.8%	32.0%	20.4%	8.7%	29.1%	103	38.8%
63.4%	41	43.9%	9.8%	26.8%	19.5%	46.3%	41	41.5%
56.5%	46	43.5%	10.9%	30.4%	15.2%	45.7%	46	32.6%
39.1%	46	39.1%	23.9%	28.3%	8.7%	37.0%	46	39.1%
47.6%	105	49.5%	20.0%	16.2%	14.3%	30.5%	104	48.1%
35.4%	96	28.1%	36.5%	16.7%	18.8%	35.4%	95	26.3%
39.0%	82	32.9%	34.1%	23.2%	9.8%	32.9%	82	34.1%
36.1%	72	68.1%	11.1%	16.7%	4.2%	20.8%	72	54.2%
26.8%	56	53.6%	25.0%	17.9%	3.6%	21.4%	56	50.0%
27.3%	55	69.1%	20.0%	9.1%	1.8%	10.9%	55	58.2%
28.6%	42	78.6%	7.1%	7.1%	7.1%	14.3%	41	68.3%
17.4%	46	69.6%	17.4%	13.0%	0.0%	13.0%	46	65.2%
39.4%	33	45.5%	27.3%	9.1%	18.2%	27.3%	32	56.3%
57.7%	52	48.1%	25.0%	9.6%	17.3%	26.9%	52	51.9%
35.4%	48	60.4%	22.9%	8.3%	8.3%	16.7%	47	48.9%
53.6%	28	42.9%	17.9%	35.7%	3.6%	39.3%	28	35.7%
54.5%	44	45.5%	13.6%	18.2%	22.7%	40.9%	44	47.7%
34.5%	29	37.9%	41.4%	17.2%	3.4%	20.7%	29	41.4%
33.3%	27	37.0%	33.3%	22.2%	7.4%	29.6%	27	33.3%
62.0%	50	66.0%	12.0%	14.0%	8.0%	22.0%	50	48.0%
55.8%	52	34.6%	30.8%	23.1%	11.5%	34.6%	52	38.5%
42.2%	45	44.4%	28.9%	22.2%	4.4%	26.7%	45	44.4%
34.9%	43	60.5%	23.3%	7.0%	9.3%	16.3%	43	67.4%
40.0%	35	34.3%	25.7%	28.6%	11.4%	40.0%	35	37.1%
26.7%	30	56.7%	16.7%	20.0%	6.7%	26.7%	30	63.3%
47.6%	21	61.9%	9.5%	19.0%	9.5%	28.6%	21	52.4%
59.1%	22	45.5%	13.6%	31.8%	9.1%	40.9%	22	40.9%
54.8%	31	25.8%	29.0%	29.0%	16.1%	45.2%	31	32.3%
60.4%	48	43.8%	29.2%	6.3%	20.8%	27.1%	48	43.8%
50.9%	56	42.9%	25.0%	17.9%	14.3%	32.1%	56	37.5%
47.3%	55	38.2%	20.0%	30.9%	10.9%	41.8%	52	32.7%
60.0%	75	50.7%	16.0%	13.3%	20.0%	33.3%	75	33.3%
50.0%	72	34.7%	23.6%	31.9%	9.7%	41.7%	72	20.8%
44.6%	74	37.8%	36.5%	13.5%	12.2%	25.7%	74	44.6%
42.4%	224	49.1%	25.0%	17.9%	8.0%	25.9%	224	48.7%

19.4%	254	62.6%	18.9%	14.2%	4.3%	18.5%	254	46.5%
13.0%	215	63.7%	18.6%	10.7%	7.0%	17.7%	213	44.6%
33.5%	163	47.2%	20.2%	20.9%	11.7%	32.5%	164	54.9%
26.4%	130	58.5%	19.2%	12.3%	10.0%	22.3%	129	48.1%
8.3%	156	74.4%	13.5%	9.6%	2.6%	12.2%	156	51.9%
44.8%	394	39.1%	20.3%	25.9%	14.7%	40.6%	394	39.6%
28.0%	396	48.0%	23.5%	16.7%	11.9%	28.5%	397	40.8%
25.7%	347	49.0%	28.8%	14.7%	7.5%	22.2%	347	34.3%
4.4%	252	83.3%	13.5%	2.8%	0.4%	3.2%	248	66.1%
8.7%	185	80.0%	14.6%	4.9%	0.5%	5.4%	184	64.7%
9.9%	152	75.0%	12.5%	9.2%	3.3%	12.5%	152	65.1%
11.7%	180	68.3%	15.0%	10.0%	6.7%	16.7%	179	60.3%
15.0%	147	55.1%	28.6%	12.9%	3.4%	16.3%	147	40.1%
16.0%	144	51.4%	22.2%	20.8%	5.6%	26.4%	146	39.0%
18.1%	422	56.6%	23.7%	14.5%	5.2%	19.7%	420	46.2%
20.3%	349	46.7%	22.3%	23.8%	7.2%	30.9%	348	35.1%
55.1%	49	49.0%	18.4%	14.3%	18.4%	32.7%	49	55.1%
43.1%	58	34.5%	27.6%	27.6%	10.3%	37.9%	58	36.2%
46.0%	50	28.0%	32.0%	32.0%	8.0%	40.0%	50	28.0%
37.0%	72	62.5%	19.4%	13.9%	4.2%	18.1%	73	60.3%
30.2%	63	55.6%	28.6%	15.9%	0.0%	15.9%	63	60.3%
26.7%	75	50.7%	24.0%	20.0%	5.3%	25.3%	75	53.3%
81.1%	37	27.0%	16.2%	27.0%	29.7%	56.8%	37	24.3%
66.7%	39	12.8%	30.8%	28.2%	28.2%	56.4%	39	15.4%
64.3%	42	28.6%	19.0%	23.8%	28.6%	52.4%	42	26.2%
6.4%	48	72.9%	18.8%	6.3%	2.1%	8.3%	48	58.3%
18.8%	80	53.8%	18.8%	18.8%	8.8%	27.5%	80	42.5%
73.9%	23	34.8%	8.7%	26.1%	30.4%	56.5%	23	39.1%
58.6%	29	17.2%	27.6%	41.4%	13.8%	55.2%	29	24.1%
N<10	7	N<10	N<10	N<10	N<10	N<10	7	N<10
60.9%	87	46.0%	21.8%	17.2%	14.9%	32.2%	85	41.2%
42.5%	80	43.8%	27.5%	13.8%	15.0%	28.8%	80	36.3%
42.7%	82	28.0%	28.0%	28.0%	15.9%	43.9%	82	28.0%
43.9%	57	71.9%	15.8%	8.8%	3.5%	12.3%	57	75.4%
45.1%	52	48.1%	25.0%	19.2%	7.7%	26.9%	52	44.2%
28.1%	32	46.9%	28.1%	21.9%	3.1%	25.0%	32	43.8%
74.3%	100	31.0%	23.0%	9.0%	37.0%	46.0%	101	33.7%
66.7%	84	21.4%	25.0%	27.4%	26.2%	53.6%	83	16.9%
53.8%	91	28.6%	16.5%	31.9%	23.1%	54.9%	91	28.6%
59.9%	137	16.1%	23.4%	27.7%	32.8%	60.6%	137	26.3%
53.8%	171	32.7%	20.5%	31.0%	15.8%	46.8%	171	29.2%
47.5%	123	28.5%	26.8%	26.8%	17.9%	44.7%	123	17.9%
45.5%	55	72.7%	10.9%	3.6%	12.7%	16.4%	55	65.5%
42.2%	90	43.3%	36.7%	16.7%	3.3%	20.0%	90	53.3%
23.1%	65	58.5%	23.1%	16.9%	1.5%	18.5%	65	53.8%
45.0%	260	38.5%	23.5%	26.5%	11.5%	38.1%	259	40.2%
42.8%	221	44.3%	17.6%	24.9%	13.1%	38.0%	221	35.3%
32.2%	277	45.5%	23.8%	22.0%	8.7%	30.7%	276	24.6%
77.9%	95	17.9%	16.8%	25.3%	40.0%	65.3%	94	17.0%



79.5%	88	15.9%	18.2%	25.0%	40.9%	65.9%	88	17.0%
68.7%	83	20.5%	19.3%	24.1%	36.1%	60.2%	82	20.7%
14.9%	277	57.8%	27.8%	10.1%	4.3%	14.4%	277	42.6%
16.2%	245	57.1%	18.8%	15.1%	9.0%	24.1%	249	43.0%
75.0%	72	31.9%	18.1%	25.0%	25.0%	50.0%	72	22.2%
78.7%	75	18.7%	21.3%	30.7%	29.3%	60.0%	75	17.3%
62.3%	77	28.6%	19.5%	35.1%	16.9%	51.9%	77	28.6%
63.2%	76	15.8%	18.4%	35.5%	30.3%	65.8%	76	18.4%
53.5%	71	22.5%	23.9%	29.6%	23.9%	53.5%	71	22.5%
46.0%	50	12.0%	24.0%	38.0%	26.0%	64.0%	50	8.0%
44.0%	50	32.0%	26.0%	30.0%	12.0%	42.0%	50	22.0%
37.8%	45	33.3%	15.6%	35.6%	15.6%	51.1%	45	22.2%
67.7%	65	43.1%	16.9%	12.3%	27.7%	40.0%	65	35.4%
67.1%	73	26.0%	28.8%	23.3%	21.9%	45.2%	73	24.7%
46.1%	76	46.1%	21.1%	25.0%	7.9%	32.9%	76	35.5%
65.2%	158	19.6%	15.8%	30.4%	34.2%	64.6%	158	19.6%
68.3%	161	28.6%	17.4%	19.3%	34.8%	54.0%	161	28.6%
58.5%	142	27.5%	23.9%	19.7%	28.9%	48.6%	142	16.2%
38.3%	128	33.6%	26.6%	23.4%	16.4%	39.8%	128	14.8%
30.7%	75	54.7%	8.0%	20.0%	17.3%	37.3%	75	36.0%
62.2%	82	26.8%	18.3%	36.6%	18.3%	54.9%	82	34.1%
56.6%	83	27.7%	21.7%	30.1%	20.5%	50.6%	83	25.3%
54.5%	55	34.5%	14.5%	23.6%	27.3%	50.9%	55	21.8%
41.0%	39	28.2%	25.6%	20.5%	25.6%	46.2%	39	17.9%
19.2%	26	34.6%	19.2%	34.6%	11.5%	46.2%	26	23.1%
38.6%	145	57.2%	13.1%	15.2%	14.5%	29.7%	145	42.1%
41.3%	143	46.9%	22.4%	20.3%	10.5%	30.8%	142	43.0%
34.9%	166	40.4%	20.5%	27.1%	12.0%	39.2%	166	29.5%
38.1%	176	31.8%	19.3%	28.4%	20.5%	48.9%	175	34.9%
27.7%	224	50.0%	17.9%	17.9%	14.3%	32.1%	224	34.4%
26.5%	234	44.0%	23.9%	19.2%	12.8%	32.1%	234	28.6%
21.9%	155	54.2%	25.8%	12.9%	7.1%	20.0%	155	31.0%
14.8%	108	54.6%	14.8%	18.5%	12.0%	30.6%	108	32.4%
30.4%	46	56.5%	28.3%	13.0%	2.2%	15.2%	44	50.0%
20.0%	50	72.0%	12.0%	16.0%	0.0%	16.0%	47	53.2%
6.7%	60	66.7%	25.0%	6.7%	1.7%	8.3%	58	29.3%
70.7%	92	31.5%	10.9%	21.7%	35.9%	57.6%	92	22.8%
68.5%	92	21.7%	25.0%	32.6%	20.7%	53.3%	92	15.2%
61.1%	113	31.9%	28.3%	23.9%	15.9%	39.8%	113	28.3%
57.5%	127	25.2%	18.9%	33.1%	22.8%	55.9%	127	25.2%
60.8%	120	39.2%	15.8%	28.3%	16.7%	45.0%	120	28.3%
50.0%	118	33.9%	21.2%	25.4%	19.5%	44.9%	118	15.3%
38.9%	131	36.6%	26.7%	22.9%	13.7%	36.6%	131	22.1%
30.6%	124	32.3%	28.2%	21.0%	18.5%	39.5%	124	20.2%
28.3%	60	68.3%	18.3%	8.3%	5.0%	13.3%	60	65.0%
33.3%	42	59.5%	31.0%	9.5%	0.0%	9.5%	42	47.6%
20.4%	49	77.6%	20.4%	2.0%	0.0%	2.0%	49	79.6%
27.9%	43	58.1%	20.9%	18.6%	2.3%	20.9%	43	58.1%
27.8%	36	55.6%	27.8%	16.7%	0.0%	16.7%	36	69.4%

28.6%	35	57.1%	11.4%	25.7%	5.7%	31.4%	35	45.7%
44.4%	54	61.1%	13.0%	11.1%	14.8%	25.9%	54	46.3%
38.9%	54	51.9%	25.9%	16.7%	5.6%	22.2%	54	53.7%
24.1%	54	40.7%	25.9%	22.2%	11.1%	33.3%	54	40.7%
31.5%	54	35.2%	24.1%	33.3%	7.4%	40.7%	54	48.1%
27.5%	51	54.9%	25.5%	19.6%	0.0%	19.6%	51	54.9%
27.8%	54	70.4%	14.8%	11.1%	3.7%	14.8%	54	29.6%
15.7%	83	61.4%	22.9%	14.5%	1.2%	15.7%	83	33.7%
12.8%	86	50.0%	26.7%	15.1%	8.1%	23.3%	86	41.9%
45.8%	48	45.8%	31.3%	18.8%	4.2%	22.9%	48	39.6%
52.9%	52	34.6%	23.1%	21.2%	21.2%	42.3%	52	28.8%
51.9%	52	25.0%	28.8%	25.0%	21.2%	46.2%	52	30.8%
57.1%	42	21.4%	35.7%	31.0%	11.9%	42.9%	42	19.0%
0.0%	11	90.9%	9.1%	0.0%	0.0%	0.0%	13	76.9%
0.0%	15	93.3%	6.7%	0.0%	0.0%	0.0%	17	94.1%
3.4%	27	74.1%	14.8%	11.1%	0.0%	11.1%	27	63.0%
0.0%	19	73.7%	15.8%	5.3%	5.3%	10.5%	19	73.7%
45.3%	75	25.3%	13.3%	24.0%	37.3%	61.3%	74	25.7%
51.4%	72	31.9%	20.8%	22.2%	25.0%	47.2%	72	23.6%
36.5%	63	42.9%	12.7%	22.2%	22.2%	44.4%	62	16.1%
39.1%	22	40.9%	18.2%	22.7%	18.2%	40.9%	23	30.4%
20.0%	55	85.5%	9.1%	5.5%	0.0%	5.5%	55	83.6%
26.3%	38	84.2%	13.2%	0.0%	2.6%	2.6%	38	76.3%
21.6%	37	67.6%	18.9%	5.4%	8.1%	13.5%	37	67.6%
35.3%	34	70.6%	20.6%	5.9%	2.9%	8.8%	34	67.6%
14.3%	21	76.2%	9.5%	0.0%	14.3%	14.3%	21	76.2%
16.7%	18	61.1%	16.7%	16.7%	5.6%	22.2%	18	50.0%
41.7%	10	40.0%	30.0%	30.0%	0.0%	30.0%	12	58.3%
N<10	2	N<10	N<10	N<10	N<10	N<10	3	N<10
N<10	4	N<10	N<10	N<10	N<10	N<10	4	N<10
N<10	8	N<10	N<10	N<10	N<10	N<10	8	N<10
N<10	4	N<10	N<10	N<10	N<10	N<10	4	N<10
N<10	2	N<10	N<10	N<10	N<10	N<10	2	N<10
N<10	6	N<10	N<10	N<10	N<10	N<10	6	N<10
N<10	6	N<10	N<10	N<10	N<10	N<10	6	N<10
N<10	4	N<10	N<10	N<10	N<10	N<10	4	N<10
N<10	9	N<10	N<10	N<10	N<10	N<10	9	N<10
N<10	6	N<10	N<10	N<10	N<10	N<10	6	N<10
N<10	5	N<10	N<10	N<10	N<10	N<10	5	N<10
N<10	9	N<10	N<10	N<10	N<10	N<10	9	N<10
N<10	4	N<10	N<10	N<10	N<10	N<10	4	N<10
N<10	3	N<10	N<10	N<10	N<10	N<10	3	N<10
0.0%	11	RV	RV	RV	RV	0.0%	11	RV
N<10	9	N<10	N<10	N<10	N<10	N<10	9	N<10
50.0%	26	73.1%	7.7%	11.5%	7.7%	19.2%	26	69.2%
6.9%	29	72.4%	24.1%	3.4%	0.0%	3.4%	29	65.5%
11.4%	35	45.7%	22.9%	20.0%	11.4%	31.4%	35	40.0%
34.1%	41	34.1%	22.0%	39.0%	4.9%	43.9%	41	31.7%
35.7%	42	42.9%	23.8%	19.0%	14.3%	33.3%	42	28.6%

23.5%	34	55.9%	17.6%	20.6%	5.9%	26.5%	34	32.4%
20.7%	29	41.4%	34.5%	20.7%	3.4%	24.1%	29	24.1%
19.4%	36	33.3%	19.4%	36.1%	11.1%	47.2%	36	25.0%
30.9%	136	35.3%	25.7%	23.5%	15.4%	39.0%	136	39.0%
51.1%	134	55.2%	9.7%	16.4%	18.7%	35.1%	134	56.7%
73.6%	129	23.3%	25.6%	28.7%	22.5%	51.2%	128	24.2%
54.3%	138	42.0%	22.5%	27.5%	8.0%	35.5%	138	42.0%
48.4%	126	34.9%	18.3%	25.4%	21.4%	46.8%	126	42.9%
53.8%	145	37.9%	17.9%	21.4%	22.8%	44.1%	143	33.6%
60.5%	157	28.0%	21.7%	27.4%	22.9%	50.3%	158	18.4%
39.2%	148	41.2%	21.6%	24.3%	12.8%	37.2%	148	31.8%
20.7%	169	66.3%	17.2%	10.7%	5.9%	16.6%	169	49.7%
8.9%	179	74.9%	15.1%	8.4%	1.7%	10.1%	179	43.0%
4.7%	193	78.8%	16.6%	4.1%	0.5%	4.7%	192	68.8%
6.0%	200	81.0%	9.5%	6.0%	3.5%	9.5%	198	73.7%
30.8%	227	81.5%	9.3%	4.4%	4.8%	9.3%	227	67.4%
24.8%	161	78.9%	13.0%	7.5%	0.6%	8.1%	161	65.8%
14.9%	134	79.9%	12.7%	6.0%	1.5%	7.5%	132	75.0%
27.1%	170	69.4%	13.5%	13.5%	3.5%	17.1%	170	59.4%
65.5%	55	30.9%	16.4%	20.0%	32.7%	52.7%	55	32.7%
44.4%	63	33.3%	31.7%	23.8%	11.1%	34.9%	63	27.0%
34.0%	47	57.4%	25.5%	14.9%	2.1%	17.0%	47	55.3%
40.0%	60	40.0%	23.3%	20.0%	16.7%	36.7%	60	41.7%
36.2%	58	53.4%	19.0%	17.2%	10.3%	27.6%	58	37.9%
28.4%	67	59.7%	19.4%	17.9%	3.0%	20.9%	67	25.4%
7.9%	76	71.1%	18.4%	7.9%	2.6%	10.5%	76	55.3%
16.1%	56	58.9%	17.9%	16.1%	7.1%	23.2%	56	42.9%
72.5%	120	33.3%	20.0%	18.3%	28.3%	46.7%	120	25.8%
50.0%	102	35.3%	19.6%	26.5%	18.6%	45.1%	102	24.5%
33.1%	118	47.5%	20.3%	19.5%	12.7%	32.2%	118	44.9%
26.9%	134	34.3%	31.3%	20.1%	14.2%	34.3%	134	25.4%
22.1%	122	34.4%	24.6%	25.4%	15.6%	41.0%	122	26.2%
69.8%	116	21.6%	25.9%	32.8%	19.8%	52.6%	116	26.7%
34.2%	149	30.9%	28.9%	23.5%	16.8%	40.3%	149	30.9%
29.8%	124	40.3%	24.2%	24.2%	11.3%	35.5%	124	16.1%
N<10	1	N<10	N<10	N<10	N<10	N<10	1	N<10
N<10	1	N<10	N<10	N<10	N<10	N<10	1	N<10
N<10	8	N<10	N<10	N<10	N<10	N<10	8	N<10
N<10	9	N<10	N<10	N<10	N<10	N<10	9	N<10
67.0%	100	29.0%	22.0%	29.0%	20.0%	49.0%	100	26.0%
72.6%	84	4.8%	20.2%	48.8%	26.2%	75.0%	84	11.9%
74.5%	106	15.1%	19.8%	36.8%	28.3%	65.1%	106	18.9%
61.4%	114	45.6%	19.3%	17.5%	17.5%	35.1%	114	43.0%
46.8%	94	36.2%	19.1%	27.7%	17.0%	44.7%	94	41.5%
41.3%	92	33.7%	30.4%	25.0%	10.9%	35.9%	92	33.7%
73.7%	118	24.6%	17.8%	26.3%	31.4%	57.6%	118	25.4%
63.4%	82	19.5%	22.0%	28.0%	30.5%	58.5%	82	20.7%
66.0%	100	16.0%	32.0%	25.0%	27.0%	52.0%	100	16.0%
75.4%	114	28.9%	17.5%	24.6%	28.9%	53.5%	114	33.3%



66.3%	80	27.5%	21.3%	36.3%	15.0%	51.3%	80	23.8%
62.0%	79	16.5%	25.3%	26.6%	31.6%	58.2%	79	26.6%
58.8%	364	32.1%	22.5%	25.0%	20.3%	45.3%	364	13.2%
48.6%	401	32.9%	23.9%	24.2%	19.0%	43.1%	400	21.0%
73.2%	388	17.3%	17.3%	32.0%	33.5%	65.5%	388	26.0%
60.2%	392	26.5%	21.7%	27.6%	24.2%	51.8%	392	28.8%
35.5%	391	29.4%	25.1%	27.6%	17.9%	45.5%	386	28.0%
75.3%	97	32.0%	17.5%	18.6%	32.0%	50.5%	97	30.9%
63.4%	101	24.8%	25.7%	30.7%	18.8%	49.5%	101	23.8%
67.7%	96	22.9%	27.1%	35.4%	14.6%	50.0%	94	19.1%
75.6%	156	41.0%	19.2%	13.5%	26.3%	39.7%	156	25.6%
69.9%	123	30.1%	24.4%	29.3%	16.3%	45.5%	123	19.5%
54.5%	112	33.0%	28.6%	21.4%	17.0%	38.4%	112	25.9%
36.5%	657	37.1%	24.0%	23.7%	15.1%	38.8%	650	29.5%
30.4%	693	35.9%	23.4%	25.5%	15.2%	40.7%	687	28.5%
76.5%	98	36.7%	15.3%	23.5%	24.5%	48.0%	98	33.7%
69.9%	83	32.5%	19.3%	25.3%	22.9%	48.2%	83	25.3%
73.9%	111	22.5%	19.8%	32.4%	25.2%	57.7%	111	19.8%
63.9%	72	43.1%	19.4%	19.4%	18.1%	37.5%	72	38.9%
61.8%	76	39.5%	22.4%	21.1%	17.1%	38.2%	76	25.0%
56.9%	72	27.8%	33.3%	16.7%	22.2%	38.9%	72	23.6%
63.6%	99	42.4%	14.1%	15.2%	28.3%	43.4%	99	27.3%
77.6%	107	16.8%	19.6%	30.8%	32.7%	63.6%	107	10.3%
62.9%	97	15.5%	25.8%	28.9%	29.9%	58.8%	98	10.2%
62.7%	383	26.4%	18.8%	30.8%	24.0%	54.8%	382	27.0%
52.5%	339	36.3%	17.1%	23.3%	23.3%	46.6%	337	33.5%
50.8%	398	34.7%	19.6%	28.1%	17.6%	45.7%	398	15.6%
73.3%	116	31.9%	12.1%	22.4%	33.6%	56.0%	115	22.6%
60.8%	102	29.4%	26.5%	26.5%	17.6%	44.1%	102	17.6%
67.0%	94	16.0%	29.8%	24.5%	29.8%	54.3%	94	23.4%
74.0%	289	17.3%	14.5%	32.2%	36.0%	68.2%	289	21.8%
61.7%	298	27.9%	14.4%	26.8%	30.9%	57.7%	298	24.5%
57.0%	307	22.8%	19.5%	32.2%	25.4%	57.7%	305	9.5%
79.1%	91	24.2%	19.8%	24.2%	31.9%	56.0%	91	22.0%
62.9%	70	31.4%	22.9%	25.7%	20.0%	45.7%	69	13.0%
66.7%	96	26.0%	25.0%	25.0%	24.0%	49.0%	96	18.8%
70.9%	79	31.6%	22.8%	22.8%	22.8%	45.6%	79	27.8%
15.6%	96	55.2%	19.8%	20.8%	4.2%	25.0%	96	47.9%
55.0%	80	31.3%	27.5%	25.0%	16.3%	41.3%	80	30.0%
51.1%	90	34.4%	23.3%	23.3%	18.9%	42.2%	90	38.9%
70.4%	98	15.3%	21.4%	39.8%	23.5%	63.3%	98	22.4%
41.5%	82	52.4%	20.7%	13.4%	13.4%	26.8%	82	39.0%
46.2%	91	28.6%	26.4%	27.5%	17.6%	45.1%	91	16.5%
30.8%	91	52.7%	23.1%	16.5%	7.7%	24.2%	91	39.6%
50.4%	123	38.2%	24.4%	19.5%	17.9%	37.4%	123	43.1%
50.5%	109	33.9%	24.8%	25.7%	15.6%	41.3%	109	31.2%
24.2%	132	50.0%	25.8%	15.2%	9.1%	24.2%	132	43.9%
18.2%	99	58.6%	22.2%	13.1%	6.1%	19.2%	98	55.1%
47.7%	111	37.8%	26.1%	19.8%	16.2%	36.0%	111	41.4%

42.7%	110	26.4%	20.9%	36.4%	16.4%	52.7%	110	41.8%
29.4%	102	46.1%	18.6%	23.5%	11.8%	35.3%	102	42.2%
28.8%	104	44.2%	21.2%	22.1%	12.5%	34.6%	104	26.9%
67.2%	61	23.0%	27.9%	29.5%	19.7%	49.2%	61	18.0%
74.0%	50	24.0%	28.0%	32.0%	16.0%	48.0%	50	20.0%
66.1%	62	19.4%	19.4%	32.3%	29.0%	61.3%	62	24.2%
71.0%	62	43.5%	17.7%	14.5%	24.2%	38.7%	62	29.0%
51.9%	52	34.6%	23.1%	26.9%	15.4%	42.3%	52	25.0%
56.3%	71	25.4%	29.6%	21.1%	23.9%	45.1%	71	11.3%
40.9%	66	28.8%	30.3%	30.3%	10.6%	40.9%	66	25.8%
18.6%	70	28.6%	32.9%	21.4%	17.1%	38.6%	70	18.6%
50.0%	18	50.0%	22.2%	16.7%	11.1%	27.8%	18	55.6%
N<10	6	N<10	N<10	N<10	N<10	N<10	6	N<10
5.9%	17	82.4%	5.9%	11.8%	0.0%	11.8%	17	64.7%
58.3%	12	16.7%	16.7%	41.7%	25.0%	66.7%	12	25.0%
69.2%	13	7.7%	38.5%	38.5%	15.4%	53.8%	12	16.7%
50.0%	12	16.7%	33.3%	33.3%	16.7%	50.0%	12	16.7%
23.5%	17	52.9%	35.3%	11.8%	0.0%	11.8%	17	47.1%
9.1%	22	27.3%	50.0%	22.7%	0.0%	22.7%	22	31.8%
43.8%	16	37.5%	25.0%	25.0%	12.5%	37.5%	16	43.8%
33.3%	15	40.0%	40.0%	13.3%	6.7%	20.0%	15	13.3%
26.7%	15	40.0%	26.7%	20.0%	13.3%	33.3%	15	40.0%
33.3%	12	41.7%	41.7%	16.7%	0.0%	16.7%	12	25.0%
42.1%	19	57.9%	10.5%	21.1%	10.5%	31.6%	19	63.2%
38.9%	18	38.9%	16.7%	44.4%	0.0%	44.4%	18	38.9%
43.8%	16	18.8%	6.3%	43.8%	31.3%	75.0%	16	12.5%
50.0%	14	21.4%	42.9%	7.1%	28.6%	35.7%	14	35.7%
50.0%	14	57.1%	21.4%	14.3%	7.1%	21.4%	14	42.9%
40.0%	20	55.0%	25.0%	15.0%	5.0%	20.0%	20	45.0%
28.6%	21	42.9%	38.1%	19.0%	0.0%	19.0%	21	66.7%
19.0%	21	47.6%	19.0%	28.6%	4.8%	33.3%	21	71.4%
18.2%	22	63.6%	22.7%	13.6%	0.0%	13.6%	22	45.5%
21.4%	14	42.9%	21.4%	28.6%	7.1%	35.7%	14	50.0%
8.3%	24	50.0%	37.5%	12.5%	0.0%	12.5%	24	45.8%
18.8%	16	43.8%	31.3%	12.5%	12.5%	25.0%	15	40.0%
47.3%	55	54.5%	12.7%	16.4%	16.4%	32.7%	55	54.5%
48.8%	41	36.6%	29.3%	22.0%	12.2%	34.1%	41	34.1%
44.4%	27	29.6%	18.5%	29.6%	22.2%	51.9%	27	25.9%
57.1%	28	32.1%	10.7%	28.6%	28.6%	57.1%	28	25.0%
62.0%	50	50.0%	14.0%	22.0%	14.0%	36.0%	50	50.0%
60.7%	56	32.1%	37.5%	17.9%	12.5%	30.4%	56	25.0%
56.0%	50	18.0%	24.0%	42.0%	16.0%	58.0%	50	44.0%
57.8%	45	28.9%	13.3%	31.1%	26.7%	57.8%	45	35.6%
55.3%	47	53.2%	12.8%	14.9%	19.1%	34.0%	47	46.8%
71.4%	28	25.0%	21.4%	17.9%	35.7%	53.6%	28	32.1%
42.9%	42	38.1%	26.2%	26.2%	9.5%	35.7%	42	42.9%
47.9%	47	29.8%	23.4%	23.4%	23.4%	46.8%	48	37.5%
N<10	6	N<10	N<10	N<10	N<10	N<10	6	N<10
5.0%	20	65.0%	25.0%	10.0%	0.0%	10.0%	20	60.0%

0.0%	19	94.7%	5.3%	0.0%	0.0%	0.0%	19	73.7%
0.0%	19	94.7%	5.3%	0.0%	0.0%	0.0%	19	RV
64.0%	50	40.0%	22.0%	28.0%	10.0%	38.0%	50	14.0%
58.9%	56	32.1%	30.4%	21.4%	16.1%	37.5%	56	28.6%
34.0%	47	34.0%	34.0%	19.1%	12.8%	31.9%	47	40.4%
49.0%	51	17.6%	21.6%	35.3%	25.5%	60.8%	51	19.6%
26.8%	42	73.8%	7.1%	16.7%	2.4%	19.0%	41	82.9%
32.4%	34	52.9%	17.6%	14.7%	14.7%	29.4%	34	50.0%
44.4%	27	33.3%	40.7%	14.8%	11.1%	25.9%	27	55.6%
38.5%	26	38.5%	19.2%	30.8%	11.5%	42.3%	26	53.8%
73.2%	41	34.1%	14.6%	14.6%	36.6%	51.2%	41	34.1%
57.1%	28	35.7%	21.4%	32.1%	10.7%	42.9%	28	7.1%
43.9%	41	36.6%	22.0%	26.8%	14.6%	41.5%	41	34.1%
71.2%	52	21.2%	21.2%	21.2%	36.5%	57.7%	52	19.2%
72.7%	99	31.3%	20.2%	19.2%	29.3%	48.5%	99	34.3%
59.3%	81	17.3%	33.3%	23.5%	25.9%	49.4%	81	25.9%
58.8%	85	27.1%	25.9%	30.6%	16.5%	47.1%	85	20.0%
57.1%	84	27.4%	20.2%	39.3%	13.1%	52.4%	84	25.0%
50.0%	62	50.0%	25.8%	19.4%	4.8%	24.2%	62	51.6%
30.8%	39	38.5%	41.0%	20.5%	0.0%	20.5%	39	41.0%
25.0%	44	50.0%	22.7%	20.5%	6.8%	27.3%	44	40.9%
51.2%	41	34.1%	24.4%	31.7%	9.8%	41.5%	41	34.1%
65.3%	49	53.1%	14.3%	14.3%	18.4%	32.7%	49	44.9%
47.4%	57	42.1%	26.3%	19.3%	12.3%	31.6%	56	28.6%
50.0%	52	36.5%	32.7%	19.2%	11.5%	30.8%	52	38.5%
46.8%	47	31.9%	8.5%	31.9%	27.7%	59.6%	47	27.7%
32.0%	75	62.7%	14.7%	13.3%	9.3%	22.7%	74	52.7%
28.8%	52	63.5%	19.2%	11.5%	5.8%	17.3%	52	50.0%
46.3%	80	42.5%	27.5%	26.3%	3.8%	30.0%	78	43.6%
62.3%	53	24.5%	24.5%	37.7%	13.2%	50.9%	53	35.8%
42.9%	49	59.2%	18.4%	16.3%	6.1%	22.4%	49	61.2%
61.7%	60	28.3%	38.3%	23.3%	10.0%	33.3%	60	30.0%
26.4%	53	47.2%	24.5%	22.6%	5.7%	28.3%	53	58.5%
31.6%	57	42.1%	29.8%	15.8%	12.3%	28.1%	56	51.8%
47.5%	99	58.6%	16.2%	10.1%	15.2%	25.3%	99	63.6%
39.8%	83	42.2%	25.3%	25.3%	7.2%	32.5%	83	38.6%
32.9%	79	44.3%	31.6%	11.4%	12.7%	24.1%	78	48.7%
41.7%	84	32.1%	20.2%	28.6%	19.0%	47.6%	83	26.5%
50.0%	80	60.0%	17.5%	16.3%	6.3%	22.5%	79	55.7%
42.4%	59	33.9%	35.6%	20.3%	10.2%	30.5%	59	37.3%
35.8%	67	41.8%	20.9%	31.3%	6.0%	37.3%	67	49.3%
54.1%	61	24.6%	24.6%	39.3%	11.5%	50.8%	61	36.1%
51.1%	47	66.0%	10.6%	17.0%	6.4%	23.4%	47	63.8%
57.1%	49	36.7%	34.7%	22.4%	6.1%	28.6%	49	44.9%
50.0%	28	57.1%	17.9%	21.4%	3.6%	25.0%	28	64.3%
63.0%	46	43.5%	26.1%	28.3%	2.2%	30.4%	46	52.2%
64.9%	251	15.9%	16.7%	30.7%	36.7%	67.3%	251	16.3%
64.8%	281	19.9%	19.2%	28.5%	32.4%	60.9%	280	13.2%
48.2%	281	24.6%	23.8%	28.8%	22.8%	51.6%	280	19.6%

30.1%	229	46.3%	22.7%	19.7%	11.4%	31.0%	226	36.3%
24.0%	225	50.7%	25.8%	14.2%	9.3%	23.6%	220	34.5%
15.2%	204	53.4%	30.4%	10.8%	5.4%	16.2%	204	46.6%
27.1%	277	47.7%	23.8%	20.2%	8.3%	28.5%	274	44.9%
22.3%	282	46.5%	25.9%	23.0%	4.6%	27.7%	278	33.5%
15.9%	289	52.2%	30.8%	13.8%	3.1%	17.0%	282	39.4%
44.0%	293	39.9%	24.6%	19.5%	16.0%	35.5%	293	45.4%
44.4%	277	40.8%	19.1%	27.8%	12.3%	40.1%	277	25.3%
38.8%	281	39.1%	27.4%	24.9%	8.5%	33.5%	281	35.2%
13.3%	626	62.9%	16.6%	14.1%	6.4%	20.4%	609	55.2%
34.2%	568	29.4%	23.8%	29.2%	17.6%	46.8%	567	28.0%
84.9%	73	20.5%	16.4%	23.3%	39.7%	63.0%	73	19.2%
86.9%	84	17.9%	19.0%	34.5%	28.6%	63.1%	84	10.7%
67.1%	82	20.7%	24.4%	29.3%	25.6%	54.9%	82	17.1%
85.7%	77	11.7%	7.8%	23.4%	57.1%	80.5%	77	13.0%
55.1%	49	65.3%	16.3%	14.3%	4.1%	18.4%	47	51.1%
30.2%	43	51.2%	41.9%	4.7%	2.3%	7.0%	42	50.0%
37.8%	37	40.5%	27.0%	21.6%	10.8%	32.4%	36	58.3%
50.0%	24	33.3%	20.8%	41.7%	4.2%	45.8%	23	43.5%
71.4%	84	23.8%	17.9%	26.2%	32.1%	58.3%	84	33.3%
60.7%	84	15.5%	31.0%	27.4%	26.2%	53.6%	84	20.2%
56.6%	83	20.5%	20.5%	36.1%	22.9%	59.0%	83	24.1%
63.1%	84	13.1%	21.4%	32.1%	33.3%	65.5%	84	23.8%
52.8%	53	50.9%	30.2%	13.2%	5.7%	18.9%	53	47.2%
37.7%	53	35.8%	34.0%	18.9%	11.3%	30.2%	51	31.4%
46.9%	49	18.4%	34.7%	28.6%	18.4%	46.9%	48	35.4%
52.8%	53	32.1%	20.8%	32.1%	15.1%	47.2%	50	34.0%
75.4%	61	23.0%	21.3%	19.7%	36.1%	55.7%	61	16.4%
70.9%	55	14.5%	14.5%	20.0%	50.9%	70.9%	55	10.9%
67.9%	56	26.8%	25.0%	28.6%	19.6%	48.2%	56	23.2%
94.5%	55	3.6%	9.1%	45.5%	41.8%	87.3%	55	7.3%
62.5%	288	14.6%	22.2%	34.0%	29.2%	63.2%	287	8.7%
50.3%	300	26.3%	29.3%	28.0%	16.3%	44.3%	300	16.3%
43.3%	300	26.0%	20.0%	32.3%	21.7%	54.0%	300	26.0%
71.8%	142	31.7%	16.2%	23.2%	28.9%	52.1%	142	28.2%
70.3%	148	18.2%	25.7%	33.1%	23.0%	56.1%	148	10.8%
64.9%	131	26.7%	26.7%	29.0%	17.6%	46.6%	131	24.4%
71.2%	299	13.0%	17.7%	32.4%	36.8%	69.2%	298	22.5%
63.2%	247	16.2%	18.6%	32.0%	33.2%	65.2%	246	19.5%
82.4%	136	25.7%	13.2%	25.0%	36.0%	61.0%	136	15.4%
72.0%	125	19.2%	24.8%	27.2%	28.8%	56.0%	125	21.6%
70.2%	129	14.7%	28.7%	32.6%	24.0%	56.6%	131	18.3%
66.0%	47	38.3%	14.9%	17.0%	29.8%	46.8%	47	38.3%
67.4%	43	27.9%	30.2%	20.9%	20.9%	41.9%	43	27.9%
35.1%	37	37.8%	27.0%	27.0%	8.1%	35.1%	37	27.0%
43.5%	46	34.8%	15.2%	23.9%	26.1%	50.0%	46	37.0%
47.2%	53	30.2%	18.9%	39.6%	11.3%	50.9%	53	35.8%
39.0%	41	43.9%	31.7%	17.1%	7.3%	24.4%	41	39.0%
20.0%	55	38.2%	41.8%	12.7%	7.3%	20.0%	55	45.5%

14.0%	57	54.4%	19.3%	17.5%	8.8%	26.3%	57	47.4%
73.9%	23	47.8%	21.7%	8.7%	21.7%	30.4%	23	47.8%
N<10	9	N<10	N<10	N<10	N<10	N<10	9	N<10
20.0%	20	20.0%	35.0%	25.0%	20.0%	45.0%	20	40.0%
42.9%	21	28.6%	19.0%	42.9%	9.5%	52.4%	21	57.1%
31.6%	19	68.4%	15.8%	15.8%	0.0%	15.8%	19	63.2%
29.4%	17	88.2%	5.9%	5.9%	0.0%	5.9%	17	58.8%
27.3%	22	63.6%	18.2%	9.1%	9.1%	18.2%	22	54.5%
20.8%	24	62.5%	12.5%	20.8%	4.2%	25.0%	24	62.5%
62.2%	74	27.0%	27.0%	23.0%	23.0%	45.9%	74	35.1%
36.5%	74	24.3%	32.4%	35.1%	8.1%	43.2%	74	37.8%
29.3%	58	43.1%	31.0%	24.1%	1.7%	25.9%	58	34.5%
17.5%	57	45.6%	26.3%	26.3%	1.8%	28.1%	57	49.1%
59.3%	59	27.1%	28.8%	20.3%	23.7%	44.1%	59	42.4%
57.8%	64	15.6%	18.8%	43.8%	21.9%	65.6%	64	35.9%
45.5%	66	34.8%	13.6%	33.3%	18.2%	51.5%	66	34.8%
27.9%	61	34.4%	27.9%	24.6%	13.1%	37.7%	61	32.8%
66.7%	48	31.3%	6.3%	29.2%	33.3%	62.5%	48	31.3%
50.8%	65	38.5%	30.8%	20.0%	10.8%	30.8%	65	32.3%
38.6%	70	40.0%	22.9%	25.7%	11.4%	37.1%	70	44.3%
43.9%	66	19.7%	25.8%	25.8%	28.8%	54.5%	66	28.8%
40.7%	54	29.6%	31.5%	27.8%	11.1%	38.9%	54	29.6%
59.4%	64	32.8%	26.6%	18.8%	21.9%	40.6%	64	28.1%
21.5%	65	50.8%	20.0%	20.0%	9.2%	29.2%	65	35.4%
18.6%	70	60.0%	10.0%	25.7%	4.3%	30.0%	70	54.3%
56.9%	209	42.6%	24.9%	15.8%	16.7%	32.5%	208	33.2%
56.5%	170	24.7%	31.2%	25.9%	18.2%	44.1%	170	25.3%
61.5%	161	18.0%	32.9%	34.2%	14.9%	49.1%	159	27.7%
23.1%	143	49.0%	22.4%	20.3%	8.4%	28.7%	140	35.7%
65.4%	179	20.7%	22.9%	33.5%	22.9%	56.4%	179	30.2%
54.0%	174	26.4%	27.0%	34.5%	12.1%	46.6%	173	23.1%
57.9%	190	25.3%	25.8%	34.2%	14.7%	48.9%	190	19.5%
34.9%	195	33.8%	36.4%	17.9%	11.8%	29.7%	194	29.4%
53.3%	75	53.3%	16.0%	12.0%	18.7%	30.7%	75	42.7%
50.7%	69	24.6%	29.0%	33.3%	13.0%	46.4%	69	24.6%
57.4%	47	38.3%	31.9%	21.3%	8.5%	29.8%	47	44.7%
42.9%	63	25.4%	30.2%	36.5%	7.9%	44.4%	63	38.1%
31.1%	90	42.2%	26.7%	24.4%	6.7%	31.1%	90	41.1%
37.3%	51	41.2%	25.5%	21.6%	11.8%	33.3%	51	13.7%
30.2%	53	43.4%	28.3%	18.9%	9.4%	28.3%	53	30.2%
28.6%	63	44.4%	20.6%	27.0%	7.9%	34.9%	63	31.7%
66.0%	103	46.6%	22.3%	15.5%	15.5%	31.1%	103	39.8%
67.1%	79	34.2%	21.5%	24.1%	20.3%	44.3%	79	16.5%
60.4%	96	35.4%	25.0%	25.0%	14.6%	39.6%	96	35.4%
27.3%	88	29.5%	31.8%	29.5%	9.1%	38.6%	88	19.3%
31.3%	80	41.3%	16.3%	31.3%	11.3%	42.5%	80	28.8%
50.5%	99	30.3%	17.2%	33.3%	19.2%	52.5%	99	22.2%
49.5%	97	28.9%	24.7%	30.9%	15.5%	46.4%	97	29.9%
51.0%	104	35.6%	22.1%	29.8%	12.5%	42.3%	104	15.4%



54.6%	107	53.3%	13.1%	17.8%	15.9%	33.6%	107	45.8%
61.7%	120	29.2%	26.7%	25.0%	19.2%	44.2%	120	33.3%
30.7%	114	42.1%	26.3%	21.1%	10.5%	31.6%	114	36.0%
14.8%	108	43.5%	23.1%	22.2%	11.1%	33.3%	108	36.1%
52.3%	111	35.1%	27.0%	18.0%	19.8%	37.8%	111	42.3%
63.9%	122	22.1%	18.9%	28.7%	30.3%	59.0%	122	30.3%
55.4%	139	33.1%	17.3%	25.9%	23.7%	49.6%	139	36.0%
42.6%	129	36.4%	25.6%	17.1%	20.9%	38.0%	129	24.8%
60.6%	94	38.3%	20.2%	11.7%	29.8%	41.5%	94	39.4%
72.3%	101	20.8%	33.7%	31.7%	13.9%	45.5%	101	22.8%
67.8%	90	12.2%	20.0%	33.3%	34.4%	67.8%	90	14.4%
68.8%	96	13.5%	15.6%	36.5%	34.4%	70.8%	96	29.2%
46.9%	96	37.5%	27.1%	21.9%	13.5%	35.4%	96	31.3%
42.0%	88	31.8%	23.9%	26.1%	18.2%	44.3%	88	21.6%
40.0%	80	27.5%	25.0%	42.5%	5.0%	47.5%	80	22.5%
20.4%	93	37.6%	29.0%	23.7%	9.7%	33.3%	93	32.3%
78.6%	14	14.3%	42.9%	28.6%	14.3%	42.9%	14	21.4%
50.0%	14	21.4%	42.9%	21.4%	14.3%	35.7%	14	42.9%
45.0%	20	30.0%	15.0%	35.0%	20.0%	55.0%	20	30.0%
47.8%	23	17.4%	17.4%	43.5%	21.7%	65.2%	23	26.1%
44.4%	18	38.9%	27.8%	22.2%	11.1%	33.3%	18	33.3%
31.8%	22	27.3%	31.8%	31.8%	9.1%	40.9%	22	18.2%
64.3%	14	21.4%	21.4%	42.9%	14.3%	57.1%	14	14.3%
5.9%	17	52.9%	35.3%	11.8%	0.0%	11.8%	17	47.1%
62.5%	16	37.5%	25.0%	31.3%	6.3%	37.5%	16	37.5%
58.8%	17	23.5%	41.2%	23.5%	11.8%	35.3%	17	23.5%
53.3%	15	26.7%	26.7%	26.7%	20.0%	46.7%	15	33.3%
N<10	8	N<10	N<10	N<10	N<10	N<10	8	N<10
47.1%	17	29.4%	35.3%	11.8%	23.5%	35.3%	17	23.5%
28.6%	14	42.9%	21.4%	21.4%	14.3%	35.7%	14	42.9%
45.0%	20	5.0%	35.0%	40.0%	20.0%	60.0%	20	5.0%
25.0%	12	33.3%	16.7%	25.0%	25.0%	50.0%	12	16.7%
72.0%	93	29.0%	22.6%	20.4%	28.0%	48.4%	93	24.7%
62.3%	77	31.2%	22.1%	26.0%	20.8%	46.8%	76	15.8%
40.9%	93	41.9%	16.1%	23.7%	18.3%	41.9%	93	44.1%
44.9%	89	36.0%	25.8%	20.2%	18.0%	38.2%	88	31.8%
31.7%	63	69.8%	12.7%	7.9%	9.5%	17.5%	63	68.3%
13.6%	44	65.9%	20.5%	13.6%	0.0%	13.6%	43	60.5%
24.1%	112	75.9%	10.7%	5.4%	8.0%	13.4%	111	67.6%
38.8%	97	50.5%	21.6%	20.6%	7.2%	27.8%	98	39.8%
37.1%	315	45.1%	20.6%	20.0%	14.3%	34.3%	315	34.3%
28.4%	323	49.8%	17.3%	19.2%	13.6%	32.8%	323	21.7%
40.6%	347	51.0%	19.9%	19.3%	9.8%	29.1%	346	46.5%
47.2%	360	42.5%	20.8%	22.5%	14.2%	36.7%	359	41.5%
23.8%	336	60.1%	18.2%	15.8%	6.0%	21.7%	335	35.5%
17.9%	330	61.8%	16.7%	13.0%	8.5%	21.5%	330	38.8%
55.0%	40	50.0%	17.5%	15.0%	17.5%	32.5%	40	47.5%
28.3%	46	39.1%	39.1%	19.6%	2.2%	21.7%	46	52.2%
22.0%	50	50.0%	24.0%	24.0%	2.0%	26.0%	50	34.0%

39.6%	48	20.8%	25.0%	39.6%	14.6%	54.2%	48	22.9%
13.8%	58	63.8%	17.2%	15.5%	3.4%	19.0%	58	63.8%
8.3%	48	47.9%	16.7%	31.3%	4.2%	35.4%	48	33.3%
17.7%	62	51.6%	24.2%	21.0%	3.2%	24.2%	62	29.0%
9.3%	54	55.6%	18.5%	20.4%	5.6%	25.9%	54	42.6%
62.5%	64	28.1%	18.8%	28.1%	25.0%	53.1%	64	20.3%
56.6%	53	17.0%	28.3%	20.8%	34.0%	54.7%	53	13.2%
45.8%	59	33.9%	27.1%	23.7%	15.3%	39.0%	59	32.2%
33.9%	59	33.9%	18.6%	27.1%	20.3%	47.5%	59	32.2%
50.0%	56	26.8%	21.4%	37.5%	14.3%	51.8%	56	26.8%
56.1%	66	36.4%	15.2%	24.2%	24.2%	48.5%	66	15.2%
22.0%	50	34.0%	38.0%	16.0%	12.0%	28.0%	50	26.0%
21.7%	60	46.7%	21.7%	20.0%	11.7%	31.7%	60	51.7%
52.9%	34	50.0%	8.8%	20.6%	20.6%	41.2%	34	38.2%
39.3%	28	42.9%	21.4%	14.3%	21.4%	35.7%	28	28.6%
52.9%	17	64.7%	23.5%	0.0%	11.8%	11.8%	17	47.1%
39.0%	100	46.0%	16.0%	27.0%	11.0%	38.0%	100	43.0%
34.9%	86	46.5%	9.3%	32.6%	11.6%	44.2%	86	31.4%
22.4%	85	48.2%	21.2%	20.0%	10.6%	30.6%	85	22.4%
68.4%	57	33.3%	22.8%	21.1%	22.8%	43.9%	57	29.8%
75.5%	53	30.2%	17.0%	41.5%	11.3%	52.8%	53	24.5%
59.1%	44	43.2%	20.5%	27.3%	9.1%	36.4%	44	40.9%
21.4%	98	45.9%	24.5%	20.4%	9.2%	29.6%	98	24.5%
14.1%	85	58.8%	15.3%	18.8%	7.1%	25.9%	85	49.4%
14.3%	35	74.3%	14.3%	8.6%	2.9%	11.4%	35	74.3%
38.1%	21	57.1%	28.6%	14.3%	0.0%	14.3%	21	38.1%
5.3%	19	78.9%	10.5%	10.5%	0.0%	10.5%	19	68.4%
8.7%	23	47.8%	47.8%	4.3%	0.0%	4.3%	23	60.9%
21.1%	19	73.7%	26.3%	0.0%	0.0%	0.0%	19	63.2%
4.5%	22	86.4%	4.5%	4.5%	4.5%	9.1%	22	45.5%
3.3%	30	76.7%	20.0%	3.3%	0.0%	3.3%	30	66.7%
0.0%	24	66.7%	20.8%	12.5%	0.0%	12.5%	24	58.3%
77.2%	92	20.7%	18.5%	17.4%	43.5%	60.9%	92	29.3%
34.4%	96	33.3%	22.9%	26.0%	17.7%	43.8%	95	27.4%
69.5%	95	20.0%	21.1%	27.4%	31.6%	58.9%	95	14.7%
54.4%	103	31.1%	19.4%	35.0%	14.6%	49.5%	103	27.2%
70.2%	104	22.1%	13.5%	31.7%	32.7%	64.4%	104	23.1%
67.9%	112	22.3%	13.4%	31.3%	33.0%	64.3%	112	22.3%
54.2%	96	26.0%	26.0%	35.4%	12.5%	47.9%	95	13.7%
42.4%	99	40.4%	36.4%	18.2%	5.1%	23.2%	99	29.3%
65.4%	26	34.6%	30.8%	7.7%	26.9%	34.6%	26	50.0%
76.9%	26	23.1%	30.8%	30.8%	15.4%	46.2%	26	11.5%
52.6%	38	50.0%	15.8%	23.7%	10.5%	34.2%	38	39.5%
55.6%	27	33.3%	29.6%	22.2%	14.8%	37.0%	27	37.0%
51.7%	29	48.3%	27.6%	20.7%	3.4%	24.1%	29	51.7%
26.7%	30	46.7%	20.0%	30.0%	3.3%	33.3%	30	26.7%
18.2%	22	50.0%	31.8%	18.2%	0.0%	18.2%	22	13.6%
10.0%	30	43.3%	36.7%	10.0%	10.0%	20.0%	30	40.0%
45.5%	44	52.3%	13.6%	11.4%	22.7%	34.1%	44	54.5%

45.7%	35	22.9%	34.3%	22.9%	20.0%	42.9%	35	37.1%
27.3%	44	34.1%	20.5%	27.3%	18.2%	45.5%	44	34.1%
30.3%	33	33.3%	12.1%	30.3%	24.2%	54.5%	33	30.3%
38.5%	39	35.9%	25.6%	25.6%	12.8%	38.5%	39	48.7%
40.0%	40	35.0%	20.0%	30.0%	15.0%	45.0%	40	17.5%
11.8%	51	64.7%	19.6%	13.7%	2.0%	15.7%	50	52.0%
10.6%	47	53.2%	34.0%	8.5%	4.3%	12.8%	47	38.3%
46.7%	90	52.2%	20.0%	14.4%	13.3%	27.8%	90	44.4%
38.5%	78	34.6%	37.2%	26.9%	1.3%	28.2%	78	33.3%
55.3%	94	23.4%	36.2%	36.2%	4.3%	40.4%	94	23.4%
34.0%	103	44.7%	32.0%	14.6%	8.7%	23.3%	103	31.1%
23.1%	108	38.9%	27.8%	22.2%	11.1%	33.3%	108	27.8%
62.8%	78	26.9%	24.4%	33.3%	15.4%	48.7%	78	35.9%
57.3%	96	40.6%	24.0%	21.9%	13.5%	35.4%	95	43.2%
40.4%	94	29.8%	22.3%	31.9%	16.0%	47.9%	94	20.2%
59.8%	184	21.7%	25.5%	25.5%	27.2%	52.7%	184	16.8%
56.9%	174	25.9%	24.1%	30.5%	19.5%	50.0%	172	30.2%
62.8%	191	13.6%	11.0%	35.1%	40.3%	75.4%	191	22.5%
55.0%	188	28.2%	18.1%	33.0%	20.7%	53.7%	187	31.0%
45.2%	178	22.5%	19.7%	34.3%	23.6%	57.9%	177	16.4%
61.5%	91	39.6%	14.3%	17.6%	28.6%	46.2%	91	34.1%
68.9%	90	35.6%	15.6%	24.4%	24.4%	48.9%	90	34.4%
33.0%	185	34.6%	30.8%	18.9%	15.7%	34.6%	185	32.4%
24.7%	166	38.6%	22.3%	26.5%	12.7%	39.2%	164	35.4%
42.4%	66	51.5%	18.2%	13.6%	16.7%	30.3%	66	51.5%
50.8%	63	36.5%	23.8%	25.4%	14.3%	39.7%	63	38.1%
70.5%	95	28.4%	10.5%	15.8%	45.3%	61.1%	95	23.2%
71.8%	110	18.2%	21.8%	30.0%	30.0%	60.0%	110	14.5%
70.2%	84	31.0%	20.2%	22.6%	26.2%	48.8%	84	28.6%
42.9%	84	35.7%	28.6%	22.6%	13.1%	35.7%	84	31.0%
54.0%	50	42.0%	22.0%	6.0%	30.0%	36.0%	50	40.0%
65.1%	43	32.6%	18.6%	11.6%	37.2%	48.8%	43	25.6%
84.3%	89	16.9%	10.1%	19.1%	53.9%	73.0%	89	20.2%
74.7%	83	18.1%	12.0%	34.9%	34.9%	69.9%	83	12.0%
48.5%	68	50.0%	13.2%	8.8%	27.9%	36.8%	68	47.1%
52.0%	49	34.7%	16.3%	24.5%	24.5%	49.0%	50	22.0%
53.7%	328	24.4%	15.5%	27.4%	32.6%	60.1%	325	28.6%
39.7%	353	21.8%	23.2%	30.6%	24.4%	55.0%	352	19.0%
66.8%	376	18.4%	11.7%	28.5%	41.5%	69.9%	374	16.8%
59.3%	367	22.1%	18.3%	27.0%	32.7%	59.7%	364	15.7%
42.3%	674	32.8%	29.2%	21.8%	16.2%	38.0%	672	23.1%
38.4%	699	39.5%	21.2%	21.7%	17.6%	39.3%	704	31.5%
70.3%	111	34.2%	13.5%	15.3%	36.9%	52.3%	111	31.5%
58.7%	126	29.4%	23.8%	25.4%	21.4%	46.8%	126	18.3%
91.2%	114	8.8%	11.4%	22.8%	57.0%	79.8%	114	7.9%
87.4%	95	7.4%	10.5%	23.2%	58.9%	82.1%	95	7.4%
64.3%	378	14.8%	20.4%	28.3%	36.5%	64.8%	377	19.4%
72.5%	331	10.6%	10.0%	34.4%	45.0%	79.5%	330	13.0%
54.6%	216	27.3%	22.2%	30.1%	20.4%	50.5%	215	29.3%



66.2%	219	18.7%	16.4%	30.1%	34.7%	64.8%	217	26.3%
55.8%	95	48.4%	18.9%	16.8%	15.8%	32.6%	95	38.9%
54.1%	85	36.5%	25.9%	28.2%	9.4%	37.6%	85	32.9%
47.6%	164	31.7%	21.3%	28.7%	18.3%	47.0%	162	36.4%
55.1%	147	26.5%	16.3%	31.3%	25.9%	57.1%	147	34.0%
57.1%	63	38.1%	19.0%	15.9%	27.0%	42.9%	63	28.6%
44.7%	47	48.9%	25.5%	19.1%	6.4%	25.5%	47	36.2%
24.3%	70	62.9%	21.4%	12.9%	2.9%	15.7%	70	32.9%
12.1%	66	63.6%	18.2%	13.6%	4.5%	18.2%	66	54.5%
46.4%	69	30.4%	23.2%	36.2%	10.1%	46.4%	69	40.6%
55.8%	52	36.5%	11.5%	28.8%	23.1%	51.9%	52	38.5%
39.5%	76	40.8%	23.7%	18.4%	17.1%	35.5%	76	43.4%
32.9%	76	34.2%	28.9%	23.7%	13.2%	36.8%	76	26.3%
65.3%	95	43.2%	18.9%	15.8%	22.1%	37.9%	95	45.3%
65.0%	100	30.0%	21.0%	19.0%	30.0%	49.0%	100	27.0%
64.3%	84	21.4%	29.8%	38.1%	10.7%	48.8%	84	22.6%
52.2%	90	31.1%	17.8%	34.4%	16.7%	51.1%	90	34.4%
33.3%	89	49.4%	14.6%	22.5%	13.5%	36.0%	90	37.8%
45.9%	85	30.6%	28.2%	24.7%	16.5%	41.2%	85	22.4%
32.1%	106	51.9%	28.3%	11.3%	8.5%	19.8%	106	41.5%
15.6%	96	62.5%	17.7%	12.5%	7.3%	19.8%	96	49.0%
63.7%	146	33.6%	21.2%	20.5%	24.7%	45.2%	146	35.6%
68.0%	125	27.2%	22.4%	28.0%	22.4%	50.4%	125	21.6%
41.4%	152	32.2%	32.9%	23.0%	11.8%	34.9%	151	16.6%
28.9%	149	39.6%	19.5%	25.5%	15.4%	40.9%	149	36.2%
51.7%	149	43.6%	20.1%	25.5%	10.7%	36.2%	149	37.6%
58.3%	144	27.1%	17.4%	29.9%	25.7%	55.6%	144	33.3%
47.5%	141	35.5%	17.7%	29.1%	17.7%	46.8%	141	25.5%
33.8%	136	45.6%	21.3%	18.4%	14.7%	33.1%	136	26.5%
60.0%	75	48.0%	25.3%	14.7%	12.0%	26.7%	75	42.7%
38.1%	84	51.2%	33.3%	9.5%	6.0%	15.5%	84	40.5%
36.5%	85	44.7%	24.7%	20.0%	10.6%	30.6%	84	47.6%
44.9%	98	66.3%	13.3%	18.4%	2.0%	20.4%	96	62.5%
50.5%	95	40.0%	32.6%	20.0%	7.4%	27.4%	93	35.5%
37.1%	89	44.9%	28.1%	19.1%	7.9%	27.0%	89	53.9%
34.8%	92	67.4%	14.1%	12.0%	6.5%	18.5%	84	61.9%
26.3%	80	47.5%	32.5%	12.5%	7.5%	20.0%	78	46.2%
38.5%	78	39.7%	30.8%	24.4%	5.1%	29.5%	77	46.8%
55.8%	95	46.3%	17.9%	20.0%	15.8%	35.8%	95	44.2%
65.1%	83	30.1%	31.3%	20.5%	18.1%	38.6%	81	24.7%
59.0%	83	27.7%	21.7%	31.3%	19.3%	50.6%	79	25.3%
47.8%	92	40.2%	20.7%	20.7%	18.5%	39.1%	89	42.7%
48.0%	75	48.0%	20.0%	21.3%	10.7%	32.0%	74	43.2%
51.4%	74	39.2%	31.1%	21.6%	8.1%	29.7%	72	47.2%
52.7%	491	28.1%	20.4%	28.7%	22.8%	51.5%	491	14.1%
45.6%	480	30.2%	25.0%	26.3%	18.5%	44.8%	473	24.5%
52.9%	348	32.2%	28.2%	21.6%	18.1%	39.7%	348	20.1%
39.2%	315	44.1%	23.8%	20.3%	11.7%	32.1%	312	37.5%
N<10	1	N<10	N<10	N<10	N<10	N<10	1	N<10

19.1%	767	51.2%	22.8%	18.5%	7.4%	25.9%	768	44.9%
38.0%	100	61.0%	20.0%	14.0%	5.0%	19.0%	97	61.9%
56.4%	78	47.4%	34.6%	12.8%	5.1%	17.9%	76	42.1%
48.8%	82	32.9%	35.4%	20.7%	11.0%	31.7%	79	44.3%
47.9%	94	55.3%	22.3%	9.6%	12.8%	22.3%	93	50.5%
58.2%	98	30.6%	26.5%	28.6%	14.3%	42.9%	97	34.0%
31.5%	92	39.1%	30.4%	22.8%	7.6%	30.4%	92	50.0%
66.3%	80	35.0%	18.8%	17.5%	28.8%	46.3%	80	31.3%
55.1%	98	35.7%	22.4%	23.5%	18.4%	41.8%	98	24.5%
61.3%	93	21.5%	23.7%	32.3%	22.6%	54.8%	93	22.6%
58.6%	99	46.5%	19.2%	21.2%	13.1%	34.3%	98	46.9%
64.1%	103	37.9%	27.2%	18.4%	16.5%	35.0%	101	31.7%
47.5%	99	31.3%	19.2%	28.3%	21.2%	49.5%	98	37.8%
57.3%	335	31.6%	25.4%	25.4%	17.6%	43.0%	335	31.9%
38.1%	315	38.4%	24.1%	23.5%	14.0%	37.5%	315	33.3%
60.9%	361	30.5%	18.8%	28.5%	22.2%	50.7%	343	37.0%
45.0%	369	32.5%	24.4%	25.2%	17.9%	43.1%	356	34.0%
76.7%	90	26.7%	21.1%	17.8%	34.4%	52.2%	89	27.0%
85.9%	99	8.1%	18.2%	25.3%	48.5%	73.7%	98	12.2%
86.0%	86	8.1%	17.4%	27.9%	46.5%	74.4%	85	8.2%
59.2%	98	41.8%	22.4%	13.3%	22.4%	35.7%	98	39.8%
51.0%	98	37.8%	31.6%	22.4%	8.2%	30.6%	97	30.9%
46.8%	124	37.9%	32.3%	21.0%	8.9%	29.8%	123	48.0%
64.1%	117	47.9%	22.2%	19.7%	10.3%	29.9%	114	38.6%
40.4%	104	42.3%	34.6%	14.4%	8.7%	23.1%	103	39.8%
30.4%	112	46.4%	26.8%	19.6%	7.1%	26.8%	111	49.5%
32.2%	385	45.5%	29.9%	16.4%	8.3%	24.7%	373	36.2%
21.3%	352	60.2%	23.6%	11.6%	4.5%	16.2%	342	50.3%
70.1%	502	16.9%	16.5%	33.3%	33.3%	66.5%	502	22.7%
51.9%	520	28.3%	19.4%	27.1%	25.2%	52.3%	520	25.6%
26.4%	734	46.3%	20.4%	19.9%	13.4%	33.2%	705	34.2%
73.0%	100	24.0%	20.0%	15.0%	41.0%	56.0%	100	24.0%
68.5%	111	19.8%	26.1%	28.8%	25.2%	54.1%	109	21.1%
79.8%	99	11.1%	22.2%	39.4%	27.3%	66.7%	98	10.2%
51.3%	154	48.7%	16.2%	20.1%	14.9%	35.1%	151	41.1%
51.1%	137	40.9%	29.9%	19.0%	10.2%	29.2%	135	33.3%
25.2%	111	42.3%	25.2%	23.4%	9.0%	32.4%	111	45.9%
52.8%	125	54.4%	12.8%	17.6%	15.2%	32.8%	123	43.1%
49.1%	110	48.2%	22.7%	19.1%	10.0%	29.1%	106	34.0%
48.2%	112	38.4%	25.9%	25.0%	10.7%	35.7%	112	41.1%
69.7%	99	35.4%	18.2%	16.2%	30.3%	46.5%	98	37.8%
69.2%	104	22.1%	26.0%	26.0%	26.0%	51.9%	104	15.4%
60.5%	86	24.4%	30.2%	27.9%	17.4%	45.3%	86	29.1%
60.9%	115	43.5%	21.7%	11.3%	23.5%	34.8%	113	38.9%
50.5%	109	45.9%	27.5%	16.5%	10.1%	26.6%	108	36.1%
61.4%	101	31.7%	28.7%	27.7%	11.9%	39.6%	100	33.0%
54.5%	415	32.0%	24.3%	33.5%	10.1%	43.6%	415	41.4%
34.3%	402	47.5%	23.9%	18.7%	10.0%	28.6%	402	42.8%
29.5%	387	45.7%	22.0%	23.3%	9.0%	32.3%	387	32.0%

24.5%	373	50.4%	28.7%	14.7%	6.2%	20.9%	368	41.0%
38.5%	91	62.6%	12.1%	11.0%	14.3%	25.3%	91	49.5%
48.8%	84	36.9%	31.0%	19.0%	13.1%	32.1%	84	20.2%
59.0%	78	23.1%	24.4%	33.3%	19.2%	52.6%	78	24.4%
44.0%	91	30.8%	13.2%	40.7%	15.4%	56.0%	91	29.7%
45.5%	77	37.7%	19.5%	32.5%	10.4%	42.9%	77	29.9%
42.0%	88	45.5%	19.3%	18.2%	17.0%	35.2%	88	18.2%
22.9%	70	37.1%	32.9%	20.0%	10.0%	30.0%	70	30.0%
15.9%	87	50.6%	23.0%	16.1%	10.3%	26.4%	87	43.7%
93.8%	48	2.1%	2.1%	29.2%	66.7%	95.8%	48	0.0%
96.3%	54	1.9%	7.4%	40.7%	50.0%	90.7%	54	0.0%
89.5%	57	7.0%	14.0%	24.6%	54.4%	78.9%	57	3.5%
80.6%	62	8.1%	11.3%	21.0%	59.7%	80.6%	62	4.8%
17.6%	17	76.5%	11.8%	0.0%	11.8%	11.8%	17	52.9%
33.3%	18	50.0%	16.7%	16.7%	16.7%	33.3%	18	38.9%
11.1%	18	55.6%	27.8%	16.7%	0.0%	16.7%	18	50.0%
35.3%	17	41.2%	23.5%	11.8%	23.5%	35.3%	16	31.3%
47.8%	92	52.2%	15.2%	15.2%	17.4%	32.6%	92	46.7%
40.2%	82	51.2%	24.4%	18.3%	6.1%	24.4%	82	41.5%
43.0%	86	33.7%	22.1%	25.6%	18.6%	44.2%	86	32.6%
23.4%	111	57.7%	21.6%	17.1%	3.6%	20.7%	111	43.2%
12.5%	112	64.3%	15.2%	16.1%	4.5%	20.5%	111	37.8%
33.0%	103	34.0%	26.2%	27.2%	12.6%	39.8%	103	49.5%
38.1%	84	38.1%	17.9%	31.0%	13.1%	44.0%	84	39.3%
28.7%	108	37.0%	26.9%	23.1%	13.0%	36.1%	108	25.9%
53.9%	269	50.2%	14.9%	16.7%	18.2%	34.9%	269	49.4%
52.0%	229	37.1%	27.5%	20.5%	14.8%	35.4%	229	31.4%
57.5%	261	38.7%	21.5%	24.1%	15.7%	39.8%	261	39.1%
53.1%	207	30.9%	28.0%	26.1%	15.0%	41.1%	207	20.3%
33.6%	268	43.7%	23.9%	19.4%	13.1%	32.5%	267	38.2%
22.5%	221	52.5%	19.0%	16.3%	12.2%	28.5%	222	37.4%
47.5%	259	37.8%	20.8%	27.4%	13.9%	41.3%	259	39.8%
49.6%	264	34.1%	18.9%	26.5%	20.5%	47.0%	264	45.5%
N<10	2	N<10	N<10	N<10	N<10	N<10	2	N<10
N<10	8	N<10	N<10	N<10	N<10	N<10	8	N<10
0.0%	10	70.0%	30.0%	0.0%	0.0%	0.0%	10	60.0%
N<10	4	N<10	N<10	N<10	N<10	N<10	4	N<10
37.5%	32	65.6%	18.8%	15.6%	0.0%	15.6%	32	50.0%
45.2%	31	35.5%	38.7%	16.1%	9.7%	25.8%	31	32.3%
17.2%	29	65.5%	10.3%	17.2%	6.9%	24.1%	29	58.6%
43.8%	32	43.8%	25.0%	25.0%	6.3%	31.3%	32	40.6%
33.3%	39	43.6%	20.5%	20.5%	15.4%	35.9%	39	56.4%
33.3%	33	39.4%	24.2%	36.4%	0.0%	36.4%	33	36.4%
34.8%	23	47.8%	21.7%	26.1%	4.3%	30.4%	22	31.8%
8.6%	35	62.9%	17.1%	17.1%	2.9%	20.0%	35	45.7%
44.4%	54	63.0%	18.5%	9.3%	9.3%	18.5%	54	48.1%
41.2%	51	54.9%	21.6%	11.8%	11.8%	23.5%	51	43.1%
40.4%	52	42.3%	23.1%	23.1%	11.5%	34.6%	52	40.4%
52.5%	60	38.3%	20.0%	25.0%	16.7%	41.7%	59	42.4%

30.2%	53	52.8%	15.1%	26.4%	5.7%	32.1%	53	52.8%
20.7%	58	60.3%	19.0%	8.6%	12.1%	20.7%	58	37.9%
22.7%	66	54.5%	25.8%	13.6%	6.1%	19.7%	66	47.0%
10.2%	49	53.1%	26.5%	18.4%	2.0%	20.4%	46	47.8%
60.0%	45	51.1%	17.8%	17.8%	13.3%	31.1%	45	48.9%
63.0%	46	45.7%	19.6%	17.4%	17.4%	34.8%	46	23.9%
23.2%	56	57.1%	19.6%	14.3%	8.9%	23.2%	56	50.0%
27.8%	36	33.3%	27.8%	30.6%	8.3%	38.9%	36	55.6%
60.6%	66	56.1%	27.3%	4.5%	12.1%	16.7%	66	43.9%
51.2%	43	34.9%	34.9%	16.3%	14.0%	30.2%	43	44.2%
46.4%	56	42.9%	30.4%	19.6%	7.1%	26.8%	56	46.4%
50.0%	54	29.6%	13.0%	37.0%	20.4%	57.4%	54	40.7%
11.4%	105	63.8%	26.7%	7.6%	1.9%	9.5%	105	50.5%
4.1%	98	68.4%	20.4%	6.1%	5.1%	11.2%	98	53.1%
23.1%	91	39.6%	25.3%	24.2%	11.0%	35.2%	91	40.7%
13.2%	106	41.5%	33.0%	18.9%	6.6%	25.5%	106	30.2%
74.5%	55	27.3%	12.7%	34.5%	25.5%	60.0%	55	34.5%
64.9%	57	17.5%	33.3%	24.6%	24.6%	49.1%	57	17.5%
64.0%	50	28.0%	16.0%	36.0%	20.0%	56.0%	50	32.0%
77.4%	62	11.3%	19.4%	33.9%	35.5%	69.4%	62	24.2%
45.8%	59	37.3%	18.6%	30.5%	13.6%	44.1%	59	40.7%
39.4%	71	19.7%	28.2%	39.4%	12.7%	52.1%	71	18.3%
36.4%	55	45.5%	21.8%	16.4%	16.4%	32.7%	55	34.5%
26.5%	49	38.8%	16.3%	28.6%	16.3%	44.9%	49	40.8%
56.6%	53	41.5%	30.2%	13.2%	15.1%	28.3%	53	39.6%
53.6%	56	12.5%	30.4%	35.7%	21.4%	57.1%	56	14.3%
51.5%	68	30.9%	25.0%	29.4%	14.7%	44.1%	68	25.0%
53.4%	58	29.3%	10.3%	39.7%	20.7%	60.3%	58	34.5%
12.3%	65	49.2%	21.5%	26.2%	3.1%	29.2%	65	40.0%
38.0%	71	35.2%	29.6%	26.8%	8.5%	35.2%	71	22.5%
17.6%	68	52.9%	30.9%	10.3%	5.9%	16.2%	68	44.1%
22.4%	76	40.8%	28.9%	15.8%	14.5%	30.3%	76	36.8%
61.2%	98	36.7%	22.4%	22.4%	18.4%	40.8%	98	31.6%
72.0%	100	33.0%	20.0%	25.0%	22.0%	47.0%	100	26.0%
68.6%	280	26.1%	17.1%	24.6%	32.1%	56.8%	280	18.6%
61.6%	307	22.5%	20.8%	31.9%	24.8%	56.7%	306	10.1%
32.0%	316	44.9%	25.0%	15.8%	14.2%	30.1%	315	40.6%
31.7%	290	46.6%	20.0%	19.7%	13.8%	33.4%	290	37.9%
79.7%	138	24.6%	12.3%	21.0%	42.0%	63.0%	138	20.3%
59.5%	301	25.6%	24.6%	23.9%	25.9%	49.8%	301	21.3%
59.6%	280	30.4%	23.2%	28.2%	18.2%	46.4%	280	27.1%
70.7%	273	26.4%	13.9%	27.1%	32.6%	59.7%	273	25.3%
36.8%	39	79.5%	12.8%	2.6%	5.1%	7.7%	39	66.7%
44.4%	18	38.9%	33.3%	27.8%	0.0%	27.8%	18	44.4%
42.9%	28	50.0%	25.0%	14.3%	10.7%	25.0%	28	50.0%
52.6%	19	26.3%	26.3%	36.8%	10.5%	47.4%	19	36.8%
44.4%	27	37.0%	25.9%	22.2%	14.8%	37.0%	27	37.0%
14.3%	29	58.6%	20.7%	13.8%	6.9%	20.7%	28	39.3%
8.0%	26	80.8%	11.5%	7.7%	0.0%	7.7%	27	77.8%

11.5%	27	55.6%	25.9%	18.5%	0.0%	18.5%	26	46.2%
89.1%	46	19.6%	32.6%	28.3%	19.6%	47.8%	46	21.7%
60.0%	35	14.3%	28.6%	42.9%	14.3%	57.1%	35	11.4%
52.3%	44	22.7%	29.5%	22.7%	25.0%	47.7%	44	27.3%
53.5%	43	27.9%	16.3%	32.6%	23.3%	55.8%	43	20.9%
39.5%	38	23.7%	23.7%	34.2%	18.4%	52.6%	38	28.9%
44.9%	69	43.5%	14.5%	23.2%	18.8%	42.0%	69	27.5%
41.7%	48	16.7%	31.3%	43.8%	8.3%	52.1%	48	29.2%
31.0%	42	21.4%	33.3%	28.6%	16.7%	45.2%	42	23.8%
63.6%	66	37.9%	21.2%	24.2%	16.7%	40.9%	66	34.8%
52.9%	68	26.5%	30.9%	33.8%	8.8%	42.6%	67	22.4%
18.6%	86	57.0%	26.7%	9.3%	7.0%	16.3%	84	35.7%
18.5%	54	37.0%	31.5%	22.2%	9.3%	31.5%	52	30.8%
55.6%	63	22.2%	31.7%	25.4%	20.6%	46.0%	63	25.4%
62.1%	66	31.8%	19.7%	39.4%	9.1%	48.5%	65	35.4%
37.7%	61	42.6%	18.0%	19.7%	19.7%	39.3%	61	32.8%
36.4%	66	31.8%	25.8%	27.3%	15.2%	42.4%	66	7.6%
56.1%	155	35.5%	29.0%	25.2%	10.3%	35.5%	152	26.3%
42.8%	145	33.8%	23.4%	26.2%	16.6%	42.8%	145	33.1%
57.5%	160	26.9%	20.0%	33.8%	19.4%	53.1%	160	26.3%
49.0%	143	38.5%	16.1%	30.8%	14.7%	45.5%	143	26.6%
29.0%	182	37.9%	25.8%	24.2%	12.1%	36.3%	182	28.0%
32.6%	141	31.9%	41.1%	20.6%	6.4%	27.0%	138	23.9%
25.6%	129	27.1%	29.5%	32.6%	10.9%	43.4%	128	23.4%
56.8%	176	40.9%	23.9%	22.2%	13.1%	35.2%	176	43.2%
18.2%	33	72.7%	12.1%	6.1%	9.1%	15.2%	33	69.7%
18.2%	22	50.0%	22.7%	18.2%	9.1%	27.3%	22	40.9%
14.3%	28	64.3%	10.7%	17.9%	7.1%	25.0%	28	64.3%
42.1%	38	39.5%	23.7%	26.3%	10.5%	36.8%	37	32.4%
25.0%	32	59.4%	25.0%	12.5%	3.1%	15.6%	32	50.0%
17.4%	23	60.9%	13.0%	21.7%	4.3%	26.1%	23	47.8%
8.8%	34	67.6%	23.5%	2.9%	5.9%	8.8%	34	73.5%
20.7%	29	41.4%	27.6%	20.7%	10.3%	31.0%	29	41.4%
60.4%	53	32.1%	24.5%	26.4%	17.0%	43.4%	53	28.3%
67.9%	56	23.2%	28.6%	23.2%	25.0%	48.2%	55	34.5%
35.4%	48	52.1%	16.7%	18.8%	12.5%	31.3%	48	50.0%
21.7%	69	59.4%	17.4%	15.9%	7.2%	23.2%	69	34.8%
14.4%	90	63.3%	24.4%	12.2%	0.0%	12.2%	90	46.7%
9.3%	43	51.2%	23.3%	16.3%	9.3%	25.6%	42	23.8%
50.0%	72	55.6%	8.3%	20.8%	15.3%	36.1%	72	48.6%
67.4%	46	23.9%	21.7%	32.6%	21.7%	54.3%	46	23.9%



Reading				Writing				
Reading % Close	Reading % Ready	Reading % Exceeding	Reading % Met Readiness Benchmark	Writing N	Writing % In Need of Support	Writing % Close	Writing % Ready	Writing % Exceeding
33.3%	9.7%	14.0%	23.7%	84	40.5%	40.5%	19.0%	0.0%
34.2%	18.4%	10.5%	28.9%	73	27.4%	63.0%	9.6%	0.0%
28.9%	17.1%	17.1%	34.2%	76	21.1%	51.3%	22.4%	5.3%
25.6%	18.9%	14.4%	33.3%	90	12.2%	44.4%	43.3%	0.0%
26.3%	30.0%	5.0%	35.0%	80	21.3%	36.3%	38.8%	3.8%
22.2%	24.1%	5.6%	29.6%	107	24.3%	40.2%	35.5%	0.0%
27.0%	12.0%	6.0%	18.0%	100	35.0%	48.0%	17.0%	0.0%
22.2%	26.3%	6.1%	32.3%	98	17.3%	27.6%	55.1%	0.0%
6.7%	20.0%	53.3%	73.3%	15	40.0%	40.0%	20.0%	0.0%
10.0%	40.0%	40.0%	80.0%	10	20.0%	60.0%	20.0%	0.0%
13.3%	46.7%	26.7%	73.3%	15	0.0%	46.7%	53.3%	0.0%
31.3%	14.8%	17.4%	32.2%	112	23.2%	57.1%	16.1%	3.6%
33.9%	19.5%	11.9%	31.4%	118	13.6%	67.8%	17.8%	0.8%
25.8%	14.0%	2.2%	16.1%	92	16.3%	73.9%	8.7%	1.1%
21.0%	21.8%	14.5%	36.3%	122	8.2%	54.9%	36.1%	0.8%
20.2%	11.4%	16.7%	28.1%	114	20.2%	36.8%	43.0%	0.0%
19.4%	19.4%	7.4%	26.9%	107	20.6%	26.2%	53.3%	0.0%
29.0%	13.7%	3.2%	16.9%	124	28.2%	52.4%	18.5%	0.8%
27.0%	31.2%	11.3%	42.6%	141	28.4%	49.6%	19.9%	2.1%
25.8%	14.6%	13.2%	27.8%	146	38.4%	47.3%	14.4%	0.0%
33.6%	27.4%	10.6%	38.1%	112	37.5%	56.3%	5.4%	0.9%
25.0%	10.5%	9.7%	20.2%	124	37.9%	31.5%	30.6%	0.0%
23.4%	21.0%	3.2%	24.2%	124	24.2%	41.9%	33.9%	0.0%
21.1%	14.6%	8.1%	22.8%	123	22.0%	52.0%	14.6%	11.4%
17.5%	23.8%	13.5%	37.3%	126	8.7%	48.4%	42.1%	0.8%
24.6%	21.4%	2.4%	23.8%	126	31.7%	34.9%	30.2%	3.2%
28.6%	18.0%	13.5%	31.6%	131	37.4%	51.9%	10.7%	0.0%
24.2%	25.0%	21.9%	46.9%	127	18.1%	49.6%	32.3%	0.0%
30.1%	30.7%	4.6%	35.3%	153	26.8%	42.5%	25.5%	5.2%
29.9%	31.1%	9.6%	40.7%	167	22.8%	53.9%	22.8%	0.6%
24.3%	17.9%	9.3%	27.1%	139	15.8%	32.4%	51.8%	0.0%
28.5%	11.8%	6.3%	18.1%	144	19.4%	32.6%	47.2%	0.7%
N<10	N<10	N<10	N<10	7	N<10	N<10	N<10	N<10
N<10	N<10	N<10	N<10	6	N<10	N<10	N<10	N<10
46.2%	15.4%	0.0%	15.4%	13	23.1%	53.8%	23.1%	0.0%
26.0%	19.8%	9.2%	29.0%	129	20.9%	55.0%	21.7%	2.3%
22.9%	38.5%	8.3%	46.8%	109	16.5%	68.8%	14.7%	0.0%
34.5%	12.7%	8.2%	20.9%	110	14.5%	50.0%	16.4%	19.1%
13.0%	8.7%	34.8%	43.5%	22	18.2%	40.9%	31.8%	9.1%
28.6%	38.1%	0.0%	38.1%	21	19.0%	66.7%	14.3%	0.0%

42.9%	21.4%	14.3%	35.7%	14	0.0%	50.0%	21.4%	28.6%
19.4%	28.4%	26.9%	55.2%	66	34.8%	48.5%	16.7%	0.0%
29.6%	31.5%	14.8%	46.3%	53	17.0%	75.5%	7.5%	0.0%
25.0%	31.7%	25.0%	56.7%	60	8.3%	73.3%	6.7%	11.7%
22.7%	20.5%	27.3%	47.7%	44	9.1%	52.3%	38.6%	0.0%
30.4%	28.3%	13.0%	41.3%	46	39.1%	39.1%	17.4%	4.3%
36.6%	34.1%	9.8%	43.9%	40	27.5%	57.5%	12.5%	2.5%
19.1%	25.5%	25.5%	51.1%	47	12.8%	25.5%	61.7%	0.0%
27.5%	19.6%	23.5%	43.1%	51	15.7%	15.7%	68.6%	0.0%
20.4%	27.8%	19.7%	47.5%	278	11.5%	43.5%	43.5%	1.4%
31.7%	29.7%	8.0%	37.7%	300	29.7%	55.3%	13.7%	1.3%
26.4%	35.2%	21.2%	56.4%	305	17.4%	53.8%	26.6%	2.3%
33.1%	18.3%	15.1%	33.5%	267	34.8%	43.1%	21.7%	0.4%
25.2%	29.5%	14.4%	44.0%	295	24.1%	67.8%	8.1%	0.0%
37.2%	14.8%	18.3%	33.1%	316	16.8%	60.1%	13.0%	10.1%
23.3%	24.6%	23.9%	48.5%	298	15.1%	26.2%	58.4%	0.3%
21.1%	32.1%	13.0%	45.1%	304	15.5%	30.9%	53.6%	0.0%
21.2%	30.3%	9.1%	39.4%	31	22.6%	61.3%	16.1%	0.0%
24.0%	24.0%	24.0%	48.0%	25	8.0%	72.0%	20.0%	0.0%
32.6%	23.3%	9.3%	32.6%	43	14.0%	62.8%	18.6%	4.7%
23.3%	13.3%	50.0%	63.3%	29	3.4%	27.6%	65.5%	3.4%
22.5%	30.0%	17.5%	47.5%	40	25.0%	60.0%	12.5%	2.5%
18.5%	48.1%	14.8%	63.0%	27	11.1%	63.0%	22.2%	3.7%
15.2%	42.4%	21.2%	63.6%	33	9.1%	9.1%	81.8%	0.0%
20.0%	35.6%	8.9%	44.4%	45	15.6%	17.8%	66.7%	0.0%
22.2%	20.2%	24.2%	44.4%	98	29.6%	44.9%	23.5%	2.0%
31.1%	35.9%	8.7%	44.7%	101	18.8%	61.4%	17.8%	2.0%
22.0%	32.5%	14.6%	47.2%	367	20.4%	39.2%	29.2%	11.2%
23.0%	39.3%	19.1%	58.4%	354	17.2%	47.7%	30.2%	4.8%
23.8%	24.0%	26.4%	50.4%	1130	18.6%	30.1%	50.4%	0.9%
22.7%	31.2%	17.4%	48.6%	1142	12.9%	26.2%	59.0%	1.9%
NA	NA	NA	NA	0	NA	NA	NA	NA
25.0%	24.0%	35.4%	59.4%	90	16.7%	50.0%	32.2%	1.1%
27.8%	35.6%	24.4%	60.0%	90	13.3%	61.1%	25.6%	0.0%
30.2%	22.4%	28.0%	50.5%	320	14.4%	75.3%	7.5%	2.8%
18.9%	30.6%	32.7%	63.3%	292	4.8%	35.6%	56.5%	3.1%
22.6%	20.2%	26.6%	46.8%	120	21.7%	54.2%	23.3%	0.8%
21.1%	40.4%	16.5%	56.9%	109	28.4%	59.6%	11.9%	0.0%
24.7%	20.6%	24.7%	45.4%	94	22.3%	43.6%	28.7%	5.3%
24.5%	26.5%	35.3%	61.8%	101	15.8%	71.3%	12.9%	0.0%
30.0%	19.1%	26.3%	45.3%	319	14.4%	55.5%	21.6%	8.5%
19.2%	28.1%	27.5%	55.6%	301	14.0%	46.5%	38.5%	1.0%
20.3%	21.1%	36.6%	57.7%	121	24.8%	42.1%	33.1%	0.0%
23.1%	38.5%	27.4%	65.8%	117	14.5%	58.1%	26.5%	0.9%
24.7%	34.6%	20.8%	55.4%	439	18.2%	33.0%	37.8%	10.9%
20.3%	36.5%	26.6%	63.0%	416	16.3%	49.3%	30.5%	3.8%
17.8%	13.0%	26.0%	39.0%	142	20.4%	49.3%	28.9%	1.4%
18.3%	27.9%	26.0%	53.8%	102	21.6%	67.6%	10.8%	0.0%
12.7%	26.6%	32.9%	59.5%	166	16.9%	54.8%	27.1%	1.2%

19.8%	41.3%	31.7%	73.1%	167	6.0%	61.1%	32.3%	0.6%
27.4%	19.2%	24.0%	43.2%	316	9.8%	47.5%	22.5%	20.3%
23.7%	25.1%	36.2%	61.3%	277	7.2%	38.6%	48.4%	5.8%
25.2%	16.3%	17.7%	34.0%	144	22.2%	52.1%	25.0%	0.7%
29.0%	30.5%	11.5%	42.0%	130	17.7%	71.5%	10.0%	0.8%
23.2%	16.7%	31.9%	48.6%	135	14.1%	55.6%	29.6%	0.7%
24.4%	45.2%	23.7%	68.9%	135	11.1%	77.8%	11.1%	0.0%
22.3%	17.1%	33.1%	50.3%	175	19.4%	40.0%	34.3%	6.3%
26.1%	40.0%	18.2%	58.2%	165	13.9%	67.9%	16.4%	1.8%
27.5%	24.8%	32.5%	57.3%	328	7.9%	47.3%	24.4%	20.4%
15.5%	29.1%	40.9%	70.0%	328	7.6%	44.5%	46.0%	1.8%
17.6%	46.6%	19.5%	66.1%	440	10.5%	29.1%	43.0%	17.5%
16.5%	41.1%	30.4%	71.6%	401	10.0%	43.4%	38.7%	8.0%
26.9%	11.5%	7.7%	19.2%	49	24.5%	61.2%	14.3%	0.0%
29.5%	15.9%	11.4%	27.3%	44	18.2%	72.7%	9.1%	0.0%
33.3%	2.8%	16.7%	19.4%	36	38.9%	50.0%	8.3%	2.8%
20.5%	13.6%	4.5%	18.2%	44	29.5%	40.9%	29.5%	0.0%
23.1%	17.9%	0.0%	17.9%	39	25.6%	30.8%	43.6%	0.0%
33.3%	13.9%	8.3%	22.2%	34	14.7%	52.9%	32.4%	0.0%
28.9%	10.5%	0.0%	10.5%	37	18.9%	64.9%	16.2%	0.0%
36.4%	11.4%	9.1%	20.5%	44	40.9%	54.5%	4.5%	0.0%
20.2%	16.0%	13.4%	29.4%	113	38.1%	46.0%	15.9%	0.0%
29.9%	28.0%	15.0%	43.0%	106	37.7%	54.7%	7.5%	0.0%
25.7%	18.3%	24.8%	43.1%	109	12.8%	74.3%	9.2%	3.7%
27.9%	24.0%	17.1%	41.1%	127	19.7%	25.2%	54.3%	0.8%
24.1%	25.9%	11.1%	37.0%	107	22.4%	24.3%	53.3%	0.0%
16.7%	23.5%	23.5%	47.1%	101	12.9%	43.6%	40.6%	3.0%
30.6%	29.4%	4.7%	34.1%	85	15.3%	50.6%	31.8%	2.4%
30.3%	34.5%	21.8%	56.3%	119	11.8%	50.4%	26.1%	11.8%
27.5%	15.4%	15.4%	30.9%	148	23.0%	27.0%	50.0%	0.0%
25.0%	28.4%	6.8%	35.1%	145	15.9%	26.2%	57.2%	0.7%
22.6%	22.6%	26.6%	49.2%	124	12.1%	33.9%	50.0%	4.0%
24.1%	33.3%	16.3%	49.6%	141	14.2%	53.9%	27.0%	5.0%
23.0%	33.8%	18.2%	52.0%	148	13.5%	72.3%	13.5%	0.7%
22.4%	24.0%	25.6%	49.6%	124	26.6%	59.7%	13.7%	0.0%
24.6%	30.4%	13.8%	44.2%	135	20.7%	63.7%	14.8%	0.7%
32.1%	15.3%	21.9%	37.2%	137	13.1%	76.6%	8.8%	1.5%
31.5%	23.9%	18.5%	42.4%	91	13.2%	42.9%	40.7%	3.3%
32.3%	29.0%	18.3%	47.3%	93	9.7%	58.1%	30.1%	2.2%
32.3%	22.2%	29.3%	51.5%	99	0.0%	57.6%	20.2%	22.2%
19.0%	19.0%	38.1%	57.1%	21	9.5%	57.1%	33.3%	0.0%
25.0%	30.0%	10.0%	40.0%	20	10.0%	80.0%	10.0%	0.0%
43.5%	21.7%	8.7%	30.4%	23	13.0%	56.5%	13.0%	17.4%
26.8%	21.1%	25.4%	46.5%	70	24.3%	42.9%	31.4%	1.4%
39.0%	30.5%	15.9%	46.3%	82	9.8%	62.2%	26.8%	1.2%
25.6%	24.4%	23.1%	47.4%	78	10.3%	62.8%	21.8%	5.1%
25.8%	15.5%	24.7%	40.2%	96	15.6%	42.7%	40.6%	1.0%
23.9%	38.8%	13.4%	52.2%	66	33.3%	50.0%	15.2%	1.5%
36.5%	20.0%	22.4%	42.4%	84	10.7%	76.2%	8.3%	4.8%



23.0%	18.9%	23.0%	41.9%	73	15.1%	45.2%	34.2%	5.5%
17.7%	38.7%	19.4%	58.1%	62	30.6%	56.5%	12.9%	0.0%
44.0%	22.7%	12.0%	34.7%	75	18.7%	58.7%	12.0%	10.7%
17.5%	19.8%	28.4%	48.1%	264	9.5%	32.2%	55.7%	2.7%
23.6%	34.5%	15.0%	49.5%	221	16.3%	42.5%	33.9%	7.2%
22.5%	36.5%	25.3%	61.8%	284	10.9%	38.0%	42.3%	8.8%
16.9%	24.8%	21.6%	46.4%	274	9.9%	41.6%	48.2%	0.4%
27.9%	36.8%	8.5%	45.2%	272	16.2%	57.0%	21.3%	5.5%
26.9%	35.1%	18.7%	53.7%	267	17.6%	46.8%	30.7%	4.9%
32.2%	11.1%	8.9%	20.0%	87	26.4%	55.2%	18.4%	0.0%
33.3%	25.3%	10.3%	35.6%	86	19.8%	64.0%	15.1%	1.2%
24.1%	13.8%	13.8%	27.6%	59	15.3%	64.4%	11.9%	8.5%
28.8%	21.9%	21.9%	43.8%	73	17.8%	60.3%	20.5%	1.4%
37.5%	19.4%	15.3%	34.7%	72	13.9%	69.4%	15.3%	1.4%
27.1%	22.0%	22.0%	44.1%	59	8.5%	52.5%	28.8%	10.2%
16.7%	16.7%	24.4%	41.0%	75	21.3%	38.7%	40.0%	0.0%
28.6%	35.7%	25.7%	61.4%	69	15.9%	55.1%	29.0%	0.0%
31.7%	21.7%	21.7%	43.3%	60	15.0%	51.7%	13.3%	20.0%
25.0%	25.0%	13.0%	38.0%	99	20.2%	46.5%	26.3%	7.1%
25.2%	24.3%	21.5%	45.8%	107	25.2%	59.8%	15.0%	0.0%
24.4%	16.7%	21.1%	37.8%	90	13.3%	54.4%	16.7%	15.6%
24.7%	15.3%	20.0%	35.3%	82	22.0%	34.1%	40.2%	3.7%
36.1%	24.1%	10.8%	34.9%	83	14.5%	60.2%	20.5%	4.8%
29.6%	22.5%	5.6%	28.2%	71	15.5%	53.5%	14.1%	16.9%
17.4%	24.2%	32.0%	56.2%	320	6.6%	27.8%	61.3%	4.4%
23.1%	36.3%	16.3%	52.5%	319	13.5%	40.8%	39.2%	6.6%
20.3%	42.4%	27.4%	69.8%	354	7.1%	46.6%	43.8%	2.5%
19.3%	24.2%	28.4%	52.6%	284	8.5%	24.3%	65.8%	1.4%
32.1%	29.7%	11.7%	41.4%	289	13.8%	42.6%	34.9%	8.7%
23.8%	32.1%	24.8%	57.0%	302	20.5%	49.7%	27.2%	2.6%
12.7%	20.3%	54.4%	74.7%	76	17.1%	36.8%	43.4%	2.6%
13.0%	33.8%	41.6%	75.3%	77	11.7%	62.3%	26.0%	0.0%
30.4%	21.5%	36.7%	58.2%	80	7.5%	57.5%	21.3%	13.8%
26.7%	19.2%	15.9%	35.1%	517	17.8%	33.5%	48.5%	0.2%
24.1%	31.0%	10.6%	41.6%	431	13.5%	19.7%	66.6%	0.2%
24.1%	21.8%	24.1%	46.0%	87	13.8%	44.8%	35.6%	5.7%
32.5%	27.3%	19.5%	46.8%	76	14.5%	60.5%	18.4%	6.6%
31.0%	23.9%	19.7%	43.7%	71	18.3%	77.5%	4.2%	0.0%
20.5%	26.8%	17.9%	44.6%	108	37.0%	48.1%	13.9%	0.9%
26.5%	36.7%	13.3%	50.0%	98	11.2%	53.1%	33.7%	2.0%
28.6%	22.1%	33.8%	55.8%	77	2.6%	49.4%	19.5%	28.6%
28.4%	21.1%	14.7%	35.8%	94	11.7%	54.3%	31.9%	2.1%
26.1%	34.8%	21.7%	56.5%	91	12.1%	53.8%	27.5%	6.6%
45.9%	23.0%	9.5%	32.4%	74	8.1%	74.3%	10.8%	6.8%
24.0%	15.4%	12.1%	27.5%	447	30.6%	30.4%	38.9%	0.0%
21.8%	21.8%	5.8%	27.6%	405	24.7%	31.1%	44.2%	0.0%
23.6%	28.1%	33.7%	61.8%	88	11.4%	59.1%	28.4%	1.1%
15.1%	36.0%	34.9%	70.9%	86	7.0%	77.9%	15.1%	0.0%
30.9%	19.1%	30.9%	50.0%	68	25.0%	58.8%	10.3%	5.9%

26.1%	25.6%	34.1%	59.7%	210	8.6%	23.3%	66.7%	1.4%
21.4%	39.3%	25.6%	65.0%	117	0.9%	16.2%	80.3%	2.6%
27.3%	16.4%	12.3%	28.7%	292	19.2%	68.8%	8.9%	3.1%
17.7%	25.4%	18.3%	43.7%	309	7.1%	40.1%	52.1%	0.6%
22.6%	16.1%	13.0%	29.1%	312	32.1%	48.4%	18.9%	0.6%
28.6%	28.3%	11.8%	40.1%	299	26.8%	63.2%	9.7%	0.3%
23.9%	31.3%	8.4%	39.7%	297	19.5%	52.5%	24.9%	3.0%
29.9%	23.3%	15.4%	38.7%	331	23.9%	48.6%	24.8%	2.7%
26.3%	18.0%	14.7%	32.6%	331	17.8%	37.5%	44.7%	0.0%
23.1%	25.7%	7.6%	33.3%	299	19.7%	26.8%	53.5%	0.0%
21.1%	17.8%	23.0%	40.8%	146	34.9%	51.4%	13.0%	0.7%
25.2%	30.4%	17.0%	47.4%	133	30.8%	57.1%	12.0%	0.0%
31.4%	23.5%	14.4%	37.9%	152	24.3%	52.6%	16.4%	6.6%
26.9%	18.6%	21.8%	40.4%	156	11.5%	30.8%	57.7%	0.0%
32.8%	19.4%	11.2%	30.6%	133	17.3%	21.8%	60.2%	0.8%
23.8%	24.4%	27.5%	51.9%	160	9.4%	38.1%	50.6%	1.9%
27.1%	27.1%	8.5%	35.6%	177	26.0%	39.0%	26.0%	9.0%
32.8%	28.9%	10.0%	38.9%	180	26.7%	52.8%	17.8%	2.8%
14.8%	16.4%	27.9%	44.3%	57	38.6%	42.1%	17.5%	1.8%
28.3%	25.0%	20.0%	45.0%	60	16.7%	63.3%	16.7%	3.3%
23.9%	16.9%	19.7%	36.6%	71	16.9%	56.3%	15.5%	11.3%
23.6%	23.6%	29.1%	52.7%	55	9.1%	47.3%	41.8%	1.8%
27.4%	30.6%	4.8%	35.5%	62	24.2%	37.1%	30.6%	8.1%
26.2%	47.5%	14.8%	62.3%	60	11.7%	60.0%	20.0%	8.3%
18.9%	17.0%	50.9%	67.9%	53	3.8%	15.1%	79.2%	1.9%
21.2%	38.5%	17.3%	55.8%	52	15.4%	17.3%	65.4%	1.9%
25.8%	21.2%	28.8%	50.0%	62	24.2%	51.6%	24.2%	0.0%
25.0%	37.5%	22.2%	59.7%	72	34.7%	50.0%	12.5%	2.8%
40.4%	27.7%	21.3%	48.9%	47	2.1%	34.0%	36.2%	27.7%
17.8%	13.3%	53.3%	66.7%	45	6.7%	42.2%	51.1%	0.0%
26.8%	56.1%	12.2%	68.3%	41	14.6%	24.4%	53.7%	7.3%
10.6%	34.0%	53.2%	87.2%	47	2.1%	48.9%	36.2%	12.8%
37.0%	11.1%	29.6%	40.7%	27	3.7%	18.5%	77.8%	0.0%
32.0%	36.0%	20.0%	56.0%	25	4.0%	8.0%	88.0%	0.0%
6.0%	44.8%	47.8%	92.5%	67	3.0%	43.3%	37.3%	16.4%
3.1%	53.1%	43.8%	96.9%	64	0.0%	25.0%	56.3%	18.8%
17.4%	24.6%	53.6%	78.3%	68	0.0%	13.2%	83.8%	2.9%
9.8%	58.5%	24.4%	82.9%	41	0.0%	7.3%	85.4%	7.3%
15.6%	11.1%	20.0%	31.1%	44	27.3%	54.5%	18.2%	0.0%
21.2%	42.4%	18.2%	60.6%	33	12.1%	57.6%	30.3%	0.0%
39.0%	12.2%	19.5%	31.7%	41	34.1%	51.2%	9.8%	4.9%
15.4%	20.5%	48.7%	69.2%	39	2.6%	43.6%	53.8%	0.0%
30.6%	22.2%	8.3%	30.6%	36	33.3%	41.7%	22.2%	2.8%
35.6%	20.0%	11.1%	31.1%	45	26.7%	51.1%	20.0%	2.2%
21.6%	24.3%	18.9%	43.2%	37	21.6%	37.8%	40.5%	0.0%
18.8%	21.9%	6.3%	28.1%	32	18.8%	34.4%	43.8%	3.1%
26.7%	25.6%	15.6%	41.1%	87	27.6%	51.7%	19.5%	1.1%
28.4%	31.3%	13.4%	44.8%	66	22.7%	65.2%	12.1%	0.0%
25.3%	24.1%	20.5%	44.6%	83	20.5%	38.6%	41.0%	0.0%

28.6%	24.7%	14.3%	39.0%	78	17.9%	26.9%	55.1%	0.0%
23.9%	23.9%	22.5%	46.5%	71	9.9%	54.9%	21.1%	14.1%
20.2%	25.8%	40.4%	66.3%	88	8.0%	35.2%	56.8%	0.0%
21.5%	38.0%	16.5%	54.4%	79	12.7%	32.9%	43.0%	11.4%
18.8%	42.4%	25.9%	68.2%	85	16.5%	51.8%	27.1%	4.7%
21.6%	24.3%	29.7%	54.1%	36	16.7%	41.7%	36.1%	5.6%
37.5%	41.7%	4.2%	45.8%	24	25.0%	58.3%	16.7%	0.0%
27.0%	12.2%	36.5%	48.6%	71	16.9%	40.8%	39.4%	2.8%
18.4%	47.4%	21.1%	68.4%	76	11.8%	78.9%	9.2%	0.0%
16.4%	30.1%	31.5%	61.6%	71	9.9%	36.6%	43.7%	9.9%
19.2%	39.7%	24.7%	64.4%	73	12.3%	68.5%	19.2%	0.0%
25.0%	31.3%	25.0%	56.3%	16	0.0%	75.0%	25.0%	0.0%
22.7%	50.0%	9.1%	59.1%	22	0.0%	81.8%	18.2%	0.0%
28.9%	33.7%	15.8%	49.5%	190	15.8%	40.0%	33.7%	10.5%
21.7%	35.4%	28.0%	63.5%	189	11.6%	48.1%	35.4%	4.8%
23.1%	23.1%	33.7%	56.8%	200	10.0%	30.5%	59.0%	0.5%
23.7%	30.0%	15.3%	45.3%	190	9.5%	26.8%	63.7%	0.0%
26.8%	25.8%	29.7%	55.5%	209	4.8%	60.8%	19.1%	15.3%
14.3%	29.0%	35.5%	64.5%	216	6.0%	34.3%	55.1%	4.6%
36.0%	20.0%	24.0%	44.0%	24	20.8%	58.3%	20.8%	0.0%
19.4%	22.2%	22.2%	44.4%	35	31.4%	45.7%	20.0%	2.9%
38.1%	23.8%	28.6%	52.4%	21	14.3%	85.7%	0.0%	0.0%
19.2%	23.1%	42.3%	65.4%	26	3.8%	34.6%	61.5%	0.0%
18.8%	21.9%	9.4%	31.3%	31	48.4%	38.7%	12.9%	0.0%
38.2%	26.5%	17.6%	44.1%	34	20.6%	67.6%	8.8%	2.9%
20.0%	16.0%	44.0%	60.0%	25	16.0%	8.0%	76.0%	0.0%
29.4%	26.5%	0.0%	26.5%	33	18.2%	27.3%	54.5%	0.0%
25.4%	23.7%	30.5%	54.2%	51	25.5%	41.2%	33.3%	0.0%
32.5%	36.4%	16.9%	53.2%	72	37.5%	52.8%	8.3%	1.4%
29.9%	23.9%	28.4%	52.2%	67	9.0%	28.4%	62.7%	0.0%
29.6%	31.0%	14.1%	45.1%	71	9.9%	28.2%	60.6%	1.4%
34.7%	28.0%	16.0%	44.0%	73	19.2%	61.6%	15.1%	4.1%
8.5%	28.8%	49.2%	78.0%	59	5.1%	28.8%	64.4%	1.7%
37.2%	37.2%	11.6%	48.8%	86	15.1%	43.0%	37.2%	4.7%
27.9%	27.9%	38.2%	66.2%	68	17.6%	57.4%	20.6%	4.4%
22.7%	27.3%	27.3%	54.5%	22	9.1%	68.2%	22.7%	0.0%
36.4%	18.2%	18.2%	36.4%	22	13.6%	59.1%	27.3%	0.0%
23.5%	8.8%	26.5%	35.3%	34	20.6%	70.6%	8.8%	0.0%
11.5%	26.9%	7.7%	34.6%	26	7.7%	38.5%	53.8%	0.0%
30.4%	26.1%	13.0%	39.1%	23	17.4%	47.8%	34.8%	0.0%
22.7%	36.4%	13.6%	50.0%	22	4.5%	54.5%	31.8%	9.1%
17.9%	21.4%	14.3%	35.7%	28	21.4%	32.1%	46.4%	0.0%
24.0%	20.0%	4.0%	24.0%	25	20.0%	32.0%	48.0%	0.0%
17.9%	12.8%	5.1%	17.9%	36	52.8%	38.9%	8.3%	0.0%
27.3%	18.2%	18.2%	36.4%	20	40.0%	45.0%	15.0%	0.0%
18.8%	15.6%	3.1%	18.8%	31	41.9%	48.4%	9.7%	0.0%
30.6%	13.9%	19.4%	33.3%	36	11.1%	52.8%	36.1%	0.0%
21.1%	13.2%	2.6%	15.8%	37	29.7%	43.2%	21.6%	5.4%
25.8%	19.4%	12.9%	32.3%	31	29.0%	64.5%	6.5%	0.0%

32.4%	10.8%	18.9%	29.7%	37	24.3%	45.9%	29.7%	0.0%
30.0%	13.3%	6.7%	20.0%	30	23.3%	46.7%	30.0%	0.0%
21.9%	8.8%	7.0%	15.8%	103	46.6%	39.8%	13.6%	0.0%
21.5%	19.8%	10.7%	30.6%	113	16.8%	46.9%	36.3%	0.0%
30.6%	16.2%	6.3%	22.5%	111	29.7%	40.5%	27.0%	2.7%
25.8%	22.5%	14.2%	36.7%	119	26.9%	58.0%	15.1%	0.0%
28.8%	11.2%	7.2%	18.4%	122	23.8%	39.3%	36.9%	0.0%
37.0%	17.3%	1.6%	18.9%	127	14.2%	40.2%	45.7%	0.0%
23.1%	19.2%	6.2%	25.4%	117	50.4%	42.7%	6.8%	0.0%
19.1%	9.9%	10.7%	20.6%	128	34.4%	53.1%	10.2%	2.3%
19.5%	7.3%	2.4%	9.8%	41	53.7%	41.5%	2.4%	2.4%
41.5%	26.8%	9.8%	36.6%	41	26.8%	70.7%	2.4%	0.0%
43.6%	15.4%	5.1%	20.5%	38	21.1%	55.3%	13.2%	10.5%
10.8%	27.0%	13.5%	40.5%	37	10.8%	51.4%	37.8%	0.0%
20.9%	14.0%	4.7%	18.6%	40	32.5%	40.0%	25.0%	2.5%
29.3%	19.5%	4.9%	24.4%	41	19.5%	56.1%	24.4%	0.0%
27.9%	2.3%	2.3%	4.7%	43	23.3%	46.5%	30.2%	0.0%
24.2%	21.2%	0.0%	21.2%	33	21.2%	36.4%	42.4%	0.0%
30.4%	16.5%	16.5%	32.9%	159	17.6%	34.0%	48.4%	0.0%
17.8%	25.5%	10.8%	36.3%	156	14.7%	30.8%	54.5%	0.0%
19.6%	21.5%	14.6%	36.1%	158	15.2%	46.2%	38.6%	0.0%
36.8%	29.2%	9.0%	38.2%	144	9.0%	45.1%	32.6%	13.2%
25.5%	40.3%	18.8%	59.1%	149	14.1%	53.0%	30.9%	2.0%
16.5%	15.9%	9.1%	25.0%	154	44.2%	41.6%	13.6%	0.6%
29.1%	25.4%	7.5%	32.8%	134	26.9%	68.7%	4.5%	0.0%
35.4%	13.9%	10.1%	24.1%	158	19.0%	53.2%	19.6%	8.2%
23.3%	30.2%	20.9%	51.2%	43	23.3%	55.8%	20.9%	0.0%
43.9%	22.0%	12.2%	34.1%	39	28.2%	66.7%	5.1%	0.0%
21.2%	21.2%	19.2%	40.4%	52	23.1%	38.5%	38.5%	0.0%
12.3%	24.6%	14.0%	38.6%	57	21.1%	29.8%	49.1%	0.0%
35.8%	15.1%	32.1%	47.2%	52	13.5%	46.2%	19.2%	21.2%
23.8%	21.4%	28.6%	50.0%	41	9.8%	26.8%	61.0%	2.4%
18.4%	23.7%	10.5%	34.2%	38	26.3%	55.3%	15.8%	2.6%
30.8%	40.4%	17.3%	57.7%	52	11.5%	59.6%	26.9%	1.9%
20.8%	16.7%	18.8%	35.4%	93	24.7%	54.8%	17.2%	3.2%
23.8%	13.9%	10.9%	24.8%	100	33.0%	44.0%	23.0%	0.0%
28.1%	15.7%	2.2%	18.0%	89	31.5%	32.6%	36.0%	0.0%
27.7%	13.8%	10.6%	24.5%	91	39.6%	57.1%	3.3%	0.0%
30.8%	16.7%	7.7%	24.4%	77	19.5%	74.0%	2.6%	3.9%
20.0%	12.0%	14.0%	26.0%	100	11.0%	43.0%	46.0%	0.0%
34.1%	30.6%	9.4%	40.0%	85	7.1%	57.6%	29.4%	5.9%
28.4%	30.7%	12.5%	43.2%	87	33.3%	55.2%	11.5%	0.0%
14.3%	9.5%	0.0%	9.5%	21	52.4%	42.9%	4.8%	0.0%
41.9%	9.7%	6.5%	16.1%	31	38.7%	54.8%	6.5%	0.0%
37.5%	8.3%	0.0%	8.3%	24	16.7%	79.2%	4.2%	0.0%
6.9%	10.3%	10.3%	20.7%	29	34.5%	48.3%	17.2%	0.0%
18.5%	18.5%	3.7%	22.2%	27	40.7%	40.7%	18.5%	0.0%
22.2%	38.9%	0.0%	38.9%	18	22.2%	77.8%	0.0%	0.0%
20.0%	12.0%	4.0%	16.0%	24	37.5%	33.3%	29.2%	0.0%

27.8%	5.6%	0.0%	5.6%	18	16.7%	27.8%	55.6%	0.0%
26.7%	6.7%	3.3%	10.0%	30	50.0%	50.0%	0.0%	0.0%
23.3%	11.7%	8.3%	20.0%	57	33.3%	54.4%	12.3%	0.0%
37.3%	14.9%	1.5%	16.4%	67	26.9%	64.2%	9.0%	0.0%
35.9%	5.4%	7.6%	13.0%	92	19.6%	75.0%	5.4%	0.0%
28.2%	11.3%	9.9%	21.1%	70	25.7%	41.4%	31.4%	1.4%
34.3%	34.3%	1.4%	35.7%	69	29.0%	44.9%	26.1%	0.0%
24.2%	30.3%	6.1%	36.4%	65	27.7%	64.6%	7.7%	0.0%
37.0%	6.8%	5.5%	12.3%	73	26.0%	46.6%	27.4%	0.0%
21.0%	22.6%	3.2%	25.8%	62	17.7%	45.2%	37.1%	0.0%
23.7%	13.8%	20.4%	34.2%	144	37.5%	47.2%	13.9%	1.4%
22.4%	33.6%	11.9%	45.5%	142	34.5%	53.5%	10.6%	1.4%
22.4%	20.4%	19.7%	40.1%	146	24.7%	55.5%	13.0%	6.8%
19.6%	14.0%	35.7%	49.7%	142	12.7%	45.8%	41.5%	0.0%
33.6%	26.6%	11.2%	37.8%	142	43.7%	38.7%	15.5%	2.1%
19.7%	32.0%	27.9%	59.8%	122	34.4%	52.5%	11.5%	1.6%
27.3%	23.7%	13.7%	37.4%	138	23.2%	36.2%	40.6%	0.0%
31.6%	21.1%	4.5%	25.6%	132	29.5%	33.3%	37.1%	0.0%
29.7%	20.3%	14.1%	34.4%	64	34.4%	59.4%	6.3%	0.0%
41.2%	17.6%	7.8%	25.5%	51	47.1%	49.0%	3.9%	0.0%
31.1%	6.7%	13.3%	20.0%	45	22.2%	75.6%	2.2%	0.0%
14.5%	21.0%	14.5%	35.5%	62	16.1%	62.9%	21.0%	0.0%
21.3%	27.7%	2.1%	29.8%	47	10.6%	51.1%	29.8%	8.5%
20.8%	27.1%	20.8%	47.9%	47	10.6%	42.6%	42.6%	4.3%
27.7%	14.9%	4.3%	19.1%	47	29.8%	36.2%	34.0%	0.0%
22.4%	16.4%	1.5%	17.9%	67	16.4%	40.3%	41.8%	1.5%
17.1%	21.1%	2.6%	23.7%	76	34.2%	31.6%	25.0%	9.2%
25.8%	30.6%	16.1%	46.8%	62	21.0%	59.7%	19.4%	0.0%
18.8%	21.2%	8.2%	29.4%	84	14.3%	45.2%	40.5%	0.0%
25.0%	26.3%	5.3%	31.6%	76	15.8%	23.7%	60.5%	0.0%
19.2%	25.0%	17.3%	42.3%	52	13.5%	63.5%	23.1%	0.0%
20.0%	30.7%	12.0%	42.7%	74	43.2%	52.7%	4.1%	0.0%
27.3%	19.3%	10.2%	29.5%	88	21.6%	55.7%	13.6%	9.1%
20.0%	25.5%	27.3%	52.7%	55	9.1%	52.7%	38.2%	0.0%
15.5%	20.7%	12.1%	32.8%	52	50.0%	44.2%	5.8%	0.0%
32.8%	23.4%	12.5%	35.9%	64	34.4%	51.6%	14.1%	0.0%
20.9%	28.4%	26.9%	55.2%	67	31.3%	65.7%	3.0%	0.0%
13.6%	33.3%	34.8%	68.2%	65	16.9%	44.6%	36.9%	1.5%
30.0%	14.3%	2.9%	17.1%	70	48.6%	38.6%	12.9%	0.0%
27.9%	36.8%	7.4%	44.1%	68	22.1%	51.5%	23.5%	2.9%
20.7%	19.5%	11.0%	30.5%	82	30.5%	37.8%	31.7%	0.0%
30.1%	27.4%	1.4%	28.8%	72	34.7%	34.7%	30.6%	0.0%
27.1%	18.8%	4.2%	22.9%	45	46.7%	44.4%	8.9%	0.0%
34.0%	18.0%	10.0%	28.0%	48	47.9%	45.8%	6.3%	0.0%
40.7%	16.7%	14.8%	31.5%	54	25.9%	66.7%	3.7%	3.7%
23.9%	28.3%	15.2%	43.5%	46	17.4%	58.7%	23.9%	0.0%
22.9%	25.0%	4.2%	29.2%	48	50.0%	33.3%	12.5%	4.2%
29.8%	23.4%	12.8%	36.2%	47	48.9%	46.8%	4.3%	0.0%
16.3%	26.5%	14.3%	40.8%	49	26.5%	40.8%	32.7%	0.0%



16.3%	23.3%	4.7%	27.9%	43	16.3%	41.9%	41.9%	0.0%
22.5%	25.0%	12.5%	37.5%	39	35.9%	48.7%	15.4%	0.0%
18.2%	45.5%	13.6%	59.1%	44	36.4%	54.5%	9.1%	0.0%
25.0%	12.5%	33.3%	45.8%	24	25.0%	66.7%	8.3%	0.0%
23.5%	29.4%	23.5%	52.9%	33	9.1%	42.4%	48.5%	0.0%
29.7%	29.7%	8.1%	37.8%	37	24.3%	43.2%	32.4%	0.0%
25.6%	43.6%	15.4%	59.0%	39	10.3%	48.7%	38.5%	2.6%
11.8%	26.5%	26.5%	52.9%	34	26.5%	26.5%	47.1%	0.0%
14.7%	44.1%	14.7%	58.8%	33	15.2%	24.2%	60.6%	0.0%
25.2%	19.0%	20.4%	39.5%	132	25.8%	57.6%	15.9%	0.8%
27.1%	25.4%	14.4%	39.8%	114	28.9%	57.0%	14.0%	0.0%
27.0%	14.6%	11.7%	26.3%	135	12.6%	76.3%	11.1%	0.0%
24.0%	20.2%	23.3%	43.4%	128	18.8%	25.8%	54.7%	0.8%
19.0%	26.4%	9.1%	35.5%	116	12.9%	25.0%	62.1%	0.0%
20.5%	21.2%	28.8%	50.0%	128	10.9%	33.6%	51.6%	3.9%
31.9%	19.3%	8.9%	28.1%	135	19.3%	48.9%	24.4%	7.4%
21.1%	30.8%	25.6%	56.4%	133	20.3%	50.4%	26.3%	3.0%
21.4%	19.6%	16.1%	35.7%	56	35.7%	46.4%	17.9%	0.0%
21.6%	45.9%	5.4%	51.4%	36	30.6%	61.1%	8.3%	0.0%
36.4%	21.2%	18.2%	39.4%	33	24.2%	66.7%	9.1%	0.0%
10.4%	27.1%	41.7%	68.8%	47	10.6%	29.8%	55.3%	4.3%
47.2%	25.0%	0.0%	25.0%	36	41.7%	47.2%	11.1%	0.0%
29.0%	30.4%	21.7%	52.2%	68	22.1%	51.5%	25.0%	1.5%
25.4%	33.9%	15.3%	49.2%	59	20.3%	40.7%	39.0%	0.0%
40.0%	24.4%	6.7%	31.1%	45	15.6%	44.4%	40.0%	0.0%
18.2%	12.1%	33.3%	45.5%	33	45.5%	51.5%	3.0%	0.0%
18.4%	44.7%	15.8%	60.5%	37	29.7%	64.9%	5.4%	0.0%
14.8%	33.3%	33.3%	66.7%	27	22.2%	66.7%	3.7%	7.4%
23.9%	39.1%	17.4%	56.5%	46	8.7%	52.2%	39.1%	0.0%
27.3%	36.4%	3.0%	39.4%	33	36.4%	48.5%	15.2%	0.0%
17.6%	29.4%	23.5%	52.9%	34	26.5%	52.9%	17.6%	2.9%
30.6%	22.2%	16.7%	38.9%	36	19.4%	33.3%	47.2%	0.0%
22.9%	22.9%	8.6%	31.4%	35	22.9%	34.3%	42.9%	0.0%
36.2%	8.5%	4.3%	12.8%	45	28.9%	62.2%	8.9%	0.0%
25.0%	25.0%	13.6%	38.6%	42	23.8%	66.7%	9.5%	0.0%
27.1%	16.7%	22.9%	39.6%	48	18.8%	37.5%	33.3%	10.4%
35.5%	19.4%	6.5%	25.8%	31	25.8%	38.7%	35.5%	0.0%
30.4%	34.8%	8.7%	43.5%	46	13.0%	63.0%	21.7%	2.2%
19.2%	42.3%	11.5%	53.8%	52	19.2%	55.8%	25.0%	0.0%
31.1%	24.4%	15.6%	40.0%	45	8.9%	53.3%	37.8%	0.0%
16.1%	32.3%	6.5%	38.7%	31	22.6%	51.6%	25.8%	0.0%
11.8%	11.8%	11.8%	23.5%	17	47.1%	47.1%	5.9%	0.0%
41.7%	25.0%	8.3%	33.3%	12	33.3%	66.7%	0.0%	0.0%
35.7%	21.4%	28.6%	50.0%	14	0.0%	71.4%	14.3%	14.3%
15.5%	19.0%	13.8%	32.8%	53	54.7%	34.0%	11.3%	0.0%
20.8%	27.1%	18.8%	45.8%	45	15.6%	68.9%	13.3%	2.2%
31.4%	17.6%	11.8%	29.4%	51	35.3%	60.8%	2.0%	2.0%
18.5%	13.8%	10.8%	24.6%	65	26.2%	47.7%	26.2%	0.0%
30.4%	26.8%	5.4%	32.1%	56	21.4%	30.4%	42.9%	5.4%

25.0%	32.8%	10.9%	43.8%	64	25.0%	51.6%	21.9%	1.6%
23.1%	23.1%	16.9%	40.0%	65	18.5%	47.7%	33.8%	0.0%
24.2%	24.2%	16.7%	40.9%	66	13.6%	39.4%	47.0%	0.0%
25.4%	25.9%	15.0%	40.9%	189	32.8%	54.5%	12.2%	0.5%
21.0%	18.1%	13.8%	31.9%	209	30.1%	51.7%	13.9%	4.3%
21.2%	23.9%	18.9%	42.8%	218	20.2%	44.5%	33.9%	1.4%
23.7%	12.1%	14.0%	26.0%	203	35.0%	52.7%	10.8%	1.5%
27.8%	29.9%	3.7%	33.7%	187	38.0%	39.0%	17.6%	5.3%
23.9%	29.7%	13.4%	43.1%	208	18.3%	61.1%	17.8%	2.9%
20.4%	19.5%	14.6%	34.1%	224	31.7%	32.6%	35.7%	0.0%
22.4%	19.8%	4.2%	24.0%	190	26.3%	33.2%	40.5%	0.0%
31.8%	22.7%	36.4%	59.1%	22	18.2%	40.9%	40.9%	0.0%
34.4%	40.6%	9.4%	50.0%	32	34.4%	59.4%	6.3%	0.0%
22.7%	45.5%	22.7%	68.2%	21	0.0%	57.1%	28.6%	14.3%
25.0%	40.0%	20.0%	60.0%	18	16.7%	44.4%	38.9%	0.0%
19.0%	38.1%	19.0%	57.1%	21	4.8%	38.1%	38.1%	19.0%
40.9%	18.2%	22.7%	40.9%	22	31.8%	27.3%	31.8%	9.1%
26.1%	34.8%	34.8%	69.6%	23	4.3%	43.5%	47.8%	4.3%
26.3%	36.8%	10.5%	47.4%	19	10.5%	10.5%	78.9%	0.0%
25.0%	15.0%	10.0%	25.0%	20	55.0%	20.0%	25.0%	0.0%
30.4%	17.4%	17.4%	34.8%	23	21.7%	65.2%	13.0%	0.0%
23.8%	19.0%	23.8%	42.9%	21	14.3%	66.7%	19.0%	0.0%
14.3%	35.7%	21.4%	57.1%	28	14.3%	42.9%	42.9%	0.0%
34.8%	17.4%	4.3%	21.7%	23	47.8%	39.1%	8.7%	4.3%
18.5%	48.1%	18.5%	66.7%	27	25.9%	66.7%	7.4%	0.0%
24.0%	32.0%	24.0%	56.0%	25	16.0%	32.0%	52.0%	0.0%
28.6%	19.0%	0.0%	19.0%	21	4.8%	28.6%	66.7%	0.0%
21.2%	36.4%	24.2%	60.6%	33	39.4%	51.5%	9.1%	0.0%
18.9%	29.7%	27.0%	56.8%	37	27.0%	67.6%	5.4%	0.0%
33.3%	33.3%	10.0%	43.3%	30	3.3%	66.7%	20.0%	10.0%
26.9%	15.4%	30.8%	46.2%	26	11.5%	42.3%	46.2%	0.0%
35.7%	35.7%	11.9%	47.6%	42	19.0%	40.5%	31.0%	9.5%
43.8%	25.0%	31.3%	56.3%	16	12.5%	50.0%	25.0%	12.5%
24.0%	20.0%	44.0%	64.0%	25	8.0%	32.0%	60.0%	0.0%
24.0%	40.0%	8.0%	48.0%	25	4.0%	20.0%	76.0%	0.0%
19.2%	15.4%	42.3%	57.7%	25	24.0%	48.0%	24.0%	4.0%
36.0%	16.0%	28.0%	44.0%	25	8.0%	68.0%	24.0%	0.0%
24.1%	31.0%	24.1%	55.2%	29	24.1%	27.6%	27.6%	20.7%
27.3%	24.2%	27.3%	51.5%	33	12.1%	48.5%	39.4%	0.0%
22.2%	37.8%	8.9%	46.7%	45	15.6%	22.2%	62.2%	0.0%
11.1%	33.3%	29.6%	63.0%	26	15.4%	34.6%	46.2%	3.8%
21.9%	56.3%	15.6%	71.9%	32	6.3%	25.0%	43.8%	25.0%
25.7%	42.9%	22.9%	65.7%	35	5.7%	42.9%	45.7%	5.7%
22.2%	30.6%	11.1%	41.7%	36	27.8%	63.9%	8.3%	0.0%
42.9%	21.4%	14.3%	35.7%	28	25.0%	71.4%	3.6%	0.0%
29.0%	19.4%	3.2%	22.6%	31	16.1%	83.9%	0.0%	0.0%
28.2%	7.7%	41.0%	48.7%	38	13.2%	50.0%	36.8%	0.0%
30.8%	30.8%	11.5%	42.3%	26	23.1%	26.9%	30.8%	19.2%
16.1%	45.2%	16.1%	61.3%	31	9.7%	58.1%	25.8%	6.5%

37.9%	17.2%	10.3%	27.6%	29	17.2%	41.4%	41.4%	0.0%
28.1%	15.6%	12.5%	28.1%	32	21.9%	25.0%	53.1%	0.0%
27.0%	21.5%	18.4%	39.9%	163	31.9%	58.3%	9.8%	0.0%
26.9%	33.7%	14.9%	48.6%	175	32.6%	62.3%	4.6%	0.6%
32.3%	15.8%	14.6%	30.4%	158	15.2%	73.4%	7.0%	4.4%
27.8%	23.7%	21.9%	45.6%	167	13.8%	47.3%	38.9%	0.0%
27.5%	21.3%	6.6%	28.0%	210	31.0%	37.1%	31.9%	0.0%
30.5%	26.2%	5.5%	31.7%	161	18.6%	33.5%	47.8%	0.0%
30.8%	25.6%	5.8%	31.4%	154	24.0%	53.2%	16.2%	6.5%
30.1%	33.1%	19.9%	53.0%	166	17.5%	68.7%	13.9%	0.0%
31.0%	23.8%	9.5%	33.3%	39	35.9%	48.7%	15.4%	0.0%
24.4%	26.8%	12.2%	39.0%	40	30.0%	60.0%	10.0%	0.0%
46.3%	9.8%	7.3%	17.1%	41	12.2%	58.5%	29.3%	0.0%
23.5%	33.3%	21.6%	54.9%	51	7.8%	54.9%	37.3%	0.0%
28.2%	28.2%	5.1%	33.3%	39	35.9%	38.5%	20.5%	5.1%
25.5%	35.3%	9.8%	45.1%	51	21.6%	56.9%	17.6%	3.9%
29.8%	27.7%	25.5%	53.2%	47	8.5%	46.8%	44.7%	0.0%
25.6%	28.2%	12.8%	41.0%	39	17.9%	38.5%	43.6%	0.0%
32.8%	32.1%	13.9%	46.0%	137	27.7%	57.7%	12.4%	2.2%
24.3%	11.0%	14.0%	25.0%	136	25.7%	26.5%	47.8%	0.0%
20.8%	25.3%	7.8%	33.1%	150	18.7%	29.3%	51.3%	0.7%
16.1%	10.5%	10.5%	21.0%	110	49.1%	43.6%	7.3%	0.0%
36.2%	20.7%	8.6%	29.3%	111	50.5%	47.7%	1.8%	0.0%
37.7%	21.7%	6.6%	28.3%	106	20.8%	52.8%	19.8%	6.6%
24.3%	32.4%	25.7%	58.1%	134	14.2%	44.8%	40.3%	0.7%
37.8%	26.9%	7.7%	34.6%	156	31.4%	56.4%	10.9%	1.3%
26.9%	25.1%	30.5%	55.7%	164	28.0%	54.3%	17.7%	0.0%
17.7%	25.9%	16.5%	42.4%	158	13.9%	33.5%	51.9%	0.6%
27.4%	37.4%	17.3%	54.7%	178	20.8%	72.5%	6.7%	0.0%
36.0%	19.8%	15.7%	35.5%	172	17.4%	55.8%	15.7%	11.0%
20.4%	21.6%	33.3%	54.9%	161	8.1%	34.2%	56.5%	1.2%
19.1%	32.7%	11.6%	44.2%	196	35.2%	36.2%	24.0%	4.6%
24.2%	40.5%	20.3%	60.8%	152	15.1%	56.6%	27.0%	1.3%
24.5%	25.2%	11.9%	37.1%	150	24.0%	32.0%	44.0%	0.0%
24.1%	19.0%	12.1%	31.0%	56	30.4%	57.1%	12.5%	0.0%
32.0%	32.0%	8.0%	40.0%	50	28.0%	68.0%	4.0%	0.0%
32.7%	21.8%	10.9%	32.7%	55	16.4%	67.3%	10.9%	5.5%
34.5%	32.8%	8.6%	41.4%	57	5.3%	36.8%	54.4%	3.5%
43.4%	24.5%	9.4%	34.0%	53	13.2%	43.4%	35.8%	7.5%
24.1%	35.2%	22.2%	57.4%	54	9.3%	68.5%	22.2%	0.0%
24.2%	29.0%	17.7%	46.8%	62	14.5%	27.4%	56.5%	1.6%
20.3%	35.6%	16.9%	52.5%	59	11.9%	28.8%	59.3%	0.0%
21.5%	9.7%	7.5%	17.2%	87	48.3%	43.7%	8.0%	0.0%
18.2%	22.7%	4.5%	27.3%	65	35.4%	60.0%	4.6%	0.0%
23.2%	12.2%	3.7%	15.9%	81	35.8%	55.6%	3.7%	4.9%
19.7%	23.0%	11.5%	34.4%	60	15.0%	40.0%	41.7%	3.3%
25.5%	14.5%	12.7%	27.3%	108	38.9%	41.7%	18.5%	0.9%
29.6%	29.6%	13.0%	42.6%	108	23.1%	63.0%	13.9%	0.0%
26.6%	18.3%	16.5%	34.9%	107	22.4%	45.8%	13.1%	18.7%



15.2%	21.4%	29.5%	50.9%	111	18.0%	35.1%	44.1%	2.7%
27.8%	11.3%	9.6%	20.9%	109	46.8%	42.2%	11.0%	0.0%
27.9%	18.0%	7.2%	25.2%	109	39.4%	56.0%	4.6%	0.0%
25.5%	14.3%	7.1%	21.4%	98	30.6%	52.0%	13.3%	4.1%
21.4%	20.2%	23.8%	44.0%	82	4.9%	46.3%	43.9%	4.9%
27.8%	20.8%	41.7%	62.5%	72	20.8%	48.6%	30.6%	0.0%
22.2%	29.6%	19.8%	49.4%	79	22.8%	68.4%	7.6%	1.3%
34.1%	29.3%	14.6%	43.9%	82	11.0%	50.0%	18.3%	20.7%
16.9%	29.9%	29.9%	59.7%	74	1.4%	33.8%	60.8%	4.1%
17.3%	10.2%	8.2%	18.4%	96	59.4%	28.1%	11.5%	1.0%
28.6%	17.1%	4.3%	21.4%	69	29.0%	55.1%	14.5%	1.4%
18.8%	3.8%	5.0%	8.8%	79	51.9%	43.0%	5.1%	0.0%
20.9%	22.4%	6.0%	28.4%	66	16.7%	53.0%	28.8%	1.5%
28.3%	17.8%	5.9%	23.7%	218	41.7%	36.7%	17.9%	3.7%
27.6%	24.1%	13.1%	37.2%	199	28.1%	51.3%	18.6%	2.0%
30.5%	11.7%	10.3%	22.1%	211	33.2%	35.5%	31.3%	0.0%
22.4%	26.5%	7.8%	34.2%	219	42.0%	32.0%	19.6%	6.4%
23.6%	21.2%	21.7%	42.9%	214	28.5%	53.3%	15.4%	2.8%
26.1%	18.1%	16.4%	34.5%	225	34.2%	29.8%	36.0%	0.0%
21.0%	20.5%	8.2%	28.7%	373	31.1%	30.8%	37.8%	0.3%
26.0%	25.6%	9.3%	34.8%	226	37.2%	45.1%	15.0%	2.7%
27.6%	35.6%	16.0%	51.6%	224	34.4%	55.8%	8.9%	0.9%
N<10	N<10	N<10	N<10	1	N<10	N<10	N<10	N<10
27.9%	19.0%	16.7%	35.7%	256	18.0%	37.1%	44.9%	0.0%
18.8%	25.8%	5.6%	31.5%	209	23.4%	37.3%	39.2%	0.0%
24.3%	18.6%	15.0%	33.6%	131	54.2%	33.6%	12.2%	0.0%
29.2%	32.8%	10.9%	43.8%	133	26.3%	59.4%	14.3%	0.0%
35.4%	19.2%	10.8%	30.0%	130	27.7%	53.8%	13.1%	5.4%
26.4%	22.5%	9.3%	31.8%	127	28.3%	55.1%	15.7%	0.8%
30.8%	29.9%	15.0%	44.9%	107	43.0%	51.4%	5.6%	0.0%
38.6%	13.9%	18.8%	32.7%	101	26.7%	47.5%	15.8%	9.9%
19.0%	23.2%	18.3%	41.4%	257	12.1%	45.9%	40.9%	1.2%
27.3%	42.3%	12.4%	54.6%	193	8.3%	18.7%	72.0%	1.0%
19.9%	28.4%	32.7%	61.1%	207	38.6%	47.3%	14.0%	0.0%
15.9%	41.4%	30.5%	71.8%	219	27.9%	63.0%	7.8%	1.4%
24.3%	26.0%	32.0%	58.0%	181	15.5%	47.0%	14.9%	22.7%
12.5%	31.7%	42.5%	74.2%	238	4.2%	32.4%	63.0%	0.4%
24.2%	38.1%	22.4%	60.5%	222	9.5%	52.7%	32.0%	5.9%
16.3%	45.8%	29.6%	75.4%	203	10.3%	57.1%	32.0%	0.5%
22.2%	27.5%	39.2%	66.7%	189	12.2%	29.1%	58.7%	0.0%
16.7%	38.9%	11.1%	50.0%	18	22.2%	55.6%	16.7%	5.6%
29.2%	20.8%	8.3%	29.2%	24	20.8%	70.8%	8.3%	0.0%
34.8%	21.7%	17.4%	39.1%	23	21.7%	56.5%	17.4%	4.3%
33.3%	36.7%	13.3%	50.0%	30	6.7%	63.3%	30.0%	0.0%
24.1%	25.9%	10.3%	36.2%	58	24.1%	32.8%	36.2%	6.9%
28.1%	38.6%	17.5%	56.1%	57	24.6%	56.1%	19.3%	0.0%
29.5%	13.1%	16.4%	29.5%	61	26.2%	39.3%	34.4%	0.0%
25.4%	25.4%	17.5%	42.9%	62	12.9%	33.9%	53.2%	0.0%
25.0%	30.6%	22.2%	52.8%	36	61.1%	38.9%	0.0%	0.0%

38.7%	25.8%	22.6%	48.4%	31	16.1%	77.4%	6.5%	0.0%
37.5%	17.5%	17.5%	35.0%	40	15.0%	50.0%	17.5%	17.5%
33.3%	16.7%	26.7%	43.3%	30	0.0%	33.3%	66.7%	0.0%
20.0%	21.9%	31.2%	53.1%	249	19.3%	59.8%	20.9%	0.0%
27.9%	26.2%	12.9%	39.1%	230	41.7%	55.7%	2.6%	0.0%
30.9%	22.0%	20.6%	42.6%	222	16.7%	49.1%	16.7%	17.6%
28.6%	17.8%	22.0%	39.8%	241	15.4%	36.5%	48.1%	0.0%
23.5%	27.7%	10.6%	38.3%	264	17.8%	34.1%	47.7%	0.4%
15.6%	21.4%	23.2%	44.6%	219	14.2%	45.2%	39.3%	1.4%
19.6%	27.3%	5.5%	32.7%	275	37.5%	49.8%	11.6%	1.1%
25.6%	32.2%	15.9%	48.1%	258	30.6%	59.7%	9.7%	0.0%
21.7%	18.8%	11.6%	30.4%	68	39.7%	36.8%	23.5%	0.0%
28.1%	29.8%	8.8%	38.6%	55	36.4%	60.0%	3.6%	0.0%
28.3%	23.3%	16.7%	40.0%	60	26.7%	43.3%	30.0%	0.0%
23.1%	42.3%	3.8%	46.2%	78	9.0%	28.2%	62.8%	0.0%
22.4%	22.4%	5.2%	27.6%	58	27.6%	62.1%	5.2%	5.2%
21.7%	16.7%	15.0%	31.7%	60	8.3%	45.0%	46.7%	0.0%
27.8%	7.4%	9.3%	16.7%	54	31.5%	57.4%	11.1%	0.0%
34.9%	19.0%	9.5%	28.6%	63	17.5%	52.4%	27.0%	3.2%
27.5%	2.0%	7.8%	9.8%	51	80.4%	19.6%	0.0%	0.0%
40.0%	15.0%	10.0%	25.0%	40	30.0%	60.0%	10.0%	0.0%
21.3%	13.1%	14.8%	27.9%	61	31.1%	29.5%	39.3%	0.0%
25.5%	25.5%	4.3%	29.8%	47	14.9%	40.4%	44.7%	0.0%
41.2%	11.8%	17.6%	29.4%	51	21.6%	58.8%	17.6%	2.0%
19.1%	19.1%	25.5%	44.7%	47	8.5%	55.3%	36.2%	0.0%
27.1%	27.1%	4.2%	31.3%	47	31.9%	53.2%	8.5%	6.4%
25.0%	37.5%	14.6%	52.1%	48	29.2%	52.1%	18.8%	0.0%
22.9%	2.9%	8.6%	11.4%	30	40.0%	50.0%	10.0%	0.0%
39.3%	25.0%	0.0%	25.0%	28	32.1%	57.1%	10.7%	0.0%
27.3%	22.7%	0.0%	22.7%	22	18.2%	36.4%	45.5%	0.0%
41.7%	5.6%	5.6%	11.1%	36	11.1%	72.2%	11.1%	5.6%
12.5%	25.0%	29.2%	54.2%	24	12.5%	50.0%	37.5%	0.0%
28.6%	28.6%	4.8%	33.3%	21	23.8%	42.9%	23.8%	9.5%
37.5%	25.0%	8.3%	33.3%	24	12.5%	50.0%	29.2%	8.3%
5.0%	10.0%	30.0%	40.0%	20	15.0%	40.0%	45.0%	0.0%
18.0%	16.0%	18.0%	34.0%	50	10.0%	62.0%	24.0%	4.0%
27.1%	37.3%	13.6%	50.8%	59	15.3%	55.9%	28.8%	0.0%
27.8%	20.4%	14.8%	35.2%	54	7.4%	50.0%	22.2%	20.4%
9.3%	15.1%	15.1%	30.2%	86	30.2%	55.8%	12.8%	1.2%
25.9%	30.9%	9.9%	40.7%	79	26.6%	55.7%	16.5%	1.3%
35.2%	16.7%	11.1%	27.8%	54	11.1%	61.1%	18.5%	9.3%
25.0%	20.8%	8.3%	29.2%	67	41.8%	38.8%	17.9%	1.5%
33.3%	22.2%	3.2%	25.4%	63	27.0%	52.4%	20.6%	0.0%
40.3%	16.7%	8.3%	25.0%	71	16.9%	54.9%	7.0%	21.1%
21.1%	22.5%	20.2%	42.7%	211	11.8%	48.3%	37.4%	2.4%
35.5%	26.9%	6.6%	33.5%	197	23.9%	49.7%	21.8%	4.6%
29.3%	28.4%	12.0%	40.4%	224	20.1%	65.6%	13.8%	0.4%
33.9%	22.5%	15.7%	38.2%	442	12.7%	29.6%	57.2%	0.5%
23.8%	23.2%	5.7%	28.9%	452	14.8%	25.7%	59.1%	0.4%

16.2%	13.5%	13.5%	27.0%	69	50.7%	40.6%	8.7%	0.0%
27.1%	15.3%	11.9%	27.1%	58	43.1%	50.0%	6.9%	0.0%
22.4%	13.2%	10.5%	23.7%	76	35.5%	44.7%	11.8%	7.9%
17.1%	14.5%	13.2%	27.6%	72	45.8%	41.7%	12.5%	0.0%
28.8%	28.8%	16.3%	45.0%	79	32.9%	45.6%	21.5%	0.0%
26.6%	21.5%	8.9%	30.4%	78	28.2%	50.0%	10.3%	11.5%
14.1%	19.7%	19.7%	39.4%	69	33.3%	49.3%	17.4%	0.0%
34.8%	21.7%	8.7%	30.4%	69	37.7%	49.3%	13.0%	0.0%
33.7%	20.9%	12.8%	33.7%	86	14.0%	59.3%	12.8%	14.0%
20.2%	21.3%	23.4%	44.7%	187	13.9%	39.6%	43.9%	2.7%
30.5%	28.2%	8.5%	36.6%	213	14.6%	27.7%	44.1%	13.6%
23.6%	34.1%	18.8%	52.9%	208	6.3%	46.2%	42.8%	4.8%
24.2%	0.0%	0.0%	0.0%	32	53.1%	43.8%	3.1%	0.0%
22.7%	13.6%	0.0%	13.6%	44	27.3%	65.9%	6.8%	0.0%
20.6%	11.8%	0.0%	11.8%	34	26.5%	67.6%	5.9%	0.0%
19.6%	8.7%	6.5%	15.2%	46	26.1%	39.1%	34.8%	0.0%
53.7%	12.2%	2.4%	14.6%	39	17.9%	76.9%	5.1%	0.0%
34.0%	18.0%	6.0%	24.0%	50	24.0%	52.0%	24.0%	0.0%
21.3%	11.5%	1.6%	13.1%	61	32.8%	47.5%	19.7%	0.0%
24.3%	27.0%	2.7%	29.7%	37	16.2%	37.8%	45.9%	0.0%
32.1%	29.8%	7.1%	36.9%	83	33.7%	51.8%	14.5%	0.0%
45.3%	17.0%	5.7%	22.6%	52	38.5%	59.6%	1.9%	0.0%
26.6%	20.3%	14.1%	34.4%	63	25.4%	52.4%	12.7%	9.5%
20.3%	17.2%	23.4%	40.6%	61	11.5%	44.3%	44.3%	0.0%
27.7%	10.6%	2.1%	12.8%	86	47.7%	36.0%	16.3%	0.0%
31.6%	16.8%	4.2%	21.1%	95	42.1%	57.9%	0.0%	0.0%
21.7%	8.3%	5.0%	13.3%	60	28.3%	50.0%	16.7%	5.0%
34.7%	21.3%	2.7%	24.0%	75	14.7%	50.7%	34.7%	0.0%
8.5%	8.5%	8.5%	17.0%	45	44.4%	51.1%	4.4%	0.0%
33.3%	19.4%	5.6%	25.0%	36	44.4%	52.8%	2.8%	0.0%
17.6%	11.8%	8.8%	20.6%	32	25.0%	65.6%	9.4%	0.0%
31.8%	15.9%	4.5%	20.5%	40	17.5%	60.0%	22.5%	0.0%
20.8%	9.7%	5.6%	15.3%	72	43.1%	51.4%	4.2%	1.4%
32.2%	22.0%	11.9%	33.9%	59	23.7%	64.4%	8.5%	3.4%
37.7%	4.3%	7.2%	11.6%	68	17.6%	64.7%	4.4%	13.2%
17.7%	22.6%	8.1%	30.6%	62	17.7%	43.5%	37.1%	1.6%
15.1%	26.0%	47.9%	74.0%	73	16.4%	46.6%	35.6%	1.4%
30.0%	45.7%	15.7%	61.4%	70	14.3%	85.7%	0.0%	0.0%
27.6%	25.0%	27.6%	52.6%	76	9.2%	47.4%	17.1%	26.3%
28.6%	15.5%	39.3%	54.8%	83	6.0%	33.7%	57.8%	2.4%
15.9%	11.4%	6.8%	18.2%	42	54.8%	33.3%	11.9%	0.0%
42.2%	15.6%	2.2%	17.8%	44	34.1%	63.6%	2.3%	0.0%
29.5%	9.1%	4.5%	13.6%	44	20.5%	70.5%	4.5%	4.5%
23.7%	5.3%	7.9%	13.2%	36	30.6%	55.6%	11.1%	2.8%
23.2%	16.1%	5.4%	21.4%	56	44.6%	51.8%	3.6%	0.0%
45.3%	5.7%	1.9%	7.5%	51	54.9%	43.1%	2.0%	0.0%
13.3%	8.9%	2.2%	11.1%	45	31.1%	62.2%	4.4%	2.2%
46.9%	9.4%	0.0%	9.4%	32	15.6%	53.1%	31.3%	0.0%
41.2%	14.7%	2.0%	16.7%	101	37.6%	36.6%	23.8%	2.0%

42.0%	21.4%	3.6%	25.0%	112	29.5%	52.7%	17.9%	0.0%
35.1%	15.5%	4.1%	19.6%	97	28.9%	43.3%	27.8%	0.0%
34.7%	23.9%	7.4%	31.3%	174	26.4%	33.3%	33.3%	6.9%
26.6%	32.3%	10.8%	43.0%	156	23.7%	49.4%	23.7%	3.2%
24.4%	20.5%	14.1%	34.6%	156	25.0%	33.3%	41.7%	0.0%
35.7%	12.4%	2.3%	14.7%	129	47.3%	37.2%	14.0%	1.6%
38.7%	23.3%	6.0%	29.3%	150	23.3%	54.7%	21.3%	0.7%
32.8%	10.4%	3.2%	13.6%	126	21.4%	51.6%	27.0%	0.0%
26.7%	18.0%	2.7%	20.7%	365	18.1%	37.5%	44.1%	0.3%
29.2%	19.3%	13.7%	32.9%	313	32.6%	52.1%	15.3%	0.0%
28.9%	27.0%	12.8%	39.8%	303	36.3%	41.6%	19.8%	2.3%
22.2%	12.8%	11.9%	24.7%	351	27.9%	33.9%	38.2%	0.0%
26.7%	24.3%	6.5%	30.8%	338	13.9%	33.1%	53.0%	0.0%
24.8%	16.8%	8.6%	25.4%	305	12.1%	54.1%	33.4%	0.3%
29.7%	16.1%	3.9%	20.0%	310	37.1%	38.1%	18.7%	6.1%
35.2%	20.0%	10.4%	30.4%	266	30.5%	62.4%	7.1%	0.0%
32.0%	16.0%	10.1%	26.1%	299	17.1%	73.2%	7.7%	2.0%
18.4%	18.4%	20.4%	38.8%	48	22.9%	56.3%	20.8%	0.0%
28.3%	18.9%	17.0%	35.8%	53	15.1%	66.0%	13.2%	5.7%
23.7%	23.7%	5.3%	28.9%	38	18.4%	57.9%	18.4%	5.3%
27.7%	17.0%	14.9%	31.9%	47	8.5%	55.3%	34.0%	2.1%
41.9%	25.6%	7.0%	32.6%	43	30.2%	32.6%	23.3%	14.0%
30.8%	32.7%	17.3%	50.0%	52	9.6%	40.4%	46.2%	3.8%
26.0%	14.0%	18.0%	32.0%	50	22.0%	28.0%	46.0%	4.0%
14.0%	25.6%	9.3%	34.9%	43	18.6%	20.9%	60.5%	0.0%
27.8%	26.9%	13.2%	40.1%	206	19.4%	51.0%	29.6%	0.0%
28.3%	30.6%	11.1%	41.7%	179	17.3%	71.5%	11.2%	0.0%
27.5%	16.1%	13.3%	29.4%	211	19.9%	50.7%	24.2%	5.2%
16.9%	24.9%	18.9%	43.8%	202	9.9%	50.0%	39.1%	1.0%
29.7%	28.1%	8.3%	36.5%	192	19.8%	44.3%	32.8%	3.1%
23.6%	32.8%	14.4%	47.2%	195	19.5%	49.7%	29.2%	1.5%
31.7%	17.9%	14.3%	32.1%	223	32.3%	37.2%	30.0%	0.4%
26.8%	21.6%	7.7%	29.4%	193	17.1%	30.1%	52.3%	0.5%
22.0%	10.2%	1.7%	11.9%	59	23.7%	59.3%	16.9%	0.0%
30.0%	23.3%	6.7%	30.0%	60	18.3%	70.0%	11.7%	0.0%
21.4%	4.8%	2.4%	7.1%	42	14.3%	52.4%	33.3%	0.0%
19.6%	19.6%	6.5%	26.1%	46	10.9%	26.1%	63.0%	0.0%
16.9%	12.3%	7.7%	20.0%	62	45.2%	43.5%	11.3%	0.0%
28.3%	21.7%	8.7%	30.4%	46	23.9%	56.5%	19.6%	0.0%
27.9%	8.8%	5.9%	14.7%	68	25.0%	61.8%	8.8%	4.4%
20.0%	25.5%	12.7%	38.2%	55	10.9%	36.4%	50.9%	1.8%
35.5%	22.7%	1.8%	24.5%	109	32.1%	61.5%	6.4%	0.0%
32.7%	28.0%	10.3%	38.3%	107	23.4%	72.0%	4.7%	0.0%
29.4%	12.7%	10.8%	23.5%	102	19.6%	46.1%	34.3%	0.0%
21.8%	24.5%	3.6%	28.2%	110	14.5%	26.4%	59.1%	0.0%
19.6%	13.4%	4.1%	17.5%	95	49.5%	38.9%	11.6%	0.0%
31.5%	12.6%	8.1%	20.7%	110	49.1%	46.4%	3.6%	0.9%
32.0%	12.0%	4.0%	16.0%	73	24.7%	60.3%	13.7%	1.4%
29.6%	14.8%	16.0%	30.9%	79	19.0%	62.0%	19.0%	0.0%

19.5%	13.3%	5.3%	18.6%	108	39.8%	50.9%	8.3%	0.9%
20.2%	14.4%	6.7%	21.2%	102	54.9%	42.2%	2.0%	1.0%
30.7%	10.2%	9.1%	19.3%	85	25.9%	67.1%	4.7%	2.4%
19.1%	14.9%	11.7%	26.6%	91	18.7%	59.3%	20.9%	1.1%
31.3%	22.9%	8.4%	31.3%	83	55.4%	43.4%	1.2%	0.0%
31.6%	22.4%	17.1%	39.5%	76	26.3%	56.6%	15.8%	1.3%
27.7%	20.5%	21.7%	42.2%	82	23.2%	35.4%	41.5%	0.0%
26.9%	15.4%	3.8%	19.2%	78	20.5%	42.3%	33.3%	3.8%
22.7%	19.7%	15.2%	34.8%	62	33.9%	50.0%	16.1%	0.0%
22.2%	14.3%	12.7%	27.0%	61	39.3%	59.0%	1.6%	0.0%
23.5%	16.0%	16.0%	32.1%	79	25.3%	43.0%	31.6%	0.0%
26.1%	32.6%	3.3%	35.9%	92	12.0%	42.4%	45.7%	0.0%
36.5%	10.8%	6.8%	17.6%	74	18.9%	56.8%	21.6%	2.7%
23.1%	12.3%	13.8%	26.2%	64	14.1%	43.8%	42.2%	0.0%
31.6%	18.9%	3.2%	22.1%	95	28.4%	46.3%	21.1%	4.2%
27.8%	27.8%	13.9%	41.7%	72	38.9%	47.2%	13.9%	0.0%
19.3%	29.6%	29.6%	59.3%	134	6.0%	36.6%	55.2%	2.2%
39.5%	26.3%	5.3%	31.6%	114	26.3%	58.8%	14.0%	0.9%
32.7%	31.4%	21.4%	52.8%	159	17.6%	62.3%	19.5%	0.6%
26.4%	20.3%	23.6%	43.9%	148	28.4%	43.2%	28.4%	0.0%
30.7%	19.6%	7.8%	27.4%	179	19.6%	42.5%	37.4%	0.6%
23.1%	16.6%	11.8%	28.4%	153	39.2%	47.7%	12.4%	0.7%
26.2%	29.0%	9.0%	37.9%	143	28.7%	58.0%	12.6%	0.7%
33.3%	15.9%	12.1%	28.0%	130	15.4%	75.4%	6.9%	2.3%
26.0%	21.9%	24.0%	45.8%	94	19.1%	61.7%	19.1%	0.0%
20.5%	34.2%	11.0%	45.2%	73	31.5%	65.8%	2.7%	0.0%
23.9%	16.9%	21.1%	38.0%	70	20.0%	41.4%	35.7%	2.9%
18.8%	35.0%	23.8%	58.8%	80	16.3%	71.3%	12.5%	0.0%
28.8%	22.1%	20.4%	42.5%	240	10.8%	68.3%	13.3%	7.5%
17.5%	27.9%	30.8%	58.8%	239	5.4%	37.2%	53.6%	3.8%
36.2%	29.7%	15.5%	45.3%	232	15.9%	31.9%	39.2%	12.9%
N<10	N<10	N<10	N<10	2	N<10	N<10	N<10	N<10
27.3%	25.5%	10.8%	36.3%	637	12.2%	29.0%	57.3%	1.4%
16.4%	26.9%	26.9%	53.7%	67	17.9%	49.3%	29.9%	3.0%
24.7%	42.5%	21.9%	64.4%	72	2.8%	76.4%	20.8%	0.0%
19.8%	15.6%	10.4%	26.0%	94	27.7%	51.1%	18.1%	3.2%
34.5%	22.6%	10.7%	33.3%	84	28.6%	60.7%	9.5%	1.2%
29.3%	21.7%	13.0%	34.8%	87	31.0%	54.0%	14.9%	0.0%
26.7%	24.0%	17.3%	41.3%	74	17.6%	67.6%	12.2%	2.7%
31.5%	16.4%	23.3%	39.7%	73	21.9%	53.4%	24.7%	0.0%
24.4%	46.2%	11.5%	57.7%	75	13.3%	65.3%	18.7%	2.7%
27.5%	24.2%	6.6%	30.8%	91	20.9%	54.9%	24.2%	0.0%
24.4%	28.0%	12.2%	40.2%	82	11.0%	68.3%	20.7%	0.0%
26.4%	19.5%	18.2%	37.7%	158	12.0%	63.9%	13.3%	10.8%
23.4%	31.8%	21.4%	53.2%	153	8.5%	43.1%	44.4%	3.9%
32.2%	23.1%	7.7%	30.8%	140	28.6%	35.7%	23.6%	12.1%
25.8%	28.7%	24.2%	52.8%	178	6.2%	54.5%	24.7%	14.6%
22.8%	27.8%	23.9%	51.7%	178	3.9%	38.8%	55.6%	1.7%
22.6%	32.7%	15.1%	47.8%	158	17.1%	32.3%	44.3%	6.3%



23.8%	8.4%	22.4%	30.8%	142	13.4%	69.7%	10.6%	6.3%
25.2%	21.5%	25.2%	46.7%	134	6.7%	45.5%	39.6%	8.2%
29.7%	26.4%	10.8%	37.2%	148	16.2%	39.2%	31.1%	13.5%
28.4%	22.5%	27.5%	50.0%	102	11.8%	49.0%	38.2%	1.0%
25.0%	33.9%	23.2%	57.1%	111	7.2%	63.1%	27.9%	1.8%
14.9%	30.9%	23.4%	54.3%	92	18.5%	47.8%	32.6%	1.1%
18.4%	40.8%	23.3%	64.1%	103	16.5%	69.9%	13.6%	0.0%
27.7%	29.4%	20.2%	49.6%	725	21.8%	52.3%	23.3%	2.6%
26.1%	16.2%	19.2%	35.4%	710	21.3%	24.6%	53.5%	0.6%
22.5%	21.3%	23.8%	45.0%	79	38.0%	46.8%	15.2%	0.0%
26.8%	38.1%	18.6%	56.7%	97	26.8%	60.8%	12.4%	0.0%
39.6%	22.0%	18.7%	40.7%	91	17.6%	49.5%	27.5%	5.5%
20.6%	34.1%	22.1%	56.2%	267	7.1%	26.2%	65.2%	1.5%
18.8%	22.8%	39.0%	61.8%	272	9.2%	38.2%	48.2%	4.4%
26.9%	37.5%	19.3%	56.8%	264	16.7%	34.5%	37.9%	11.0%
27.4%	21.4%	33.3%	54.8%	83	22.9%	44.6%	31.3%	1.2%
26.2%	30.8%	21.5%	52.3%	65	9.2%	80.0%	10.8%	0.0%
42.1%	26.3%	19.7%	46.1%	76	9.2%	56.6%	18.4%	15.8%
19.4%	42.9%	28.2%	71.1%	273	13.2%	57.5%	26.4%	2.9%
25.9%	26.3%	34.4%	60.7%	270	8.1%	24.8%	66.7%	0.4%
21.6%	20.5%	34.1%	54.5%	84	29.8%	46.4%	22.6%	1.2%
22.2%	30.0%	22.2%	52.2%	90	13.3%	72.2%	14.4%	0.0%
32.1%	19.8%	33.3%	53.1%	81	7.4%	45.7%	30.9%	16.0%
27.1%	16.7%	6.3%	22.9%	44	47.7%	40.9%	11.4%	0.0%
39.1%	30.4%	8.7%	39.1%	23	17.4%	65.2%	8.7%	8.7%
37.5%	21.9%	6.3%	28.1%	32	25.0%	59.4%	12.5%	3.1%
42.9%	28.6%	4.8%	33.3%	21	23.8%	47.6%	28.6%	0.0%
26.3%	15.8%	0.0%	15.8%	19	26.3%	47.4%	15.8%	10.5%
27.3%	9.1%	21.2%	30.3%	33	21.2%	48.5%	21.2%	9.1%
17.9%	21.4%	17.9%	39.3%	28	17.9%	28.6%	53.6%	0.0%
22.6%	6.5%	0.0%	6.5%	31	25.8%	35.5%	38.7%	0.0%
16.9%	16.9%	15.7%	32.6%	84	44.0%	44.0%	11.9%	0.0%
31.6%	32.9%	12.7%	45.6%	79	25.3%	55.7%	17.7%	1.3%
27.7%	25.3%	8.4%	33.7%	82	17.1%	46.3%	36.6%	0.0%
25.0%	30.0%	6.0%	36.0%	100	19.0%	36.0%	45.0%	0.0%
35.4%	16.9%	7.7%	24.6%	65	18.5%	61.5%	10.8%	9.2%
20.8%	23.6%	13.9%	37.5%	71	8.5%	57.7%	33.8%	0.0%
29.5%	27.3%	3.4%	30.7%	88	20.5%	56.8%	21.6%	1.1%
27.7%	27.7%	13.3%	41.0%	82	22.0%	56.1%	17.1%	4.9%
33.3%	27.8%	19.4%	47.2%	34	44.1%	47.1%	8.8%	0.0%
13.2%	36.8%	28.9%	65.8%	38	31.6%	47.4%	21.1%	0.0%
27.3%	24.2%	6.1%	30.3%	33	18.2%	63.6%	15.2%	3.0%
21.1%	21.1%	42.1%	63.2%	37	5.4%	43.2%	51.4%	0.0%
31.8%	34.1%	11.4%	45.5%	44	18.2%	31.8%	43.2%	6.8%
22.4%	40.8%	16.3%	57.1%	49	22.4%	49.0%	28.6%	0.0%
22.2%	25.9%	37.0%	63.0%	27	3.7%	33.3%	63.0%	0.0%
34.1%	34.1%	12.2%	46.3%	41	14.6%	29.3%	56.1%	0.0%
25.6%	24.8%	15.8%	40.6%	131	26.7%	49.6%	23.7%	0.0%
28.6%	33.3%	19.0%	52.4%	231	13.4%	24.2%	61.5%	0.9%

20.0%	25.0%	30.8%	55.8%	119	31.9%	41.2%	26.9%	0.0%
25.3%	29.1%	20.0%	49.1%	265	10.2%	37.0%	52.5%	0.4%
24.4%	29.5%	9.8%	39.3%	233	25.8%	38.2%	30.0%	6.0%
23.4%	39.0%	18.2%	57.1%	230	13.0%	39.1%	43.5%	4.3%
27.5%	27.9%	20.8%	48.8%	233	22.7%	60.1%	15.5%	1.7%
30.3%	24.1%	18.7%	42.7%	240	7.1%	77.5%	7.1%	8.3%
20.2%	24.7%	30.8%	55.5%	257	12.8%	41.2%	45.5%	0.4%
27.8%	18.1%	16.7%	34.7%	72	29.2%	43.1%	27.8%	0.0%
31.1%	31.1%	10.8%	41.9%	73	23.3%	64.4%	11.0%	1.4%
32.3%	16.1%	9.7%	25.8%	60	15.0%	41.7%	18.3%	25.0%
27.9%	27.9%	13.1%	41.0%	59	11.9%	35.6%	52.5%	0.0%
37.5%	17.9%	14.3%	32.1%	56	41.1%	48.2%	8.9%	1.8%
26.4%	30.6%	18.1%	48.6%	72	26.4%	66.7%	6.9%	0.0%
33.3%	19.2%	14.1%	33.3%	76	17.1%	25.0%	57.9%	0.0%
15.6%	28.1%	7.8%	35.9%	63	11.1%	20.6%	68.3%	0.0%
30.4%	17.4%	13.0%	30.4%	22	31.8%	50.0%	18.2%	0.0%
28.6%	22.9%	17.1%	40.0%	35	28.6%	57.1%	14.3%	0.0%
36.4%	21.2%	15.2%	36.4%	33	15.2%	78.8%	3.0%	3.0%
9.1%	30.3%	30.3%	60.6%	33	6.1%	45.5%	42.4%	6.1%
22.9%	31.4%	11.4%	42.9%	35	25.7%	57.1%	17.1%	0.0%
30.8%	25.6%	17.9%	43.6%	39	12.8%	53.8%	25.6%	7.7%
28.9%	23.7%	26.3%	50.0%	38	15.8%	23.7%	57.9%	2.6%
22.9%	34.3%	14.3%	48.6%	35	11.4%	11.4%	77.1%	0.0%
23.7%	22.1%	17.6%	39.7%	129	17.1%	58.1%	24.0%	0.8%
24.1%	31.4%	12.4%	43.8%	137	24.8%	32.8%	37.2%	5.1%
23.6%	15.5%	25.7%	41.2%	143	37.1%	44.8%	16.1%	2.1%
31.9%	29.8%	10.6%	40.4%	137	35.8%	59.1%	5.1%	0.0%
37.3%	20.7%	14.0%	34.7%	150	20.7%	63.3%	12.7%	3.3%
26.4%	26.4%	23.6%	50.0%	144	16.7%	61.1%	21.5%	0.7%
18.7%	20.0%	26.7%	46.7%	148	22.3%	31.8%	45.9%	0.0%
27.1%	34.7%	2.5%	37.3%	117	15.4%	36.8%	47.9%	0.0%
21.9%	25.0%	9.4%	34.4%	31	22.6%	64.5%	12.9%	0.0%
20.5%	31.8%	11.4%	43.2%	44	31.8%	61.4%	6.8%	0.0%
36.4%	18.2%	30.3%	48.5%	32	3.1%	43.8%	18.8%	34.4%
30.0%	27.5%	27.5%	55.0%	40	7.5%	40.0%	52.5%	0.0%
24.2%	27.3%	21.2%	48.5%	33	24.2%	42.4%	33.3%	0.0%
21.2%	45.5%	18.2%	63.6%	33	12.1%	72.7%	15.2%	0.0%
31.0%	20.7%	6.9%	27.6%	29	13.8%	48.3%	37.9%	0.0%
38.5%	28.2%	2.6%	30.8%	39	10.3%	53.8%	35.9%	0.0%
26.1%	13.0%	39.1%	52.2%	46	4.3%	52.2%	41.3%	2.2%
20.0%	32.3%	26.2%	58.5%	65	13.8%	69.2%	16.9%	0.0%
21.8%	18.2%	43.6%	61.8%	54	3.7%	38.9%	11.1%	46.3%
10.6%	24.2%	45.5%	69.7%	66	10.6%	22.7%	59.1%	7.6%
36.4%	30.3%	7.6%	37.9%	66	16.7%	50.0%	30.3%	3.0%
28.3%	30.4%	23.9%	54.3%	46	19.6%	41.3%	39.1%	0.0%
30.2%	22.2%	22.2%	44.4%	63	20.6%	41.3%	38.1%	0.0%
28.8%	27.1%	13.6%	40.7%	59	6.8%	33.9%	59.3%	0.0%
43.8%	25.0%	9.4%	34.4%	32	18.8%	50.0%	31.3%	0.0%
27.8%	44.4%	5.6%	50.0%	36	25.0%	63.9%	11.1%	0.0%

31.0%	10.3%	31.0%	41.4%	29	24.1%	37.9%	31.0%	6.9%
24.1%	20.7%	48.3%	69.0%	29	6.9%	31.0%	62.1%	0.0%
28.0%	48.0%	8.0%	56.0%	25	28.0%	48.0%	24.0%	0.0%
25.7%	40.0%	17.1%	57.1%	35	17.1%	68.6%	11.4%	2.9%
38.7%	12.9%	6.5%	19.4%	30	20.0%	23.3%	50.0%	6.7%
25.0%	31.3%	15.6%	46.9%	32	12.5%	40.6%	46.9%	0.0%
39.0%	14.6%	4.9%	19.5%	37	43.2%	35.1%	21.6%	0.0%
25.6%	15.4%	0.0%	15.4%	38	28.9%	60.5%	10.5%	0.0%
22.5%	30.0%	7.5%	37.5%	40	25.0%	67.5%	7.5%	0.0%
14.6%	35.4%	20.8%	56.3%	47	17.0%	34.0%	48.9%	0.0%
31.4%	21.6%	3.9%	25.5%	51	41.2%	37.3%	17.6%	3.9%
22.9%	43.8%	12.5%	56.3%	48	35.4%	43.8%	18.8%	2.1%
16.2%	27.0%	10.8%	37.8%	37	37.8%	32.4%	29.7%	0.0%
14.0%	30.2%	9.3%	39.5%	43	14.0%	41.9%	44.2%	0.0%
21.3%	24.5%	21.3%	45.7%	88	19.3%	62.5%	18.2%	0.0%
27.7%	43.4%	12.0%	55.4%	83	15.7%	66.3%	18.1%	0.0%
28.7%	18.3%	20.9%	39.1%	113	14.2%	67.3%	14.2%	4.4%
20.2%	18.4%	31.6%	50.0%	114	9.6%	21.1%	64.9%	4.4%
27.1%	31.8%	7.5%	39.3%	107	20.6%	56.1%	20.6%	2.8%
20.8%	41.6%	19.8%	61.4%	101	12.9%	55.4%	28.7%	3.0%
28.8%	25.4%	16.9%	42.4%	114	11.4%	39.5%	49.1%	0.0%
31.3%	20.2%	5.1%	25.3%	99	22.2%	31.3%	46.5%	0.0%
37.3%	10.7%	13.3%	24.0%	73	30.1%	52.1%	15.1%	2.7%
13.6%	40.9%	12.1%	53.0%	65	20.0%	67.7%	12.3%	0.0%
N<10	N<10	N<10	N<10	3	N<10	N<10	N<10	N<10
N<10	N<10	N<10	N<10	6	N<10	N<10	N<10	N<10
N<10	N<10	N<10	N<10	4	N<10	N<10	N<10	N<10
N<10	N<10	N<10	N<10	3	N<10	N<10	N<10	N<10
N<10	N<10	N<10	N<10	3	N<10	N<10	N<10	N<10
N<10	N<10	N<10	N<10	2	N<10	N<10	N<10	N<10
N<10	N<10	N<10	N<10	9	N<10	N<10	N<10	N<10
6.7%	0.0%	0.0%	0.0%	12	66.7%	25.0%	8.3%	0.0%
22.0%	25.4%	16.1%	41.5%	116	25.0%	57.8%	16.4%	0.9%
35.2%	22.2%	14.8%	37.0%	108	9.3%	65.7%	25.0%	0.0%
28.0%	20.0%	46.0%	66.0%	50	6.0%	60.0%	30.0%	4.0%
17.4%	43.5%	37.0%	80.4%	46	13.0%	69.6%	17.4%	0.0%
N<10	N<10	N<10	N<10	7	N<10	N<10	N<10	N<10
N<10	N<10	N<10	N<10	7	N<10	N<10	N<10	N<10
28.5%	20.3%	3.7%	24.0%	246	30.1%	37.0%	28.5%	4.5%
25.0%	29.5%	11.5%	41.0%	244	22.5%	46.7%	26.2%	4.5%
26.4%	14.6%	12.2%	26.8%	246	22.8%	38.2%	39.0%	0.0%
20.0%	18.2%	5.0%	23.2%	215	23.7%	33.5%	42.8%	0.0%
40.4%	17.0%	14.9%	31.9%	46	19.6%	37.0%	39.1%	4.3%
34.2%	31.6%	5.3%	36.8%	39	20.5%	56.4%	23.1%	0.0%
26.4%	14.3%	8.9%	23.3%	256	22.3%	56.3%	10.5%	10.9%
19.5%	17.9%	20.3%	38.2%	251	16.3%	34.7%	47.8%	1.2%
16.0%	21.3%	17.3%	38.7%	74	29.7%	41.9%	27.0%	1.4%
28.2%	28.2%	9.0%	37.2%	78	24.4%	46.2%	28.2%	1.3%
38.5%	9.0%	10.3%	19.2%	77	18.2%	62.3%	10.4%	9.1%



24.3%	13.5%	10.8%	24.3%	72	26.4%	29.2%	44.4%	0.0%
21.7%	15.9%	4.3%	20.3%	68	22.1%	27.9%	50.0%	0.0%
18.4%	13.2%	14.5%	27.6%	76	22.4%	32.9%	40.8%	3.9%
19.0%	25.9%	6.9%	32.8%	58	36.2%	24.1%	32.8%	6.9%
29.7%	37.5%	7.8%	45.3%	64	21.9%	59.4%	18.8%	0.0%
26.5%	19.8%	27.7%	47.6%	320	23.1%	48.1%	27.8%	0.9%
22.2%	31.2%	11.4%	42.6%	324	12.0%	32.1%	55.2%	0.6%
22.5%	27.3%	16.5%	43.8%	333	24.0%	41.7%	31.5%	2.7%
26.7%	22.1%	20.3%	42.4%	344	10.5%	34.6%	54.9%	0.0%
30.4%	36.8%	13.5%	50.3%	323	28.2%	57.3%	13.6%	0.9%
30.9%	19.4%	18.8%	38.2%	352	15.3%	71.3%	11.1%	2.3%
22.3%	23.2%	24.7%	47.9%	324	12.3%	53.1%	34.3%	0.3%
28.0%	28.3%	10.1%	38.4%	336	30.4%	47.6%	20.2%	1.8%
21.4%	22.9%	24.8%	47.7%	248	25.0%	51.2%	21.0%	2.8%
27.8%	31.3%	17.0%	48.3%	256	44.1%	49.6%	6.3%	0.0%
30.3%	21.8%	20.2%	42.0%	238	16.4%	67.2%	13.0%	3.4%
21.1%	22.7%	25.9%	48.6%	250	15.2%	50.4%	34.0%	0.4%
29.7%	31.2%	6.3%	37.5%	269	20.1%	47.6%	26.8%	5.6%
24.1%	38.8%	15.8%	54.7%	278	41.4%	50.4%	7.9%	0.4%
27.1%	21.7%	29.1%	50.8%	257	16.0%	29.2%	54.5%	0.4%
20.9%	26.4%	17.9%	44.3%	234	15.0%	25.2%	59.4%	0.4%
24.4%	2.4%	7.3%	9.8%	39	30.8%	61.5%	7.7%	0.0%
19.0%	26.2%	7.1%	33.3%	42	33.3%	57.1%	9.5%	0.0%
35.1%	16.2%	5.4%	21.6%	37	16.2%	62.2%	21.6%	0.0%
20.5%	7.7%	20.5%	28.2%	36	25.0%	55.6%	19.4%	0.0%
28.3%	17.4%	0.0%	17.4%	46	47.8%	23.9%	21.7%	6.5%
33.3%	27.8%	8.3%	36.1%	36	19.4%	61.1%	13.9%	5.6%
24.3%	8.1%	5.4%	13.5%	37	29.7%	54.1%	13.5%	2.7%
12.8%	23.1%	7.7%	30.8%	38	13.2%	36.8%	50.0%	0.0%
15.4%	25.6%	12.8%	38.5%	38	57.9%	42.1%	0.0%	0.0%
19.2%	32.7%	11.5%	44.2%	51	49.0%	39.2%	11.8%	0.0%
30.6%	19.4%	5.6%	25.0%	36	30.6%	55.6%	11.1%	2.8%
27.9%	27.9%	18.6%	46.5%	43	11.6%	41.9%	46.5%	0.0%
27.5%	25.0%	0.0%	25.0%	40	40.0%	57.5%	2.5%	0.0%
22.5%	45.0%	17.5%	62.5%	40	10.0%	75.0%	15.0%	0.0%
22.7%	20.5%	9.1%	29.5%	43	20.9%	48.8%	30.2%	0.0%
28.3%	13.2%	1.9%	15.1%	53	24.5%	41.5%	34.0%	0.0%
26.8%	30.4%	8.5%	38.9%	303	29.0%	41.6%	21.5%	7.9%
22.6%	32.7%	16.1%	48.8%	332	27.1%	53.3%	18.1%	1.5%
24.3%	17.6%	17.6%	35.3%	327	29.4%	35.5%	35.2%	0.0%
26.1%	32.6%	10.0%	42.6%	310	9.7%	28.4%	61.9%	0.0%
14.8%	24.0%	12.8%	36.7%	188	38.3%	45.2%	16.5%	0.0%
29.2%	26.3%	8.8%	35.1%	170	31.2%	60.0%	8.8%	0.0%
29.3%	21.2%	12.0%	33.2%	204	23.0%	54.4%	12.7%	9.8%
20.0%	20.6%	25.6%	46.1%	176	13.6%	34.1%	51.1%	1.1%
22.8%	14.7%	9.6%	24.3%	126	30.2%	51.6%	18.3%	0.0%
30.6%	28.4%	11.2%	39.6%	134	13.4%	64.9%	20.9%	0.7%
33.9%	14.4%	9.3%	23.7%	118	20.3%	55.1%	15.3%	9.3%
17.0%	25.2%	16.3%	41.5%	132	8.3%	43.2%	47.7%	0.8%

17.9%	26.8%	17.9%	44.6%	56	42.9%	51.8%	5.4%	0.0%
36.5%	28.6%	7.9%	36.5%	62	37.1%	59.7%	3.2%	0.0%
29.2%	12.3%	6.2%	18.5%	64	45.3%	50.0%	4.7%	0.0%
26.0%	24.0%	26.0%	50.0%	49	10.2%	71.4%	18.4%	0.0%
22.0%	25.4%	1.7%	27.1%	56	41.1%	58.9%	0.0%	0.0%
29.6%	31.5%	5.6%	37.0%	54	53.7%	44.4%	1.9%	0.0%
17.5%	19.0%	17.5%	36.5%	63	28.6%	28.6%	42.9%	0.0%
25.4%	28.8%	13.6%	42.4%	59	15.3%	37.3%	47.5%	0.0%
19.9%	18.0%	15.0%	33.1%	247	44.1%	47.0%	8.9%	0.0%
22.9%	23.3%	18.5%	41.8%	272	17.6%	53.7%	28.3%	0.4%
30.3%	28.0%	5.9%	33.9%	271	31.7%	58.3%	8.9%	1.1%
26.1%	22.6%	9.4%	32.1%	285	20.7%	34.0%	45.3%	0.0%
24.7%	36.2%	18.1%	54.4%	287	20.6%	64.8%	11.5%	3.1%
28.9%	19.4%	19.0%	38.4%	230	19.6%	40.4%	40.0%	0.0%
24.4%	21.5%	10.7%	32.2%	269	36.1%	60.6%	3.3%	0.0%
35.9%	19.4%	11.4%	30.8%	275	28.7%	68.0%	3.3%	0.0%
18.7%	17.3%	25.3%	42.7%	67	14.9%	52.2%	29.9%	3.0%
18.8%	20.0%	12.5%	32.5%	79	38.0%	48.1%	13.9%	0.0%
14.7%	17.9%	7.4%	25.3%	91	29.7%	48.4%	22.0%	0.0%
25.4%	26.8%	15.5%	42.3%	70	27.1%	61.4%	11.4%	0.0%
24.9%	14.8%	13.5%	28.3%	232	13.4%	75.9%	7.8%	3.0%
16.4%	25.2%	23.1%	48.3%	233	10.3%	33.5%	55.4%	0.9%
26.6%	22.6%	2.0%	24.6%	247	32.0%	50.6%	15.8%	1.6%
21.9%	23.6%	13.5%	37.1%	236	26.3%	55.9%	17.8%	0.0%
26.0%	19.0%	12.6%	31.6%	231	25.5%	35.1%	38.5%	0.9%
25.1%	21.0%	6.8%	27.9%	217	12.9%	32.7%	54.4%	0.0%
26.3%	10.5%	15.8%	26.3%	70	48.6%	40.0%	10.0%	1.4%
25.9%	28.4%	6.2%	34.6%	75	44.0%	50.7%	4.0%	1.3%
20.6%	11.8%	2.9%	14.7%	28	67.9%	32.1%	0.0%	0.0%
19.4%	22.2%	5.6%	27.8%	35	54.3%	45.7%	0.0%	0.0%
20.6%	11.8%	17.6%	29.4%	34	26.5%	55.9%	14.7%	2.9%
16.1%	25.8%	19.4%	45.2%	31	9.7%	45.2%	41.9%	3.2%
34.3%	11.4%	5.7%	17.1%	35	37.1%	40.0%	20.0%	2.9%
30.2%	30.2%	4.7%	34.9%	43	39.5%	48.8%	9.3%	2.3%
20.6%	20.6%	11.8%	32.4%	35	28.6%	37.1%	34.3%	0.0%
33.3%	37.0%	3.7%	40.7%	28	14.3%	42.9%	42.9%	0.0%
23.4%	5.7%	9.4%	15.1%	180	38.9%	45.0%	16.1%	0.0%
23.8%	13.0%	4.7%	17.6%	185	41.1%	51.4%	7.0%	0.5%
25.2%	15.3%	7.4%	22.7%	162	35.2%	51.9%	8.6%	4.3%
22.9%	23.5%	16.5%	40.0%	166	12.7%	49.4%	36.1%	1.8%
28.8%	12.3%	3.7%	16.0%	161	28.0%	60.2%	11.2%	0.6%
33.1%	22.5%	6.3%	28.8%	159	30.8%	50.9%	16.4%	1.9%
21.4%	7.5%	5.8%	13.3%	174	47.1%	38.5%	14.4%	0.0%
13.3%	10.8%	3.0%	13.9%	161	39.1%	34.8%	26.1%	0.0%
25.4%	27.0%	30.2%	57.1%	61	21.3%	44.3%	32.8%	1.6%
31.4%	35.3%	19.6%	54.9%	51	23.5%	56.9%	19.6%	0.0%
34.4%	28.1%	34.4%	62.5%	31	9.7%	61.3%	16.1%	12.9%
19.4%	33.3%	33.3%	66.7%	36	13.9%	55.6%	30.6%	0.0%
28.9%	44.7%	10.5%	55.3%	38	21.1%	50.0%	28.9%	0.0%

23.4%	36.2%	29.8%	66.0%	47	27.7%	59.6%	12.8%	0.0%
23.1%	23.1%	23.1%	46.2%	39	35.9%	33.3%	30.8%	0.0%
24.4%	33.3%	24.4%	57.8%	45	24.4%	31.1%	44.4%	0.0%
19.1%	22.1%	17.6%	39.7%	67	11.9%	37.3%	38.8%	11.9%
27.0%	33.8%	25.7%	59.5%	74	12.2%	52.7%	32.4%	2.7%
38.5%	23.1%	13.8%	36.9%	65	3.1%	75.4%	7.7%	13.8%
34.7%	21.3%	21.3%	42.7%	75	5.3%	49.3%	45.3%	0.0%
27.5%	37.7%	10.1%	47.8%	69	14.5%	31.9%	50.7%	2.9%
23.8%	30.0%	36.3%	66.3%	80	12.5%	52.5%	27.5%	7.5%
24.1%	21.5%	38.0%	59.5%	79	12.7%	40.5%	46.8%	0.0%
22.1%	33.7%	15.1%	48.8%	85	7.1%	24.7%	67.1%	1.2%
34.4%	17.8%	17.8%	35.6%	89	43.8%	49.4%	6.7%	0.0%
28.8%	24.2%	21.2%	45.5%	63	33.3%	60.3%	6.3%	0.0%
26.3%	22.4%	26.3%	48.7%	75	8.0%	40.0%	52.0%	0.0%
25.3%	27.7%	8.4%	36.1%	83	14.5%	37.3%	48.2%	0.0%
28.9%	18.4%	14.5%	32.9%	75	37.3%	46.7%	10.7%	5.3%
21.7%	15.7%	24.1%	39.8%	83	15.7%	57.8%	24.1%	2.4%
38.4%	28.8%	5.5%	34.2%	73	37.0%	39.7%	21.9%	1.4%
23.9%	39.4%	8.5%	47.9%	71	32.4%	57.7%	9.9%	0.0%
25.0%	20.0%	10.0%	30.0%	39	46.2%	35.9%	17.9%	0.0%
31.5%	37.0%	14.8%	51.9%	53	9.4%	79.2%	11.3%	0.0%
29.5%	25.0%	15.9%	40.9%	44	18.2%	47.7%	20.5%	13.6%
23.6%	27.3%	25.5%	52.7%	54	14.8%	37.0%	46.3%	1.9%
26.1%	41.3%	6.5%	47.8%	46	21.7%	43.5%	32.6%	2.2%
35.5%	35.5%	14.5%	50.0%	62	21.0%	64.5%	12.9%	1.6%
32.7%	24.5%	18.4%	42.9%	49	8.2%	46.9%	44.9%	0.0%
21.1%	35.1%	10.5%	45.6%	57	15.8%	28.1%	56.1%	0.0%
26.4%	11.5%	6.9%	18.4%	166	48.2%	42.8%	9.0%	0.0%
25.6%	20.1%	4.9%	25.0%	163	44.8%	55.2%	0.0%	0.0%
24.1%	27.0%	8.8%	35.8%	137	35.0%	38.0%	21.9%	5.1%
25.8%	35.6%	6.8%	42.4%	131	44.3%	47.3%	6.1%	2.3%
25.8%	13.6%	11.4%	25.0%	131	38.9%	38.9%	22.1%	0.0%
28.9%	20.4%	7.0%	27.5%	142	23.2%	35.2%	41.5%	0.0%
31.5%	14.6%	11.5%	26.2%	127	18.9%	77.2%	2.4%	1.6%
20.9%	12.7%	27.8%	40.5%	153	20.3%	47.1%	32.0%	0.7%
22.4%	16.3%	16.3%	32.7%	48	31.3%	47.9%	20.8%	0.0%
38.6%	34.1%	18.2%	52.3%	44	40.9%	59.1%	0.0%	0.0%
30.8%	12.8%	20.5%	33.3%	38	21.1%	50.0%	26.3%	2.6%
17.6%	29.4%	38.2%	67.6%	33	9.1%	36.4%	54.5%	0.0%
31.7%	22.0%	2.4%	24.4%	41	24.4%	48.8%	26.8%	0.0%
25.0%	27.5%	17.5%	45.0%	40	25.0%	62.5%	12.5%	0.0%
23.5%	23.5%	11.8%	35.3%	34	41.2%	32.4%	26.5%	0.0%
22.0%	39.0%	0.0%	39.0%	41	7.3%	39.0%	53.7%	0.0%
23.4%	14.9%	6.4%	21.3%	46	28.3%	67.4%	2.2%	2.2%
27.5%	22.5%	25.0%	47.5%	38	26.3%	60.5%	13.2%	0.0%
28.9%	13.3%	20.0%	33.3%	45	4.4%	82.2%	4.4%	8.9%
10.7%	28.6%	39.3%	67.9%	28	10.7%	21.4%	67.9%	0.0%
21.4%	28.6%	4.8%	33.3%	42	21.4%	47.6%	26.2%	4.8%
15.4%	28.2%	35.9%	64.1%	39	23.1%	43.6%	33.3%	0.0%

36.0%	24.0%	20.0%	44.0%	50	6.0%	46.0%	48.0%	0.0%
20.5%	28.2%	10.3%	38.5%	39	10.3%	28.2%	61.5%	0.0%
21.2%	6.1%	3.0%	9.1%	31	54.8%	45.2%	0.0%	0.0%
45.5%	15.2%	3.0%	18.2%	33	33.3%	57.6%	9.1%	0.0%
24.1%	10.3%	10.3%	20.7%	29	13.8%	72.4%	10.3%	3.4%
31.3%	25.0%	0.0%	25.0%	16	31.3%	43.8%	25.0%	0.0%
38.2%	20.6%	5.9%	26.5%	34	55.9%	32.4%	11.8%	0.0%
16.7%	41.7%	0.0%	41.7%	24	37.5%	54.2%	8.3%	0.0%
31.3%	25.0%	6.3%	31.3%	32	28.1%	28.1%	43.8%	0.0%
16.7%	10.0%	0.0%	10.0%	30	43.3%	40.0%	16.7%	0.0%
29.9%	32.7%	10.2%	42.9%	147	18.4%	72.1%	9.5%	0.0%
26.0%	18.5%	11.6%	30.1%	146	17.1%	67.8%	9.6%	5.5%
21.4%	28.6%	25.0%	53.6%	140	12.9%	44.3%	42.1%	0.7%
29.9%	30.6%	6.4%	36.9%	157	26.1%	66.9%	7.0%	0.0%
28.1%	41.7%	13.7%	55.4%	139	26.6%	65.5%	7.2%	0.7%
32.8%	22.1%	16.8%	38.9%	131	22.9%	35.1%	42.0%	0.0%
18.2%	24.8%	4.4%	29.2%	136	14.7%	37.5%	47.8%	0.0%
34.0%	17.9%	10.3%	28.2%	154	32.5%	50.0%	16.2%	1.3%
21.3%	19.1%	10.6%	29.8%	45	35.6%	53.3%	11.1%	0.0%
31.9%	23.4%	2.1%	25.5%	47	36.2%	57.4%	6.4%	0.0%
33.3%	17.8%	15.6%	33.3%	45	20.0%	60.0%	13.3%	6.7%
19.0%	19.0%	33.3%	52.4%	41	12.2%	31.7%	56.1%	0.0%
16.9%	16.9%	30.1%	47.0%	80	22.5%	41.3%	36.3%	0.0%
30.4%	27.5%	14.5%	42.0%	67	34.3%	46.3%	17.9%	1.5%
32.1%	23.1%	19.2%	42.3%	76	5.3%	84.2%	10.5%	0.0%
16.9%	28.2%	35.2%	63.4%	70	7.1%	38.6%	52.9%	1.4%
27.8%	32.5%	5.7%	38.3%	208	28.8%	58.2%	12.5%	0.5%
25.5%	25.9%	15.5%	41.4%	220	27.3%	65.0%	7.7%	0.0%
29.0%	18.4%	16.1%	34.6%	214	27.6%	34.1%	38.3%	0.0%
24.1%	28.6%	6.5%	35.2%	199	13.6%	31.2%	55.3%	0.0%
29.2%	31.9%	9.7%	41.7%	70	24.3%	47.1%	25.7%	2.9%
26.4%	24.5%	20.8%	45.3%	53	35.8%	62.3%	1.9%	0.0%
30.6%	19.4%	23.6%	43.1%	72	8.3%	73.6%	13.9%	4.2%
20.3%	18.8%	40.6%	59.4%	62	9.7%	43.5%	45.2%	1.6%
28.8%	7.7%	15.4%	23.1%	51	39.2%	43.1%	17.6%	0.0%
33.3%	22.2%	22.2%	44.4%	43	27.9%	62.8%	9.3%	0.0%
23.1%	30.8%	23.1%	53.8%	52	11.5%	73.1%	9.6%	5.8%
2.0%	32.7%	46.9%	79.6%	49	8.2%	20.4%	69.4%	2.0%
28.6%	16.7%	11.9%	28.6%	122	34.4%	45.9%	19.7%	0.0%
19.8%	31.5%	13.5%	45.0%	111	4.5%	21.6%	73.9%	0.0%
25.7%	27.2%	18.4%	45.6%	136	19.9%	70.6%	9.6%	0.0%
33.6%	25.4%	9.7%	35.1%	133	16.5%	60.9%	19.5%	3.0%
22.0%	18.6%	31.4%	50.0%	116	7.8%	31.0%	60.3%	0.9%
35.1%	28.2%	6.1%	34.4%	131	25.2%	41.2%	28.2%	5.3%
33.1%	32.4%	13.7%	46.0%	139	12.2%	44.6%	37.4%	5.8%
28.7%	18.4%	17.6%	36.0%	135	11.1%	42.2%	45.9%	0.7%
31.8%	13.6%	13.6%	27.3%	40	45.0%	47.5%	7.5%	0.0%
38.7%	29.0%	3.2%	32.3%	31	35.5%	54.8%	9.7%	0.0%
45.2%	11.9%	4.8%	16.7%	42	50.0%	42.9%	2.4%	4.8%

17.9%	43.6%	23.1%	66.7%	38	10.5%	47.4%	42.1%	0.0%
33.3%	26.7%	4.4%	31.1%	45	26.7%	37.8%	33.3%	2.2%
44.0%	28.0%	12.0%	40.0%	49	22.4%	55.1%	22.4%	0.0%
20.0%	28.6%	14.3%	42.9%	35	20.0%	40.0%	40.0%	0.0%
30.3%	21.2%	12.1%	33.3%	33	6.1%	51.5%	42.4%	0.0%
14.3%	14.3%	14.3%	28.6%	14	21.4%	64.3%	7.1%	7.1%
N<10	N<10	N<10	N<10	8	N<10	N<10	N<10	N<10
23.1%	15.4%	38.5%	53.8%	13	0.0%	61.5%	23.1%	15.4%
21.1%	36.8%	15.8%	52.6%	19	0.0%	84.2%	15.8%	0.0%
30.2%	9.4%	7.5%	17.0%	50	18.0%	52.0%	28.0%	2.0%
38.5%	25.6%	2.6%	28.2%	38	21.1%	68.4%	10.5%	0.0%
28.3%	15.2%	15.2%	30.4%	46	21.7%	60.9%	13.0%	4.3%
18.6%	23.3%	18.6%	41.9%	42	19.0%	40.5%	40.5%	0.0%
19.0%	24.1%	5.2%	29.3%	58	36.2%	37.9%	25.9%	0.0%
21.3%	32.8%	6.6%	39.3%	61	21.3%	55.7%	21.3%	1.6%
21.2%	19.7%	13.6%	33.3%	66	15.2%	39.4%	45.5%	0.0%
22.8%	24.1%	8.9%	32.9%	79	19.0%	31.6%	49.4%	0.0%
27.3%	13.6%	9.1%	22.7%	22	45.5%	45.5%	9.1%	0.0%
41.9%	19.4%	12.9%	32.3%	31	54.8%	45.2%	0.0%	0.0%
35.5%	16.1%	19.4%	35.5%	31	16.1%	64.5%	19.4%	0.0%
19.4%	29.0%	29.0%	58.1%	31	6.5%	22.6%	71.0%	0.0%
23.3%	20.0%	3.3%	23.3%	30	40.0%	43.3%	16.7%	0.0%
37.8%	16.2%	2.7%	18.9%	37	40.5%	51.4%	8.1%	0.0%
35.7%	7.1%	21.4%	28.6%	28	17.9%	42.9%	39.3%	0.0%
27.6%	17.2%	6.9%	24.1%	29	3.4%	44.8%	51.7%	0.0%
32.8%	18.0%	14.8%	32.8%	58	17.2%	70.7%	12.1%	0.0%
30.6%	14.3%	12.2%	26.5%	49	20.4%	71.4%	8.2%	0.0%
40.0%	10.8%	15.4%	26.2%	65	40.0%	60.0%	0.0%	0.0%
19.3%	26.3%	24.6%	50.9%	57	12.3%	36.8%	50.9%	0.0%
22.9%	38.6%	7.1%	45.7%	70	21.4%	38.6%	31.4%	8.6%
30.5%	37.3%	11.9%	49.2%	59	22.0%	54.2%	23.7%	0.0%
24.5%	39.6%	9.4%	49.1%	53	17.0%	35.8%	47.2%	0.0%
28.6%	38.6%	10.0%	48.6%	70	10.0%	31.4%	58.6%	0.0%
35.7%	28.6%	14.3%	42.9%	14	28.6%	57.1%	14.3%	0.0%
23.1%	53.8%	23.1%	76.9%	13	30.8%	61.5%	7.7%	0.0%
33.3%	16.7%	33.3%	50.0%	11	9.1%	54.5%	36.4%	0.0%
25.0%	25.0%	41.7%	66.7%	24	12.5%	50.0%	37.5%	0.0%
27.8%	16.7%	13.9%	30.6%	35	28.6%	40.0%	31.4%	0.0%
31.4%	31.4%	8.6%	40.0%	35	20.0%	80.0%	0.0%	0.0%
31.8%	20.5%	20.5%	40.9%	44	4.5%	43.2%	52.3%	0.0%
16.7%	33.3%	8.3%	41.7%	36	19.4%	33.3%	47.2%	0.0%
29.3%	9.8%	31.7%	41.5%	40	10.0%	65.0%	17.5%	7.5%
23.5%	14.7%	32.4%	47.1%	33	12.1%	36.4%	51.5%	0.0%
29.0%	25.8%	6.5%	32.3%	30	23.3%	60.0%	13.3%	3.3%
21.4%	32.1%	10.7%	42.9%	28	35.7%	53.6%	10.7%	0.0%
31.4%	19.8%	5.8%	25.6%	86	50.0%	37.2%	9.3%	3.5%
18.2%	35.2%	11.4%	46.6%	89	38.2%	46.1%	12.4%	3.4%
31.4%	16.3%	12.8%	29.1%	83	37.3%	28.9%	33.7%	0.0%
31.2%	13.0%	5.2%	18.2%	77	39.0%	24.7%	36.4%	0.0%



21.1%	18.9%	32.2%	51.1%	89	34.8%	50.6%	14.6%	0.0%
29.2%	27.0%	3.4%	30.3%	87	32.2%	60.9%	5.7%	1.1%
27.7%	15.1%	10.9%	26.1%	119	22.7%	68.1%	5.9%	3.4%
23.6%	21.3%	14.6%	36.0%	88	15.9%	48.9%	34.1%	1.1%
25.0%	20.8%	27.8%	48.6%	71	12.7%	42.3%	16.9%	28.2%
32.1%	25.9%	16.0%	42.0%	81	9.9%	35.8%	46.9%	7.4%
23.7%	28.8%	11.9%	40.7%	59	15.3%	30.5%	44.1%	10.2%
19.2%	28.8%	21.2%	50.0%	52	28.8%	46.2%	25.0%	0.0%
34.9%	49.2%	7.9%	57.1%	63	7.9%	71.4%	20.6%	0.0%
19.0%	46.0%	17.5%	63.5%	63	9.5%	28.6%	55.6%	6.3%
41.8%	22.4%	14.9%	37.3%	66	13.6%	33.3%	53.0%	0.0%
20.9%	23.3%	7.0%	30.2%	86	11.6%	31.4%	57.0%	0.0%
22.0%	14.3%	9.9%	24.2%	89	18.0%	51.7%	30.3%	0.0%
25.3%	8.0%	0.0%	8.0%	87	52.9%	36.8%	9.2%	1.1%
34.4%	14.6%	4.2%	18.8%	96	37.5%	56.3%	6.3%	0.0%
25.8%	8.2%	4.1%	12.4%	96	30.2%	50.0%	19.8%	0.0%
19.7%	15.5%	4.2%	19.7%	71	16.9%	43.7%	39.4%	0.0%
13.0%	3.3%	3.3%	6.5%	79	60.8%	31.6%	7.6%	0.0%
17.5%	10.3%	0.0%	10.3%	93	64.5%	30.1%	5.4%	0.0%
18.6%	7.1%	4.3%	11.4%	66	36.4%	54.5%	7.6%	1.5%
21.4%	7.4%	4.3%	11.7%	255	36.9%	54.5%	5.9%	2.7%
20.9%	11.9%	7.4%	19.3%	241	23.7%	55.2%	21.2%	0.0%
12.9%	14.3%	2.9%	17.1%	66	57.6%	37.9%	4.5%	0.0%
27.3%	16.7%	0.0%	16.7%	64	40.6%	53.1%	6.3%	0.0%
30.8%	7.7%	4.6%	12.3%	59	67.8%	32.2%	0.0%	0.0%
23.9%	11.4%	2.3%	13.6%	86	61.6%	36.0%	2.3%	0.0%
13.9%	5.1%	3.8%	8.9%	66	75.8%	22.7%	1.5%	0.0%
29.8%	20.2%	1.2%	21.4%	84	56.0%	41.7%	2.4%	0.0%
22.8%	10.8%	4.6%	15.4%	243	51.4%	25.9%	22.6%	0.0%
17.6%	8.7%	1.0%	9.6%	304	31.3%	40.1%	28.6%	0.0%
31.8%	15.7%	1.4%	17.1%	282	43.3%	39.4%	17.0%	0.4%
33.8%	24.8%	5.0%	29.8%	298	40.3%	44.3%	14.8%	0.7%
19.2%	12.3%	4.1%	16.4%	62	59.7%	35.5%	4.8%	0.0%
18.7%	17.3%	4.0%	21.3%	66	54.5%	40.9%	4.5%	0.0%
19.5%	8.4%	6.8%	15.3%	185	40.5%	49.2%	10.3%	0.0%
29.0%	15.5%	3.0%	18.5%	195	44.1%	50.8%	5.1%	0.0%
29.8%	10.5%	6.6%	17.1%	173	32.4%	52.6%	10.4%	4.6%
20.0%	16.0%	9.7%	25.7%	170	19.4%	47.6%	32.9%	0.0%
22.8%	19.6%	4.1%	23.7%	217	24.4%	42.9%	32.7%	0.0%
29.3%	14.7%	2.6%	17.3%	190	46.8%	42.6%	9.5%	1.1%
28.9%	21.1%	6.4%	27.5%	216	66.2%	31.0%	2.8%	0.0%
30.7%	15.1%	11.0%	26.1%	217	25.8%	38.7%	35.5%	0.0%
28.6%	19.1%	11.4%	30.5%	220	41.8%	29.5%	28.2%	0.5%
21.7%	22.6%	8.5%	31.1%	234	25.6%	37.6%	36.3%	0.4%
25.0%	13.9%	47.2%	61.1%	36	36.1%	44.4%	19.4%	0.0%
31.8%	31.8%	25.0%	56.8%	44	22.7%	70.5%	6.8%	0.0%
37.1%	20.0%	28.6%	48.6%	35	20.0%	45.7%	25.7%	8.6%
30.8%	23.1%	23.1%	46.2%	51	39.2%	47.1%	11.8%	2.0%
20.9%	34.3%	31.3%	65.7%	67	28.4%	65.7%	4.5%	1.5%

23.6%	29.1%	20.0%	49.1%	55	3.6%	67.3%	27.3%	1.8%
40.0%	28.0%	2.0%	30.0%	50	40.0%	50.0%	10.0%	0.0%
42.6%	33.3%	7.4%	40.7%	54	31.5%	63.0%	5.6%	0.0%
49.2%	15.9%	9.5%	25.4%	63	15.9%	73.0%	9.5%	1.6%
28.4%	27.0%	20.7%	47.7%	221	5.4%	56.6%	38.0%	0.0%
30.6%	34.7%	14.5%	49.2%	193	23.3%	49.2%	23.3%	4.1%
27.5%	32.6%	17.0%	49.5%	218	22.9%	50.9%	24.3%	1.8%
31.9%	6.4%	17.0%	23.4%	45	60.0%	37.8%	2.2%	0.0%
26.5%	32.7%	18.4%	51.0%	48	29.2%	68.8%	2.1%	0.0%
35.6%	16.9%	20.3%	37.3%	59	13.6%	49.2%	25.4%	11.9%
10.9%	4.3%	10.9%	15.2%	45	71.1%	26.7%	2.2%	0.0%
31.1%	8.9%	0.0%	8.9%	45	35.6%	55.6%	8.9%	0.0%
33.3%	0.0%	0.0%	0.0%	27	40.7%	48.1%	11.1%	0.0%
29.0%	12.9%	3.2%	16.1%	31	6.5%	48.4%	45.2%	0.0%
42.3%	11.5%	0.0%	11.5%	26	26.9%	57.7%	15.4%	0.0%
40.0%	20.0%	0.0%	20.0%	15	13.3%	60.0%	26.7%	0.0%
12.5%	6.3%	0.0%	6.3%	14	64.3%	35.7%	0.0%	0.0%
25.0%	12.5%	0.0%	12.5%	16	31.3%	37.5%	31.3%	0.0%
27.8%	16.7%	0.0%	16.7%	18	33.3%	55.6%	5.6%	5.6%
20.0%	15.0%	0.0%	15.0%	20	30.0%	65.0%	5.0%	0.0%
44.4%	5.6%	5.6%	11.1%	18	11.1%	55.6%	33.3%	0.0%
25.9%	22.2%	18.0%	40.2%	187	28.9%	59.9%	11.2%	0.0%
34.2%	24.9%	7.8%	32.6%	183	25.7%	65.6%	8.7%	0.0%
35.5%	14.0%	8.1%	22.0%	183	34.4%	56.8%	4.9%	3.8%
22.1%	20.7%	10.6%	31.3%	205	15.6%	59.0%	24.9%	0.5%
38.0%	23.5%	6.1%	29.6%	211	38.4%	43.1%	17.5%	0.9%
29.5%	26.1%	18.4%	44.4%	206	38.3%	53.9%	7.8%	0.0%
27.0%	27.9%	18.1%	46.1%	202	25.7%	33.2%	41.1%	0.0%
27.7%	19.4%	6.3%	25.7%	185	15.1%	35.7%	49.2%	0.0%
34.0%	17.0%	13.2%	30.2%	106	36.8%	48.1%	14.2%	0.9%
24.0%	31.7%	18.3%	50.0%	104	24.0%	56.7%	15.4%	3.8%
26.1%	19.3%	21.6%	40.9%	87	17.2%	46.0%	36.8%	0.0%
28.3%	26.1%	14.1%	40.2%	92	15.2%	32.6%	52.2%	0.0%
25.9%	25.9%	11.8%	37.6%	81	42.0%	45.7%	12.3%	0.0%
40.0%	16.8%	14.7%	31.6%	94	24.5%	63.8%	10.6%	1.1%
13.7%	28.4%	33.7%	62.1%	94	8.5%	43.6%	45.7%	2.1%
36.1%	24.7%	6.2%	30.9%	97	23.7%	59.8%	14.4%	2.1%
28.6%	8.9%	7.1%	16.1%	52	44.2%	48.1%	7.7%	0.0%
12.8%	17.0%	2.1%	19.1%	45	57.8%	40.0%	2.2%	0.0%
16.7%	11.1%	5.6%	16.7%	53	34.0%	52.8%	7.5%	5.7%
28.9%	13.3%	4.4%	17.8%	44	27.3%	47.7%	25.0%	0.0%
30.4%	8.9%	0.0%	8.9%	56	37.5%	51.8%	8.9%	1.8%
31.1%	20.0%	6.7%	26.7%	45	40.0%	55.6%	4.4%	0.0%
29.6%	13.0%	16.7%	29.6%	54	24.1%	31.5%	42.6%	1.9%
31.6%	29.8%	1.8%	31.6%	57	14.0%	33.3%	52.6%	0.0%
28.1%	3.5%	5.3%	8.8%	56	46.4%	46.4%	7.1%	0.0%
46.3%	17.1%	14.6%	31.7%	41	36.6%	53.7%	9.8%	0.0%
34.2%	13.2%	10.5%	23.7%	38	42.1%	44.7%	13.2%	0.0%
20.9%	18.6%	20.9%	39.5%	40	22.5%	55.0%	20.0%	2.5%

30.0%	14.0%	2.0%	16.0%	50	58.0%	30.0%	12.0%	0.0%
26.5%	34.7%	10.2%	44.9%	48	50.0%	45.8%	4.2%	0.0%
26.5%	14.3%	16.3%	30.6%	49	26.5%	44.9%	28.6%	0.0%
35.9%	20.5%	7.7%	28.2%	39	15.4%	51.3%	33.3%	0.0%
16.4%	16.4%	8.2%	24.6%	56	37.5%	42.9%	17.9%	1.8%
34.8%	18.8%	11.6%	30.4%	69	52.2%	39.1%	8.7%	0.0%
31.0%	18.3%	11.3%	29.6%	69	37.7%	47.8%	11.6%	2.9%
15.3%	20.3%	20.3%	40.7%	59	20.3%	44.1%	35.6%	0.0%
38.5%	32.7%	5.8%	38.5%	52	30.8%	38.5%	28.8%	1.9%
33.3%	22.2%	15.3%	37.5%	72	31.9%	61.1%	5.6%	1.4%
24.6%	29.2%	27.7%	56.9%	65	24.6%	27.7%	47.7%	0.0%
38.1%	33.3%	9.5%	42.9%	63	12.7%	31.7%	55.6%	0.0%
25.5%	5.5%	21.8%	27.3%	54	35.2%	53.7%	11.1%	0.0%
33.3%	21.1%	0.0%	21.1%	58	36.2%	63.8%	0.0%	0.0%
29.6%	33.3%	13.0%	46.3%	54	35.2%	57.4%	7.4%	0.0%
22.9%	24.3%	15.7%	40.0%	70	35.7%	25.7%	38.6%	0.0%
36.8%	19.3%	15.8%	35.1%	57	22.8%	28.1%	49.1%	0.0%
28.6%	19.0%	11.1%	30.2%	62	17.7%	58.1%	17.7%	6.5%
36.7%	30.6%	10.2%	40.8%	48	22.9%	47.9%	29.2%	0.0%
28.8%	30.8%	13.5%	44.2%	52	44.2%	23.1%	30.8%	1.9%
9.7%	25.8%	22.6%	48.4%	30	26.7%	43.3%	26.7%	3.3%
44.0%	20.0%	28.0%	48.0%	24	20.8%	58.3%	20.8%	0.0%
16.1%	9.7%	38.7%	48.4%	31	9.7%	45.2%	12.9%	32.3%
13.3%	30.0%	30.0%	60.0%	30	30.0%	33.3%	36.7%	0.0%
37.5%	37.5%	3.1%	40.6%	32	25.0%	46.9%	28.1%	0.0%
25.6%	41.9%	14.0%	55.8%	43	9.3%	65.1%	20.9%	4.7%
17.9%	28.6%	25.0%	53.6%	28	7.1%	39.3%	53.6%	0.0%
29.6%	40.7%	0.0%	40.7%	27	22.2%	22.2%	55.6%	0.0%
28.4%	11.9%	10.4%	22.4%	65	43.1%	46.2%	10.8%	0.0%
38.9%	30.6%	6.9%	37.5%	71	25.4%	67.6%	7.0%	0.0%
32.9%	14.5%	6.6%	21.1%	76	28.9%	52.6%	10.5%	7.9%
21.4%	25.7%	21.4%	47.1%	69	13.0%	44.9%	42.0%	0.0%
25.9%	24.1%	6.9%	31.0%	58	27.6%	43.1%	24.1%	5.2%
34.6%	21.8%	16.7%	38.5%	78	20.5%	39.7%	39.7%	0.0%
21.5%	19.0%	13.9%	32.9%	78	28.2%	37.2%	34.6%	0.0%
28.1%	26.6%	7.8%	34.4%	64	25.0%	37.5%	37.5%	0.0%
N<10	N<10	N<10	N<10	6	N<10	N<10	N<10	N<10
N<10	N<10	N<10	N<10	1	N<10	N<10	N<10	N<10
N<10	N<10	N<10	N<10	6	N<10	N<10	N<10	N<10
N<10	N<10	N<10	N<10	4	N<10	N<10	N<10	N<10
N<10	N<10	N<10	N<10	6	N<10	N<10	N<10	N<10
N<10	N<10	N<10	N<10	4	N<10	N<10	N<10	N<10
21.4%	2.9%	1.4%	4.3%	62	61.3%	32.3%	6.5%	0.0%
36.0%	10.0%	0.0%	10.0%	49	57.1%	40.8%	2.0%	0.0%
13.5%	5.4%	2.7%	8.1%	36	50.0%	44.4%	2.8%	2.8%
9.8%	2.4%	2.4%	4.9%	38	31.6%	65.8%	2.6%	0.0%
13.4%	17.9%	0.0%	17.9%	64	56.3%	40.6%	3.1%	0.0%
25.5%	23.6%	3.6%	27.3%	53	43.4%	50.9%	5.7%	0.0%
32.7%	7.3%	1.8%	9.1%	55	41.8%	45.5%	12.7%	0.0%



28.3%	3.8%	1.9%	5.7%	53	32.1%	37.7%	30.2%	0.0%
17.6%	11.8%	3.9%	15.7%	97	52.6%	37.1%	10.3%	0.0%
33.7%	11.5%	4.8%	16.3%	102	43.1%	55.9%	1.0%	0.0%
21.9%	15.6%	8.6%	24.2%	128	33.6%	51.6%	12.5%	2.3%
18.5%	18.5%	10.1%	28.6%	118	21.2%	43.2%	35.6%	0.0%
28.2%	14.5%	6.1%	20.6%	130	39.2%	36.2%	20.8%	3.8%
33.9%	18.1%	8.7%	26.8%	127	48.8%	40.9%	8.7%	1.6%
21.2%	18.6%	9.3%	28.0%	118	14.4%	39.0%	46.6%	0.0%
23.3%	19.8%	6.9%	26.7%	115	9.6%	27.8%	61.7%	0.9%
26.2%	23.3%	10.7%	34.0%	98	23.5%	52.0%	24.5%	0.0%
26.3%	35.8%	9.5%	45.3%	95	31.6%	62.1%	6.3%	0.0%
32.8%	9.0%	9.8%	18.9%	120	29.2%	61.7%	5.8%	3.3%
20.0%	14.3%	11.4%	25.7%	104	17.3%	59.6%	23.1%	0.0%
29.1%	20.9%	7.3%	28.2%	109	43.1%	36.7%	19.3%	0.9%
29.4%	26.6%	5.5%	32.1%	108	30.6%	50.9%	18.5%	0.0%
26.0%	25.0%	17.7%	42.7%	95	26.3%	35.8%	37.9%	0.0%
18.5%	22.2%	7.4%	29.6%	107	16.8%	43.9%	38.3%	0.9%
29.4%	23.5%	14.7%	38.2%	31	29.0%	48.4%	19.4%	3.2%
43.2%	32.4%	5.4%	37.8%	37	29.7%	64.9%	5.4%	0.0%
37.8%	24.3%	5.4%	29.7%	37	21.6%	48.6%	13.5%	16.2%
16.7%	40.0%	33.3%	73.3%	30	6.7%	53.3%	40.0%	0.0%
32.6%	26.1%	4.3%	30.4%	46	34.8%	43.5%	17.4%	4.3%
21.4%	45.2%	14.3%	59.5%	42	21.4%	61.9%	11.9%	4.8%
23.1%	28.2%	20.5%	48.7%	39	15.4%	48.7%	35.9%	0.0%
27.3%	34.1%	11.4%	45.5%	44	15.9%	25.0%	59.1%	0.0%
28.9%	11.1%	10.0%	21.1%	81	35.8%	56.8%	7.4%	0.0%
23.5%	23.5%	6.2%	29.6%	75	45.3%	46.7%	8.0%	0.0%
32.9%	16.5%	16.5%	32.9%	83	18.1%	72.3%	9.6%	0.0%
16.7%	21.9%	16.7%	38.5%	93	15.1%	52.7%	32.3%	0.0%
18.8%	33.3%	7.3%	40.6%	96	25.0%	29.2%	45.8%	0.0%
25.8%	29.9%	11.3%	41.2%	97	16.5%	48.5%	33.0%	2.1%
28.9%	31.1%	16.7%	47.8%	90	22.2%	60.0%	15.6%	2.2%
34.7%	19.8%	18.8%	38.6%	101	15.8%	35.6%	48.5%	0.0%
21.7%	8.7%	10.9%	19.6%	42	40.5%	54.8%	4.8%	0.0%
34.4%	15.6%	12.5%	28.1%	31	45.2%	51.6%	3.2%	0.0%
32.4%	14.7%	26.5%	41.2%	33	12.1%	57.6%	27.3%	3.0%
31.7%	14.6%	39.0%	53.7%	41	7.3%	63.4%	29.3%	0.0%
27.5%	41.2%	5.9%	47.1%	51	25.5%	54.9%	13.7%	5.9%
35.5%	29.0%	9.7%	38.7%	31	35.5%	45.2%	19.4%	0.0%
31.5%	20.4%	13.0%	33.3%	54	29.6%	25.9%	44.4%	0.0%
24.3%	32.4%	5.4%	37.8%	38	21.1%	26.3%	52.6%	0.0%
25.5%	16.3%	15.3%	31.6%	89	15.7%	47.2%	36.0%	1.1%
33.3%	29.2%	9.7%	38.9%	72	23.6%	59.7%	16.7%	0.0%
28.2%	16.7%	25.6%	42.3%	78	15.4%	29.5%	55.1%	0.0%
26.0%	27.3%	10.4%	37.7%	77	16.9%	29.9%	53.2%	0.0%
22.5%	14.1%	21.1%	35.2%	71	19.7%	60.6%	9.9%	9.9%
22.1%	16.9%	24.7%	41.6%	77	14.3%	45.5%	39.0%	1.3%
37.8%	24.3%	2.7%	27.0%	74	40.5%	39.2%	14.9%	5.4%
20.5%	35.6%	11.0%	46.6%	73	17.8%	56.2%	23.3%	2.7%

33.3%	29.6%	29.6%	59.3%	27	14.8%	55.6%	29.6%	0.0%
30.0%	30.0%	30.0%	60.0%	30	16.7%	70.0%	13.3%	0.0%
19.2%	38.5%	19.2%	57.7%	26	11.5%	61.5%	11.5%	15.4%
22.6%	9.7%	45.2%	54.8%	31	12.9%	38.7%	45.2%	3.2%
17.1%	34.3%	14.3%	48.6%	35	25.7%	51.4%	17.1%	5.7%
30.0%	22.5%	22.5%	45.0%	40	50.0%	37.5%	10.0%	2.5%
16.7%	33.3%	30.0%	63.3%	30	10.0%	33.3%	56.7%	0.0%
31.0%	20.7%	10.3%	31.0%	29	20.7%	34.5%	44.8%	0.0%
20.0%	15.2%	6.9%	22.1%	137	43.8%	49.6%	6.6%	0.0%
26.8%	31.5%	5.5%	37.0%	123	22.8%	66.7%	10.6%	0.0%
33.6%	12.5%	10.9%	23.4%	127	44.9%	52.0%	3.1%	0.0%
28.1%	23.4%	21.9%	45.3%	125	13.6%	56.0%	30.4%	0.0%
35.1%	32.5%	3.9%	36.4%	154	40.3%	40.3%	18.8%	0.6%
26.8%	32.3%	13.4%	45.7%	127	49.6%	44.1%	6.3%	0.0%
34.1%	20.7%	15.6%	36.3%	135	22.2%	37.0%	40.7%	0.0%
22.8%	30.7%	7.1%	37.8%	127	13.4%	35.4%	51.2%	0.0%
23.1%	9.6%	19.2%	28.8%	50	32.0%	48.0%	20.0%	0.0%
23.9%	15.2%	19.6%	34.8%	46	32.6%	54.3%	13.0%	0.0%
34.4%	17.2%	18.8%	35.9%	64	9.4%	71.9%	17.2%	1.6%
10.3%	30.8%	17.9%	48.7%	39	10.3%	25.6%	64.1%	0.0%
25.5%	23.4%	2.1%	25.5%	47	25.5%	36.2%	21.3%	17.0%
31.7%	26.7%	3.3%	30.0%	60	38.3%	48.3%	11.7%	1.7%
23.5%	10.3%	16.2%	26.5%	68	33.8%	33.8%	32.4%	0.0%
26.1%	34.8%	0.0%	34.8%	46	21.7%	45.7%	32.6%	0.0%
11.6%	11.6%	16.3%	27.9%	43	44.2%	51.2%	4.7%	0.0%
29.6%	18.5%	9.3%	27.8%	52	32.7%	63.5%	3.8%	0.0%
34.6%	15.4%	15.4%	30.8%	52	15.4%	50.0%	15.4%	19.2%
17.4%	23.9%	26.1%	50.0%	46	23.9%	34.8%	37.0%	4.3%
26.9%	32.7%	11.5%	44.2%	52	25.0%	40.4%	17.3%	17.3%
35.3%	21.6%	15.7%	37.3%	50	40.0%	50.0%	10.0%	0.0%
23.6%	27.3%	12.7%	40.0%	55	29.1%	47.3%	23.6%	0.0%
29.2%	20.8%	14.6%	35.4%	47	21.3%	21.3%	57.4%	0.0%
25.6%	24.4%	18.9%	43.3%	88	12.5%	55.7%	30.7%	1.1%
34.5%	28.6%	14.3%	42.9%	84	20.2%	61.9%	16.7%	1.2%
14.1%	20.3%	20.3%	40.6%	60	21.7%	53.3%	21.7%	3.3%
26.5%	30.9%	8.8%	39.7%	68	41.2%	51.5%	7.4%	0.0%
22.7%	31.8%	10.1%	41.9%	394	24.6%	44.2%	27.9%	3.3%
25.7%	28.9%	23.8%	52.7%	373	19.8%	49.3%	27.6%	3.2%
27.2%	29.8%	10.4%	40.2%	716	9.8%	26.0%	63.0%	1.3%
22.6%	20.4%	17.2%	37.6%	92	29.3%	40.2%	27.2%	3.3%
34.9%	26.5%	4.8%	31.3%	82	23.2%	68.3%	8.5%	0.0%
24.0%	18.0%	19.0%	37.0%	99	25.3%	46.5%	28.3%	0.0%
34.4%	24.7%	18.3%	43.0%	93	15.1%	65.6%	14.0%	5.4%
38.2%	19.1%	10.3%	29.4%	67	13.4%	65.7%	17.9%	3.0%
26.0%	26.0%	15.1%	41.1%	72	33.3%	62.5%	4.2%	0.0%
30.3%	18.2%	13.1%	31.3%	98	22.4%	48.0%	27.6%	2.0%
27.7%	24.8%	15.8%	40.6%	101	19.8%	67.3%	11.9%	1.0%
30.7%	20.9%	24.4%	45.3%	347	13.0%	70.6%	11.5%	4.9%
20.1%	24.4%	26.9%	51.3%	347	10.1%	47.0%	42.4%	0.6%

29.6%	25.1%	12.3%	37.3%	399	23.1%	46.9%	25.6%	4.5%
28.6%	34.4%	16.7%	51.1%	419	20.0%	55.1%	21.7%	3.1%
32.1%	16.3%	16.3%	32.7%	392	21.2%	70.9%	3.8%	4.1%
19.5%	26.3%	29.5%	55.8%	439	6.4%	41.9%	50.8%	0.9%
15.4%	26.2%	35.4%	61.5%	64	18.8%	51.6%	25.0%	4.7%
21.3%	30.7%	22.7%	53.3%	75	14.7%	64.0%	21.3%	0.0%
22.8%	26.1%	28.3%	54.3%	91	12.1%	50.5%	35.2%	2.2%
31.4%	41.0%	15.2%	56.2%	105	24.8%	63.8%	11.4%	0.0%
26.0%	17.8%	32.9%	50.7%	72	11.1%	68.1%	20.8%	0.0%
29.7%	25.3%	34.1%	59.3%	91	23.1%	69.2%	7.7%	0.0%
26.5%	24.4%	23.0%	47.3%	784	12.6%	29.7%	57.4%	0.3%
N<10	N<10	N<10	N<10	6	N<10	N<10	N<10	N<10
26.1%	26.1%	8.7%	34.8%	23	26.1%	52.2%	21.7%	0.0%
28.2%	7.7%	0.0%	7.7%	40	22.5%	55.0%	22.5%	0.0%
24.3%	24.3%	0.0%	24.3%	36	11.1%	27.8%	61.1%	0.0%
19.5%	24.1%	28.6%	52.6%	133	12.8%	36.8%	50.4%	0.0%
32.1%	26.4%	8.8%	35.2%	160	28.8%	51.9%	17.5%	1.9%
23.8%	29.9%	22.0%	51.8%	164	17.7%	57.9%	23.8%	0.6%
31.5%	17.3%	18.5%	35.8%	160	19.4%	37.5%	41.9%	1.3%
28.5%	25.6%	6.4%	32.0%	170	14.7%	39.4%	45.9%	0.0%
23.8%	20.0%	12.5%	32.5%	155	45.8%	36.8%	17.4%	0.0%
36.4%	21.4%	14.9%	36.4%	151	36.4%	59.6%	4.0%	0.0%
30.7%	19.9%	13.3%	33.1%	164	28.0%	67.1%	3.7%	1.2%
22.2%	38.9%	0.0%	38.9%	18	38.9%	55.6%	5.6%	0.0%
46.2%	30.8%	0.0%	30.8%	13	38.5%	61.5%	0.0%	0.0%
26.7%	13.3%	6.7%	20.0%	15	20.0%	60.0%	13.3%	6.7%
26.1%	21.7%	21.7%	43.5%	23	13.0%	47.8%	34.8%	4.3%
20.0%	20.0%	6.7%	26.7%	15	53.3%	26.7%	13.3%	6.7%
50.0%	18.8%	12.5%	31.3%	16	43.8%	31.3%	25.0%	0.0%
27.8%	22.2%	22.2%	44.4%	18	11.1%	33.3%	55.6%	0.0%
18.2%	22.7%	27.3%	50.0%	22	0.0%	22.7%	77.3%	0.0%
19.4%	30.1%	15.1%	45.2%	86	36.0%	50.0%	14.0%	0.0%
29.8%	22.8%	5.3%	28.1%	57	45.6%	49.1%	5.3%	0.0%
35.8%	16.4%	7.5%	23.9%	67	32.8%	49.3%	14.9%	3.0%
46.8%	23.4%	8.5%	31.9%	47	29.8%	29.8%	40.4%	0.0%
19.4%	30.6%	8.1%	38.7%	62	16.1%	30.6%	53.2%	0.0%
16.1%	23.2%	23.2%	46.4%	56	30.4%	33.9%	33.9%	1.8%
24.7%	28.8%	6.8%	35.6%	73	42.5%	31.5%	15.1%	11.0%
20.4%	29.6%	25.9%	55.6%	54	22.2%	57.4%	20.4%	0.0%
15.8%	21.1%	17.5%	38.6%	52	13.5%	63.5%	21.2%	1.9%
32.8%	32.8%	11.5%	44.3%	60	26.7%	61.7%	11.7%	0.0%
36.2%	12.8%	14.9%	27.7%	47	21.3%	68.1%	10.6%	0.0%
23.4%	27.7%	29.8%	57.4%	46	6.5%	28.3%	65.2%	0.0%
22.4%	16.3%	8.2%	24.5%	50	22.0%	30.0%	44.0%	4.0%
25.0%	30.8%	13.5%	44.2%	52	21.2%	44.2%	30.8%	3.8%
22.2%	27.0%	14.3%	41.3%	63	31.7%	34.9%	33.3%	0.0%
22.0%	25.4%	8.5%	33.9%	59	15.3%	44.1%	40.7%	0.0%
25.6%	24.4%	28.0%	52.4%	81	18.5%	48.1%	33.3%	0.0%
30.1%	36.1%	22.9%	59.0%	83	16.9%	66.3%	15.7%	1.2%

25.5%	19.1%	14.9%	34.0%	94	13.8%	28.7%	57.4%	0.0%
16.5%	30.1%	10.7%	40.8%	103	12.6%	23.3%	64.1%	0.0%
38.8%	25.5%	18.4%	43.9%	98	16.3%	66.3%	11.2%	6.1%
23.4%	24.5%	26.6%	51.1%	93	7.5%	50.5%	40.9%	1.1%
35.9%	42.3%	10.3%	52.6%	78	17.9%	41.0%	34.6%	6.4%
23.3%	43.0%	25.6%	68.6%	86	11.6%	60.5%	27.9%	0.0%
31.4%	23.5%	16.7%	40.2%	101	21.8%	70.3%	7.9%	0.0%
28.4%	32.1%	18.5%	50.6%	79	25.3%	68.4%	6.3%	0.0%
43.8%	20.3%	17.2%	37.5%	64	18.8%	81.3%	0.0%	0.0%
24.3%	21.6%	32.4%	54.1%	74	12.2%	44.6%	43.2%	0.0%
27.5%	25.0%	10.0%	35.0%	80	11.3%	37.5%	51.3%	0.0%
17.7%	25.3%	21.5%	46.8%	76	23.7%	50.0%	26.3%	0.0%
31.1%	39.2%	5.4%	44.6%	74	17.6%	63.5%	18.9%	0.0%
23.8%	39.3%	22.6%	61.9%	84	7.1%	58.3%	28.6%	6.0%
31.4%	17.1%	11.4%	28.6%	69	18.8%	58.0%	21.7%	1.4%
34.8%	27.3%	16.7%	43.9%	65	21.5%	64.6%	13.8%	0.0%
14.3%	12.5%	5.4%	17.9%	53	28.3%	58.5%	13.2%	0.0%
32.7%	23.1%	11.5%	34.6%	49	26.5%	63.3%	10.2%	0.0%
25.4%	14.1%	7.0%	21.1%	68	44.1%	39.7%	16.2%	0.0%
21.1%	31.6%	17.5%	49.1%	57	26.3%	59.6%	12.3%	1.8%
19.1%	2.9%	10.3%	13.2%	60	55.0%	33.3%	10.0%	1.7%
21.4%	26.2%	4.8%	31.0%	38	55.3%	44.7%	0.0%	0.0%
28.3%	10.7%	6.3%	16.9%	270	20.0%	71.1%	7.8%	1.1%
24.8%	19.7%	9.9%	29.6%	267	12.0%	61.4%	25.8%	0.7%
30.8%	24.8%	6.3%	31.1%	284	43.7%	36.3%	16.2%	3.9%
29.5%	32.0%	10.8%	42.8%	277	27.8%	51.3%	20.6%	0.4%
27.7%	21.8%	11.6%	33.3%	303	31.4%	38.6%	30.0%	0.0%
27.6%	25.5%	4.6%	30.1%	238	20.2%	39.5%	40.3%	0.0%
22.7%	16.0%	21.0%	37.0%	113	37.2%	36.3%	25.7%	0.9%
26.5%	23.5%	13.7%	37.3%	95	52.6%	40.0%	7.4%	0.0%
N<10	N<10	N<10	N<10	6	N<10	N<10	N<10	N<10
N<10	N<10	N<10	N<10	6	N<10	N<10	N<10	N<10
28.6%	9.5%	9.5%	19.0%	21	47.6%	33.3%	19.0%	0.0%
12.5%	8.3%	0.0%	8.3%	24	45.8%	50.0%	4.2%	0.0%
25.0%	21.4%	28.6%	50.0%	27	18.5%	63.0%	18.5%	0.0%
20.0%	36.0%	36.0%	72.0%	25	16.0%	44.0%	40.0%	0.0%
26.1%	17.4%	21.7%	39.1%	23	4.3%	39.1%	26.1%	30.4%
13.3%	16.7%	36.7%	53.3%	30	10.0%	10.0%	80.0%	0.0%
24.1%	48.3%	17.2%	65.5%	29	10.3%	48.3%	34.5%	6.9%
18.9%	45.9%	24.3%	70.3%	37	2.7%	59.5%	35.1%	2.7%
18.9%	24.3%	21.6%	45.9%	37	13.5%	32.4%	54.1%	0.0%
19.6%	30.4%	17.4%	47.8%	46	13.0%	23.9%	63.0%	0.0%
17.5%	13.4%	7.2%	20.6%	168	48.2%	39.9%	11.3%	0.6%
31.2%	19.1%	7.1%	26.2%	131	50.4%	42.0%	7.6%	0.0%
23.0%	10.1%	10.8%	20.9%	145	20.7%	51.0%	18.6%	9.7%
20.0%	15.6%	7.4%	23.0%	131	21.4%	40.5%	38.2%	0.0%
21.3%	8.8%	0.7%	9.6%	135	29.6%	48.9%	18.5%	3.0%
35.5%	12.8%	2.1%	14.9%	141	30.5%	65.2%	4.3%	0.0%
25.5%	9.1%	7.9%	17.0%	160	26.9%	33.8%	39.4%	0.0%

25.2%	13.9%	0.7%	14.6%	151	19.9%	34.4%	45.7%	0.0%
28.7%	18.1%	2.1%	20.2%	94	39.4%	37.2%	21.3%	2.1%
21.3%	28.7%	16.7%	45.4%	108	27.8%	50.0%	20.4%	1.9%
22.9%	14.4%	14.4%	28.8%	118	17.8%	44.1%	37.3%	0.8%
23.3%	13.3%	10.0%	23.3%	89	16.9%	38.2%	43.8%	1.1%
29.1%	17.7%	5.1%	22.8%	78	33.3%	42.3%	24.4%	0.0%
30.9%	19.1%	9.6%	28.7%	93	24.7%	68.8%	6.5%	0.0%
43.5%	9.4%	11.8%	21.2%	86	7.0%	79.1%	10.5%	3.5%
26.5%	21.6%	11.8%	33.3%	100	9.0%	57.0%	34.0%	0.0%
21.9%	21.0%	10.5%	31.4%	101	35.6%	51.5%	11.9%	1.0%
24.2%	37.4%	6.1%	43.4%	98	38.8%	53.1%	8.2%	0.0%
28.6%	25.5%	14.3%	39.8%	97	13.4%	58.8%	21.6%	6.2%
25.0%	21.9%	13.5%	35.4%	96	9.4%	51.0%	38.5%	1.0%
29.9%	41.2%	8.2%	49.5%	97	5.2%	52.6%	40.2%	2.1%
12.5%	42.7%	13.5%	56.3%	96	21.9%	49.0%	27.1%	2.1%
36.7%	24.5%	14.3%	38.8%	98	14.3%	39.8%	45.9%	0.0%
32.0%	22.7%	5.2%	27.8%	97	8.2%	34.0%	57.7%	0.0%
22.5%	16.9%	6.7%	23.6%	88	34.1%	51.1%	14.8%	0.0%
26.3%	26.3%	22.4%	48.7%	75	13.3%	53.3%	33.3%	0.0%
29.3%	17.3%	10.7%	28.0%	75	10.7%	42.7%	46.7%	0.0%
27.3%	20.8%	11.7%	32.5%	77	5.2%	29.9%	64.9%	0.0%
33.3%	19.0%	13.1%	32.1%	84	31.0%	69.0%	0.0%	0.0%
23.2%	26.8%	25.6%	52.4%	82	6.1%	56.1%	35.4%	2.4%
21.5%	29.2%	10.8%	40.0%	64	20.3%	54.7%	23.4%	1.6%
34.8%	33.7%	11.2%	44.9%	89	12.4%	58.4%	29.2%	0.0%
17.9%	7.1%	4.8%	11.9%	82	29.3%	48.8%	22.0%	0.0%
20.2%	3.6%	0.0%	3.6%	82	26.8%	41.5%	31.7%	0.0%
25.6%	11.1%	1.1%	12.2%	87	32.2%	50.6%	16.1%	1.1%
20.7%	20.7%	5.7%	26.4%	86	39.5%	46.5%	14.0%	0.0%
22.8%	7.6%	7.6%	15.2%	79	32.9%	45.6%	11.4%	10.1%
17.0%	16.0%	3.2%	19.1%	93	17.2%	46.2%	36.6%	0.0%
34.8%	16.9%	3.4%	20.2%	88	21.6%	36.4%	36.4%	5.7%
31.0%	26.4%	6.9%	33.3%	87	29.9%	52.9%	16.1%	1.1%
33.3%	16.7%	19.0%	35.7%	41	36.6%	43.9%	14.6%	4.9%
21.4%	21.4%	14.3%	35.7%	28	32.1%	64.3%	3.6%	0.0%
16.7%	21.4%	4.8%	26.2%	42	40.5%	50.0%	4.8%	4.8%
27.8%	13.9%	8.3%	22.2%	35	17.1%	31.4%	51.4%	0.0%
27.0%	32.4%	13.5%	45.9%	37	27.0%	54.1%	16.2%	2.7%
36.4%	18.2%	6.1%	24.2%	33	57.6%	33.3%	9.1%	0.0%
23.1%	15.4%	15.4%	30.8%	39	30.8%	25.6%	43.6%	0.0%
24.3%	13.5%	2.7%	16.2%	36	19.4%	22.2%	58.3%	0.0%
20.5%	15.9%	11.4%	27.3%	43	34.9%	53.5%	11.6%	0.0%
25.0%	14.3%	10.7%	25.0%	27	18.5%	55.6%	25.9%	0.0%
28.3%	6.5%	0.0%	6.5%	46	23.9%	76.1%	0.0%	0.0%
39.1%	13.0%	8.7%	21.7%	23	13.0%	39.1%	43.5%	4.3%
31.0%	20.7%	0.0%	20.7%	28	32.1%	32.1%	35.7%	0.0%
50.0%	9.4%	0.0%	9.4%	32	21.9%	59.4%	18.8%	0.0%
23.8%	9.5%	11.9%	21.4%	42	19.0%	50.0%	31.0%	0.0%
22.2%	11.1%	2.8%	13.9%	36	41.7%	22.2%	36.1%	0.0%



32.1%	13.2%	11.3%	24.5%	51	41.2%	45.1%	11.8%	2.0%
24.4%	22.2%	11.1%	33.3%	45	48.9%	42.2%	8.9%	0.0%
28.9%	10.5%	15.8%	26.3%	38	7.9%	78.9%	5.3%	7.9%
21.6%	27.5%	21.6%	49.0%	50	2.0%	30.0%	68.0%	0.0%
32.1%	18.9%	1.9%	20.8%	53	47.2%	37.7%	9.4%	5.7%
30.3%	27.3%	18.2%	45.5%	33	39.4%	54.5%	6.1%	0.0%
27.9%	20.9%	27.9%	48.8%	43	4.7%	27.9%	65.1%	2.3%
28.1%	18.8%	6.3%	25.0%	32	18.8%	25.0%	56.3%	0.0%
25.8%	12.9%	9.7%	22.6%	27	33.3%	59.3%	7.4%	0.0%
10.0%	23.3%	10.0%	33.3%	28	46.4%	53.6%	0.0%	0.0%
48.3%	6.9%	3.4%	10.3%	29	17.2%	62.1%	13.8%	6.9%
19.4%	27.8%	30.6%	58.3%	36	8.3%	55.6%	33.3%	2.8%
24.2%	21.2%	9.1%	30.3%	32	37.5%	37.5%	21.9%	3.1%
18.2%	30.3%	24.2%	54.5%	33	15.2%	69.7%	15.2%	0.0%
37.0%	19.6%	13.0%	32.6%	45	20.0%	44.4%	35.6%	0.0%
30.2%	18.6%	18.6%	37.2%	43	14.0%	37.2%	48.8%	0.0%
28.7%	13.8%	10.6%	24.5%	89	33.7%	49.4%	16.9%	0.0%
24.0%	21.3%	18.7%	40.0%	74	25.7%	64.9%	8.1%	1.4%
30.7%	18.7%	4.0%	22.7%	75	29.3%	56.0%	10.7%	4.0%
15.8%	18.4%	23.7%	42.1%	74	20.3%	52.7%	25.7%	1.4%
34.2%	24.1%	1.3%	25.3%	79	43.0%	45.6%	11.4%	0.0%
31.5%	27.4%	8.2%	35.6%	72	33.3%	54.2%	12.5%	0.0%
33.3%	11.6%	15.9%	27.5%	69	18.8%	31.9%	49.3%	0.0%
23.9%	16.9%	4.2%	21.1%	71	29.6%	28.2%	40.8%	1.4%
25.7%	0.0%	2.9%	2.9%	32	65.6%	31.3%	3.1%	0.0%
25.0%	13.9%	11.1%	25.0%	36	61.1%	33.3%	5.6%	0.0%
17.1%	25.7%	11.4%	37.1%	35	20.0%	68.6%	2.9%	8.6%
22.6%	16.1%	19.4%	35.5%	30	36.7%	36.7%	26.7%	0.0%
27.0%	24.3%	5.4%	29.7%	37	40.5%	40.5%	13.5%	5.4%
25.7%	31.4%	11.4%	42.9%	35	37.1%	60.0%	2.9%	0.0%
30.0%	23.3%	10.0%	33.3%	30	20.0%	33.3%	46.7%	0.0%
23.7%	13.2%	2.6%	15.8%	38	26.3%	42.1%	31.6%	0.0%
31.7%	22.0%	9.8%	31.7%	38	23.7%	57.9%	18.4%	0.0%
23.5%	26.5%	5.9%	32.4%	31	58.1%	41.9%	0.0%	0.0%
18.2%	21.2%	9.1%	30.3%	33	48.5%	42.4%	3.0%	6.1%
15.9%	27.3%	18.2%	45.5%	42	9.5%	73.8%	16.7%	0.0%
15.6%	53.1%	9.4%	62.5%	32	9.4%	43.8%	40.6%	6.3%
20.0%	51.4%	11.4%	62.9%	35	22.9%	45.7%	25.7%	5.7%
28.0%	24.0%	16.0%	40.0%	50	14.0%	30.0%	56.0%	0.0%
16.0%	36.0%	16.0%	52.0%	25	16.0%	20.0%	64.0%	0.0%
6.7%	6.7%	20.0%	26.7%	12	50.0%	41.7%	8.3%	0.0%
20.8%	37.5%	16.7%	54.2%	24	37.5%	58.3%	4.2%	0.0%
29.4%	17.6%	5.9%	23.5%	17	29.4%	64.7%	5.9%	0.0%
21.1%	26.3%	26.3%	52.6%	19	5.3%	31.6%	63.2%	0.0%
33.3%	23.8%	4.8%	28.6%	21	42.9%	33.3%	19.0%	4.8%
14.3%	21.4%	28.6%	50.0%	14	28.6%	57.1%	14.3%	0.0%
20.0%	40.0%	20.0%	60.0%	20	20.0%	15.0%	65.0%	0.0%
17.6%	52.9%	0.0%	52.9%	17	0.0%	35.3%	64.7%	0.0%
N<10	N<10	N<10	N<10	7	N<10	N<10	N<10	N<10

36.4%	27.3%	18.2%	45.5%	9	N<10	N<10	N<10	N<10
N<10	N<10	N<10	N<10	9	N<10	N<10	N<10	N<10
N<10	N<10	N<10	N<10	8	N<10	N<10	N<10	N<10
0.0%	45.5%	18.2%	63.6%	11	36.4%	27.3%	9.1%	27.3%
18.8%	50.0%	18.8%	68.8%	16	25.0%	43.8%	31.3%	0.0%
25.0%	58.3%	8.3%	66.7%	12	16.7%	58.3%	25.0%	0.0%
15.4%	23.1%	7.7%	30.8%	12	25.0%	8.3%	66.7%	0.0%
37.5%	6.3%	12.5%	18.8%	15	40.0%	46.7%	6.7%	6.7%
33.3%	8.3%	8.3%	16.7%	12	58.3%	41.7%	0.0%	0.0%
30.8%	15.4%	23.1%	38.5%	14	14.3%	28.6%	28.6%	28.6%
28.6%	19.0%	19.0%	38.1%	21	19.0%	42.9%	33.3%	4.8%
20.0%	6.7%	13.3%	20.0%	15	66.7%	6.7%	20.0%	6.7%
42.9%	7.1%	7.1%	14.3%	14	64.3%	21.4%	14.3%	0.0%
20.0%	30.0%	10.0%	40.0%	20	25.0%	15.0%	60.0%	0.0%
37.5%	12.5%	18.8%	31.3%	16	6.3%	18.8%	68.8%	6.3%
31.3%	6.3%	0.0%	6.3%	15	53.3%	33.3%	13.3%	0.0%
40.0%	10.0%	0.0%	10.0%	9	N<10	N<10	N<10	N<10
N<10	N<10	N<10	N<10	9	N<10	N<10	N<10	N<10
0.0%	16.7%	25.0%	41.7%	11	18.2%	72.7%	9.1%	0.0%
21.4%	7.1%	0.0%	7.1%	13	84.6%	7.7%	7.7%	0.0%
45.5%	18.2%	27.3%	45.5%	11	45.5%	45.5%	9.1%	0.0%
N<10	N<10	N<10	N<10	8	N<10	N<10	N<10	N<10
16.7%	41.7%	8.3%	50.0%	12	25.0%	50.0%	25.0%	0.0%
39.4%	9.1%	6.1%	15.2%	33	39.4%	48.5%	12.1%	0.0%
37.5%	31.3%	9.4%	40.6%	32	40.6%	50.0%	9.4%	0.0%
38.7%	6.5%	16.1%	22.6%	31	22.6%	51.6%	19.4%	6.5%
23.5%	8.8%	8.8%	17.6%	34	23.5%	55.9%	20.6%	0.0%
24.3%	29.7%	2.7%	32.4%	37	35.1%	43.2%	13.5%	8.1%
28.2%	38.5%	5.1%	43.6%	39	20.5%	76.9%	2.6%	0.0%
34.7%	14.3%	6.1%	20.4%	49	16.3%	42.9%	40.8%	0.0%
16.7%	9.5%	2.4%	11.9%	41	14.6%	53.7%	29.3%	2.4%
17.0%	18.7%	11.5%	30.2%	180	35.0%	42.2%	22.8%	0.0%
20.9%	12.4%	4.0%	16.4%	177	21.5%	50.3%	27.7%	0.6%
23.7%	12.6%	10.3%	22.9%	245	43.3%	47.3%	8.6%	0.8%
29.7%	13.7%	5.7%	19.3%	208	54.8%	44.2%	1.0%	0.0%
24.3%	13.8%	6.9%	20.6%	186	39.2%	48.9%	5.9%	5.9%
13.7%	12.5%	9.5%	22.0%	168	27.4%	51.2%	20.8%	0.6%
32.1%	20.1%	1.9%	22.0%	158	35.4%	49.4%	13.9%	1.3%
29.5%	28.3%	7.5%	35.8%	173	34.1%	59.0%	6.9%	0.0%
20.0%	20.0%	0.0%	20.0%	10	30.0%	70.0%	0.0%	0.0%
42.9%	14.3%	0.0%	14.3%	14	28.6%	64.3%	7.1%	0.0%
18.2%	18.2%	0.0%	18.2%	11	36.4%	54.5%	0.0%	9.1%
35.7%	7.1%	0.0%	7.1%	14	7.1%	57.1%	28.6%	7.1%
36.4%	18.2%	0.0%	18.2%	11	54.5%	27.3%	18.2%	0.0%
33.3%	16.7%	8.3%	25.0%	12	16.7%	75.0%	8.3%	0.0%
20.0%	30.0%	10.0%	40.0%	10	30.0%	30.0%	40.0%	0.0%
20.0%	10.0%	10.0%	20.0%	10	10.0%	40.0%	50.0%	0.0%
27.9%	11.8%	16.2%	27.9%	66	42.4%	54.5%	3.0%	0.0%
33.3%	25.4%	14.3%	39.7%	61	29.5%	59.0%	11.5%	0.0%

40.3%	14.9%	20.9%	35.8%	67	34.3%	62.7%	3.0%	0.0%
22.0%	25.4%	27.1%	52.5%	58	10.3%	31.0%	58.6%	0.0%
27.4%	33.9%	9.7%	43.5%	62	17.7%	37.1%	41.9%	3.2%
23.1%	39.7%	10.3%	50.0%	77	23.4%	49.4%	24.7%	2.6%
24.6%	19.3%	15.8%	35.1%	57	21.1%	45.6%	33.3%	0.0%
20.8%	31.2%	6.5%	37.7%	76	18.4%	36.8%	43.4%	1.3%
23.7%	33.9%	8.5%	42.4%	59	15.3%	42.4%	40.7%	1.7%
21.7%	17.4%	13.0%	30.4%	46	45.7%	45.7%	8.7%	0.0%
30.4%	13.0%	6.5%	19.6%	46	41.3%	50.0%	8.7%	0.0%
16.0%	28.0%	28.0%	56.0%	49	26.5%	49.0%	24.5%	0.0%
34.9%	34.9%	0.0%	34.9%	43	27.9%	34.9%	34.9%	2.3%
25.0%	29.5%	9.1%	38.6%	44	36.4%	50.0%	13.6%	0.0%
20.8%	30.2%	5.7%	35.8%	52	23.1%	36.5%	40.4%	0.0%
25.6%	23.3%	11.6%	34.9%	43	11.6%	23.3%	65.1%	0.0%
30.8%	18.5%	15.4%	33.8%	61	31.1%	41.0%	27.9%	0.0%
32.4%	25.7%	17.6%	43.2%	73	53.4%	42.5%	4.1%	0.0%
30.7%	17.3%	14.7%	32.0%	75	26.7%	65.3%	5.3%	2.7%
21.9%	23.3%	30.1%	53.4%	73	20.5%	43.8%	34.2%	1.4%
22.4%	15.8%	5.3%	21.1%	75	26.7%	57.3%	14.7%	1.3%
22.1%	31.2%	15.6%	46.8%	77	29.9%	63.6%	6.5%	0.0%
18.8%	10.1%	5.8%	15.9%	69	36.2%	33.3%	30.4%	0.0%
21.2%	18.8%	2.4%	21.2%	84	25.0%	34.5%	40.5%	0.0%
37.1%	21.0%	14.5%	35.5%	60	25.0%	66.7%	8.3%	0.0%
29.4%	35.3%	11.8%	47.1%	48	31.3%	64.6%	4.2%	0.0%
29.6%	16.7%	13.0%	29.6%	54	22.2%	68.5%	9.3%	0.0%
33.3%	17.6%	21.6%	39.2%	51	11.8%	37.3%	51.0%	0.0%
28.0%	26.7%	4.0%	30.7%	75	45.3%	25.3%	26.7%	2.7%
32.3%	17.7%	8.1%	25.8%	62	46.8%	45.2%	8.1%	0.0%
28.6%	20.0%	7.1%	27.1%	69	21.7%	53.6%	24.6%	0.0%
28.8%	27.1%	1.7%	28.8%	59	23.7%	39.0%	37.3%	0.0%
36.5%	21.9%	1.0%	22.9%	93	41.9%	44.1%	14.0%	0.0%
41.0%	22.9%	5.7%	28.6%	106	30.2%	52.8%	17.0%	0.0%
33.7%	7.7%	1.0%	8.7%	103	29.1%	57.3%	13.6%	0.0%
19.2%	12.1%	1.0%	13.1%	99	31.3%	44.4%	24.2%	0.0%
32.3%	11.8%	3.9%	15.7%	117	45.3%	45.3%	8.5%	0.9%
33.0%	12.6%	1.0%	13.6%	100	42.0%	51.0%	7.0%	0.0%
33.0%	6.4%	2.1%	8.5%	95	44.2%	50.5%	2.1%	3.2%
24.2%	11.6%	5.3%	16.8%	93	36.6%	39.8%	23.7%	0.0%
23.3%	6.7%	10.0%	16.7%	29	41.4%	44.8%	13.8%	0.0%
42.3%	15.4%	3.8%	19.2%	26	38.5%	61.5%	0.0%	0.0%
35.7%	7.1%	3.6%	10.7%	28	39.3%	46.4%	14.3%	0.0%
14.3%	35.7%	3.6%	39.3%	28	25.0%	46.4%	28.6%	0.0%
20.7%	0.0%	0.0%	0.0%	29	48.3%	37.9%	13.8%	0.0%
40.0%	12.0%	8.0%	20.0%	24	50.0%	41.7%	8.3%	0.0%
26.9%	7.7%	0.0%	7.7%	26	34.6%	50.0%	15.4%	0.0%
33.3%	13.3%	0.0%	13.3%	30	36.7%	50.0%	13.3%	0.0%
34.7%	17.3%	9.3%	26.7%	70	54.3%	37.1%	8.6%	0.0%
35.9%	17.9%	11.5%	29.5%	77	26.0%	63.6%	10.4%	0.0%
21.5%	13.8%	12.3%	26.2%	65	26.2%	55.4%	10.8%	7.7%



23.3%	21.9%	6.8%	28.8%	73	13.7%	57.5%	28.8%	0.0%
23.9%	16.9%	1.4%	18.3%	71	38.0%	40.8%	14.1%	7.0%
25.0%	40.0%	8.8%	48.8%	79	21.5%	51.9%	24.1%	2.5%
30.9%	14.7%	11.8%	26.5%	68	17.6%	30.9%	51.5%	0.0%
20.3%	15.9%	2.9%	18.8%	69	14.5%	27.5%	58.0%	0.0%
31.0%	11.9%	16.7%	28.6%	40	17.5%	75.0%	7.5%	0.0%
25.6%	4.7%	14.0%	18.6%	43	30.2%	58.1%	9.3%	2.3%
17.0%	19.1%	8.5%	27.7%	46	10.9%	45.7%	43.5%	0.0%
28.6%	16.1%	7.1%	23.2%	56	33.9%	32.1%	28.6%	5.4%
41.7%	33.3%	5.0%	38.3%	60	13.3%	55.0%	28.3%	3.3%
19.6%	14.3%	5.4%	19.6%	57	31.6%	22.8%	45.6%	0.0%
37.0%	15.2%	6.5%	21.7%	46	6.5%	13.0%	80.4%	0.0%
21.7%	5.8%	11.6%	17.4%	69	21.7%	55.1%	15.9%	7.2%
33.8%	18.8%	17.5%	36.3%	79	43.0%	46.8%	10.1%	0.0%
32.1%	30.2%	17.0%	47.2%	53	30.2%	56.6%	13.2%	0.0%
35.8%	16.4%	14.9%	31.3%	64	21.9%	59.4%	14.1%	4.7%
14.7%	22.7%	36.0%	58.7%	75	14.7%	52.0%	32.0%	1.3%
37.5%	21.3%	7.5%	28.8%	79	39.2%	41.8%	19.0%	0.0%
31.5%	30.1%	5.5%	35.6%	73	32.9%	53.4%	12.3%	1.4%
28.2%	20.5%	11.5%	32.1%	77	27.3%	33.8%	39.0%	0.0%
36.3%	20.0%	7.5%	27.5%	80	25.0%	25.0%	48.8%	1.3%
52.6%	10.5%	5.3%	15.8%	19	52.6%	47.4%	0.0%	0.0%
48.3%	20.7%	13.8%	34.5%	29	10.3%	62.1%	27.6%	0.0%
43.3%	0.0%	20.0%	20.0%	30	6.7%	63.3%	26.7%	3.3%
17.6%	29.4%	11.8%	41.2%	17	5.9%	29.4%	64.7%	0.0%
38.7%	16.1%	9.7%	25.8%	31	19.4%	64.5%	16.1%	0.0%
35.0%	30.0%	5.0%	35.0%	20	20.0%	70.0%	10.0%	0.0%
22.2%	22.2%	18.5%	40.7%	26	15.4%	30.8%	53.8%	0.0%
30.8%	23.1%	7.7%	30.8%	26	15.4%	34.6%	50.0%	0.0%
38.5%	30.8%	15.4%	46.2%	13	38.5%	46.2%	15.4%	0.0%
41.7%	33.3%	0.0%	33.3%	12	25.0%	66.7%	8.3%	0.0%
23.1%	38.5%	7.7%	46.2%	13	0.0%	92.3%	7.7%	0.0%
38.1%	28.6%	28.6%	57.1%	21	4.8%	47.6%	47.6%	0.0%
42.2%	13.3%	8.9%	22.2%	43	48.8%	48.8%	2.3%	0.0%
23.1%	25.6%	12.8%	38.5%	39	33.3%	53.8%	10.3%	2.6%
42.9%	21.4%	3.6%	25.0%	27	14.8%	66.7%	7.4%	11.1%
19.0%	23.8%	21.4%	45.2%	41	24.4%	34.1%	41.5%	0.0%
28.6%	23.2%	10.7%	33.9%	55	27.3%	56.4%	14.5%	1.8%
31.8%	34.1%	11.4%	45.5%	44	29.5%	54.5%	15.9%	0.0%
36.7%	18.4%	20.4%	38.8%	48	39.6%	35.4%	25.0%	0.0%
26.7%	22.2%	6.7%	28.9%	45	42.2%	24.4%	33.3%	0.0%
28.2%	9.4%	8.2%	17.6%	84	41.7%	45.2%	13.1%	0.0%
26.2%	33.8%	9.2%	43.1%	64	12.5%	75.0%	10.9%	1.6%
21.2%	17.3%	9.6%	26.9%	103	30.1%	33.0%	36.9%	0.0%
21.1%	13.7%	5.3%	18.9%	94	25.5%	31.9%	41.5%	1.1%
29.6%	14.1%	16.9%	31.0%	68	25.0%	67.6%	5.9%	1.5%
29.8%	25.0%	19.0%	44.0%	83	12.0%	42.2%	44.6%	1.2%
31.8%	27.1%	10.6%	37.6%	83	30.1%	38.6%	24.1%	7.2%
32.7%	27.6%	13.3%	40.8%	98	27.6%	51.0%	20.4%	1.0%

33.3%	8.3%	16.7%	25.0%	11	36.4%	27.3%	36.4%	0.0%
33.3%	33.3%	14.3%	47.6%	21	19.0%	76.2%	0.0%	4.8%
22.2%	27.8%	22.2%	50.0%	17	11.8%	29.4%	23.5%	35.3%
35.7%	14.3%	21.4%	35.7%	14	0.0%	42.9%	57.1%	0.0%
33.3%	10.4%	10.4%	20.8%	48	0.0%	60.4%	37.5%	2.1%
25.5%	23.4%	10.6%	34.0%	47	44.7%	25.5%	25.5%	4.3%
25.0%	11.4%	4.5%	15.9%	44	25.0%	72.7%	2.3%	0.0%
25.5%	6.4%	4.3%	10.6%	47	14.9%	25.5%	59.6%	0.0%
27.0%	18.9%	2.7%	21.6%	37	8.1%	24.3%	67.6%	0.0%
10.6%	19.1%	21.3%	40.4%	47	17.0%	36.2%	46.8%	0.0%
43.8%	9.4%	0.0%	9.4%	32	28.1%	59.4%	12.5%	0.0%
13.3%	26.7%	10.0%	36.7%	30	6.7%	40.0%	50.0%	3.3%
32.5%	9.5%	13.5%	23.0%	122	19.7%	63.9%	11.5%	4.9%
11.9%	26.6%	11.0%	37.6%	107	15.9%	55.1%	28.0%	0.9%
24.2%	16.7%	9.8%	26.5%	127	32.3%	52.0%	15.7%	0.0%
30.2%	29.5%	10.9%	40.3%	128	19.5%	62.5%	16.4%	1.6%
24.0%	9.3%	5.4%	14.7%	128	37.5%	38.3%	24.2%	0.0%
28.5%	26.0%	4.9%	30.9%	123	23.6%	39.8%	36.6%	0.0%
30.1%	24.8%	2.7%	27.4%	112	33.0%	50.0%	14.3%	2.7%
27.4%	21.5%	14.8%	36.3%	135	17.8%	54.1%	25.9%	2.2%
32.0%	8.0%	24.0%	32.0%	25	16.0%	60.0%	24.0%	0.0%
26.5%	23.5%	5.9%	29.4%	34	0.0%	88.2%	11.8%	0.0%
16.7%	27.8%	16.7%	44.4%	17	17.6%	47.1%	35.3%	0.0%
16.7%	33.3%	22.2%	55.6%	18	11.1%	33.3%	50.0%	5.6%
31.4%	15.7%	15.7%	31.4%	51	13.7%	70.6%	11.8%	3.9%
27.1%	25.0%	12.5%	37.5%	48	6.3%	45.8%	47.9%	0.0%
29.0%	33.9%	8.1%	41.9%	62	16.1%	62.9%	19.4%	1.6%
23.2%	32.1%	16.1%	48.2%	56	8.9%	82.1%	8.9%	0.0%
33.9%	19.4%	19.4%	38.7%	61	11.5%	47.5%	41.0%	0.0%
32.1%	26.8%	5.4%	32.1%	56	21.4%	41.1%	37.5%	0.0%
19.9%	26.7%	21.9%	48.6%	141	45.4%	45.4%	9.2%	0.0%
30.3%	35.6%	11.4%	47.0%	129	49.6%	46.5%	3.9%	0.0%
36.7%	23.0%	12.2%	35.3%	139	29.5%	51.8%	16.5%	2.2%
21.6%	25.6%	22.4%	48.0%	125	8.8%	52.0%	37.6%	1.6%
35.4%	33.3%	3.4%	36.7%	146	19.2%	41.1%	35.6%	4.1%
24.6%	32.5%	21.9%	54.4%	113	15.9%	54.9%	29.2%	0.0%
33.1%	18.6%	17.8%	36.4%	118	13.6%	39.8%	45.8%	0.8%
31.0%	31.0%	9.2%	40.1%	142	21.8%	35.9%	42.3%	0.0%
21.1%	36.8%	18.4%	55.3%	37	48.6%	32.4%	18.9%	0.0%
32.6%	30.2%	16.3%	46.5%	43	48.8%	48.8%	2.3%	0.0%
25.5%	21.6%	27.5%	49.0%	51	19.6%	54.9%	17.6%	7.8%
20.0%	17.8%	26.7%	44.4%	44	20.5%	34.1%	45.5%	0.0%
28.6%	28.6%	2.4%	31.0%	42	21.4%	47.6%	28.6%	2.4%
19.0%	35.7%	23.8%	59.5%	42	23.8%	57.1%	16.7%	2.4%
28.6%	20.4%	10.2%	30.6%	48	18.8%	39.6%	41.7%	0.0%
29.6%	33.3%	14.8%	48.1%	27	7.4%	18.5%	74.1%	0.0%
N<10	N<10	N<10	N<10	9	N<10	N<10	N<10	N<10
5.9%	17.6%	23.5%	41.2%	17	47.1%	52.9%	0.0%	0.0%
40.0%	20.0%	10.0%	30.0%	10	10.0%	70.0%	10.0%	10.0%

16.7%	58.3%	8.3%	66.7%	12	8.3%	58.3%	33.3%	0.0%
N<10	N<10	N<10	N<10	6	N<10	N<10	N<10	N<10
21.4%	50.0%	7.1%	57.1%	14	35.7%	50.0%	14.3%	0.0%
16.7%	22.2%	16.7%	38.9%	18	44.4%	33.3%	22.2%	0.0%
21.4%	28.6%	7.1%	35.7%	14	21.4%	42.9%	35.7%	0.0%
N<10	N<10	N<10	N<10	9	N<10	N<10	N<10	N<10
N<10	N<10	N<10	N<10	7	N<10	N<10	N<10	N<10
N<10	N<10	N<10	N<10	9	N<10	N<10	N<10	N<10
18.2%	27.3%	27.3%	54.5%	11	9.1%	63.6%	27.3%	0.0%
50.0%	20.0%	0.0%	20.0%	10	40.0%	30.0%	30.0%	0.0%
N<10	N<10	N<10	N<10	7	N<10	N<10	N<10	N<10
31.3%	31.3%	18.8%	50.0%	16	25.0%	37.5%	37.5%	0.0%
30.8%	23.1%	7.7%	30.8%	13	0.0%	30.8%	69.2%	0.0%
52.0%	16.0%	32.0%	48.0%	25	20.0%	64.0%	12.0%	4.0%
25.9%	25.9%	25.9%	51.9%	26	38.5%	57.7%	3.8%	0.0%
37.5%	21.9%	6.3%	28.1%	32	18.8%	53.1%	25.0%	3.1%
4.8%	38.1%	38.1%	76.2%	21	0.0%	57.1%	42.9%	0.0%
24.4%	26.8%	12.2%	39.0%	41	24.4%	65.9%	9.8%	0.0%
26.8%	31.7%	12.2%	43.9%	41	19.5%	70.7%	9.8%	0.0%
31.6%	28.9%	10.5%	39.5%	38	15.8%	68.4%	13.2%	2.6%
16.7%	23.8%	31.0%	54.8%	42	21.4%	54.8%	23.8%	0.0%
25.0%	35.5%	5.3%	40.8%	75	24.0%	33.3%	34.7%	8.0%
41.8%	21.5%	6.3%	27.8%	79	15.2%	70.9%	13.9%	0.0%
32.4%	16.9%	7.0%	23.9%	70	22.9%	38.6%	38.6%	0.0%
27.0%	22.2%	7.9%	30.2%	63	12.7%	20.6%	66.7%	0.0%
20.7%	7.3%	12.2%	19.5%	79	36.7%	41.8%	21.5%	0.0%
22.5%	38.0%	19.7%	57.7%	71	8.5%	76.1%	15.5%	0.0%
25.3%	16.0%	14.7%	30.7%	74	17.6%	39.2%	43.2%	0.0%
33.8%	14.9%	8.1%	23.0%	74	18.9%	41.9%	39.2%	0.0%
28.2%	23.9%	16.9%	40.8%	71	8.5%	43.7%	18.3%	29.6%
20.5%	24.7%	21.9%	46.6%	72	11.1%	23.6%	62.5%	2.8%
33.8%	29.9%	7.8%	37.7%	77	11.7%	59.7%	23.4%	5.2%
23.4%	31.3%	23.4%	54.7%	64	12.5%	65.6%	21.9%	0.0%
28.5%	17.9%	25.2%	43.1%	122	13.9%	35.2%	50.8%	0.0%
26.5%	23.5%	8.2%	31.6%	98	13.3%	35.7%	51.0%	0.0%
24.3%	30.8%	28.0%	58.9%	107	5.6%	43.9%	47.7%	2.8%
25.4%	28.9%	5.3%	34.2%	114	28.9%	42.1%	24.6%	4.4%
23.5%	32.4%	29.4%	61.8%	102	13.7%	30.4%	51.0%	4.9%
25.8%	23.3%	26.7%	50.0%	117	16.2%	37.6%	39.3%	6.8%
23.2%	38.9%	16.8%	55.8%	95	14.7%	64.2%	20.0%	1.1%
27.6%	27.6%	26.5%	54.1%	98	10.2%	50.0%	26.5%	13.3%
27.9%	11.6%	7.0%	18.6%	41	39.0%	46.3%	12.2%	2.4%
32.6%	26.1%	19.6%	45.7%	45	24.4%	68.9%	6.7%	0.0%
23.5%	17.6%	14.7%	32.4%	34	23.5%	73.5%	2.9%	0.0%
31.8%	31.8%	20.5%	52.3%	44	4.5%	50.0%	45.5%	0.0%
30.0%	37.5%	7.5%	45.0%	39	38.5%	48.7%	12.8%	0.0%
23.7%	36.8%	26.3%	63.2%	38	28.9%	57.9%	10.5%	2.6%
21.6%	15.7%	39.2%	54.9%	51	13.7%	29.4%	56.9%	0.0%
28.3%	41.7%	10.0%	51.7%	59	13.6%	22.0%	64.4%	0.0%

24.6%	24.6%	25.4%	50.0%	112	19.6%	62.5%	17.9%	0.0%
23.8%	23.8%	22.2%	46.0%	126	7.9%	26.2%	65.1%	0.8%
25.7%	37.5%	15.4%	52.9%	136	22.8%	65.4%	11.8%	0.0%
27.8%	21.1%	22.6%	43.6%	133	16.5%	63.9%	12.0%	7.5%
19.5%	28.8%	37.3%	66.1%	117	9.4%	37.6%	53.0%	0.0%
23.2%	33.6%	11.2%	44.8%	125	21.6%	48.8%	23.2%	6.4%
23.7%	31.3%	26.7%	58.0%	131	10.7%	52.7%	35.1%	1.5%
30.9%	24.4%	19.5%	43.9%	123	8.9%	31.7%	57.7%	1.6%
26.2%	15.5%	8.3%	23.8%	79	29.1%	49.4%	20.3%	1.3%
31.7%	15.0%	11.7%	26.7%	60	35.0%	45.0%	20.0%	0.0%
22.0%	24.0%	16.0%	40.0%	50	34.0%	48.0%	18.0%	0.0%
33.9%	28.8%	28.8%	57.6%	58	5.2%	63.8%	24.1%	6.9%
29.2%	29.2%	33.3%	62.5%	24	12.5%	54.2%	33.3%	0.0%
18.2%	50.0%	9.1%	59.1%	22	18.2%	63.6%	18.2%	0.0%
26.4%	18.4%	17.2%	35.6%	86	20.9%	66.3%	12.8%	0.0%
31.4%	35.7%	11.4%	47.1%	70	15.7%	65.7%	18.6%	0.0%
22.5%	27.9%	20.7%	48.6%	108	29.6%	56.5%	13.0%	0.9%
26.7%	31.4%	24.4%	55.8%	85	18.8%	54.1%	23.5%	3.5%
19.2%	19.5%	24.4%	43.9%	377	11.1%	36.3%	50.1%	2.4%
31.2%	26.5%	6.4%	32.9%	357	26.3%	61.1%	10.4%	2.2%
22.6%	34.7%	24.8%	59.5%	363	17.4%	65.6%	16.0%	1.1%
26.6%	24.1%	23.3%	47.4%	403	17.6%	30.8%	50.9%	0.7%
25.9%	30.6%	7.8%	38.4%	356	15.7%	29.5%	54.5%	0.3%
22.7%	24.0%	18.7%	42.7%	70	21.4%	60.0%	18.6%	0.0%
28.4%	33.0%	23.9%	56.8%	87	11.5%	60.9%	24.1%	3.4%
29.8%	16.6%	13.4%	30.0%	371	14.8%	70.9%	9.2%	5.1%
22.9%	14.3%	20.0%	34.3%	35	34.3%	48.6%	17.1%	0.0%
29.3%	24.4%	14.6%	39.0%	41	26.8%	58.5%	12.2%	2.4%
30.8%	34.6%	19.2%	53.8%	25	16.0%	32.0%	20.0%	32.0%
14.6%	18.8%	37.5%	56.3%	48	16.7%	22.9%	58.3%	2.1%
25.0%	36.4%	9.1%	45.5%	44	22.7%	56.8%	15.9%	4.5%
9.1%	54.5%	18.2%	72.7%	33	9.1%	51.5%	36.4%	3.0%
29.6%	29.6%	18.5%	48.1%	54	13.0%	53.7%	33.3%	0.0%
16.7%	16.7%	11.9%	28.6%	42	9.5%	38.1%	52.4%	0.0%
21.1%	21.1%	12.3%	33.3%	55	30.9%	56.4%	12.7%	0.0%
29.7%	21.6%	16.2%	37.8%	37	29.7%	54.1%	16.2%	0.0%
28.6%	24.5%	16.3%	40.8%	49	14.3%	55.1%	10.2%	20.4%
30.4%	26.1%	19.6%	45.7%	44	11.4%	15.9%	68.2%	4.5%
31.4%	28.6%	2.9%	31.4%	34	38.2%	20.6%	38.2%	2.9%
25.5%	32.7%	12.7%	45.5%	55	18.2%	63.6%	18.2%	0.0%
32.6%	21.7%	19.6%	41.3%	46	13.0%	30.4%	56.5%	0.0%
27.8%	14.8%	1.9%	16.7%	53	15.1%	41.5%	43.4%	0.0%
22.0%	17.5%	24.2%	41.6%	565	25.3%	32.9%	41.6%	0.2%
23.4%	29.3%	14.8%	44.2%	568	16.7%	26.1%	55.8%	1.4%
NA	NA	NA	NA	0	NA	NA	NA	NA
18.5%	5.6%	3.1%	8.7%	278	57.2%	29.9%	12.9%	0.0%
9.6%	6.8%	0.0%	6.8%	245	60.8%	23.7%	15.5%	0.0%
20.9%	21.3%	17.7%	39.0%	273	14.7%	51.6%	32.2%	1.5%
25.9%	29.9%	8.0%	38.0%	274	34.7%	44.2%	18.2%	2.9%

34.2%	34.2%	8.1%	42.3%	257	25.3%	57.6%	17.1%	0.0%
27.2%	18.3%	18.6%	36.9%	311	18.0%	30.5%	51.1%	0.3%
26.1%	21.4%	7.5%	28.8%	294	19.7%	40.1%	39.5%	0.7%
22.5%	18.3%	9.9%	28.2%	68	33.8%	60.3%	5.9%	0.0%
33.7%	15.2%	7.6%	22.8%	91	27.5%	56.0%	16.5%	0.0%
25.5%	16.0%	16.0%	31.9%	93	23.7%	52.7%	15.1%	8.6%
20.1%	14.8%	9.2%	24.0%	228	24.6%	46.9%	28.1%	0.4%
30.8%	21.0%	3.3%	24.3%	215	35.3%	40.9%	21.4%	2.3%
33.3%	30.7%	8.2%	39.0%	230	40.4%	51.3%	7.8%	0.4%
N<10	N<10	N<10	N<10	1	N<10	N<10	N<10	N<10
12.8%	14.7%	24.8%	39.5%	258	16.3%	41.1%	40.3%	2.3%
23.2%	27.9%	13.4%	41.3%	277	27.1%	35.7%	28.9%	8.3%
19.6%	30.0%	23.6%	53.6%	249	24.9%	50.2%	23.7%	1.2%
20.8%	13.1%	5.0%	18.1%	252	25.4%	52.4%	22.2%	0.0%
25.1%	17.0%	3.1%	20.2%	226	50.0%	41.2%	7.5%	1.3%
29.5%	20.1%	6.3%	26.4%	261	51.7%	44.4%	3.4%	0.4%
24.5%	10.2%	6.1%	16.3%	38	34.2%	60.5%	5.3%	0.0%
16.7%	11.1%	1.9%	13.0%	52	42.3%	53.8%	3.8%	0.0%
33.9%	12.5%	3.6%	16.1%	55	34.5%	43.6%	18.2%	3.6%
28.2%	8.5%	0.0%	8.5%	69	56.5%	37.7%	5.8%	0.0%
50.0%	7.1%	2.4%	9.5%	42	26.2%	57.1%	16.7%	0.0%
23.1%	11.5%	7.7%	19.2%	52	25.0%	57.7%	13.5%	3.8%
18.8%	18.8%	14.6%	33.3%	46	32.6%	54.3%	13.0%	0.0%
27.7%	21.3%	4.3%	25.5%	47	34.0%	59.6%	6.4%	0.0%
31.4%	9.8%	7.8%	17.6%	51	21.6%	62.7%	5.9%	9.8%
32.6%	14.0%	11.6%	25.6%	37	45.9%	51.4%	2.7%	0.0%
29.5%	18.2%	4.5%	22.7%	44	34.1%	54.5%	11.4%	0.0%
21.3%	23.4%	21.3%	44.7%	47	23.4%	68.1%	6.4%	2.1%
20.9%	20.9%	41.8%	62.7%	67	9.0%	44.8%	43.3%	3.0%
14.3%	20.0%	58.6%	78.6%	70	2.9%	65.7%	28.6%	2.9%
33.9%	28.8%	30.5%	59.3%	59	1.7%	64.4%	15.3%	18.6%
22.9%	14.6%	6.3%	20.8%	46	39.1%	47.8%	10.9%	2.2%
23.1%	7.7%	3.8%	11.5%	52	32.7%	65.4%	1.9%	0.0%
25.0%	10.0%	2.5%	12.5%	40	32.5%	55.0%	12.5%	0.0%
19.1%	12.8%	38.3%	51.1%	47	12.8%	63.8%	23.4%	0.0%
33.3%	28.9%	24.4%	53.3%	46	13.0%	63.0%	23.9%	0.0%
34.8%	21.7%	19.6%	41.3%	46	6.5%	52.2%	15.2%	26.1%
20.0%	22.2%	8.9%	31.1%	43	39.5%	39.5%	20.9%	0.0%
38.5%	23.1%	3.8%	26.9%	25	24.0%	68.0%	8.0%	0.0%
22.6%	12.9%	0.0%	12.9%	31	41.9%	48.4%	9.7%	0.0%
11.9%	22.0%	39.0%	61.0%	59	27.1%	55.9%	16.9%	0.0%
37.7%	21.3%	21.3%	42.6%	61	26.2%	63.9%	9.8%	0.0%
44.2%	18.6%	7.0%	25.6%	43	16.3%	76.7%	7.0%	0.0%
20.8%	6.3%	12.5%	18.8%	44	43.2%	45.5%	11.4%	0.0%
18.9%	7.5%	3.8%	11.3%	52	48.1%	48.1%	3.8%	0.0%
35.6%	6.7%	0.0%	6.7%	44	31.8%	50.0%	18.2%	0.0%
20.3%	13.5%	8.1%	21.6%	70	37.1%	57.1%	5.7%	0.0%
31.3%	16.4%	4.5%	20.9%	67	46.3%	46.3%	7.5%	0.0%
30.8%	20.0%	6.2%	26.2%	64	10.9%	84.4%	4.7%	0.0%



14.7%	17.6%	32.4%	50.0%	67	35.8%	37.3%	26.9%	0.0%
29.4%	29.4%	29.4%	58.8%	51	17.6%	56.9%	25.5%	0.0%
16.7%	13.0%	29.6%	42.6%	55	27.3%	41.8%	18.2%	12.7%
17.8%	4.4%	8.9%	13.3%	44	38.6%	59.1%	2.3%	0.0%
20.5%	12.8%	0.0%	12.8%	35	48.6%	51.4%	0.0%	0.0%
35.6%	13.3%	6.7%	20.0%	45	17.8%	80.0%	2.2%	0.0%
22.5%	14.1%	2.8%	16.9%	65	52.3%	41.5%	6.2%	0.0%
11.6%	11.6%	2.3%	14.0%	43	48.8%	51.2%	0.0%	0.0%
32.5%	7.5%	5.0%	12.5%	39	23.1%	61.5%	12.8%	2.6%
13.6%	7.6%	12.1%	19.7%	59	52.5%	42.4%	5.1%	0.0%
26.2%	8.2%	3.3%	11.5%	60	61.7%	30.0%	8.3%	0.0%
21.1%	8.5%	5.6%	14.1%	64	29.7%	68.8%	1.6%	0.0%
23.5%	20.6%	23.5%	44.1%	64	21.9%	57.8%	18.8%	1.6%
23.0%	34.4%	31.1%	65.6%	60	18.3%	51.7%	26.7%	3.3%
30.6%	25.8%	22.6%	48.4%	62	8.1%	79.0%	6.5%	6.5%
15.6%	6.7%	2.2%	8.9%	43	48.8%	46.5%	4.7%	0.0%
39.6%	16.7%	4.2%	20.8%	46	34.8%	63.0%	2.2%	0.0%
13.6%	9.1%	11.4%	20.5%	44	43.2%	40.9%	13.6%	2.3%
23.2%	14.5%	30.4%	44.9%	68	19.1%	61.8%	19.1%	0.0%
21.4%	39.3%	8.9%	48.2%	56	12.5%	69.6%	17.9%	0.0%
19.6%	17.6%	7.8%	25.5%	49	40.8%	57.1%	2.0%	0.0%
22.9%	18.6%	22.9%	41.4%	69	31.9%	47.8%	18.8%	1.4%
27.5%	33.8%	8.8%	42.5%	80	21.3%	70.0%	8.8%	0.0%
23.8%	20.6%	12.7%	33.3%	63	9.5%	46.0%	30.2%	14.3%
23.1%	13.5%	5.8%	19.2%	49	36.7%	53.1%	10.2%	0.0%
36.8%	21.1%	2.6%	23.7%	38	34.2%	60.5%	5.3%	0.0%
22.7%	6.8%	6.8%	13.6%	44	25.0%	43.2%	22.7%	9.1%
25.5%	21.3%	2.1%	23.4%	44	15.9%	70.5%	13.6%	0.0%
21.6%	16.2%	5.4%	21.6%	37	40.5%	45.9%	13.5%	0.0%
15.6%	0.0%	2.2%	2.2%	44	34.1%	63.6%	0.0%	2.3%
26.1%	6.5%	2.2%	8.7%	46	50.0%	47.8%	2.2%	0.0%
31.8%	13.6%	0.0%	13.6%	43	44.2%	53.5%	2.3%	0.0%
20.8%	9.4%	5.7%	15.1%	51	35.3%	62.7%	2.0%	0.0%
27.0%	24.3%	18.9%	43.2%	35	22.9%	54.3%	22.9%	0.0%
27.1%	41.7%	16.7%	58.3%	48	10.4%	62.5%	25.0%	2.1%
34.1%	25.0%	11.4%	36.4%	44	6.8%	72.7%	15.9%	4.5%
12.4%	14.6%	9.0%	23.6%	82	46.3%	45.1%	7.3%	1.2%
30.5%	3.7%	3.7%	7.3%	79	45.6%	49.4%	5.1%	0.0%
26.3%	5.0%	2.5%	7.5%	80	31.3%	55.0%	10.0%	3.8%
27.4%	18.9%	9.5%	28.4%	93	41.9%	40.9%	16.1%	1.1%
33.3%	18.3%	12.9%	31.2%	92	19.6%	64.1%	16.3%	0.0%
31.2%	16.9%	9.1%	26.0%	77	15.6%	66.2%	11.7%	6.5%
26.1%	10.9%	5.4%	16.3%	90	43.3%	51.1%	5.6%	0.0%
31.5%	14.1%	2.2%	16.3%	91	46.2%	50.5%	3.3%	0.0%
28.9%	6.0%	9.6%	15.7%	83	28.9%	62.7%	7.2%	1.2%
20.7%	7.1%	4.3%	11.4%	181	28.2%	53.0%	18.8%	0.0%
27.8%	13.6%	2.0%	15.7%	196	45.9%	43.9%	8.7%	1.5%
30.1%	25.3%	5.7%	31.0%	229	36.7%	55.0%	8.3%	0.0%
24.8%	9.3%	3.7%	13.0%	243	42.4%	38.3%	19.3%	0.0%

17.2%	9.0%	3.4%	12.4%	234	39.7%	32.5%	27.8%	0.0%
27.0%	8.0%	3.0%	11.0%	186	42.5%	38.7%	18.8%	0.0%
29.1%	9.1%	0.0%	9.1%	154	29.9%	44.8%	25.3%	0.0%
N<10	N<10	N<10	N<10	3	N<10	N<10	N<10	N<10
N<10	N<10	N<10	N<10	3	N<10	N<10	N<10	N<10
N<10	N<10	N<10	N<10	1	N<10	N<10	N<10	N<10
NA	NA	NA	NA	2	N<10	N<10	N<10	N<10
N<10	N<10	N<10	N<10	4	N<10	N<10	N<10	N<10
N<10	N<10	N<10	N<10	5	N<10	N<10	N<10	N<10
N<10	N<10	N<10	N<10	5	N<10	N<10	N<10	N<10
N<10	N<10	N<10	N<10	4	N<10	N<10	N<10	N<10
13.5%	9.8%	1.5%	11.3%	128	57.0%	38.3%	4.7%	0.0%
22.7%	9.1%	0.8%	9.8%	126	50.0%	47.6%	2.4%	0.0%
19.3%	3.7%	0.7%	4.4%	136	40.4%	50.7%	5.9%	2.9%
16.0%	20.2%	47.2%	67.5%	162	9.9%	34.0%	52.5%	3.7%
14.1%	31.9%	45.9%	77.8%	135	5.9%	48.9%	41.5%	3.7%
21.2%	22.0%	36.4%	58.3%	132	3.8%	59.8%	17.4%	18.9%
30.1%	20.5%	23.3%	43.8%	73	32.9%	50.7%	16.4%	0.0%
26.8%	35.2%	26.8%	62.0%	71	11.3%	57.7%	31.0%	0.0%
29.6%	23.9%	23.9%	47.9%	71	7.0%	47.9%	23.9%	21.1%
20.4%	27.6%	37.8%	65.3%	98	3.1%	38.8%	55.1%	3.1%
25.0%	40.6%	22.9%	63.5%	96	8.3%	42.7%	38.5%	10.4%
33.0%	35.1%	20.2%	55.3%	94	12.8%	47.9%	36.2%	3.2%
16.3%	16.3%	4.8%	21.2%	204	34.3%	44.1%	21.1%	0.5%
23.9%	13.6%	0.6%	14.2%	174	52.9%	31.0%	13.8%	2.3%
34.7%	22.1%	3.2%	25.3%	186	55.9%	38.2%	5.9%	0.0%
28.6%	12.9%	7.1%	20.0%	69	24.6%	46.4%	29.0%	0.0%
39.3%	16.1%	10.7%	26.8%	56	21.4%	73.2%	5.4%	0.0%
28.2%	11.3%	4.2%	15.5%	71	19.7%	54.9%	16.9%	8.5%
20.0%	9.2%	7.7%	16.9%	62	35.5%	45.2%	19.4%	0.0%
29.8%	21.3%	8.5%	29.8%	47	27.7%	59.6%	12.8%	0.0%
21.7%	8.3%	5.0%	13.3%	60	46.7%	38.3%	8.3%	6.7%
20.0%	30.7%	30.7%	61.3%	74	10.8%	43.2%	44.6%	1.4%
28.2%	30.8%	25.6%	56.4%	78	17.9%	64.1%	16.7%	1.3%
23.0%	28.4%	27.0%	55.4%	74	14.9%	52.7%	23.0%	9.5%
28.6%	16.7%	2.4%	19.0%	41	36.6%	46.3%	12.2%	4.9%
32.7%	12.2%	2.0%	14.3%	49	40.8%	59.2%	0.0%	0.0%
40.5%	5.4%	0.0%	5.4%	37	29.7%	56.8%	10.8%	2.7%
22.0%	29.0%	21.0%	50.0%	100	16.0%	53.0%	28.0%	3.0%
28.2%	29.1%	18.2%	47.3%	109	22.9%	57.8%	19.3%	0.0%
29.4%	28.4%	17.4%	45.9%	109	10.1%	50.5%	17.4%	22.0%
22.5%	19.7%	31.0%	50.7%	70	28.6%	44.3%	25.7%	1.4%
22.7%	27.3%	22.7%	50.0%	66	21.2%	66.7%	9.1%	3.0%
28.2%	17.6%	25.9%	43.5%	85	20.0%	51.8%	15.3%	12.9%
23.0%	8.1%	6.8%	14.9%	71	38.0%	43.7%	18.3%	0.0%
23.5%	11.8%	3.9%	15.7%	51	31.4%	58.8%	9.8%	0.0%
14.9%	4.5%	1.5%	6.0%	67	28.4%	58.2%	11.9%	1.5%
13.3%	4.4%	2.2%	6.7%	44	50.0%	40.9%	9.1%	0.0%
32.7%	7.7%	0.0%	7.7%	52	19.2%	73.1%	7.7%	0.0%

22.7%	6.8%	2.3%	9.1%	44	31.8%	54.5%	4.5%	9.1%
20.9%	21.1%	17.0%	38.1%	618	17.3%	46.6%	35.9%	0.2%
20.8%	15.0%	3.0%	18.0%	568	41.5%	38.7%	16.2%	3.5%
22.7%	18.4%	7.6%	26.0%	561	43.3%	46.0%	10.3%	0.4%
25.3%	15.1%	11.5%	26.6%	596	17.1%	35.4%	47.5%	0.0%
18.6%	17.3%	6.1%	23.4%	617	24.3%	37.1%	38.1%	0.5%
19.3%	10.9%	4.2%	15.1%	111	47.7%	45.0%	7.2%	0.0%
23.5%	17.6%	2.9%	20.6%	66	48.5%	50.0%	1.5%	0.0%
22.6%	8.3%	8.3%	16.7%	84	45.2%	41.7%	7.1%	6.0%
17.8%	26.0%	37.0%	63.0%	71	7.0%	45.1%	40.8%	7.0%
22.9%	25.7%	44.3%	70.0%	70	8.6%	41.4%	47.1%	2.9%
19.4%	17.9%	43.3%	61.2%	67	6.0%	28.4%	23.9%	41.8%
24.1%	23.1%	13.9%	37.0%	104	16.3%	47.1%	35.6%	1.0%
37.0%	21.0%	11.0%	32.0%	100	18.0%	67.0%	15.0%	0.0%
30.1%	15.5%	15.5%	31.1%	103	16.5%	54.4%	17.5%	11.7%
17.1%	24.4%	17.1%	41.5%	39	30.8%	61.5%	7.7%	0.0%
23.9%	23.9%	19.6%	43.5%	45	33.3%	62.2%	4.4%	0.0%
34.8%	21.7%	4.3%	26.1%	46	30.4%	43.5%	19.6%	6.5%
22.1%	21.2%	8.7%	29.8%	98	29.6%	49.0%	20.4%	1.0%
31.6%	30.5%	11.6%	42.1%	93	26.9%	65.6%	7.5%	0.0%
39.0%	13.4%	13.4%	26.8%	82	17.1%	58.5%	15.9%	8.5%
27.8%	11.1%	6.9%	18.1%	70	45.7%	41.4%	12.9%	0.0%
37.5%	10.7%	1.8%	12.5%	56	33.9%	53.6%	12.5%	0.0%
27.3%	9.1%	5.5%	14.5%	55	29.1%	65.5%	3.6%	1.8%
14.6%	14.6%	2.4%	17.1%	34	26.5%	50.0%	23.5%	0.0%
23.9%	8.7%	2.2%	10.9%	45	48.9%	42.2%	8.9%	0.0%
25.0%	9.4%	9.4%	18.8%	31	25.8%	54.8%	16.1%	3.2%
23.1%	13.5%	11.5%	25.0%	52	23.1%	61.5%	13.5%	1.9%
17.0%	21.3%	12.8%	34.0%	46	37.0%	60.9%	2.2%	0.0%
25.0%	28.6%	10.7%	39.3%	28	14.3%	71.4%	10.7%	3.6%
20.5%	20.5%	11.4%	31.8%	43	23.3%	48.8%	25.6%	2.3%
34.5%	13.8%	10.3%	24.1%	29	31.0%	51.7%	17.2%	0.0%
40.7%	22.2%	3.7%	25.9%	27	18.5%	44.4%	33.3%	3.7%
34.0%	10.0%	8.0%	18.0%	48	39.6%	39.6%	20.8%	0.0%
26.9%	17.3%	17.3%	34.6%	51	23.5%	56.9%	17.6%	2.0%
31.1%	13.3%	11.1%	24.4%	44	25.0%	56.8%	9.1%	9.1%
9.3%	16.3%	7.0%	23.3%	42	38.1%	47.6%	14.3%	0.0%
20.0%	34.3%	8.6%	42.9%	34	32.4%	58.8%	8.8%	0.0%
13.3%	13.3%	10.0%	23.3%	30	43.3%	46.7%	10.0%	0.0%
38.1%	4.8%	4.8%	9.5%	20	25.0%	55.0%	20.0%	0.0%
22.7%	18.2%	18.2%	36.4%	22	27.3%	59.1%	13.6%	0.0%
32.3%	22.6%	12.9%	35.5%	31	3.2%	45.2%	32.3%	19.4%
25.0%	12.5%	18.8%	31.3%	48	50.0%	41.7%	8.3%	0.0%
23.2%	32.1%	7.1%	39.3%	56	35.7%	53.6%	10.7%	0.0%
34.6%	19.2%	13.5%	32.7%	52	21.2%	48.1%	26.9%	3.8%
33.3%	18.7%	14.7%	33.3%	74	36.5%	41.9%	21.6%	0.0%
37.5%	31.9%	9.7%	41.7%	72	19.4%	76.4%	4.2%	0.0%
29.7%	12.2%	13.5%	25.7%	74	16.2%	54.1%	14.9%	14.9%
22.8%	19.6%	8.9%	28.6%	219	19.6%	58.9%	21.0%	0.5%



33.1%	18.5%	2.0%	20.5%	252	45.6%	32.9%	19.8%	1.6%
29.6%	16.0%	9.9%	25.8%	212	46.2%	44.3%	8.5%	0.9%
12.8%	17.7%	14.6%	32.3%	163	17.8%	49.7%	30.7%	1.8%
22.5%	22.5%	7.0%	29.5%	127	41.7%	43.3%	13.4%	1.6%
26.3%	14.7%	7.1%	21.8%	155	60.0%	32.9%	7.1%	0.0%
22.8%	19.3%	18.3%	37.6%	392	12.5%	55.6%	31.6%	0.3%
32.5%	19.1%	7.6%	26.7%	393	29.3%	44.5%	23.7%	2.5%
28.0%	26.8%	11.0%	37.8%	347	30.5%	53.0%	16.1%	0.3%
22.6%	7.7%	3.6%	11.3%	245	44.9%	39.2%	15.9%	0.0%
23.9%	9.8%	1.6%	11.4%	179	36.3%	38.5%	25.1%	0.0%
16.4%	9.2%	9.2%	18.4%	149	47.0%	32.2%	20.8%	0.0%
14.5%	19.6%	5.6%	25.1%	175	31.4%	35.4%	33.1%	0.0%
27.2%	20.4%	12.2%	32.7%	146	20.5%	41.1%	37.7%	0.7%
26.7%	24.7%	9.6%	34.2%	144	22.2%	35.4%	42.4%	0.0%
24.3%	17.4%	12.1%	29.5%	419	29.8%	33.7%	36.5%	0.0%
26.1%	28.4%	10.3%	38.8%	347	13.5%	29.4%	57.1%	0.0%
16.3%	10.2%	18.4%	28.6%	46	41.3%	43.5%	13.0%	2.2%
32.8%	17.2%	13.8%	31.0%	58	37.9%	60.3%	1.7%	0.0%
20.0%	36.0%	16.0%	52.0%	50	18.0%	62.0%	18.0%	2.0%
16.4%	19.2%	4.1%	23.3%	71	39.4%	49.3%	11.3%	0.0%
25.4%	12.7%	1.6%	14.3%	63	42.9%	50.8%	6.3%	0.0%
22.7%	10.7%	13.3%	24.0%	74	25.7%	60.8%	10.8%	2.7%
21.6%	32.4%	21.6%	54.1%	36	8.3%	58.3%	30.6%	2.8%
30.8%	28.2%	25.6%	53.8%	39	20.5%	43.6%	33.3%	2.6%
26.2%	19.0%	28.6%	47.6%	42	11.9%	57.1%	14.3%	16.7%
18.8%	12.5%	10.4%	22.9%	48	25.0%	37.5%	37.5%	0.0%
23.8%	25.0%	8.8%	33.8%	79	22.8%	26.6%	49.4%	1.3%
4.3%	30.4%	26.1%	56.5%	23	21.7%	34.8%	43.5%	0.0%
24.1%	34.5%	17.2%	51.7%	27	25.9%	66.7%	7.4%	0.0%
N<10	N<10	N<10	N<10	7	N<10	N<10	N<10	N<10
24.7%	22.4%	11.8%	34.1%	84	31.0%	48.8%	20.2%	0.0%
36.3%	21.3%	6.3%	27.5%	79	26.6%	58.2%	15.2%	0.0%
34.1%	17.1%	20.7%	37.8%	82	15.9%	59.8%	14.6%	9.8%
15.8%	3.5%	5.3%	8.8%	50	56.0%	36.0%	8.0%	0.0%
23.1%	23.1%	9.6%	32.7%	52	38.5%	55.8%	5.8%	0.0%
37.5%	15.6%	3.1%	18.8%	32	21.9%	59.4%	12.5%	6.3%
21.8%	19.8%	24.8%	44.6%	97	15.5%	47.4%	29.9%	7.2%
26.5%	32.5%	24.1%	56.6%	84	7.1%	66.7%	25.0%	1.2%
30.8%	20.9%	19.8%	40.7%	88	10.2%	54.5%	17.0%	18.2%
24.1%	24.1%	25.5%	49.6%	135	8.9%	42.2%	45.9%	3.0%
26.3%	33.3%	11.1%	44.4%	171	14.6%	38.0%	36.8%	10.5%
16.3%	39.8%	26.0%	65.9%	123	20.3%	53.7%	25.2%	0.8%
21.8%	9.1%	3.6%	12.7%	50	48.0%	44.0%	8.0%	0.0%
30.0%	12.2%	4.4%	16.7%	86	45.3%	51.2%	3.5%	0.0%
32.3%	12.3%	1.5%	13.8%	65	26.2%	52.3%	16.9%	4.6%
22.0%	24.3%	13.5%	37.8%	259	13.1%	53.7%	32.0%	1.2%
33.5%	24.4%	6.8%	31.2%	219	26.5%	40.2%	24.2%	9.1%
26.1%	35.1%	14.1%	49.3%	274	19.7%	55.5%	23.4%	1.5%
20.2%	26.6%	36.2%	62.8%	94	9.6%	52.1%	35.1%	3.2%

17.0%	35.2%	30.7%	65.9%	88	13.6%	52.3%	34.1%	0.0%
23.2%	23.2%	32.9%	56.1%	82	7.3%	54.9%	29.3%	8.5%
24.9%	19.9%	12.6%	32.5%	274	28.5%	37.2%	34.3%	0.0%
22.9%	26.9%	7.2%	34.1%	240	27.1%	29.2%	43.8%	0.0%
20.8%	34.7%	22.2%	56.9%	67	34.3%	43.3%	20.9%	1.5%
20.0%	37.3%	25.3%	62.7%	75	22.7%	65.3%	12.0%	0.0%
16.9%	26.0%	28.6%	54.5%	77	19.5%	51.9%	14.3%	14.3%
26.3%	26.3%	28.9%	55.3%	75	14.7%	38.7%	45.3%	1.3%
22.5%	43.7%	11.3%	54.9%	71	26.8%	32.4%	36.6%	4.2%
26.0%	42.0%	24.0%	66.0%	50	28.0%	42.0%	24.0%	6.0%
32.0%	34.0%	12.0%	46.0%	50	10.0%	36.0%	54.0%	0.0%
26.7%	28.9%	22.2%	51.1%	45	13.3%	35.6%	51.1%	0.0%
21.5%	20.0%	23.1%	43.1%	63	25.4%	60.3%	14.3%	0.0%
26.0%	32.9%	16.4%	49.3%	72	12.5%	73.6%	13.9%	0.0%
23.7%	23.7%	17.1%	40.8%	75	13.3%	73.3%	8.0%	5.3%
22.2%	24.1%	34.2%	58.2%	156	5.8%	38.5%	55.1%	0.6%
19.9%	31.7%	19.9%	51.6%	160	9.4%	52.5%	30.0%	8.1%
19.7%	36.6%	27.5%	64.1%	142	21.1%	45.8%	24.6%	8.5%
32.8%	27.3%	25.0%	52.3%	128	6.3%	33.6%	59.4%	0.8%
14.7%	30.7%	18.7%	49.3%	75	4.0%	26.7%	69.3%	0.0%
14.6%	18.3%	32.9%	51.2%	82	19.5%	47.6%	31.7%	1.2%
20.5%	42.2%	12.0%	54.2%	82	9.8%	47.6%	30.5%	12.2%
20.0%	30.9%	27.3%	58.2%	55	9.1%	74.5%	16.4%	0.0%
23.1%	25.6%	33.3%	59.0%	39	2.6%	43.6%	53.8%	0.0%
15.4%	46.2%	15.4%	61.5%	26	11.5%	30.8%	53.8%	3.8%
22.8%	18.6%	16.6%	35.2%	119	53.8%	37.8%	7.6%	0.8%
23.9%	23.2%	9.9%	33.1%	131	55.7%	41.2%	3.1%	0.0%
33.1%	24.1%	13.3%	37.3%	160	34.4%	49.4%	12.5%	3.8%
17.1%	25.1%	22.9%	48.0%	167	26.3%	42.5%	28.1%	3.0%
28.6%	27.2%	9.8%	37.1%	220	41.4%	34.1%	18.2%	6.4%
22.6%	31.2%	17.5%	48.7%	234	36.8%	42.7%	16.2%	4.3%
31.6%	19.4%	18.1%	37.4%	151	35.1%	31.1%	33.8%	0.0%
21.3%	38.0%	8.3%	46.3%	105	20.0%	25.7%	53.3%	1.0%
13.6%	27.3%	9.1%	36.4%	44	20.5%	40.9%	38.6%	0.0%
27.7%	19.1%	0.0%	19.1%	46	43.5%	52.2%	4.3%	0.0%
51.7%	12.1%	6.9%	19.0%	58	24.1%	63.8%	8.6%	3.4%
19.6%	23.9%	33.7%	57.6%	91	18.7%	51.6%	29.7%	0.0%
29.3%	33.7%	21.7%	55.4%	91	27.5%	60.4%	11.0%	1.1%
30.1%	15.9%	25.7%	41.6%	113	11.5%	69.0%	13.3%	6.2%
22.8%	20.5%	31.5%	52.0%	126	4.8%	33.3%	57.9%	4.0%
35.0%	23.3%	13.3%	36.7%	119	16.8%	31.9%	36.1%	15.1%
21.2%	33.9%	29.7%	63.6%	118	9.3%	28.8%	52.5%	9.3%
29.8%	21.4%	26.7%	48.1%	131	13.7%	26.7%	58.8%	0.8%
25.8%	43.5%	10.5%	54.0%	124	4.8%	19.4%	74.2%	1.6%
20.0%	6.7%	8.3%	15.0%	54	55.6%	35.2%	9.3%	0.0%
33.3%	14.3%	4.8%	19.0%	42	61.9%	33.3%	4.8%	0.0%
18.4%	2.0%	0.0%	2.0%	49	46.9%	49.0%	4.1%	0.0%
20.9%	11.6%	9.3%	20.9%	43	18.6%	44.2%	34.9%	2.3%
8.3%	22.2%	0.0%	22.2%	36	27.8%	36.1%	36.1%	0.0%

22.9%	25.7%	5.7%	31.4%	33	45.5%	45.5%	9.1%	0.0%
25.9%	16.7%	11.1%	27.8%	53	47.2%	45.3%	7.5%	0.0%
18.5%	24.1%	3.7%	27.8%	54	35.2%	50.0%	11.1%	3.7%
29.6%	22.2%	7.4%	29.6%	54	16.7%	59.3%	16.7%	7.4%
25.9%	14.8%	11.1%	25.9%	53	9.4%	71.7%	18.9%	0.0%
37.3%	7.8%	0.0%	7.8%	51	15.7%	72.5%	11.8%	0.0%
24.1%	37.0%	9.3%	46.3%	54	20.4%	64.8%	13.0%	1.9%
43.4%	13.3%	9.6%	22.9%	83	19.3%	39.8%	41.0%	0.0%
27.9%	19.8%	10.5%	30.2%	86	19.8%	29.1%	50.0%	1.2%
31.3%	22.9%	6.3%	29.2%	48	22.9%	66.7%	10.4%	0.0%
28.8%	21.2%	21.2%	42.3%	52	9.6%	42.3%	48.1%	0.0%
30.8%	30.8%	7.7%	38.5%	52	19.2%	61.5%	19.2%	0.0%
23.8%	38.1%	19.0%	57.1%	42	19.0%	52.4%	23.8%	4.8%
23.1%	0.0%	0.0%	0.0%	13	92.3%	7.7%	0.0%	0.0%
0.0%	5.9%	0.0%	5.9%	16	81.3%	18.8%	0.0%	0.0%
25.9%	7.4%	3.7%	11.1%	29	55.2%	37.9%	6.9%	0.0%
15.8%	10.5%	0.0%	10.5%	19	36.8%	47.4%	15.8%	0.0%
14.9%	23.0%	36.5%	59.5%	73	5.5%	43.8%	50.7%	0.0%
23.6%	43.1%	9.7%	52.8%	71	18.3%	29.6%	23.9%	28.2%
30.6%	38.7%	14.5%	53.2%	63	11.1%	55.6%	27.0%	6.3%
30.4%	21.7%	17.4%	39.1%	23	13.0%	17.4%	65.2%	4.3%
10.9%	5.5%	0.0%	5.5%	50	70.0%	26.0%	4.0%	0.0%
15.8%	2.6%	5.3%	7.9%	37	62.2%	32.4%	5.4%	0.0%
18.9%	13.5%	0.0%	13.5%	37	51.4%	35.1%	13.5%	0.0%
23.5%	8.8%	0.0%	8.8%	33	30.3%	48.5%	18.2%	3.0%
4.8%	0.0%	19.0%	19.0%	20	55.0%	30.0%	10.0%	5.0%
27.8%	11.1%	11.1%	22.2%	18	61.1%	33.3%	5.6%	0.0%
16.7%	16.7%	8.3%	25.0%	10	30.0%	70.0%	0.0%	0.0%
N<10	N<10	N<10	N<10	3	N<10	N<10	N<10	N<10
N<10	N<10	N<10	N<10	4	N<10	N<10	N<10	N<10
N<10	N<10	N<10	N<10	8	N<10	N<10	N<10	N<10
N<10	N<10	N<10	N<10	4	N<10	N<10	N<10	N<10
N<10	N<10	N<10	N<10	2	N<10	N<10	N<10	N<10
N<10	N<10	N<10	N<10	6	N<10	N<10	N<10	N<10
N<10	N<10	N<10	N<10	5	N<10	N<10	N<10	N<10
N<10	N<10	N<10	N<10	4	N<10	N<10	N<10	N<10
N<10	N<10	N<10	N<10	4	N<10	N<10	N<10	N<10
N<10	N<10	N<10	N<10	5	N<10	N<10	N<10	N<10
N<10	N<10	N<10	N<10	5	N<10	N<10	N<10	N<10
N<10	N<10	N<10	N<10	6	N<10	N<10	N<10	N<10
N<10	N<10	N<10	N<10	3	N<10	N<10	N<10	N<10
N<10	N<10	N<10	N<10	3	N<10	N<10	N<10	N<10
RV	RV	RV	0.0%	9	N<10	N<10	N<10	N<10
N<10	N<10	N<10	N<10	8	N<10	N<10	N<10	N<10
26.9%	3.8%	0.0%	3.8%	22	45.5%	54.5%	0.0%	0.0%
24.1%	10.3%	0.0%	10.3%	29	51.7%	48.3%	0.0%	0.0%
34.3%	22.9%	2.9%	25.7%	35	42.9%	42.9%	8.6%	5.7%
26.8%	19.5%	22.0%	41.5%	41	22.0%	70.7%	7.3%	0.0%
35.7%	31.0%	4.8%	35.7%	42	35.7%	52.4%	11.9%	0.0%

35.3%	26.5%	5.9%	32.4%	34	23.5%	64.7%	11.8%	0.0%
44.8%	17.2%	13.8%	31.0%	29	24.1%	31.0%	44.8%	0.0%
27.8%	33.3%	13.9%	47.2%	35	14.3%	25.7%	60.0%	0.0%
22.8%	28.7%	9.6%	38.2%	136	17.6%	27.9%	52.2%	2.2%
18.7%	11.2%	13.4%	24.6%	123	43.9%	50.4%	5.7%	0.0%
26.6%	35.2%	14.1%	49.2%	127	26.0%	61.4%	12.6%	0.0%
35.5%	12.3%	10.1%	22.5%	134	12.7%	80.6%	4.5%	2.2%
22.2%	16.7%	18.3%	34.9%	122	17.2%	49.2%	32.0%	1.6%
23.8%	33.6%	9.1%	42.7%	143	30.1%	49.7%	19.6%	0.7%
20.9%	34.2%	26.6%	60.8%	158	19.6%	58.2%	22.2%	0.0%
23.6%	21.6%	23.0%	44.6%	147	17.0%	36.7%	45.6%	0.7%
29.6%	17.8%	3.0%	20.7%	167	39.5%	44.3%	14.4%	1.8%
35.2%	14.0%	7.8%	21.8%	179	36.3%	52.5%	11.2%	0.0%
19.3%	8.3%	3.6%	12.0%	188	39.9%	40.4%	19.7%	0.0%
13.1%	10.6%	2.5%	13.1%	192	44.3%	33.9%	21.9%	0.0%
18.1%	11.5%	3.1%	14.5%	195	53.8%	33.3%	10.8%	2.1%
24.2%	6.8%	3.1%	9.9%	153	70.6%	28.8%	0.7%	0.0%
15.9%	8.3%	0.8%	9.1%	132	50.8%	43.2%	5.3%	0.8%
20.0%	15.3%	5.3%	20.6%	169	25.4%	53.8%	20.7%	0.0%
25.5%	23.6%	18.2%	41.8%	54	24.1%	63.0%	11.1%	1.9%
31.7%	23.8%	17.5%	41.3%	63	25.4%	69.8%	4.8%	0.0%
31.9%	8.5%	4.3%	12.8%	47	31.9%	53.2%	10.6%	4.3%
23.3%	21.7%	13.3%	35.0%	59	10.2%	49.2%	40.7%	0.0%
36.2%	20.7%	5.2%	25.9%	58	24.1%	43.1%	27.6%	5.2%
32.8%	29.9%	11.9%	41.8%	67	20.9%	53.7%	23.9%	1.5%
18.4%	17.1%	9.2%	26.3%	75	48.0%	34.7%	17.3%	0.0%
19.6%	33.9%	3.6%	37.5%	56	21.4%	39.3%	39.3%	0.0%
22.5%	25.8%	25.8%	51.7%	119	26.1%	53.8%	19.3%	0.8%
26.5%	35.3%	13.7%	49.0%	102	40.2%	52.0%	7.8%	0.0%
29.7%	14.4%	11.0%	25.4%	118	26.3%	55.1%	12.7%	5.9%
24.6%	23.9%	26.1%	50.0%	134	15.7%	31.3%	53.0%	0.0%
26.2%	35.2%	12.3%	47.5%	122	14.8%	18.0%	65.6%	1.6%
28.4%	23.3%	21.6%	44.8%	116	10.3%	44.0%	44.0%	1.7%
27.5%	34.9%	6.7%	41.6%	149	28.2%	38.9%	28.2%	4.7%
33.1%	33.9%	16.9%	50.8%	124	34.7%	56.5%	8.1%	0.8%
N<10	N<10	N<10	N<10	1	N<10	N<10	N<10	N<10
N<10	N<10	N<10	N<10	1	N<10	N<10	N<10	N<10
N<10	N<10	N<10	N<10	8	N<10	N<10	N<10	N<10
N<10	N<10	N<10	N<10	9	N<10	N<10	N<10	N<10
27.0%	21.0%	26.0%	47.0%	98	27.6%	49.0%	19.4%	4.1%
29.8%	33.3%	25.0%	58.3%	84	14.3%	71.4%	14.3%	0.0%
29.2%	24.5%	27.4%	51.9%	105	10.5%	52.4%	32.4%	4.8%
19.3%	20.2%	17.5%	37.7%	113	36.3%	40.7%	21.2%	1.8%
17.0%	35.1%	6.4%	41.5%	94	26.6%	61.7%	10.6%	1.1%
30.4%	20.7%	15.2%	35.9%	92	27.2%	60.9%	10.9%	1.1%
21.2%	27.1%	26.3%	53.4%	114	14.0%	47.4%	34.2%	4.4%
23.2%	32.9%	23.2%	56.1%	82	28.0%	63.4%	8.5%	0.0%
28.0%	24.0%	32.0%	56.0%	100	6.0%	56.0%	26.0%	12.0%
16.7%	21.9%	28.1%	50.0%	112	24.1%	50.0%	25.0%	0.9%

28.8%	33.8%	13.8%	47.5%	79	12.7%	75.9%	11.4%	0.0%
21.5%	26.6%	25.3%	51.9%	78	10.3%	61.5%	21.8%	6.4%
22.5%	37.4%	26.9%	64.3%	363	14.3%	65.6%	19.6%	0.6%
25.0%	23.0%	31.0%	54.0%	399	12.8%	26.8%	60.4%	0.0%
16.8%	28.4%	28.9%	57.2%	382	8.6%	42.9%	47.6%	0.8%
26.5%	34.2%	10.5%	44.6%	392	16.1%	61.0%	20.9%	2.0%
27.2%	32.1%	12.7%	44.8%	385	9.4%	21.0%	69.6%	0.0%
17.5%	23.7%	27.8%	51.5%	93	17.2%	38.7%	38.7%	5.4%
24.8%	26.7%	24.8%	51.5%	101	29.7%	46.5%	23.8%	0.0%
37.2%	23.4%	20.2%	43.6%	94	9.6%	56.4%	13.8%	20.2%
27.6%	23.1%	23.7%	46.8%	153	19.0%	47.7%	30.7%	2.6%
30.9%	32.5%	17.1%	49.6%	121	22.3%	57.0%	19.0%	1.7%
36.6%	22.3%	15.2%	37.5%	112	12.5%	49.1%	14.3%	24.1%
26.2%	22.9%	21.4%	44.3%	648	17.3%	29.5%	53.1%	0.2%
26.1%	35.2%	10.2%	45.4%	684	15.2%	28.4%	56.1%	0.3%
28.6%	14.3%	23.5%	37.8%	96	16.7%	53.1%	26.0%	4.2%
16.9%	37.3%	20.5%	57.8%	82	28.0%	56.1%	14.6%	1.2%
28.8%	20.7%	30.6%	51.4%	111	5.4%	47.7%	22.5%	24.3%
20.8%	22.2%	18.1%	40.3%	71	31.0%	52.1%	16.9%	0.0%
30.3%	30.3%	14.5%	44.7%	75	12.0%	73.3%	14.7%	0.0%
34.7%	18.1%	23.6%	41.7%	72	16.7%	52.8%	18.1%	12.5%
25.3%	23.2%	24.2%	47.5%	98	35.7%	48.0%	16.3%	0.0%
20.6%	39.3%	29.9%	69.2%	107	15.0%	54.2%	29.0%	1.9%
34.7%	18.4%	36.7%	55.1%	97	6.2%	45.4%	25.8%	22.7%
20.9%	28.3%	23.8%	52.1%	381	10.0%	40.9%	46.7%	2.4%
29.1%	26.4%	11.0%	37.4%	336	26.2%	52.4%	16.7%	4.8%
26.6%	36.2%	21.6%	57.8%	398	10.3%	51.8%	36.2%	1.8%
25.2%	20.9%	31.3%	52.2%	112	15.2%	52.7%	31.3%	0.9%
23.5%	36.3%	22.5%	58.8%	102	23.5%	55.9%	19.6%	1.0%
21.3%	22.3%	33.0%	55.3%	92	3.3%	54.3%	23.9%	18.5%
12.1%	29.8%	36.3%	66.1%	288	4.9%	36.5%	55.2%	3.5%
25.2%	38.6%	11.7%	50.3%	297	10.8%	45.5%	35.7%	8.1%
24.3%	41.6%	24.6%	66.2%	304	7.6%	68.1%	22.7%	1.6%
22.0%	24.2%	31.9%	56.0%	90	28.9%	43.3%	25.6%	2.2%
30.4%	34.8%	21.7%	56.5%	67	25.4%	65.7%	9.0%	0.0%
24.0%	19.8%	37.5%	57.3%	96	8.3%	36.5%	19.8%	35.4%
30.4%	27.8%	13.9%	41.8%	78	39.7%	50.0%	10.3%	0.0%
22.9%	21.9%	7.3%	29.2%	96	34.4%	35.4%	29.2%	1.0%
27.5%	26.3%	16.3%	42.5%	80	35.0%	56.3%	8.8%	0.0%
27.8%	18.9%	14.4%	33.3%	90	22.2%	64.4%	10.0%	3.3%
22.4%	20.4%	34.7%	55.1%	96	8.3%	62.5%	29.2%	0.0%
30.5%	24.4%	6.1%	30.5%	82	47.6%	36.6%	13.4%	2.4%
28.6%	33.0%	22.0%	54.9%	91	48.4%	48.4%	3.3%	0.0%
23.1%	25.3%	12.1%	37.4%	91	30.8%	37.4%	31.9%	0.0%
28.5%	18.7%	9.8%	28.5%	114	37.7%	47.4%	14.9%	0.0%
34.9%	20.2%	13.8%	33.9%	109	33.0%	56.9%	10.1%	0.0%
22.0%	13.6%	20.5%	34.1%	132	22.7%	38.6%	37.9%	0.8%
16.3%	20.4%	8.2%	28.6%	98	18.4%	30.6%	51.0%	0.0%
23.4%	17.1%	18.0%	35.1%	109	14.7%	66.1%	11.0%	8.3%



24.5%	11.8%	21.8%	33.6%	109	22.9%	48.6%	28.4%	0.0%
30.4%	20.6%	6.9%	27.5%	99	35.4%	32.3%	31.3%	1.0%
25.0%	34.6%	13.5%	48.1%	104	18.3%	63.5%	17.3%	1.0%
26.2%	39.3%	16.4%	55.7%	61	13.1%	75.4%	11.5%	0.0%
30.0%	30.0%	20.0%	50.0%	49	6.1%	63.3%	20.4%	10.2%
9.7%	27.4%	38.7%	66.1%	62	8.1%	56.5%	35.5%	0.0%
29.0%	22.6%	19.4%	41.9%	62	25.8%	48.4%	24.2%	1.6%
28.8%	32.7%	13.5%	46.2%	52	28.8%	51.9%	15.4%	3.8%
21.1%	38.0%	29.6%	67.6%	71	25.4%	56.3%	18.3%	0.0%
21.2%	27.3%	25.8%	53.0%	66	13.6%	34.8%	51.5%	0.0%
28.6%	32.9%	20.0%	52.9%	70	11.4%	25.7%	62.9%	0.0%
27.8%	5.6%	11.1%	16.7%	18	77.8%	16.7%	5.6%	0.0%
N<10	N<10	N<10	N<10	6	N<10	N<10	N<10	N<10
29.4%	5.9%	0.0%	5.9%	16	25.0%	68.8%	6.3%	0.0%
33.3%	25.0%	16.7%	41.7%	11	0.0%	54.5%	45.5%	0.0%
50.0%	25.0%	8.3%	33.3%	12	25.0%	66.7%	8.3%	0.0%
25.0%	33.3%	25.0%	58.3%	12	25.0%	58.3%	16.7%	0.0%
23.5%	23.5%	5.9%	29.4%	17	17.6%	35.3%	47.1%	0.0%
22.7%	40.9%	4.5%	45.5%	22	27.3%	27.3%	45.5%	0.0%
25.0%	25.0%	6.3%	31.3%	16	56.3%	43.8%	0.0%	0.0%
46.7%	26.7%	13.3%	40.0%	15	53.3%	40.0%	6.7%	0.0%
33.3%	13.3%	13.3%	26.7%	15	20.0%	53.3%	20.0%	6.7%
41.7%	25.0%	8.3%	33.3%	12	0.0%	25.0%	75.0%	0.0%
21.1%	5.3%	10.5%	15.8%	16	37.5%	50.0%	12.5%	0.0%
22.2%	27.8%	11.1%	38.9%	18	22.2%	72.2%	5.6%	0.0%
18.8%	31.3%	37.5%	68.8%	16	18.8%	31.3%	43.8%	6.3%
28.6%	14.3%	21.4%	35.7%	14	7.1%	64.3%	28.6%	0.0%
21.4%	28.6%	7.1%	35.7%	14	57.1%	35.7%	7.1%	0.0%
40.0%	10.0%	5.0%	15.0%	20	35.0%	55.0%	10.0%	0.0%
28.6%	4.8%	0.0%	4.8%	21	33.3%	47.6%	14.3%	4.8%
9.5%	14.3%	4.8%	19.0%	18	55.6%	38.9%	5.6%	0.0%
40.9%	13.6%	0.0%	13.6%	22	31.8%	63.6%	4.5%	0.0%
35.7%	14.3%	0.0%	14.3%	14	21.4%	71.4%	7.1%	0.0%
33.3%	8.3%	12.5%	20.8%	24	50.0%	29.2%	20.8%	0.0%
13.3%	40.0%	6.7%	46.7%	15	20.0%	33.3%	46.7%	0.0%
21.8%	7.3%	16.4%	23.6%	50	24.0%	60.0%	16.0%	0.0%
36.6%	19.5%	9.8%	29.3%	41	22.0%	58.5%	17.1%	2.4%
33.3%	25.9%	14.8%	40.7%	27	18.5%	55.6%	14.8%	11.1%
17.9%	28.6%	28.6%	57.1%	28	28.6%	50.0%	21.4%	0.0%
22.0%	18.0%	10.0%	28.0%	49	18.4%	61.2%	18.4%	2.0%
37.5%	19.6%	17.9%	37.5%	55	9.1%	72.7%	18.2%	0.0%
30.0%	20.0%	6.0%	26.0%	50	8.0%	56.0%	22.0%	14.0%
11.1%	28.9%	24.4%	53.3%	45	17.8%	46.7%	35.6%	0.0%
25.5%	10.6%	17.0%	27.7%	47	17.0%	61.7%	21.3%	0.0%
28.6%	21.4%	17.9%	39.3%	28	10.7%	50.0%	39.3%	0.0%
28.6%	14.3%	14.3%	28.6%	42	23.8%	47.6%	21.4%	7.1%
12.5%	20.8%	29.2%	50.0%	48	20.8%	31.3%	47.9%	0.0%
N<10	N<10	N<10	N<10	6	N<10	N<10	N<10	N<10
25.0%	15.0%	0.0%	15.0%	20	40.0%	40.0%	20.0%	0.0%

26.3%	0.0%	0.0%	0.0%	18	61.1%	22.2%	16.7%	0.0%
RV	RV	RV	0.0%	19	73.7%	21.1%	5.3%	0.0%
36.0%	28.0%	22.0%	50.0%	50	12.0%	66.0%	20.0%	2.0%
23.2%	28.6%	19.6%	48.2%	56	14.3%	66.1%	17.9%	1.8%
23.4%	14.9%	21.3%	36.2%	47	25.5%	51.1%	17.0%	6.4%
23.5%	33.3%	23.5%	56.9%	51	5.9%	45.1%	49.0%	0.0%
2.4%	14.6%	0.0%	14.6%	29	44.8%	51.7%	3.4%	0.0%
35.3%	11.8%	2.9%	14.7%	32	37.5%	53.1%	6.3%	3.1%
25.9%	3.7%	14.8%	18.5%	27	14.8%	77.8%	3.7%	3.7%
19.2%	11.5%	15.4%	26.9%	25	24.0%	40.0%	36.0%	0.0%
9.8%	22.0%	34.1%	56.1%	41	26.8%	56.1%	12.2%	4.9%
42.9%	32.1%	17.9%	50.0%	28	32.1%	64.3%	3.6%	0.0%
24.4%	12.2%	29.3%	41.5%	41	29.3%	63.4%	2.4%	4.9%
19.2%	26.9%	34.6%	61.5%	52	5.8%	34.6%	59.6%	0.0%
22.2%	24.2%	19.2%	43.4%	97	17.5%	47.4%	33.0%	2.1%
23.5%	24.7%	25.9%	50.6%	81	14.8%	76.5%	8.6%	0.0%
43.5%	17.6%	18.8%	36.5%	85	8.2%	71.8%	16.5%	3.5%
31.0%	23.8%	20.2%	44.0%	84	7.1%	40.5%	47.6%	4.8%
17.7%	22.6%	8.1%	30.6%	62	32.3%	51.6%	16.1%	0.0%
33.3%	23.1%	2.6%	25.6%	39	7.7%	56.4%	28.2%	7.7%
36.4%	18.2%	4.5%	22.7%	43	25.6%	72.1%	2.3%	0.0%
17.1%	24.4%	24.4%	48.8%	41	14.6%	48.8%	34.1%	2.4%
30.6%	12.2%	12.2%	24.5%	48	25.0%	47.9%	27.1%	0.0%
30.4%	30.4%	10.7%	41.1%	55	29.1%	56.4%	14.5%	0.0%
32.7%	19.2%	9.6%	28.8%	51	15.7%	64.7%	5.9%	13.7%
14.9%	31.9%	25.5%	57.4%	43	16.3%	27.9%	53.5%	2.3%
24.3%	17.6%	5.4%	23.0%	71	47.9%	40.8%	11.3%	0.0%
23.1%	17.3%	9.6%	26.9%	52	38.5%	50.0%	11.5%	0.0%
25.6%	14.1%	16.7%	30.8%	78	24.4%	50.0%	17.9%	7.7%
22.6%	26.4%	15.1%	41.5%	53	9.4%	47.2%	43.4%	0.0%
20.4%	14.3%	4.1%	18.4%	49	28.6%	65.3%	6.1%	0.0%
26.7%	30.0%	13.3%	43.3%	59	33.9%	59.3%	5.1%	1.7%
22.6%	9.4%	9.4%	18.9%	52	40.4%	53.8%	3.8%	1.9%
19.6%	21.4%	7.1%	28.6%	56	16.1%	50.0%	30.4%	3.6%
15.2%	13.1%	8.1%	21.2%	96	24.0%	51.0%	25.0%	0.0%
28.9%	22.9%	9.6%	32.5%	83	18.1%	47.0%	31.3%	3.6%
23.1%	20.5%	7.7%	28.2%	78	17.9%	76.9%	3.8%	1.3%
30.1%	27.7%	15.7%	43.4%	82	9.8%	56.1%	32.9%	1.2%
24.1%	15.2%	5.1%	20.3%	74	28.4%	51.4%	17.6%	2.7%
35.6%	20.3%	6.8%	27.1%	58	27.6%	60.3%	10.3%	1.7%
31.3%	11.9%	7.5%	19.4%	64	31.3%	26.6%	32.8%	9.4%
31.1%	21.3%	11.5%	32.8%	59	16.9%	40.7%	42.4%	0.0%
21.3%	8.5%	6.4%	14.9%	45	40.0%	46.7%	13.3%	0.0%
30.6%	12.2%	12.2%	24.5%	49	20.4%	71.4%	8.2%	0.0%
25.0%	10.7%	0.0%	10.7%	28	28.6%	57.1%	14.3%	0.0%
26.1%	15.2%	6.5%	21.7%	46	21.7%	60.9%	17.4%	0.0%
24.7%	39.8%	19.1%	59.0%	251	10.0%	61.8%	25.5%	2.8%
16.8%	37.9%	32.1%	70.0%	280	9.6%	42.9%	36.4%	11.1%
21.1%	24.3%	35.0%	59.3%	280	4.3%	25.0%	70.7%	0.0%

35.0%	25.7%	3.1%	28.8%	224	31.7%	48.7%	18.3%	1.3%
31.8%	23.6%	10.0%	33.6%	218	34.9%	55.0%	8.7%	1.4%
32.4%	13.2%	7.8%	21.1%	202	25.7%	41.6%	32.7%	0.0%
32.1%	19.7%	3.3%	23.0%	274	39.4%	50.0%	9.5%	1.1%
30.6%	27.3%	8.6%	36.0%	277	30.3%	54.2%	14.8%	0.7%
33.0%	18.8%	8.9%	27.7%	286	39.9%	37.8%	22.4%	0.0%
22.9%	24.2%	7.5%	31.7%	293	22.5%	50.2%	21.8%	5.5%
26.7%	33.9%	14.1%	48.0%	276	14.5%	56.5%	26.4%	2.5%
34.5%	16.0%	14.2%	30.2%	281	12.1%	32.0%	55.9%	0.0%
20.4%	18.9%	5.6%	24.5%	603	18.2%	36.2%	45.6%	0.0%
25.9%	30.7%	15.3%	46.0%	567	7.9%	21.3%	69.5%	1.2%
19.2%	31.5%	30.1%	61.6%	72	5.6%	43.1%	43.1%	8.3%
20.2%	44.0%	25.0%	69.0%	84	10.7%	65.5%	23.8%	0.0%
23.2%	23.2%	36.6%	59.8%	82	11.0%	65.9%	15.9%	7.3%
14.3%	16.9%	55.8%	72.7%	77	5.2%	23.4%	64.9%	6.5%
34.0%	8.5%	6.4%	14.9%	47	53.2%	40.4%	4.3%	2.1%
33.3%	11.9%	4.8%	16.7%	41	41.5%	53.7%	4.9%	0.0%
16.7%	19.4%	5.6%	25.0%	36	38.9%	58.3%	2.8%	0.0%
30.4%	21.7%	4.3%	26.1%	23	21.7%	56.5%	13.0%	8.7%
15.5%	21.4%	29.8%	51.2%	84	22.6%	39.3%	36.9%	1.2%
16.7%	40.5%	22.6%	63.1%	84	25.0%	60.7%	14.3%	0.0%
30.1%	28.9%	16.9%	45.8%	83	16.9%	60.2%	15.7%	7.2%
21.4%	23.8%	31.0%	54.8%	83	9.6%	45.8%	42.2%	2.4%
28.3%	20.8%	3.8%	24.5%	52	23.1%	53.8%	21.2%	1.9%
29.4%	31.4%	7.8%	39.2%	50	30.0%	48.0%	22.0%	0.0%
31.3%	16.7%	16.7%	33.3%	48	10.4%	77.1%	6.3%	6.3%
26.0%	22.0%	18.0%	40.0%	49	12.2%	40.8%	44.9%	2.0%
31.1%	23.0%	29.5%	52.5%	60	21.7%	53.3%	25.0%	0.0%
21.8%	41.8%	25.5%	67.3%	55	10.9%	43.6%	36.4%	9.1%
30.4%	21.4%	25.0%	46.4%	56	8.9%	71.4%	14.3%	5.4%
14.5%	29.1%	49.1%	78.2%	55	5.5%	9.1%	85.5%	0.0%
18.1%	39.7%	33.4%	73.2%	287	7.7%	42.5%	45.3%	4.5%
26.0%	25.7%	32.0%	57.7%	300	11.7%	24.0%	64.3%	0.0%
26.0%	32.0%	16.0%	48.0%	300	9.0%	23.7%	66.7%	0.7%
22.5%	22.5%	26.8%	49.3%	139	23.0%	54.0%	22.3%	0.7%
29.1%	35.1%	25.0%	60.1%	148	8.8%	60.8%	30.4%	0.0%
27.5%	24.4%	23.7%	48.1%	126	13.5%	73.8%	7.9%	4.8%
17.4%	26.2%	33.9%	60.1%	295	6.1%	31.2%	58.0%	4.7%
20.7%	45.1%	14.6%	59.8%	246	14.2%	53.7%	27.6%	4.5%
30.1%	27.2%	27.2%	54.4%	135	13.3%	60.7%	24.4%	1.5%
26.4%	35.2%	16.8%	52.0%	122	7.4%	56.6%	33.6%	2.5%
29.8%	25.2%	26.7%	51.9%	130	16.9%	68.5%	10.0%	4.6%
17.0%	17.0%	27.7%	44.7%	46	30.4%	58.7%	10.9%	0.0%
27.9%	30.2%	14.0%	44.2%	42	19.0%	57.1%	23.8%	0.0%
37.8%	18.9%	16.2%	35.1%	37	18.9%	81.1%	0.0%	0.0%
17.4%	23.9%	21.7%	45.7%	46	6.5%	65.2%	28.3%	0.0%
35.8%	20.8%	7.5%	28.3%	53	34.0%	47.2%	17.0%	1.9%
29.3%	24.4%	7.3%	31.7%	41	41.5%	56.1%	2.4%	0.0%
27.3%	16.4%	10.9%	27.3%	54	20.4%	40.7%	38.9%	0.0%



31.6%	12.3%	8.8%	21.1%	57	7.0%	31.6%	61.4%	0.0%
17.4%	17.4%	17.4%	34.8%	23	4.3%	69.6%	26.1%	0.0%
N<10	N<10	N<10	N<10	9	N<10	N<10	N<10	N<10
25.0%	15.0%	20.0%	35.0%	20	15.0%	75.0%	10.0%	0.0%
23.8%	14.3%	4.8%	19.0%	20	5.0%	65.0%	30.0%	0.0%
26.3%	10.5%	0.0%	10.5%	18	61.1%	27.8%	11.1%	0.0%
17.6%	17.6%	5.9%	23.5%	17	47.1%	52.9%	0.0%	0.0%
22.7%	4.5%	18.2%	22.7%	22	27.3%	31.8%	40.9%	0.0%
16.7%	20.8%	0.0%	20.8%	24	29.2%	45.8%	25.0%	0.0%
29.7%	20.3%	14.9%	35.1%	74	25.7%	56.8%	17.6%	0.0%
24.3%	29.7%	8.1%	37.8%	74	20.3%	63.5%	16.2%	0.0%
34.5%	24.1%	6.9%	31.0%	58	5.2%	31.0%	63.8%	0.0%
29.8%	17.5%	3.5%	21.1%	57	5.3%	28.1%	66.7%	0.0%
25.4%	13.6%	18.6%	32.2%	59	10.2%	54.2%	11.9%	23.7%
14.1%	34.4%	15.6%	50.0%	64	3.1%	28.1%	68.8%	0.0%
30.3%	22.7%	12.1%	34.8%	66	19.7%	31.8%	39.4%	9.1%
26.2%	32.8%	8.2%	41.0%	60	13.3%	48.3%	35.0%	3.3%
31.3%	16.7%	20.8%	37.5%	47	31.9%	46.8%	19.1%	2.1%
33.8%	23.1%	10.8%	33.8%	65	50.8%	46.2%	3.1%	0.0%
22.9%	22.9%	10.0%	32.9%	68	23.5%	51.5%	13.2%	11.8%
15.2%	36.4%	19.7%	56.1%	66	15.2%	40.9%	43.9%	0.0%
31.5%	29.6%	9.3%	38.9%	54	38.9%	37.0%	20.4%	3.7%
26.6%	28.1%	17.2%	45.3%	64	28.1%	42.2%	25.0%	4.7%
26.2%	23.1%	15.4%	38.5%	65	26.2%	29.2%	44.6%	0.0%
20.0%	20.0%	5.7%	25.7%	69	29.0%	43.5%	27.5%	0.0%
30.8%	21.6%	14.4%	36.1%	202	23.3%	69.3%	7.4%	0.0%
35.9%	27.6%	11.2%	38.8%	169	24.3%	62.7%	13.0%	0.0%
35.8%	22.6%	13.8%	36.5%	158	20.9%	74.7%	3.8%	0.6%
27.9%	28.6%	7.9%	36.4%	140	14.3%	27.1%	58.6%	0.0%
24.6%	25.1%	20.1%	45.3%	178	2.8%	47.2%	50.0%	0.0%
40.5%	30.6%	5.8%	36.4%	173	9.8%	57.8%	28.9%	3.5%
26.8%	31.6%	22.1%	53.7%	190	12.6%	66.3%	20.5%	0.5%
36.1%	18.6%	16.0%	34.5%	194	13.9%	38.7%	46.9%	0.5%
32.0%	18.7%	6.7%	25.3%	69	46.4%	47.8%	5.8%	0.0%
30.4%	33.3%	11.6%	44.9%	69	34.8%	60.9%	4.3%	0.0%
29.8%	19.1%	6.4%	25.5%	47	31.9%	61.7%	2.1%	4.3%
34.9%	19.0%	7.9%	27.0%	63	17.5%	57.1%	25.4%	0.0%
35.6%	18.9%	4.4%	23.3%	90	27.8%	41.1%	23.3%	7.8%
27.5%	43.1%	15.7%	58.8%	51	7.8%	72.5%	19.6%	0.0%
28.3%	22.6%	18.9%	41.5%	53	18.9%	45.3%	35.8%	0.0%
34.9%	27.0%	6.3%	33.3%	63	9.5%	27.0%	63.5%	0.0%
23.3%	18.4%	18.4%	36.9%	100	30.0%	49.0%	21.0%	0.0%
39.2%	34.2%	10.1%	44.3%	77	33.8%	58.4%	7.8%	0.0%
34.4%	17.7%	12.5%	30.2%	95	23.2%	55.8%	16.8%	4.2%
27.3%	27.3%	26.1%	53.4%	88	9.1%	36.4%	54.5%	0.0%
26.3%	33.8%	11.3%	45.0%	80	12.5%	35.0%	52.5%	0.0%
24.2%	28.3%	25.3%	53.5%	97	12.4%	26.8%	58.8%	2.1%
27.8%	30.9%	11.3%	42.3%	97	24.7%	51.5%	21.6%	2.1%
26.9%	43.3%	14.4%	57.7%	104	14.4%	48.1%	34.6%	2.9%

28.0%	15.0%	11.2%	26.2%	104	28.8%	50.0%	20.2%	1.0%
24.2%	29.2%	13.3%	42.5%	117	37.6%	47.9%	14.5%	0.0%
25.4%	19.3%	19.3%	38.6%	113	27.4%	42.5%	30.1%	0.0%
29.6%	22.2%	12.0%	34.3%	107	12.1%	29.9%	57.0%	0.9%
29.7%	20.7%	7.2%	27.9%	111	20.7%	58.6%	12.6%	8.1%
18.9%	23.8%	27.0%	50.8%	121	10.7%	36.4%	52.1%	0.8%
28.1%	28.1%	7.9%	36.0%	139	24.5%	38.8%	29.5%	7.2%
27.1%	29.5%	18.6%	48.1%	129	15.5%	49.6%	33.3%	1.6%
20.2%	24.5%	16.0%	40.4%	92	23.9%	47.8%	28.3%	0.0%
35.6%	25.7%	15.8%	41.6%	100	24.0%	72.0%	4.0%	0.0%
23.3%	22.2%	40.0%	62.2%	90	5.6%	58.9%	23.3%	12.2%
9.4%	20.8%	40.6%	61.5%	95	10.5%	46.3%	42.1%	1.1%
26.0%	34.4%	8.3%	42.7%	96	26.0%	55.2%	17.7%	1.0%
26.1%	35.2%	17.0%	52.3%	88	12.5%	53.4%	33.0%	1.1%
31.3%	25.0%	21.3%	46.3%	80	13.8%	37.5%	48.8%	0.0%
19.4%	34.4%	14.0%	48.4%	93	17.2%	20.4%	62.4%	0.0%
28.6%	14.3%	35.7%	50.0%	14	21.4%	57.1%	21.4%	0.0%
28.6%	28.6%	0.0%	28.6%	14	42.9%	50.0%	7.1%	0.0%
35.0%	15.0%	20.0%	35.0%	19	21.1%	63.2%	5.3%	10.5%
39.1%	30.4%	4.3%	34.8%	23	21.7%	47.8%	30.4%	0.0%
27.8%	33.3%	5.6%	38.9%	18	33.3%	33.3%	33.3%	0.0%
36.4%	36.4%	9.1%	45.5%	22	18.2%	40.9%	40.9%	0.0%
7.1%	28.6%	50.0%	78.6%	14	14.3%	14.3%	71.4%	0.0%
17.6%	35.3%	0.0%	35.3%	17	11.8%	41.2%	47.1%	0.0%
31.3%	31.3%	0.0%	31.3%	15	46.7%	40.0%	13.3%	0.0%
35.3%	23.5%	17.6%	41.2%	17	17.6%	47.1%	35.3%	0.0%
6.7%	40.0%	20.0%	60.0%	15	20.0%	46.7%	13.3%	20.0%
N<10	N<10	N<10	N<10	8	N<10	N<10	N<10	N<10
23.5%	41.2%	11.8%	52.9%	17	17.6%	17.6%	52.9%	11.8%
28.6%	28.6%	0.0%	28.6%	14	14.3%	64.3%	14.3%	7.1%
40.0%	20.0%	35.0%	55.0%	20	10.0%	25.0%	65.0%	0.0%
33.3%	41.7%	8.3%	50.0%	12	8.3%	16.7%	75.0%	0.0%
26.9%	22.6%	25.8%	48.4%	92	20.7%	59.8%	17.4%	2.2%
30.3%	34.2%	19.7%	53.9%	76	15.8%	77.6%	6.6%	0.0%
22.6%	16.1%	17.2%	33.3%	88	44.3%	38.6%	17.0%	0.0%
20.5%	27.3%	20.5%	47.7%	87	31.0%	65.5%	3.4%	0.0%
19.0%	6.3%	6.3%	12.7%	61	50.8%	42.6%	6.6%	0.0%
23.3%	11.6%	4.7%	16.3%	43	39.5%	60.5%	0.0%	0.0%
19.8%	4.5%	8.1%	12.6%	100	65.0%	33.0%	2.0%	0.0%
29.6%	20.4%	10.2%	30.6%	98	45.9%	51.0%	3.1%	0.0%
28.6%	27.9%	9.2%	37.1%	312	34.6%	36.2%	24.0%	5.1%
27.2%	40.2%	10.8%	51.1%	322	28.9%	45.7%	22.7%	2.8%
25.7%	14.7%	13.0%	27.7%	345	19.7%	55.7%	13.6%	11.0%
17.3%	24.5%	16.7%	41.2%	358	11.5%	48.3%	39.7%	0.6%
27.5%	17.0%	20.0%	37.0%	332	24.7%	31.9%	43.1%	0.3%
23.3%	27.9%	10.0%	37.9%	324	21.0%	28.4%	50.6%	0.0%
30.0%	10.0%	12.5%	22.5%	40	45.0%	45.0%	10.0%	0.0%
34.8%	8.7%	4.3%	13.0%	46	47.8%	52.2%	0.0%	0.0%
36.0%	22.0%	8.0%	30.0%	50	26.0%	60.0%	10.0%	4.0%

29.2%	31.3%	16.7%	47.9%	47	6.4%	72.3%	21.3%	0.0%
24.1%	10.3%	1.7%	12.1%	57	50.9%	40.4%	8.8%	0.0%
27.1%	33.3%	6.3%	39.6%	47	23.4%	72.3%	4.3%	0.0%
35.5%	19.4%	16.1%	35.5%	61	19.7%	54.1%	26.2%	0.0%
25.9%	25.9%	5.6%	31.5%	54	18.5%	37.0%	44.4%	0.0%
34.4%	31.3%	14.1%	45.3%	64	26.6%	56.3%	15.6%	1.6%
30.2%	41.5%	15.1%	56.6%	52	26.9%	65.4%	7.7%	0.0%
23.7%	25.4%	18.6%	44.1%	59	13.6%	57.6%	13.6%	15.3%
16.9%	25.4%	25.4%	50.8%	59	20.3%	35.6%	44.1%	0.0%
33.9%	33.9%	5.4%	39.3%	56	30.4%	58.9%	10.7%	0.0%
28.8%	36.4%	19.7%	56.1%	66	19.7%	71.2%	9.1%	0.0%
44.0%	16.0%	14.0%	30.0%	48	20.8%	31.3%	47.9%	0.0%
11.7%	26.7%	10.0%	36.7%	60	31.7%	23.3%	45.0%	0.0%
29.4%	14.7%	17.6%	32.4%	30	53.3%	43.3%	3.3%	0.0%
42.9%	14.3%	14.3%	28.6%	28	50.0%	46.4%	3.6%	0.0%
35.3%	11.8%	5.9%	17.6%	17	29.4%	70.6%	0.0%	0.0%
15.0%	28.0%	14.0%	42.0%	99	12.1%	45.5%	41.4%	1.0%
23.3%	34.9%	10.5%	45.3%	86	24.4%	59.3%	14.0%	2.3%
23.5%	35.3%	18.8%	54.1%	85	28.2%	57.6%	14.1%	0.0%
26.3%	26.3%	17.5%	43.9%	54	25.9%	55.6%	18.5%	0.0%
22.6%	45.3%	7.5%	52.8%	52	17.3%	78.8%	3.8%	0.0%
29.5%	20.5%	9.1%	29.5%	43	18.6%	67.4%	11.6%	2.3%
34.7%	24.5%	16.3%	40.8%	98	21.4%	33.7%	44.9%	0.0%
23.5%	18.8%	8.2%	27.1%	85	18.8%	40.0%	41.2%	0.0%
11.4%	8.6%	5.7%	14.3%	32	56.3%	40.6%	3.1%	0.0%
28.6%	33.3%	0.0%	33.3%	20	45.0%	45.0%	10.0%	0.0%
21.1%	10.5%	0.0%	10.5%	18	44.4%	55.6%	0.0%	0.0%
30.4%	4.3%	4.3%	8.7%	21	28.6%	61.9%	9.5%	0.0%
26.3%	10.5%	0.0%	10.5%	19	68.4%	21.1%	10.5%	0.0%
31.8%	22.7%	0.0%	22.7%	21	57.1%	38.1%	4.8%	0.0%
20.0%	6.7%	6.7%	13.3%	30	70.0%	10.0%	20.0%	0.0%
25.0%	16.7%	0.0%	16.7%	24	29.2%	54.2%	16.7%	0.0%
19.6%	17.4%	33.7%	51.1%	92	14.1%	54.3%	30.4%	1.1%
20.0%	30.5%	22.1%	52.6%	95	17.9%	25.3%	56.8%	0.0%
23.2%	34.7%	27.4%	62.1%	95	23.2%	60.0%	15.8%	1.1%
31.1%	18.4%	23.3%	41.7%	103	21.4%	61.2%	15.5%	1.9%
14.4%	24.0%	38.5%	62.5%	102	16.7%	41.2%	40.2%	2.0%
26.8%	39.3%	11.6%	50.9%	112	19.6%	33.9%	41.1%	5.4%
25.3%	43.2%	17.9%	61.1%	95	15.8%	62.1%	20.0%	2.1%
26.3%	23.2%	21.2%	44.4%	99	7.1%	36.4%	56.6%	0.0%
19.2%	23.1%	7.7%	30.8%	26	30.8%	57.7%	11.5%	0.0%
34.6%	30.8%	23.1%	53.8%	26	19.2%	73.1%	7.7%	0.0%
31.6%	15.8%	13.2%	28.9%	38	42.1%	44.7%	10.5%	2.6%
18.5%	18.5%	25.9%	44.4%	27	22.2%	59.3%	18.5%	0.0%
27.6%	17.2%	3.4%	20.7%	29	55.2%	31.0%	13.8%	0.0%
33.3%	26.7%	13.3%	40.0%	30	40.0%	50.0%	10.0%	0.0%
45.5%	9.1%	31.8%	40.9%	22	31.8%	31.8%	36.4%	0.0%
30.0%	20.0%	10.0%	30.0%	30	23.3%	26.7%	50.0%	0.0%
18.2%	15.9%	11.4%	27.3%	41	31.7%	58.5%	4.9%	4.9%

20.0%	31.4%	11.4%	42.9%	34	26.5%	73.5%	0.0%	0.0%
22.7%	29.5%	13.6%	43.2%	43	25.6%	58.1%	14.0%	2.3%
18.2%	27.3%	24.2%	51.5%	33	9.1%	51.5%	33.3%	6.1%
23.1%	25.6%	2.6%	28.2%	39	38.5%	35.9%	23.1%	2.6%
25.0%	42.5%	15.0%	57.5%	40	37.5%	47.5%	12.5%	2.5%
30.0%	8.0%	10.0%	18.0%	49	32.7%	34.7%	32.7%	0.0%
31.9%	21.3%	8.5%	29.8%	46	15.2%	41.3%	43.5%	0.0%
21.1%	21.1%	13.3%	34.4%	84	41.7%	44.0%	14.3%	0.0%
33.3%	28.2%	5.1%	33.3%	77	39.0%	59.7%	1.3%	0.0%
36.2%	31.9%	8.5%	40.4%	94	13.8%	80.9%	3.2%	2.1%
38.8%	12.6%	17.5%	30.1%	103	20.4%	39.8%	39.8%	0.0%
32.4%	27.8%	12.0%	39.8%	108	8.3%	38.0%	53.7%	0.0%
21.8%	25.6%	16.7%	42.3%	78	7.7%	48.7%	42.3%	1.3%
31.6%	18.9%	6.3%	25.3%	96	26.0%	35.4%	33.3%	5.2%
25.5%	39.4%	14.9%	54.3%	94	9.6%	56.4%	31.9%	2.1%
22.8%	40.8%	19.6%	60.3%	179	21.8%	60.3%	17.3%	0.6%
30.2%	18.0%	21.5%	39.5%	171	19.9%	50.3%	21.1%	8.8%
18.3%	22.5%	36.6%	59.2%	191	9.4%	35.6%	51.8%	3.1%
32.1%	30.5%	6.4%	36.9%	187	26.2%	47.6%	18.7%	7.5%
28.8%	36.2%	18.6%	54.8%	177	18.1%	52.0%	27.7%	2.3%
20.9%	18.7%	26.4%	45.1%	88	10.2%	48.9%	38.6%	2.3%
21.1%	18.9%	25.6%	44.4%	87	19.5%	52.9%	25.3%	2.3%
28.6%	25.4%	13.5%	38.9%	185	16.2%	31.9%	51.9%	0.0%
23.8%	30.5%	10.4%	40.9%	164	7.3%	28.0%	64.0%	0.6%
16.7%	15.2%	16.7%	31.8%	65	35.4%	47.7%	16.9%	0.0%
23.8%	27.0%	11.1%	38.1%	63	22.2%	69.8%	7.9%	0.0%
15.8%	13.7%	47.4%	61.1%	94	24.5%	39.4%	34.0%	2.1%
21.8%	30.9%	32.7%	63.6%	110	13.6%	68.2%	17.3%	0.9%
26.2%	21.4%	23.8%	45.2%	83	31.3%	56.6%	12.0%	0.0%
22.6%	29.8%	16.7%	46.4%	84	20.2%	70.2%	9.5%	0.0%
22.0%	14.0%	24.0%	38.0%	49	32.7%	46.9%	20.4%	0.0%
23.3%	23.3%	27.9%	51.2%	42	19.0%	50.0%	28.6%	2.4%
18.0%	29.2%	32.6%	61.8%	88	15.9%	37.5%	45.5%	1.1%
16.9%	37.3%	33.7%	71.1%	82	11.0%	64.6%	22.0%	2.4%
17.6%	10.3%	25.0%	35.3%	64	43.8%	35.9%	17.2%	3.1%
24.0%	30.0%	24.0%	54.0%	49	30.6%	63.3%	6.1%	0.0%
20.0%	33.5%	17.8%	51.4%	325	26.5%	34.2%	32.9%	6.5%
24.7%	32.1%	24.1%	56.3%	351	26.8%	59.0%	14.0%	0.3%
21.4%	40.9%	20.9%	61.8%	374	13.1%	42.5%	36.9%	7.5%
17.0%	34.3%	33.0%	67.3%	364	22.0%	64.8%	12.6%	0.5%
25.7%	23.1%	28.1%	51.2%	663	24.1%	33.8%	41.8%	0.3%
19.2%	31.5%	17.8%	49.3%	693	14.6%	24.1%	60.5%	0.9%
23.4%	14.4%	30.6%	45.0%	109	33.9%	42.2%	21.1%	2.8%
23.8%	35.7%	22.2%	57.9%	121	35.5%	56.2%	8.3%	0.0%
15.8%	27.2%	49.1%	76.3%	114	7.9%	36.8%	44.7%	10.5%
11.6%	36.8%	44.2%	81.1%	95	6.3%	62.1%	30.5%	1.1%
26.5%	19.9%	34.2%	54.1%	375	10.7%	49.9%	23.2%	16.3%
15.2%	27.9%	43.9%	71.8%	328	1.8%	32.6%	60.4%	5.2%
27.0%	22.8%	20.9%	43.7%	213	14.1%	76.5%	8.9%	0.5%

21.2%	24.0%	28.6%	52.5%	214	9.3%	33.6%	54.2%	2.8%
26.3%	11.6%	23.2%	34.7%	91	14.3%	51.6%	30.8%	3.3%
34.1%	23.5%	9.4%	32.9%	85	21.2%	71.8%	4.7%	2.4%
27.8%	16.7%	19.1%	35.8%	161	14.9%	52.8%	21.7%	10.6%
23.1%	17.7%	25.2%	42.9%	146	14.4%	34.9%	43.2%	7.5%
31.7%	20.6%	19.0%	39.7%	58	32.8%	44.8%	22.4%	0.0%
29.8%	25.5%	8.5%	34.0%	42	33.3%	61.9%	4.8%	0.0%
30.0%	18.6%	18.6%	37.1%	69	33.3%	29.0%	37.7%	0.0%
21.2%	22.7%	1.5%	24.2%	66	31.8%	21.2%	47.0%	0.0%
24.6%	20.3%	14.5%	34.8%	66	22.7%	57.6%	12.1%	7.6%
23.1%	23.1%	15.4%	38.5%	51	15.7%	37.3%	45.1%	2.0%
26.3%	26.3%	3.9%	30.3%	74	25.7%	63.5%	6.8%	4.1%
28.9%	31.6%	13.2%	44.7%	76	14.5%	69.7%	15.8%	0.0%
20.0%	22.1%	12.6%	34.7%	91	16.5%	59.3%	23.1%	1.1%
26.0%	29.0%	18.0%	47.0%	100	22.0%	55.0%	22.0%	1.0%
28.6%	32.1%	16.7%	48.8%	83	9.6%	72.3%	7.2%	10.8%
22.2%	20.0%	23.3%	43.3%	89	18.0%	53.9%	27.0%	1.1%
26.7%	28.9%	6.7%	35.6%	90	27.8%	55.6%	14.4%	2.2%
23.5%	34.1%	20.0%	54.1%	85	21.2%	45.9%	27.1%	5.9%
31.1%	11.3%	16.0%	27.4%	106	15.1%	31.1%	53.8%	0.0%
21.9%	19.8%	9.4%	29.2%	95	20.0%	23.2%	55.8%	1.1%
17.8%	26.0%	20.5%	46.6%	140	39.3%	44.3%	16.4%	0.0%
29.6%	26.4%	22.4%	48.8%	124	30.6%	59.7%	8.9%	0.8%
20.5%	29.8%	33.1%	62.9%	151	11.3%	21.9%	65.6%	1.3%
21.5%	30.9%	11.4%	42.3%	148	14.2%	23.0%	61.5%	1.4%
34.2%	18.1%	10.1%	28.2%	147	12.9%	74.8%	8.8%	3.4%
17.4%	17.4%	31.9%	49.3%	139	11.5%	34.5%	49.6%	4.3%
32.6%	34.8%	7.1%	41.8%	141	13.5%	43.3%	29.1%	14.2%
28.7%	25.7%	19.1%	44.9%	136	18.4%	59.6%	18.4%	3.7%
28.0%	14.7%	14.7%	29.3%	73	15.1%	68.5%	16.4%	0.0%
36.9%	15.5%	7.1%	22.6%	84	22.6%	54.8%	20.2%	2.4%
26.2%	14.3%	11.9%	26.2%	82	32.9%	52.4%	12.2%	2.4%
19.8%	8.3%	9.4%	17.7%	94	21.3%	66.0%	11.7%	1.1%
29.0%	22.6%	12.9%	35.5%	93	14.0%	40.9%	39.8%	5.4%
25.8%	13.5%	6.7%	20.2%	89	27.0%	53.9%	14.6%	4.5%
25.0%	8.3%	4.8%	13.1%	80	22.5%	61.3%	13.8%	2.5%
33.3%	12.8%	7.7%	20.5%	78	23.1%	55.1%	17.9%	3.8%
26.0%	19.5%	7.8%	27.3%	75	12.0%	76.0%	9.3%	2.7%
23.2%	10.5%	22.1%	32.6%	94	23.4%	47.9%	28.7%	0.0%
32.1%	23.5%	19.8%	43.2%	81	17.3%	46.9%	34.6%	1.2%
30.4%	20.3%	24.1%	44.3%	79	21.5%	63.3%	11.4%	3.8%
23.6%	16.9%	16.9%	33.7%	86	24.4%	43.0%	26.7%	5.8%
31.1%	17.6%	8.1%	25.7%	74	20.3%	56.8%	21.6%	1.4%
27.8%	12.5%	12.5%	25.0%	72	5.6%	81.9%	4.2%	8.3%
27.1%	31.2%	27.7%	58.9%	490	14.3%	61.0%	24.1%	0.6%
28.3%	20.3%	26.8%	47.1%	469	14.1%	25.2%	60.6%	0.2%
29.6%	31.0%	19.3%	50.3%	349	12.3%	50.7%	35.8%	1.1%
26.9%	15.1%	20.5%	35.6%	307	16.9%	30.3%	52.8%	0.0%
N<10	N<10	N<10	N<10	1	N<10	N<10	N<10	N<10



22.8%	25.3%	7.0%	32.3%	762	20.6%	29.7%	49.2%	0.5%
17.5%	11.3%	9.3%	20.6%	97	32.0%	49.5%	16.5%	2.1%
30.3%	19.7%	7.9%	27.6%	76	10.5%	55.3%	30.3%	3.9%
32.9%	7.6%	15.2%	22.8%	79	17.7%	69.6%	8.9%	3.8%
24.7%	12.9%	11.8%	24.7%	86	30.2%	54.7%	15.1%	0.0%
20.6%	33.0%	12.4%	45.4%	97	12.4%	59.8%	26.8%	1.0%
28.3%	12.0%	9.8%	21.7%	92	21.7%	70.7%	5.4%	2.2%
21.3%	15.0%	32.5%	47.5%	80	11.3%	46.3%	41.3%	1.3%
26.5%	30.6%	18.4%	49.0%	98	18.4%	48.0%	31.6%	2.0%
30.1%	31.2%	16.1%	47.3%	93	4.3%	50.5%	20.4%	24.7%
19.4%	19.4%	14.3%	33.7%	98	16.3%	61.2%	21.4%	1.0%
33.7%	20.8%	13.9%	34.7%	101	21.8%	55.4%	17.8%	5.0%
25.5%	22.4%	14.3%	36.7%	96	12.5%	66.7%	18.8%	2.1%
25.7%	22.7%	19.7%	42.4%	334	9.6%	27.2%	56.9%	6.3%
34.6%	25.1%	7.0%	32.1%	315	22.5%	51.4%	23.2%	2.9%
21.3%	21.0%	20.7%	41.7%	338	5.0%	23.1%	66.0%	5.9%
28.9%	26.4%	10.7%	37.1%	356	16.9%	53.4%	25.8%	3.9%
23.6%	24.7%	24.7%	49.4%	88	13.6%	61.4%	25.0%	0.0%
9.2%	42.9%	35.7%	78.6%	98	8.2%	51.0%	33.7%	7.1%
22.4%	25.9%	43.5%	69.4%	85	3.5%	55.3%	21.2%	20.0%
21.4%	18.4%	20.4%	38.8%	98	10.2%	58.2%	29.6%	2.0%
28.9%	34.0%	6.2%	40.2%	97	22.7%	44.3%	32.0%	1.0%
24.4%	14.6%	13.0%	27.6%	122	15.6%	60.7%	9.8%	13.9%
26.3%	24.6%	10.5%	35.1%	113	7.1%	41.6%	45.1%	6.2%
33.0%	19.4%	7.8%	27.2%	103	13.6%	35.9%	43.7%	6.8%
29.7%	9.0%	11.7%	20.7%	111	26.1%	63.1%	3.6%	7.2%
30.0%	24.4%	9.4%	33.8%	372	22.6%	50.8%	24.7%	1.9%
28.4%	11.1%	10.2%	21.3%	340	19.4%	37.1%	43.5%	0.0%
15.9%	22.3%	39.0%	61.4%	495	6.5%	21.8%	58.4%	13.3%
26.0%	33.5%	15.0%	48.5%	520	21.5%	44.8%	28.3%	5.4%
24.3%	27.5%	14.0%	41.6%	700	15.9%	20.9%	62.9%	0.4%
16.0%	19.0%	41.0%	60.0%	100	10.0%	32.0%	51.0%	7.0%
16.5%	34.9%	27.5%	62.4%	109	8.3%	38.5%	38.5%	14.7%
28.6%	21.4%	39.8%	61.2%	97	3.1%	46.4%	22.7%	27.8%
28.5%	15.9%	14.6%	30.5%	150	18.0%	48.0%	33.3%	0.7%
32.6%	25.9%	8.1%	34.1%	134	14.9%	54.5%	29.1%	1.5%
31.5%	12.6%	9.9%	22.5%	111	17.1%	80.2%	2.7%	0.0%
24.4%	17.1%	15.4%	32.5%	122	18.9%	42.6%	36.9%	1.6%
29.2%	24.5%	12.3%	36.8%	106	13.2%	62.3%	23.6%	0.9%
26.8%	10.7%	21.4%	32.1%	110	12.7%	75.5%	10.0%	1.8%
16.3%	20.4%	25.5%	45.9%	97	8.2%	42.3%	45.4%	4.1%
31.7%	26.0%	26.9%	52.9%	104	8.7%	51.0%	37.5%	2.9%
29.1%	22.1%	19.8%	41.9%	85	10.6%	62.4%	21.2%	5.9%
23.0%	21.2%	16.8%	38.1%	113	8.8%	51.3%	38.9%	0.9%
33.3%	23.1%	7.4%	30.6%	107	19.6%	51.4%	24.3%	4.7%
30.0%	17.0%	20.0%	37.0%	100	13.0%	71.0%	8.0%	8.0%
21.9%	24.3%	12.3%	36.6%	413	11.6%	38.3%	48.2%	1.9%
31.6%	20.1%	5.5%	25.6%	399	27.1%	46.1%	24.1%	2.8%
33.6%	23.3%	11.1%	34.4%	387	18.6%	63.8%	17.1%	0.5%

29.9%	16.8%	12.2%	29.1%	363	14.6%	34.2%	51.2%	0.0%
23.1%	16.5%	11.0%	27.5%	81	43.2%	50.6%	6.2%	0.0%
44.0%	26.2%	9.5%	35.7%	84	23.8%	66.7%	9.5%	0.0%
24.4%	26.9%	24.4%	51.3%	78	20.5%	51.3%	20.5%	7.7%
14.3%	34.1%	22.0%	56.0%	90	13.3%	51.1%	34.4%	1.1%
19.5%	44.2%	6.5%	50.6%	77	24.7%	46.8%	24.7%	3.9%
35.2%	33.0%	13.6%	46.6%	87	20.7%	60.9%	16.1%	2.3%
32.9%	22.9%	14.3%	37.1%	70	21.4%	35.7%	42.9%	0.0%
25.3%	25.3%	5.7%	31.0%	86	19.8%	25.6%	54.7%	0.0%
10.4%	33.3%	56.3%	89.6%	48	4.2%	27.1%	47.9%	20.8%
11.1%	25.9%	63.0%	88.9%	54	0.0%	46.3%	42.6%	11.1%
17.5%	22.8%	56.1%	78.9%	57	3.5%	7.0%	86.0%	3.5%
11.3%	46.8%	37.1%	83.9%	62	1.6%	4.8%	91.9%	1.6%
35.3%	0.0%	11.8%	11.8%	13	76.9%	23.1%	0.0%	0.0%
16.7%	22.2%	22.2%	44.4%	18	33.3%	61.1%	5.6%	0.0%
38.9%	5.6%	5.6%	11.1%	17	29.4%	70.6%	0.0%	0.0%
37.5%	6.3%	25.0%	31.3%	16	6.3%	68.8%	25.0%	0.0%
23.9%	16.3%	13.0%	29.3%	90	33.3%	48.9%	17.8%	0.0%
35.4%	18.3%	4.9%	23.2%	78	34.6%	55.1%	10.3%	0.0%
33.7%	15.1%	18.6%	33.7%	86	17.4%	62.8%	11.6%	8.1%
20.7%	18.0%	18.0%	36.0%	110	21.8%	37.3%	40.9%	0.0%
29.7%	27.0%	5.4%	32.4%	110	18.2%	34.5%	47.3%	0.0%
17.5%	17.5%	15.5%	33.0%	103	22.3%	48.5%	29.1%	0.0%
27.4%	26.2%	7.1%	33.3%	84	34.5%	28.6%	31.0%	6.0%
27.8%	34.3%	12.0%	46.3%	108	14.8%	59.3%	25.0%	0.9%
21.9%	15.2%	13.4%	28.6%	265	19.6%	48.3%	31.7%	0.4%
31.0%	25.8%	11.8%	37.6%	227	21.1%	60.4%	17.2%	1.3%
24.5%	26.8%	9.6%	36.4%	261	28.4%	45.6%	21.8%	4.2%
25.6%	38.2%	15.9%	54.1%	207	14.0%	68.6%	16.4%	1.0%
29.2%	17.2%	15.4%	32.6%	267	15.0%	34.5%	50.6%	0.0%
29.3%	24.3%	9.0%	33.3%	221	11.8%	27.1%	61.1%	0.0%
32.0%	15.4%	12.7%	28.2%	256	19.1%	63.7%	9.0%	8.2%
16.3%	17.8%	20.5%	38.3%	261	15.7%	47.9%	35.2%	1.1%
N<10	N<10	N<10	N<10	2	N<10	N<10	N<10	N<10
N<10	N<10	N<10	N<10	8	N<10	N<10	N<10	N<10
10.0%	30.0%	0.0%	30.0%	10	50.0%	40.0%	10.0%	0.0%
N<10	N<10	N<10	N<10	4	N<10	N<10	N<10	N<10
40.6%	6.3%	3.1%	9.4%	30	46.7%	46.7%	6.7%	0.0%
35.5%	29.0%	3.2%	32.3%	31	45.2%	54.8%	0.0%	0.0%
27.6%	6.9%	6.9%	13.8%	29	44.8%	48.3%	3.4%	3.4%
28.1%	25.0%	6.3%	31.3%	30	30.0%	46.7%	23.3%	0.0%
15.4%	25.6%	2.6%	28.2%	39	41.0%	43.6%	15.4%	0.0%
18.2%	30.3%	15.2%	45.5%	33	42.4%	39.4%	12.1%	6.1%
31.8%	22.7%	13.6%	36.4%	22	18.2%	45.5%	36.4%	0.0%
20.0%	28.6%	5.7%	34.3%	35	28.6%	20.0%	51.4%	0.0%
29.6%	14.8%	7.4%	22.2%	48	39.6%	47.9%	12.5%	0.0%
19.6%	33.3%	3.9%	37.3%	49	42.9%	46.9%	10.2%	0.0%
25.0%	25.0%	9.6%	34.6%	51	27.5%	56.9%	13.7%	2.0%
23.7%	18.6%	15.3%	33.9%	57	21.1%	47.4%	29.8%	1.8%

22.6%	17.0%	7.5%	24.5%	52	40.4%	42.3%	17.3%	0.0%
31.0%	24.1%	6.9%	31.0%	56	51.8%	39.3%	7.1%	1.8%
25.8%	15.2%	12.1%	27.3%	66	25.8%	33.3%	40.9%	0.0%
26.1%	21.7%	4.3%	26.1%	46	21.7%	30.4%	45.7%	2.2%
26.7%	15.6%	8.9%	24.4%	45	28.9%	60.0%	11.1%	0.0%
32.6%	37.0%	6.5%	43.5%	46	28.3%	58.7%	13.0%	0.0%
30.4%	12.5%	7.1%	19.6%	56	19.6%	71.4%	7.1%	1.8%
22.2%	13.9%	8.3%	22.2%	36	16.7%	47.2%	36.1%	0.0%
31.8%	15.2%	9.1%	24.2%	62	51.6%	41.9%	6.5%	0.0%
27.9%	23.3%	4.7%	27.9%	43	65.1%	34.9%	0.0%	0.0%
33.9%	12.5%	7.1%	19.6%	56	19.6%	60.7%	14.3%	5.4%
16.7%	25.9%	16.7%	42.6%	53	13.2%	64.2%	22.6%	0.0%
21.9%	16.2%	11.4%	27.6%	105	41.9%	30.5%	27.6%	0.0%
21.4%	17.3%	8.2%	25.5%	98	10.2%	34.7%	55.1%	0.0%
34.1%	16.5%	8.8%	25.3%	91	34.1%	40.7%	22.0%	3.3%
24.5%	34.9%	10.4%	45.3%	106	32.1%	54.7%	13.2%	0.0%
30.9%	20.0%	14.5%	34.5%	55	38.2%	58.2%	3.6%	0.0%
29.8%	35.1%	17.5%	52.6%	56	28.6%	46.4%	25.0%	0.0%
32.0%	16.0%	20.0%	36.0%	50	22.0%	50.0%	18.0%	10.0%
21.0%	30.6%	24.2%	54.8%	62	6.5%	45.2%	48.4%	0.0%
23.7%	23.7%	11.9%	35.6%	59	27.1%	40.7%	27.1%	5.1%
29.6%	28.2%	23.9%	52.1%	71	18.3%	45.1%	35.2%	1.4%
21.8%	21.8%	21.8%	43.6%	55	5.5%	45.5%	49.1%	0.0%
12.2%	28.6%	18.4%	46.9%	49	8.2%	28.6%	63.3%	0.0%
34.0%	20.8%	5.7%	26.4%	51	35.3%	49.0%	15.7%	0.0%
21.4%	44.6%	19.6%	64.3%	56	23.2%	60.7%	16.1%	0.0%
36.8%	26.5%	11.8%	38.2%	68	13.2%	80.9%	5.9%	0.0%
22.4%	20.7%	22.4%	43.1%	58	17.2%	44.8%	37.9%	0.0%
32.3%	24.6%	3.1%	27.7%	65	26.2%	43.1%	23.1%	7.7%
31.0%	26.8%	19.7%	46.5%	71	19.7%	54.9%	23.9%	1.4%
23.5%	17.6%	14.7%	32.4%	67	23.9%	41.8%	34.3%	0.0%
23.7%	22.4%	17.1%	39.5%	76	22.4%	31.6%	46.1%	0.0%
29.6%	19.4%	19.4%	38.8%	92	27.2%	52.2%	19.6%	1.1%
26.0%	26.0%	22.0%	48.0%	98	15.3%	45.9%	36.7%	2.0%
26.1%	38.6%	16.8%	55.4%	279	11.5%	43.4%	34.1%	11.1%
19.6%	38.2%	32.0%	70.3%	306	7.2%	42.8%	40.8%	9.2%
23.5%	16.5%	19.4%	35.9%	315	19.4%	27.6%	52.7%	0.3%
23.1%	25.5%	13.4%	39.0%	289	14.9%	27.0%	58.1%	0.0%
21.7%	22.5%	35.5%	58.0%	136	19.9%	58.1%	21.3%	0.7%
26.2%	28.2%	24.3%	52.5%	298	19.5%	62.1%	17.4%	1.0%
25.0%	27.5%	20.4%	47.9%	278	16.9%	76.3%	5.8%	1.1%
14.3%	28.2%	32.2%	60.4%	269	11.9%	33.5%	51.7%	3.0%
20.5%	10.3%	2.6%	12.8%	37	59.5%	35.1%	5.4%	0.0%
44.4%	11.1%	0.0%	11.1%	18	44.4%	44.4%	11.1%	0.0%
25.0%	10.7%	14.3%	25.0%	27	29.6%	70.4%	0.0%	0.0%
36.8%	21.1%	5.3%	26.3%	19	0.0%	68.4%	31.6%	0.0%
33.3%	22.2%	7.4%	29.6%	27	22.2%	70.4%	3.7%	3.7%
32.1%	14.3%	14.3%	28.6%	29	48.3%	31.0%	20.7%	0.0%
11.1%	7.4%	3.7%	11.1%	25	48.0%	20.0%	32.0%	0.0%



23.1%	26.9%	3.8%	30.8%	26	19.2%	26.9%	53.8%	0.0%
26.1%	30.4%	21.7%	52.2%	44	11.4%	59.1%	29.5%	0.0%
17.1%	42.9%	28.6%	71.4%	34	11.8%	82.4%	5.9%	0.0%
25.0%	22.7%	25.0%	47.7%	44	6.8%	75.0%	15.9%	2.3%
16.3%	37.2%	25.6%	62.8%	42	11.9%	47.6%	40.5%	0.0%
23.7%	34.2%	13.2%	47.4%	38	34.2%	57.9%	7.9%	0.0%
26.1%	31.9%	14.5%	46.4%	69	21.7%	53.6%	23.2%	1.4%
20.8%	20.8%	29.2%	50.0%	48	8.3%	25.0%	66.7%	0.0%
23.8%	35.7%	16.7%	52.4%	42	11.9%	31.0%	57.1%	0.0%
28.8%	25.8%	10.6%	36.4%	63	15.9%	68.3%	14.3%	1.6%
28.4%	29.9%	19.4%	49.3%	67	20.9%	46.3%	28.4%	4.5%
34.5%	27.4%	2.4%	29.8%	83	15.7%	39.8%	44.6%	0.0%
28.8%	28.8%	11.5%	40.4%	52	7.7%	25.0%	67.3%	0.0%
30.2%	23.8%	20.6%	44.4%	62	16.1%	56.5%	16.1%	11.3%
24.6%	30.8%	9.2%	40.0%	64	17.2%	31.3%	48.4%	3.1%
32.8%	26.2%	8.2%	34.4%	61	19.7%	54.1%	19.7%	6.6%
36.4%	39.4%	16.7%	56.1%	66	6.1%	56.1%	37.9%	0.0%
39.5%	21.1%	13.2%	34.2%	151	33.8%	57.0%	9.3%	0.0%
26.9%	14.5%	25.5%	40.0%	145	20.0%	57.2%	15.2%	7.6%
24.4%	21.9%	27.5%	49.4%	159	10.7%	41.5%	47.2%	0.6%
23.1%	38.5%	11.9%	50.3%	143	18.9%	66.4%	14.0%	0.7%
23.1%	33.0%	15.9%	48.9%	182	24.7%	58.2%	17.0%	0.0%
40.6%	21.7%	13.8%	35.5%	138	10.1%	38.4%	51.4%	0.0%
29.7%	35.9%	10.9%	46.9%	128	12.5%	23.4%	64.1%	0.0%
26.1%	18.8%	11.9%	30.7%	173	27.2%	63.6%	9.2%	0.0%
15.2%	6.1%	9.1%	15.2%	26	61.5%	26.9%	11.5%	0.0%
27.3%	13.6%	18.2%	31.8%	22	22.7%	59.1%	18.2%	0.0%
17.9%	7.1%	10.7%	17.9%	28	64.3%	32.1%	0.0%	3.6%
24.3%	21.6%	21.6%	43.2%	37	16.2%	56.8%	24.3%	2.7%
25.0%	21.9%	3.1%	25.0%	32	21.9%	56.3%	21.9%	0.0%
30.4%	13.0%	8.7%	21.7%	23	30.4%	56.5%	8.7%	4.3%
8.8%	5.9%	11.8%	17.6%	34	20.6%	50.0%	29.4%	0.0%
31.0%	17.2%	10.3%	27.6%	29	17.2%	24.1%	55.2%	3.4%
34.0%	24.5%	13.2%	37.7%	53	28.3%	58.5%	13.2%	0.0%
14.5%	20.0%	30.9%	50.9%	54	18.5%	53.7%	27.8%	0.0%
22.9%	20.8%	6.3%	27.1%	48	31.3%	41.7%	20.8%	6.3%
33.3%	24.6%	7.2%	31.9%	69	23.2%	59.4%	17.4%	0.0%
18.9%	24.4%	10.0%	34.4%	87	34.5%	35.6%	28.7%	1.1%
40.5%	21.4%	14.3%	35.7%	42	21.4%	31.0%	47.6%	0.0%
25.0%	15.3%	11.1%	26.4%	64	43.8%	50.0%	6.3%	0.0%
41.3%	15.2%	19.6%	34.8%	45	24.4%	64.4%	11.1%	0.0%

Writing % Met Readiness Benchmark	ELA		STEM	
	ELA N	ELA % Met Readiness Benchmark	STEM N	STEM % Met Readiness Benchmark
19.0%	84	33.3%	93	31.2%
9.6%	73	28.8%	76	36.8%
27.6%	76	55.3%	76	38.2%
43.3%	90	58.9%	90	52.2%
42.5%	80	52.5%	81	42.0%
35.5%	107	42.1%	108	23.1%
17.0%	100	29.0%	100	17.0%
55.1%	98	52.0%	99	17.2%
20.0%	15	73.3%	15	86.7%
20.0%	10	80.0%	10	90.0%
53.3%	15	86.7%	15	73.3%
19.6%	112	36.6%	115	36.5%
18.6%	118	34.7%	118	27.1%
9.8%	92	34.8%	93	38.7%
36.9%	122	45.9%	124	51.6%
43.0%	113	37.2%	115	24.3%
53.3%	107	41.1%	108	25.0%
19.4%	124	33.9%	124	29.8%
22.0%	141	46.1%	141	36.2%
14.4%	146	33.6%	151	31.8%
6.3%	112	35.7%	113	47.8%
30.6%	124	32.3%	124	17.7%
33.9%	123	34.1%	125	10.4%
26.0%	123	38.2%	123	36.6%
42.9%	126	54.0%	126	52.4%
33.3%	125	44.0%	126	31.0%
10.7%	131	37.4%	133	25.6%
32.3%	127	48.0%	128	48.4%
30.7%	153	47.1%	153	32.0%
23.4%	167	45.5%	167	26.9%
51.8%	139	40.3%	140	25.7%
47.9%	144	32.6%	144	13.9%
N<10	7	N<10	7	N<10
N<10	6	N<10	6	N<10
23.1%	13	46.2%	13	38.5%
24.0%	129	42.6%	131	41.2%
14.7%	109	47.7%	108	44.4%
35.5%	110	50.0%	110	35.5%
40.9%	22	59.1%	23	56.5%
14.3%	21	47.6%	21	38.1%

50.0%	14	64.3%	14	42.9%
16.7%	66	48.5%	67	55.2%
7.5%	53	50.9%	54	61.1%
18.3%	60	68.3%	60	70.0%
38.6%	44	61.4%	44	70.5%
21.7%	46	56.5%	46	47.8%
15.0%	40	55.0%	41	39.0%
61.7%	47	66.0%	47	40.4%
68.6%	51	60.8%	51	33.3%
45.0%	277	63.9%	284	64.1%
15.0%	300	51.7%	300	49.7%
28.9%	305	64.6%	307	44.6%
22.1%	267	39.0%	284	48.2%
8.1%	295	42.7%	296	48.6%
23.1%	316	51.9%	317	48.6%
58.7%	297	62.3%	300	40.7%
53.6%	303	59.4%	307	29.6%
16.1%	31	32.3%	33	33.3%
20.0%	25	44.0%	25	64.0%
23.3%	43	51.2%	43	37.2%
69.0%	29	79.3%	30	76.7%
15.0%	40	57.5%	40	42.5%
25.9%	27	63.0%	27	40.7%
81.8%	33	75.8%	33	57.6%
66.7%	45	60.0%	45	35.6%
25.5%	98	48.0%	99	44.4%
19.8%	101	49.5%	103	51.5%
40.3%	367	62.7%	369	54.7%
35.0%	354	65.3%	356	56.5%
51.3%	1122	60.2%	1136	47.0%
60.9%	1134	62.0%	1136	45.5%
NA	0	NA	1	N<10
33.3%	90	67.8%	96	68.8%
25.6%	90	72.2%	90	68.9%
10.3%	319	67.4%	322	51.2%
59.6%	292	74.7%	297	63.3%
24.2%	120	50.8%	125	52.8%
11.9%	109	49.5%	109	67.0%
34.0%	94	54.3%	97	51.5%
12.9%	101	66.3%	102	63.7%
30.1%	319	68.7%	322	54.7%
39.5%	301	66.8%	303	63.0%
33.1%	121	58.7%	123	59.3%
27.4%	117	62.4%	117	70.1%
48.7%	439	69.7%	441	60.5%
34.4%	411	71.0%	413	56.4%
30.3%	142	49.3%	149	47.7%
10.8%	102	52.0%	106	48.1%
28.3%	166	64.5%	173	66.5%

32.9%	167	73.7%	167	79.6%
42.7%	316	67.7%	317	57.4%
54.2%	277	74.7%	280	67.5%
25.7%	144	43.1%	148	44.6%
10.8%	130	45.4%	132	40.9%
30.4%	135	57.0%	138	64.5%
11.1%	135	67.4%	135	77.0%
40.6%	175	53.1%	175	58.3%
18.2%	165	62.4%	165	67.3%
44.8%	328	77.1%	335	74.0%
47.9%	328	77.4%	330	74.8%
60.5%	440	78.9%	442	69.2%
46.6%	401	74.1%	402	58.2%
14.3%	49	26.5%	52	36.5%
9.1%	44	25.0%	44	27.3%
11.1%	36	33.3%	36	30.6%
29.5%	44	22.7%	44	15.9%
43.6%	39	30.8%	38	7.9%
32.4%	34	47.1%	36	33.3%
16.2%	37	27.0%	38	10.5%
4.5%	44	22.7%	44	15.9%
15.9%	113	31.0%	119	39.5%
7.5%	106	31.1%	107	43.0%
12.8%	109	57.8%	109	53.2%
55.1%	127	56.7%	129	28.7%
53.3%	107	47.7%	108	31.5%
43.6%	101	60.4%	102	59.8%
34.1%	85	56.5%	86	46.5%
37.8%	119	69.7%	119	62.2%
50.0%	148	45.3%	148	27.7%
57.9%	145	57.9%	147	32.7%
54.0%	124	65.3%	124	74.2%
31.9%	141	68.1%	141	64.5%
14.2%	148	56.8%	148	48.6%
13.7%	124	42.7%	125	46.4%
15.6%	135	41.5%	138	52.9%
10.2%	137	50.4%	137	50.4%
44.0%	91	60.4%	92	55.4%
32.3%	93	52.7%	94	51.1%
42.4%	99	75.8%	99	66.7%
33.3%	21	57.1%	21	57.1%
10.0%	20	40.0%	20	55.0%
30.4%	23	56.5%	23	34.8%
32.9%	70	52.9%	71	50.7%
28.0%	82	54.9%	84	56.0%
26.9%	78	66.7%	79	54.4%
41.7%	96	53.1%	99	49.5%
16.7%	66	45.5%	66	50.0%
13.1%	84	61.9%	86	55.8%

39.7%	73	49.3%	76	44.7%
12.9%	62	50.0%	62	45.2%
22.7%	75	57.3%	76	55.3%
58.3%	264	60.6%	273	42.5%
41.2%	218	59.2%	218	49.5%
51.1%	284	67.3%	283	45.2%
48.5%	274	61.3%	278	49.3%
26.8%	272	59.2%	272	43.4%
35.6%	267	58.4%	268	44.8%
18.4%	87	28.7%	92	30.4%
16.3%	86	37.2%	88	37.5%
20.3%	58	46.6%	58	25.9%
21.9%	73	46.6%	75	44.0%
16.7%	72	33.3%	72	43.1%
39.0%	59	66.1%	59	57.6%
40.0%	75	50.7%	78	38.5%
29.0%	69	60.9%	70	67.1%
33.3%	60	63.3%	60	45.0%
33.3%	99	48.5%	102	47.1%
15.0%	107	45.8%	107	52.3%
32.2%	90	52.2%	91	37.4%
43.9%	82	41.5%	89	40.4%
25.3%	83	41.0%	83	42.2%
31.0%	71	47.9%	73	39.7%
65.6%	320	71.6%	322	57.1%
45.8%	319	63.9%	320	46.9%
46.3%	354	76.6%	354	59.6%
67.3%	284	70.4%	285	52.6%
43.6%	289	65.7%	290	41.7%
29.8%	302	57.3%	302	47.7%
46.1%	76	75.0%	79	74.7%
26.0%	77	70.1%	77	72.7%
35.0%	79	78.5%	80	78.8%
48.7%	516	50.8%	539	30.8%
66.8%	430	62.3%	442	34.8%
41.4%	87	54.0%	87	51.7%
25.0%	76	50.0%	76	48.7%
4.2%	71	50.7%	71	56.3%
14.8%	108	42.6%	114	49.1%
35.7%	98	52.0%	98	48.0%
48.1%	77	83.1%	77	67.5%
34.0%	94	43.6%	97	48.5%
34.1%	91	58.2%	91	57.1%
17.6%	74	63.5%	75	58.7%
38.9%	439	40.1%	452	23.0%
44.2%	403	42.2%	410	22.4%
29.5%	88	72.7%	89	73.0%
15.1%	86	62.8%	86	69.8%
16.2%	68	60.3%	68	63.2%

68.1%	210	73.3%	211	50.2%
82.9%	117	79.5%	117	49.6%
12.0%	292	42.8%	293	53.6%
52.8%	309	57.9%	311	63.7%
19.6%	312	32.7%	324	37.7%
10.0%	299	40.1%	308	44.2%
27.9%	297	53.5%	298	46.3%
27.5%	331	45.6%	332	39.5%
44.7%	330	47.0%	338	26.9%
53.5%	299	46.2%	302	22.8%
13.7%	146	36.3%	152	37.5%
12.0%	133	38.3%	134	47.8%
23.0%	152	52.0%	153	53.6%
57.7%	156	57.1%	156	44.2%
60.9%	133	51.1%	134	26.1%
52.5%	160	64.4%	160	60.6%
35.0%	177	49.7%	176	34.1%
20.6%	180	50.0%	180	35.6%
19.3%	57	43.9%	61	44.3%
20.0%	60	53.3%	60	60.0%
26.8%	71	56.3%	71	46.5%
43.6%	55	63.6%	55	52.7%
38.7%	62	56.5%	62	35.5%
28.3%	60	75.0%	61	44.3%
81.1%	53	83.0%	53	49.1%
67.3%	52	73.1%	52	30.8%
24.2%	62	61.3%	66	68.2%
15.3%	72	62.5%	72	69.4%
63.8%	47	91.5%	47	78.7%
51.1%	45	84.4%	45	77.8%
61.0%	41	87.8%	41	75.6%
48.9%	47	93.6%	47	76.6%
77.8%	27	74.1%	27	37.0%
88.0%	25	92.0%	25	44.0%
53.7%	67	97.0%	67	92.5%
75.0%	64	100.0%	64	98.4%
86.8%	68	97.1%	69	81.2%
92.7%	41	90.2%	41	75.6%
18.2%	44	36.4%	45	33.3%
30.3%	33	66.7%	34	64.7%
14.6%	41	48.8%	42	40.5%
53.8%	39	79.5%	40	75.0%
25.0%	36	50.0%	36	41.7%
22.2%	45	51.1%	43	16.3%
40.5%	37	51.4%	37	27.0%
46.9%	32	43.8%	31	25.8%
20.7%	87	43.7%	90	55.6%
12.1%	66	43.9%	67	49.3%
41.0%	83	55.4%	83	38.6%

55.1%	77	49.4%	77	32.5%
35.2%	71	54.9%	71	53.5%
56.8%	88	73.9%	89	76.4%
54.4%	79	72.2%	79	57.0%
31.8%	85	70.6%	85	54.1%
41.7%	36	66.7%	37	62.2%
16.7%	24	62.5%	24	62.5%
42.3%	71	59.2%	74	60.8%
9.2%	76	64.5%	76	64.5%
53.5%	71	67.6%	73	68.5%
19.2%	73	56.2%	73	65.8%
25.0%	16	68.8%	16	43.8%
18.2%	22	68.2%	22	59.1%
44.2%	190	63.7%	190	48.4%
40.2%	189	68.8%	188	59.0%
59.5%	199	65.3%	199	40.7%
63.7%	190	62.6%	192	32.3%
34.4%	209	74.6%	209	63.2%
59.7%	215	76.3%	217	76.0%
20.8%	24	50.0%	25	56.0%
22.9%	35	45.7%	36	44.4%
0.0%	21	76.2%	21	38.1%
61.5%	26	76.9%	26	65.4%
12.9%	31	32.3%	32	34.4%
11.8%	34	55.9%	34	52.9%
76.0%	25	72.0%	25	52.0%
54.5%	33	54.5%	34	29.4%
33.3%	51	60.8%	59	59.3%
9.7%	72	36.1%	77	61.0%
62.7%	67	62.7%	67	40.3%
62.0%	71	71.8%	71	29.6%
19.2%	73	57.5%	75	61.3%
66.1%	59	81.4%	59	66.1%
41.9%	86	73.3%	86	53.5%
25.0%	68	69.1%	68	58.8%
22.7%	22	63.6%	22	77.3%
27.3%	22	54.5%	22	54.5%
8.8%	34	52.9%	34	41.2%
53.8%	26	34.6%	26	38.5%
34.8%	23	56.5%	23	39.1%
40.9%	22	63.6%	22	45.5%
46.4%	28	42.9%	28	28.6%
48.0%	25	44.0%	25	24.0%
8.3%	36	16.7%	39	28.2%
15.0%	20	35.0%	22	27.3%
9.7%	31	22.6%	32	21.9%
36.1%	36	58.3%	36	52.8%
27.0%	37	27.0%	38	15.8%
6.5%	31	32.3%	31	12.9%



29.7%	37	32.4%	37	16.2%
30.0%	30	20.0%	30	10.0%
13.6%	103	23.3%	114	24.6%
36.3%	113	48.7%	121	40.5%
29.7%	111	42.3%	111	28.8%
15.1%	119	40.3%	120	27.5%
36.9%	122	31.1%	125	10.4%
45.7%	127	34.6%	127	18.9%
6.8%	117	21.4%	130	25.4%
12.5%	128	32.8%	131	27.5%
4.9%	41	12.2%	41	12.2%
2.4%	41	31.7%	41	58.5%
23.7%	38	44.7%	39	33.3%
37.8%	37	45.9%	37	35.1%
27.5%	40	40.0%	43	16.3%
24.4%	41	39.0%	41	19.5%
30.2%	43	16.3%	43	4.7%
42.4%	33	39.4%	34	11.8%
48.4%	158	50.6%	159	32.1%
54.5%	156	48.1%	158	28.5%
38.6%	158	51.3%	158	45.6%
45.8%	144	63.9%	144	51.4%
32.9%	149	65.1%	149	44.3%
14.3%	154	27.9%	164	32.3%
4.5%	134	32.8%	134	38.8%
27.8%	158	49.4%	158	45.6%
20.9%	43	53.5%	43	58.1%
5.1%	39	38.5%	41	48.8%
38.5%	52	48.1%	52	36.5%
49.1%	57	50.9%	57	33.3%
40.4%	52	69.2%	52	61.5%
63.4%	41	68.3%	42	52.4%
18.4%	38	42.1%	38	31.6%
28.8%	52	69.2%	52	50.0%
20.4%	93	48.4%	96	40.6%
23.0%	100	29.0%	101	21.8%
36.0%	88	34.1%	89	12.4%
3.3%	91	23.1%	94	36.2%
6.5%	77	48.1%	78	43.6%
46.0%	100	48.0%	100	37.0%
35.3%	85	62.4%	85	42.4%
11.5%	87	44.8%	88	37.5%
4.8%	21	9.5%	21	9.5%
6.5%	31	19.4%	31	9.7%
4.2%	24	37.5%	24	8.3%
17.2%	29	27.6%	29	13.8%
18.5%	27	29.6%	27	14.8%
0.0%	18	44.4%	18	27.8%
29.2%	24	29.2%	25	8.0%



55.6%	18	44.4%	19	10.5%
0.0%	30	13.3%	30	13.3%
12.3%	57	28.1%	60	31.7%
9.0%	67	14.9%	67	14.9%
5.4%	92	30.4%	92	20.7%
32.9%	70	42.9%	71	29.6%
26.1%	69	47.8%	70	28.6%
7.7%	65	32.3%	65	23.1%
27.4%	73	21.9%	72	2.8%
37.1%	62	33.9%	62	14.5%
15.3%	144	36.1%	152	33.6%
12.0%	142	41.5%	143	43.4%
19.9%	146	52.7%	147	47.6%
41.5%	142	55.6%	143	56.6%
17.6%	142	43.0%	142	42.3%
13.1%	122	57.4%	121	51.2%
40.6%	138	46.4%	139	20.9%
37.1%	132	42.4%	133	15.0%
6.3%	64	31.3%	64	25.0%
3.9%	51	21.6%	51	15.7%
2.2%	45	35.6%	45	28.9%
21.0%	62	45.2%	63	36.5%
38.3%	47	55.3%	47	25.5%
46.8%	47	61.7%	48	29.2%
34.0%	47	29.8%	46	10.9%
43.3%	67	35.8%	67	13.4%
34.2%	76	40.8%	76	22.4%
19.4%	62	51.6%	62	41.9%
40.5%	84	36.9%	85	18.8%
60.5%	76	51.3%	76	21.1%
23.1%	52	44.2%	52	44.2%
4.1%	74	36.5%	75	34.7%
22.7%	88	48.9%	88	30.7%
38.2%	55	63.6%	55	54.5%
5.8%	52	26.9%	57	31.6%
14.1%	64	29.7%	64	40.6%
3.0%	67	55.2%	67	52.2%
38.5%	65	67.7%	66	57.6%
12.9%	70	35.7%	70	24.3%
26.5%	68	57.4%	68	29.4%
31.7%	82	36.6%	82	15.9%
30.6%	72	36.1%	73	16.4%
8.9%	45	28.9%	48	31.3%
6.3%	48	29.2%	50	42.0%
7.4%	54	50.0%	54	50.0%
23.9%	46	52.2%	46	54.3%
16.7%	48	33.3%	48	20.8%
4.3%	47	40.4%	47	23.4%
32.7%	49	42.9%	49	12.2%

41.9%	43	39.5%	43	9.3%
15.4%	39	35.9%	40	37.5%
9.1%	44	43.2%	44	65.9%
8.3%	24	58.3%	24	62.5%
48.5%	33	60.6%	34	52.9%
32.4%	37	56.8%	37	37.8%
41.0%	39	69.2%	39	61.5%
47.1%	34	55.9%	34	35.3%
60.6%	33	66.7%	34	41.2%
16.7%	132	48.5%	147	44.9%
14.0%	114	38.6%	118	42.4%
11.1%	135	48.9%	137	36.5%
55.5%	128	55.5%	129	31.8%
62.1%	116	47.4%	121	19.0%
55.5%	128	67.2%	132	56.1%
31.9%	135	49.6%	135	38.5%
29.3%	132	63.6%	133	60.9%
17.9%	56	50.0%	56	50.0%
8.3%	36	55.6%	38	63.2%
9.1%	33	48.5%	33	51.5%
59.6%	47	72.3%	48	66.7%
11.1%	36	33.3%	36	33.3%
26.5%	68	57.4%	69	42.0%
39.0%	59	54.2%	60	41.7%
40.0%	45	42.2%	45	20.0%
3.0%	33	39.4%	33	21.2%
5.4%	37	45.9%	38	47.4%
11.1%	27	66.7%	27	48.1%
39.1%	46	67.4%	46	50.0%
15.2%	33	39.4%	33	30.3%
20.6%	34	58.8%	34	50.0%
47.2%	36	47.2%	36	19.4%
42.9%	35	37.1%	35	17.1%
8.9%	45	17.8%	47	25.5%
9.5%	42	38.1%	44	47.7%
43.8%	48	60.4%	48	39.6%
35.5%	31	41.9%	31	38.7%
23.9%	46	65.2%	46	39.1%
25.0%	52	55.8%	52	36.5%
37.8%	45	53.3%	45	22.2%
25.8%	31	35.5%	31	19.4%
5.9%	17	23.5%	17	35.3%
0.0%	12	16.7%	12	41.7%
28.6%	14	78.6%	14	85.7%
11.3%	53	30.2%	59	33.9%
15.6%	45	53.3%	48	47.9%
3.9%	51	39.2%	52	42.3%
26.2%	65	35.4%	65	44.6%
48.2%	56	55.4%	56	35.7%

23.4%	64	46.9%	64	42.2%
33.8%	65	41.5%	65	35.4%
47.0%	66	50.0%	66	28.8%
12.7%	189	40.7%	193	43.0%
18.2%	209	41.6%	210	37.1%
35.3%	218	53.7%	222	45.5%
12.3%	203	32.5%	215	29.3%
23.0%	187	45.5%	187	25.7%
20.7%	208	51.4%	209	32.5%
35.7%	224	40.2%	226	22.1%
40.5%	190	35.8%	193	14.5%
40.9%	22	59.1%	22	59.1%
6.3%	32	43.8%	32	56.3%
42.9%	21	76.2%	22	59.1%
38.9%	18	61.1%	20	55.0%
57.1%	21	76.2%	21	57.1%
40.9%	22	50.0%	22	31.8%
52.2%	23	87.0%	22	45.5%
78.9%	19	57.9%	19	36.8%
25.0%	20	35.0%	20	25.0%
13.0%	23	34.8%	23	43.5%
19.0%	21	61.9%	21	47.6%
42.9%	28	64.3%	28	50.0%
13.0%	23	30.4%	23	21.7%
7.4%	27	63.0%	27	66.7%
52.0%	25	60.0%	25	44.0%
66.7%	21	42.9%	21	33.3%
9.1%	33	54.5%	33	66.7%
5.4%	37	51.4%	37	45.9%
30.0%	30	73.3%	30	56.7%
46.2%	26	65.4%	26	76.9%
40.5%	42	61.9%	41	48.8%
37.5%	16	68.8%	16	43.8%
60.0%	25	72.0%	25	64.0%
76.0%	25	72.0%	25	48.0%
28.0%	25	68.0%	26	61.5%
24.0%	25	48.0%	25	52.0%
48.3%	29	65.5%	29	65.5%
39.4%	33	57.6%	33	36.4%
62.2%	45	44.4%	45	31.1%
50.0%	26	65.4%	27	55.6%
68.8%	32	87.5%	32	62.5%
51.4%	35	68.6%	35	48.6%
8.3%	36	33.3%	36	50.0%
3.6%	28	32.1%	28	50.0%
0.0%	31	32.3%	31	32.3%
36.8%	38	71.1%	39	30.8%
50.0%	26	57.7%	26	46.2%
32.3%	31	67.7%	31	61.3%

41.4%	29	41.4%	29	13.8%
53.1%	32	31.3%	32	12.5%
9.8%	163	44.8%	163	42.9%
5.1%	175	37.1%	175	50.9%
11.4%	158	47.5%	158	38.6%
38.9%	167	61.7%	169	58.0%
31.9%	209	37.3%	211	15.6%
47.8%	161	41.6%	164	18.3%
22.7%	154	49.4%	156	37.8%
13.9%	166	58.4%	166	34.3%
15.4%	39	35.9%	42	42.9%
10.0%	40	37.5%	41	46.3%
29.3%	41	43.9%	41	31.7%
37.3%	51	66.7%	51	51.0%
25.6%	39	51.3%	39	30.8%
21.6%	51	52.9%	51	21.6%
44.7%	47	68.1%	47	17.0%
43.6%	39	53.8%	39	28.2%
14.6%	137	51.8%	137	33.6%
47.8%	136	38.2%	136	22.8%
52.0%	149	52.3%	153	14.4%
7.3%	110	19.1%	124	25.8%
1.8%	111	26.1%	116	39.7%
26.4%	106	49.1%	106	47.2%
41.0%	134	67.9%	136	58.1%
12.2%	156	48.1%	156	34.0%
17.7%	164	56.1%	167	58.1%
52.5%	158	51.3%	158	27.2%
6.7%	178	48.9%	179	57.0%
26.7%	172	55.2%	172	51.7%
57.8%	161	70.8%	162	62.3%
28.6%	196	54.1%	199	47.2%
28.3%	152	70.4%	154	60.4%
44.0%	150	48.0%	151	33.1%
12.5%	56	39.3%	58	44.8%
4.0%	50	42.0%	50	58.0%
16.4%	55	52.7%	55	36.4%
57.9%	57	63.2%	58	65.5%
43.4%	53	64.2%	53	45.3%
22.2%	54	66.7%	54	53.7%
58.1%	62	58.1%	62	43.5%
59.3%	59	61.0%	59	28.8%
8.0%	87	18.4%	93	20.4%
4.6%	65	21.5%	66	28.8%
8.6%	81	21.0%	83	18.1%
45.0%	60	40.0%	61	42.6%
19.4%	108	35.2%	110	31.8%
13.9%	108	41.7%	108	41.7%
31.8%	107	51.4%	109	43.1%

46.8%	111	59.5%	112	50.9%
11.0%	109	23.9%	115	23.5%
4.6%	109	16.5%	111	24.3%
17.3%	98	40.8%	98	24.5%
48.8%	82	61.0%	84	36.9%
30.6%	72	73.6%	72	75.0%
8.9%	79	48.1%	81	48.1%
39.0%	82	68.3%	82	50.0%
64.9%	74	74.3%	77	48.1%
12.5%	96	17.7%	98	15.3%
15.9%	69	20.3%	70	14.3%
5.1%	79	19.0%	80	13.8%
30.3%	66	33.3%	67	20.9%
21.6%	218	38.1%	219	25.1%
20.6%	199	42.7%	200	26.5%
31.3%	211	30.3%	213	16.0%
26.0%	219	43.4%	220	31.4%
18.2%	212	46.2%	212	34.0%
36.0%	225	41.8%	226	25.7%
38.1%	373	34.9%	376	21.5%
17.7%	226	42.5%	227	31.3%
9.8%	224	46.4%	225	34.7%
N<10	1	N<10	1	N<10
44.9%	256	48.8%	258	26.0%
39.2%	209	39.2%	213	22.1%
12.2%	131	30.5%	141	32.6%
14.3%	133	42.9%	137	44.5%
18.5%	130	43.8%	130	31.5%
16.5%	127	30.7%	129	32.6%
5.6%	107	29.9%	106	46.2%
25.7%	101	46.5%	101	52.5%
42.0%	257	59.5%	263	45.6%
73.1%	193	77.2%	195	49.2%
14.0%	207	58.0%	212	64.2%
9.1%	219	66.7%	220	70.0%
37.6%	180	72.2%	181	67.4%
63.4%	238	84.0%	240	77.1%
37.8%	222	80.6%	223	64.1%
32.5%	203	81.8%	203	66.5%
58.7%	189	77.8%	189	59.3%
22.2%	18	50.0%	18	55.6%
8.3%	24	29.2%	24	54.2%
21.7%	23	56.5%	23	39.1%
30.0%	30	60.0%	30	26.7%
43.1%	58	53.4%	58	32.8%
19.3%	57	56.1%	57	35.1%
34.4%	61	37.7%	61	14.8%
53.2%	62	56.5%	63	20.6%
0.0%	36	36.1%	36	61.1%

6.5%	31	51.6%	31	51.6%
35.0%	40	70.0%	40	37.5%
66.7%	30	66.7%	30	56.7%
20.9%	249	55.4%	260	55.8%
2.6%	230	36.5%	233	48.5%
34.2%	222	64.4%	223	57.4%
48.1%	241	56.0%	241	36.1%
48.1%	264	47.0%	264	25.0%
40.6%	219	56.6%	224	49.6%
12.7%	275	41.8%	275	36.0%
9.7%	258	51.9%	258	41.5%
23.5%	68	38.2%	69	40.6%
3.6%	55	40.0%	57	43.9%
30.0%	60	40.0%	60	30.0%
62.8%	78	51.3%	78	24.4%
10.3%	58	41.4%	58	46.6%
46.7%	60	51.7%	60	53.3%
11.1%	54	40.7%	54	35.2%
30.2%	63	41.3%	63	47.6%
0.0%	51	9.8%	51	33.3%
10.0%	40	27.5%	40	47.5%
39.3%	61	42.6%	61	23.0%
44.7%	47	38.3%	47	23.4%
19.6%	51	41.2%	51	51.0%
36.2%	47	55.3%	47	53.2%
14.9%	47	29.8%	47	34.0%
18.8%	48	41.7%	48	20.8%
10.0%	30	30.0%	35	22.9%
10.7%	28	32.1%	28	42.9%
45.5%	22	50.0%	22	27.3%
16.7%	36	41.7%	36	47.2%
37.5%	24	62.5%	24	58.3%
33.3%	21	61.9%	21	38.1%
37.5%	24	62.5%	25	36.0%
45.0%	20	35.0%	20	25.0%
28.0%	50	44.0%	50	48.0%
28.8%	59	50.8%	59	49.2%
42.6%	54	57.4%	54	42.6%
14.0%	86	30.2%	86	30.2%
17.7%	79	41.8%	81	37.0%
27.8%	54	46.3%	54	38.9%
19.4%	67	34.3%	72	44.4%
20.6%	63	36.5%	63	31.7%
28.2%	71	52.1%	72	40.3%
39.8%	211	55.5%	214	40.2%
26.4%	197	48.7%	197	36.5%
14.3%	224	43.8%	226	31.4%
57.7%	442	51.8%	444	32.4%
59.5%	452	46.0%	452	21.7%

8.7%	69	34.8%	74	27.0%
6.9%	58	29.3%	59	28.8%
19.7%	76	31.6%	76	26.3%
12.5%	72	19.4%	76	25.0%
21.5%	79	44.3%	80	36.3%
21.8%	78	42.3%	79	32.9%
17.4%	69	39.1%	71	33.8%
13.0%	69	33.3%	69	39.1%
26.7%	86	59.3%	86	54.7%
46.5%	187	53.5%	189	48.7%
57.7%	213	62.9%	211	50.2%
47.6%	208	62.5%	207	41.5%
3.1%	32	9.4%	33	3.0%
6.8%	44	18.2%	44	9.1%
5.9%	34	29.4%	34	17.6%
34.8%	46	28.3%	46	23.9%
5.1%	39	23.1%	41	12.2%
24.0%	50	22.0%	50	8.0%
19.7%	60	21.7%	60	5.0%
45.9%	37	35.1%	37	RV
14.5%	83	34.9%	84	46.4%
1.9%	52	15.4%	53	35.8%
22.2%	62	50.0%	64	50.0%
44.3%	60	60.0%	63	42.9%
16.3%	86	17.4%	94	17.0%
0.0%	95	15.8%	94	12.8%
21.7%	60	26.7%	60	8.3%
34.7%	74	39.2%	76	17.1%
4.4%	45	13.3%	47	14.9%
2.8%	36	13.9%	35	14.3%
9.4%	32	37.5%	34	5.9%
22.5%	40	32.5%	44	13.6%
5.6%	72	13.9%	72	16.7%
11.9%	59	32.2%	59	27.1%
17.6%	68	36.8%	69	11.6%
38.7%	62	48.4%	62	32.3%
37.0%	73	72.6%	73	82.2%
0.0%	70	57.1%	70	64.3%
43.4%	76	73.7%	76	67.1%
60.2%	83	73.5%	84	56.0%
11.9%	42	19.0%	43	16.3%
2.3%	44	20.5%	45	13.3%
9.1%	44	22.7%	44	18.2%
13.9%	36	19.4%	38	10.5%
3.6%	56	16.1%	56	8.9%
2.0%	51	5.9%	53	11.3%
6.7%	45	20.0%	45	8.9%
31.3%	32	28.1%	32	12.5%
25.7%	101	31.7%	101	17.8%

17.9%	112	23.2%	112	9.8%
27.8%	97	26.8%	97	8.2%
40.2%	174	47.7%	177	28.8%
26.9%	156	48.7%	157	26.8%
41.7%	156	43.6%	156	14.7%
15.5%	129	31.0%	129	13.2%
22.0%	150	37.3%	150	12.7%
27.0%	125	25.6%	127	3.9%
44.4%	365	32.1%	365	9.3%
15.3%	313	35.5%	323	35.3%
22.1%	303	40.6%	304	25.0%
38.2%	351	39.6%	353	20.4%
53.0%	338	47.3%	341	20.2%
33.8%	305	42.0%	317	25.2%
24.8%	310	34.8%	310	21.9%
7.1%	266	28.2%	270	30.7%
9.7%	299	45.2%	308	25.0%
20.8%	48	43.8%	49	44.9%
18.9%	53	49.1%	53	47.2%
23.7%	38	57.9%	38	52.6%
36.2%	47	48.9%	47	51.1%
37.2%	43	51.2%	43	32.6%
50.0%	52	61.5%	52	36.5%
50.0%	50	40.0%	50	16.0%
60.5%	43	41.9%	43	23.3%
29.6%	206	51.9%	212	48.6%
11.2%	179	44.7%	180	55.6%
29.4%	211	52.6%	212	43.9%
40.1%	201	55.7%	202	45.5%
35.9%	192	57.3%	192	34.4%
30.8%	195	55.9%	195	41.5%
30.5%	223	41.7%	224	21.0%
52.8%	193	47.2%	194	21.1%
16.9%	59	28.8%	59	18.6%
11.7%	60	38.3%	60	18.3%
33.3%	42	28.6%	42	7.1%
63.0%	46	45.7%	46	15.2%
11.3%	62	22.6%	65	20.0%
19.6%	46	37.0%	46	28.3%
13.2%	68	32.4%	68	20.6%
52.7%	55	52.7%	55	38.2%
6.4%	109	39.4%	110	20.9%
4.7%	107	35.5%	107	17.8%
34.3%	102	33.3%	102	8.8%
59.1%	110	40.0%	110	10.9%
11.6%	95	20.0%	97	26.8%
4.5%	110	16.4%	111	25.2%
15.1%	73	38.4%	74	37.8%
19.0%	79	40.5%	81	34.6%



9.3%	108	18.5%	113	29.2%
2.9%	102	22.5%	104	33.7%
7.1%	85	41.2%	88	33.0%
22.0%	91	37.4%	94	36.2%
1.2%	83	34.9%	83	19.3%
17.1%	76	43.4%	76	21.1%
41.5%	82	56.1%	83	27.7%
37.2%	78	25.6%	78	9.0%
16.1%	62	33.9%	66	33.3%
1.6%	61	23.0%	63	31.7%
31.6%	79	39.2%	81	16.0%
45.7%	92	44.6%	92	25.0%
24.3%	74	47.3%	74	27.0%
42.2%	64	42.2%	65	40.0%
25.3%	95	38.9%	95	26.3%
13.9%	72	48.6%	72	37.5%
57.5%	134	67.9%	136	60.3%
14.9%	114	43.0%	114	35.1%
20.1%	159	59.1%	159	45.3%
28.4%	147	44.9%	148	27.7%
38.0%	179	36.9%	178	17.4%
13.1%	153	29.4%	169	34.3%
13.3%	143	39.9%	145	48.3%
9.2%	130	54.6%	132	31.1%
19.1%	94	48.9%	96	45.8%
2.7%	73	43.8%	73	45.2%
38.6%	70	51.4%	73	41.1%
12.5%	80	55.0%	80	58.8%
20.8%	240	57.5%	241	53.5%
57.3%	239	66.9%	241	63.9%
52.2%	232	62.5%	233	55.4%
N<10	2	N<10	2	N<10
58.7%	637	57.5%	645	35.5%
32.8%	67	58.2%	67	46.3%
20.8%	72	65.3%	73	67.1%
21.3%	94	34.0%	96	29.2%
10.7%	84	31.0%	84	29.8%
14.9%	87	41.4%	92	37.0%
14.9%	74	44.6%	75	44.0%
24.7%	73	46.6%	73	47.9%
21.3%	75	65.3%	78	70.5%
24.2%	91	33.0%	91	25.3%
20.7%	82	43.9%	83	31.3%
24.1%	158	51.9%	159	49.1%
48.4%	153	62.1%	155	59.4%
35.7%	140	48.6%	143	39.2%
39.3%	178	68.5%	178	63.5%
57.3%	178	69.1%	180	62.2%
50.6%	158	59.5%	159	47.8%

16.9%	142	43.7%	143	43.4%
47.8%	134	59.7%	135	57.0%
44.6%	148	51.4%	148	41.2%
39.2%	102	66.7%	102	61.8%
29.7%	111	61.3%	112	62.5%
33.7%	92	55.4%	94	52.1%
13.6%	103	59.2%	104	61.5%
25.9%	725	55.3%	731	47.7%
54.1%	710	53.4%	717	34.2%
15.2%	79	49.4%	80	48.8%
12.4%	97	52.6%	97	58.8%
33.0%	91	62.6%	91	52.7%
66.7%	267	66.3%	267	46.8%
52.6%	272	70.2%	272	69.1%
48.9%	264	70.8%	264	57.6%
32.5%	83	57.8%	84	59.5%
10.8%	64	50.0%	65	66.2%
34.2%	76	71.1%	76	71.1%
29.3%	273	72.5%	274	58.0%
67.0%	270	71.9%	270	54.4%
23.8%	84	57.1%	88	59.1%
14.4%	90	52.2%	90	58.9%
46.9%	81	69.1%	81	63.0%
11.4%	44	31.8%	48	27.1%
17.4%	23	47.8%	23	52.2%
15.6%	32	40.6%	32	43.8%
28.6%	21	42.9%	21	47.6%
26.3%	19	36.8%	19	52.6%
30.3%	33	36.4%	33	27.3%
53.6%	28	53.6%	28	28.6%
38.7%	31	22.6%	31	16.1%
11.9%	84	31.0%	89	34.8%
19.0%	79	50.6%	79	49.4%
36.6%	82	48.8%	83	27.7%
45.0%	100	46.0%	100	15.0%
20.0%	65	47.7%	65	49.2%
33.8%	71	54.9%	72	61.1%
22.7%	88	48.9%	88	27.3%
22.0%	82	46.3%	82	37.8%
8.8%	34	44.1%	36	47.2%
21.1%	38	55.3%	38	63.2%
18.2%	33	48.5%	33	36.4%
51.4%	37	70.3%	38	71.1%
50.0%	44	70.5%	44	61.4%
28.6%	49	59.2%	49	49.0%
63.0%	27	85.2%	27	63.0%
56.1%	41	51.2%	41	39.0%
23.7%	131	48.9%	133	48.1%
62.3%	231	65.4%	231	39.4%

26.9%	119	49.6%	120	45.8%
52.8%	265	64.2%	265	32.8%
36.1%	233	53.2%	234	44.4%
47.8%	230	65.7%	231	52.4%
17.2%	233	46.4%	240	51.7%
15.4%	240	57.5%	240	48.3%
45.9%	257	63.4%	263	62.7%
27.8%	72	33.3%	72	48.6%
12.3%	73	47.9%	74	47.3%
43.3%	60	66.7%	62	51.6%
52.5%	59	61.0%	61	63.9%
10.7%	56	44.6%	56	53.6%
6.9%	72	51.4%	72	50.0%
57.9%	76	56.6%	78	38.5%
68.3%	63	50.8%	64	26.6%
18.2%	22	36.4%	23	34.8%
14.3%	35	37.1%	35	54.3%
6.1%	33	51.5%	33	57.6%
48.5%	33	69.7%	33	75.8%
17.1%	35	51.4%	35	37.1%
33.3%	39	61.5%	39	28.2%
60.5%	38	60.5%	38	42.1%
77.1%	35	65.7%	35	45.7%
24.8%	129	54.3%	131	51.9%
42.3%	137	53.3%	138	38.4%
18.2%	143	41.3%	148	46.6%
5.1%	137	37.2%	141	43.3%
16.0%	150	48.0%	151	51.0%
22.2%	144	59.7%	145	44.1%
45.9%	148	56.8%	150	36.7%
47.9%	117	48.7%	119	19.3%
12.9%	31	32.3%	32	46.9%
6.8%	44	36.4%	44	56.8%
53.1%	32	71.9%	33	75.8%
52.5%	40	72.5%	40	70.0%
33.3%	33	57.6%	33	60.6%
15.2%	33	66.7%	33	48.5%
37.9%	29	51.7%	29	24.1%
35.9%	39	51.3%	39	15.4%
43.5%	46	69.6%	46	69.6%
16.9%	65	61.5%	65	76.9%
57.4%	54	83.3%	55	78.2%
66.7%	66	78.8%	66	74.2%
33.3%	66	60.6%	66	53.0%
39.1%	46	67.4%	46	47.8%
38.1%	63	57.1%	63	39.7%
59.3%	59	62.7%	59	37.3%
31.3%	32	53.1%	32	56.3%
11.1%	36	41.7%	36	55.6%

37.9%	29	65.5%	29	41.4%
62.1%	29	86.2%	29	72.4%
24.0%	25	68.0%	25	56.0%
14.3%	35	54.3%	35	48.6%
56.7%	30	46.7%	31	12.9%
46.9%	32	50.0%	32	31.3%
21.6%	37	32.4%	41	26.8%
10.5%	38	21.1%	39	25.6%
7.5%	40	50.0%	40	45.0%
48.9%	47	68.1%	48	54.2%
21.6%	51	33.3%	51	27.5%
20.8%	48	52.1%	48	37.5%
29.7%	37	48.6%	37	21.6%
44.2%	43	46.5%	43	25.6%
18.2%	88	50.0%	94	50.0%
18.1%	83	59.0%	83	57.8%
18.6%	113	55.8%	115	50.4%
69.3%	114	71.1%	115	67.0%
23.4%	107	50.5%	108	41.7%
31.7%	101	64.4%	101	50.5%
49.1%	113	56.6%	115	40.9%
46.5%	99	43.4%	101	26.7%
17.8%	73	26.0%	75	38.7%
12.3%	65	47.7%	68	54.4%
N<10	3	N<10	4	N<10
N<10	6	N<10	6	N<10
N<10	4	N<10	4	N<10
N<10	3	N<10	3	N<10
N<10	3	N<10	3	N<10
N<10	2	N<10	2	N<10
N<10	9	N<10	8	N<10
8.3%	12	8.3%	14	RV
17.2%	116	43.1%	118	39.0%
25.0%	108	40.7%	111	42.3%
34.0%	50	72.0%	50	66.0%
17.4%	46	78.3%	46	84.8%
N<10	7	N<10	8	N<10
N<10	7	N<10	7	N<10
32.9%	246	40.7%	246	17.9%
30.7%	244	49.6%	246	19.9%
39.0%	246	37.4%	255	18.4%
42.8%	215	34.4%	220	19.1%
43.5%	46	47.8%	48	45.8%
23.1%	38	28.9%	38	42.1%
21.5%	256	44.9%	259	30.9%
49.0%	251	54.2%	252	41.3%
28.4%	74	37.8%	75	37.3%
29.5%	78	32.1%	78	39.7%
19.5%	77	46.8%	78	47.4%

44.4%	72	40.3%	74	14.9%
50.0%	68	39.7%	69	24.6%
44.7%	76	50.0%	76	39.5%
39.7%	58	44.8%	58	37.9%
18.8%	64	51.6%	64	39.1%
28.8%	320	53.8%	328	51.2%
55.9%	323	58.2%	326	35.9%
34.2%	333	52.9%	333	43.2%
54.9%	343	56.6%	346	31.8%
14.6%	323	45.8%	326	55.5%
13.4%	352	55.4%	358	50.8%
34.6%	324	57.1%	328	58.5%
22.0%	336	48.2%	336	40.8%
23.8%	248	52.0%	262	52.7%
6.3%	256	42.2%	259	54.1%
16.4%	238	60.1%	238	65.5%
34.4%	250	62.8%	251	64.5%
32.3%	269	58.0%	270	47.0%
8.3%	278	52.5%	279	50.9%
54.9%	257	61.1%	259	40.9%
59.8%	234	60.3%	235	35.7%
7.7%	39	17.9%	41	17.1%
9.5%	42	28.6%	42	33.3%
21.6%	37	40.5%	37	29.7%
19.4%	36	41.7%	39	41.0%
28.3%	46	41.3%	46	32.6%
19.4%	36	58.3%	36	19.4%
16.2%	37	24.3%	37	2.7%
50.0%	38	39.5%	39	15.4%
0.0%	38	23.7%	39	51.3%
11.8%	51	45.1%	52	65.4%
13.9%	36	41.7%	36	41.7%
46.5%	43	69.8%	43	74.4%
2.5%	40	42.5%	40	30.0%
15.0%	40	65.0%	40	52.5%
30.2%	43	41.9%	44	31.8%
34.0%	53	26.4%	53	18.9%
29.4%	303	53.5%	307	45.9%
19.6%	332	49.1%	336	39.6%
35.2%	327	44.3%	328	31.4%
61.9%	310	59.4%	310	35.8%
16.5%	188	38.8%	196	40.3%
8.8%	169	32.5%	173	46.2%
22.5%	204	51.5%	208	48.6%
52.3%	176	60.2%	180	54.4%
18.3%	126	31.0%	136	33.1%
21.6%	134	50.7%	134	58.2%
24.6%	118	48.3%	118	44.9%
48.5%	132	62.9%	135	52.6%

5.4%	56	39.3%	56	48.2%
3.2%	62	41.9%	63	30.2%
4.7%	64	25.0%	65	21.5%
18.4%	49	59.2%	50	32.0%
0.0%	56	23.2%	59	15.3%
1.9%	54	31.5%	54	22.2%
42.9%	63	52.4%	63	20.6%
47.5%	59	59.3%	59	32.2%
8.9%	247	32.8%	266	40.6%
28.7%	272	54.8%	275	53.1%
10.0%	271	46.9%	271	41.0%
45.3%	285	48.4%	287	24.7%
14.6%	287	58.2%	287	52.6%
40.0%	230	51.7%	231	30.3%
3.3%	268	28.7%	270	37.4%
3.3%	272	48.5%	274	48.9%
32.8%	67	53.7%	75	46.7%
13.9%	79	32.9%	80	31.3%
22.0%	91	28.6%	97	29.9%
11.4%	70	40.0%	73	43.8%
10.8%	232	48.7%	237	32.1%
56.2%	233	63.9%	238	50.0%
17.4%	247	40.1%	248	27.0%
17.8%	236	41.1%	237	21.9%
39.4%	231	41.6%	231	20.3%
54.4%	217	45.2%	219	19.6%
11.4%	70	25.7%	76	32.9%
5.3%	75	29.3%	81	40.7%
0.0%	28	14.3%	34	20.6%
0.0%	35	25.7%	36	30.6%
17.6%	34	44.1%	34	38.2%
45.2%	31	58.1%	31	58.1%
22.9%	35	34.3%	35	34.3%
11.6%	43	32.6%	43	27.9%
34.3%	34	38.2%	34	26.5%
42.9%	27	59.3%	26	15.4%
16.1%	179	20.7%	192	16.7%
7.6%	185	18.9%	195	18.5%
13.0%	161	34.8%	163	23.9%
38.0%	166	56.0%	170	47.6%
11.8%	161	28.0%	163	14.1%
18.2%	159	28.3%	160	10.6%
14.4%	172	18.0%	174	5.7%
26.1%	161	19.3%	166	7.2%
34.4%	61	65.6%	63	65.1%
19.6%	51	41.2%	51	66.7%
29.0%	31	80.6%	32	68.8%
30.6%	36	72.2%	36	63.9%
28.9%	38	65.8%	39	46.2%

12.8%	47	61.7%	47	51.1%
30.8%	39	46.2%	39	35.9%
44.4%	45	62.2%	45	35.6%
50.7%	67	53.7%	68	63.2%
35.1%	74	64.9%	74	71.6%
21.5%	65	63.1%	65	72.3%
45.3%	75	66.7%	75	53.3%
53.6%	69	63.8%	69	43.5%
35.0%	80	73.8%	80	57.5%
46.8%	79	70.9%	79	43.0%
68.2%	85	62.4%	86	33.7%
6.7%	89	33.7%	90	42.2%
6.3%	63	41.3%	66	59.1%
52.0%	75	66.7%	76	44.7%
48.2%	83	49.4%	83	31.3%
16.0%	75	44.0%	76	44.7%
26.5%	83	53.0%	83	55.4%
23.3%	73	42.5%	73	32.9%
9.9%	71	49.3%	71	39.4%
17.9%	39	23.1%	40	25.0%
11.3%	53	45.3%	54	68.5%
34.1%	44	61.4%	44	56.8%
48.1%	54	66.7%	55	52.7%
34.8%	46	71.7%	46	56.5%
14.5%	62	58.1%	62	41.9%
44.9%	49	63.3%	49	38.8%
56.1%	57	63.2%	57	43.9%
9.0%	166	15.7%	174	22.4%
0.0%	162	20.4%	163	19.6%
27.0%	137	43.8%	138	34.1%
8.4%	131	42.0%	132	23.5%
22.1%	131	34.4%	132	15.2%
41.5%	142	45.1%	142	19.0%
3.9%	127	42.5%	130	27.7%
32.7%	153	49.7%	158	37.3%
20.8%	48	47.9%	49	53.1%
0.0%	44	40.9%	44	50.0%
28.9%	38	57.9%	39	38.5%
54.5%	33	72.7%	34	64.7%
26.8%	41	48.8%	41	29.3%
12.5%	40	47.5%	40	32.5%
26.5%	34	44.1%	34	20.6%
53.7%	41	58.5%	41	29.3%
4.3%	46	37.0%	47	36.2%
13.2%	38	50.0%	40	62.5%
13.3%	45	57.8%	45	46.7%
67.9%	28	75.0%	28	75.0%
31.0%	42	54.8%	42	33.3%
33.3%	39	64.1%	39	30.8%

48.0%	50	58.0%	50	34.0%
61.5%	39	48.7%	39	23.1%
0.0%	31	12.9%	33	6.1%
9.1%	33	18.2%	33	6.1%
13.8%	29	27.6%	29	20.7%
25.0%	16	37.5%	16	12.5%
11.8%	34	26.5%	34	17.6%
8.3%	24	37.5%	24	16.7%
43.8%	32	40.6%	32	18.8%
16.7%	30	13.3%	30	RV
9.5%	147	35.4%	147	34.0%
15.1%	146	47.3%	146	36.3%
42.9%	140	61.4%	140	65.0%
7.0%	157	43.3%	158	39.9%
7.9%	139	55.4%	139	38.8%
42.0%	131	48.9%	130	29.2%
47.8%	136	36.0%	137	15.3%
17.5%	154	32.5%	157	28.0%
11.1%	45	33.3%	47	42.6%
6.4%	47	29.8%	48	37.5%
20.0%	45	48.9%	45	42.2%
56.1%	41	65.9%	42	61.9%
36.3%	80	55.0%	84	57.1%
19.4%	67	38.8%	69	55.1%
10.5%	76	65.8%	78	53.8%
54.3%	70	74.3%	71	67.6%
13.0%	208	43.3%	209	38.8%
7.7%	220	43.6%	221	34.4%
38.3%	214	47.7%	217	28.6%
55.3%	199	50.3%	204	27.5%
28.6%	69	43.5%	73	46.6%
1.9%	53	32.1%	54	33.3%
18.1%	72	52.8%	72	52.8%
46.8%	62	64.5%	64	71.9%
17.6%	51	29.4%	52	38.5%
9.3%	43	46.5%	45	57.8%
15.4%	52	65.4%	52	59.6%
71.4%	49	83.7%	49	81.6%
19.7%	122	34.4%	126	50.0%
73.9%	111	58.6%	111	31.5%
9.6%	136	48.5%	136	57.4%
22.6%	133	48.9%	134	45.5%
61.2%	116	64.7%	118	57.6%
33.6%	131	44.3%	131	37.4%
43.2%	139	54.7%	139	30.9%
46.7%	135	48.1%	137	30.7%
7.5%	40	27.5%	44	38.6%
9.7%	31	25.8%	31	38.7%
7.1%	42	26.2%	42	21.4%



42.1%	38	60.5%	39	48.7%
35.6%	45	37.8%	45	17.8%
22.4%	49	40.8%	48	18.8%
40.0%	35	42.9%	35	8.6%
42.4%	33	39.4%	32	18.8%
14.3%	14	42.9%	14	35.7%
N<10	8	N<10	8	N<10
38.5%	13	61.5%	13	53.8%
15.8%	19	68.4%	19	36.8%
30.0%	50	32.0%	53	28.3%
10.5%	38	31.6%	39	35.9%
17.4%	46	41.3%	46	32.6%
40.5%	42	57.1%	43	37.2%
25.9%	58	41.4%	58	20.7%
23.0%	61	37.7%	61	18.0%
45.5%	66	45.5%	66	16.7%
49.4%	79	43.0%	79	17.7%
9.1%	22	27.3%	22	45.5%
0.0%	31	25.8%	31	29.0%
19.4%	31	61.3%	31	48.4%
71.0%	31	83.9%	31	74.2%
16.7%	30	43.3%	30	26.7%
8.1%	37	27.0%	37	27.0%
39.3%	28	53.6%	27	33.3%
51.7%	29	51.7%	29	27.6%
12.1%	58	44.8%	61	49.2%
8.2%	49	30.6%	49	40.8%
0.0%	65	41.5%	65	53.8%
50.9%	57	64.9%	57	66.7%
40.0%	70	57.1%	70	52.9%
23.7%	59	55.9%	59	44.1%
47.2%	53	58.5%	53	32.1%
58.6%	70	58.6%	70	28.6%
14.3%	14	57.1%	14	57.1%
7.7%	13	69.2%	13	69.2%
36.4%	11	72.7%	12	75.0%
37.5%	24	70.8%	24	83.3%
31.4%	35	45.7%	36	52.8%
0.0%	35	40.0%	35	37.1%
52.3%	44	59.1%	44	31.8%
47.2%	36	50.0%	36	36.1%
25.0%	40	55.0%	41	53.7%
51.5%	33	66.7%	34	55.9%
16.7%	30	43.3%	31	29.0%
10.7%	28	46.4%	28	28.6%
12.8%	86	29.1%	86	30.2%
15.7%	87	39.1%	87	25.3%
33.7%	83	39.8%	87	21.8%
36.4%	77	29.9%	77	13.0%

14.6%	89	57.3%	90	48.9%
6.9%	87	23.0%	89	38.2%
9.2%	119	45.4%	120	40.0%
35.2%	88	45.5%	89	56.2%
45.1%	71	67.6%	72	50.0%
54.3%	81	60.5%	81	44.4%
54.2%	59	61.0%	59	40.7%
25.0%	52	50.0%	52	51.9%
20.6%	63	54.0%	63	60.3%
61.9%	63	68.3%	63	27.0%
53.0%	66	47.0%	67	23.9%
57.0%	86	43.0%	86	22.1%
30.3%	89	30.3%	91	17.6%
10.3%	87	19.5%	87	3.4%
6.3%	95	22.1%	97	8.2%
19.8%	96	18.8%	97	6.2%
39.4%	70	24.3%	71	5.6%
7.6%	79	8.9%	92	5.4%
5.4%	93	10.8%	98	8.2%
9.1%	66	22.7%	69	4.3%
8.6%	255	23.1%	258	10.9%
21.2%	241	28.2%	245	22.4%
4.5%	66	15.2%	70	11.4%
6.3%	64	12.5%	66	15.2%
0.0%	59	10.2%	65	13.8%
2.3%	86	10.5%	88	11.4%
1.5%	66	9.1%	79	7.6%
2.4%	84	15.5%	84	19.0%
22.6%	243	22.2%	255	8.2%
28.6%	301	17.3%	307	2.9%
17.4%	280	29.6%	285	13.0%
15.4%	297	28.6%	302	14.6%
4.8%	62	12.9%	73	6.8%
4.5%	66	13.6%	74	14.9%
10.3%	185	21.6%	190	18.4%
5.1%	195	20.5%	202	18.3%
15.0%	173	29.5%	180	16.1%
32.9%	170	38.8%	175	25.7%
32.7%	217	28.1%	219	8.7%
10.5%	188	27.7%	191	16.8%
2.8%	216	22.2%	217	15.7%
35.5%	217	37.8%	218	14.7%
28.6%	219	38.4%	221	23.1%
36.8%	234	40.6%	234	18.8%
19.4%	36	55.6%	36	66.7%
6.8%	44	45.5%	44	45.5%
34.3%	35	68.6%	35	80.0%
13.7%	51	54.9%	52	51.9%
6.0%	67	52.2%	68	57.4%

29.1%	55	67.3%	55	67.3%
10.0%	50	30.0%	50	36.0%
5.6%	54	40.7%	54	48.1%
11.1%	63	46.0%	63	34.9%
38.0%	221	62.9%	224	62.5%
27.5%	193	62.7%	193	53.4%
26.1%	218	55.5%	218	44.5%
2.2%	45	22.2%	47	31.9%
2.1%	48	39.6%	49	53.1%
37.3%	59	52.5%	59	55.9%
2.2%	45	15.6%	46	15.2%
8.9%	45	20.0%	45	17.8%
11.1%	27	14.8%	27	3.7%
45.2%	31	32.3%	31	19.4%
15.4%	26	23.1%	26	11.5%
26.7%	15	26.7%	15	RV
0.0%	14	7.1%	16	6.3%
31.3%	16	43.8%	16	31.3%
11.1%	18	22.2%	18	11.1%
5.0%	20	25.0%	20	RV
33.3%	18	22.2%	18	5.6%
11.2%	187	40.1%	190	40.0%
8.7%	183	36.1%	193	42.0%
8.7%	183	40.4%	188	46.3%
25.4%	205	44.9%	210	56.2%
18.5%	211	44.5%	213	38.0%
7.8%	206	45.1%	207	39.6%
41.1%	202	55.9%	204	33.8%
49.2%	185	45.9%	191	16.2%
15.1%	106	38.7%	106	46.2%
19.2%	104	59.6%	104	36.5%
36.8%	87	50.6%	88	27.3%
52.2%	92	56.5%	92	26.1%
12.3%	81	38.3%	85	41.2%
11.7%	94	55.3%	95	36.8%
47.9%	94	67.0%	95	68.4%
16.5%	97	46.4%	97	34.0%
7.7%	52	34.6%	56	30.4%
2.2%	45	11.1%	47	17.0%
13.2%	53	26.4%	54	18.5%
25.0%	44	29.5%	45	22.2%
10.7%	56	28.6%	56	12.5%
4.4%	45	28.9%	45	22.2%
44.4%	54	44.4%	54	35.2%
52.6%	57	47.4%	57	24.6%
7.1%	56	16.1%	57	14.0%
9.8%	41	31.7%	41	41.5%
13.2%	38	34.2%	38	31.6%
22.5%	40	52.5%	43	51.2%

12.0%	50	26.0%	50	12.0%
4.2%	48	33.3%	49	24.5%
28.6%	49	36.7%	49	16.3%
33.3%	39	33.3%	39	7.7%
19.6%	56	39.3%	61	27.9%
8.7%	69	34.8%	69	53.6%
14.5%	69	37.7%	71	33.8%
35.6%	59	57.6%	59	45.8%
30.8%	52	65.4%	52	34.6%
6.9%	72	47.2%	72	31.9%
47.7%	65	63.1%	65	44.6%
55.6%	63	58.7%	63	25.4%
11.1%	54	35.2%	55	34.5%
0.0%	57	14.0%	58	12.1%
7.4%	54	44.4%	54	25.9%
38.6%	70	40.0%	70	20.0%
49.1%	57	47.4%	57	10.5%
24.2%	62	48.4%	63	33.3%
29.2%	48	52.1%	49	40.8%
32.7%	52	51.9%	52	26.9%
30.0%	30	50.0%	31	51.6%
20.8%	24	58.3%	25	56.0%
45.2%	31	64.5%	31	58.1%
36.7%	30	63.3%	30	60.0%
28.1%	32	40.6%	32	25.0%
25.6%	43	58.1%	43	39.5%
53.6%	28	60.7%	28	25.0%
55.6%	27	55.6%	27	14.8%
10.8%	65	32.3%	67	29.9%
7.0%	71	39.4%	72	44.4%
18.4%	76	38.2%	76	36.8%
42.0%	69	59.4%	70	51.4%
29.3%	57	47.4%	59	45.8%
39.7%	78	46.2%	78	23.1%
34.6%	78	44.9%	80	25.0%
37.5%	64	50.0%	64	29.7%
N<10	6	N<10	6	N<10
N<10	1	N<10	1	N<10
N<10	6	N<10	8	N<10
N<10	4	N<10	5	N<10
N<10	6	N<10	6	N<10
N<10	4	N<10	4	N<10
6.5%	62	6.5%	69	1.4%
2.0%	48	16.7%	50	18.0%
5.6%	36	11.1%	37	8.1%
2.6%	38	10.5%	41	9.8%
3.1%	64	17.2%	67	9.0%
5.7%	53	20.8%	55	5.5%
12.7%	55	16.4%	55	1.8%

30.2%	53	18.9%	52	5.8%
10.3%	97	17.5%	102	12.7%
1.0%	102	16.7%	104	26.9%
14.8%	128	39.1%	127	27.6%
35.6%	118	39.0%	118	32.2%
24.6%	130	34.6%	131	17.6%
10.2%	127	25.2%	127	26.0%
46.6%	118	41.5%	118	27.1%
62.6%	115	46.1%	116	16.4%
24.5%	98	35.7%	103	34.0%
6.3%	95	32.6%	95	44.2%
9.2%	120	30.0%	122	28.7%
23.1%	104	38.5%	105	36.2%
20.2%	109	38.5%	110	32.7%
18.5%	108	43.5%	109	22.9%
37.9%	95	42.1%	96	29.2%
39.3%	107	35.5%	108	17.6%
22.6%	31	54.8%	34	50.0%
5.4%	37	35.1%	37	43.2%
29.7%	37	48.6%	37	40.5%
40.0%	30	80.0%	30	66.7%
21.7%	46	37.0%	46	26.1%
16.7%	42	61.9%	42	38.1%
35.9%	39	56.4%	39	23.1%
59.1%	44	56.8%	44	22.7%
7.4%	81	21.0%	90	18.9%
8.0%	75	24.0%	81	24.7%
9.6%	83	51.8%	85	30.6%
32.3%	93	50.5%	96	34.4%
45.8%	96	51.0%	96	17.7%
35.1%	97	61.9%	97	37.1%
17.8%	90	52.2%	90	33.3%
48.5%	101	53.5%	101	30.7%
4.8%	42	26.2%	46	32.6%
3.2%	31	35.5%	32	40.6%
30.3%	33	63.6%	34	61.8%
29.3%	41	70.7%	41	73.2%
19.6%	51	54.9%	51	49.0%
19.4%	31	54.8%	31	41.9%
44.4%	54	44.4%	54	18.5%
52.6%	37	51.4%	37	27.0%
37.1%	89	49.4%	98	45.9%
16.7%	72	43.1%	72	52.8%
55.1%	78	55.1%	78	32.1%
53.2%	76	51.3%	77	35.1%
19.7%	71	52.1%	71	49.3%
40.3%	77	49.4%	77	48.1%
20.3%	74	43.2%	74	35.1%
26.0%	73	47.9%	73	31.5%

29.6%	27	66.7%	27	70.4%
13.3%	30	46.7%	30	46.7%
26.9%	26	73.1%	26	65.4%
48.4%	31	61.3%	31	64.5%
22.9%	35	48.6%	35	40.0%
12.5%	40	45.0%	40	35.0%
56.7%	30	73.3%	30	63.3%
44.8%	29	41.4%	29	27.6%
6.6%	137	19.7%	145	24.1%
10.6%	123	39.8%	127	39.4%
3.1%	127	31.5%	128	35.9%
30.4%	125	58.4%	128	50.8%
19.5%	154	47.4%	154	26.6%
6.3%	127	38.6%	127	29.9%
40.7%	135	46.7%	135	25.2%
51.2%	127	46.5%	124	24.2%
20.0%	50	42.0%	52	32.7%
13.0%	46	32.6%	46	37.0%
18.8%	64	54.7%	64	31.3%
64.1%	39	59.0%	39	41.0%
38.3%	47	42.6%	47	25.5%
13.3%	60	33.3%	60	10.0%
32.4%	68	32.4%	68	13.2%
32.6%	46	43.5%	46	4.3%
4.7%	43	23.3%	43	34.9%
3.8%	52	26.9%	54	29.6%
34.6%	52	59.6%	52	30.8%
41.3%	46	56.5%	46	54.3%
34.6%	52	57.7%	52	34.6%
10.0%	50	44.0%	51	29.4%
23.6%	55	30.9%	55	9.1%
57.4%	47	53.2%	48	27.1%
31.8%	88	50.0%	90	45.6%
17.9%	84	45.2%	84	57.1%
25.0%	60	40.0%	64	40.6%
7.4%	68	32.4%	68	33.8%
31.2%	394	56.1%	396	40.9%
30.8%	373	57.4%	374	44.9%
64.2%	716	58.1%	722	29.2%
30.4%	92	45.7%	94	39.4%
8.5%	82	29.3%	83	33.7%
28.3%	99	44.4%	100	46.0%
19.4%	93	50.5%	93	55.9%
20.9%	67	35.8%	68	41.2%
4.2%	72	34.7%	73	38.4%
29.6%	98	45.9%	99	51.5%
12.9%	101	34.7%	101	34.7%
16.4%	347	62.5%	349	58.7%
42.9%	347	63.7%	349	61.0%

30.1%	398	55.5%	400	44.0%
24.8%	419	58.7%	419	43.4%
7.9%	392	52.0%	392	49.5%
51.7%	439	70.4%	441	63.0%
29.7%	64	60.9%	65	56.9%
21.3%	75	58.7%	75	46.7%
37.4%	91	58.2%	92	60.9%
11.4%	105	48.6%	105	52.4%
20.8%	72	69.4%	73	54.8%
7.7%	91	49.5%	91	63.7%
57.7%	784	60.6%	787	32.0%
N<10	6	N<10	6	N<10
21.7%	23	47.8%	23	8.7%
22.5%	38	15.8%	37	RV
61.1%	36	47.2%	37	8.1%
50.4%	133	69.2%	133	64.7%
19.4%	159	55.3%	160	45.0%
24.4%	164	59.1%	163	47.2%
43.1%	160	46.3%	161	28.0%
45.9%	170	43.5%	173	23.1%
17.4%	155	32.3%	160	36.3%
4.0%	151	33.8%	154	42.9%
4.9%	164	40.9%	166	34.9%
5.6%	18	27.8%	18	38.9%
0.0%	13	15.4%	13	23.1%
20.0%	15	26.7%	15	46.7%
39.1%	23	43.5%	23	30.4%
20.0%	15	26.7%	15	13.3%
25.0%	16	37.5%	16	18.8%
55.6%	18	55.6%	18	22.2%
77.3%	22	54.5%	22	22.7%
14.0%	86	40.7%	93	37.6%
5.3%	57	19.3%	57	35.1%
17.9%	67	34.3%	67	44.8%
40.4%	47	38.3%	47	19.1%
53.2%	62	50.0%	62	24.2%
35.7%	56	42.9%	56	41.1%
26.0%	73	46.6%	73	31.5%
20.4%	54	50.0%	54	37.0%
23.1%	52	46.2%	55	45.5%
11.7%	60	53.3%	60	63.3%
10.6%	47	42.6%	47	44.7%
65.2%	46	80.4%	47	68.1%
48.0%	49	59.2%	50	38.0%
34.6%	52	55.8%	52	34.6%
33.3%	63	49.2%	63	33.3%
40.7%	59	45.8%	59	27.1%
33.3%	81	59.3%	82	57.3%
16.9%	83	53.0%	83	68.7%

57.4%	94	53.2%	94	34.0%
64.1%	103	52.4%	103	31.1%
17.3%	98	58.2%	98	54.1%
41.9%	93	66.7%	94	64.9%
41.0%	78	71.8%	78	44.9%
27.9%	86	64.0%	86	59.3%
7.9%	101	48.5%	102	45.1%
6.3%	79	49.4%	81	53.1%
0.0%	64	57.8%	64	62.5%
43.2%	74	54.1%	74	27.0%
51.3%	80	45.0%	80	11.3%
26.3%	76	46.1%	79	36.7%
18.9%	74	55.4%	74	40.5%
34.5%	84	61.9%	83	38.6%
23.2%	69	31.9%	70	32.9%
13.8%	65	44.6%	66	45.5%
13.2%	53	20.8%	56	26.8%
10.2%	49	32.7%	52	46.2%
16.2%	68	25.0%	71	19.7%
14.0%	57	42.1%	57	40.4%
11.7%	60	23.3%	68	14.7%
0.0%	38	21.1%	42	26.2%
8.9%	270	37.0%	272	26.1%
26.6%	266	39.8%	275	34.2%
20.1%	284	39.4%	285	26.0%
20.9%	277	44.4%	278	23.0%
30.0%	303	42.2%	302	17.9%
40.3%	238	42.0%	238	15.5%
26.5%	113	40.7%	119	41.2%
7.4%	95	29.5%	102	37.3%
N<10	6	N<10	6	N<10
N<10	6	N<10	6	N<10
19.0%	21	28.6%	21	9.5%
4.2%	24	8.3%	24	RV
18.5%	27	66.7%	28	67.9%
40.0%	25	68.0%	25	84.0%
56.5%	23	56.5%	23	47.8%
80.0%	30	70.0%	30	70.0%
41.4%	29	75.9%	29	58.6%
37.8%	37	70.3%	37	35.1%
54.1%	37	56.8%	37	32.4%
63.0%	46	52.2%	46	26.1%
11.9%	168	22.0%	194	16.5%
7.6%	131	23.7%	141	28.4%
28.3%	145	37.2%	148	24.3%
38.2%	131	32.8%	135	16.3%
21.5%	135	26.7%	136	12.5%
4.3%	141	16.3%	142	10.6%
39.4%	160	28.8%	164	9.8%



45.7%	150	26.0%	152	9.2%
23.4%	94	24.5%	94	21.3%
22.2%	108	44.4%	108	26.9%
38.1%	118	34.7%	118	13.6%
44.9%	89	29.2%	90	12.2%
24.4%	78	25.6%	79	35.4%
6.5%	93	26.9%	94	35.1%
14.0%	85	45.9%	86	44.2%
34.0%	100	45.0%	102	51.0%
12.9%	101	35.6%	105	25.7%
8.2%	98	34.7%	99	47.5%
27.8%	97	53.6%	98	41.8%
39.6%	96	51.0%	96	41.7%
42.3%	97	69.1%	97	52.6%
29.2%	96	56.3%	96	42.7%
45.9%	98	49.0%	99	33.3%
57.7%	96	44.8%	100	26.0%
14.8%	88	34.1%	89	33.7%
33.3%	75	56.0%	76	50.0%
46.7%	75	44.0%	75	20.0%
64.9%	77	44.2%	77	31.2%
0.0%	84	44.0%	84	39.3%
37.8%	82	59.8%	82	56.1%
25.0%	64	53.1%	65	44.6%
29.2%	89	52.8%	89	43.8%
22.0%	82	17.1%	85	3.5%
31.7%	82	17.1%	84	2.4%
17.2%	87	16.1%	90	12.2%
14.0%	86	24.4%	87	18.4%
21.5%	79	32.9%	79	24.1%
36.6%	93	37.6%	94	24.5%
42.0%	88	34.1%	89	14.6%
17.2%	87	31.0%	87	12.6%
19.5%	41	39.0%	42	35.7%
3.6%	28	39.3%	28	28.6%
9.5%	42	35.7%	42	21.4%
51.4%	35	40.0%	36	36.1%
18.9%	37	40.5%	37	24.3%
9.1%	33	27.3%	33	24.2%
43.6%	39	35.9%	39	12.8%
58.3%	36	36.1%	37	5.4%
11.6%	43	32.6%	44	27.3%
25.9%	27	37.0%	28	39.3%
0.0%	46	21.7%	46	21.7%
47.8%	23	47.8%	23	39.1%
35.7%	28	39.3%	28	17.9%
18.8%	32	34.4%	32	18.8%
31.0%	42	35.7%	43	18.6%
36.1%	36	27.8%	36	5.6%

13.7%	51	33.3%	53	45.3%
8.9%	45	28.9%	45	44.4%
13.2%	38	50.0%	38	39.5%
68.0%	50	66.0%	51	60.8%
15.1%	53	24.5%	53	17.0%
6.1%	33	36.4%	32	31.3%
67.4%	43	60.5%	43	32.6%
56.3%	32	50.0%	32	31.3%
7.4%	27	29.6%	31	38.7%
0.0%	28	17.9%	30	23.3%
20.7%	29	34.5%	29	24.1%
36.1%	36	63.9%	36	61.1%
25.0%	32	46.9%	33	24.2%
15.2%	33	48.5%	32	59.4%
35.6%	45	44.4%	46	19.6%
48.8%	43	46.5%	43	20.9%
16.9%	89	28.1%	94	34.0%
9.5%	74	36.5%	75	50.7%
14.7%	75	44.0%	75	29.3%
27.0%	74	54.1%	76	47.4%
11.4%	79	32.9%	79	31.6%
12.5%	72	45.8%	74	32.4%
49.3%	69	43.5%	69	21.7%
42.3%	71	36.6%	71	19.7%
3.1%	32	18.8%	35	14.3%
5.6%	36	25.0%	36	30.6%
11.4%	35	42.9%	35	37.1%
26.7%	30	46.7%	31	51.6%
18.9%	37	40.5%	37	13.5%
2.9%	35	45.7%	35	17.1%
46.7%	30	43.3%	30	10.0%
31.6%	38	31.6%	38	13.2%
18.4%	38	52.6%	41	41.5%
0.0%	31	32.3%	34	29.4%
9.1%	33	30.3%	33	33.3%
16.7%	42	52.4%	44	34.1%
46.9%	32	78.1%	32	28.1%
31.4%	35	65.7%	35	34.3%
56.0%	50	58.0%	50	22.0%
64.0%	25	68.0%	25	24.0%
8.3%	12	41.7%	15	40.0%
4.2%	24	54.2%	24	50.0%
5.9%	17	35.3%	17	41.2%
63.2%	19	63.2%	19	52.6%
23.8%	21	38.1%	21	28.6%
14.3%	14	57.1%	14	35.7%
65.0%	20	70.0%	20	55.0%
64.7%	17	47.1%	17	41.2%
N<10	7	N<10	9	N<10

N<10	9	N<10	11	54.5%
N<10	9	N<10	9	N<10
N<10	8	N<10	9	N<10
36.4%	11	63.6%	11	54.5%
31.3%	16	62.5%	16	56.3%
25.0%	12	58.3%	12	16.7%
66.7%	12	50.0%	13	23.1%
13.3%	15	20.0%	16	31.3%
0.0%	12	16.7%	12	8.3%
57.1%	13	69.2%	13	46.2%
38.1%	21	42.9%	21	52.4%
26.7%	15	26.7%	15	40.0%
14.3%	14	21.4%	14	14.3%
60.0%	20	45.0%	20	10.0%
75.0%	16	62.5%	16	31.3%
13.3%	15	13.3%	16	25.0%
N<10	9	N<10	10	30.0%
N<10	9	N<10	9	N<10
9.1%	11	45.5%	12	33.3%
7.7%	13	RV	13	RV
9.1%	11	36.4%	11	27.3%
N<10	8	N<10	8	N<10
25.0%	12	41.7%	12	25.0%
12.1%	33	21.2%	33	30.3%
9.4%	32	31.3%	32	43.8%
25.8%	31	51.6%	31	29.0%
20.6%	34	29.4%	34	32.4%
21.6%	37	37.8%	37	10.8%
2.6%	39	43.6%	39	23.1%
40.8%	49	34.7%	49	10.2%
31.7%	41	14.6%	42	7.1%
22.8%	180	32.2%	181	15.5%
28.2%	177	28.2%	177	8.5%
9.4%	245	25.7%	253	20.6%
1.0%	208	18.3%	212	20.8%
11.8%	186	31.7%	187	22.5%
21.4%	168	33.9%	168	24.4%
15.2%	158	33.5%	159	18.9%
6.9%	173	36.4%	173	19.1%
0.0%	10	30.0%	10	20.0%
7.1%	14	21.4%	14	14.3%
9.1%	11	27.3%	11	9.1%
35.7%	14	35.7%	14	21.4%
18.2%	11	27.3%	11	27.3%
8.3%	12	25.0%	12	8.3%
40.0%	10	60.0%	10	40.0%
50.0%	10	40.0%	10	10.0%
3.0%	66	31.8%	68	36.8%
11.5%	61	39.3%	63	39.7%

3.0%	67	44.8%	67	49.3%
58.6%	58	69.0%	59	64.4%
45.2%	62	61.3%	62	43.5%
27.3%	77	53.2%	78	30.8%
33.3%	57	43.9%	57	22.8%
44.7%	76	50.0%	77	27.3%
42.4%	59	52.5%	59	39.0%
8.7%	46	26.1%	46	34.8%
8.7%	46	26.1%	46	28.3%
24.5%	49	59.2%	50	48.0%
37.2%	43	58.1%	43	32.6%
13.6%	44	31.8%	44	25.0%
40.4%	52	48.1%	53	13.2%
65.1%	43	51.2%	43	23.3%
27.9%	61	42.6%	65	41.5%
4.1%	73	43.8%	74	44.6%
8.0%	75	50.7%	75	50.7%
35.6%	73	63.0%	73	60.3%
16.0%	75	40.0%	76	35.5%
6.5%	77	44.2%	77	46.8%
30.4%	69	30.4%	69	13.0%
40.5%	84	31.0%	85	20.0%
8.3%	60	31.7%	62	25.8%
4.2%	48	45.8%	51	29.4%
9.3%	54	38.9%	54	24.1%
51.0%	51	56.9%	51	49.0%
29.3%	75	34.7%	75	21.3%
8.1%	62	32.3%	62	17.7%
24.6%	69	29.0%	70	11.4%
37.3%	59	37.3%	59	5.1%
14.0%	93	35.5%	96	9.4%
17.0%	105	39.0%	107	9.3%
13.6%	103	14.6%	103	2.9%
24.2%	99	15.2%	97	1.0%
9.4%	117	20.5%	127	14.2%
7.0%	100	11.0%	103	9.7%
5.3%	94	17.0%	95	7.4%
23.7%	93	22.6%	95	15.8%
13.8%	29	24.1%	30	26.7%
0.0%	26	15.4%	26	19.2%
14.3%	28	21.4%	28	10.7%
28.6%	28	46.4%	28	32.1%
13.8%	29	3.4%	29	RV
8.3%	24	29.2%	25	8.0%
15.4%	26	19.2%	25	4.0%
13.3%	29	31.0%	29	RV
8.6%	70	22.9%	75	29.3%
10.4%	77	23.4%	78	21.8%
18.5%	65	36.9%	65	21.5%

28.8%	73	42.5%	73	21.9%
21.1%	71	29.6%	70	12.9%
26.6%	79	44.3%	80	15.0%
51.5%	68	48.5%	68	19.1%
58.0%	69	31.9%	69	11.6%
7.5%	40	27.5%	42	23.8%
11.6%	43	27.9%	43	25.6%
43.5%	46	37.0%	47	34.0%
33.9%	56	35.7%	56	25.0%
31.7%	60	53.3%	60	35.0%
45.6%	56	35.7%	57	17.5%
80.4%	46	52.2%	46	10.9%
23.2%	69	31.9%	69	20.3%
10.1%	79	45.6%	80	58.8%
13.2%	53	41.5%	53	50.9%
18.8%	64	46.9%	67	43.3%
33.3%	75	68.0%	75	62.7%
19.0%	79	44.3%	80	28.8%
13.7%	73	42.5%	73	21.9%
39.0%	77	41.6%	78	19.2%
50.0%	80	46.3%	80	20.0%
0.0%	19	21.1%	19	21.1%
27.6%	29	41.4%	29	55.2%
30.0%	30	56.7%	30	33.3%
64.7%	17	58.8%	17	47.1%
16.1%	31	45.2%	31	25.8%
10.0%	20	50.0%	20	30.0%
53.8%	26	53.8%	27	22.2%
50.0%	26	53.8%	26	19.2%
15.4%	13	38.5%	13	61.5%
8.3%	12	58.3%	12	33.3%
7.7%	13	69.2%	13	23.1%
47.6%	21	76.2%	21	61.9%
2.3%	43	25.6%	45	22.2%
12.8%	39	43.6%	39	41.0%
18.5%	27	44.4%	28	28.6%
41.5%	41	56.1%	42	59.5%
16.4%	55	45.5%	55	38.2%
15.9%	44	50.0%	44	40.9%
25.0%	48	39.6%	49	30.6%
33.3%	45	33.3%	47	14.9%
13.1%	84	26.2%	85	23.5%
12.5%	64	45.3%	65	46.2%
36.9%	103	40.8%	103	18.4%
42.6%	94	33.0%	95	8.4%
7.4%	68	44.1%	69	46.4%
45.8%	83	57.8%	84	57.1%
31.3%	83	48.2%	84	34.5%
21.4%	98	42.9%	98	25.5%

36.4%	11	45.5%	12	33.3%
4.8%	21	33.3%	21	52.4%
58.8%	17	64.7%	18	50.0%
57.1%	14	64.3%	14	50.0%
39.6%	48	52.1%	48	41.7%
29.8%	47	40.4%	47	44.7%
2.3%	44	34.1%	44	34.1%
59.6%	47	31.9%	47	12.8%
67.6%	37	48.6%	37	18.9%
46.8%	47	51.1%	47	55.3%
12.5%	32	31.3%	32	28.1%
53.3%	30	50.0%	30	30.0%
16.4%	122	46.7%	125	33.6%
29.0%	107	43.9%	109	41.3%
15.7%	127	24.4%	132	34.8%
18.0%	128	37.5%	129	49.6%
24.2%	128	20.3%	129	10.9%
36.6%	123	39.0%	123	17.1%
17.0%	112	45.5%	113	24.8%
28.1%	135	40.7%	135	26.7%
24.0%	25	40.0%	25	48.0%
11.8%	34	20.6%	34	32.4%
35.3%	17	47.1%	18	44.4%
55.6%	18	61.1%	18	66.7%
15.7%	51	52.9%	51	43.1%
47.9%	48	47.9%	48	47.9%
21.0%	62	45.2%	62	37.1%
8.9%	56	51.8%	56	33.9%
41.0%	61	49.2%	62	27.4%
37.5%	56	32.1%	56	17.9%
9.2%	141	39.7%	146	46.6%
3.9%	129	31.8%	132	48.5%
18.7%	139	52.5%	139	45.3%
39.2%	125	61.6%	125	67.2%
39.7%	146	57.5%	147	52.4%
29.2%	113	63.7%	114	53.5%
46.6%	118	52.5%	118	40.7%
42.3%	142	54.9%	142	37.3%
18.9%	37	43.2%	38	55.3%
2.3%	43	39.5%	43	48.8%
25.5%	51	54.9%	51	56.9%
45.5%	44	52.3%	45	46.7%
31.0%	42	52.4%	42	35.7%
19.0%	42	61.9%	42	52.4%
41.7%	48	54.2%	49	24.5%
74.1%	27	59.3%	27	37.0%
N<10	9	N<10	9	N<10
0.0%	17	35.3%	17	23.5%
20.0%	10	40.0%	10	40.0%

33.3%	12	58.3%	12	58.3%
N<10	6	N<10	6	N<10
14.3%	14	57.1%	14	28.6%
22.2%	18	38.9%	18	22.2%
35.7%	14	42.9%	14	28.6%
N<10	9	N<10	9	N<10
N<10	7	N<10	7	N<10
N<10	9	N<10	9	N<10
27.3%	11	63.6%	11	54.5%
30.0%	10	50.0%	10	10.0%
N<10	7	N<10	7	N<10
37.5%	16	56.3%	16	18.8%
69.2%	13	46.2%	13	23.1%
16.0%	25	56.0%	25	72.0%
3.8%	26	46.2%	27	48.1%
28.1%	32	56.3%	32	43.8%
42.9%	21	81.0%	21	76.2%
9.8%	41	43.9%	41	36.6%
9.8%	41	48.8%	41	58.5%
15.8%	38	55.3%	38	42.1%
23.8%	42	57.1%	42	50.0%
42.7%	74	62.2%	75	30.7%
13.9%	79	43.0%	79	22.8%
38.6%	70	37.1%	71	14.1%
66.7%	63	42.9%	63	12.7%
21.5%	79	34.2%	82	30.5%
15.5%	71	59.2%	71	59.2%
43.2%	74	41.9%	75	33.3%
39.2%	74	40.5%	74	20.3%
47.9%	71	64.8%	71	57.7%
65.3%	72	62.5%	73	65.8%
28.6%	77	59.7%	77	50.6%
21.9%	64	56.3%	64	56.3%
50.8%	122	59.8%	123	31.7%
51.0%	98	44.9%	98	17.3%
50.5%	107	72.9%	107	66.4%
28.9%	114	53.5%	114	38.6%
55.9%	102	68.6%	102	52.9%
46.2%	117	65.0%	120	62.5%
21.1%	95	56.8%	95	67.4%
39.8%	98	71.4%	98	65.3%
14.6%	41	26.8%	43	39.5%
6.7%	45	37.8%	46	58.7%
2.9%	34	50.0%	34	32.4%
45.5%	44	70.5%	44	59.1%
12.8%	39	53.8%	40	30.0%
13.2%	38	57.9%	38	31.6%
56.9%	51	62.7%	51	25.5%
64.4%	59	66.1%	60	18.3%

17.9%	112	54.5%	118	61.9%
65.9%	126	61.1%	126	31.0%
11.8%	136	50.0%	136	67.6%
19.5%	133	59.4%	133	66.9%
53.0%	117	77.8%	118	81.4%
29.6%	125	57.6%	125	49.6%
36.6%	131	68.7%	131	54.2%
59.3%	123	57.7%	123	35.0%
21.5%	78	25.6%	87	24.1%
20.0%	60	35.0%	60	31.7%
18.0%	50	40.0%	50	38.0%
31.0%	58	63.8%	59	64.4%
33.3%	24	70.8%	24	70.8%
18.2%	22	45.5%	22	54.5%
12.8%	86	40.7%	88	34.1%
18.6%	70	52.9%	70	60.0%
13.9%	108	40.7%	111	44.1%
27.1%	85	56.5%	86	74.4%
52.5%	377	60.5%	386	56.2%
12.6%	357	48.2%	363	40.2%
17.1%	363	61.2%	366	39.3%
51.6%	403	60.0%	409	36.9%
54.8%	356	54.8%	359	29.8%
18.6%	70	47.1%	75	45.3%
27.6%	87	63.2%	88	65.9%
14.3%	371	54.4%	374	51.1%
17.1%	35	48.6%	35	37.1%
14.6%	41	46.3%	41	61.0%
52.0%	25	84.0%	26	76.9%
60.4%	48	66.7%	48	62.5%
20.5%	44	59.1%	44	40.9%
39.4%	33	72.7%	33	54.5%
33.3%	54	68.5%	54	46.3%
52.4%	42	42.9%	42	21.4%
12.7%	55	30.9%	57	33.3%
16.2%	37	32.4%	37	45.9%
30.6%	49	57.1%	49	28.6%
72.7%	44	65.9%	46	37.0%
41.2%	34	47.1%	35	31.4%
18.2%	55	49.1%	55	23.6%
56.5%	46	58.7%	46	34.8%
43.4%	53	35.8%	54	13.0%
41.8%	563	49.9%	568	31.5%
57.2%	568	57.4%	572	32.3%
NA	0	NA	0	NA
12.9%	276	13.0%	312	2.2%
15.5%	244	10.7%	255	1.2%
33.7%	273	50.9%	277	39.7%
21.2%	273	48.4%	274	26.3%



17.1%	257	49.0%	260	34.2%
51.4%	311	52.1%	312	29.8%
40.1%	294	39.8%	295	20.7%
5.9%	68	26.5%	71	22.5%
16.5%	91	28.6%	92	25.0%
23.7%	93	47.3%	94	30.9%
28.5%	228	33.8%	229	21.8%
23.7%	213	38.0%	214	19.2%
8.3%	229	35.4%	231	16.5%
N<10	1	N<10	1	N<10
42.6%	257	54.5%	258	46.1%
37.2%	276	52.9%	276	43.5%
24.9%	248	58.1%	250	44.8%
22.2%	252	25.4%	259	16.6%
8.8%	221	25.3%	230	10.9%
3.8%	251	22.3%	266	9.4%
5.3%	38	21.1%	49	20.4%
3.8%	52	5.8%	55	12.7%
21.8%	55	36.4%	56	30.4%
5.8%	69	18.8%	72	11.1%
16.7%	42	9.5%	42	7.1%
17.3%	52	26.9%	54	13.0%
13.0%	46	28.3%	47	34.0%
6.4%	47	19.1%	48	20.8%
15.7%	51	33.3%	52	17.3%
2.7%	37	27.0%	43	37.2%
11.4%	44	22.7%	44	27.3%
8.5%	47	48.9%	47	38.3%
46.3%	67	73.1%	67	68.7%
31.4%	70	84.3%	70	82.9%
33.9%	59	88.1%	59	81.4%
13.0%	45	28.9%	48	20.8%
1.9%	52	13.5%	52	13.5%
12.5%	40	7.5%	40	7.5%
23.4%	47	59.6%	47	57.4%
23.9%	45	66.7%	45	53.3%
41.3%	46	67.4%	46	45.7%
20.9%	43	34.9%	45	31.1%
8.0%	25	44.0%	26	34.6%
9.7%	31	19.4%	31	12.9%
16.9%	59	61.0%	59	69.5%
9.8%	61	49.2%	61	57.4%
7.0%	43	46.5%	43	41.9%
11.4%	44	18.2%	47	25.5%
3.8%	52	11.5%	53	11.3%
18.2%	44	31.8%	45	20.0%
5.7%	70	18.6%	74	27.0%
7.5%	67	19.4%	67	19.4%
4.7%	64	46.9%	65	24.6%

26.9%	67	52.2%	68	50.0%
25.5%	51	58.8%	51	58.8%
30.9%	54	51.9%	54	44.4%
2.3%	44	11.4%	45	17.8%
0.0%	35	5.7%	39	2.6%
2.2%	45	35.6%	45	26.7%
6.2%	65	16.9%	71	18.3%
0.0%	43	9.3%	43	11.6%
15.4%	39	33.3%	40	22.5%
5.1%	59	18.6%	66	19.7%
8.3%	60	11.7%	61	6.6%
1.6%	64	26.6%	71	16.9%
20.3%	64	50.0%	67	53.7%
30.0%	60	70.0%	61	70.5%
12.9%	62	61.3%	62	61.3%
4.7%	43	7.0%	46	2.2%
2.2%	46	15.2%	50	18.0%
15.9%	43	30.2%	43	27.9%
19.1%	68	48.5%	70	42.9%
17.9%	56	44.6%	56	50.0%
2.0%	49	28.6%	51	27.5%
20.3%	69	37.7%	72	47.2%
8.8%	80	40.0%	81	51.9%
44.4%	63	55.6%	63	41.3%
10.2%	49	24.5%	52	19.2%
5.3%	38	18.4%	38	13.2%
31.8%	44	34.1%	44	18.2%
13.6%	44	20.5%	47	25.5%
13.5%	37	18.9%	39	12.8%
2.3%	44	11.4%	47	10.6%
2.2%	46	19.6%	46	17.4%
2.3%	43	14.0%	45	11.1%
2.0%	51	27.5%	53	20.8%
22.9%	35	48.6%	37	43.2%
27.1%	48	68.8%	48	56.3%
20.5%	44	59.1%	44	34.1%
8.5%	82	23.2%	89	20.2%
5.1%	79	13.9%	83	15.7%
13.8%	80	23.8%	80	10.0%
17.2%	93	24.7%	95	24.2%
16.3%	92	37.0%	94	34.0%
18.2%	77	36.4%	77	24.7%
5.6%	90	20.0%	92	13.0%
3.3%	91	13.2%	92	14.1%
8.4%	83	34.9%	83	16.9%
18.8%	181	21.5%	183	21.3%
10.2%	195	23.1%	197	13.2%
8.3%	228	30.7%	228	12.3%
19.3%	243	19.8%	245	2.9%

27.8%	233	18.0%	235	3.8%
18.8%	172	22.7%	172	5.8%
25.3%	135	20.7%	150	2.7%
N<10	3	N<10	5	N<10
N<10	3	N<10	3	N<10
N<10	1	N<10	2	N<10
N<10	0	NA	0	NA
N<10	4	N<10	4	N<10
N<10	5	N<10	5	N<10
N<10	5	N<10	5	N<10
N<10	4	N<10	5	N<10
4.7%	128	8.6%	139	10.1%
2.4%	125	5.6%	134	10.4%
8.8%	135	11.9%	137	5.1%
56.2%	162	76.5%	163	73.6%
45.2%	135	81.5%	135	83.0%
36.4%	132	74.2%	132	73.5%
16.4%	73	46.6%	73	54.8%
31.0%	71	67.6%	71	63.4%
45.1%	71	70.4%	71	66.2%
58.2%	98	83.7%	98	80.6%
49.0%	96	76.0%	96	64.6%
39.4%	94	70.2%	94	36.2%
21.6%	204	27.5%	216	10.6%
16.1%	174	22.4%	182	6.0%
5.9%	185	18.9%	195	9.7%
29.0%	69	30.4%	70	25.7%
5.4%	56	25.0%	56	28.6%
25.4%	71	38.0%	71	25.4%
19.4%	62	21.0%	65	13.8%
12.8%	47	23.4%	46	15.2%
15.0%	60	21.7%	60	13.3%
45.9%	74	75.7%	75	62.7%
17.9%	78	56.4%	78	56.4%
32.4%	74	63.5%	74	60.8%
17.1%	41	22.0%	42	14.3%
0.0%	49	10.2%	49	12.2%
13.5%	37	27.0%	37	24.3%
31.0%	100	61.0%	100	52.0%
19.3%	109	50.5%	110	49.1%
39.4%	109	61.5%	109	48.6%
27.1%	70	51.4%	71	56.3%
12.1%	66	45.5%	66	43.9%
28.2%	85	56.5%	85	50.6%
18.3%	71	23.9%	74	17.6%
9.8%	51	17.6%	51	11.8%
13.4%	67	16.4%	67	3.0%
9.1%	44	13.6%	45	11.1%
7.7%	52	17.3%	53	15.1%

13.6%	44	22.7%	45	11.1%
36.1%	618	48.2%	621	29.0%
19.7%	567	30.3%	573	21.1%
10.7%	560	30.2%	567	21.9%
47.5%	594	41.2%	600	20.0%
38.6%	617	32.3%	623	17.0%
7.2%	110	20.0%	120	15.0%
1.5%	66	15.2%	68	19.1%
13.1%	84	28.6%	84	17.9%
47.9%	71	69.0%	74	71.6%
50.0%	70	75.7%	71	77.5%
65.7%	67	71.6%	70	78.6%
36.5%	104	47.1%	108	46.3%
15.0%	100	36.0%	99	46.5%
29.1%	103	49.5%	103	36.9%
7.7%	39	35.9%	41	43.9%
4.4%	45	40.0%	46	45.7%
26.1%	46	50.0%	46	32.6%
21.4%	98	39.8%	105	27.6%
7.5%	93	37.6%	96	38.5%
24.4%	82	43.9%	82	37.8%
12.9%	70	18.6%	72	19.4%
12.5%	56	12.5%	56	21.4%
5.5%	55	30.9%	55	14.5%
23.5%	34	23.5%	42	14.3%
8.9%	45	8.9%	46	10.9%
19.4%	31	38.7%	33	24.2%
15.4%	52	28.8%	52	34.6%
2.2%	46	26.1%	48	25.0%
14.3%	28	46.4%	28	42.9%
27.9%	43	39.5%	44	43.2%
17.2%	29	31.0%	29	24.1%
37.0%	27	55.6%	27	25.9%
20.8%	48	25.0%	50	26.0%
19.6%	51	37.3%	52	46.2%
18.2%	44	45.5%	45	33.3%
14.3%	42	28.6%	43	18.6%
8.8%	34	35.3%	35	34.3%
10.0%	30	36.7%	30	26.7%
20.0%	20	20.0%	21	23.8%
13.6%	22	36.4%	22	40.9%
51.6%	31	67.7%	31	54.8%
8.3%	48	31.3%	48	37.5%
10.7%	56	30.4%	55	36.4%
30.8%	52	55.8%	55	47.3%
21.6%	74	40.5%	75	37.3%
4.2%	72	45.8%	72	45.8%
29.7%	74	45.9%	74	33.8%
21.5%	217	38.7%	223	27.8%

21.4%	252	33.7%	253	14.2%
9.4%	212	25.5%	215	15.8%
32.5%	163	42.3%	161	32.3%
15.0%	127	33.9%	129	19.4%
7.1%	155	22.6%	156	9.6%
31.9%	392	50.8%	393	39.7%
26.2%	393	44.3%	395	23.8%
16.4%	347	41.5%	346	22.8%
15.9%	240	15.4%	248	2.8%
25.1%	178	22.5%	182	6.0%
20.8%	149	23.5%	152	11.2%
33.1%	175	31.4%	180	14.4%
38.4%	146	39.0%	147	15.0%
42.4%	144	42.4%	144	18.8%
36.5%	417	37.4%	420	17.9%
57.1%	347	52.2%	349	22.1%
15.2%	46	34.8%	49	44.9%
1.7%	58	24.1%	58	34.5%
20.0%	50	60.0%	50	42.0%
11.3%	71	26.8%	72	23.6%
6.3%	63	14.3%	63	19.0%
13.5%	74	36.5%	75	21.3%
33.3%	36	61.1%	37	59.5%
35.9%	39	69.2%	39	66.7%
31.0%	42	69.0%	42	54.8%
37.5%	48	20.8%	47	8.5%
50.6%	79	39.2%	80	21.3%
43.5%	23	52.2%	23	56.5%
7.4%	27	51.9%	29	55.2%
N<10	7	N<10	7	N<10
20.2%	84	35.7%	87	34.5%
15.2%	79	27.8%	80	36.3%
24.4%	82	65.9%	82	41.5%
8.0%	50	6.0%	57	19.3%
5.8%	52	25.0%	51	33.3%
18.8%	32	43.8%	32	21.9%
37.1%	97	57.7%	100	53.0%
26.2%	83	68.7%	84	58.3%
35.2%	88	63.6%	91	51.6%
48.9%	135	71.9%	137	57.7%
47.4%	171	62.6%	171	45.0%
26.0%	123	58.5%	122	48.4%
8.0%	50	26.0%	55	16.4%
3.5%	86	14.0%	90	30.0%
21.5%	65	43.1%	65	20.0%
33.2%	258	51.6%	259	38.6%
33.3%	219	51.1%	220	35.9%
24.8%	274	52.6%	276	31.2%
38.3%	94	67.0%	95	68.4%

34.1%	88	69.3%	88	73.9%
37.8%	82	72.0%	83	63.9%
34.3%	272	40.8%	275	14.2%
43.8%	240	43.3%	244	21.3%
22.4%	67	49.3%	72	54.2%
12.0%	75	56.0%	75	70.7%
28.6%	77	62.3%	77	58.4%
46.7%	75	64.0%	76	64.5%
40.8%	71	57.7%	71	50.7%
30.0%	50	60.0%	50	58.0%
54.0%	50	66.0%	50	40.0%
51.1%	45	64.4%	45	44.4%
14.3%	63	49.2%	65	46.2%
13.9%	72	51.4%	73	57.5%
13.3%	75	49.3%	76	35.5%
55.8%	156	69.2%	158	63.3%
38.1%	160	66.9%	161	59.0%
33.1%	142	70.4%	142	55.6%
60.2%	128	72.7%	128	36.7%
69.3%	75	58.7%	75	36.0%
32.9%	82	62.2%	82	56.1%
42.7%	82	64.6%	83	49.4%
16.4%	55	69.1%	55	50.9%
53.8%	39	79.5%	39	43.6%
57.7%	26	73.1%	26	34.6%
8.4%	119	34.5%	145	30.3%
3.1%	131	29.8%	143	32.9%
16.3%	160	47.5%	166	34.9%
31.1%	167	52.7%	176	41.5%
24.5%	220	44.5%	224	25.9%
20.5%	234	50.4%	234	29.5%
33.8%	151	49.0%	155	21.9%
54.3%	105	50.5%	108	23.1%
38.6%	44	36.4%	46	21.7%
4.3%	46	19.6%	50	10.0%
12.1%	58	27.6%	60	6.7%
29.7%	91	63.7%	92	58.7%
12.1%	91	51.6%	92	62.0%
19.5%	113	58.4%	113	46.0%
61.9%	126	69.8%	127	54.3%
51.3%	119	57.1%	120	45.8%
61.9%	118	75.4%	118	45.8%
59.5%	131	63.4%	131	34.4%
75.8%	124	70.2%	124	36.3%
9.3%	54	18.5%	60	16.7%
4.8%	42	21.4%	42	11.9%
4.1%	49	10.2%	49	2.0%
37.2%	43	37.2%	43	20.9%
36.1%	36	30.6%	36	16.7%

9.1%	33	36.4%	35	31.4%
7.5%	53	24.5%	54	25.9%
14.8%	54	24.1%	54	25.9%
24.1%	54	48.1%	54	20.4%
18.9%	53	32.1%	54	37.0%
11.8%	51	31.4%	51	17.6%
14.8%	54	48.1%	54	14.8%
41.0%	83	38.6%	83	13.3%
51.2%	86	44.2%	86	15.1%
10.4%	48	37.5%	48	25.0%
48.1%	52	53.8%	51	35.3%
19.2%	52	55.8%	52	46.2%
28.6%	42	64.3%	42	52.4%
0.0%	13	RV	11	RV
0.0%	14	RV	11	RV
6.9%	26	11.5%	26	7.7%
15.8%	19	5.3%	19	5.3%
50.7%	73	71.2%	75	52.0%
52.1%	71	70.4%	72	47.2%
33.3%	62	64.5%	63	34.9%
69.6%	23	60.9%	22	40.9%
4.0%	50	12.0%	55	7.3%
5.4%	37	10.8%	38	2.6%
13.5%	37	8.1%	37	13.5%
21.2%	33	18.2%	34	11.8%
15.0%	20	20.0%	21	19.0%
5.6%	17	23.5%	18	22.2%
0.0%	10	50.0%	10	40.0%
N<10	3	N<10	2	N<10
N<10	4	N<10	4	N<10
N<10	8	N<10	8	N<10
N<10	4	N<10	4	N<10
N<10	2	N<10	2	N<10
N<10	6	N<10	6	N<10
N<10	5	N<10	6	N<10
N<10	4	N<10	4	N<10
N<10	4	N<10	9	N<10
N<10	5	N<10	6	N<10
N<10	5	N<10	5	N<10
N<10	6	N<10	9	N<10
N<10	3	N<10	4	N<10
N<10	3	N<10	3	N<10
N<10	9	N<10	11	RV
N<10	8	N<10	9	N<10
0.0%	22	18.2%	26	19.2%
0.0%	29	3.4%	29	6.9%
14.3%	35	25.7%	35	14.3%
7.3%	41	31.7%	41	29.3%
11.9%	42	40.5%	42	28.6%

11.8%	34	35.3%	34	20.6%
44.8%	29	58.6%	29	24.1%
60.0%	35	57.1%	36	30.6%
54.4%	136	50.0%	136	37.5%
5.7%	123	28.5%	133	36.1%
12.6%	127	53.5%	129	63.6%
6.7%	134	50.0%	138	44.9%
33.6%	122	49.2%	126	41.3%
20.3%	143	53.1%	145	44.8%
22.2%	158	69.0%	157	54.1%
46.3%	147	57.8%	148	36.5%
16.2%	167	27.5%	169	15.4%
11.2%	179	21.2%	179	8.9%
19.7%	188	16.0%	193	5.7%
21.9%	192	18.8%	200	7.5%
12.8%	195	20.0%	227	13.2%
0.7%	153	9.8%	161	11.8%
6.1%	132	18.2%	134	7.5%
20.7%	169	28.4%	170	15.9%
13.0%	54	46.3%	55	58.2%
4.8%	63	42.9%	63	42.9%
14.9%	47	38.3%	47	17.0%
40.7%	59	49.2%	60	35.0%
32.8%	58	51.7%	58	27.6%
25.4%	67	47.8%	67	23.9%
17.3%	75	26.7%	76	6.6%
39.3%	56	46.4%	56	23.2%
20.2%	119	58.8%	120	51.7%
7.8%	102	43.1%	102	45.1%
18.6%	118	38.1%	118	32.2%
53.0%	134	58.2%	134	29.9%
67.2%	122	62.3%	122	34.4%
45.7%	116	57.8%	116	55.2%
32.9%	149	57.0%	149	32.9%
8.9%	124	46.8%	124	32.3%
N<10	1	N<10	1	N<10
N<10	1	N<10	1	N<10
N<10	8	N<10	8	N<10
N<10	9	N<10	9	N<10
23.5%	98	50.0%	100	51.0%
14.3%	84	57.1%	84	77.4%
37.1%	105	71.4%	106	68.9%
23.0%	113	42.5%	114	43.9%
11.7%	94	36.2%	94	38.3%
12.0%	92	52.2%	92	34.8%
38.6%	114	63.2%	118	59.3%
8.5%	82	57.3%	82	62.2%
38.0%	100	74.0%	100	61.0%
25.9%	112	52.7%	114	63.2%



11.4%	79	46.8%	80	61.3%
28.2%	78	62.8%	79	63.3%
20.1%	363	68.9%	364	53.6%
60.4%	399	65.9%	401	46.6%
48.4%	382	65.2%	388	67.0%
23.0%	392	59.4%	392	52.0%
69.6%	384	64.6%	391	43.5%
44.1%	93	62.4%	97	60.8%
23.8%	101	47.5%	101	51.5%
34.0%	94	68.1%	96	56.3%
33.3%	153	57.5%	156	51.3%
20.7%	121	46.3%	123	55.3%
38.4%	112	64.3%	112	42.9%
53.2%	648	59.0%	657	39.0%
56.4%	684	58.5%	693	35.2%
30.2%	96	45.8%	98	54.1%
15.9%	82	50.0%	83	56.6%
46.8%	111	66.7%	111	64.9%
16.9%	71	45.1%	72	44.4%
14.7%	75	42.7%	76	44.7%
30.6%	72	61.1%	72	47.2%
16.3%	98	49.0%	99	48.5%
30.8%	107	71.0%	107	72.0%
48.5%	97	75.3%	97	67.0%
49.1%	381	63.8%	383	56.7%
21.4%	336	50.9%	339	46.0%
37.9%	396	65.7%	398	47.7%
32.1%	112	56.3%	116	61.2%
20.6%	102	48.0%	102	51.0%
42.4%	92	75.0%	94	63.8%
58.7%	288	73.3%	289	68.2%
43.8%	297	65.7%	298	57.7%
24.3%	304	73.7%	307	59.3%
27.8%	89	58.4%	91	67.0%
9.0%	67	50.7%	70	48.6%
55.2%	96	74.0%	96	62.5%
10.3%	78	44.9%	79	50.6%
30.2%	96	34.4%	96	21.9%
8.8%	80	41.3%	80	47.5%
13.3%	90	51.1%	90	46.7%
29.2%	96	70.8%	98	69.4%
15.9%	82	41.5%	82	24.4%
3.3%	91	51.6%	91	47.3%
31.9%	91	47.3%	91	28.6%
14.9%	114	31.6%	123	43.1%
10.1%	109	33.0%	109	46.8%
38.6%	132	42.4%	132	24.2%
51.0%	98	39.8%	99	17.2%
19.3%	109	53.2%	111	37.8%

28.4%	109	48.6%	110	44.5%
32.3%	99	44.4%	102	31.4%
18.3%	104	50.0%	104	28.8%
11.5%	61	44.3%	61	55.7%
30.6%	49	65.3%	50	58.0%
35.5%	62	69.4%	62	62.9%
25.8%	62	45.2%	62	41.9%
19.2%	52	46.2%	52	42.3%
18.3%	71	59.2%	71	52.1%
51.5%	66	65.2%	66	42.4%
62.9%	70	61.4%	70	27.1%
5.6%	18	16.7%	18	27.8%
N<10	6	N<10	6	N<10
6.3%	16	25.0%	17	11.8%
45.5%	11	72.7%	12	50.0%
8.3%	12	66.7%	13	46.2%
16.7%	12	50.0%	12	50.0%
47.1%	17	41.2%	17	17.6%
45.5%	22	59.1%	22	9.1%
0.0%	16	37.5%	16	18.8%
6.7%	15	46.7%	15	33.3%
26.7%	15	33.3%	15	26.7%
75.0%	12	58.3%	12	25.0%
12.5%	16	25.0%	19	31.6%
5.6%	18	44.4%	18	44.4%
50.0%	16	81.3%	16	56.3%
28.6%	14	42.9%	14	35.7%
7.1%	14	28.6%	14	28.6%
10.0%	20	15.0%	20	30.0%
19.0%	21	38.1%	21	19.0%
5.6%	18	22.2%	21	19.0%
4.5%	22	27.3%	22	13.6%
7.1%	14	42.9%	14	21.4%
20.8%	24	25.0%	24	8.3%
46.7%	15	53.3%	16	25.0%
16.0%	50	34.0%	55	32.7%
19.5%	41	36.6%	41	39.0%
25.9%	27	51.9%	27	51.9%
21.4%	28	64.3%	28	53.6%
20.4%	49	44.9%	50	38.0%
18.2%	55	41.8%	56	44.6%
36.0%	50	56.0%	50	58.0%
35.6%	45	60.0%	45	51.1%
21.3%	47	36.2%	47	38.3%
39.3%	28	57.1%	28	57.1%
28.6%	42	40.5%	42	33.3%
47.9%	48	56.3%	47	44.7%
N<10	6	N<10	6	N<10
20.0%	20	20.0%	20	10.0%

16.7%	18	11.1%	19	RV
5.3%	19	5.3%	19	RV
22.0%	50	52.0%	50	40.0%
19.6%	56	41.1%	56	46.4%
23.4%	47	44.7%	47	34.0%
49.0%	51	66.7%	51	51.0%
3.4%	29	20.7%	41	19.5%
9.4%	32	37.5%	34	32.4%
7.4%	27	37.0%	27	40.7%
36.0%	25	56.0%	26	30.8%
17.1%	41	51.2%	41	56.1%
3.6%	28	42.9%	28	53.6%
7.3%	41	46.3%	41	36.6%
59.6%	52	69.2%	52	61.5%
35.1%	97	53.6%	99	56.6%
8.6%	81	46.9%	81	54.3%
20.0%	85	61.2%	85	55.3%
52.4%	84	61.9%	84	53.6%
16.1%	62	27.4%	62	30.6%
35.9%	39	33.3%	39	25.6%
2.3%	43	32.6%	44	25.0%
36.6%	41	56.1%	41	41.5%
27.1%	48	33.3%	49	42.9%
14.5%	55	36.4%	57	33.3%
19.6%	51	49.0%	52	40.4%
55.8%	43	69.8%	47	51.1%
11.3%	70	28.6%	75	24.0%
11.5%	52	25.0%	52	19.2%
25.6%	78	47.4%	80	38.8%
43.4%	53	60.4%	53	56.6%
6.1%	49	22.4%	49	20.4%
6.8%	59	39.0%	60	48.3%
5.8%	52	26.9%	53	30.2%
33.9%	56	39.3%	57	24.6%
25.0%	96	30.2%	99	29.3%
34.9%	83	41.0%	83	33.7%
5.1%	78	35.9%	79	31.6%
34.1%	82	54.9%	84	39.3%
20.3%	74	25.7%	80	31.3%
12.1%	58	22.4%	59	39.0%
42.2%	64	43.8%	67	37.3%
42.4%	59	61.0%	61	44.3%
13.3%	45	20.0%	47	27.7%
8.2%	49	22.4%	49	32.7%
14.3%	28	17.9%	28	35.7%
17.4%	46	32.6%	46	37.0%
28.3%	251	72.1%	251	63.3%
47.5%	280	75.0%	281	63.7%
70.7%	279	70.6%	280	50.0%

19.6%	224	39.3%	229	26.2%
10.1%	218	34.9%	225	24.9%
32.7%	202	37.1%	204	18.1%
10.6%	274	30.7%	277	22.4%
15.5%	277	38.6%	282	22.3%
22.4%	280	32.9%	289	15.9%
27.3%	293	48.1%	293	35.8%
29.0%	276	59.1%	277	43.3%
55.9%	281	52.7%	281	35.9%
45.6%	602	35.2%	626	16.3%
70.7%	567	64.7%	568	40.5%
51.4%	72	75.0%	73	64.4%
23.8%	84	65.5%	84	72.6%
23.2%	82	70.7%	82	64.6%
71.4%	77	83.1%	77	81.8%
6.4%	47	21.3%	49	22.4%
4.9%	41	22.0%	43	18.6%
2.8%	36	33.3%	37	32.4%
21.7%	23	34.8%	24	45.8%
38.1%	84	59.5%	84	59.5%
14.3%	84	56.0%	84	56.0%
22.9%	83	65.1%	83	57.8%
44.6%	83	71.1%	84	59.5%
23.1%	52	32.7%	53	24.5%
22.0%	50	40.0%	53	35.8%
12.5%	48	47.9%	49	44.9%
46.9%	49	55.1%	53	41.5%
25.0%	60	53.3%	61	60.7%
45.5%	55	72.7%	55	72.7%
19.6%	56	57.1%	56	53.6%
85.5%	55	85.5%	55	92.7%
49.8%	287	79.4%	288	66.0%
64.3%	300	69.3%	300	48.3%
67.3%	300	66.7%	300	50.7%
23.0%	139	54.7%	142	57.0%
30.4%	148	62.8%	148	64.2%
12.7%	126	61.9%	131	55.7%
62.7%	295	71.5%	299	71.2%
32.1%	246	68.3%	247	61.5%
25.9%	135	67.4%	136	64.7%
36.1%	122	53.3%	125	63.2%
14.6%	130	69.2%	129	65.1%
10.9%	46	52.2%	47	48.9%
23.8%	42	52.4%	43	48.8%
0.0%	37	51.4%	37	35.1%
28.3%	46	50.0%	46	43.5%
18.9%	53	50.9%	53	39.6%
2.4%	41	39.0%	41	31.7%
38.9%	54	40.7%	55	21.8%

61.4%	57	38.6%	57	17.5%
26.1%	23	43.5%	23	43.5%
N<10	9	N<10	9	N<10
10.0%	20	45.0%	20	45.0%
30.0%	20	40.0%	21	38.1%
11.1%	18	27.8%	19	15.8%
0.0%	17	29.4%	17	5.9%
40.9%	22	36.4%	22	22.7%
25.0%	24	25.0%	24	20.8%
17.6%	74	47.3%	74	54.1%
16.2%	74	43.2%	74	41.9%
63.8%	58	56.9%	58	25.9%
66.7%	57	49.1%	57	22.8%
35.6%	59	54.2%	59	54.2%
68.8%	64	67.2%	64	53.1%
48.5%	66	57.6%	66	45.5%
38.3%	60	61.7%	61	29.5%
21.3%	47	42.6%	48	52.1%
3.1%	65	32.3%	65	38.5%
25.0%	68	50.0%	70	32.9%
43.9%	66	60.6%	66	47.0%
24.1%	54	53.7%	54	35.2%
29.7%	64	56.3%	64	53.1%
44.6%	65	44.6%	65	24.6%
27.5%	69	31.9%	70	22.9%
7.4%	202	38.1%	209	39.7%
13.0%	169	42.6%	170	47.6%
4.4%	158	55.1%	161	58.4%
58.6%	140	47.1%	143	25.2%
50.0%	178	61.2%	179	59.2%
32.4%	173	57.8%	174	42.0%
21.1%	190	61.6%	190	54.7%
47.4%	194	52.1%	195	30.3%
5.8%	69	23.2%	75	40.0%
4.3%	69	39.1%	69	53.6%
6.4%	47	36.2%	47	48.9%
25.4%	63	38.1%	63	46.0%
31.1%	90	44.4%	90	22.2%
19.6%	51	62.7%	51	33.3%
35.8%	53	45.3%	53	28.3%
63.5%	63	50.8%	63	28.6%
21.0%	100	39.0%	103	36.9%
7.8%	77	45.5%	79	53.2%
21.1%	95	51.6%	96	49.0%
54.5%	88	64.8%	88	37.5%
52.5%	80	61.3%	80	35.0%
60.8%	97	69.1%	99	47.5%
23.7%	97	51.5%	97	44.3%
37.5%	104	64.4%	104	46.2%

21.2%	104	34.6%	107	37.4%
14.5%	117	41.9%	120	50.8%
30.1%	113	38.1%	114	31.6%
57.9%	107	49.5%	108	22.2%
20.7%	111	45.9%	111	45.9%
52.9%	121	62.0%	122	58.2%
36.7%	139	52.5%	139	46.8%
34.9%	129	53.5%	129	39.5%
28.3%	92	48.9%	94	44.7%
4.0%	100	50.0%	101	57.4%
35.6%	90	75.6%	90	70.0%
43.2%	95	63.2%	96	69.8%
18.8%	96	45.8%	96	38.5%
34.1%	88	61.4%	88	38.6%
48.8%	80	62.5%	80	45.0%
62.4%	93	60.2%	93	26.9%
21.4%	14	64.3%	14	57.1%
7.1%	14	28.6%	14	42.9%
15.8%	19	68.4%	20	45.0%
30.4%	23	52.2%	23	60.9%
33.3%	18	50.0%	18	27.8%
40.9%	22	54.5%	22	36.4%
71.4%	14	78.6%	14	57.1%
47.1%	17	41.2%	17	11.8%
13.3%	15	33.3%	16	37.5%
35.3%	17	29.4%	17	41.2%
33.3%	15	66.7%	15	46.7%
N<10	8	N<10	8	N<10
64.7%	17	64.7%	17	47.1%
21.4%	14	21.4%	14	35.7%
65.0%	20	80.0%	20	45.0%
75.0%	12	66.7%	12	50.0%
19.6%	92	46.7%	93	57.0%
6.6%	76	52.6%	77	57.1%
17.0%	88	30.7%	93	36.6%
3.4%	87	43.7%	89	38.2%
6.6%	61	16.4%	63	19.0%
0.0%	43	9.3%	44	18.2%
2.0%	99	12.1%	112	14.3%
3.1%	98	20.4%	97	28.9%
29.2%	310	47.1%	315	28.9%
25.5%	321	49.8%	323	30.0%
24.6%	345	44.6%	347	32.3%
40.2%	357	53.2%	360	39.4%
43.4%	331	44.1%	334	22.5%
50.6%	323	48.6%	329	18.8%
10.0%	40	25.0%	40	32.5%
0.0%	45	11.1%	46	19.6%
14.0%	50	42.0%	50	24.0%

21.3%	47	46.8%	48	45.8%
8.8%	57	17.5%	58	15.5%
4.3%	47	51.1%	48	22.9%
26.2%	61	47.5%	62	19.4%
44.4%	54	38.9%	54	16.7%
17.2%	64	45.3%	64	54.7%
7.7%	52	48.1%	53	60.4%
28.8%	59	61.0%	59	44.1%
44.1%	59	64.4%	59	42.4%
10.7%	56	60.7%	56	50.0%
9.1%	66	65.2%	66	51.5%
47.9%	48	56.3%	50	24.0%
45.0%	60	43.3%	60	25.0%
3.3%	30	33.3%	34	44.1%
3.6%	28	28.6%	28	39.3%
0.0%	17	29.4%	17	23.5%
42.4%	99	50.5%	100	32.0%
16.3%	86	50.0%	86	32.6%
14.1%	85	57.6%	85	25.9%
18.5%	54	48.1%	57	56.1%
3.8%	52	46.2%	53	58.5%
14.0%	43	32.6%	44	40.9%
44.9%	98	53.1%	98	26.5%
41.2%	85	36.5%	85	21.2%
3.1%	32	15.6%	35	8.6%
10.0%	20	25.0%	21	14.3%
0.0%	18	11.1%	19	10.5%
9.5%	21	9.5%	23	8.7%
10.5%	19	10.5%	19	10.5%
4.8%	21	9.5%	22	4.5%
20.0%	30	16.7%	30	6.7%
16.7%	24	20.8%	24	8.3%
31.5%	92	57.6%	92	63.0%
56.8%	95	61.1%	96	41.7%
16.8%	95	55.8%	95	63.2%
17.5%	103	59.2%	103	51.5%
42.2%	102	64.7%	104	66.3%
46.4%	112	68.8%	112	62.5%
22.1%	95	65.3%	96	51.0%
56.6%	99	65.7%	99	33.3%
11.5%	26	26.9%	26	42.3%
7.7%	26	53.8%	26	65.4%
13.2%	38	34.2%	38	42.1%
18.5%	27	44.4%	27	37.0%
13.8%	29	31.0%	29	34.5%
10.0%	30	36.7%	30	26.7%
36.4%	22	45.5%	22	13.6%
50.0%	30	46.7%	30	10.0%
9.8%	41	29.3%	44	34.1%

0.0%	34	47.1%	35	45.7%
16.3%	43	60.5%	44	27.3%
39.4%	33	63.6%	33	27.3%
25.6%	39	43.6%	39	35.9%
15.0%	40	50.0%	40	35.0%
32.7%	49	38.8%	51	13.7%
43.5%	46	45.7%	47	14.9%
14.3%	84	28.6%	90	30.0%
1.3%	77	22.1%	78	35.9%
5.3%	94	54.3%	94	45.7%
39.8%	103	42.7%	103	31.1%
53.7%	108	52.8%	108	26.9%
43.6%	78	51.3%	78	55.1%
38.5%	95	48.4%	96	41.7%
34.0%	94	60.6%	94	48.9%
17.9%	179	57.0%	184	58.7%
29.8%	171	55.6%	174	51.7%
55.0%	191	69.6%	191	68.6%
26.2%	187	52.4%	188	49.5%
29.9%	177	61.6%	177	49.7%
40.9%	88	55.7%	91	47.3%
27.6%	87	44.8%	90	52.2%
51.9%	185	55.7%	185	32.4%
64.6%	164	55.5%	166	32.5%
16.9%	65	35.4%	66	30.3%
7.9%	63	36.5%	63	47.6%
36.2%	94	66.0%	95	65.3%
18.2%	110	61.8%	110	67.3%
12.0%	83	45.8%	84	51.2%
9.5%	84	50.0%	84	40.5%
20.4%	49	44.9%	50	46.0%
31.0%	42	61.9%	43	48.8%
46.6%	88	69.3%	89	76.4%
24.4%	82	63.4%	83	72.3%
20.3%	64	43.8%	68	39.7%
6.1%	49	46.9%	49	46.9%
39.4%	325	60.3%	328	53.7%
14.2%	351	59.0%	353	45.9%
44.4%	374	74.6%	376	66.5%
13.2%	363	70.0%	366	60.9%
42.1%	658	60.5%	668	42.5%
61.3%	689	62.1%	699	40.2%
23.9%	109	53.2%	111	57.7%
8.3%	121	44.6%	126	51.6%
55.3%	114	78.9%	114	88.6%
31.6%	95	81.1%	95	86.3%
39.5%	375	72.3%	378	65.6%
65.5%	328	86.3%	331	75.8%
9.4%	213	58.2%	216	51.9%



57.0%	214	64.0%	219	63.9%
34.1%	91	46.2%	95	36.8%
7.1%	85	32.9%	85	42.4%
32.3%	161	51.6%	164	48.2%
50.7%	146	55.5%	147	51.0%
22.4%	58	44.8%	63	44.4%
4.8%	42	28.6%	47	31.9%
37.7%	69	37.7%	70	17.1%
47.0%	66	37.9%	66	16.7%
19.7%	66	53.0%	69	47.8%
47.1%	51	56.9%	52	50.0%
10.8%	74	40.5%	76	35.5%
15.8%	76	52.6%	76	31.6%
24.2%	91	37.4%	95	44.2%
23.0%	100	54.0%	100	58.0%
18.1%	83	61.4%	84	60.7%
28.1%	89	50.6%	90	45.6%
16.7%	90	43.3%	89	31.5%
32.9%	85	58.8%	85	43.5%
53.8%	106	46.2%	106	24.5%
56.8%	95	42.1%	96	16.7%
16.4%	140	42.1%	146	48.6%
9.7%	124	49.2%	125	59.2%
66.9%	151	68.9%	152	39.5%
62.8%	147	58.5%	149	34.9%
12.2%	147	53.7%	149	41.6%
54.0%	139	59.0%	144	56.3%
43.3%	141	71.6%	141	40.4%
22.1%	136	51.5%	136	31.6%
16.4%	73	39.7%	75	32.0%
22.6%	84	20.2%	84	20.2%
14.6%	82	35.4%	85	34.1%
12.8%	94	21.3%	98	22.4%
45.2%	93	49.5%	95	38.9%
19.1%	89	38.2%	89	30.3%
16.3%	80	20.0%	92	21.7%
21.8%	78	30.8%	80	20.0%
12.0%	75	38.7%	78	41.0%
28.7%	94	43.6%	95	44.2%
35.8%	81	59.3%	83	51.8%
15.2%	79	50.6%	83	53.0%
32.6%	85	41.2%	92	38.0%
23.0%	74	31.1%	75	36.0%
12.5%	72	40.3%	74	43.2%
24.7%	490	62.2%	491	53.0%
60.8%	469	62.3%	480	45.0%
37.0%	348	56.3%	348	47.1%
52.8%	307	51.5%	314	35.0%
N<10	1	N<10	1	N<10

49.7%	761	42.3%	767	22.4%
18.6%	97	26.8%	100	24.0%
34.2%	76	42.1%	78	30.8%
12.7%	79	43.0%	82	47.6%
15.1%	86	33.7%	94	31.9%
27.8%	97	52.6%	98	50.0%
7.6%	92	41.3%	92	27.2%
42.5%	80	52.5%	80	51.3%
33.7%	98	49.0%	98	45.9%
45.2%	93	65.6%	93	55.9%
22.4%	98	36.7%	99	42.4%
22.8%	101	40.6%	103	46.6%
20.8%	96	54.2%	99	47.5%
63.2%	334	56.3%	335	46.9%
26.0%	315	41.6%	315	35.6%
71.9%	337	62.0%	361	52.4%
29.8%	356	53.7%	369	39.0%
25.0%	88	54.5%	90	60.0%
40.8%	98	76.5%	99	79.8%
41.2%	85	85.9%	86	83.7%
31.6%	98	48.0%	98	43.9%
33.0%	97	46.4%	98	38.8%
23.8%	122	36.9%	124	43.5%
51.3%	113	46.0%	117	37.6%
50.5%	103	45.6%	104	30.8%
10.8%	111	31.5%	112	31.3%
26.6%	372	41.1%	385	29.4%
43.5%	338	34.3%	352	18.2%
71.7%	495	73.1%	502	68.1%
33.7%	520	60.0%	520	47.9%
63.3%	700	54.9%	734	29.3%
58.0%	100	68.0%	100	65.0%
53.2%	109	65.1%	111	59.5%
50.5%	97	77.3%	99	78.8%
34.0%	150	38.7%	154	35.7%
30.6%	134	43.3%	137	35.8%
2.7%	110	33.6%	111	27.0%
38.5%	122	39.3%	125	34.4%
24.5%	106	40.6%	110	35.5%
11.8%	110	46.4%	112	42.0%
49.5%	97	60.8%	99	49.5%
40.4%	104	59.6%	104	61.5%
27.1%	85	62.4%	86	52.3%
39.8%	113	52.2%	115	41.7%
29.0%	107	38.3%	109	32.1%
16.0%	100	51.0%	101	54.5%
50.1%	413	52.3%	415	45.3%
26.8%	399	41.9%	402	26.1%
17.6%	387	40.3%	387	30.0%

51.2%	362	42.8%	372	20.7%
6.2%	81	32.1%	91	28.6%
9.5%	84	40.5%	84	41.7%
28.2%	78	57.7%	78	48.7%
35.6%	90	56.7%	91	47.3%
28.6%	77	57.1%	77	37.7%
18.4%	87	54.0%	88	38.6%
42.9%	70	54.3%	70	24.3%
54.7%	85	51.8%	87	18.4%
68.8%	48	97.9%	48	93.8%
53.7%	54	100.0%	54	96.3%
89.5%	57	94.7%	57	86.0%
93.5%	62	96.8%	62	79.0%
0.0%	13	15.4%	17	11.8%
5.6%	18	22.2%	18	27.8%
0.0%	17	29.4%	18	11.1%
25.0%	15	46.7%	17	35.3%
17.8%	90	35.6%	92	38.0%
10.3%	78	23.1%	82	31.7%
19.8%	86	52.3%	86	40.7%
40.9%	110	45.5%	111	23.4%
47.3%	110	38.2%	112	14.3%
29.1%	103	39.8%	103	28.2%
36.9%	84	50.0%	84	34.5%
25.9%	108	48.1%	108	34.3%
32.1%	265	36.6%	269	38.7%
18.5%	227	40.1%	229	43.2%
26.1%	261	48.3%	261	42.9%
17.4%	207	58.9%	207	48.3%
50.6%	267	49.8%	268	32.5%
61.1%	221	53.4%	221	24.0%
17.2%	256	49.2%	259	44.0%
36.4%	261	50.2%	264	46.2%
N<10	2	N<10	2	N<10
N<10	8	N<10	8	N<10
10.0%	10	20.0%	10	RV
N<10	4	N<10	4	N<10
6.7%	30	23.3%	32	15.6%
0.0%	31	25.8%	31	29.0%
6.9%	29	27.6%	29	20.7%
23.3%	30	36.7%	32	37.5%
15.4%	39	41.0%	39	30.8%
18.2%	33	42.4%	33	36.4%
36.4%	22	50.0%	23	30.4%
51.4%	35	45.7%	35	11.4%
12.5%	48	20.8%	54	22.2%
10.2%	49	28.6%	51	27.5%
15.7%	51	45.1%	52	36.5%
31.6%	57	43.9%	59	40.7%

17.3%	52	28.8%	53	18.9%
8.9%	56	30.4%	58	19.0%
40.9%	66	30.3%	66	18.2%
47.8%	46	32.6%	49	6.1%
11.1%	45	31.1%	45	42.2%
13.0%	46	45.7%	46	39.1%
8.9%	56	39.3%	56	23.2%
36.1%	36	41.7%	36	27.8%
6.5%	62	24.2%	66	31.8%
0.0%	43	27.9%	43	41.9%
19.6%	56	42.9%	56	35.7%
22.6%	53	49.1%	54	50.0%
27.6%	105	35.2%	105	11.4%
55.1%	98	40.8%	98	6.1%
25.3%	91	40.7%	91	24.2%
13.2%	106	44.3%	106	17.9%
3.6%	55	41.8%	55	60.0%
25.0%	56	58.9%	57	57.9%
28.0%	50	58.0%	50	56.0%
48.4%	62	71.0%	62	71.0%
32.2%	59	50.8%	59	37.3%
36.6%	71	62.0%	71	40.8%
49.1%	55	52.7%	55	34.5%
63.3%	49	57.1%	49	32.7%
15.7%	51	27.5%	53	32.1%
16.1%	56	58.9%	56	57.1%
5.9%	68	60.3%	68	51.5%
37.9%	58	67.2%	58	46.6%
30.8%	65	49.2%	65	12.3%
25.4%	71	64.8%	71	36.6%
34.3%	67	37.3%	68	17.6%
46.1%	76	53.9%	76	27.6%
20.7%	92	44.6%	98	49.0%
38.8%	98	61.2%	100	52.0%
45.2%	278	73.0%	280	60.4%
50.0%	306	73.9%	307	59.3%
53.0%	315	52.1%	316	31.0%
58.1%	289	58.5%	290	32.1%
22.1%	136	62.5%	138	65.9%
18.5%	298	52.7%	301	53.5%
6.8%	278	56.5%	280	52.1%
54.6%	269	68.0%	273	61.9%
5.4%	37	13.5%	38	15.8%
11.1%	18	16.7%	18	33.3%
0.0%	27	51.9%	28	25.0%
31.6%	19	47.4%	19	47.4%
7.4%	27	37.0%	27	37.0%
20.7%	28	21.4%	28	17.9%
32.0%	25	16.0%	24	8.3%

53.8%	26	34.6%	26	19.2%
29.5%	44	63.6%	46	56.5%
5.9%	34	64.7%	35	65.7%
18.2%	44	68.2%	44	54.5%
40.5%	42	64.3%	43	53.5%
7.9%	38	55.3%	38	44.7%
24.6%	69	60.9%	69	46.4%
66.7%	48	68.8%	48	45.8%
57.1%	42	59.5%	42	40.5%
15.9%	63	39.7%	66	48.5%
32.8%	67	55.2%	68	44.1%
44.6%	83	41.0%	86	17.4%
67.3%	52	61.5%	54	27.8%
27.4%	62	62.9%	63	57.1%
51.6%	64	46.9%	66	51.5%
26.2%	61	44.3%	61	36.1%
37.9%	66	60.6%	66	42.4%
9.3%	151	35.8%	155	41.3%
22.8%	145	53.8%	145	45.5%
47.8%	159	62.9%	160	50.6%
14.7%	143	56.6%	143	39.9%
17.0%	182	48.4%	182	29.1%
51.4%	138	54.3%	141	29.8%
64.1%	128	64.8%	129	34.9%
9.2%	173	31.2%	176	41.5%
11.5%	26	23.1%	33	12.1%
18.2%	22	27.3%	22	27.3%
3.6%	28	14.3%	28	17.9%
27.0%	37	56.8%	38	39.5%
21.9%	32	43.8%	32	9.4%
13.0%	23	34.8%	23	30.4%
29.4%	34	26.5%	34	8.8%
58.6%	29	44.8%	29	24.1%
13.2%	53	43.4%	53	52.8%
27.8%	54	48.1%	56	55.4%
27.1%	48	39.6%	48	27.1%
17.4%	69	37.7%	69	20.3%
29.9%	87	35.6%	90	12.2%
47.6%	42	47.6%	43	14.0%
6.3%	64	32.8%	72	36.1%
11.1%	45	46.7%	46	63.0%

# 2015-2016 ACT Aspire Preliminary District Res

## English

District Name	District		English N	English % In Need of Support	English % Close	English % Ready
	LEA	Grade				
DEWITT SCHOOL DISTRICT	0101000	03	108	4.6%	26.9%	29.6%
DEWITT SCHOOL DISTRICT	0101000	04	86	11.6%	30.2%	38.4%
DEWITT SCHOOL DISTRICT	0101000	05	91	1.1%	19.8%	35.2%
DEWITT SCHOOL DISTRICT	0101000	06	90	4.4%	23.3%	34.4%
DEWITT SCHOOL DISTRICT	0101000	07	80	3.8%	17.5%	35.0%
DEWITT SCHOOL DISTRICT	0101000	08	108	13.0%	24.1%	32.4%
DEWITT SCHOOL DISTRICT	0101000	09	100	32.0%	27.0%	23.0%
DEWITT SCHOOL DISTRICT	0101000	10	99	18.2%	20.2%	26.3%
STUTTGART SCHOOL DISTRICT	0104000	03	115	6.1%	29.6%	20.0%
STUTTGART SCHOOL DISTRICT	0104000	04	118	10.2%	25.4%	48.3%
STUTTGART SCHOOL DISTRICT	0104000	05	93	7.5%	25.8%	43.0%
STUTTGART SCHOOL DISTRICT	0104000	06	124	5.6%	27.4%	37.1%
STUTTGART SCHOOL DISTRICT	0104000	07	124	6.5%	22.6%	36.3%
STUTTGART SCHOOL DISTRICT	0104000	08	141	19.1%	19.9%	28.4%
STUTTGART SCHOOL DISTRICT	0104000	09	115	32.2%	23.5%	20.9%
STUTTGART SCHOOL DISTRICT	0104000	10	108	31.5%	25.0%	18.5%
CROSSETT SCHOOL DISTRICT	0201000	03	151	2.6%	25.8%	26.5%
CROSSETT SCHOOL DISTRICT	0201000	04	113	8.0%	22.1%	38.9%
CROSSETT SCHOOL DISTRICT	0201000	05	123	5.7%	29.3%	38.2%
CROSSETT SCHOOL DISTRICT	0201000	06	126	5.6%	17.5%	29.4%
CROSSETT SCHOOL DISTRICT	0201000	07	125	2.4%	17.6%	46.4%
CROSSETT SCHOOL DISTRICT	0201000	08	133	8.3%	28.6%	35.3%
CROSSETT SCHOOL DISTRICT	0201000	09	124	33.9%	24.2%	19.4%
CROSSETT SCHOOL DISTRICT	0201000	10	126	38.1%	21.4%	16.7%
HAMBURG SCHOOL DISTRICT	0203000	03	161	3.1%	22.4%	23.6%
HAMBURG SCHOOL DISTRICT	0203000	04	136	6.6%	21.3%	29.4%
HAMBURG SCHOOL DISTRICT	0203000	05	137	2.9%	16.8%	43.8%
HAMBURG SCHOOL DISTRICT	0203000	06	128	10.9%	27.3%	35.2%
HAMBURG SCHOOL DISTRICT	0203000	07	153	4.6%	24.2%	40.5%
HAMBURG SCHOOL DISTRICT	0203000	08	167	7.8%	29.9%	29.3%
HAMBURG SCHOOL DISTRICT	0203000	09	140	24.3%	25.0%	31.4%
HAMBURG SCHOOL DISTRICT	0203000	10	144	22.9%	31.3%	31.9%
COTTER SCHOOL DISTRICT	0302000	03	67	3.0%	9.0%	32.8%
COTTER SCHOOL DISTRICT	0302000	04	54	5.6%	20.4%	31.5%
COTTER SCHOOL DISTRICT	0302000	05	60	0.0%	18.3%	36.7%
COTTER SCHOOL DISTRICT	0302000	06	44	4.5%	25.0%	27.3%
COTTER SCHOOL DISTRICT	0302000	07	46	8.7%	13.0%	39.1%
COTTER SCHOOL DISTRICT	0302000	08	41	12.2%	19.5%	19.5%
COTTER SCHOOL DISTRICT	0302000	09	47	14.9%	21.3%	17.0%
COTTER SCHOOL DISTRICT	0302000	10	51	19.6%	17.6%	19.6%



MOUNTAIN HOME SCHOOL DIST	0303000	03	284	2.1%	21.1%	23.2%
MOUNTAIN HOME SCHOOL DIST	0303000	04	298	5.7%	18.1%	37.9%
MOUNTAIN HOME SCHOOL DIST	0303000	05	317	2.5%	18.3%	41.0%
MOUNTAIN HOME SCHOOL DIST	0303000	06	285	6.3%	17.2%	37.2%
MOUNTAIN HOME SCHOOL DIST	0303000	07	300	1.0%	12.0%	39.0%
MOUNTAIN HOME SCHOOL DIST	0303000	08	307	3.9%	16.3%	25.1%
MOUNTAIN HOME SCHOOL DIST	0303000	09	301	16.6%	16.3%	25.2%
MOUNTAIN HOME SCHOOL DIST	0303000	10	307	11.7%	18.2%	28.0%
NORFORK SCHOOL DISTRICT	0304000	03	33	0.0%	33.3%	33.3%
NORFORK SCHOOL DISTRICT	0304000	04	25	8.0%	20.0%	28.0%
NORFORK SCHOOL DISTRICT	0304000	05	43	0.0%	18.6%	53.5%
NORFORK SCHOOL DISTRICT	0304000	06	30	0.0%	6.7%	30.0%
NORFORK SCHOOL DISTRICT	0304000	07	40	0.0%	5.0%	42.5%
NORFORK SCHOOL DISTRICT	0304000	08	27	0.0%	11.1%	22.2%
NORFORK SCHOOL DISTRICT	0304000	09	33	3.0%	21.2%	18.2%
NORFORK SCHOOL DISTRICT	0304000	10	45	24.4%	6.7%	26.7%
BENTONVILLE SCHOOL DISTRICT	0401000	03	1318	1.4%	15.8%	20.3%
BENTONVILLE SCHOOL DISTRICT	0401000	04	1223	4.0%	12.6%	33.0%
BENTONVILLE SCHOOL DISTRICT	0401000	05	1294	1.3%	10.2%	31.9%
BENTONVILLE SCHOOL DISTRICT	0401000	06	1208	2.0%	12.8%	34.1%
BENTONVILLE SCHOOL DISTRICT	0401000	07	1253	2.0%	10.7%	30.4%
BENTONVILLE SCHOOL DISTRICT	0401000	08	1172	3.2%	11.8%	27.2%
BENTONVILLE SCHOOL DISTRICT	0401000	09	1136	14.7%	16.6%	25.7%
BENTONVILLE SCHOOL DISTRICT	0401000	10	1145	11.7%	16.6%	23.8%
BENTONVILLE SCHOOL DISTRICT	0401000	11	0	NA	NA	NA
DECATUR SCHOOL DISTRICT	0402000	03	52	1.9%	23.1%	28.8%
DECATUR SCHOOL DISTRICT	0402000	04	45	8.9%	28.9%	46.7%
DECATUR SCHOOL DISTRICT	0402000	05	36	2.8%	33.3%	30.6%
DECATUR SCHOOL DISTRICT	0402000	06	37	10.8%	8.1%	54.1%
DECATUR SCHOOL DISTRICT	0402000	07	38	5.3%	39.5%	31.6%
DECATUR SCHOOL DISTRICT	0402000	08	44	11.4%	34.1%	36.4%
DECATUR SCHOOL DISTRICT	0402000	09	44	38.6%	40.9%	9.1%
DECATUR SCHOOL DISTRICT	0402000	10	39	38.5%	23.1%	23.1%
GENTRY SCHOOL DISTRICT	0403000	03	119	4.2%	31.1%	25.2%
GENTRY SCHOOL DISTRICT	0403000	04	107	8.4%	24.3%	38.3%
GENTRY SCHOOL DISTRICT	0403000	05	109	3.7%	16.5%	37.6%
GENTRY SCHOOL DISTRICT	0403000	06	102	6.9%	19.6%	26.5%
GENTRY SCHOOL DISTRICT	0403000	07	85	4.7%	10.6%	32.9%
GENTRY SCHOOL DISTRICT	0403000	08	119	7.6%	9.2%	28.6%
GENTRY SCHOOL DISTRICT	0403000	09	129	20.9%	20.2%	29.5%
GENTRY SCHOOL DISTRICT	0403000	10	108	21.3%	25.9%	32.4%
GRAVETTE SCHOOL DISTRICT	0404000	03	125	4.0%	17.6%	31.2%
GRAVETTE SCHOOL DISTRICT	0404000	04	138	12.3%	18.1%	38.4%
GRAVETTE SCHOOL DISTRICT	0404000	05	137	3.6%	23.4%	45.3%
GRAVETTE SCHOOL DISTRICT	0404000	06	124	2.4%	20.2%	29.8%
GRAVETTE SCHOOL DISTRICT	0404000	07	141	2.1%	8.5%	27.7%
GRAVETTE SCHOOL DISTRICT	0404000	08	148	6.8%	20.9%	27.7%
GRAVETTE SCHOOL DISTRICT	0404000	09	149	25.5%	26.2%	20.8%
GRAVETTE SCHOOL DISTRICT	0404000	10	148	16.2%	16.2%	29.1%

ROGERS SCHOOL DISTRICT	0405000	03	1243	3.2%	20.1%	21.5%
ROGERS SCHOOL DISTRICT	0405000	04	1172	6.5%	19.2%	35.0%
ROGERS SCHOOL DISTRICT	0405000	05	1069	2.3%	17.4%	35.5%
ROGERS SCHOOL DISTRICT	0405000	06	1152	5.9%	18.5%	32.6%
ROGERS SCHOOL DISTRICT	0405000	07	1102	3.4%	13.2%	35.5%
ROGERS SCHOOL DISTRICT	0405000	08	1208	4.7%	16.0%	30.5%
ROGERS SCHOOL DISTRICT	0405000	09	1182	22.0%	21.1%	24.5%
ROGERS SCHOOL DISTRICT	0405000	10	969	20.5%	18.6%	21.7%
SILOAM SPRINGS SCHOOL DISTRICT	0406000	03	323	5.9%	31.0%	26.3%
SILOAM SPRINGS SCHOOL DISTRICT	0406000	04	304	12.2%	28.3%	31.6%
SILOAM SPRINGS SCHOOL DISTRICT	0406000	05	293	2.0%	29.0%	35.5%
SILOAM SPRINGS SCHOOL DISTRICT	0406000	06	311	4.2%	26.7%	35.0%
SILOAM SPRINGS SCHOOL DISTRICT	0406000	07	297	4.0%	14.1%	36.4%
SILOAM SPRINGS SCHOOL DISTRICT	0406000	08	331	7.6%	23.0%	28.7%
SILOAM SPRINGS SCHOOL DISTRICT	0406000	09	335	23.9%	26.9%	25.7%
SILOAM SPRINGS SCHOOL DISTRICT	0406000	10	303	20.1%	25.4%	25.1%
PEA RIDGE SCHOOL DISTRICT	0407000	03	152	4.6%	23.7%	24.3%
PEA RIDGE SCHOOL DISTRICT	0407000	04	135	14.8%	29.6%	31.1%
PEA RIDGE SCHOOL DISTRICT	0407000	05	153	6.5%	25.5%	35.9%
PEA RIDGE SCHOOL DISTRICT	0407000	06	160	5.0%	20.0%	33.8%
PEA RIDGE SCHOOL DISTRICT	0407000	07	177	5.1%	16.4%	39.0%
PEA RIDGE SCHOOL DISTRICT	0407000	08	180	7.8%	18.3%	31.1%
PEA RIDGE SCHOOL DISTRICT	0407000	09	156	12.2%	21.8%	25.6%
PEA RIDGE SCHOOL DISTRICT	0407000	10	134	18.7%	22.4%	29.1%
ARKANSAS ARTS ACADEMY	0440700	03	61	4.9%	31.1%	13.1%
ARKANSAS ARTS ACADEMY	0440700	04	60	5.0%	21.7%	28.3%
ARKANSAS ARTS ACADEMY	0440700	05	71	4.2%	21.1%	33.8%
ARKANSAS ARTS ACADEMY	0440700	06	55	1.8%	21.8%	32.7%
ARKANSAS ARTS ACADEMY	0440700	07	62	1.6%	6.5%	38.7%
ARKANSAS ARTS ACADEMY	0440700	08	61	4.9%	6.6%	21.3%
ARKANSAS ARTS ACADEMY	0440700	09	53	7.5%	7.5%	18.9%
ARKANSAS ARTS ACADEMY	0440700	10	52	13.5%	5.8%	19.2%
RESPONSIVE ED SOLUTIONS NW	0442700	03	66	0.0%	6.1%	16.7%
RESPONSIVE ED SOLUTIONS NW	0442700	04	72	0.0%	2.8%	44.4%
RESPONSIVE ED SOLUTIONS NW	0442700	05	47	0.0%	4.3%	12.8%
RESPONSIVE ED SOLUTIONS NW	0442700	06	45	4.4%	6.7%	8.9%
RESPONSIVE ED SOLUTIONS NW	0442700	07	41	0.0%	0.0%	19.5%
RESPONSIVE ED SOLUTIONS NW	0442700	08	47	0.0%	0.0%	17.0%
RESPONSIVE ED SOLUTIONS NW	0442700	09	27	7.4%	11.1%	18.5%
RESPONSIVE ED SOLUTIONS NW	0442700	10	25	4.0%	4.0%	12.0%
HAAS HALL ACADEMY BENTONV	0443700	07	67	0.0%	0.0%	4.5%
HAAS HALL ACADEMY BENTONV	0443700	08	64	0.0%	0.0%	4.7%
HAAS HALL ACADEMY BENTONV	0443700	09	69	0.0%	2.9%	11.6%
HAAS HALL ACADEMY BENTONV	0443700	10	41	0.0%	4.9%	9.8%
ALPENA SCHOOL DISTRICT	0501000	03	45	8.9%	20.0%	31.1%
ALPENA SCHOOL DISTRICT	0501000	04	33	3.0%	9.1%	42.4%
ALPENA SCHOOL DISTRICT	0501000	05	41	4.9%	22.0%	39.0%
ALPENA SCHOOL DISTRICT	0501000	06	39	0.0%	17.9%	28.2%
ALPENA SCHOOL DISTRICT	0501000	07	36	8.3%	13.9%	33.3%



ALPENA SCHOOL DISTRICT	0501000	08	45	11.1%	22.2%	28.9%
ALPENA SCHOOL DISTRICT	0501000	09	37	18.9%	21.6%	27.0%
ALPENA SCHOOL DISTRICT	0501000	10	32	25.0%	15.6%	25.0%
BERGMAN SCHOOL DISTRICT	0502000	03	90	2.2%	17.8%	27.8%
BERGMAN SCHOOL DISTRICT	0502000	04	67	9.0%	26.9%	29.9%
BERGMAN SCHOOL DISTRICT	0502000	05	71	0.0%	25.4%	36.6%
BERGMAN SCHOOL DISTRICT	0502000	06	89	1.1%	12.4%	36.0%
BERGMAN SCHOOL DISTRICT	0502000	07	79	2.5%	8.9%	27.8%
BERGMAN SCHOOL DISTRICT	0502000	08	85	2.4%	12.9%	31.8%
BERGMAN SCHOOL DISTRICT	0502000	09	83	18.1%	21.7%	25.3%
BERGMAN SCHOOL DISTRICT	0502000	10	78	21.8%	17.9%	25.6%
HARRISON SCHOOL DISTRICT	0503000	03	200	2.5%	17.0%	16.0%
HARRISON SCHOOL DISTRICT	0503000	04	195	3.6%	14.9%	30.8%
HARRISON SCHOOL DISTRICT	0503000	05	209	1.4%	8.6%	37.3%
HARRISON SCHOOL DISTRICT	0503000	06	218	1.8%	11.5%	28.4%
HARRISON SCHOOL DISTRICT	0503000	07	190	1.6%	8.4%	46.3%
HARRISON SCHOOL DISTRICT	0503000	08	189	1.6%	12.7%	29.6%
HARRISON SCHOOL DISTRICT	0503000	09	200	15.5%	17.5%	28.5%
HARRISON SCHOOL DISTRICT	0503000	10	190	10.5%	17.9%	27.9%
OMAHA SCHOOL DISTRICT	0504000	03	25	0.0%	24.0%	16.0%
OMAHA SCHOOL DISTRICT	0504000	04	36	5.6%	22.2%	33.3%
OMAHA SCHOOL DISTRICT	0504000	05	21	0.0%	9.5%	52.4%
OMAHA SCHOOL DISTRICT	0504000	06	26	7.7%	11.5%	23.1%
OMAHA SCHOOL DISTRICT	0504000	07	32	3.1%	34.4%	31.3%
OMAHA SCHOOL DISTRICT	0504000	08	34	5.9%	8.8%	35.3%
OMAHA SCHOOL DISTRICT	0504000	09	25	12.0%	24.0%	24.0%
OMAHA SCHOOL DISTRICT	0504000	10	34	20.6%	14.7%	29.4%
VALLEY SPRINGS SCHOOL DISTRICT	0505000	03	59	1.7%	11.9%	28.8%
VALLEY SPRINGS SCHOOL DISTRICT	0505000	04	77	5.2%	22.1%	41.6%
VALLEY SPRINGS SCHOOL DISTRICT	0505000	05	75	5.3%	10.7%	45.3%
VALLEY SPRINGS SCHOOL DISTRICT	0505000	06	59	1.7%	13.6%	27.1%
VALLEY SPRINGS SCHOOL DISTRICT	0505000	07	86	1.2%	11.6%	37.2%
VALLEY SPRINGS SCHOOL DISTRICT	0505000	08	68	1.5%	11.8%	27.9%
VALLEY SPRINGS SCHOOL DISTRICT	0505000	09	67	13.4%	19.4%	28.4%
VALLEY SPRINGS SCHOOL DISTRICT	0505000	10	71	9.9%	11.3%	19.7%
LEAD HILL SCHOOL DISTRICT	0506000	03	22	0.0%	4.5%	18.2%
LEAD HILL SCHOOL DISTRICT	0506000	04	22	9.1%	4.5%	36.4%
LEAD HILL SCHOOL DISTRICT	0506000	05	34	11.8%	17.6%	32.4%
LEAD HILL SCHOOL DISTRICT	0506000	06	26	7.7%	30.8%	34.6%
LEAD HILL SCHOOL DISTRICT	0506000	07	23	4.3%	13.0%	52.2%
LEAD HILL SCHOOL DISTRICT	0506000	08	22	9.1%	13.6%	18.2%
LEAD HILL SCHOOL DISTRICT	0506000	09	28	28.6%	28.6%	7.1%
LEAD HILL SCHOOL DISTRICT	0506000	10	25	24.0%	16.0%	24.0%
HERMITAGE SCHOOL DISTRICT	0601000	03	39	5.1%	41.0%	28.2%
HERMITAGE SCHOOL DISTRICT	0601000	04	22	4.5%	50.0%	22.7%
HERMITAGE SCHOOL DISTRICT	0601000	05	32	12.5%	43.8%	25.0%
HERMITAGE SCHOOL DISTRICT	0601000	06	36	5.6%	27.8%	41.7%
HERMITAGE SCHOOL DISTRICT	0601000	07	38	15.8%	28.9%	39.5%
HERMITAGE SCHOOL DISTRICT	0601000	08	31	6.5%	38.7%	35.5%

HERMITAGE SCHOOL DISTRICT	0601000	09	37	27.0%	29.7%	18.9%
HERMITAGE SCHOOL DISTRICT	0601000	10	30	23.3%	46.7%	16.7%
WARREN SCHOOL DISTRICT	0602000	03	114	7.9%	33.3%	28.9%
WARREN SCHOOL DISTRICT	0602000	04	130	33.1%	27.7%	25.4%
WARREN SCHOOL DISTRICT	0602000	05	131	9.9%	40.5%	26.7%
WARREN SCHOOL DISTRICT	0602000	06	121	15.7%	25.6%	28.9%
WARREN SCHOOL DISTRICT	0602000	07	111	6.3%	16.2%	47.7%
WARREN SCHOOL DISTRICT	0602000	08	120	19.2%	25.8%	30.0%
WARREN SCHOOL DISTRICT	0602000	09	125	34.4%	29.6%	22.4%
WARREN SCHOOL DISTRICT	0602000	10	127	20.5%	29.9%	33.9%
HAMPTON SCHOOL DISTRICT	0701000	03	41	0.0%	34.1%	31.7%
HAMPTON SCHOOL DISTRICT	0701000	04	41	7.3%	24.4%	34.1%
HAMPTON SCHOOL DISTRICT	0701000	05	39	5.1%	23.1%	43.6%
HAMPTON SCHOOL DISTRICT	0701000	06	37	8.1%	18.9%	37.8%
HAMPTON SCHOOL DISTRICT	0701000	07	43	16.3%	18.6%	32.6%
HAMPTON SCHOOL DISTRICT	0701000	08	41	12.2%	31.7%	34.1%
HAMPTON SCHOOL DISTRICT	0701000	09	43	37.2%	30.2%	23.3%
HAMPTON SCHOOL DISTRICT	0701000	10	34	23.5%	20.6%	29.4%
BERRYVILLE SCHOOL DISTRICT	0801000	03	164	2.4%	32.9%	27.4%
BERRYVILLE SCHOOL DISTRICT	0801000	04	134	9.0%	23.9%	35.8%
BERRYVILLE SCHOOL DISTRICT	0801000	05	158	3.2%	19.6%	41.8%
BERRYVILLE SCHOOL DISTRICT	0801000	06	158	6.3%	22.8%	41.8%
BERRYVILLE SCHOOL DISTRICT	0801000	07	144	1.4%	6.3%	44.4%
BERRYVILLE SCHOOL DISTRICT	0801000	08	149	6.0%	16.8%	29.5%
BERRYVILLE SCHOOL DISTRICT	0801000	09	158	21.5%	24.7%	23.4%
BERRYVILLE SCHOOL DISTRICT	0801000	10	157	22.9%	21.7%	24.2%
EUREKA SPRINGS SCHOOL DISTRICT	0802000	03	43	0.0%	18.6%	23.3%
EUREKA SPRINGS SCHOOL DISTRICT	0802000	04	41	0.0%	24.4%	39.0%
EUREKA SPRINGS SCHOOL DISTRICT	0802000	05	52	7.7%	13.5%	30.8%
EUREKA SPRINGS SCHOOL DISTRICT	0802000	06	42	4.8%	23.8%	33.3%
EUREKA SPRINGS SCHOOL DISTRICT	0802000	07	38	2.6%	18.4%	42.1%
EUREKA SPRINGS SCHOOL DISTRICT	0802000	08	52	1.9%	9.6%	32.7%
EUREKA SPRINGS SCHOOL DISTRICT	0802000	09	52	19.2%	17.3%	28.8%
EUREKA SPRINGS SCHOOL DISTRICT	0802000	10	57	28.1%	12.3%	24.6%
GREEN FOREST SCHOOL DISTRICT	0803000	03	96	2.1%	25.0%	22.9%
GREEN FOREST SCHOOL DISTRICT	0803000	04	94	14.9%	25.5%	36.2%
GREEN FOREST SCHOOL DISTRICT	0803000	05	78	5.1%	23.1%	41.0%
GREEN FOREST SCHOOL DISTRICT	0803000	06	100	11.0%	32.0%	33.0%
GREEN FOREST SCHOOL DISTRICT	0803000	07	85	2.4%	14.1%	43.5%
GREEN FOREST SCHOOL DISTRICT	0803000	08	88	12.5%	22.7%	25.0%
GREEN FOREST SCHOOL DISTRICT	0803000	09	101	28.7%	30.7%	20.8%
GREEN FOREST SCHOOL DISTRICT	0803000	10	90	22.2%	33.3%	25.6%
DERMOTT SCHOOL DISTRICT	0901000	03	21	9.5%	52.4%	23.8%
DERMOTT SCHOOL DISTRICT	0901000	04	31	9.7%	35.5%	35.5%
DERMOTT SCHOOL DISTRICT	0901000	05	24	4.2%	12.5%	45.8%
DERMOTT SCHOOL DISTRICT	0901000	06	29	17.2%	37.9%	24.1%
DERMOTT SCHOOL DISTRICT	0901000	07	27	18.5%	22.2%	33.3%
DERMOTT SCHOOL DISTRICT	0901000	08	18	5.6%	22.2%	27.8%
DERMOTT SCHOOL DISTRICT	0901000	09	25	28.0%	40.0%	12.0%

DERMOTT SCHOOL DISTRICT	0901000	10	18	11.1%	27.8%	44.4%
LAKESIDE SCHOOL DISTRICT (CH	0903000	03	90	1.1%	36.7%	22.2%
LAKESIDE SCHOOL DISTRICT (CH	0903000	04	67	16.4%	40.3%	34.3%
LAKESIDE SCHOOL DISTRICT (CH	0903000	05	92	1.1%	43.5%	38.0%
LAKESIDE SCHOOL DISTRICT (CH	0903000	06	71	9.9%	32.4%	35.2%
LAKESIDE SCHOOL DISTRICT (CH	0903000	07	70	2.9%	17.1%	38.6%
LAKESIDE SCHOOL DISTRICT (CH	0903000	08	66	13.6%	30.3%	33.3%
LAKESIDE SCHOOL DISTRICT (CH	0903000	09	73	38.4%	31.5%	24.7%
LAKESIDE SCHOOL DISTRICT (CH	0903000	10	62	30.6%	29.0%	14.5%
ARKADELPHIA SCHOOL DISTRICT	1002000	03	152	5.9%	30.9%	22.4%
ARKADELPHIA SCHOOL DISTRICT	1002000	04	142	12.7%	25.4%	26.8%
ARKADELPHIA SCHOOL DISTRICT	1002000	05	147	5.4%	23.1%	33.3%
ARKADELPHIA SCHOOL DISTRICT	1002000	06	143	7.0%	16.8%	32.9%
ARKADELPHIA SCHOOL DISTRICT	1002000	07	143	3.5%	21.0%	42.0%
ARKADELPHIA SCHOOL DISTRICT	1002000	08	122	9.8%	13.1%	19.7%
ARKADELPHIA SCHOOL DISTRICT	1002000	09	139	25.9%	25.9%	26.6%
ARKADELPHIA SCHOOL DISTRICT	1002000	10	133	27.8%	21.1%	18.8%
GURDON SCHOOL DISTRICT	1003000	03	64	0.0%	32.8%	31.3%
GURDON SCHOOL DISTRICT	1003000	04	51	17.6%	31.4%	33.3%
GURDON SCHOOL DISTRICT	1003000	05	45	2.2%	26.7%	37.8%
GURDON SCHOOL DISTRICT	1003000	06	62	16.1%	27.4%	22.6%
GURDON SCHOOL DISTRICT	1003000	07	47	6.4%	12.8%	38.3%
GURDON SCHOOL DISTRICT	1003000	08	48	12.5%	12.5%	29.2%
GURDON SCHOOL DISTRICT	1003000	09	47	34.0%	21.3%	31.9%
GURDON SCHOOL DISTRICT	1003000	10	67	28.4%	29.9%	25.4%
CORNING SCHOOL DISTRICT	1101000	03	52	0.0%	23.1%	26.9%
CORNING SCHOOL DISTRICT	1101000	04	75	9.3%	18.7%	37.3%
CORNING SCHOOL DISTRICT	1101000	05	88	3.4%	31.8%	31.8%
CORNING SCHOOL DISTRICT	1101000	06	55	7.3%	14.5%	40.0%
CORNING SCHOOL DISTRICT	1101000	07	76	7.9%	17.1%	47.4%
CORNING SCHOOL DISTRICT	1101000	08	62	6.5%	17.7%	33.9%
CORNING SCHOOL DISTRICT	1101000	09	85	23.5%	36.5%	22.4%
CORNING SCHOOL DISTRICT	1101000	10	76	19.7%	26.3%	25.0%
PIGGOTT SCHOOL DISTRICT	1104000	03	58	3.4%	25.9%	29.3%
PIGGOTT SCHOOL DISTRICT	1104000	04	64	7.8%	32.8%	37.5%
PIGGOTT SCHOOL DISTRICT	1104000	05	67	6.0%	20.9%	29.9%
PIGGOTT SCHOOL DISTRICT	1104000	06	66	7.6%	21.2%	33.3%
PIGGOTT SCHOOL DISTRICT	1104000	07	70	1.4%	20.0%	41.4%
PIGGOTT SCHOOL DISTRICT	1104000	08	68	5.9%	22.1%	23.5%
PIGGOTT SCHOOL DISTRICT	1104000	09	82	14.6%	37.8%	22.0%
PIGGOTT SCHOOL DISTRICT	1104000	10	73	24.7%	20.5%	30.1%
RECTOR SCHOOL DISTRICT	1106000	03	48	4.2%	29.2%	20.8%
RECTOR SCHOOL DISTRICT	1106000	04	50	8.0%	26.0%	26.0%
RECTOR SCHOOL DISTRICT	1106000	05	54	5.6%	13.0%	37.0%
RECTOR SCHOOL DISTRICT	1106000	06	46	0.0%	26.1%	45.7%
RECTOR SCHOOL DISTRICT	1106000	07	48	6.3%	25.0%	37.5%
RECTOR SCHOOL DISTRICT	1106000	08	47	17.0%	21.3%	23.4%
RECTOR SCHOOL DISTRICT	1106000	09	49	28.6%	18.4%	24.5%
RECTOR SCHOOL DISTRICT	1106000	10	43	23.3%	27.9%	23.3%

CONCORD SCHOOL DISTRICT	1201000	03	40	7.5%	32.5%	17.5%
CONCORD SCHOOL DISTRICT	1201000	04	44	11.4%	13.6%	34.1%
CONCORD SCHOOL DISTRICT	1201000	05	24	4.2%	16.7%	25.0%
CONCORD SCHOOL DISTRICT	1201000	06	34	8.8%	20.6%	41.2%
CONCORD SCHOOL DISTRICT	1201000	07	37	0.0%	16.2%	35.1%
CONCORD SCHOOL DISTRICT	1201000	08	39	7.7%	5.1%	35.9%
CONCORD SCHOOL DISTRICT	1201000	09	34	14.7%	20.6%	23.5%
CONCORD SCHOOL DISTRICT	1201000	10	34	8.8%	17.6%	26.5%
HEBER SPRINGS SCHOOL DISTRICT	1202000	03	147	3.4%	16.3%	24.5%
HEBER SPRINGS SCHOOL DISTRICT	1202000	04	118	8.5%	25.4%	35.6%
HEBER SPRINGS SCHOOL DISTRICT	1202000	05	138	2.9%	23.2%	38.4%
HEBER SPRINGS SCHOOL DISTRICT	1202000	06	132	3.8%	14.4%	34.1%
HEBER SPRINGS SCHOOL DISTRICT	1202000	07	135	4.4%	13.3%	40.7%
HEBER SPRINGS SCHOOL DISTRICT	1202000	08	132	3.8%	15.9%	28.8%
HEBER SPRINGS SCHOOL DISTRICT	1202000	09	129	15.5%	25.6%	21.7%
HEBER SPRINGS SCHOOL DISTRICT	1202000	10	121	19.0%	24.0%	29.8%
QUITMAN SCHOOL DISTRICT	1203000	03	56	3.6%	26.8%	17.9%
QUITMAN SCHOOL DISTRICT	1203000	04	37	5.4%	13.5%	32.4%
QUITMAN SCHOOL DISTRICT	1203000	05	33	6.1%	24.2%	33.3%
QUITMAN SCHOOL DISTRICT	1203000	06	48	6.3%	16.7%	16.7%
QUITMAN SCHOOL DISTRICT	1203000	07	36	5.6%	22.2%	50.0%
QUITMAN SCHOOL DISTRICT	1203000	08	69	8.7%	18.8%	31.9%
QUITMAN SCHOOL DISTRICT	1203000	09	59	22.0%	16.9%	28.8%
QUITMAN SCHOOL DISTRICT	1203000	10	45	24.4%	22.2%	31.1%
WEST SIDE SCHOOL DISTRICT (CI)	1204000	03	33	0.0%	21.2%	30.3%
WEST SIDE SCHOOL DISTRICT (CI)	1204000	04	38	2.6%	7.9%	42.1%
WEST SIDE SCHOOL DISTRICT (CI)	1204000	05	27	3.7%	22.2%	18.5%
WEST SIDE SCHOOL DISTRICT (CI)	1204000	06	46	2.2%	23.9%	45.7%
WEST SIDE SCHOOL DISTRICT (CI)	1204000	07	33	3.0%	27.3%	39.4%
WEST SIDE SCHOOL DISTRICT (CI)	1204000	08	34	8.8%	23.5%	20.6%
WEST SIDE SCHOOL DISTRICT (CI)	1204000	09	36	27.8%	13.9%	33.3%
WEST SIDE SCHOOL DISTRICT (CI)	1204000	10	35	22.9%	22.9%	34.3%
WOODLAWN SCHOOL DISTRICT	1304000	03	47	4.3%	27.7%	31.9%
WOODLAWN SCHOOL DISTRICT	1304000	04	44	11.4%	20.5%	38.6%
WOODLAWN SCHOOL DISTRICT	1304000	05	48	4.2%	20.8%	22.9%
WOODLAWN SCHOOL DISTRICT	1304000	06	31	9.7%	32.3%	41.9%
WOODLAWN SCHOOL DISTRICT	1304000	07	46	0.0%	15.2%	54.3%
WOODLAWN SCHOOL DISTRICT	1304000	08	52	1.9%	17.3%	28.8%
WOODLAWN SCHOOL DISTRICT	1304000	09	45	22.2%	28.9%	26.7%
WOODLAWN SCHOOL DISTRICT	1304000	10	31	12.9%	22.6%	41.9%
CLEVELAND COUNTY SCHOOL DISTRICT	1305000	03	75	2.7%	24.0%	32.0%
CLEVELAND COUNTY SCHOOL DISTRICT	1305000	04	60	6.7%	28.3%	25.0%
CLEVELAND COUNTY SCHOOL DISTRICT	1305000	05	65	3.1%	20.0%	35.4%
CLEVELAND COUNTY SCHOOL DISTRICT	1305000	06	65	6.2%	24.6%	40.0%
CLEVELAND COUNTY SCHOOL DISTRICT	1305000	07	56	3.6%	12.5%	35.7%
CLEVELAND COUNTY SCHOOL DISTRICT	1305000	08	64	14.1%	20.3%	23.4%
CLEVELAND COUNTY SCHOOL DISTRICT	1305000	09	65	21.5%	29.2%	27.7%
CLEVELAND COUNTY SCHOOL DISTRICT	1305000	10	66	22.7%	19.7%	25.8%
MAGNOLIA SCHOOL DISTRICT	1402000	03	215	3.7%	34.9%	24.2%



MAGNOLIA SCHOOL DISTRICT	1402000	04	193	9.8%	26.9%	30.1%
MAGNOLIA SCHOOL DISTRICT	1402000	05	210	4.3%	30.0%	37.6%
MAGNOLIA SCHOOL DISTRICT	1402000	06	222	9.5%	24.8%	27.9%
MAGNOLIA SCHOOL DISTRICT	1402000	07	187	4.8%	20.9%	34.2%
MAGNOLIA SCHOOL DISTRICT	1402000	08	210	9.5%	21.0%	27.6%
MAGNOLIA SCHOOL DISTRICT	1402000	09	226	33.2%	21.2%	19.5%
MAGNOLIA SCHOOL DISTRICT	1402000	10	192	42.2%	20.8%	17.2%
EMERSON-TAYLOR-BRADLEY SCH	1408000	03	75	5.3%	13.3%	26.7%
EMERSON-TAYLOR-BRADLEY SCH	1408000	04	92	3.3%	23.9%	32.6%
EMERSON-TAYLOR-BRADLEY SCH	1408000	05	73	1.4%	11.0%	47.9%
EMERSON-TAYLOR-BRADLEY SCH	1408000	06	74	1.4%	21.6%	29.7%
EMERSON-TAYLOR-BRADLEY SCH	1408000	07	86	1.2%	16.3%	37.2%
EMERSON-TAYLOR-BRADLEY SCH	1408000	08	65	7.7%	18.5%	21.5%
EMERSON-TAYLOR-BRADLEY SCH	1408000	09	73	9.6%	16.4%	31.5%
EMERSON-TAYLOR-BRADLEY SCH	1408000	10	65	16.9%	24.6%	16.9%
NEMO VISTA SCHOOL DISTRICT	1503000	03	26	0.0%	15.4%	15.4%
NEMO VISTA SCHOOL DISTRICT	1503000	04	25	0.0%	28.0%	24.0%
NEMO VISTA SCHOOL DISTRICT	1503000	05	29	0.0%	13.8%	34.5%
NEMO VISTA SCHOOL DISTRICT	1503000	06	27	3.7%	14.8%	33.3%
NEMO VISTA SCHOOL DISTRICT	1503000	07	32	0.0%	9.4%	31.3%
NEMO VISTA SCHOOL DISTRICT	1503000	08	35	5.7%	17.1%	31.4%
NEMO VISTA SCHOOL DISTRICT	1503000	09	33	18.2%	18.2%	15.2%
NEMO VISTA SCHOOL DISTRICT	1503000	10	45	22.2%	28.9%	13.3%
WONDERVIEW SCHOOL DISTRICT	1505000	03	36	2.8%	19.4%	22.2%
WONDERVIEW SCHOOL DISTRICT	1505000	04	28	10.7%	21.4%	42.9%
WONDERVIEW SCHOOL DISTRICT	1505000	05	31	3.2%	29.0%	41.9%
WONDERVIEW SCHOOL DISTRICT	1505000	06	39	7.7%	12.8%	48.7%
WONDERVIEW SCHOOL DISTRICT	1505000	07	26	3.8%	3.8%	53.8%
WONDERVIEW SCHOOL DISTRICT	1505000	08	31	6.5%	25.8%	25.8%
WONDERVIEW SCHOOL DISTRICT	1505000	09	29	24.1%	24.1%	24.1%
WONDERVIEW SCHOOL DISTRICT	1505000	10	32	18.8%	31.3%	31.3%
SOUTH CONWAY COUNTY SCHOOL	1507000	03	163	3.7%	18.4%	22.1%
SOUTH CONWAY COUNTY SCHOOL	1507000	04	175	5.7%	26.3%	33.7%
SOUTH CONWAY COUNTY SCHOOL	1507000	05	158	4.4%	22.8%	43.0%
SOUTH CONWAY COUNTY SCHOOL	1507000	06	169	4.7%	26.6%	34.3%
SOUTH CONWAY COUNTY SCHOOL	1507000	07	156	5.1%	15.4%	37.2%
SOUTH CONWAY COUNTY SCHOOL	1507000	08	166	3.6%	13.9%	34.9%
SOUTH CONWAY COUNTY SCHOOL	1507000	09	212	28.8%	23.6%	27.8%
SOUTH CONWAY COUNTY SCHOOL	1507000	10	163	23.9%	22.1%	32.5%
BAY SCHOOL DISTRICT	1601000	03	42	0.0%	28.6%	21.4%
BAY SCHOOL DISTRICT	1601000	04	41	12.2%	17.1%	41.5%
BAY SCHOOL DISTRICT	1601000	05	41	2.4%	12.2%	58.5%
BAY SCHOOL DISTRICT	1601000	06	51	2.0%	17.6%	41.2%
BAY SCHOOL DISTRICT	1601000	07	39	2.6%	17.9%	41.0%
BAY SCHOOL DISTRICT	1601000	08	51	13.7%	19.6%	29.4%
BAY SCHOOL DISTRICT	1601000	09	47	17.0%	14.9%	29.8%
BAY SCHOOL DISTRICT	1601000	10	39	17.9%	23.1%	20.5%
WESTSIDE CONSOLIDATED SCHOOL	1602000	03	124	4.8%	41.1%	21.8%
WESTSIDE CONSOLIDATED SCHOOL	1602000	04	116	15.5%	25.0%	35.3%

WESTSIDE CONSOLIDATED SCHC 1602000	05	106	1.9%	29.2%	37.7%
WESTSIDE CONSOLIDATED SCHC 1602000	06	136	5.1%	17.6%	41.9%
WESTSIDE CONSOLIDATED SCHC 1602000	07	156	1.9%	20.5%	33.3%
WESTSIDE CONSOLIDATED SCHC 1602000	08	137	6.6%	17.5%	28.5%
WESTSIDE CONSOLIDATED SCHC 1602000	09	136	22.1%	23.5%	27.9%
WESTSIDE CONSOLIDATED SCHC 1602000	10	154	22.1%	16.2%	26.6%
BROOKLAND SCHOOL DISTRICT 1603000	03	167	0.6%	13.8%	22.8%
BROOKLAND SCHOOL DISTRICT 1603000	04	179	3.4%	17.9%	31.8%
BROOKLAND SCHOOL DISTRICT 1603000	05	172	4.7%	19.2%	42.4%
BROOKLAND SCHOOL DISTRICT 1603000	06	162	4.9%	11.1%	39.5%
BROOKLAND SCHOOL DISTRICT 1603000	07	199	4.0%	14.1%	31.7%
BROOKLAND SCHOOL DISTRICT 1603000	08	153	5.9%	9.2%	26.1%
BROOKLAND SCHOOL DISTRICT 1603000	09	151	18.5%	23.8%	23.8%
BROOKLAND SCHOOL DISTRICT 1603000	10	158	15.2%	20.9%	23.4%
BUFFALO ISLAND CENTRAL SCHC 1605000	03	58	1.7%	19.0%	27.6%
BUFFALO ISLAND CENTRAL SCHC 1605000	04	50	6.0%	8.0%	44.0%
BUFFALO ISLAND CENTRAL SCHC 1605000	05	55	5.5%	16.4%	29.1%
BUFFALO ISLAND CENTRAL SCHC 1605000	06	58	6.9%	19.0%	34.5%
BUFFALO ISLAND CENTRAL SCHC 1605000	07	53	1.9%	7.5%	43.4%
BUFFALO ISLAND CENTRAL SCHC 1605000	08	54	5.6%	18.5%	22.2%
BUFFALO ISLAND CENTRAL SCHC 1605000	09	62	12.9%	16.1%	37.1%
BUFFALO ISLAND CENTRAL SCHC 1605000	10	59	10.2%	20.3%	33.9%
JONESBORO SCHOOL DISTRICT 1608000	03	488	4.3%	28.3%	25.2%
JONESBORO SCHOOL DISTRICT 1608000	04	436	13.8%	27.3%	32.6%
JONESBORO SCHOOL DISTRICT 1608000	05	451	7.1%	30.4%	32.6%
JONESBORO SCHOOL DISTRICT 1608000	06	401	7.7%	25.7%	32.7%
JONESBORO SCHOOL DISTRICT 1608000	07	438	7.5%	22.6%	33.1%
JONESBORO SCHOOL DISTRICT 1608000	08	413	13.1%	21.1%	29.5%
JONESBORO SCHOOL DISTRICT 1608000	09	438	29.7%	24.4%	25.3%
JONESBORO SCHOOL DISTRICT 1608000	10	376	27.1%	25.3%	21.0%
NETTLETON SCHOOL DISTRICT 1611000	03	269	3.3%	30.1%	23.4%
NETTLETON SCHOOL DISTRICT 1611000	04	244	8.6%	23.0%	36.5%
NETTLETON SCHOOL DISTRICT 1611000	05	231	5.6%	25.1%	35.9%
NETTLETON SCHOOL DISTRICT 1611000	06	263	7.6%	22.1%	33.1%
NETTLETON SCHOOL DISTRICT 1611000	07	227	9.7%	22.9%	34.4%
NETTLETON SCHOOL DISTRICT 1611000	08	225	10.2%	20.9%	30.2%
NETTLETON SCHOOL DISTRICT 1611000	09	259	23.6%	18.9%	24.3%
NETTLETON SCHOOL DISTRICT 1611000	10	213	26.8%	26.8%	19.7%
VALLEY VIEW SCHOOL DISTRICT 1612000	03	211	2.8%	11.4%	21.3%
VALLEY VIEW SCHOOL DISTRICT 1612000	04	220	3.6%	8.2%	27.3%
VALLEY VIEW SCHOOL DISTRICT 1612000	05	181	3.3%	9.9%	30.9%
VALLEY VIEW SCHOOL DISTRICT 1612000	06	240	1.7%	9.2%	25.4%
VALLEY VIEW SCHOOL DISTRICT 1612000	07	223	0.4%	5.4%	22.9%
VALLEY VIEW SCHOOL DISTRICT 1612000	08	203	3.9%	7.9%	16.7%
VALLEY VIEW SCHOOL DISTRICT 1612000	09	189	6.3%	10.6%	21.2%
VALLEY VIEW SCHOOL DISTRICT 1612000	10	194	4.6%	8.2%	26.8%
RIVERSIDE SCHOOL DISTRICT 1613000	03	54	0.0%	7.4%	25.9%
RIVERSIDE SCHOOL DISTRICT 1613000	04	55	1.8%	27.3%	29.1%
RIVERSIDE SCHOOL DISTRICT 1613000	05	63	4.8%	14.3%	41.3%

RIVERSIDE SCHOOL DISTRICT	1613000	06	60	3.3%	13.3%	55.0%
RIVERSIDE SCHOOL DISTRICT	1613000	07	58	5.2%	15.5%	36.2%
RIVERSIDE SCHOOL DISTRICT	1613000	08	57	0.0%	19.3%	31.6%
RIVERSIDE SCHOOL DISTRICT	1613000	09	61	26.2%	19.7%	29.5%
RIVERSIDE SCHOOL DISTRICT	1613000	10	63	20.6%	12.7%	27.0%
ALMA SCHOOL DISTRICT	1701000	03	260	1.2%	16.2%	24.2%
ALMA SCHOOL DISTRICT	1701000	04	233	8.2%	25.8%	31.8%
ALMA SCHOOL DISTRICT	1701000	05	223	3.1%	18.8%	35.0%
ALMA SCHOOL DISTRICT	1701000	06	224	4.5%	25.0%	32.6%
ALMA SCHOOL DISTRICT	1701000	07	275	5.5%	26.9%	32.0%
ALMA SCHOOL DISTRICT	1701000	08	258	6.6%	16.3%	34.5%
ALMA SCHOOL DISTRICT	1701000	09	241	16.2%	17.8%	32.4%
ALMA SCHOOL DISTRICT	1701000	10	264	17.8%	21.6%	28.4%
CEDARVILLE SCHOOL DISTRICT	1702000	03	69	1.4%	23.2%	17.4%
CEDARVILLE SCHOOL DISTRICT	1702000	04	57	12.3%	24.6%	29.8%
CEDARVILLE SCHOOL DISTRICT	1702000	05	58	0.0%	34.5%	36.2%
CEDARVILLE SCHOOL DISTRICT	1702000	06	60	8.3%	23.3%	33.3%
CEDARVILLE SCHOOL DISTRICT	1702000	07	54	5.6%	14.8%	37.0%
CEDARVILLE SCHOOL DISTRICT	1702000	08	63	9.5%	23.8%	30.2%
CEDARVILLE SCHOOL DISTRICT	1702000	09	60	21.7%	26.7%	35.0%
CEDARVILLE SCHOOL DISTRICT	1702000	10	78	17.9%	26.9%	24.4%
MOUNTAINBURG SCHOOL DISTRICT	1703000	03	51	5.9%	35.3%	23.5%
MOUNTAINBURG SCHOOL DISTRICT	1703000	04	40	15.0%	25.0%	32.5%
MOUNTAINBURG SCHOOL DISTRICT	1703000	05	51	2.0%	21.6%	41.2%
MOUNTAINBURG SCHOOL DISTRICT	1703000	06	47	0.0%	34.0%	23.4%
MOUNTAINBURG SCHOOL DISTRICT	1703000	07	48	8.3%	10.4%	54.2%
MOUNTAINBURG SCHOOL DISTRICT	1703000	08	48	8.3%	33.3%	33.3%
MOUNTAINBURG SCHOOL DISTRICT	1703000	09	61	31.1%	19.7%	14.8%
MOUNTAINBURG SCHOOL DISTRICT	1703000	10	47	29.8%	34.0%	8.5%
MULBERRY SCHOOL DISTRICT	1704000	03	35	11.4%	28.6%	14.3%
MULBERRY SCHOOL DISTRICT	1704000	04	28	10.7%	17.9%	50.0%
MULBERRY SCHOOL DISTRICT	1704000	05	36	5.6%	30.6%	36.1%
MULBERRY SCHOOL DISTRICT	1704000	06	24	0.0%	20.8%	29.2%
MULBERRY SCHOOL DISTRICT	1704000	07	21	0.0%	23.8%	47.6%
MULBERRY SCHOOL DISTRICT	1704000	08	24	4.2%	25.0%	33.3%
MULBERRY SCHOOL DISTRICT	1704000	09	20	30.0%	20.0%	25.0%
MULBERRY SCHOOL DISTRICT	1704000	10	22	22.7%	18.2%	22.7%
VAN BUREN SCHOOL DISTRICT	1705000	03	429	5.1%	25.6%	24.9%
VAN BUREN SCHOOL DISTRICT	1705000	04	411	11.2%	25.8%	32.1%
VAN BUREN SCHOOL DISTRICT	1705000	05	421	5.0%	27.1%	39.7%
VAN BUREN SCHOOL DISTRICT	1705000	06	401	6.5%	29.4%	33.9%
VAN BUREN SCHOOL DISTRICT	1705000	07	410	2.2%	14.9%	40.2%
VAN BUREN SCHOOL DISTRICT	1705000	08	433	9.0%	22.9%	28.9%
VAN BUREN SCHOOL DISTRICT	1705000	09	443	21.0%	25.7%	26.4%
VAN BUREN SCHOOL DISTRICT	1705000	10	453	20.8%	26.9%	24.1%
EARLE SCHOOL DISTRICT	1802000	03	33	6.1%	45.5%	33.3%
EARLE SCHOOL DISTRICT	1802000	04	44	20.5%	34.1%	34.1%
EARLE SCHOOL DISTRICT	1802000	05	34	5.9%	29.4%	41.2%
EARLE SCHOOL DISTRICT	1802000	06	46	6.5%	34.8%	41.3%

EARLE SCHOOL DISTRICT	1802000	07	41	2.4%	29.3%	56.1%
EARLE SCHOOL DISTRICT	1802000	08	50	12.0%	46.0%	26.0%
EARLE SCHOOL DISTRICT	1802000	09	60	41.7%	26.7%	23.3%
EARLE SCHOOL DISTRICT	1802000	10	37	24.3%	40.5%	18.9%
WEST MEMPHIS SCHOOL DISTRICT	1803000	03	470	5.5%	32.6%	28.7%
WEST MEMPHIS SCHOOL DISTRICT	1803000	04	411	12.9%	28.5%	38.2%
WEST MEMPHIS SCHOOL DISTRICT	1803000	05	391	6.9%	32.5%	35.0%
WEST MEMPHIS SCHOOL DISTRICT	1803000	06	399	9.8%	27.6%	32.8%
WEST MEMPHIS SCHOOL DISTRICT	1803000	07	407	7.9%	24.3%	37.1%
WEST MEMPHIS SCHOOL DISTRICT	1803000	08	420	13.8%	32.9%	29.0%
WEST MEMPHIS SCHOOL DISTRICT	1803000	09	379	33.0%	27.7%	21.9%
WEST MEMPHIS SCHOOL DISTRICT	1803000	10	366	30.9%	29.8%	22.7%
MARION SCHOOL DISTRICT	1804000	03	322	4.0%	24.8%	27.6%
MARION SCHOOL DISTRICT	1804000	04	270	10.7%	35.2%	32.2%
MARION SCHOOL DISTRICT	1804000	05	306	6.5%	26.8%	40.5%
MARION SCHOOL DISTRICT	1804000	06	315	9.8%	31.1%	37.5%
MARION SCHOOL DISTRICT	1804000	07	310	7.4%	24.5%	40.3%
MARION SCHOOL DISTRICT	1804000	08	304	11.5%	24.7%	28.6%
MARION SCHOOL DISTRICT	1804000	09	352	29.8%	21.9%	25.3%
MARION SCHOOL DISTRICT	1804000	10	341	18.8%	24.3%	25.8%
CROSS COUNTY SCHOOL DISTRICT	1901000	03	49	4.1%	20.4%	22.4%
CROSS COUNTY SCHOOL DISTRICT	1901000	04	53	3.8%	20.8%	32.1%
CROSS COUNTY SCHOOL DISTRICT	1901000	05	38	2.6%	15.8%	23.7%
CROSS COUNTY SCHOOL DISTRICT	1901000	06	47	8.5%	21.3%	44.7%
CROSS COUNTY SCHOOL DISTRICT	1901000	07	43	0.0%	14.0%	41.9%
CROSS COUNTY SCHOOL DISTRICT	1901000	08	52	5.8%	13.5%	30.8%
CROSS COUNTY SCHOOL DISTRICT	1901000	09	50	44.0%	18.0%	18.0%
CROSS COUNTY SCHOOL DISTRICT	1901000	10	43	23.3%	37.2%	14.0%
WYNNE SCHOOL DISTRICT	1905000	03	212	1.9%	16.0%	27.8%
WYNNE SCHOOL DISTRICT	1905000	04	180	6.1%	17.2%	31.1%
WYNNE SCHOOL DISTRICT	1905000	05	211	3.3%	24.6%	29.9%
WYNNE SCHOOL DISTRICT	1905000	06	201	5.0%	22.4%	35.3%
WYNNE SCHOOL DISTRICT	1905000	07	192	5.2%	12.5%	36.5%
WYNNE SCHOOL DISTRICT	1905000	08	195	5.6%	17.9%	29.2%
WYNNE SCHOOL DISTRICT	1905000	09	224	24.1%	21.4%	29.0%
WYNNE SCHOOL DISTRICT	1905000	10	194	21.6%	26.3%	25.8%
FORDYCE SCHOOL DISTRICT	2002000	03	65	4.6%	29.2%	33.8%
FORDYCE SCHOOL DISTRICT	2002000	04	46	6.5%	32.6%	28.3%
FORDYCE SCHOOL DISTRICT	2002000	05	68	4.4%	33.8%	39.7%
FORDYCE SCHOOL DISTRICT	2002000	06	55	5.5%	20.0%	49.1%
FORDYCE SCHOOL DISTRICT	2002000	07	59	15.3%	22.0%	40.7%
FORDYCE SCHOOL DISTRICT	2002000	08	60	11.7%	35.0%	31.7%
FORDYCE SCHOOL DISTRICT	2002000	09	42	31.0%	16.7%	38.1%
FORDYCE SCHOOL DISTRICT	2002000	10	46	13.0%	32.6%	23.9%
DUMAS SCHOOL DISTRICT	2104000	03	97	11.3%	44.3%	15.5%
DUMAS SCHOOL DISTRICT	2104000	04	111	15.3%	35.1%	34.2%
DUMAS SCHOOL DISTRICT	2104000	05	75	5.3%	30.7%	38.7%
DUMAS SCHOOL DISTRICT	2104000	06	81	9.9%	25.9%	35.8%
DUMAS SCHOOL DISTRICT	2104000	07	110	3.6%	24.5%	43.6%



DUMAS SCHOOL DISTRICT	2104000	08	107	14.0%	30.8%	29.0%
DUMAS SCHOOL DISTRICT	2104000	09	102	38.2%	27.5%	20.6%
DUMAS SCHOOL DISTRICT	2104000	10	110	27.3%	23.6%	30.9%
MCGEHEE SCHOOL DISTRICT	2105000	03	113	5.3%	31.0%	29.2%
MCGEHEE SCHOOL DISTRICT	2105000	04	104	10.6%	30.8%	33.7%
MCGEHEE SCHOOL DISTRICT	2105000	05	88	3.4%	30.7%	28.4%
MCGEHEE SCHOOL DISTRICT	2105000	06	94	10.6%	20.2%	40.4%
MCGEHEE SCHOOL DISTRICT	2105000	07	83	2.4%	26.5%	39.8%
MCGEHEE SCHOOL DISTRICT	2105000	08	76	17.1%	19.7%	36.8%
MCGEHEE SCHOOL DISTRICT	2105000	09	83	24.1%	19.3%	20.5%
MCGEHEE SCHOOL DISTRICT	2105000	10	78	44.9%	24.4%	23.1%
DREW CENTRAL SCHOOL DISTRICT	2202000	03	66	4.5%	25.8%	28.8%
DREW CENTRAL SCHOOL DISTRICT	2202000	04	63	4.8%	25.4%	46.0%
DREW CENTRAL SCHOOL DISTRICT	2202000	05	74	2.7%	27.0%	37.8%
DREW CENTRAL SCHOOL DISTRICT	2202000	06	65	6.2%	23.1%	43.1%
DREW CENTRAL SCHOOL DISTRICT	2202000	07	95	4.2%	17.9%	43.2%
DREW CENTRAL SCHOOL DISTRICT	2202000	08	72	12.5%	26.4%	25.0%
DREW CENTRAL SCHOOL DISTRICT	2202000	09	81	28.4%	32.1%	19.8%
DREW CENTRAL SCHOOL DISTRICT	2202000	10	92	20.7%	30.4%	20.7%
MONTICELLO SCHOOL DISTRICT	2203000	03	169	4.7%	21.9%	33.1%
MONTICELLO SCHOOL DISTRICT	2203000	04	145	6.9%	28.3%	36.6%
MONTICELLO SCHOOL DISTRICT	2203000	05	132	3.0%	14.4%	41.7%
MONTICELLO SCHOOL DISTRICT	2203000	06	135	2.2%	23.7%	41.5%
MONTICELLO SCHOOL DISTRICT	2203000	07	114	5.3%	20.2%	51.8%
MONTICELLO SCHOOL DISTRICT	2203000	08	159	6.3%	26.4%	29.6%
MONTICELLO SCHOOL DISTRICT	2203000	09	147	23.8%	25.2%	25.2%
MONTICELLO SCHOOL DISTRICT	2203000	10	179	21.2%	30.7%	26.3%
CONWAY SCHOOL DISTRICT	2301000	03	782	3.6%	17.9%	22.8%
CONWAY SCHOOL DISTRICT	2301000	04	760	5.8%	14.3%	33.0%
CONWAY SCHOOL DISTRICT	2301000	05	720	2.1%	22.5%	40.3%
CONWAY SCHOOL DISTRICT	2301000	06	709	4.1%	22.0%	32.4%
CONWAY SCHOOL DISTRICT	2301000	07	682	4.3%	16.6%	38.0%
CONWAY SCHOOL DISTRICT	2301000	08	728	5.6%	17.9%	30.8%
CONWAY SCHOOL DISTRICT	2301000	09	714	22.4%	18.2%	24.6%
CONWAY SCHOOL DISTRICT	2301000	10	640	13.1%	18.9%	24.4%
GREENBRIER SCHOOL DISTRICT	2303000	03	252	2.4%	16.3%	22.6%
GREENBRIER SCHOOL DISTRICT	2303000	04	252	6.3%	17.1%	31.7%
GREENBRIER SCHOOL DISTRICT	2303000	05	248	1.2%	12.5%	38.3%
GREENBRIER SCHOOL DISTRICT	2303000	06	272	4.0%	18.4%	32.4%
GREENBRIER SCHOOL DISTRICT	2303000	07	264	2.7%	11.4%	32.6%
GREENBRIER SCHOOL DISTRICT	2303000	08	273	2.9%	12.5%	23.8%
GREENBRIER SCHOOL DISTRICT	2303000	09	270	8.1%	17.8%	23.0%
GREENBRIER SCHOOL DISTRICT	2303000	10	267	8.6%	12.0%	24.7%
GUY-PERKINS SCHOOL DISTRICT	2304000	03	48	8.3%	25.0%	18.8%
GUY-PERKINS SCHOOL DISTRICT	2304000	04	23	17.4%	13.0%	30.4%
GUY-PERKINS SCHOOL DISTRICT	2304000	05	32	0.0%	18.8%	46.9%
GUY-PERKINS SCHOOL DISTRICT	2304000	06	21	4.8%	14.3%	52.4%
GUY-PERKINS SCHOOL DISTRICT	2304000	07	19	10.5%	10.5%	47.4%
GUY-PERKINS SCHOOL DISTRICT	2304000	08	33	18.2%	30.3%	18.2%

GUY-PERKINS SCHOOL DISTRICT 2304000	09	28	17.9%	14.3%	35.7%
GUY-PERKINS SCHOOL DISTRICT 2304000	10	31	32.3%	32.3%	16.1%
MAYFLOWER SCHOOL DISTRICT 2305000	03	89	3.4%	29.2%	28.1%
MAYFLOWER SCHOOL DISTRICT 2305000	04	79	0.0%	20.3%	36.7%
MAYFLOWER SCHOOL DISTRICT 2305000	05	65	1.5%	18.5%	41.5%
MAYFLOWER SCHOOL DISTRICT 2305000	06	72	6.9%	22.2%	33.3%
MAYFLOWER SCHOOL DISTRICT 2305000	07	88	4.5%	18.2%	40.9%
MAYFLOWER SCHOOL DISTRICT 2305000	08	83	13.3%	24.1%	25.3%
MAYFLOWER SCHOOL DISTRICT 2305000	09	83	16.9%	18.1%	31.3%
MAYFLOWER SCHOOL DISTRICT 2305000	10	100	17.0%	25.0%	32.0%
MT. VERNON/ENOLA SCHOOL D 2306000	03	36	2.8%	16.7%	36.1%
MT. VERNON/ENOLA SCHOOL D 2306000	04	38	0.0%	10.5%	31.6%
MT. VERNON/ENOLA SCHOOL D 2306000	05	33	6.1%	21.2%	39.4%
MT. VERNON/ENOLA SCHOOL D 2306000	06	38	7.9%	15.8%	23.7%
MT. VERNON/ENOLA SCHOOL D 2306000	07	44	2.3%	11.4%	36.4%
MT. VERNON/ENOLA SCHOOL D 2306000	08	49	8.2%	14.3%	24.5%
MT. VERNON/ENOLA SCHOOL D 2306000	09	27	3.7%	14.8%	29.6%
MT. VERNON/ENOLA SCHOOL D 2306000	10	41	7.3%	24.4%	26.8%
VILONIA SCHOOL DISTRICT 2307000	03	253	2.0%	17.0%	19.4%
VILONIA SCHOOL DISTRICT 2307000	04	240	7.1%	23.3%	36.3%
VILONIA SCHOOL DISTRICT 2307000	05	240	1.7%	26.7%	31.7%
VILONIA SCHOOL DISTRICT 2307000	06	263	2.3%	20.5%	35.0%
VILONIA SCHOOL DISTRICT 2307000	07	234	1.3%	15.0%	37.6%
VILONIA SCHOOL DISTRICT 2307000	08	231	5.2%	14.3%	29.4%
VILONIA SCHOOL DISTRICT 2307000	09	265	9.4%	20.8%	32.5%
VILONIA SCHOOL DISTRICT 2307000	10	231	10.0%	19.9%	26.0%
CHARLESTON SCHOOL DISTRICT 2402000	03	72	2.8%	18.1%	31.9%
CHARLESTON SCHOOL DISTRICT 2402000	04	74	6.8%	20.3%	36.5%
CHARLESTON SCHOOL DISTRICT 2402000	05	62	3.2%	17.7%	30.6%
CHARLESTON SCHOOL DISTRICT 2402000	06	61	9.8%	18.0%	34.4%
CHARLESTON SCHOOL DISTRICT 2402000	07	56	3.6%	14.3%	37.5%
CHARLESTON SCHOOL DISTRICT 2402000	08	72	4.2%	23.6%	26.4%
CHARLESTON SCHOOL DISTRICT 2402000	09	78	17.9%	21.8%	20.5%
CHARLESTON SCHOOL DISTRICT 2402000	10	64	15.6%	28.1%	17.2%
COUNTY LINE SCHOOL DISTRICT 2403000	03	23	4.3%	8.7%	39.1%
COUNTY LINE SCHOOL DISTRICT 2403000	04	35	2.9%	25.7%	31.4%
COUNTY LINE SCHOOL DISTRICT 2403000	05	33	6.1%	18.2%	36.4%
COUNTY LINE SCHOOL DISTRICT 2403000	06	33	3.0%	27.3%	30.3%
COUNTY LINE SCHOOL DISTRICT 2403000	07	35	0.0%	22.9%	25.7%
COUNTY LINE SCHOOL DISTRICT 2403000	08	39	5.1%	15.4%	41.0%
COUNTY LINE SCHOOL DISTRICT 2403000	09	38	18.4%	15.8%	28.9%
COUNTY LINE SCHOOL DISTRICT 2403000	10	35	14.3%	17.1%	20.0%
OZARK SCHOOL DISTRICT 2404000	03	148	2.0%	24.3%	25.0%
OZARK SCHOOL DISTRICT 2404000	04	141	9.2%	22.0%	39.0%
OZARK SCHOOL DISTRICT 2404000	05	150	4.7%	24.0%	36.0%
OZARK SCHOOL DISTRICT 2404000	06	131	6.9%	20.6%	38.9%
OZARK SCHOOL DISTRICT 2404000	07	137	2.9%	18.2%	34.3%
OZARK SCHOOL DISTRICT 2404000	08	144	8.3%	14.6%	25.7%
OZARK SCHOOL DISTRICT 2404000	09	150	16.0%	14.7%	24.7%

OZARK SCHOOL DISTRICT	2404000	10	118	23.7%	21.2%	29.7%
MAMMOTH SPRING SCHOOL DISTRICT	2501000	03	32	0.0%	21.9%	28.1%
MAMMOTH SPRING SCHOOL DISTRICT	2501000	04	44	9.1%	18.2%	36.4%
MAMMOTH SPRING SCHOOL DISTRICT	2501000	05	33	0.0%	6.1%	30.3%
MAMMOTH SPRING SCHOOL DISTRICT	2501000	06	40	0.0%	15.0%	30.0%
MAMMOTH SPRING SCHOOL DISTRICT	2501000	07	33	0.0%	12.1%	42.4%
MAMMOTH SPRING SCHOOL DISTRICT	2501000	08	33	9.1%	15.2%	24.2%
MAMMOTH SPRING SCHOOL DISTRICT	2501000	09	29	17.2%	20.7%	34.5%
MAMMOTH SPRING SCHOOL DISTRICT	2501000	10	39	12.8%	12.8%	51.3%
SALEM SCHOOL DISTRICT	2502000	03	46	2.2%	4.3%	15.2%
SALEM SCHOOL DISTRICT	2502000	04	65	3.1%	12.3%	23.1%
SALEM SCHOOL DISTRICT	2502000	05	55	0.0%	12.7%	29.1%
SALEM SCHOOL DISTRICT	2502000	06	66	0.0%	16.7%	25.8%
SALEM SCHOOL DISTRICT	2502000	07	66	6.1%	9.1%	34.8%
SALEM SCHOOL DISTRICT	2502000	08	46	4.3%	15.2%	21.7%
SALEM SCHOOL DISTRICT	2502000	09	63	17.5%	14.3%	31.7%
SALEM SCHOOL DISTRICT	2502000	10	59	13.6%	18.6%	22.0%
VIOLA SCHOOL DISTRICT	2503000	03	32	0.0%	15.6%	34.4%
VIOLA SCHOOL DISTRICT	2503000	04	36	8.3%	19.4%	38.9%
VIOLA SCHOOL DISTRICT	2503000	05	29	3.4%	10.3%	37.9%
VIOLA SCHOOL DISTRICT	2503000	06	29	0.0%	10.3%	20.7%
VIOLA SCHOOL DISTRICT	2503000	07	25	4.0%	8.0%	40.0%
VIOLA SCHOOL DISTRICT	2503000	08	35	2.9%	8.6%	48.6%
VIOLA SCHOOL DISTRICT	2503000	09	31	12.9%	41.9%	32.3%
VIOLA SCHOOL DISTRICT	2503000	10	32	15.6%	25.0%	34.4%
CUTTER-MORNING STAR SCHOOL DISTRICT	2601000	03	41	2.4%	9.8%	41.5%
CUTTER-MORNING STAR SCHOOL DISTRICT	2601000	04	39	15.4%	41.0%	30.8%
CUTTER-MORNING STAR SCHOOL DISTRICT	2601000	05	40	0.0%	27.5%	30.0%
CUTTER-MORNING STAR SCHOOL DISTRICT	2601000	06	48	6.3%	16.7%	41.7%
CUTTER-MORNING STAR SCHOOL DISTRICT	2601000	07	51	3.9%	21.6%	39.2%
CUTTER-MORNING STAR SCHOOL DISTRICT	2601000	08	48	10.4%	10.4%	41.7%
CUTTER-MORNING STAR SCHOOL DISTRICT	2601000	09	37	35.1%	10.8%	24.3%
CUTTER-MORNING STAR SCHOOL DISTRICT	2601000	10	43	16.3%	23.3%	23.3%
FOUNTAIN LAKE SCHOOL DISTRICT	2602000	03	94	0.0%	23.4%	22.3%
FOUNTAIN LAKE SCHOOL DISTRICT	2602000	04	83	7.2%	14.5%	28.9%
FOUNTAIN LAKE SCHOOL DISTRICT	2602000	05	115	3.5%	14.8%	38.3%
FOUNTAIN LAKE SCHOOL DISTRICT	2602000	06	114	5.3%	14.9%	29.8%
FOUNTAIN LAKE SCHOOL DISTRICT	2602000	07	107	2.8%	10.3%	46.7%
FOUNTAIN LAKE SCHOOL DISTRICT	2602000	08	101	2.0%	13.9%	34.7%
FOUNTAIN LAKE SCHOOL DISTRICT	2602000	09	119	20.2%	13.4%	28.6%
FOUNTAIN LAKE SCHOOL DISTRICT	2602000	10	99	19.2%	21.2%	23.2%
HOT SPRINGS SCHOOL DISTRICT	2603000	03	294	2.4%	20.7%	25.2%
HOT SPRINGS SCHOOL DISTRICT	2603000	04	265	6.0%	19.2%	35.1%
HOT SPRINGS SCHOOL DISTRICT	2603000	05	270	4.4%	28.5%	33.7%
HOT SPRINGS SCHOOL DISTRICT	2603000	06	261	9.6%	23.0%	34.1%
HOT SPRINGS SCHOOL DISTRICT	2603000	07	249	4.8%	22.9%	40.2%
HOT SPRINGS SCHOOL DISTRICT	2603000	08	246	11.4%	21.1%	31.3%
HOT SPRINGS SCHOOL DISTRICT	2603000	09	263	34.2%	25.5%	19.4%
HOT SPRINGS SCHOOL DISTRICT	2603000	10	235	33.6%	24.7%	20.0%

JESSIEVILLE SCHOOL DISTRICT	2604000	03	75	4.0%	29.3%	29.3%
JESSIEVILLE SCHOOL DISTRICT	2604000	04	78	9.0%	29.5%	39.7%
JESSIEVILLE SCHOOL DISTRICT	2604000	05	78	3.8%	21.8%	42.3%
JESSIEVILLE SCHOOL DISTRICT	2604000	06	76	14.5%	27.6%	25.0%
JESSIEVILLE SCHOOL DISTRICT	2604000	07	58	6.9%	19.0%	37.9%
JESSIEVILLE SCHOOL DISTRICT	2604000	08	64	3.1%	28.1%	35.9%
JESSIEVILLE SCHOOL DISTRICT	2604000	09	74	23.0%	24.3%	33.8%
JESSIEVILLE SCHOOL DISTRICT	2604000	10	69	23.2%	29.0%	15.9%
LAKE HAMILTON SCHOOL DISTRICT	2605000	03	328	3.0%	18.3%	26.5%
LAKE HAMILTON SCHOOL DISTRICT	2605000	04	326	2.1%	16.9%	39.9%
LAKE HAMILTON SCHOOL DISTRICT	2605000	05	356	3.7%	15.2%	37.4%
LAKE HAMILTON SCHOOL DISTRICT	2605000	06	328	4.9%	25.3%	32.6%
LAKE HAMILTON SCHOOL DISTRICT	2605000	07	336	0.9%	15.8%	41.7%
LAKE HAMILTON SCHOOL DISTRICT	2605000	08	333	6.6%	20.7%	27.6%
LAKE HAMILTON SCHOOL DISTRICT	2605000	09	344	18.3%	19.2%	31.1%
LAKE HAMILTON SCHOOL DISTRICT	2605000	10	324	12.7%	17.3%	23.5%
LAKESIDE SCHOOL DISTRICT (GA)	2606000	03	262	2.3%	22.5%	17.9%
LAKESIDE SCHOOL DISTRICT (GA)	2606000	04	259	8.9%	18.9%	30.9%
LAKESIDE SCHOOL DISTRICT (GA)	2606000	05	238	1.7%	13.0%	36.6%
LAKESIDE SCHOOL DISTRICT (GA)	2606000	06	251	2.8%	15.1%	37.1%
LAKESIDE SCHOOL DISTRICT (GA)	2606000	07	269	1.1%	12.3%	39.8%
LAKESIDE SCHOOL DISTRICT (GA)	2606000	08	278	4.7%	15.1%	27.0%
LAKESIDE SCHOOL DISTRICT (GA)	2606000	09	258	13.6%	19.4%	22.9%
LAKESIDE SCHOOL DISTRICT (GA)	2606000	10	235	12.8%	20.9%	23.0%
MOUNTAIN PINE SCHOOL DISTRICT	2607000	03	41	4.9%	26.8%	22.0%
MOUNTAIN PINE SCHOOL DISTRICT	2607000	04	42	11.9%	16.7%	47.6%
MOUNTAIN PINE SCHOOL DISTRICT	2607000	05	37	5.4%	27.0%	43.2%
MOUNTAIN PINE SCHOOL DISTRICT	2607000	06	39	15.4%	35.9%	20.5%
MOUNTAIN PINE SCHOOL DISTRICT	2607000	07	46	13.0%	17.4%	32.6%
MOUNTAIN PINE SCHOOL DISTRICT	2607000	08	36	8.3%	11.1%	41.7%
MOUNTAIN PINE SCHOOL DISTRICT	2607000	09	37	40.5%	18.9%	29.7%
MOUNTAIN PINE SCHOOL DISTRICT	2607000	10	39	30.8%	23.1%	20.5%
POYEN SCHOOL DISTRICT	2703000	03	39	7.7%	20.5%	25.6%
POYEN SCHOOL DISTRICT	2703000	04	52	5.8%	21.2%	25.0%
POYEN SCHOOL DISTRICT	2703000	05	36	11.1%	22.2%	33.3%
POYEN SCHOOL DISTRICT	2703000	06	43	2.3%	18.6%	27.9%
POYEN SCHOOL DISTRICT	2703000	07	40	2.5%	22.5%	32.5%
POYEN SCHOOL DISTRICT	2703000	08	40	2.5%	17.5%	20.0%
POYEN SCHOOL DISTRICT	2703000	09	44	29.5%	18.2%	36.4%
POYEN SCHOOL DISTRICT	2703000	10	53	28.3%	32.1%	22.6%
SHERIDAN SCHOOL DISTRICT	2705000	03	332	3.0%	22.9%	27.1%
SHERIDAN SCHOOL DISTRICT	2705000	04	306	6.2%	17.3%	45.1%
SHERIDAN SCHOOL DISTRICT	2705000	05	326	3.1%	21.2%	43.3%
SHERIDAN SCHOOL DISTRICT	2705000	06	315	5.4%	21.0%	36.8%
SHERIDAN SCHOOL DISTRICT	2705000	07	306	3.3%	14.4%	37.9%
SHERIDAN SCHOOL DISTRICT	2705000	08	336	10.4%	19.3%	32.7%
SHERIDAN SCHOOL DISTRICT	2705000	09	329	25.2%	20.4%	26.4%
SHERIDAN SCHOOL DISTRICT	2705000	10	310	11.0%	21.6%	26.8%
MARMADUKE SCHOOL DISTRICT	2803000	03	56	0.0%	17.9%	25.0%



MARMADUKE SCHOOL DISTRICT 2803000	04	63	4.8%	25.4%	28.6%
MARMADUKE SCHOOL DISTRICT 2803000	05	65	9.2%	27.7%	47.7%
MARMADUKE SCHOOL DISTRICT 2803000	06	50	4.0%	12.0%	40.0%
MARMADUKE SCHOOL DISTRICT 2803000	07	59	5.1%	30.5%	44.1%
MARMADUKE SCHOOL DISTRICT 2803000	08	54	13.0%	33.3%	16.7%
MARMADUKE SCHOOL DISTRICT 2803000	09	63	25.4%	6.3%	30.2%
MARMADUKE SCHOOL DISTRICT 2803000	10	59	11.9%	20.3%	22.0%
GREENE COUNTY TECH SCHOOL 2807000	03	266	5.3%	25.9%	23.3%
GREENE COUNTY TECH SCHOOL 2807000	04	271	9.6%	23.2%	37.6%
GREENE COUNTY TECH SCHOOL 2807000	05	276	2.2%	17.8%	35.9%
GREENE COUNTY TECH SCHOOL 2807000	06	275	7.3%	16.7%	37.1%
GREENE COUNTY TECH SCHOOL 2807000	07	271	3.7%	10.7%	45.0%
GREENE COUNTY TECH SCHOOL 2807000	08	287	3.5%	18.5%	27.9%
GREENE COUNTY TECH SCHOOL 2807000	09	232	16.8%	23.3%	28.0%
GREENE COUNTY TECH SCHOOL 2807000	10	287	18.8%	17.4%	29.3%
PARAGOULD SCHOOL DISTRICT 2808000	03	246	3.3%	24.8%	24.8%
PARAGOULD SCHOOL DISTRICT 2808000	04	232	11.2%	23.3%	33.2%
PARAGOULD SCHOOL DISTRICT 2808000	05	237	6.3%	20.7%	35.4%
PARAGOULD SCHOOL DISTRICT 2808000	06	238	10.9%	18.5%	32.4%
PARAGOULD SCHOOL DISTRICT 2808000	07	248	8.5%	19.4%	36.3%
PARAGOULD SCHOOL DISTRICT 2808000	08	237	13.9%	25.3%	30.8%
PARAGOULD SCHOOL DISTRICT 2808000	09	231	29.9%	21.6%	25.5%
PARAGOULD SCHOOL DISTRICT 2808000	10	219	19.2%	29.2%	24.7%
BLEVINS SCHOOL DISTRICT 2901000	03	34	0.0%	55.9%	8.8%
BLEVINS SCHOOL DISTRICT 2901000	04	36	13.9%	33.3%	36.1%
BLEVINS SCHOOL DISTRICT 2901000	05	34	2.9%	20.6%	35.3%
BLEVINS SCHOOL DISTRICT 2901000	06	31	3.2%	19.4%	32.3%
BLEVINS SCHOOL DISTRICT 2901000	07	35	8.6%	22.9%	42.9%
BLEVINS SCHOOL DISTRICT 2901000	08	44	6.8%	27.3%	34.1%
BLEVINS SCHOOL DISTRICT 2901000	09	35	22.9%	31.4%	20.0%
BLEVINS SCHOOL DISTRICT 2901000	10	28	28.6%	10.7%	42.9%
HOPE SCHOOL DISTRICT 2903000	03	192	7.8%	37.0%	28.1%
HOPE SCHOOL DISTRICT 2903000	04	193	22.3%	40.4%	24.4%
HOPE SCHOOL DISTRICT 2903000	05	164	7.9%	25.0%	42.7%
HOPE SCHOOL DISTRICT 2903000	06	170	8.8%	17.1%	37.6%
HOPE SCHOOL DISTRICT 2903000	07	163	8.6%	25.2%	46.6%
HOPE SCHOOL DISTRICT 2903000	08	160	14.4%	33.8%	30.6%
HOPE SCHOOL DISTRICT 2903000	09	175	46.3%	24.6%	20.6%
HOPE SCHOOL DISTRICT 2903000	10	167	41.3%	27.5%	19.2%
SPRING HILL SCHOOL DISTRICT 2906000	03	63	0.0%	27.0%	15.9%
SPRING HILL SCHOOL DISTRICT 2906000	04	51	3.9%	13.7%	49.0%
SPRING HILL SCHOOL DISTRICT 2906000	05	32	0.0%	9.4%	31.3%
SPRING HILL SCHOOL DISTRICT 2906000	06	36	2.8%	5.6%	27.8%
SPRING HILL SCHOOL DISTRICT 2906000	07	38	2.6%	2.6%	47.4%
SPRING HILL SCHOOL DISTRICT 2906000	08	47	4.3%	12.8%	27.7%
SPRING HILL SCHOOL DISTRICT 2906000	09	39	20.5%	20.5%	33.3%
SPRING HILL SCHOOL DISTRICT 2906000	10	45	13.3%	20.0%	8.9%
BISMARCK SCHOOL DISTRICT 3001000	03	68	0.0%	14.7%	23.5%
BISMARCK SCHOOL DISTRICT 3001000	04	74	4.1%	9.5%	31.1%

BISMARCK SCHOOL DISTRICT	3001000	05	65	1.5%	16.9%	40.0%
BISMARCK SCHOOL DISTRICT	3001000	06	75	2.7%	14.7%	41.3%
BISMARCK SCHOOL DISTRICT	3001000	07	69	5.8%	7.2%	30.4%
BISMARCK SCHOOL DISTRICT	3001000	08	80	2.5%	12.5%	23.8%
BISMARCK SCHOOL DISTRICT	3001000	09	79	16.5%	8.9%	44.3%
BISMARCK SCHOOL DISTRICT	3001000	10	86	15.1%	23.3%	29.1%
GLEN ROSE SCHOOL DISTRICT	3002000	03	90	1.1%	21.1%	26.7%
GLEN ROSE SCHOOL DISTRICT	3002000	04	66	7.6%	27.3%	25.8%
GLEN ROSE SCHOOL DISTRICT	3002000	05	76	7.9%	19.7%	35.5%
GLEN ROSE SCHOOL DISTRICT	3002000	06	83	6.0%	22.9%	27.7%
GLEN ROSE SCHOOL DISTRICT	3002000	07	73	5.5%	19.2%	45.2%
GLEN ROSE SCHOOL DISTRICT	3002000	08	71	9.9%	16.9%	28.2%
GLEN ROSE SCHOOL DISTRICT	3002000	09	76	9.2%	15.8%	34.2%
GLEN ROSE SCHOOL DISTRICT	3002000	10	83	19.3%	27.7%	21.7%
MAGNET COVE SCHOOL DISTRICT	3003000	03	40	2.5%	17.5%	42.5%
MAGNET COVE SCHOOL DISTRICT	3003000	04	54	5.6%	22.2%	37.0%
MAGNET COVE SCHOOL DISTRICT	3003000	05	44	2.3%	15.9%	47.7%
MAGNET COVE SCHOOL DISTRICT	3003000	06	55	7.3%	18.2%	32.7%
MAGNET COVE SCHOOL DISTRICT	3003000	07	46	4.3%	6.5%	32.6%
MAGNET COVE SCHOOL DISTRICT	3003000	08	62	3.2%	11.3%	33.9%
MAGNET COVE SCHOOL DISTRICT	3003000	09	49	6.1%	26.5%	22.4%
MAGNET COVE SCHOOL DISTRICT	3003000	10	57	15.8%	19.3%	19.3%
MALVERN SCHOOL DISTRICT	3004000	03	174	7.5%	37.9%	28.2%
MALVERN SCHOOL DISTRICT	3004000	04	165	17.0%	33.9%	31.5%
MALVERN SCHOOL DISTRICT	3004000	05	130	3.8%	24.6%	45.4%
MALVERN SCHOOL DISTRICT	3004000	06	158	12.0%	25.3%	34.8%
MALVERN SCHOOL DISTRICT	3004000	07	137	4.4%	18.2%	40.1%
MALVERN SCHOOL DISTRICT	3004000	08	132	14.4%	22.0%	28.0%
MALVERN SCHOOL DISTRICT	3004000	09	132	21.2%	26.5%	31.8%
MALVERN SCHOOL DISTRICT	3004000	10	142	19.7%	26.1%	19.0%
OUACHITA SCHOOL DISTRICT	3005000	03	49	2.0%	10.2%	30.6%
OUACHITA SCHOOL DISTRICT	3005000	04	44	6.8%	18.2%	31.8%
OUACHITA SCHOOL DISTRICT	3005000	05	39	2.6%	12.8%	48.7%
OUACHITA SCHOOL DISTRICT	3005000	06	34	8.8%	8.8%	26.5%
OUACHITA SCHOOL DISTRICT	3005000	07	41	7.3%	17.1%	39.0%
OUACHITA SCHOOL DISTRICT	3005000	08	40	5.0%	10.0%	50.0%
OUACHITA SCHOOL DISTRICT	3005000	09	34	20.6%	17.6%	35.3%
OUACHITA SCHOOL DISTRICT	3005000	10	41	4.9%	29.3%	34.1%
DIERKS SCHOOL DISTRICT	3102000	03	47	2.1%	23.4%	14.9%
DIERKS SCHOOL DISTRICT	3102000	04	40	5.0%	17.5%	35.0%
DIERKS SCHOOL DISTRICT	3102000	05	45	4.4%	20.0%	35.6%
DIERKS SCHOOL DISTRICT	3102000	06	28	7.1%	10.7%	35.7%
DIERKS SCHOOL DISTRICT	3102000	07	42	2.4%	26.2%	26.2%
DIERKS SCHOOL DISTRICT	3102000	08	39	2.6%	12.8%	33.3%
DIERKS SCHOOL DISTRICT	3102000	09	50	12.0%	24.0%	26.0%
DIERKS SCHOOL DISTRICT	3102000	10	39	17.9%	30.8%	23.1%
MINERAL SPRINGS SCHOOL DISTRICT	3104000	03	33	9.1%	45.5%	21.2%
MINERAL SPRINGS SCHOOL DISTRICT	3104000	04	33	24.2%	21.2%	48.5%
MINERAL SPRINGS SCHOOL DISTRICT	3104000	05	29	3.4%	44.8%	34.5%

MINERAL SPRINGS SCHOOL DIST 3104000	06	16	12.5%	50.0%	25.0%
MINERAL SPRINGS SCHOOL DIST 3104000	07	34	5.9%	26.5%	44.1%
MINERAL SPRINGS SCHOOL DIST 3104000	08	24	12.5%	25.0%	45.8%
MINERAL SPRINGS SCHOOL DIST 3104000	09	32	40.6%	21.9%	25.0%
MINERAL SPRINGS SCHOOL DIST 3104000	10	30	60.0%	16.7%	23.3%
NASHVILLE SCHOOL DISTRICT 3105000	03	156	1.9%	20.5%	28.2%
NASHVILLE SCHOOL DISTRICT 3105000	04	147	8.8%	20.4%	43.5%
NASHVILLE SCHOOL DISTRICT 3105000	05	146	4.1%	22.6%	39.0%
NASHVILLE SCHOOL DISTRICT 3105000	06	140	5.7%	22.9%	34.3%
NASHVILLE SCHOOL DISTRICT 3105000	07	157	2.5%	17.2%	43.3%
NASHVILLE SCHOOL DISTRICT 3105000	08	139	10.8%	13.7%	30.9%
NASHVILLE SCHOOL DISTRICT 3105000	09	131	22.9%	22.9%	27.5%
NASHVILLE SCHOOL DISTRICT 3105000	10	137	19.0%	34.3%	23.4%
BATESVILLE SCHOOL DISTRICT 3201000	03	254	3.9%	18.9%	25.2%
BATESVILLE SCHOOL DISTRICT 3201000	04	214	8.4%	23.8%	31.8%
BATESVILLE SCHOOL DISTRICT 3201000	05	247	3.6%	17.8%	39.7%
BATESVILLE SCHOOL DISTRICT 3201000	06	226	4.9%	16.4%	33.6%
BATESVILLE SCHOOL DISTRICT 3201000	07	209	3.3%	17.2%	43.5%
BATESVILLE SCHOOL DISTRICT 3201000	08	220	6.4%	25.9%	31.8%
BATESVILLE SCHOOL DISTRICT 3201000	09	217	22.1%	18.9%	26.7%
BATESVILLE SCHOOL DISTRICT 3201000	10	200	23.0%	22.0%	20.5%
SOUTHSIDE SCHOOL DISTRICT (II 3209000	03	126	4.0%	22.2%	34.9%
SOUTHSIDE SCHOOL DISTRICT (II 3209000	04	136	11.8%	18.4%	35.3%
SOUTHSIDE SCHOOL DISTRICT (II 3209000	05	134	2.2%	27.6%	37.3%
SOUTHSIDE SCHOOL DISTRICT (II 3209000	06	118	5.1%	23.7%	35.6%
SOUTHSIDE SCHOOL DISTRICT (II 3209000	07	131	2.3%	25.2%	43.5%
SOUTHSIDE SCHOOL DISTRICT (II 3209000	08	139	6.5%	25.9%	32.4%
SOUTHSIDE SCHOOL DISTRICT (II 3209000	09	136	23.5%	24.3%	16.9%
SOUTHSIDE SCHOOL DISTRICT (II 3209000	10	111	9.9%	24.3%	24.3%
MIDLAND SCHOOL DISTRICT 3211000	03	44	0.0%	31.8%	45.5%
MIDLAND SCHOOL DISTRICT 3211000	04	31	12.9%	32.3%	32.3%
MIDLAND SCHOOL DISTRICT 3211000	05	42	7.1%	33.3%	42.9%
MIDLAND SCHOOL DISTRICT 3211000	06	39	2.6%	28.2%	43.6%
MIDLAND SCHOOL DISTRICT 3211000	07	45	6.7%	26.7%	42.2%
MIDLAND SCHOOL DISTRICT 3211000	08	49	10.2%	24.5%	38.8%
MIDLAND SCHOOL DISTRICT 3211000	09	35	28.6%	37.1%	25.7%
MIDLAND SCHOOL DISTRICT 3211000	10	33	12.1%	39.4%	33.3%
CEDAR RIDGE SCHOOL DISTRICT 3212000	03	67	3.0%	26.9%	32.8%
CEDAR RIDGE SCHOOL DISTRICT 3212000	04	47	17.0%	25.5%	29.8%
CEDAR RIDGE SCHOOL DISTRICT 3212000	05	59	5.1%	33.9%	23.7%
CEDAR RIDGE SCHOOL DISTRICT 3212000	06	62	4.8%	19.4%	41.9%
CEDAR RIDGE SCHOOL DISTRICT 3212000	07	58	1.7%	27.6%	43.1%
CEDAR RIDGE SCHOOL DISTRICT 3212000	08	61	9.8%	19.7%	34.4%
CEDAR RIDGE SCHOOL DISTRICT 3212000	09	66	25.8%	24.2%	24.2%
CEDAR RIDGE SCHOOL DISTRICT 3212000	10	79	29.1%	24.1%	21.5%
CALICO ROCK SCHOOL DISTRICT 3301000	03	22	0.0%	31.8%	27.3%
CALICO ROCK SCHOOL DISTRICT 3301000	04	31	9.7%	9.7%	51.6%
CALICO ROCK SCHOOL DISTRICT 3301000	05	31	3.2%	22.6%	35.5%
CALICO ROCK SCHOOL DISTRICT 3301000	06	31	0.0%	6.5%	45.2%

CALICO ROCK SCHOOL DISTRICT 3301000	07	30	6.7%	16.7%	43.3%
CALICO ROCK SCHOOL DISTRICT 3301000	08	37	13.5%	27.0%	32.4%
CALICO ROCK SCHOOL DISTRICT 3301000	09	28	14.3%	28.6%	25.0%
CALICO ROCK SCHOOL DISTRICT 3301000	10	29	6.9%	34.5%	20.7%
MELBOURNE SCHOOL DISTRICT 3302000	03	75	6.7%	9.3%	14.7%
MELBOURNE SCHOOL DISTRICT 3302000	04	62	3.2%	21.0%	37.1%
MELBOURNE SCHOOL DISTRICT 3302000	05	77	2.6%	19.5%	31.2%
MELBOURNE SCHOOL DISTRICT 3302000	06	81	4.9%	17.3%	34.6%
MELBOURNE SCHOOL DISTRICT 3302000	07	70	2.9%	17.1%	37.1%
MELBOURNE SCHOOL DISTRICT 3302000	08	59	8.5%	5.1%	35.6%
MELBOURNE SCHOOL DISTRICT 3302000	09	53	18.9%	13.2%	35.8%
MELBOURNE SCHOOL DISTRICT 3302000	10	70	15.7%	14.3%	34.3%
IZARD COUNTY CONSOLIDATED 3306000	03	36	2.8%	25.0%	19.4%
IZARD COUNTY CONSOLIDATED 3306000	04	35	2.9%	25.7%	31.4%
IZARD COUNTY CONSOLIDATED 3306000	05	41	0.0%	9.8%	39.0%
IZARD COUNTY CONSOLIDATED 3306000	06	34	2.9%	11.8%	35.3%
IZARD COUNTY CONSOLIDATED 3306000	07	31	3.2%	16.1%	38.7%
IZARD COUNTY CONSOLIDATED 3306000	08	28	14.3%	14.3%	28.6%
IZARD COUNTY CONSOLIDATED 3306000	09	44	6.8%	18.2%	43.2%
IZARD COUNTY CONSOLIDATED 3306000	10	36	13.9%	25.0%	27.8%
NEWPORT SCHOOL DISTRICT 3403000	03	90	3.3%	6.7%	24.4%
NEWPORT SCHOOL DISTRICT 3403000	04	89	5.6%	31.5%	48.3%
NEWPORT SCHOOL DISTRICT 3403000	05	119	5.0%	22.7%	41.2%
NEWPORT SCHOOL DISTRICT 3403000	06	89	3.4%	21.3%	44.9%
NEWPORT SCHOOL DISTRICT 3403000	07	86	3.5%	27.9%	40.7%
NEWPORT SCHOOL DISTRICT 3403000	08	87	14.9%	21.8%	29.9%
NEWPORT SCHOOL DISTRICT 3403000	09	86	23.3%	24.4%	30.2%
NEWPORT SCHOOL DISTRICT 3403000	10	77	35.1%	24.7%	23.4%
JACKSON COUNTY SCHOOL DIST 3405000	03	52	1.9%	17.3%	25.0%
JACKSON COUNTY SCHOOL DIST 3405000	04	63	4.8%	14.3%	39.7%
JACKSON COUNTY SCHOOL DIST 3405000	05	72	5.6%	13.9%	37.5%
JACKSON COUNTY SCHOOL DIST 3405000	06	81	6.2%	19.8%	38.3%
JACKSON COUNTY SCHOOL DIST 3405000	07	59	8.5%	13.6%	23.7%
JACKSON COUNTY SCHOOL DIST 3405000	08	63	6.3%	17.5%	46.0%
JACKSON COUNTY SCHOOL DIST 3405000	09	67	20.9%	29.9%	28.4%
JACKSON COUNTY SCHOOL DIST 3405000	10	86	26.7%	26.7%	19.8%
DOLLARWAY SCHOOL DISTRICT 3502000	03	92	17.4%	45.7%	19.6%
DOLLARWAY SCHOOL DISTRICT 3502000	04	97	30.9%	37.1%	20.6%
DOLLARWAY SCHOOL DISTRICT 3502000	05	70	10.0%	42.9%	30.0%
DOLLARWAY SCHOOL DISTRICT 3502000	06	91	20.9%	35.2%	29.7%
DOLLARWAY SCHOOL DISTRICT 3502000	07	87	16.1%	31.0%	36.8%
DOLLARWAY SCHOOL DISTRICT 3502000	08	97	23.7%	35.1%	29.9%
DOLLARWAY SCHOOL DISTRICT 3502000	09	97	41.2%	29.9%	20.6%
DOLLARWAY SCHOOL DISTRICT 3502000	10	72	40.3%	31.9%	19.4%
PINE BLUFF SCHOOL DISTRICT 3505000	03	287	9.1%	48.8%	24.4%
PINE BLUFF SCHOOL DISTRICT 3505000	04	313	26.5%	31.3%	30.7%
PINE BLUFF SCHOOL DISTRICT 3505000	05	257	7.8%	42.4%	36.2%
PINE BLUFF SCHOOL DISTRICT 3505000	06	244	15.2%	41.8%	27.0%
PINE BLUFF SCHOOL DISTRICT 3505000	07	284	8.8%	34.5%	35.9%



PINE BLUFF SCHOOL DISTRICT	3505000	08	302	18.5%	29.8%	33.4%
PINE BLUFF SCHOOL DISTRICT	3505000	09	259	44.8%	26.3%	18.9%
PINE BLUFF SCHOOL DISTRICT	3505000	10	309	45.0%	28.8%	18.1%
WATSON CHAPEL SCHOOL DISTRICT	3509000	03	190	4.2%	28.9%	28.9%
WATSON CHAPEL SCHOOL DISTRICT	3509000	04	200	16.0%	31.0%	37.5%
WATSON CHAPEL SCHOOL DISTRICT	3509000	05	181	12.7%	34.8%	32.6%
WATSON CHAPEL SCHOOL DISTRICT	3509000	06	175	14.3%	32.6%	32.6%
WATSON CHAPEL SCHOOL DISTRICT	3509000	07	192	7.8%	25.5%	43.8%
WATSON CHAPEL SCHOOL DISTRICT	3509000	08	218	17.9%	33.5%	27.1%
WATSON CHAPEL SCHOOL DISTRICT	3509000	09	218	30.7%	27.1%	22.9%
WATSON CHAPEL SCHOOL DISTRICT	3509000	10	219	32.4%	30.1%	21.9%
WHITE HALL SCHOOL DISTRICT	3510000	03	185	1.1%	14.1%	25.4%
WHITE HALL SCHOOL DISTRICT	3510000	04	215	5.1%	16.7%	37.2%
WHITE HALL SCHOOL DISTRICT	3510000	05	212	2.4%	15.6%	37.7%
WHITE HALL SCHOOL DISTRICT	3510000	06	222	2.3%	13.5%	41.0%
WHITE HALL SCHOOL DISTRICT	3510000	07	193	0.5%	7.8%	36.8%
WHITE HALL SCHOOL DISTRICT	3510000	08	218	4.6%	17.4%	33.9%
WHITE HALL SCHOOL DISTRICT	3510000	09	221	26.7%	24.4%	23.5%
WHITE HALL SCHOOL DISTRICT	3510000	10	234	23.9%	23.5%	23.1%
PINE BLUFF LIGHTHOUSE ACADEMY	3541700	03	46	4.3%	43.5%	30.4%
PINE BLUFF LIGHTHOUSE ACADEMY	3541700	04	45	15.6%	33.3%	40.0%
PINE BLUFF LIGHTHOUSE ACADEMY	3541700	05	27	14.8%	40.7%	37.0%
PINE BLUFF LIGHTHOUSE ACADEMY	3541700	06	31	19.4%	45.2%	19.4%
PINE BLUFF LIGHTHOUSE ACADEMY	3541700	07	26	7.7%	30.8%	46.2%
PINE BLUFF LIGHTHOUSE ACADEMY	3541700	08	15	6.7%	53.3%	40.0%
RESPONSIVE EDUCATION SOLUTIONS	3542700	05	16	6.3%	62.5%	31.3%
RESPONSIVE EDUCATION SOLUTIONS	3542700	06	16	6.3%	37.5%	18.8%
RESPONSIVE EDUCATION SOLUTIONS	3542700	07	18	5.6%	38.9%	44.4%
RESPONSIVE EDUCATION SOLUTIONS	3542700	08	20	25.0%	25.0%	35.0%
RESPONSIVE EDUCATION SOLUTIONS	3542700	09	18	22.2%	33.3%	33.3%
CLARKSVILLE SCHOOL DISTRICT	3601000	03	189	1.6%	22.8%	29.6%
CLARKSVILLE SCHOOL DISTRICT	3601000	04	193	8.3%	23.8%	39.9%
CLARKSVILLE SCHOOL DISTRICT	3601000	05	186	4.3%	21.5%	39.2%
CLARKSVILLE SCHOOL DISTRICT	3601000	06	208	6.7%	23.6%	41.3%
CLARKSVILLE SCHOOL DISTRICT	3601000	07	213	4.2%	10.8%	42.7%
CLARKSVILLE SCHOOL DISTRICT	3601000	08	207	9.2%	21.3%	32.9%
CLARKSVILLE SCHOOL DISTRICT	3601000	09	204	17.2%	23.0%	28.4%
CLARKSVILLE SCHOOL DISTRICT	3601000	10	191	27.2%	18.8%	26.7%
LAMAR SCHOOL DISTRICT	3604000	03	106	0.9%	11.3%	22.6%
LAMAR SCHOOL DISTRICT	3604000	04	85	9.4%	17.6%	40.0%
LAMAR SCHOOL DISTRICT	3604000	05	95	1.1%	15.8%	48.4%
LAMAR SCHOOL DISTRICT	3604000	06	95	1.1%	16.8%	36.8%
LAMAR SCHOOL DISTRICT	3604000	07	97	3.1%	7.2%	49.5%
LAMAR SCHOOL DISTRICT	3604000	08	104	3.8%	18.3%	27.9%
LAMAR SCHOOL DISTRICT	3604000	09	88	17.0%	21.6%	36.4%
LAMAR SCHOOL DISTRICT	3604000	10	92	12.0%	31.5%	22.8%
WESTSIDE SCHOOL DISTRICT (JO)	3606000	03	56	3.6%	25.0%	26.8%
WESTSIDE SCHOOL DISTRICT (JO)	3606000	04	47	19.1%	29.8%	31.9%
WESTSIDE SCHOOL DISTRICT (JO)	3606000	05	54	5.6%	44.4%	29.6%

WESTSIDE SCHOOL DISTRICT (JO 3606000	06	45	8.9%	35.6%	44.4%
WESTSIDE SCHOOL DISTRICT (JO 3606000	07	56	12.5%	26.8%	39.3%
WESTSIDE SCHOOL DISTRICT (JO 3606000	08	45	11.1%	28.9%	26.7%
WESTSIDE SCHOOL DISTRICT (JO 3606000	09	54	27.8%	22.2%	24.1%
WESTSIDE SCHOOL DISTRICT (JO 3606000	10	57	15.8%	29.8%	26.3%
LAFAYETTE COUNTY SCHOOL DISTRICT 3704000	03	57	3.5%	45.6%	33.3%
LAFAYETTE COUNTY SCHOOL DISTRICT 3704000	04	41	9.8%	26.8%	34.1%
LAFAYETTE COUNTY SCHOOL DISTRICT 3704000	05	38	7.9%	26.3%	42.1%
LAFAYETTE COUNTY SCHOOL DISTRICT 3704000	06	43	18.6%	18.6%	30.2%
LAFAYETTE COUNTY SCHOOL DISTRICT 3704000	07	50	10.0%	22.0%	48.0%
LAFAYETTE COUNTY SCHOOL DISTRICT 3704000	08	49	16.3%	28.6%	34.7%
LAFAYETTE COUNTY SCHOOL DISTRICT 3704000	09	49	32.7%	24.5%	28.6%
LAFAYETTE COUNTY SCHOOL DISTRICT 3704000	10	39	17.9%	46.2%	15.4%
HOXIE SCHOOL DISTRICT 3804000	03	61	6.6%	27.9%	19.7%
HOXIE SCHOOL DISTRICT 3804000	04	69	10.1%	23.2%	31.9%
HOXIE SCHOOL DISTRICT 3804000	05	71	1.4%	31.0%	40.8%
HOXIE SCHOOL DISTRICT 3804000	06	59	6.8%	15.3%	33.9%
HOXIE SCHOOL DISTRICT 3804000	07	52	0.0%	13.5%	36.5%
HOXIE SCHOOL DISTRICT 3804000	08	72	4.2%	15.3%	31.9%
HOXIE SCHOOL DISTRICT 3804000	09	65	7.7%	15.4%	24.6%
HOXIE SCHOOL DISTRICT 3804000	10	63	7.9%	30.2%	14.3%
SLOAN-HENDRIX SCHOOL DISTRICT 3806000	03	55	3.6%	14.5%	32.7%
SLOAN-HENDRIX SCHOOL DISTRICT 3806000	04	58	20.7%	46.6%	22.4%
SLOAN-HENDRIX SCHOOL DISTRICT 3806000	05	63	6.3%	23.8%	36.5%
SLOAN-HENDRIX SCHOOL DISTRICT 3806000	06	49	16.3%	18.4%	38.8%
SLOAN-HENDRIX SCHOOL DISTRICT 3806000	07	52	1.9%	25.0%	40.4%
SLOAN-HENDRIX SCHOOL DISTRICT 3806000	08	54	3.7%	22.2%	35.2%
SLOAN-HENDRIX SCHOOL DISTRICT 3806000	09	70	31.4%	25.7%	21.4%
SLOAN-HENDRIX SCHOOL DISTRICT 3806000	10	57	21.1%	28.1%	22.8%
HILLCREST SCHOOL DISTRICT 3809000	03	31	3.2%	22.6%	25.8%
HILLCREST SCHOOL DISTRICT 3809000	04	25	8.0%	24.0%	8.0%
HILLCREST SCHOOL DISTRICT 3809000	05	31	0.0%	19.4%	29.0%
HILLCREST SCHOOL DISTRICT 3809000	06	30	13.3%	6.7%	40.0%
HILLCREST SCHOOL DISTRICT 3809000	07	32	6.3%	18.8%	43.8%
HILLCREST SCHOOL DISTRICT 3809000	08	43	9.3%	16.3%	34.9%
HILLCREST SCHOOL DISTRICT 3809000	09	28	10.7%	28.6%	28.6%
HILLCREST SCHOOL DISTRICT 3809000	10	27	14.8%	33.3%	25.9%
LAWRENCE COUNTY SCHOOL DISTRICT 3810000	03	67	4.5%	19.4%	25.4%
LAWRENCE COUNTY SCHOOL DISTRICT 3810000	04	72	6.9%	23.6%	37.5%
LAWRENCE COUNTY SCHOOL DISTRICT 3810000	05	76	3.9%	40.8%	27.6%
LAWRENCE COUNTY SCHOOL DISTRICT 3810000	06	70	8.6%	25.7%	31.4%
LAWRENCE COUNTY SCHOOL DISTRICT 3810000	07	58	3.4%	12.1%	51.7%
LAWRENCE COUNTY SCHOOL DISTRICT 3810000	08	78	10.3%	30.8%	25.6%
LAWRENCE COUNTY SCHOOL DISTRICT 3810000	09	79	25.3%	26.6%	20.3%
LAWRENCE COUNTY SCHOOL DISTRICT 3810000	10	64	12.5%	18.8%	26.6%
IMBODEN CHARTER SCHOOL DISTRICT 3840700	03	6	N<10	N<10	N<10
IMBODEN CHARTER SCHOOL DISTRICT 3840700	04	1	N<10	N<10	N<10
IMBODEN CHARTER SCHOOL DISTRICT 3840700	05	8	N<10	N<10	N<10
IMBODEN CHARTER SCHOOL DISTRICT 3840700	06	5	N<10	N<10	N<10

IMBODEN CHARTER SCHOOL DIS 3840700	07	6	N<10	N<10	N<10
IMBODEN CHARTER SCHOOL DIS 3840700	08	4	N<10	N<10	N<10
LEE COUNTY SCHOOL DISTRICT 3904000	03	69	8.7%	50.7%	30.4%
LEE COUNTY SCHOOL DISTRICT 3904000	04	49	18.4%	36.7%	30.6%
LEE COUNTY SCHOOL DISTRICT 3904000	05	37	10.8%	59.5%	18.9%
LEE COUNTY SCHOOL DISTRICT 3904000	06	41	26.8%	36.6%	24.4%
LEE COUNTY SCHOOL DISTRICT 3904000	07	67	22.4%	44.8%	22.4%
LEE COUNTY SCHOOL DISTRICT 3904000	08	54	27.8%	31.5%	27.8%
LEE COUNTY SCHOOL DISTRICT 3904000	09	55	45.5%	23.6%	23.6%
LEE COUNTY SCHOOL DISTRICT 3904000	10	53	47.2%	22.6%	24.5%
STAR CITY SCHOOL DISTRICT 4003000	03	102	4.9%	35.3%	27.5%
STAR CITY SCHOOL DISTRICT 4003000	04	104	11.5%	26.0%	42.3%
STAR CITY SCHOOL DISTRICT 4003000	05	128	7.0%	27.3%	38.3%
STAR CITY SCHOOL DISTRICT 4003000	06	119	15.1%	30.3%	29.4%
STAR CITY SCHOOL DISTRICT 4003000	07	131	4.6%	27.5%	40.5%
STAR CITY SCHOOL DISTRICT 4003000	08	127	9.4%	35.4%	30.7%
STAR CITY SCHOOL DISTRICT 4003000	09	118	23.7%	28.0%	26.3%
STAR CITY SCHOOL DISTRICT 4003000	10	116	16.4%	28.4%	31.9%
ASHDOWN SCHOOL DISTRICT 4101000	03	103	9.7%	26.2%	26.2%
ASHDOWN SCHOOL DISTRICT 4101000	04	95	15.8%	26.3%	37.9%
ASHDOWN SCHOOL DISTRICT 4101000	05	122	9.0%	33.6%	36.1%
ASHDOWN SCHOOL DISTRICT 4101000	06	105	9.5%	31.4%	39.0%
ASHDOWN SCHOOL DISTRICT 4101000	07	110	4.5%	21.8%	40.9%
ASHDOWN SCHOOL DISTRICT 4101000	08	109	16.5%	24.8%	41.3%
ASHDOWN SCHOOL DISTRICT 4101000	09	96	22.9%	24.0%	26.0%
ASHDOWN SCHOOL DISTRICT 4101000	10	108	28.7%	25.9%	25.9%
FOREMAN SCHOOL DISTRICT 4102000	03	34	2.9%	20.6%	26.5%
FOREMAN SCHOOL DISTRICT 4102000	04	37	5.4%	37.8%	27.0%
FOREMAN SCHOOL DISTRICT 4102000	05	37	0.0%	21.6%	45.9%
FOREMAN SCHOOL DISTRICT 4102000	06	30	3.3%	13.3%	50.0%
FOREMAN SCHOOL DISTRICT 4102000	07	46	8.7%	13.0%	52.2%
FOREMAN SCHOOL DISTRICT 4102000	08	42	11.9%	19.0%	28.6%
FOREMAN SCHOOL DISTRICT 4102000	09	39	12.8%	33.3%	35.9%
FOREMAN SCHOOL DISTRICT 4102000	10	44	9.1%	31.8%	27.3%
BOONEVILLE SCHOOL DISTRICT 4201000	03	90	2.2%	34.4%	27.8%
BOONEVILLE SCHOOL DISTRICT 4201000	04	81	14.8%	33.3%	29.6%
BOONEVILLE SCHOOL DISTRICT 4201000	05	85	2.4%	11.8%	44.7%
BOONEVILLE SCHOOL DISTRICT 4201000	06	96	5.2%	22.9%	35.4%
BOONEVILLE SCHOOL DISTRICT 4201000	07	97	2.1%	10.3%	35.1%
BOONEVILLE SCHOOL DISTRICT 4201000	08	90	7.8%	18.9%	31.1%
BOONEVILLE SCHOOL DISTRICT 4201000	09	101	11.9%	23.8%	28.7%
BOONEVILLE SCHOOL DISTRICT 4201000	10	96	19.8%	22.9%	30.2%
MAGAZINE SCHOOL DISTRICT 4202000	03	46	6.5%	23.9%	19.6%
MAGAZINE SCHOOL DISTRICT 4202000	04	32	18.8%	12.5%	37.5%
MAGAZINE SCHOOL DISTRICT 4202000	05	34	8.8%	8.8%	29.4%
MAGAZINE SCHOOL DISTRICT 4202000	06	41	2.4%	7.3%	36.6%
MAGAZINE SCHOOL DISTRICT 4202000	07	51	3.9%	13.7%	33.3%
MAGAZINE SCHOOL DISTRICT 4202000	08	31	6.5%	25.8%	29.0%
MAGAZINE SCHOOL DISTRICT 4202000	09	54	22.2%	27.8%	27.8%

MAGAZINE SCHOOL DISTRICT	4202000	10	38	13.2%	23.7%	31.6%
PARIS SCHOOL DISTRICT	4203000	03	98	2.0%	19.4%	26.5%
PARIS SCHOOL DISTRICT	4203000	04	72	9.7%	19.4%	33.3%
PARIS SCHOOL DISTRICT	4203000	05	71	1.4%	19.7%	38.0%
PARIS SCHOOL DISTRICT	4203000	06	77	5.2%	31.2%	36.4%
PARIS SCHOOL DISTRICT	4203000	07	74	10.8%	20.3%	33.8%
PARIS SCHOOL DISTRICT	4203000	08	73	8.2%	30.1%	26.0%
PARIS SCHOOL DISTRICT	4203000	09	78	23.1%	23.1%	15.4%
PARIS SCHOOL DISTRICT	4203000	10	78	16.7%	26.9%	19.2%
SCRANTON SCHOOL DISTRICT	4204000	03	27	0.0%	11.1%	25.9%
SCRANTON SCHOOL DISTRICT	4204000	04	30	3.3%	13.3%	36.7%
SCRANTON SCHOOL DISTRICT	4204000	05	26	0.0%	11.5%	34.6%
SCRANTON SCHOOL DISTRICT	4204000	06	31	0.0%	12.9%	38.7%
SCRANTON SCHOOL DISTRICT	4204000	07	35	8.6%	25.7%	31.4%
SCRANTON SCHOOL DISTRICT	4204000	08	40	12.5%	35.0%	20.0%
SCRANTON SCHOOL DISTRICT	4204000	09	30	10.0%	10.0%	20.0%
SCRANTON SCHOOL DISTRICT	4204000	10	29	13.8%	24.1%	27.6%
LONOKE SCHOOL DISTRICT	4301000	03	145	5.5%	37.2%	26.9%
LONOKE SCHOOL DISTRICT	4301000	04	127	7.9%	21.3%	33.9%
LONOKE SCHOOL DISTRICT	4301000	05	128	6.3%	28.1%	39.8%
LONOKE SCHOOL DISTRICT	4301000	06	128	3.9%	25.8%	35.9%
LONOKE SCHOOL DISTRICT	4301000	07	154	5.8%	15.6%	39.6%
LONOKE SCHOOL DISTRICT	4301000	08	127	15.0%	20.5%	33.1%
LONOKE SCHOOL DISTRICT	4301000	09	135	24.4%	23.0%	26.7%
LONOKE SCHOOL DISTRICT	4301000	10	127	14.2%	29.1%	21.3%
ENGLAND SCHOOL DISTRICT	4302000	03	52	0.0%	28.8%	26.9%
ENGLAND SCHOOL DISTRICT	4302000	04	46	15.2%	26.1%	34.8%
ENGLAND SCHOOL DISTRICT	4302000	05	64	1.6%	20.3%	53.1%
ENGLAND SCHOOL DISTRICT	4302000	06	39	7.7%	17.9%	41.0%
ENGLAND SCHOOL DISTRICT	4302000	07	48	8.3%	31.3%	37.5%
ENGLAND SCHOOL DISTRICT	4302000	08	60	11.7%	28.3%	33.3%
ENGLAND SCHOOL DISTRICT	4302000	09	68	27.9%	25.0%	25.0%
ENGLAND SCHOOL DISTRICT	4302000	10	46	21.7%	21.7%	28.3%
CARLISLE SCHOOL DISTRICT	4303000	03	43	2.3%	37.2%	23.3%
CARLISLE SCHOOL DISTRICT	4303000	04	54	14.8%	24.1%	40.7%
CARLISLE SCHOOL DISTRICT	4303000	05	52	3.8%	26.9%	34.6%
CARLISLE SCHOOL DISTRICT	4303000	06	46	2.2%	21.7%	34.8%
CARLISLE SCHOOL DISTRICT	4303000	07	52	1.9%	19.2%	30.8%
CARLISLE SCHOOL DISTRICT	4303000	08	51	5.9%	33.3%	27.5%
CARLISLE SCHOOL DISTRICT	4303000	09	55	40.0%	25.5%	20.0%
CARLISLE SCHOOL DISTRICT	4303000	10	48	20.8%	18.8%	29.2%
CABOT SCHOOL DISTRICT	4304000	03	744	1.9%	18.3%	23.4%
CABOT SCHOOL DISTRICT	4304000	04	773	7.2%	19.8%	39.7%
CABOT SCHOOL DISTRICT	4304000	05	741	1.8%	19.7%	34.4%
CABOT SCHOOL DISTRICT	4304000	06	790	3.0%	15.7%	34.4%
CABOT SCHOOL DISTRICT	4304000	07	802	2.4%	13.0%	37.0%
CABOT SCHOOL DISTRICT	4304000	08	816	3.9%	15.7%	32.1%
CABOT SCHOOL DISTRICT	4304000	09	827	16.4%	19.1%	28.8%
CABOT SCHOOL DISTRICT	4304000	10	758	13.7%	21.0%	25.3%



HUNTSVILLE SCHOOL DISTRICT	4401000	03	178	3.4%	25.8%	27.5%
HUNTSVILLE SCHOOL DISTRICT	4401000	04	167	5.4%	26.3%	41.3%
HUNTSVILLE SCHOOL DISTRICT	4401000	05	182	3.3%	33.0%	37.9%
HUNTSVILLE SCHOOL DISTRICT	4401000	06	156	5.1%	20.5%	27.6%
HUNTSVILLE SCHOOL DISTRICT	4401000	07	175	6.3%	14.3%	34.3%
HUNTSVILLE SCHOOL DISTRICT	4401000	08	180	6.7%	20.6%	23.9%
HUNTSVILLE SCHOOL DISTRICT	4401000	09	180	23.9%	23.9%	23.9%
HUNTSVILLE SCHOOL DISTRICT	4401000	10	194	19.6%	28.4%	22.2%
FLIPPIN SCHOOL DISTRICT	4501000	03	93	5.4%	25.8%	23.7%
FLIPPIN SCHOOL DISTRICT	4501000	04	57	15.8%	42.1%	22.8%
FLIPPIN SCHOOL DISTRICT	4501000	05	67	0.0%	34.3%	37.3%
FLIPPIN SCHOOL DISTRICT	4501000	06	56	8.9%	26.8%	33.9%
FLIPPIN SCHOOL DISTRICT	4501000	07	73	6.8%	23.3%	37.0%
FLIPPIN SCHOOL DISTRICT	4501000	08	54	9.3%	27.8%	20.4%
FLIPPIN SCHOOL DISTRICT	4501000	09	47	21.3%	29.8%	34.0%
FLIPPIN SCHOOL DISTRICT	4501000	10	62	17.7%	27.4%	35.5%
YELLVILLE-SUMMIT SCHOOL DISTRICT	4502000	03	55	1.8%	25.5%	25.5%
YELLVILLE-SUMMIT SCHOOL DISTRICT	4502000	04	61	6.6%	11.5%	32.8%
YELLVILLE-SUMMIT SCHOOL DISTRICT	4502000	05	47	6.4%	19.1%	40.4%
YELLVILLE-SUMMIT SCHOOL DISTRICT	4502000	06	47	2.1%	6.4%	25.5%
YELLVILLE-SUMMIT SCHOOL DISTRICT	4502000	07	50	4.0%	12.0%	36.0%
YELLVILLE-SUMMIT SCHOOL DISTRICT	4502000	08	52	5.8%	13.5%	36.5%
YELLVILLE-SUMMIT SCHOOL DISTRICT	4502000	09	63	25.4%	22.2%	22.2%
YELLVILLE-SUMMIT SCHOOL DISTRICT	4502000	10	59	13.6%	22.0%	28.8%
GENOA CENTRAL SCHOOL DISTRICT	4602000	03	82	1.2%	13.4%	12.2%
GENOA CENTRAL SCHOOL DISTRICT	4602000	04	83	4.8%	12.0%	31.3%
GENOA CENTRAL SCHOOL DISTRICT	4602000	05	98	0.0%	19.4%	33.7%
GENOA CENTRAL SCHOOL DISTRICT	4602000	06	94	3.2%	11.7%	39.4%
GENOA CENTRAL SCHOOL DISTRICT	4602000	07	78	3.8%	5.1%	44.9%
GENOA CENTRAL SCHOOL DISTRICT	4602000	08	86	2.3%	15.1%	36.0%
GENOA CENTRAL SCHOOL DISTRICT	4602000	09	94	12.8%	17.0%	39.4%
GENOA CENTRAL SCHOOL DISTRICT	4602000	10	103	12.6%	22.3%	34.0%
FOUKE SCHOOL DISTRICT	4603000	03	102	1.0%	18.6%	21.6%
FOUKE SCHOOL DISTRICT	4603000	04	81	8.6%	12.3%	30.9%
FOUKE SCHOOL DISTRICT	4603000	05	64	1.6%	12.5%	40.6%
FOUKE SCHOOL DISTRICT	4603000	06	79	11.4%	30.4%	30.4%
FOUKE SCHOOL DISTRICT	4603000	07	74	5.4%	8.1%	31.1%
FOUKE SCHOOL DISTRICT	4603000	08	84	8.3%	20.2%	32.1%
FOUKE SCHOOL DISTRICT	4603000	09	74	24.3%	17.6%	31.1%
FOUKE SCHOOL DISTRICT	4603000	10	80	32.5%	17.5%	26.3%
TEXARKANA SCHOOL DISTRICT	4605000	03	384	4.2%	32.3%	29.2%
TEXARKANA SCHOOL DISTRICT	4605000	04	319	12.2%	25.1%	32.3%
TEXARKANA SCHOOL DISTRICT	4605000	05	272	7.7%	29.8%	36.8%
TEXARKANA SCHOOL DISTRICT	4605000	06	275	10.9%	30.9%	32.7%
TEXARKANA SCHOOL DISTRICT	4605000	07	291	7.2%	22.3%	37.1%
TEXARKANA SCHOOL DISTRICT	4605000	08	284	11.3%	27.1%	32.7%
TEXARKANA SCHOOL DISTRICT	4605000	09	324	27.5%	23.5%	22.5%
TEXARKANA SCHOOL DISTRICT	4605000	10	263	26.2%	29.3%	20.9%
ARMOREL SCHOOL DISTRICT	4701000	03	28	3.6%	14.3%	17.9%

ARMOREL SCHOOL DISTRICT	4701000	04	25	4.0%	8.0%	40.0%
ARMOREL SCHOOL DISTRICT	4701000	05	23	0.0%	26.1%	47.8%
ARMOREL SCHOOL DISTRICT	4701000	06	30	3.3%	20.0%	23.3%
ARMOREL SCHOOL DISTRICT	4701000	07	29	0.0%	3.4%	41.4%
ARMOREL SCHOOL DISTRICT	4701000	08	37	5.4%	13.5%	18.9%
ARMOREL SCHOOL DISTRICT	4701000	09	37	16.2%	24.3%	35.1%
ARMOREL SCHOOL DISTRICT	4701000	10	46	17.4%	17.4%	26.1%
BLYTHEVILLE SCHOOL DISTRICT	4702000	03	194	6.2%	41.8%	23.2%
BLYTHEVILLE SCHOOL DISTRICT	4702000	04	141	19.9%	36.2%	28.4%
BLYTHEVILLE SCHOOL DISTRICT	4702000	05	148	7.4%	31.1%	36.5%
BLYTHEVILLE SCHOOL DISTRICT	4702000	06	135	21.5%	37.0%	24.4%
BLYTHEVILLE SCHOOL DISTRICT	4702000	07	136	10.3%	42.6%	33.1%
BLYTHEVILLE SCHOOL DISTRICT	4702000	08	141	16.3%	41.8%	32.6%
BLYTHEVILLE SCHOOL DISTRICT	4702000	09	165	39.4%	29.1%	19.4%
BLYTHEVILLE SCHOOL DISTRICT	4702000	10	152	28.9%	37.5%	21.7%
RIVERCREST SCHOOL DISTRICT 5	4706000	03	79	2.5%	27.8%	39.2%
RIVERCREST SCHOOL DISTRICT 5	4706000	04	94	10.6%	34.0%	39.4%
RIVERCREST SCHOOL DISTRICT 5	4706000	05	86	2.3%	24.4%	41.9%
RIVERCREST SCHOOL DISTRICT 5	4706000	06	102	5.9%	31.4%	38.2%
RIVERCREST SCHOOL DISTRICT 5	4706000	07	94	16.0%	26.6%	40.4%
RIVERCREST SCHOOL DISTRICT 5	4706000	08	108	17.6%	26.9%	24.1%
RIVERCREST SCHOOL DISTRICT 5	4706000	09	118	29.7%	29.7%	24.6%
RIVERCREST SCHOOL DISTRICT 5	4706000	10	90	30.0%	30.0%	22.2%
GOSNELL SCHOOL DISTRICT	4708000	03	105	3.8%	28.6%	23.8%
GOSNELL SCHOOL DISTRICT	4708000	04	99	10.1%	17.2%	40.4%
GOSNELL SCHOOL DISTRICT	4708000	05	98	3.1%	28.6%	36.7%
GOSNELL SCHOOL DISTRICT	4708000	06	96	7.3%	22.9%	40.6%
GOSNELL SCHOOL DISTRICT	4708000	07	97	2.1%	9.3%	39.2%
GOSNELL SCHOOL DISTRICT	4708000	08	96	8.3%	20.8%	30.2%
GOSNELL SCHOOL DISTRICT	4708000	09	98	18.4%	25.5%	34.7%
GOSNELL SCHOOL DISTRICT	4708000	10	99	19.2%	29.3%	27.3%
MANILA SCHOOL DISTRICT	4712000	03	89	2.2%	28.1%	22.5%
MANILA SCHOOL DISTRICT	4712000	04	76	7.9%	15.8%	34.2%
MANILA SCHOOL DISTRICT	4712000	05	84	4.8%	19.0%	45.2%
MANILA SCHOOL DISTRICT	4712000	06	82	9.8%	20.7%	31.7%
MANILA SCHOOL DISTRICT	4712000	07	65	7.7%	18.5%	35.4%
MANILA SCHOOL DISTRICT	4712000	08	89	6.7%	21.3%	34.8%
MANILA SCHOOL DISTRICT	4712000	09	75	20.0%	34.7%	17.3%
MANILA SCHOOL DISTRICT	4712000	10	77	24.7%	27.3%	16.9%
OSCEOLA SCHOOL DISTRICT	4713000	03	90	5.6%	45.6%	26.7%
OSCEOLA SCHOOL DISTRICT	4713000	04	87	16.1%	29.9%	37.9%
OSCEOLA SCHOOL DISTRICT	4713000	05	79	6.3%	40.5%	31.6%
OSCEOLA SCHOOL DISTRICT	4713000	06	94	8.5%	35.1%	41.5%
OSCEOLA SCHOOL DISTRICT	4713000	07	89	5.6%	27.0%	48.3%
OSCEOLA SCHOOL DISTRICT	4713000	08	87	13.8%	33.3%	36.8%
OSCEOLA SCHOOL DISTRICT	4713000	09	84	44.0%	32.1%	17.9%
OSCEOLA SCHOOL DISTRICT	4713000	10	85	50.6%	27.1%	16.5%
BRINKLEY SCHOOL DISTRICT	4801000	03	42	0.0%	38.1%	14.3%
BRINKLEY SCHOOL DISTRICT	4801000	04	28	21.4%	17.9%	32.1%

BRINKLEY SCHOOL DISTRICT	4801000	05	42	9.5%	26.2%	33.3%
BRINKLEY SCHOOL DISTRICT	4801000	06	36	8.3%	38.9%	36.1%
BRINKLEY SCHOOL DISTRICT	4801000	07	37	2.7%	29.7%	43.2%
BRINKLEY SCHOOL DISTRICT	4801000	08	33	15.2%	27.3%	39.4%
BRINKLEY SCHOOL DISTRICT	4801000	09	39	33.3%	30.8%	23.1%
BRINKLEY SCHOOL DISTRICT	4801000	10	37	29.7%	37.8%	16.2%
CLARENDON SCHOOL DISTRICT	4802000	03	44	4.5%	25.0%	22.7%
CLARENDON SCHOOL DISTRICT	4802000	04	28	17.9%	28.6%	28.6%
CLARENDON SCHOOL DISTRICT	4802000	05	46	10.9%	30.4%	47.8%
CLARENDON SCHOOL DISTRICT	4802000	06	23	4.3%	39.1%	21.7%
CLARENDON SCHOOL DISTRICT	4802000	07	29	13.8%	31.0%	27.6%
CLARENDON SCHOOL DISTRICT	4802000	08	32	21.9%	21.9%	28.1%
CLARENDON SCHOOL DISTRICT	4802000	09	42	28.6%	26.2%	21.4%
CLARENDON SCHOOL DISTRICT	4802000	10	36	36.1%	22.2%	27.8%
CADDO HILLS SCHOOL DISTRICT	4901000	03	53	0.0%	20.8%	28.3%
CADDO HILLS SCHOOL DISTRICT	4901000	04	45	11.1%	17.8%	46.7%
CADDO HILLS SCHOOL DISTRICT	4901000	05	38	2.6%	26.3%	36.8%
CADDO HILLS SCHOOL DISTRICT	4901000	06	51	3.9%	9.8%	45.1%
CADDO HILLS SCHOOL DISTRICT	4901000	07	53	5.7%	11.3%	56.6%
CADDO HILLS SCHOOL DISTRICT	4901000	08	33	6.1%	24.2%	27.3%
CADDO HILLS SCHOOL DISTRICT	4901000	09	43	14.0%	30.2%	16.3%
CADDO HILLS SCHOOL DISTRICT	4901000	10	32	9.4%	25.0%	40.6%
MOUNT IDA SCHOOL DISTRICT	4902000	03	31	6.5%	19.4%	29.0%
MOUNT IDA SCHOOL DISTRICT	4902000	04	30	13.3%	46.7%	33.3%
MOUNT IDA SCHOOL DISTRICT	4902000	05	29	3.4%	17.2%	58.6%
MOUNT IDA SCHOOL DISTRICT	4902000	06	36	2.8%	16.7%	22.2%
MOUNT IDA SCHOOL DISTRICT	4902000	07	33	3.0%	21.2%	42.4%
MOUNT IDA SCHOOL DISTRICT	4902000	08	33	3.0%	18.2%	30.3%
MOUNT IDA SCHOOL DISTRICT	4902000	09	46	13.0%	32.6%	32.6%
MOUNT IDA SCHOOL DISTRICT	4902000	10	43	18.6%	25.6%	27.9%
PRESCOTT SCHOOL DISTRICT	5006000	03	94	3.2%	36.2%	27.7%
PRESCOTT SCHOOL DISTRICT	5006000	04	75	16.0%	20.0%	24.0%
PRESCOTT SCHOOL DISTRICT	5006000	05	75	6.7%	25.3%	34.7%
PRESCOTT SCHOOL DISTRICT	5006000	06	76	10.5%	19.7%	22.4%
PRESCOTT SCHOOL DISTRICT	5006000	07	79	2.5%	13.9%	51.9%
PRESCOTT SCHOOL DISTRICT	5006000	08	73	8.2%	21.9%	35.6%
PRESCOTT SCHOOL DISTRICT	5006000	09	69	23.2%	21.7%	30.4%
PRESCOTT SCHOOL DISTRICT	5006000	10	71	18.3%	25.4%	29.6%
NEVADA SCHOOL DISTRICT	5008000	03	35	0.0%	34.3%	31.4%
NEVADA SCHOOL DISTRICT	5008000	04	36	27.8%	27.8%	25.0%
NEVADA SCHOOL DISTRICT	5008000	05	35	0.0%	17.1%	45.7%
NEVADA SCHOOL DISTRICT	5008000	06	31	6.5%	29.0%	38.7%
NEVADA SCHOOL DISTRICT	5008000	07	37	2.7%	27.0%	40.5%
NEVADA SCHOOL DISTRICT	5008000	08	35	8.6%	17.1%	37.1%
NEVADA SCHOOL DISTRICT	5008000	09	30	20.0%	26.7%	33.3%
NEVADA SCHOOL DISTRICT	5008000	10	38	21.1%	36.8%	23.7%
JASPER SCHOOL DISTRICT	5102000	03	65	6.2%	13.8%	29.2%
JASPER SCHOOL DISTRICT	5102000	04	69	5.8%	17.4%	46.4%
JASPER SCHOOL DISTRICT	5102000	05	59	3.4%	27.1%	37.3%

JASPER SCHOOL DISTRICT	5102000	06	72	4.2%	20.8%	40.3%
JASPER SCHOOL DISTRICT	5102000	07	64	7.8%	9.4%	29.7%
JASPER SCHOOL DISTRICT	5102000	08	65	4.6%	18.5%	26.2%
JASPER SCHOOL DISTRICT	5102000	09	82	13.4%	22.0%	24.4%
JASPER SCHOOL DISTRICT	5102000	10	55	16.4%	20.0%	23.6%
DEER/MT. JUDEA SCHOOL DISTR	5106000	03	32	6.3%	37.5%	25.0%
DEER/MT. JUDEA SCHOOL DISTR	5106000	04	22	18.2%	36.4%	31.8%
DEER/MT. JUDEA SCHOOL DISTR	5106000	05	22	0.0%	27.3%	40.9%
DEER/MT. JUDEA SCHOOL DISTR	5106000	06	33	21.2%	27.3%	24.2%
DEER/MT. JUDEA SCHOOL DISTR	5106000	07	29	6.9%	41.4%	31.0%
DEER/MT. JUDEA SCHOOL DISTR	5106000	08	25	8.0%	48.0%	20.0%
DEER/MT. JUDEA SCHOOL DISTR	5106000	09	28	42.9%	17.9%	17.9%
DEER/MT. JUDEA SCHOOL DISTR	5106000	10	28	7.1%	14.3%	46.4%
BEARDEN SCHOOL DISTRICT	5201000	03	33	3.0%	30.3%	36.4%
BEARDEN SCHOOL DISTRICT	5201000	04	32	3.1%	21.9%	43.8%
BEARDEN SCHOOL DISTRICT	5201000	05	31	9.7%	19.4%	45.2%
BEARDEN SCHOOL DISTRICT	5201000	06	34	2.9%	29.4%	52.9%
BEARDEN SCHOOL DISTRICT	5201000	07	37	0.0%	16.2%	59.5%
BEARDEN SCHOOL DISTRICT	5201000	08	39	7.7%	20.5%	48.7%
BEARDEN SCHOOL DISTRICT	5201000	09	49	24.5%	30.6%	30.6%
BEARDEN SCHOOL DISTRICT	5201000	10	42	40.5%	28.6%	23.8%
CAMDEN FAIRVIEW SCHOOL DIS	5204000	03	253	2.8%	32.8%	31.6%
CAMDEN FAIRVIEW SCHOOL DIS	5204000	04	212	18.9%	35.8%	25.0%
CAMDEN FAIRVIEW SCHOOL DIS	5204000	05	187	7.5%	38.0%	34.8%
CAMDEN FAIRVIEW SCHOOL DIS	5204000	06	168	12.5%	26.8%	34.5%
CAMDEN FAIRVIEW SCHOOL DIS	5204000	07	159	5.0%	22.6%	41.5%
CAMDEN FAIRVIEW SCHOOL DIS	5204000	08	173	7.5%	28.9%	32.4%
CAMDEN FAIRVIEW SCHOOL DIS	5204000	09	181	33.1%	22.1%	25.4%
CAMDEN FAIRVIEW SCHOOL DIS	5204000	10	177	31.1%	31.1%	22.6%
HARMONY GROVE SCHOOL DIST	5205000	03	78	1.3%	26.9%	28.2%
HARMONY GROVE SCHOOL DIST	5205000	04	77	6.5%	19.5%	33.8%
HARMONY GROVE SCHOOL DIST	5205000	05	78	1.3%	17.9%	42.3%
HARMONY GROVE SCHOOL DIST	5205000	06	73	6.8%	21.9%	37.0%
HARMONY GROVE SCHOOL DIST	5205000	07	73	2.7%	21.9%	30.1%
HARMONY GROVE SCHOOL DIST	5205000	08	90	5.6%	22.2%	31.1%
HARMONY GROVE SCHOOL DIST	5205000	09	67	28.4%	19.4%	22.4%
HARMONY GROVE SCHOOL DIST	5205000	10	87	20.7%	21.8%	26.4%
EAST END SCHOOL DISTRICT	5301000	03	59	3.4%	20.3%	23.7%
EAST END SCHOOL DISTRICT	5301000	04	46	10.9%	34.8%	30.4%
EAST END SCHOOL DISTRICT	5301000	05	46	13.0%	37.0%	30.4%
EAST END SCHOOL DISTRICT	5301000	06	50	8.0%	28.0%	28.0%
EAST END SCHOOL DISTRICT	5301000	07	43	9.3%	16.3%	41.9%
EAST END SCHOOL DISTRICT	5301000	08	44	11.4%	40.9%	20.5%
EAST END SCHOOL DISTRICT	5301000	09	53	32.1%	17.0%	30.2%
EAST END SCHOOL DISTRICT	5301000	10	43	18.6%	20.9%	27.9%
PERRYVILLE SCHOOL DISTRICT	5303000	03	65	4.6%	15.4%	26.2%
PERRYVILLE SCHOOL DISTRICT	5303000	04	74	5.4%	14.9%	41.9%
PERRYVILLE SCHOOL DISTRICT	5303000	05	75	5.3%	21.3%	29.3%
PERRYVILLE SCHOOL DISTRICT	5303000	06	73	2.7%	19.2%	24.7%



PERRYVILLE SCHOOL DISTRICT	5303000	07	76	5.3%	15.8%	36.8%
PERRYVILLE SCHOOL DISTRICT	5303000	08	77	6.5%	16.9%	27.3%
PERRYVILLE SCHOOL DISTRICT	5303000	09	69	26.1%	29.0%	27.5%
PERRYVILLE SCHOOL DISTRICT	5303000	10	85	17.6%	27.1%	28.2%
BARTON-LEXA SCHOOL DISTRICT	15401000	03	62	1.6%	17.7%	43.5%
BARTON-LEXA SCHOOL DISTRICT	15401000	04	51	7.8%	25.5%	31.4%
BARTON-LEXA SCHOOL DISTRICT	15401000	05	54	7.4%	31.5%	38.9%
BARTON-LEXA SCHOOL DISTRICT	15401000	06	51	2.0%	31.4%	29.4%
BARTON-LEXA SCHOOL DISTRICT	15401000	07	75	10.7%	21.3%	48.0%
BARTON-LEXA SCHOOL DISTRICT	15401000	08	62	22.6%	21.0%	24.2%
BARTON-LEXA SCHOOL DISTRICT	15401000	09	70	22.9%	38.6%	30.0%
BARTON-LEXA SCHOOL DISTRICT	15401000	10	59	18.6%	40.7%	18.6%
HELENA/ WEST HELENA SCHOOL	5403000	03	127	4.7%	37.0%	26.0%
HELENA/ WEST HELENA SCHOOL	5403000	04	103	19.4%	48.5%	26.2%
HELENA/ WEST HELENA SCHOOL	5403000	05	95	4.2%	45.3%	38.9%
HELENA/ WEST HELENA SCHOOL	5403000	06	95	14.7%	38.9%	28.4%
HELENA/ WEST HELENA SCHOOL	5403000	07	96	6.3%	25.0%	42.7%
HELENA/ WEST HELENA SCHOOL	5403000	08	107	13.1%	27.1%	34.6%
HELENA/ WEST HELENA SCHOOL	5403000	09	104	44.2%	33.7%	12.5%
HELENA/ WEST HELENA SCHOOL	5403000	10	99	45.5%	31.3%	18.2%
MARVELL-ELAINE SCHOOL DISTRICT	5404000	03	30	3.3%	33.3%	23.3%
MARVELL-ELAINE SCHOOL DISTRICT	5404000	04	26	15.4%	50.0%	19.2%
MARVELL-ELAINE SCHOOL DISTRICT	5404000	05	28	3.6%	35.7%	42.9%
MARVELL-ELAINE SCHOOL DISTRICT	5404000	06	28	17.9%	25.0%	32.1%
MARVELL-ELAINE SCHOOL DISTRICT	5404000	07	29	13.8%	62.1%	24.1%
MARVELL-ELAINE SCHOOL DISTRICT	5404000	08	25	16.0%	40.0%	28.0%
MARVELL-ELAINE SCHOOL DISTRICT	5404000	09	26	46.2%	30.8%	15.4%
MARVELL-ELAINE SCHOOL DISTRICT	5404000	10	29	37.9%	27.6%	24.1%
KIPP DELTA PUBLIC SCHOOLS	5440700	03	75	4.0%	29.3%	32.0%
KIPP DELTA PUBLIC SCHOOLS	5440700	04	120	19.2%	25.8%	40.0%
KIPP DELTA PUBLIC SCHOOLS	5440700	05	177	6.2%	31.6%	36.2%
KIPP DELTA PUBLIC SCHOOLS	5440700	06	120	12.5%	30.8%	34.2%
KIPP DELTA PUBLIC SCHOOLS	5440700	07	127	10.2%	25.2%	36.2%
KIPP DELTA PUBLIC SCHOOLS	5440700	08	140	7.9%	22.1%	35.7%
KIPP DELTA PUBLIC SCHOOLS	5440700	09	125	28.0%	25.6%	28.0%
KIPP DELTA PUBLIC SCHOOLS	5440700	10	115	27.0%	26.1%	22.6%
CENTERPOINT SCHOOL DISTRICT	15502000	03	80	2.5%	8.8%	22.5%
CENTERPOINT SCHOOL DISTRICT	15502000	04	53	13.2%	13.2%	34.0%
CENTERPOINT SCHOOL DISTRICT	15502000	05	67	4.5%	23.9%	43.3%
CENTERPOINT SCHOOL DISTRICT	15502000	06	75	4.0%	18.7%	26.7%
CENTERPOINT SCHOOL DISTRICT	15502000	07	80	10.0%	31.3%	30.0%
CENTERPOINT SCHOOL DISTRICT	15502000	08	73	11.0%	24.7%	27.4%
CENTERPOINT SCHOOL DISTRICT	15502000	09	78	23.1%	28.2%	30.8%
CENTERPOINT SCHOOL DISTRICT	15502000	10	80	21.3%	22.5%	26.3%
KIRBY SCHOOL DISTRICT	5503000	03	19	0.0%	26.3%	31.6%
KIRBY SCHOOL DISTRICT	5503000	04	29	3.4%	20.7%	48.3%
KIRBY SCHOOL DISTRICT	5503000	05	30	3.3%	20.0%	43.3%
KIRBY SCHOOL DISTRICT	5503000	06	17	0.0%	35.3%	35.3%
KIRBY SCHOOL DISTRICT	5503000	07	31	3.2%	12.9%	58.1%

KIRBY SCHOOL DISTRICT	5503000	08	20	0.0%	20.0%	45.0%
KIRBY SCHOOL DISTRICT	5503000	09	27	33.3%	11.1%	18.5%
KIRBY SCHOOL DISTRICT	5503000	10	26	15.4%	11.5%	46.2%
SOUTH PIKE COUNTY SCHOOL DISTRICT	5504000	03	58	5.2%	12.1%	25.9%
SOUTH PIKE COUNTY SCHOOL DISTRICT	5504000	04	51	9.8%	27.5%	23.5%
SOUTH PIKE COUNTY SCHOOL DISTRICT	5504000	05	41	4.9%	9.8%	53.7%
SOUTH PIKE COUNTY SCHOOL DISTRICT	5504000	06	63	6.3%	17.5%	33.3%
SOUTH PIKE COUNTY SCHOOL DISTRICT	5504000	07	55	3.6%	21.8%	34.5%
SOUTH PIKE COUNTY SCHOOL DISTRICT	5504000	08	44	6.8%	22.7%	29.5%
SOUTH PIKE COUNTY SCHOOL DISTRICT	5504000	09	49	20.4%	28.6%	32.7%
SOUTH PIKE COUNTY SCHOOL DISTRICT	5504000	10	45	22.2%	28.9%	20.0%
HARRISBURG SCHOOL DISTRICT	5602000	03	97	3.1%	33.0%	25.8%
HARRISBURG SCHOOL DISTRICT	5602000	04	86	3.5%	24.4%	36.0%
HARRISBURG SCHOOL DISTRICT	5602000	05	88	3.4%	26.1%	36.4%
HARRISBURG SCHOOL DISTRICT	5602000	06	98	6.1%	19.4%	34.7%
HARRISBURG SCHOOL DISTRICT	5602000	07	85	0.0%	24.7%	40.0%
HARRISBURG SCHOOL DISTRICT	5602000	08	98	9.2%	23.5%	27.6%
HARRISBURG SCHOOL DISTRICT	5602000	09	104	33.7%	24.0%	27.9%
HARRISBURG SCHOOL DISTRICT	5602000	10	95	29.5%	27.4%	27.4%
MARKED TREE SCHOOL DISTRICT	5604000	03	48	2.1%	18.8%	31.3%
MARKED TREE SCHOOL DISTRICT	5604000	04	47	12.8%	31.9%	29.8%
MARKED TREE SCHOOL DISTRICT	5604000	05	44	6.8%	31.8%	40.9%
MARKED TREE SCHOOL DISTRICT	5604000	06	47	10.6%	23.4%	36.2%
MARKED TREE SCHOOL DISTRICT	5604000	07	32	3.1%	31.3%	53.1%
MARKED TREE SCHOOL DISTRICT	5604000	08	30	10.0%	43.3%	20.0%
MARKED TREE SCHOOL DISTRICT	5604000	09	47	40.4%	23.4%	25.5%
MARKED TREE SCHOOL DISTRICT	5604000	10	37	29.7%	21.6%	24.3%
TRUMANN SCHOOL DISTRICT	5605000	03	132	4.5%	34.1%	36.4%
TRUMANN SCHOOL DISTRICT	5605000	04	129	9.3%	29.5%	35.7%
TRUMANN SCHOOL DISTRICT	5605000	05	126	4.0%	24.6%	37.3%
TRUMANN SCHOOL DISTRICT	5605000	06	109	13.8%	26.6%	28.4%
TRUMANN SCHOOL DISTRICT	5605000	07	113	5.3%	21.2%	27.4%
TRUMANN SCHOOL DISTRICT	5605000	08	135	11.1%	30.4%	32.6%
TRUMANN SCHOOL DISTRICT	5605000	09	129	48.8%	23.3%	20.2%
TRUMANN SCHOOL DISTRICT	5605000	10	123	21.1%	30.1%	22.8%
EAST POINSETT COUNTY SCHOOL DISTRICT	5608000	03	43	4.7%	14.0%	27.9%
EAST POINSETT COUNTY SCHOOL DISTRICT	5608000	04	52	0.0%	17.3%	48.1%
EAST POINSETT COUNTY SCHOOL DISTRICT	5608000	05	51	0.0%	21.6%	41.2%
EAST POINSETT COUNTY SCHOOL DISTRICT	5608000	06	48	10.4%	31.3%	33.3%
EAST POINSETT COUNTY SCHOOL DISTRICT	5608000	07	62	6.5%	14.5%	53.2%
EAST POINSETT COUNTY SCHOOL DISTRICT	5608000	08	57	15.8%	24.6%	28.1%
EAST POINSETT COUNTY SCHOOL DISTRICT	5608000	09	62	25.8%	24.2%	30.6%
EAST POINSETT COUNTY SCHOOL DISTRICT	5608000	10	56	33.9%	21.4%	25.0%
MENA SCHOOL DISTRICT	5703000	03	146	2.7%	15.8%	24.0%
MENA SCHOOL DISTRICT	5703000	04	132	8.3%	25.8%	37.1%
MENA SCHOOL DISTRICT	5703000	05	139	1.4%	20.9%	41.7%
MENA SCHOOL DISTRICT	5703000	06	125	6.4%	15.2%	40.0%
MENA SCHOOL DISTRICT	5703000	07	147	4.1%	12.2%	42.2%
MENA SCHOOL DISTRICT	5703000	08	114	7.0%	10.5%	31.6%

MENA SCHOOL DISTRICT	5703000	09	118	22.0%	22.9%	24.6%
MENA SCHOOL DISTRICT	5703000	10	142	15.5%	16.2%	26.8%
OUACHITA RIVER SCHOOL DISTR	5706000	03	47	0.0%	12.8%	21.3%
OUACHITA RIVER SCHOOL DISTR	5706000	04	60	11.7%	20.0%	33.3%
OUACHITA RIVER SCHOOL DISTR	5706000	05	61	1.6%	18.0%	49.2%
OUACHITA RIVER SCHOOL DISTR	5706000	06	57	7.0%	21.1%	36.8%
OUACHITA RIVER SCHOOL DISTR	5706000	07	48	2.1%	16.7%	41.7%
OUACHITA RIVER SCHOOL DISTR	5706000	08	56	7.1%	7.1%	26.8%
OUACHITA RIVER SCHOOL DISTR	5706000	09	67	20.9%	13.4%	35.8%
OUACHITA RIVER SCHOOL DISTR	5706000	10	41	4.9%	29.3%	34.1%
COSSATOT RIVER SCHOOL DISTR	5707000	03	75	0.0%	13.3%	21.3%
COSSATOT RIVER SCHOOL DISTR	5707000	04	75	6.7%	14.7%	44.0%
COSSATOT RIVER SCHOOL DISTR	5707000	05	79	1.3%	13.9%	51.9%
COSSATOT RIVER SCHOOL DISTR	5707000	06	74	5.4%	14.9%	28.4%
COSSATOT RIVER SCHOOL DISTR	5707000	07	85	2.4%	11.8%	28.2%
COSSATOT RIVER SCHOOL DISTR	5707000	08	86	3.5%	20.9%	38.4%
COSSATOT RIVER SCHOOL DISTR	5707000	09	87	20.7%	26.4%	31.0%
COSSATOT RIVER SCHOOL DISTR	5707000	10	76	17.1%	28.9%	27.6%
ATKINS SCHOOL DISTRICT	5801000	03	82	7.3%	26.8%	26.8%
ATKINS SCHOOL DISTRICT	5801000	04	71	5.6%	7.0%	33.8%
ATKINS SCHOOL DISTRICT	5801000	05	71	4.2%	11.3%	33.8%
ATKINS SCHOOL DISTRICT	5801000	06	73	5.5%	19.2%	27.4%
ATKINS SCHOOL DISTRICT	5801000	07	77	1.3%	11.7%	42.9%
ATKINS SCHOOL DISTRICT	5801000	08	64	7.8%	17.2%	26.6%
ATKINS SCHOOL DISTRICT	5801000	09	75	24.0%	22.7%	25.3%
ATKINS SCHOOL DISTRICT	5801000	10	74	28.4%	18.9%	20.3%
DOVER SCHOOL DISTRICT	5802000	03	120	1.7%	13.3%	20.8%
DOVER SCHOOL DISTRICT	5802000	04	95	4.2%	17.9%	30.5%
DOVER SCHOOL DISTRICT	5802000	05	98	2.0%	11.2%	27.6%
DOVER SCHOOL DISTRICT	5802000	06	107	1.9%	10.3%	38.3%
DOVER SCHOOL DISTRICT	5802000	07	114	0.9%	11.4%	42.1%
DOVER SCHOOL DISTRICT	5802000	08	102	2.0%	18.6%	26.5%
DOVER SCHOOL DISTRICT	5802000	09	123	10.6%	22.8%	28.5%
DOVER SCHOOL DISTRICT	5802000	10	98	12.2%	33.7%	29.6%
HECTOR SCHOOL DISTRICT	5803000	03	43	7.0%	18.6%	25.6%
HECTOR SCHOOL DISTRICT	5803000	04	46	6.5%	26.1%	32.6%
HECTOR SCHOOL DISTRICT	5803000	05	34	5.9%	23.5%	38.2%
HECTOR SCHOOL DISTRICT	5803000	06	44	2.3%	15.9%	31.8%
HECTOR SCHOOL DISTRICT	5803000	07	40	10.0%	22.5%	25.0%
HECTOR SCHOOL DISTRICT	5803000	08	38	5.3%	21.1%	39.5%
HECTOR SCHOOL DISTRICT	5803000	09	51	17.6%	17.6%	23.5%
HECTOR SCHOOL DISTRICT	5803000	10	60	6.7%	18.3%	36.7%
POTTSVILLE SCHOOL DISTRICT	5804000	03	118	3.4%	11.9%	22.9%
POTTSVILLE SCHOOL DISTRICT	5804000	04	136	5.9%	13.2%	34.6%
POTTSVILLE SCHOOL DISTRICT	5804000	05	133	2.3%	14.3%	33.1%
POTTSVILLE SCHOOL DISTRICT	5804000	06	118	3.4%	9.3%	39.8%
POTTSVILLE SCHOOL DISTRICT	5804000	07	125	1.6%	12.8%	32.0%
POTTSVILLE SCHOOL DISTRICT	5804000	08	131	3.1%	17.6%	23.7%
POTTSVILLE SCHOOL DISTRICT	5804000	09	123	13.8%	22.8%	19.5%

POTTSVILLE SCHOOL DISTRICT	5804000	10	126	13.5%	21.4%	25.4%
RUSSELLVILLE SCHOOL DISTRICT	5805000	03	432	3.2%	27.8%	21.8%
RUSSELLVILLE SCHOOL DISTRICT	5805000	04	385	9.6%	19.2%	31.2%
RUSSELLVILLE SCHOOL DISTRICT	5805000	05	373	3.8%	16.4%	37.3%
RUSSELLVILLE SCHOOL DISTRICT	5805000	06	385	7.0%	18.2%	35.3%
RUSSELLVILLE SCHOOL DISTRICT	5805000	07	358	3.1%	17.0%	36.6%
RUSSELLVILLE SCHOOL DISTRICT	5805000	08	363	4.1%	14.9%	33.9%
RUSSELLVILLE SCHOOL DISTRICT	5805000	09	403	15.6%	18.9%	29.3%
RUSSELLVILLE SCHOOL DISTRICT	5805000	10	359	13.1%	23.4%	25.6%
DES ARC SCHOOL DISTRICT	5901000	03	35	2.9%	22.9%	8.6%
DES ARC SCHOOL DISTRICT	5901000	04	41	7.3%	14.6%	31.7%
DES ARC SCHOOL DISTRICT	5901000	05	26	3.8%	3.8%	38.5%
DES ARC SCHOOL DISTRICT	5901000	06	48	6.3%	20.8%	20.8%
DES ARC SCHOOL DISTRICT	5901000	07	44	0.0%	9.1%	25.0%
DES ARC SCHOOL DISTRICT	5901000	08	33	6.1%	9.1%	24.2%
DES ARC SCHOOL DISTRICT	5901000	09	54	13.0%	11.1%	22.2%
DES ARC SCHOOL DISTRICT	5901000	10	42	28.6%	19.0%	21.4%
HAZEN SCHOOL DISTRICT	5903000	03	57	5.3%	19.3%	26.3%
HAZEN SCHOOL DISTRICT	5903000	04	37	8.1%	32.4%	29.7%
HAZEN SCHOOL DISTRICT	5903000	05	49	4.1%	24.5%	42.9%
HAZEN SCHOOL DISTRICT	5903000	06	46	10.9%	15.2%	32.6%
HAZEN SCHOOL DISTRICT	5903000	07	35	11.4%	20.0%	37.1%
HAZEN SCHOOL DISTRICT	5903000	08	55	10.9%	23.6%	29.1%
HAZEN SCHOOL DISTRICT	5903000	09	46	10.9%	23.9%	28.3%
HAZEN SCHOOL DISTRICT	5903000	10	54	20.4%	20.4%	37.0%
LITTLE ROCK SCHOOL DISTRICT	6001000	03	2002	4.5%	31.6%	23.6%
LITTLE ROCK SCHOOL DISTRICT	6001000	04	1866	14.2%	29.0%	30.3%
LITTLE ROCK SCHOOL DISTRICT	6001000	05	1825	6.0%	29.4%	33.5%
LITTLE ROCK SCHOOL DISTRICT	6001000	06	1514	11.8%	32.0%	29.8%
LITTLE ROCK SCHOOL DISTRICT	6001000	07	1470	9.9%	25.6%	33.5%
LITTLE ROCK SCHOOL DISTRICT	6001000	08	1526	13.2%	27.4%	31.0%
LITTLE ROCK SCHOOL DISTRICT	6001000	09	1622	33.1%	24.0%	20.3%
LITTLE ROCK SCHOOL DISTRICT	6001000	10	1515	30.6%	25.3%	19.5%
LITTLE ROCK SCHOOL DISTRICT	6001000	11	0	NA	NA	NA
NORTH LITTLE ROCK SCHOOL DISTRICT	6002000	03	661	5.4%	31.8%	20.7%
NORTH LITTLE ROCK SCHOOL DISTRICT	6002000	04	577	16.3%	26.7%	29.5%
NORTH LITTLE ROCK SCHOOL DISTRICT	6002000	05	631	4.1%	31.7%	37.7%
NORTH LITTLE ROCK SCHOOL DISTRICT	6002000	06	620	12.3%	30.0%	32.1%
NORTH LITTLE ROCK SCHOOL DISTRICT	6002000	07	573	8.6%	28.6%	35.1%
NORTH LITTLE ROCK SCHOOL DISTRICT	6002000	08	566	16.3%	26.7%	28.4%
NORTH LITTLE ROCK SCHOOL DISTRICT	6002000	09	598	26.3%	24.9%	24.1%
NORTH LITTLE ROCK SCHOOL DISTRICT	6002000	10	623	28.9%	27.6%	20.2%
PULASKI COUNTY SPECIAL SCHOOL DISTRICT	6003000	03	1347	3.9%	24.6%	25.2%
PULASKI COUNTY SPECIAL SCHOOL DISTRICT	6003000	04	1309	11.2%	24.6%	32.0%
PULASKI COUNTY SPECIAL SCHOOL DISTRICT	6003000	05	1199	3.8%	21.4%	35.9%
PULASKI COUNTY SPECIAL SCHOOL DISTRICT	6003000	06	1180	6.7%	28.0%	34.4%
PULASKI COUNTY SPECIAL SCHOOL DISTRICT	6003000	07	1173	7.1%	19.1%	41.2%
PULASKI COUNTY SPECIAL SCHOOL DISTRICT	6003000	08	1116	11.5%	26.4%	30.8%
PULASKI COUNTY SPECIAL SCHOOL DISTRICT	6003000	09	1302	32.6%	26.9%	23.6%



PULASKI COUNTY SPECIAL SCHO	6003000	10	1187	24.6%	25.0%	25.6%
ACADEMICS PLUS SCHOOL DIST	6040700	03	72	0.0%	16.7%	12.5%
ACADEMICS PLUS SCHOOL DIST	6040700	04	75	4.0%	20.0%	21.3%
ACADEMICS PLUS SCHOOL DIST	6040700	05	77	2.6%	16.9%	31.2%
ACADEMICS PLUS SCHOOL DIST	6040700	06	76	1.3%	19.7%	43.4%
ACADEMICS PLUS SCHOOL DIST	6040700	07	71	0.0%	14.1%	40.8%
ACADEMICS PLUS SCHOOL DIST	6040700	08	50	2.0%	16.0%	20.0%
ACADEMICS PLUS SCHOOL DIST	6040700	09	50	8.0%	16.0%	26.0%
ACADEMICS PLUS SCHOOL DIST	6040700	10	45	11.1%	11.1%	24.4%
LISA ACADEMY	6041700	03	65	6.2%	16.9%	20.0%
LISA ACADEMY	6041700	04	73	2.7%	17.8%	31.5%
LISA ACADEMY	6041700	05	76	1.3%	26.3%	35.5%
LISA ACADEMY	6041700	06	239	3.3%	17.2%	26.8%
LISA ACADEMY	6041700	07	244	4.5%	12.3%	29.5%
LISA ACADEMY	6041700	08	197	5.1%	13.2%	28.4%
LISA ACADEMY	6041700	09	167	7.8%	14.4%	33.5%
LISA ACADEMY	6041700	10	101	14.9%	18.8%	20.8%
ARKANSAS VIRTUAL ACADEMY	6043700	03	145	8.3%	27.6%	22.8%
ARKANSAS VIRTUAL ACADEMY	6043700	04	142	15.5%	21.1%	34.5%
ARKANSAS VIRTUAL ACADEMY	6043700	05	166	7.2%	25.9%	33.1%
ARKANSAS VIRTUAL ACADEMY	6043700	06	175	10.9%	24.6%	23.4%
ARKANSAS VIRTUAL ACADEMY	6043700	07	224	7.1%	17.9%	30.8%
ARKANSAS VIRTUAL ACADEMY	6043700	08	234	10.7%	17.9%	24.4%
ARKANSAS VIRTUAL ACADEMY	6043700	09	155	23.2%	21.9%	27.7%
ARKANSAS VIRTUAL ACADEMY	6043700	10	108	15.7%	25.9%	23.1%
COVENANTKEEPERS CHARTER S	6044700	06	44	15.9%	36.4%	31.8%
COVENANTKEEPERS CHARTER S	6044700	07	47	14.9%	25.5%	46.8%
COVENANTKEEPERS CHARTER S	6044700	08	58	13.8%	43.1%	29.3%
ESTEM PUBLIC CHARTER SCHOO	6047700	03	92	1.1%	14.1%	20.7%
ESTEM PUBLIC CHARTER SCHOO	6047700	04	92	5.4%	10.9%	33.7%
ESTEM PUBLIC CHARTER SCHOO	6047700	05	113	0.0%	22.1%	30.1%
ESTEM PUBLIC CHARTER SCHOO	6047700	06	127	0.0%	18.1%	24.4%
ESTEM PUBLIC CHARTER SCHOO	6047700	07	120	2.5%	18.3%	31.7%
ESTEM PUBLIC CHARTER SCHOO	6047700	08	118	4.2%	11.0%	26.3%
ESTEM PUBLIC CHARTER SCHOO	6047700	09	131	16.0%	14.5%	24.4%
ESTEM PUBLIC CHARTER SCHOO	6047700	10	124	5.6%	21.0%	21.0%
LITTLE ROCK PREPARATORY ACA	6049700	03	60	6.7%	36.7%	31.7%
LITTLE ROCK PREPARATORY ACA	6049700	04	42	16.7%	38.1%	33.3%
LITTLE ROCK PREPARATORY ACA	6049700	05	49	4.1%	49.0%	34.7%
LITTLE ROCK PREPARATORY ACA	6049700	06	43	9.3%	37.2%	39.5%
LITTLE ROCK PREPARATORY ACA	6049700	07	36	8.3%	13.9%	55.6%
LITTLE ROCK PREPARATORY ACA	6049700	08	35	28.6%	17.1%	28.6%
JACKSONVILLE LIGHTHOUSE CH	6050700	03	54	0.0%	38.9%	25.9%
JACKSONVILLE LIGHTHOUSE CH	6050700	04	54	14.8%	31.5%	27.8%
JACKSONVILLE LIGHTHOUSE CH	6050700	05	102	2.9%	24.5%	47.1%
JACKSONVILLE LIGHTHOUSE CH	6050700	06	106	5.7%	31.1%	42.5%
JACKSONVILLE LIGHTHOUSE CH	6050700	07	103	3.9%	20.4%	38.8%
JACKSONVILLE LIGHTHOUSE CH	6050700	08	96	6.3%	25.0%	24.0%
JACKSONVILLE LIGHTHOUSE CH	6050700	09	83	21.7%	32.5%	26.5%

JACKSONVILLE LIGHTHOUSE CH/6050700	10	86	17.4%	26.7%	27.9%
SIATECH LITTLE ROCK CHARTER 6052700	09	15	53.3%	40.0%	6.7%
SIATECH LITTLE ROCK CHARTER 6052700	10	16	68.8%	25.0%	6.3%
RESPONSIVE ED SOLUTIONS PRE 6053700	09	29	37.9%	34.5%	24.1%
RESPONSIVE ED SOLUTIONS PRE 6053700	10	19	42.1%	31.6%	21.1%
RESPONSIVE ED SOLUTIONS QUI 6054700	06	74	5.4%	13.5%	23.0%
RESPONSIVE ED SOLUTIONS QUI 6054700	07	72	1.4%	9.7%	23.6%
RESPONSIVE ED SOLUTIONS QUI 6054700	08	63	0.0%	12.7%	27.0%
RESPONSIVE ED SOLUTIONS QUI 6054700	09	23	13.0%	21.7%	17.4%
EXALT ACADEMY OF SOUTHWES 6055700	03	55	9.1%	38.2%	27.3%
CAPITOL CITY LIGHTHOUSE ACAI 6056700	03	38	18.4%	47.4%	18.4%
CAPITOL CITY LIGHTHOUSE ACAI 6056700	04	37	13.5%	45.9%	37.8%
CAPITOL CITY LIGHTHOUSE ACAI 6056700	05	34	5.9%	41.2%	44.1%
ROCKBRIDGE MONTESSORI 6057700	03	21	0.0%	57.1%	14.3%
ROCKBRIDGE MONTESSORI 6057700	04	17	23.5%	29.4%	11.8%
ROCKBRIDGE MONTESSORI 6057700	05	12	0.0%	50.0%	25.0%
ARK. SCHOOL FOR THE BLIND 6091000	03	3	N<10	N<10	N<10
ARK. SCHOOL FOR THE BLIND 6091000	04	4	N<10	N<10	N<10
ARK. SCHOOL FOR THE BLIND 6091000	05	8	N<10	N<10	N<10
ARK. SCHOOL FOR THE BLIND 6091000	06	4	N<10	N<10	N<10
ARK. SCHOOL FOR THE BLIND 6091000	07	2	N<10	N<10	N<10
ARK. SCHOOL FOR THE BLIND 6091000	08	6	N<10	N<10	N<10
ARK. SCHOOL FOR THE BLIND 6091000	09	6	N<10	N<10	N<10
ARK. SCHOOL FOR THE BLIND 6091000	10	4	N<10	N<10	N<10
ARK. SCHOOL FOR THE DEAF 6092000	03	9	N<10	N<10	N<10
ARK. SCHOOL FOR THE DEAF 6092000	04	6	N<10	N<10	N<10
ARK. SCHOOL FOR THE DEAF 6092000	05	5	N<10	N<10	N<10
ARK. SCHOOL FOR THE DEAF 6092000	06	9	N<10	N<10	N<10
ARK. SCHOOL FOR THE DEAF 6092000	07	4	N<10	N<10	N<10
ARK. SCHOOL FOR THE DEAF 6092000	08	3	N<10	N<10	N<10
ARK. SCHOOL FOR THE DEAF 6092000	09	11	81.8%	18.2%	0.0%
ARK. SCHOOL FOR THE DEAF 6092000	10	9	N<10	N<10	N<10
MAYNARD SCHOOL DISTRICT 6102000	03	26	7.7%	30.8%	34.6%
MAYNARD SCHOOL DISTRICT 6102000	04	29	20.7%	27.6%	41.4%
MAYNARD SCHOOL DISTRICT 6102000	05	35	8.6%	40.0%	40.0%
MAYNARD SCHOOL DISTRICT 6102000	06	41	12.2%	29.3%	46.3%
MAYNARD SCHOOL DISTRICT 6102000	07	42	2.4%	31.0%	35.7%
MAYNARD SCHOOL DISTRICT 6102000	08	34	11.8%	44.1%	17.6%
MAYNARD SCHOOL DISTRICT 6102000	09	29	20.7%	17.2%	34.5%
MAYNARD SCHOOL DISTRICT 6102000	10	36	22.2%	22.2%	11.1%
POCAHONTAS SCHOOL DISTRICT 6103000	03	134	2.2%	25.4%	26.9%
POCAHONTAS SCHOOL DISTRICT 6103000	04	128	5.5%	12.5%	32.0%
POCAHONTAS SCHOOL DISTRICT 6103000	05	138	5.8%	17.4%	39.1%
POCAHONTAS SCHOOL DISTRICT 6103000	06	126	5.6%	22.2%	37.3%
POCAHONTAS SCHOOL DISTRICT 6103000	07	143	2.1%	15.4%	38.5%
POCAHONTAS SCHOOL DISTRICT 6103000	08	158	3.8%	11.4%	24.7%
POCAHONTAS SCHOOL DISTRICT 6103000	09	148	20.3%	15.5%	27.7%
POCAHONTAS SCHOOL DISTRICT 6103000	10	136	14.7%	21.3%	26.5%
FORREST CITY SCHOOL DISTRICT 6201000	03	227	7.9%	44.5%	20.7%

FORREST CITY SCHOOL DISTRICT 6201000	04	161	32.9%	39.8%	18.0%
FORREST CITY SCHOOL DISTRICT 6201000	05	132	19.7%	35.6%	30.3%
FORREST CITY SCHOOL DISTRICT 6201000	06	170	18.2%	43.5%	24.7%
FORREST CITY SCHOOL DISTRICT 6201000	07	169	13.6%	33.7%	34.3%
FORREST CITY SCHOOL DISTRICT 6201000	08	179	24.0%	30.7%	31.8%
FORREST CITY SCHOOL DISTRICT 6201000	09	192	47.9%	33.3%	14.1%
FORREST CITY SCHOOL DISTRICT 6201000	10	200	52.0%	21.5%	14.5%
PALESTINE-WHEATLEY SCH. DIST 6205000	03	55	0.0%	7.3%	20.0%
PALESTINE-WHEATLEY SCH. DIST 6205000	04	63	4.8%	20.6%	31.7%
PALESTINE-WHEATLEY SCH. DIST 6205000	05	47	6.4%	23.4%	42.6%
PALESTINE-WHEATLEY SCH. DIST 6205000	06	60	11.7%	20.0%	36.7%
PALESTINE-WHEATLEY SCH. DIST 6205000	07	58	3.4%	13.8%	55.2%
PALESTINE-WHEATLEY SCH. DIST 6205000	08	67	7.5%	22.4%	32.8%
PALESTINE-WHEATLEY SCH. DIST 6205000	09	76	42.1%	19.7%	23.7%
PALESTINE-WHEATLEY SCH. DIST 6205000	10	56	25.0%	26.8%	19.6%
BAUXITE SCHOOL DISTRICT 6301000	03	120	1.7%	12.5%	16.7%
BAUXITE SCHOOL DISTRICT 6301000	04	102	9.8%	16.7%	32.4%
BAUXITE SCHOOL DISTRICT 6301000	05	118	1.7%	35.6%	32.2%
BAUXITE SCHOOL DISTRICT 6301000	06	117	7.7%	20.5%	31.6%
BAUXITE SCHOOL DISTRICT 6301000	07	149	2.0%	15.4%	44.3%
BAUXITE SCHOOL DISTRICT 6301000	08	125	8.0%	22.4%	36.0%
BAUXITE SCHOOL DISTRICT 6301000	09	142	18.3%	21.1%	26.1%
BAUXITE SCHOOL DISTRICT 6301000	10	131	13.0%	22.9%	22.9%
BENTON SCHOOL DISTRICT 6302000	03	446	1.6%	17.3%	24.4%
BENTON SCHOOL DISTRICT 6302000	04	340	5.6%	20.6%	30.3%
BENTON SCHOOL DISTRICT 6302000	05	377	1.6%	11.9%	36.9%
BENTON SCHOOL DISTRICT 6302000	06	388	2.8%	16.2%	35.1%
BENTON SCHOOL DISTRICT 6302000	07	392	3.3%	10.5%	33.2%
BENTON SCHOOL DISTRICT 6302000	08	364	4.4%	16.5%	30.8%
BENTON SCHOOL DISTRICT 6302000	09	400	13.0%	21.0%	23.5%
BENTON SCHOOL DISTRICT 6302000	10	387	10.6%	15.2%	26.9%
BRYANT SCHOOL DISTRICT 6303000	03	729	1.9%	18.4%	21.8%
BRYANT SCHOOL DISTRICT 6303000	04	661	5.9%	18.5%	32.8%
BRYANT SCHOOL DISTRICT 6303000	05	676	1.8%	13.0%	34.9%
BRYANT SCHOOL DISTRICT 6303000	06	671	4.3%	18.8%	29.7%
BRYANT SCHOOL DISTRICT 6303000	07	635	2.5%	16.1%	32.1%
BRYANT SCHOOL DISTRICT 6303000	08	701	4.6%	15.8%	30.2%
BRYANT SCHOOL DISTRICT 6303000	09	650	20.6%	15.8%	25.4%
BRYANT SCHOOL DISTRICT 6303000	10	687	16.6%	18.9%	22.1%
HARMONY GROVE SCHOOL DIST 6304000	03	79	1.3%	19.0%	26.6%
HARMONY GROVE SCHOOL DIST 6304000	04	80	6.3%	15.0%	40.0%
HARMONY GROVE SCHOOL DIST 6304000	05	90	1.1%	17.8%	37.8%
HARMONY GROVE SCHOOL DIST 6304000	06	98	2.0%	10.2%	38.8%
HARMONY GROVE SCHOOL DIST 6304000	07	82	1.2%	14.6%	43.9%
HARMONY GROVE SCHOOL DIST 6304000	08	91	2.2%	18.7%	34.1%
HARMONY GROVE SCHOOL DIST 6304000	09	91	19.8%	24.2%	28.6%
HARMONY GROVE SCHOOL DIST 6304000	10	96	20.8%	29.2%	24.0%
WALDRON SCHOOL DISTRICT 6401000	03	123	5.7%	39.0%	22.0%
WALDRON SCHOOL DISTRICT 6401000	04	109	8.3%	32.1%	35.8%

WALDRON SCHOOL DISTRICT	6401000	05	111	4.5%	27.9%	35.1%
WALDRON SCHOOL DISTRICT	6401000	06	110	7.3%	24.5%	36.4%
WALDRON SCHOOL DISTRICT	6401000	07	102	8.8%	14.7%	35.3%
WALDRON SCHOOL DISTRICT	6401000	08	104	3.8%	17.3%	42.3%
WALDRON SCHOOL DISTRICT	6401000	09	132	28.8%	22.0%	25.0%
WALDRON SCHOOL DISTRICT	6401000	10	98	30.6%	22.4%	25.5%
SEARCY COUNTY SCHOOL DISTRICT	6502000	03	62	1.6%	19.4%	29.0%
SEARCY COUNTY SCHOOL DISTRICT	6502000	04	61	4.9%	26.2%	32.8%
SEARCY COUNTY SCHOOL DISTRICT	6502000	05	50	2.0%	20.0%	32.0%
SEARCY COUNTY SCHOOL DISTRICT	6502000	06	62	3.2%	21.0%	43.5%
SEARCY COUNTY SCHOOL DISTRICT	6502000	07	52	1.9%	21.2%	48.1%
SEARCY COUNTY SCHOOL DISTRICT	6502000	08	71	9.9%	22.5%	18.3%
SEARCY COUNTY SCHOOL DISTRICT	6502000	09	66	16.7%	19.7%	24.2%
SEARCY COUNTY SCHOOL DISTRICT	6502000	10	70	20.0%	14.3%	30.0%
OZARK MOUNTAIN SCHOOL DISTRICT	6505000	03	51	3.9%	27.5%	29.4%
OZARK MOUNTAIN SCHOOL DISTRICT	6505000	04	44	2.3%	25.0%	38.6%
OZARK MOUNTAIN SCHOOL DISTRICT	6505000	05	54	5.6%	20.4%	31.5%
OZARK MOUNTAIN SCHOOL DISTRICT	6505000	06	47	8.5%	36.2%	27.7%
OZARK MOUNTAIN SCHOOL DISTRICT	6505000	07	50	6.0%	12.0%	40.0%
OZARK MOUNTAIN SCHOOL DISTRICT	6505000	08	41	4.9%	14.6%	36.6%
OZARK MOUNTAIN SCHOOL DISTRICT	6505000	09	56	25.0%	33.9%	21.4%
OZARK MOUNTAIN SCHOOL DISTRICT	6505000	10	49	10.2%	22.4%	44.9%
FORT SMITH SCHOOL DISTRICT	6601000	03	1161	5.3%	28.3%	21.1%
FORT SMITH SCHOOL DISTRICT	6601000	04	1038	10.0%	22.4%	38.0%
FORT SMITH SCHOOL DISTRICT	6601000	05	1024	3.5%	24.1%	40.1%
FORT SMITH SCHOOL DISTRICT	6601000	06	1010	6.5%	19.5%	33.3%
FORT SMITH SCHOOL DISTRICT	6601000	07	1050	4.2%	16.7%	39.6%
FORT SMITH SCHOOL DISTRICT	6601000	08	1075	8.4%	20.5%	27.6%
FORT SMITH SCHOOL DISTRICT	6601000	09	1074	22.4%	23.3%	23.6%
FORT SMITH SCHOOL DISTRICT	6601000	10	1196	21.6%	22.7%	21.7%
GREENWOOD SCHOOL DISTRICT	6602000	03	278	1.4%	11.9%	19.4%
GREENWOOD SCHOOL DISTRICT	6602000	04	273	3.7%	13.6%	34.8%
GREENWOOD SCHOOL DISTRICT	6602000	05	262	1.1%	15.3%	34.7%
GREENWOOD SCHOOL DISTRICT	6602000	06	298	4.0%	18.1%	24.5%
GREENWOOD SCHOOL DISTRICT	6602000	07	246	1.6%	7.3%	39.4%
GREENWOOD SCHOOL DISTRICT	6602000	08	287	3.5%	10.1%	19.2%
GREENWOOD SCHOOL DISTRICT	6602000	09	300	12.3%	16.0%	23.3%
GREENWOOD SCHOOL DISTRICT	6602000	10	300	11.7%	13.3%	24.3%
HACKETT SCHOOL DISTRICT	6603000	03	70	1.4%	14.3%	27.1%
HACKETT SCHOOL DISTRICT	6603000	04	52	11.5%	13.5%	36.5%
HACKETT SCHOOL DISTRICT	6603000	05	57	1.8%	15.8%	47.4%
HACKETT SCHOOL DISTRICT	6603000	06	67	3.0%	26.9%	32.8%
HACKETT SCHOOL DISTRICT	6603000	07	72	4.2%	13.9%	43.1%
HACKETT SCHOOL DISTRICT	6603000	08	58	8.6%	22.4%	41.4%
HACKETT SCHOOL DISTRICT	6603000	09	77	28.6%	24.7%	24.7%
HACKETT SCHOOL DISTRICT	6603000	10	81	24.7%	28.4%	29.6%
LAVACA SCHOOL DISTRICT	6605000	03	74	0.0%	13.5%	32.4%
LAVACA SCHOOL DISTRICT	6605000	04	74	10.8%	21.6%	31.1%
LAVACA SCHOOL DISTRICT	6605000	05	59	1.7%	15.3%	39.0%



LAVACA SCHOOL DISTRICT	6605000	06	64	1.6%	17.2%	37.5%
LAVACA SCHOOL DISTRICT	6605000	07	66	1.5%	12.1%	42.4%
LAVACA SCHOOL DISTRICT	6605000	08	61	9.8%	18.0%	32.8%
LAVACA SCHOOL DISTRICT	6605000	09	58	19.0%	13.8%	32.8%
LAVACA SCHOOL DISTRICT	6605000	10	57	19.3%	26.3%	35.1%
MANSFIELD SCHOOL DISTRICT	6606000	03	48	0.0%	14.6%	25.0%
MANSFIELD SCHOOL DISTRICT	6606000	04	65	1.5%	24.6%	46.2%
MANSFIELD SCHOOL DISTRICT	6606000	05	70	4.3%	20.0%	35.7%
MANSFIELD SCHOOL DISTRICT	6606000	06	66	7.6%	13.6%	34.8%
MANSFIELD SCHOOL DISTRICT	6606000	07	54	0.0%	25.9%	29.6%
MANSFIELD SCHOOL DISTRICT	6606000	08	64	3.1%	14.1%	31.3%
MANSFIELD SCHOOL DISTRICT	6606000	09	65	24.6%	27.7%	16.9%
MANSFIELD SCHOOL DISTRICT	6606000	10	70	31.4%	22.9%	15.7%
DEQUEEN SCHOOL DISTRICT	6701000	03	208	1.0%	22.1%	29.3%
DEQUEEN SCHOOL DISTRICT	6701000	04	170	4.7%	20.0%	45.3%
DEQUEEN SCHOOL DISTRICT	6701000	05	159	0.6%	15.1%	40.3%
DEQUEEN SCHOOL DISTRICT	6701000	06	179	3.9%	24.6%	39.7%
DEQUEEN SCHOOL DISTRICT	6701000	07	173	2.3%	17.9%	44.5%
DEQUEEN SCHOOL DISTRICT	6701000	08	190	3.2%	20.5%	29.5%
DEQUEEN SCHOOL DISTRICT	6701000	09	194	18.0%	27.3%	26.8%
DEQUEEN SCHOOL DISTRICT	6701000	10	140	14.3%	32.9%	24.3%
HORATIO SCHOOL DISTRICT	6703000	03	75	5.3%	28.0%	25.3%
HORATIO SCHOOL DISTRICT	6703000	04	69	11.6%	21.7%	31.9%
HORATIO SCHOOL DISTRICT	6703000	05	47	2.1%	23.4%	55.3%
HORATIO SCHOOL DISTRICT	6703000	06	63	6.3%	31.7%	38.1%
HORATIO SCHOOL DISTRICT	6703000	07	90	4.4%	14.4%	53.3%
HORATIO SCHOOL DISTRICT	6703000	08	51	0.0%	21.6%	23.5%
HORATIO SCHOOL DISTRICT	6703000	09	53	15.1%	24.5%	37.7%
HORATIO SCHOOL DISTRICT	6703000	10	63	17.5%	27.0%	28.6%
CAVE CITY SCHOOL DISTRICT	6802000	03	103	1.0%	27.2%	22.3%
CAVE CITY SCHOOL DISTRICT	6802000	04	79	8.9%	11.4%	35.4%
CAVE CITY SCHOOL DISTRICT	6802000	05	96	1.0%	21.9%	35.4%
CAVE CITY SCHOOL DISTRICT	6802000	06	99	4.0%	18.2%	32.3%
CAVE CITY SCHOOL DISTRICT	6802000	07	97	2.1%	17.5%	43.3%
CAVE CITY SCHOOL DISTRICT	6802000	08	104	5.8%	17.3%	34.6%
CAVE CITY SCHOOL DISTRICT	6802000	09	88	10.2%	18.2%	35.2%
CAVE CITY SCHOOL DISTRICT	6802000	10	80	16.3%	16.3%	22.5%
HIGHLAND SCHOOL DISTRICT	6804000	03	108	2.8%	20.4%	27.8%
HIGHLAND SCHOOL DISTRICT	6804000	04	120	5.8%	23.3%	31.7%
HIGHLAND SCHOOL DISTRICT	6804000	05	111	0.9%	28.8%	38.7%
HIGHLAND SCHOOL DISTRICT	6804000	06	122	5.7%	16.4%	45.1%
HIGHLAND SCHOOL DISTRICT	6804000	07	139	4.3%	14.4%	32.4%
HIGHLAND SCHOOL DISTRICT	6804000	08	129	4.7%	22.5%	34.1%
HIGHLAND SCHOOL DISTRICT	6804000	09	114	28.9%	23.7%	22.8%
HIGHLAND SCHOOL DISTRICT	6804000	10	108	13.9%	29.6%	29.6%
MOUNTAIN VIEW SCHOOL DISTRICT	6901000	03	124	0.8%	16.9%	14.5%
MOUNTAIN VIEW SCHOOL DISTRICT	6901000	04	132	6.1%	14.4%	40.2%
MOUNTAIN VIEW SCHOOL DISTRICT	6901000	05	125	1.6%	15.2%	28.0%
MOUNTAIN VIEW SCHOOL DISTRICT	6901000	06	127	2.4%	18.1%	27.6%

MOUNTAIN VIEW SCHOOL DISTRICT 6901000	07	131	6.1%	20.6%	35.9%
MOUNTAIN VIEW SCHOOL DISTRICT 6901000	08	124	8.1%	17.7%	33.1%
MOUNTAIN VIEW SCHOOL DISTRICT 6901000	09	114	14.0%	15.8%	27.2%
MOUNTAIN VIEW SCHOOL DISTRICT 6901000	10	122	19.7%	17.2%	20.5%
EL DORADO SCHOOL DISTRICT 7001000	03	360	5.0%	28.6%	31.1%
EL DORADO SCHOOL DISTRICT 7001000	04	305	10.8%	26.2%	33.4%
EL DORADO SCHOOL DISTRICT 7001000	05	346	6.6%	24.0%	35.8%
EL DORADO SCHOOL DISTRICT 7001000	06	360	7.8%	25.3%	30.3%
EL DORADO SCHOOL DISTRICT 7001000	07	312	5.8%	22.1%	34.0%
EL DORADO SCHOOL DISTRICT 7001000	08	322	10.6%	22.7%	30.1%
EL DORADO SCHOOL DISTRICT 7001000	09	336	28.9%	22.9%	25.9%
EL DORADO SCHOOL DISTRICT 7001000	10	329	22.8%	24.6%	24.9%
JUNCTION CITY SCHOOL DISTRICT 7003000	03	40	2.5%	17.5%	37.5%
JUNCTION CITY SCHOOL DISTRICT 7003000	04	45	6.7%	20.0%	51.1%
JUNCTION CITY SCHOOL DISTRICT 7003000	05	50	6.0%	24.0%	38.0%
JUNCTION CITY SCHOOL DISTRICT 7003000	06	48	6.3%	16.7%	54.2%
JUNCTION CITY SCHOOL DISTRICT 7003000	07	58	5.2%	22.4%	53.4%
JUNCTION CITY SCHOOL DISTRICT 7003000	08	48	12.5%	10.4%	37.5%
JUNCTION CITY SCHOOL DISTRICT 7003000	09	62	11.3%	22.6%	32.3%
JUNCTION CITY SCHOOL DISTRICT 7003000	10	54	13.0%	33.3%	24.1%
PARKERS CHAPEL SCHOOL DISTRICT 7007000	03	64	1.6%	12.5%	25.0%
PARKERS CHAPEL SCHOOL DISTRICT 7007000	04	53	0.0%	9.4%	39.6%
PARKERS CHAPEL SCHOOL DISTRICT 7007000	05	59	3.4%	10.2%	27.1%
PARKERS CHAPEL SCHOOL DISTRICT 7007000	06	59	6.8%	15.3%	33.9%
PARKERS CHAPEL SCHOOL DISTRICT 7007000	07	56	1.8%	10.7%	30.4%
PARKERS CHAPEL SCHOOL DISTRICT 7007000	08	66	4.5%	10.6%	22.7%
PARKERS CHAPEL SCHOOL DISTRICT 7007000	09	50	18.0%	16.0%	34.0%
PARKERS CHAPEL SCHOOL DISTRICT 7007000	10	60	15.0%	33.3%	20.0%
SMACKOVER-NORPHLET SCHOOL 7008000	03	91	1.1%	25.3%	25.3%
SMACKOVER-NORPHLET SCHOOL 7008000	04	81	9.9%	24.7%	35.8%
SMACKOVER-NORPHLET SCHOOL 7008000	05	61	6.6%	24.6%	49.2%
SMACKOVER-NORPHLET SCHOOL 7008000	06	100	14.0%	26.0%	32.0%
SMACKOVER-NORPHLET SCHOOL 7008000	07	86	4.7%	20.9%	37.2%
SMACKOVER-NORPHLET SCHOOL 7008000	08	85	15.3%	16.5%	28.2%
SMACKOVER-NORPHLET SCHOOL 7008000	09	98	26.5%	17.3%	30.6%
SMACKOVER-NORPHLET SCHOOL 7008000	10	85	29.4%	17.6%	34.1%
STRONG-HUTTIG SCHOOL DISTRICT 7009000	03	35	11.4%	28.6%	37.1%
STRONG-HUTTIG SCHOOL DISTRICT 7009000	04	21	4.8%	33.3%	42.9%
STRONG-HUTTIG SCHOOL DISTRICT 7009000	05	19	5.3%	52.6%	36.8%
STRONG-HUTTIG SCHOOL DISTRICT 7009000	06	23	21.7%	43.5%	26.1%
STRONG-HUTTIG SCHOOL DISTRICT 7009000	07	19	10.5%	36.8%	36.8%
STRONG-HUTTIG SCHOOL DISTRICT 7009000	08	22	18.2%	31.8%	31.8%
STRONG-HUTTIG SCHOOL DISTRICT 7009000	09	30	53.3%	23.3%	16.7%
STRONG-HUTTIG SCHOOL DISTRICT 7009000	10	24	20.8%	50.0%	20.8%
CLINTON SCHOOL DISTRICT 7102000	03	92	1.1%	12.0%	20.7%
CLINTON SCHOOL DISTRICT 7102000	04	95	6.3%	11.6%	32.6%
CLINTON SCHOOL DISTRICT 7102000	05	103	7.8%	15.5%	31.1%
CLINTON SCHOOL DISTRICT 7102000	06	104	6.7%	14.4%	30.8%
CLINTON SCHOOL DISTRICT 7102000	07	112	4.5%	7.1%	33.9%

CLINTON SCHOOL DISTRICT	7102000	08	95	5.3%	11.6%	36.8%
CLINTON SCHOOL DISTRICT	7102000	09	99	14.1%	18.2%	34.3%
CLINTON SCHOOL DISTRICT	7102000	10	95	12.6%	13.7%	30.5%
SHIRLEY SCHOOL DISTRICT	7104000	03	26	0.0%	26.9%	30.8%
SHIRLEY SCHOOL DISTRICT	7104000	04	26	0.0%	23.1%	34.6%
SHIRLEY SCHOOL DISTRICT	7104000	05	38	5.3%	39.5%	23.7%
SHIRLEY SCHOOL DISTRICT	7104000	06	27	7.4%	33.3%	25.9%
SHIRLEY SCHOOL DISTRICT	7104000	07	29	0.0%	24.1%	51.7%
SHIRLEY SCHOOL DISTRICT	7104000	08	30	3.3%	46.7%	20.0%
SHIRLEY SCHOOL DISTRICT	7104000	09	22	22.7%	31.8%	27.3%
SHIRLEY SCHOOL DISTRICT	7104000	10	30	30.0%	13.3%	33.3%
SOUTH SIDE SCHOOL DISTRICT(\ 7105000		03	44	9.1%	18.2%	22.7%
SOUTH SIDE SCHOOL DISTRICT(\ 7105000		04	35	5.7%	17.1%	40.0%
SOUTH SIDE SCHOOL DISTRICT(\ 7105000		05	44	13.6%	11.4%	36.4%
SOUTH SIDE SCHOOL DISTRICT(\ 7105000		06	33	12.1%	18.2%	18.2%
SOUTH SIDE SCHOOL DISTRICT(\ 7105000		07	39	5.1%	23.1%	35.9%
SOUTH SIDE SCHOOL DISTRICT(\ 7105000		08	40	7.5%	22.5%	22.5%
SOUTH SIDE SCHOOL DISTRICT(\ 7105000		09	50	32.0%	22.0%	20.0%
SOUTH SIDE SCHOOL DISTRICT(\ 7105000		10	47	17.0%	17.0%	36.2%
ELKINS SCHOOL DISTRICT	7201000	03	90	8.9%	27.8%	26.7%
ELKINS SCHOOL DISTRICT	7201000	04	78	6.4%	24.4%	48.7%
ELKINS SCHOOL DISTRICT	7201000	05	94	1.1%	21.3%	43.6%
ELKINS SCHOOL DISTRICT	7201000	06	78	3.8%	25.6%	33.3%
ELKINS SCHOOL DISTRICT	7201000	07	96	6.3%	16.7%	41.7%
ELKINS SCHOOL DISTRICT	7201000	08	94	3.2%	20.2%	38.3%
ELKINS SCHOOL DISTRICT	7201000	09	103	20.4%	29.1%	26.2%
ELKINS SCHOOL DISTRICT	7201000	10	108	16.7%	18.5%	30.6%
FARMINGTON SCHOOL DISTRICT 7202000		03	181	6.1%	19.9%	22.7%
FARMINGTON SCHOOL DISTRICT 7202000		04	184	6.5%	12.5%	33.7%
FARMINGTON SCHOOL DISTRICT 7202000		05	172	2.3%	20.9%	39.0%
FARMINGTON SCHOOL DISTRICT 7202000		06	191	3.1%	15.2%	38.7%
FARMINGTON SCHOOL DISTRICT 7202000		07	187	2.7%	15.5%	42.2%
FARMINGTON SCHOOL DISTRICT 7202000		08	177	3.4%	15.8%	30.5%
FARMINGTON SCHOOL DISTRICT 7202000		09	185	16.8%	17.3%	31.4%
FARMINGTON SCHOOL DISTRICT 7202000		10	164	12.8%	18.9%	23.2%
FAYETTEVILLE SCHOOL DISTRICT 7203000		03	772	3.0%	16.3%	19.8%
FAYETTEVILLE SCHOOL DISTRICT 7203000		04	738	6.5%	17.3%	31.7%
FAYETTEVILLE SCHOOL DISTRICT 7203000		05	754	2.3%	14.5%	34.6%
FAYETTEVILLE SCHOOL DISTRICT 7203000		06	694	4.3%	14.7%	29.5%
FAYETTEVILLE SCHOOL DISTRICT 7203000		07	699	2.3%	11.6%	28.9%
FAYETTEVILLE SCHOOL DISTRICT 7203000		08	716	7.0%	14.0%	21.8%
FAYETTEVILLE SCHOOL DISTRICT 7203000		09	672	13.2%	14.4%	24.0%
FAYETTEVILLE SCHOOL DISTRICT 7203000		10	706	12.3%	16.7%	21.2%
GREENLAND SCHOOL DISTRICT 7204000		03	63	4.8%	19.0%	22.2%
GREENLAND SCHOOL DISTRICT 7204000		04	47	10.6%	27.7%	36.2%
GREENLAND SCHOOL DISTRICT 7204000		05	69	8.7%	18.8%	39.1%
GREENLAND SCHOOL DISTRICT 7204000		06	52	3.8%	25.0%	34.6%
GREENLAND SCHOOL DISTRICT 7204000		07	76	9.2%	17.1%	44.7%
GREENLAND SCHOOL DISTRICT 7204000		08	76	7.9%	18.4%	30.3%

GREENLAND SCHOOL DISTRICT	7204000	09	70	30.0%	24.3%	22.9%
GREENLAND SCHOOL DISTRICT	7204000	10	66	31.8%	30.3%	18.2%
LINCOLN SCHOOL DISTRICT	7205000	03	95	4.2%	23.2%	33.7%
LINCOLN SCHOOL DISTRICT	7205000	04	100	8.0%	26.0%	24.0%
LINCOLN SCHOOL DISTRICT	7205000	05	84	3.6%	22.6%	36.9%
LINCOLN SCHOOL DISTRICT	7205000	06	90	12.2%	25.6%	36.7%
LINCOLN SCHOOL DISTRICT	7205000	07	90	10.0%	17.8%	43.3%
LINCOLN SCHOOL DISTRICT	7205000	08	85	10.6%	17.6%	24.7%
LINCOLN SCHOOL DISTRICT	7205000	09	106	26.4%	27.4%	22.6%
LINCOLN SCHOOL DISTRICT	7205000	10	96	30.2%	27.1%	14.6%
PRAIRIE GROVE SCHOOL DISTRICT	7206000	03	146	2.7%	17.1%	26.0%
PRAIRIE GROVE SCHOOL DISTRICT	7206000	04	125	6.4%	20.0%	31.2%
PRAIRIE GROVE SCHOOL DISTRICT	7206000	05	149	2.0%	22.1%	35.6%
PRAIRIE GROVE SCHOOL DISTRICT	7206000	06	144	4.9%	20.8%	30.6%
PRAIRIE GROVE SCHOOL DISTRICT	7206000	07	141	4.3%	10.6%	30.5%
PRAIRIE GROVE SCHOOL DISTRICT	7206000	08	136	5.9%	19.9%	26.5%
PRAIRIE GROVE SCHOOL DISTRICT	7206000	09	151	15.2%	20.5%	21.2%
PRAIRIE GROVE SCHOOL DISTRICT	7206000	10	148	15.5%	17.6%	26.4%
SPRINGDALE SCHOOL DISTRICT	7207000	03	1692	3.4%	27.7%	25.3%
SPRINGDALE SCHOOL DISTRICT	7207000	04	1642	9.8%	22.8%	35.0%
SPRINGDALE SCHOOL DISTRICT	7207000	05	1590	4.0%	22.5%	39.8%
SPRINGDALE SCHOOL DISTRICT	7207000	06	1596	8.1%	24.0%	33.8%
SPRINGDALE SCHOOL DISTRICT	7207000	07	1593	5.0%	19.8%	38.0%
SPRINGDALE SCHOOL DISTRICT	7207000	08	1599	11.0%	23.8%	30.1%
SPRINGDALE SCHOOL DISTRICT	7207000	09	1494	26.7%	22.8%	21.6%
SPRINGDALE SCHOOL DISTRICT	7207000	10	1472	23.3%	22.5%	23.7%
WEST FORK SCHOOL DISTRICT	7208000	03	91	4.4%	30.8%	19.8%
WEST FORK SCHOOL DISTRICT	7208000	04	84	9.5%	27.4%	32.1%
WEST FORK SCHOOL DISTRICT	7208000	05	78	3.8%	19.2%	35.9%
WEST FORK SCHOOL DISTRICT	7208000	06	91	13.2%	23.1%	29.7%
WEST FORK SCHOOL DISTRICT	7208000	07	77	1.3%	26.0%	20.8%
WEST FORK SCHOOL DISTRICT	7208000	08	88	10.2%	15.9%	31.8%
WEST FORK SCHOOL DISTRICT	7208000	09	70	17.1%	20.0%	38.6%
WEST FORK SCHOOL DISTRICT	7208000	10	88	23.9%	14.8%	23.9%
HAAS HALL ACADEMY	7240700	07	48	0.0%	0.0%	4.2%
HAAS HALL ACADEMY	7240700	08	54	0.0%	0.0%	7.4%
HAAS HALL ACADEMY	7240700	09	57	3.5%	0.0%	8.8%
HAAS HALL ACADEMY	7240700	10	62	0.0%	0.0%	3.2%
OZARK MONTESSORI ACADEMY	7241700	03	17	11.8%	41.2%	29.4%
OZARK MONTESSORI ACADEMY	7241700	04	18	16.7%	11.1%	50.0%
OZARK MONTESSORI ACADEMY	7241700	05	18	0.0%	44.4%	44.4%
OZARK MONTESSORI ACADEMY	7241700	06	17	5.9%	29.4%	35.3%
BALD KNOB SCHOOL DISTRICT	7301000	03	92	3.3%	30.4%	21.7%
BALD KNOB SCHOOL DISTRICT	7301000	04	82	20.7%	29.3%	36.6%
BALD KNOB SCHOOL DISTRICT	7301000	05	86	2.3%	33.7%	26.7%
BALD KNOB SCHOOL DISTRICT	7301000	06	103	5.8%	37.9%	35.9%
BALD KNOB SCHOOL DISTRICT	7301000	07	84	6.0%	22.6%	31.0%
BALD KNOB SCHOOL DISTRICT	7301000	08	108	9.3%	21.3%	33.3%
BALD KNOB SCHOOL DISTRICT	7301000	09	111	32.4%	18.9%	26.1%



BALD KNOB SCHOOL DISTRICT	7301000	10	111	29.7%	30.6%	18.9%
BEEBE SCHOOL DISTRICT	7302000	03	269	5.2%	24.2%	25.7%
BEEBE SCHOOL DISTRICT	7302000	04	229	7.9%	27.5%	32.8%
BEEBE SCHOOL DISTRICT	7302000	05	259	2.3%	22.0%	36.3%
BEEBE SCHOOL DISTRICT	7302000	06	264	9.8%	22.3%	31.8%
BEEBE SCHOOL DISTRICT	7302000	07	263	3.8%	21.3%	39.5%
BEEBE SCHOOL DISTRICT	7302000	08	215	8.8%	18.1%	31.2%
BEEBE SCHOOL DISTRICT	7302000	09	277	25.6%	16.6%	26.4%
BEEBE SCHOOL DISTRICT	7302000	10	225	20.4%	16.9%	22.7%
BRADFORD SCHOOL DISTRICT	7303000	03	32	3.1%	25.0%	34.4%
BRADFORD SCHOOL DISTRICT	7303000	04	31	6.5%	19.4%	58.1%
BRADFORD SCHOOL DISTRICT	7303000	05	29	3.4%	55.2%	13.8%
BRADFORD SCHOOL DISTRICT	7303000	06	32	12.5%	34.4%	34.4%
BRADFORD SCHOOL DISTRICT	7303000	07	39	2.6%	12.8%	41.0%
BRADFORD SCHOOL DISTRICT	7303000	08	33	6.1%	30.3%	24.2%
BRADFORD SCHOOL DISTRICT	7303000	09	22	9.1%	36.4%	27.3%
BRADFORD SCHOOL DISTRICT	7303000	10	35	25.7%	25.7%	28.6%
WHITE CO. CENTRAL SCHOOL DISTRICT	7304000	03	54	7.4%	38.9%	31.5%
WHITE CO. CENTRAL SCHOOL DISTRICT	7304000	04	51	17.6%	33.3%	29.4%
WHITE CO. CENTRAL SCHOOL DISTRICT	7304000	05	52	5.8%	25.0%	40.4%
WHITE CO. CENTRAL SCHOOL DISTRICT	7304000	06	60	8.3%	36.7%	21.7%
WHITE CO. CENTRAL SCHOOL DISTRICT	7304000	07	53	11.3%	30.2%	32.1%
WHITE CO. CENTRAL SCHOOL DISTRICT	7304000	08	58	8.6%	36.2%	24.1%
WHITE CO. CENTRAL SCHOOL DISTRICT	7304000	09	66	21.2%	37.9%	27.3%
WHITE CO. CENTRAL SCHOOL DISTRICT	7304000	10	46	19.6%	34.8%	34.8%
RIVERVIEW SCHOOL DISTRICT	7307000	03	111	3.6%	21.6%	31.5%
RIVERVIEW SCHOOL DISTRICT	7307000	04	89	4.5%	27.0%	31.5%
RIVERVIEW SCHOOL DISTRICT	7307000	05	112	0.9%	27.7%	47.3%
RIVERVIEW SCHOOL DISTRICT	7307000	06	90	2.2%	25.6%	43.3%
RIVERVIEW SCHOOL DISTRICT	7307000	07	91	2.2%	23.1%	40.7%
RIVERVIEW SCHOOL DISTRICT	7307000	08	106	11.3%	20.8%	31.1%
RIVERVIEW SCHOOL DISTRICT	7307000	09	105	26.7%	17.1%	32.4%
RIVERVIEW SCHOOL DISTRICT	7307000	10	98	22.4%	25.5%	25.5%
PANGBURN SCHOOL DISTRICT	7309000	03	55	1.8%	7.3%	32.7%
PANGBURN SCHOOL DISTRICT	7309000	04	57	5.3%	8.8%	24.6%
PANGBURN SCHOOL DISTRICT	7309000	05	50	6.0%	14.0%	42.0%
PANGBURN SCHOOL DISTRICT	7309000	06	62	3.2%	12.9%	38.7%
PANGBURN SCHOOL DISTRICT	7309000	07	59	0.0%	16.9%	30.5%
PANGBURN SCHOOL DISTRICT	7309000	08	71	5.6%	18.3%	32.4%
PANGBURN SCHOOL DISTRICT	7309000	09	55	25.5%	21.8%	27.3%
PANGBURN SCHOOL DISTRICT	7309000	10	49	6.1%	18.4%	28.6%
ROSE BUD SCHOOL DISTRICT	7310000	03	53	1.9%	26.4%	30.2%
ROSE BUD SCHOOL DISTRICT	7310000	04	56	3.6%	7.1%	37.5%
ROSE BUD SCHOOL DISTRICT	7310000	05	68	1.5%	17.6%	38.2%
ROSE BUD SCHOOL DISTRICT	7310000	06	58	1.7%	15.5%	34.5%
ROSE BUD SCHOOL DISTRICT	7310000	07	65	1.5%	23.1%	38.5%
ROSE BUD SCHOOL DISTRICT	7310000	08	71	4.2%	7.0%	39.4%
ROSE BUD SCHOOL DISTRICT	7310000	09	68	23.5%	20.6%	30.9%
ROSE BUD SCHOOL DISTRICT	7310000	10	76	10.5%	27.6%	14.5%

SEARCY SCHOOL DISTRICT	7311000	03	336	2.1%	14.9%	22.9%
SEARCY SCHOOL DISTRICT	7311000	04	301	8.3%	18.9%	31.6%
SEARCY SCHOOL DISTRICT	7311000	05	280	3.2%	20.0%	42.1%
SEARCY SCHOOL DISTRICT	7311000	06	273	7.3%	18.7%	28.9%
SEARCY SCHOOL DISTRICT	7311000	07	281	2.8%	11.7%	32.0%
SEARCY SCHOOL DISTRICT	7311000	08	306	3.6%	17.0%	23.9%
SEARCY SCHOOL DISTRICT	7311000	09	315	19.7%	22.2%	22.2%
SEARCY SCHOOL DISTRICT	7311000	10	290	16.2%	13.4%	20.7%
AUGUSTA SCHOOL DISTRICT	7401000	03	39	5.1%	38.5%	28.2%
AUGUSTA SCHOOL DISTRICT	7401000	04	18	11.1%	33.3%	33.3%
AUGUSTA SCHOOL DISTRICT	7401000	05	29	3.4%	24.1%	27.6%
AUGUSTA SCHOOL DISTRICT	7401000	06	20	10.0%	20.0%	40.0%
AUGUSTA SCHOOL DISTRICT	7401000	07	27	3.7%	14.8%	51.9%
AUGUSTA SCHOOL DISTRICT	7401000	08	29	3.4%	37.9%	41.4%
AUGUSTA SCHOOL DISTRICT	7401000	09	27	55.6%	25.9%	14.8%
AUGUSTA SCHOOL DISTRICT	7401000	10	27	22.2%	29.6%	29.6%
MCCRORY SCHOOL DISTRICT	7403000	03	46	0.0%	15.2%	28.3%
MCCRORY SCHOOL DISTRICT	7403000	04	35	5.7%	5.7%	40.0%
MCCRORY SCHOOL DISTRICT	7403000	05	44	0.0%	15.9%	34.1%
MCCRORY SCHOOL DISTRICT	7403000	06	43	2.3%	20.9%	30.2%
MCCRORY SCHOOL DISTRICT	7403000	07	38	5.3%	13.2%	44.7%
MCCRORY SCHOOL DISTRICT	7403000	08	69	8.7%	21.7%	29.0%
MCCRORY SCHOOL DISTRICT	7403000	09	48	10.4%	22.9%	33.3%
MCCRORY SCHOOL DISTRICT	7403000	10	42	9.5%	33.3%	21.4%
DANVILLE SCHOOL DISTRICT	7503000	03	66	6.1%	21.2%	25.8%
DANVILLE SCHOOL DISTRICT	7503000	04	67	6.0%	10.4%	34.3%
DANVILLE SCHOOL DISTRICT	7503000	05	63	7.9%	12.7%	27.0%
DANVILLE SCHOOL DISTRICT	7503000	06	65	7.7%	32.3%	41.5%
DANVILLE SCHOOL DISTRICT	7503000	07	61	3.3%	21.3%	47.5%
DANVILLE SCHOOL DISTRICT	7503000	08	66	3.0%	19.7%	40.9%
DANVILLE SCHOOL DISTRICT	7503000	09	84	26.2%	32.1%	22.6%
DANVILLE SCHOOL DISTRICT	7503000	10	52	11.5%	23.1%	21.2%
DARDANELLE SCHOOL DISTRICT	7504000	03	176	1.1%	26.1%	26.1%
DARDANELLE SCHOOL DISTRICT	7504000	04	152	7.2%	21.1%	40.8%
DARDANELLE SCHOOL DISTRICT	7504000	05	145	4.1%	23.4%	34.5%
DARDANELLE SCHOOL DISTRICT	7504000	06	160	3.8%	24.4%	34.4%
DARDANELLE SCHOOL DISTRICT	7504000	07	143	5.6%	15.4%	37.1%
DARDANELLE SCHOOL DISTRICT	7504000	08	182	14.3%	24.7%	25.3%
DARDANELLE SCHOOL DISTRICT	7504000	09	138	12.3%	26.1%	29.0%
DARDANELLE SCHOOL DISTRICT	7504000	10	128	14.8%	18.0%	35.9%
WESTERN YELL CO. SCHOOL DISTRICT	7509000	03	33	6.1%	45.5%	18.2%
WESTERN YELL CO. SCHOOL DISTRICT	7509000	04	22	4.5%	45.5%	27.3%
WESTERN YELL CO. SCHOOL DISTRICT	7509000	05	28	7.1%	46.4%	28.6%
WESTERN YELL CO. SCHOOL DISTRICT	7509000	06	37	8.1%	27.0%	35.1%
WESTERN YELL CO. SCHOOL DISTRICT	7509000	07	32	9.4%	18.8%	46.9%
WESTERN YELL CO. SCHOOL DISTRICT	7509000	08	23	13.0%	26.1%	26.1%
WESTERN YELL CO. SCHOOL DISTRICT	7509000	09	34	17.6%	52.9%	23.5%
WESTERN YELL CO. SCHOOL DISTRICT	7509000	10	29	6.9%	41.4%	31.0%
TWO RIVERS SCHOOL DISTRICT	7510000	03	72	6.9%	33.3%	23.6%

TWO RIVERS SCHOOL DISTRICT	7510000	04	46	6.5%	15.2%	28.3%
TWO RIVERS SCHOOL DISTRICT	7510000	05	53	9.4%	15.1%	41.5%
TWO RIVERS SCHOOL DISTRICT	7510000	06	55	7.3%	25.5%	34.5%
TWO RIVERS SCHOOL DISTRICT	7510000	07	48	10.4%	29.2%	29.2%
TWO RIVERS SCHOOL DISTRICT	7510000	08	69	18.8%	33.3%	20.3%
TWO RIVERS SCHOOL DISTRICT	7510000	09	90	44.4%	18.9%	23.3%
TWO RIVERS SCHOOL DISTRICT	7510000	10	42	19.0%	33.3%	19.0%

# ults

		Math						
English % Exceeding	English % Met Readiness Benchmark	Math N	Math % In Need of Support	Math % Close	Math % Ready	Math % Exceeding	Math % Met Readiness Benchmark	Science N
38.9%	68.5%	108	22.2%	30.6%	33.3%	13.9%	47.2%	108
19.8%	58.1%	86	11.6%	32.6%	41.9%	14.0%	55.8%	86
44.0%	79.1%	91	14.3%	46.2%	25.3%	14.3%	39.6%	91
37.8%	72.2%	90	6.7%	35.6%	34.4%	23.3%	57.8%	90
43.8%	78.8%	81	25.9%	29.6%	32.1%	12.3%	44.4%	81
30.6%	63.0%	108	41.7%	33.3%	15.7%	9.3%	25.0%	108
18.0%	41.0%	100	56.0%	23.0%	17.0%	4.0%	21.0%	100
35.4%	61.6%	99	60.6%	24.2%	11.1%	4.0%	15.2%	99
44.3%	64.3%	115	13.0%	24.3%	41.7%	20.9%	62.6%	115
16.1%	64.4%	118	6.8%	39.0%	44.1%	10.2%	54.2%	118
23.7%	66.7%	93	16.1%	30.1%	50.5%	3.2%	53.8%	93
29.8%	66.9%	124	8.1%	28.2%	31.5%	32.3%	63.7%	124
34.7%	71.0%	124	22.6%	33.9%	31.5%	12.1%	43.5%	124
32.6%	61.0%	141	38.3%	21.3%	23.4%	17.0%	40.4%	141
23.5%	44.3%	115	55.7%	20.0%	13.0%	11.3%	24.3%	115
25.0%	43.5%	108	62.0%	13.0%	14.8%	10.2%	25.0%	108
45.0%	71.5%	151	19.9%	30.5%	37.1%	12.6%	49.7%	151
31.0%	69.9%	113	8.8%	31.9%	38.9%	20.4%	59.3%	113
26.8%	65.0%	123	14.6%	35.0%	42.3%	8.1%	50.4%	123
47.6%	77.0%	126	8.7%	35.7%	34.9%	20.6%	55.6%	126
33.6%	80.0%	126	18.3%	45.2%	27.8%	8.7%	36.5%	126
27.8%	63.2%	133	39.8%	30.8%	18.8%	10.5%	29.3%	133
22.6%	41.9%	125	53.6%	27.2%	13.6%	5.6%	19.2%	124
23.8%	40.5%	125	63.2%	27.2%	5.6%	4.0%	9.6%	126
50.9%	74.5%	161	10.6%	28.6%	34.8%	26.1%	60.9%	161
42.6%	72.1%	135	8.1%	41.5%	38.5%	11.9%	50.4%	135
36.5%	80.3%	137	9.5%	43.1%	43.1%	4.4%	47.4%	137
26.6%	61.7%	128	7.0%	35.9%	37.5%	19.5%	57.0%	128
30.7%	71.2%	153	24.2%	35.9%	26.8%	13.1%	39.9%	153
32.9%	62.3%	167	34.7%	32.9%	21.6%	10.8%	32.3%	167
19.3%	50.7%	140	47.9%	21.4%	21.4%	9.3%	30.7%	140
13.9%	45.8%	144	61.1%	25.7%	9.0%	4.2%	13.2%	144
55.2%	88.1%	67	9.0%	17.9%	43.3%	29.9%	73.1%	67
42.6%	74.1%	54	5.6%	25.9%	40.7%	27.8%	68.5%	54
45.0%	81.7%	60	1.7%	25.0%	35.0%	38.3%	73.3%	60
43.2%	70.5%	44	2.3%	25.0%	34.1%	38.6%	72.7%	44
39.1%	78.3%	46	23.9%	21.7%	26.1%	28.3%	54.3%	46
48.8%	68.3%	41	17.1%	34.1%	22.0%	26.8%	48.8%	41
46.8%	63.8%	47	36.2%	34.0%	14.9%	14.9%	29.8%	47
43.1%	62.7%	51	54.9%	17.6%	11.8%	15.7%	27.5%	51



53.5%	76.8%	284	9.2%	26.4%	45.4%	19.0%	64.4%	284
38.3%	76.2%	296	7.8%	40.2%	43.9%	8.1%	52.0%	298
38.2%	79.2%	317	7.6%	44.2%	38.8%	9.5%	48.3%	317
39.3%	76.5%	284	4.6%	19.4%	38.4%	37.7%	76.1%	284
48.0%	87.0%	300	16.7%	30.0%	26.3%	27.0%	53.3%	300
54.7%	79.8%	307	28.7%	31.6%	21.5%	18.2%	39.7%	307
41.9%	67.1%	301	35.2%	21.6%	27.6%	15.6%	43.2%	301
42.0%	70.0%	307	48.2%	23.8%	18.6%	9.4%	28.0%	307
33.3%	66.7%	33	9.1%	33.3%	30.3%	27.3%	57.6%	33
44.0%	72.0%	25	0.0%	20.0%	48.0%	32.0%	80.0%	25
27.9%	81.4%	43	2.3%	44.2%	41.9%	11.6%	53.5%	43
63.3%	93.3%	30	0.0%	10.0%	33.3%	56.7%	90.0%	30
52.5%	95.0%	40	15.0%	35.0%	20.0%	30.0%	50.0%	40
66.7%	88.9%	27	22.2%	37.0%	33.3%	7.4%	40.7%	27
57.6%	75.8%	33	15.2%	30.3%	36.4%	18.2%	54.5%	33
42.2%	68.9%	45	40.0%	33.3%	15.6%	11.1%	26.7%	45
62.4%	82.8%	1323	10.7%	21.4%	37.8%	30.1%	67.9%	1323
50.4%	83.4%	1226	4.3%	23.3%	43.8%	28.5%	72.3%	1226
56.6%	88.5%	1296	6.4%	36.3%	40.8%	16.4%	57.3%	1296
51.1%	85.2%	1210	6.0%	30.9%	35.5%	27.7%	63.1%	1210
56.9%	87.3%	1253	11.9%	22.7%	31.5%	33.9%	65.4%	1252
57.8%	85.0%	1175	18.7%	31.0%	26.0%	24.3%	50.3%	1171
43.0%	68.7%	1142	27.7%	25.4%	26.6%	20.3%	46.9%	1138
47.9%	71.7%	1145	36.9%	22.4%	21.7%	19.0%	40.6%	1141
NA	NA	1	N<10	N<10	N<10	N<10	N<10	2
46.2%	75.0%	52	13.5%	25.0%	46.2%	15.4%	61.5%	52
15.6%	62.2%	44	9.1%	56.8%	31.8%	2.3%	34.1%	44
33.3%	63.9%	36	13.9%	55.6%	25.0%	5.6%	30.6%	36
27.0%	81.1%	37	18.9%	45.9%	27.0%	8.1%	35.1%	36
23.7%	55.3%	38	31.6%	60.5%	7.9%	0.0%	7.9%	38
18.2%	54.5%	44	61.4%	29.5%	9.1%	0.0%	9.1%	44
11.4%	20.5%	44	54.5%	29.5%	11.4%	4.5%	15.9%	44
15.4%	38.5%	38	68.4%	26.3%	0.0%	5.3%	5.3%	38
39.5%	64.7%	119	15.1%	35.3%	34.5%	15.1%	49.6%	119
29.0%	67.3%	107	7.5%	39.3%	39.3%	14.0%	53.3%	107
42.2%	79.8%	109	5.5%	42.2%	39.4%	12.8%	52.3%	109
47.1%	73.5%	102	2.9%	29.4%	37.3%	30.4%	67.6%	102
51.8%	84.7%	86	16.3%	25.6%	38.4%	19.8%	58.1%	86
54.6%	83.2%	119	13.4%	18.5%	37.0%	31.1%	68.1%	119
29.5%	58.9%	130	40.8%	32.3%	19.2%	7.7%	26.9%	129
20.4%	52.8%	108	53.7%	19.4%	16.7%	10.2%	26.9%	108
47.2%	78.4%	125	9.6%	28.0%	38.4%	24.0%	62.4%	125
31.2%	69.6%	138	8.7%	27.5%	38.4%	25.4%	63.8%	138
27.7%	73.0%	137	10.2%	32.8%	39.4%	17.5%	56.9%	137
47.6%	77.4%	124	1.6%	18.5%	28.2%	51.6%	79.8%	124
61.7%	89.4%	141	9.2%	22.0%	31.2%	37.6%	68.8%	141
44.6%	72.3%	148	21.6%	29.1%	20.9%	28.4%	49.3%	148
27.5%	48.3%	148	45.9%	21.6%	18.2%	14.2%	32.4%	148
38.5%	67.6%	147	48.3%	25.2%	18.4%	8.2%	26.5%	147

55.2%	76.7%	1261	11.5%	23.6%	39.0%	25.9%	64.9%	1261
39.3%	74.3%	1176	5.6%	33.9%	41.0%	19.5%	60.5%	1174
44.7%	80.3%	1075	5.3%	37.4%	38.0%	19.3%	57.3%	1076
43.0%	75.6%	1160	11.4%	36.5%	32.6%	19.6%	52.2%	1158
47.8%	83.3%	1106	20.2%	34.0%	28.8%	17.0%	45.8%	1100
48.8%	79.3%	1212	20.8%	31.2%	25.4%	22.6%	48.0%	1207
32.5%	56.9%	1217	42.7%	24.4%	20.0%	12.9%	32.9%	1202
39.2%	60.9%	982	47.0%	24.0%	17.3%	11.6%	28.9%	972
36.8%	63.2%	324	14.8%	21.9%	38.6%	24.7%	63.3%	324
28.0%	59.5%	308	7.8%	36.0%	39.0%	17.2%	56.2%	308
33.4%	68.9%	293	3.8%	29.4%	43.0%	23.9%	66.9%	293
34.1%	69.1%	311	4.8%	25.1%	38.6%	31.5%	70.1%	311
45.5%	81.8%	298	22.5%	28.9%	25.8%	22.8%	48.7%	298
40.8%	69.5%	332	28.0%	30.1%	22.6%	19.3%	41.9%	332
23.6%	49.3%	339	35.7%	31.0%	21.2%	12.1%	33.3%	339
29.4%	54.5%	303	52.8%	26.1%	12.9%	8.3%	21.1%	302
47.4%	71.7%	152	19.1%	33.6%	36.2%	11.2%	47.4%	152
24.4%	55.6%	135	5.2%	36.3%	47.4%	11.1%	58.5%	134
32.0%	68.0%	153	5.2%	34.0%	42.5%	18.3%	60.8%	153
41.3%	75.0%	160	6.9%	28.8%	43.8%	20.6%	64.4%	160
39.5%	78.5%	177	23.7%	39.0%	28.8%	8.5%	37.3%	177
42.8%	73.9%	180	37.2%	33.3%	18.9%	10.6%	29.4%	181
40.4%	66.0%	156	34.0%	22.4%	27.6%	16.0%	43.6%	156
29.9%	59.0%	134	47.0%	32.1%	12.7%	8.2%	20.9%	135
50.8%	63.9%	61	14.8%	37.7%	36.1%	11.5%	47.5%	61
45.0%	73.3%	60	3.3%	26.7%	50.0%	20.0%	70.0%	60
40.8%	74.6%	71	15.5%	36.6%	36.6%	11.3%	47.9%	71
43.6%	76.4%	55	10.9%	29.1%	36.4%	23.6%	60.0%	55
53.2%	91.9%	62	30.6%	29.0%	35.5%	4.8%	40.3%	62
67.2%	88.5%	61	32.8%	29.5%	26.2%	11.5%	37.7%	61
66.0%	84.9%	53	24.5%	20.8%	34.0%	20.8%	54.7%	53
61.5%	80.8%	52	42.3%	25.0%	26.9%	5.8%	32.7%	52
77.3%	93.9%	66	3.0%	9.1%	47.0%	40.9%	87.9%	66
52.8%	97.2%	72	0.0%	26.4%	47.2%	26.4%	73.6%	72
83.0%	95.7%	47	2.1%	14.9%	53.2%	29.8%	83.0%	47
80.0%	88.9%	45	0.0%	15.6%	17.8%	66.7%	84.4%	45
80.5%	100.0%	41	4.9%	19.5%	17.1%	58.5%	75.6%	41
83.0%	100.0%	47	10.6%	19.1%	31.9%	38.3%	70.2%	47
63.0%	81.5%	27	29.6%	25.9%	22.2%	22.2%	44.4%	27
80.0%	92.0%	25	24.0%	32.0%	28.0%	16.0%	44.0%	25
95.5%	100.0%	67	0.0%	6.0%	13.4%	80.6%	94.0%	67
95.3%	100.0%	64	0.0%	3.1%	20.3%	76.6%	96.9%	64
85.5%	97.1%	69	5.8%	11.6%	34.8%	47.8%	82.6%	69
85.4%	95.1%	41	12.2%	19.5%	34.1%	34.1%	68.3%	41
40.0%	71.1%	45	20.0%	24.4%	42.2%	13.3%	55.6%	45
45.5%	87.9%	34	2.9%	20.6%	55.9%	20.6%	76.5%	34
34.1%	73.2%	42	11.9%	42.9%	28.6%	16.7%	45.2%	42
53.8%	82.1%	40	5.0%	17.5%	45.0%	32.5%	77.5%	40
44.4%	77.8%	36	27.8%	25.0%	36.1%	11.1%	47.2%	36

37.8%	66.7%	45	37.8%	44.4%	13.3%	4.4%	17.8%	45
32.4%	59.5%	37	54.1%	29.7%	10.8%	5.4%	16.2%	37
34.4%	59.4%	32	56.3%	28.1%	6.3%	9.4%	15.6%	32
52.2%	80.0%	90	7.8%	24.4%	34.4%	33.3%	67.8%	90
34.3%	64.2%	67	13.4%	25.4%	47.8%	13.4%	61.2%	67
38.0%	74.6%	71	9.9%	36.6%	42.3%	11.3%	53.5%	71
50.6%	86.5%	89	1.1%	24.7%	46.1%	28.1%	74.2%	89
60.8%	88.6%	79	8.9%	35.4%	39.2%	16.5%	55.7%	79
52.9%	84.7%	85	9.4%	30.6%	35.3%	24.7%	60.0%	85
34.9%	60.2%	83	33.7%	28.9%	14.5%	22.9%	37.3%	83
34.6%	60.3%	77	53.2%	22.1%	19.5%	5.2%	24.7%	78
64.5%	80.5%	200	8.0%	15.5%	35.5%	41.0%	76.5%	200
50.8%	81.5%	195	3.6%	27.7%	48.7%	20.0%	68.7%	195
52.6%	90.0%	209	6.7%	26.8%	38.8%	27.8%	66.5%	209
58.3%	86.7%	217	2.8%	23.5%	36.4%	37.3%	73.7%	217
43.7%	90.0%	190	17.9%	33.2%	31.6%	17.4%	48.9%	190
56.1%	85.7%	189	18.0%	18.0%	24.9%	39.2%	64.0%	188
38.5%	67.0%	199	33.2%	28.1%	22.1%	16.6%	38.7%	199
43.7%	71.6%	192	41.1%	28.6%	18.2%	12.0%	30.2%	192
60.0%	76.0%	25	16.0%	16.0%	64.0%	4.0%	68.0%	25
38.9%	72.2%	36	8.3%	41.7%	30.6%	19.4%	50.0%	36
38.1%	90.5%	21	4.8%	66.7%	14.3%	14.3%	28.6%	21
57.7%	80.8%	26	15.4%	11.5%	53.8%	19.2%	73.1%	26
31.3%	62.5%	32	21.9%	37.5%	25.0%	15.6%	40.6%	32
50.0%	85.3%	34	20.6%	35.3%	32.4%	11.8%	44.1%	34
40.0%	64.0%	25	24.0%	32.0%	24.0%	20.0%	44.0%	25
35.3%	64.7%	34	41.2%	38.2%	11.8%	8.8%	20.6%	34
57.6%	86.4%	59	11.9%	5.1%	57.6%	25.4%	83.1%	59
31.2%	72.7%	77	2.6%	24.7%	51.9%	20.8%	72.7%	77
38.7%	84.0%	75	9.3%	24.0%	40.0%	26.7%	66.7%	75
57.6%	84.7%	59	11.9%	23.7%	39.0%	25.4%	64.4%	59
50.0%	87.2%	86	15.1%	26.7%	33.7%	24.4%	58.1%	86
58.8%	86.8%	68	16.2%	19.1%	26.5%	38.2%	64.7%	68
38.8%	67.2%	67	38.8%	19.4%	28.4%	13.4%	41.8%	67
59.2%	78.9%	71	49.3%	25.4%	16.9%	8.5%	25.4%	71
77.3%	95.5%	22	0.0%	22.7%	40.9%	36.4%	77.3%	22
50.0%	86.4%	22	9.1%	31.8%	40.9%	18.2%	59.1%	22
38.2%	70.6%	34	29.4%	32.4%	32.4%	5.9%	38.2%	34
26.9%	61.5%	26	15.4%	57.7%	19.2%	7.7%	26.9%	26
30.4%	82.6%	23	21.7%	30.4%	34.8%	13.0%	47.8%	23
59.1%	77.3%	22	27.3%	31.8%	27.3%	13.6%	40.9%	22
35.7%	42.9%	28	50.0%	28.6%	14.3%	7.1%	21.4%	28
36.0%	60.0%	25	48.0%	32.0%	12.0%	8.0%	20.0%	25
25.6%	53.8%	39	15.4%	38.5%	28.2%	17.9%	46.2%	39
22.7%	45.5%	22	13.6%	50.0%	22.7%	13.6%	36.4%	22
18.8%	43.8%	32	21.9%	50.0%	28.1%	0.0%	28.1%	32
25.0%	66.7%	36	2.8%	33.3%	44.4%	19.4%	63.9%	36
15.8%	55.3%	38	26.3%	47.4%	21.1%	5.3%	26.3%	38
19.4%	54.8%	31	48.4%	38.7%	9.7%	3.2%	12.9%	31

24.3%	43.2%	37	45.9%	27.0%	18.9%	8.1%	27.0%	37
13.3%	30.0%	30	73.3%	16.7%	10.0%	0.0%	10.0%	30
29.8%	58.8%	114	24.6%	25.4%	38.6%	11.4%	50.0%	114
13.8%	39.2%	130	17.7%	44.6%	33.1%	4.6%	37.7%	130
22.9%	49.6%	131	15.3%	44.3%	32.8%	7.6%	40.5%	131
29.8%	58.7%	121	13.2%	41.3%	31.4%	14.0%	45.5%	121
29.7%	77.5%	111	18.9%	38.7%	24.3%	18.0%	42.3%	111
25.0%	55.0%	120	43.3%	32.5%	13.3%	10.8%	24.2%	120
13.6%	36.0%	125	61.6%	23.2%	12.0%	3.2%	15.2%	125
15.7%	49.6%	127	60.6%	24.4%	11.8%	3.1%	15.0%	127
34.1%	65.9%	41	22.0%	46.3%	29.3%	2.4%	31.7%	41
34.1%	68.3%	41	7.3%	26.8%	58.5%	7.3%	65.9%	41
28.2%	71.8%	39	15.4%	43.6%	30.8%	10.3%	41.0%	39
35.1%	73.0%	37	8.1%	40.5%	40.5%	10.8%	51.4%	37
32.6%	65.1%	43	39.5%	34.9%	20.9%	4.7%	25.6%	43
22.0%	56.1%	41	39.0%	39.0%	14.6%	7.3%	22.0%	41
9.3%	32.6%	43	51.2%	37.2%	11.6%	0.0%	11.6%	43
26.5%	55.9%	34	67.6%	26.5%	5.9%	0.0%	5.9%	34
37.2%	64.6%	164	15.9%	23.8%	45.7%	14.6%	60.4%	164
31.3%	67.2%	134	9.0%	41.0%	37.3%	12.7%	50.0%	134
35.4%	77.2%	158	5.7%	36.7%	44.3%	13.3%	57.6%	158
29.1%	70.9%	158	15.8%	39.9%	33.5%	10.8%	44.3%	158
47.9%	92.4%	144	16.0%	35.4%	32.6%	16.0%	48.6%	144
47.7%	77.2%	149	30.9%	32.2%	20.1%	16.8%	36.9%	149
30.4%	53.8%	159	37.7%	34.0%	17.0%	11.3%	28.3%	160
31.2%	55.4%	158	56.3%	21.5%	16.5%	5.7%	22.2%	158
58.1%	81.4%	43	2.3%	30.2%	46.5%	20.9%	67.4%	43
36.6%	75.6%	41	9.8%	36.6%	39.0%	14.6%	53.7%	41
48.1%	78.8%	53	7.5%	32.1%	49.1%	11.3%	60.4%	52
38.1%	71.4%	42	11.9%	38.1%	35.7%	14.3%	50.0%	42
36.8%	78.9%	38	18.4%	44.7%	28.9%	7.9%	36.8%	38
55.8%	88.5%	52	26.9%	26.9%	26.9%	19.2%	46.2%	52
34.6%	63.5%	52	36.5%	28.8%	15.4%	19.2%	34.6%	52
35.1%	59.6%	57	50.9%	21.1%	8.8%	19.3%	28.1%	57
50.0%	72.9%	96	15.6%	20.8%	44.8%	18.8%	63.5%	96
23.4%	59.6%	94	8.5%	34.0%	52.1%	5.3%	57.4%	94
30.8%	71.8%	78	12.8%	26.9%	47.4%	12.8%	60.3%	78
24.0%	57.0%	100	12.0%	43.0%	34.0%	11.0%	45.0%	100
40.0%	83.5%	85	17.6%	44.7%	28.2%	9.4%	37.6%	85
39.8%	64.8%	88	37.5%	28.4%	17.0%	17.0%	34.1%	88
19.8%	40.6%	101	48.5%	23.8%	19.8%	7.9%	27.7%	101
18.9%	44.4%	89	59.6%	22.5%	13.5%	4.5%	18.0%	91
14.3%	38.1%	21	47.6%	28.6%	23.8%	0.0%	23.8%	21
19.4%	54.8%	31	19.4%	61.3%	12.9%	6.5%	19.4%	31
37.5%	83.3%	24	12.5%	62.5%	25.0%	0.0%	25.0%	24
20.7%	44.8%	29	24.1%	48.3%	24.1%	3.4%	27.6%	29
25.9%	59.3%	27	29.6%	44.4%	18.5%	7.4%	25.9%	27
44.4%	72.2%	18	27.8%	33.3%	22.2%	16.7%	38.9%	18
20.0%	32.0%	25	68.0%	24.0%	8.0%	0.0%	8.0%	25

16.7%	61.1%	19	57.9%	31.6%	10.5%	0.0%	10.5%	19
40.0%	62.2%	90	20.0%	40.0%	31.1%	8.9%	40.0%	90
9.0%	43.3%	67	16.4%	59.7%	23.9%	0.0%	23.9%	67
17.4%	55.4%	92	26.1%	43.5%	26.1%	4.3%	30.4%	92
22.5%	57.7%	71	15.5%	49.3%	25.4%	9.9%	35.2%	71
41.4%	80.0%	70	30.0%	28.6%	38.6%	2.9%	41.4%	70
22.7%	56.1%	66	51.5%	25.8%	13.6%	9.1%	22.7%	65
5.5%	30.1%	72	73.6%	19.4%	6.9%	0.0%	6.9%	72
25.8%	40.3%	62	69.4%	21.0%	9.7%	0.0%	9.7%	62
40.8%	63.2%	152	25.7%	32.9%	27.0%	14.5%	41.4%	152
35.2%	62.0%	143	11.2%	46.9%	35.0%	7.0%	42.0%	143
38.1%	71.4%	147	10.9%	38.1%	36.1%	15.0%	51.0%	147
43.4%	76.2%	143	3.5%	37.1%	30.8%	28.7%	59.4%	143
33.6%	75.5%	143	18.2%	32.2%	26.6%	23.1%	49.7%	142
57.4%	77.0%	121	23.1%	24.8%	17.4%	34.7%	52.1%	122
21.6%	48.2%	139	47.5%	27.3%	12.2%	12.9%	25.2%	139
32.3%	51.1%	133	56.4%	26.3%	12.0%	5.3%	17.3%	133
35.9%	67.2%	64	26.6%	45.3%	26.6%	1.6%	28.1%	64
17.6%	51.0%	51	17.6%	52.9%	29.4%	0.0%	29.4%	51
33.3%	71.1%	45	8.9%	55.6%	26.7%	8.9%	35.6%	45
33.9%	56.5%	63	14.3%	46.0%	30.2%	9.5%	39.7%	63
42.6%	80.9%	47	29.8%	31.9%	31.9%	6.4%	38.3%	47
45.8%	75.0%	48	35.4%	37.5%	18.8%	8.3%	27.1%	48
12.8%	44.7%	47	61.7%	27.7%	8.5%	2.1%	10.6%	46
16.4%	41.8%	67	70.1%	14.9%	11.9%	3.0%	14.9%	67
50.0%	76.9%	52	7.7%	23.1%	51.9%	17.3%	69.2%	52
34.7%	72.0%	75	10.7%	45.3%	36.0%	8.0%	44.0%	75
33.0%	64.8%	88	17.0%	52.3%	27.3%	3.4%	30.7%	88
38.2%	78.2%	55	10.9%	34.5%	34.5%	20.0%	54.5%	55
27.6%	75.0%	76	34.2%	43.4%	17.1%	5.3%	22.4%	76
41.9%	75.8%	62	32.3%	27.4%	19.4%	21.0%	40.3%	62
17.6%	40.0%	85	51.8%	27.1%	17.6%	3.5%	21.2%	85
28.9%	53.9%	76	50.0%	30.3%	13.2%	6.6%	19.7%	76
41.4%	70.7%	58	15.5%	43.1%	34.5%	6.9%	41.4%	57
21.9%	59.4%	64	6.3%	29.7%	43.8%	20.3%	64.1%	64
43.3%	73.1%	67	10.4%	38.8%	34.3%	16.4%	50.7%	67
37.9%	71.2%	66	4.5%	27.3%	42.4%	25.8%	68.2%	66
37.1%	78.6%	70	31.4%	41.4%	21.4%	5.7%	27.1%	70
48.5%	72.1%	68	36.8%	42.6%	16.2%	4.4%	20.6%	68
25.6%	47.6%	82	57.3%	24.4%	14.6%	3.7%	18.3%	82
24.7%	54.8%	73	68.5%	17.8%	13.7%	0.0%	13.7%	73
45.8%	66.7%	48	16.7%	35.4%	31.3%	16.7%	47.9%	48
40.0%	66.0%	50	8.0%	48.0%	26.0%	18.0%	44.0%	50
44.4%	81.5%	54	3.7%	50.0%	31.5%	14.8%	46.3%	54
28.3%	73.9%	46	4.3%	34.8%	30.4%	30.4%	60.9%	46
31.3%	68.8%	48	27.1%	45.8%	25.0%	2.1%	27.1%	48
38.3%	61.7%	47	46.8%	23.4%	21.3%	8.5%	29.8%	47
28.6%	53.1%	49	67.3%	22.4%	10.2%	0.0%	10.2%	49
25.6%	48.8%	43	72.1%	20.9%	7.0%	0.0%	7.0%	43



42.5%	60.0%	40	20.0%	30.0%	37.5%	12.5%	50.0%	40
40.9%	75.0%	44	4.5%	18.2%	40.9%	36.4%	77.3%	44
54.2%	79.2%	24	4.2%	25.0%	66.7%	4.2%	70.8%	24
29.4%	70.6%	34	8.8%	38.2%	32.4%	20.6%	52.9%	34
48.6%	83.8%	37	21.6%	32.4%	21.6%	24.3%	45.9%	37
51.3%	87.2%	39	5.1%	23.1%	20.5%	51.3%	71.8%	39
41.2%	64.7%	34	32.4%	26.5%	32.4%	8.8%	41.2%	34
47.1%	73.5%	34	29.4%	20.6%	29.4%	20.6%	50.0%	34
55.8%	80.3%	147	15.6%	29.3%	38.8%	16.3%	55.1%	147
30.5%	66.1%	118	10.2%	39.0%	44.9%	5.9%	50.8%	118
35.5%	73.9%	138	15.2%	49.3%	29.0%	6.5%	35.5%	137
47.7%	81.8%	132	7.6%	38.6%	31.1%	22.7%	53.8%	132
41.5%	82.2%	135	19.3%	36.3%	27.4%	17.0%	44.4%	135
51.5%	80.3%	133	20.3%	15.8%	24.1%	39.8%	63.9%	133
37.2%	58.9%	129	42.6%	22.5%	15.5%	19.4%	34.9%	129
27.3%	57.0%	122	65.6%	20.5%	11.5%	2.5%	13.9%	121
51.8%	69.6%	56	17.9%	35.7%	35.7%	10.7%	46.4%	56
48.6%	81.1%	38	7.9%	31.6%	44.7%	15.8%	60.5%	38
36.4%	69.7%	33	12.1%	51.5%	24.2%	12.1%	36.4%	33
60.4%	77.1%	48	4.2%	35.4%	31.3%	29.2%	60.4%	48
22.2%	72.2%	36	27.8%	30.6%	33.3%	8.3%	41.7%	36
40.6%	72.5%	69	31.9%	34.8%	21.7%	11.6%	33.3%	69
32.2%	61.0%	60	28.3%	35.0%	26.7%	10.0%	36.7%	60
22.2%	53.3%	45	55.6%	33.3%	6.7%	4.4%	11.1%	45
48.5%	78.8%	33	15.2%	54.5%	21.2%	9.1%	30.3%	33
47.4%	89.5%	38	2.6%	31.6%	47.4%	18.4%	65.8%	38
55.6%	74.1%	27	14.8%	48.1%	29.6%	7.4%	37.0%	27
28.3%	73.9%	46	4.3%	47.8%	43.5%	4.3%	47.8%	46
30.3%	69.7%	33	18.2%	39.4%	30.3%	12.1%	42.4%	33
47.1%	67.6%	34	29.4%	26.5%	26.5%	17.6%	44.1%	34
25.0%	58.3%	36	50.0%	30.6%	13.9%	5.6%	19.4%	36
20.0%	54.3%	35	57.1%	31.4%	11.4%	0.0%	11.4%	35
36.2%	68.1%	47	19.1%	38.3%	36.2%	6.4%	42.6%	47
29.5%	68.2%	44	6.8%	38.6%	47.7%	6.8%	54.5%	44
52.1%	75.0%	48	18.8%	52.1%	22.9%	6.3%	29.2%	48
16.1%	58.1%	31	9.7%	41.9%	38.7%	9.7%	48.4%	31
30.4%	84.8%	46	17.4%	34.8%	39.1%	8.7%	47.8%	46
51.9%	80.8%	52	30.8%	32.7%	28.8%	7.7%	36.5%	52
22.2%	48.9%	45	44.4%	35.6%	17.8%	2.2%	20.0%	45
22.6%	64.5%	31	67.7%	16.1%	16.1%	0.0%	16.1%	31
41.3%	73.3%	76	18.4%	31.6%	34.2%	15.8%	50.0%	76
40.0%	65.0%	60	5.0%	43.3%	33.3%	18.3%	51.7%	60
41.5%	76.9%	66	7.6%	30.3%	42.4%	19.7%	62.1%	66
29.2%	69.2%	65	13.8%	38.5%	36.9%	10.8%	47.7%	65
48.2%	83.9%	56	19.6%	35.7%	30.4%	14.3%	44.6%	56
42.2%	65.6%	64	26.6%	26.6%	21.9%	25.0%	46.9%	64
21.5%	49.2%	65	38.5%	33.8%	16.9%	10.8%	27.7%	65
31.8%	57.6%	66	54.5%	21.2%	16.7%	7.6%	24.2%	66
37.2%	61.4%	215	20.0%	32.6%	35.3%	12.1%	47.4%	215

33.2%	63.2%	193	14.5%	39.4%	33.7%	12.4%	46.1%	193
28.1%	65.7%	210	12.9%	44.3%	34.3%	8.6%	42.9%	210
37.8%	65.8%	222	15.8%	37.8%	34.7%	11.7%	46.4%	222
40.1%	74.3%	187	28.3%	42.2%	22.5%	7.0%	29.4%	187
41.9%	69.5%	209	38.8%	34.0%	14.8%	12.4%	27.3%	209
26.1%	45.6%	226	59.7%	18.1%	15.9%	6.2%	22.1%	226
19.8%	37.0%	193	75.6%	14.5%	7.8%	2.1%	9.8%	193
54.7%	81.3%	75	6.7%	25.3%	46.7%	21.3%	68.0%	75
40.2%	72.8%	92	2.2%	40.2%	41.3%	16.3%	57.6%	92
39.7%	87.7%	73	6.8%	37.0%	45.2%	11.0%	56.2%	73
47.3%	77.0%	74	2.7%	27.0%	39.2%	31.1%	70.3%	74
45.3%	82.6%	86	20.9%	31.4%	37.2%	10.5%	47.7%	85
52.3%	73.8%	65	32.3%	20.0%	24.6%	23.1%	47.7%	65
42.5%	74.0%	72	19.4%	33.3%	40.3%	6.9%	47.2%	73
41.5%	58.5%	65	46.2%	30.8%	15.4%	7.7%	23.1%	65
69.2%	84.6%	26	0.0%	19.2%	50.0%	30.8%	80.8%	26
48.0%	72.0%	25	4.0%	20.0%	64.0%	12.0%	76.0%	25
51.7%	86.2%	29	6.9%	24.1%	51.7%	17.2%	69.0%	29
48.1%	81.5%	27	3.7%	29.6%	33.3%	33.3%	66.7%	27
59.4%	90.6%	32	12.5%	25.0%	34.4%	28.1%	62.5%	32
45.7%	77.1%	35	22.9%	37.1%	31.4%	8.6%	40.0%	35
48.5%	63.6%	33	39.4%	18.2%	21.2%	21.2%	42.4%	33
35.6%	48.9%	45	44.4%	28.9%	13.3%	13.3%	26.7%	45
55.6%	77.8%	36	5.6%	25.0%	47.2%	22.2%	69.4%	36
25.0%	67.9%	28	3.6%	35.7%	28.6%	32.1%	60.7%	28
25.8%	67.7%	31	16.1%	48.4%	35.5%	0.0%	35.5%	31
30.8%	79.5%	39	28.2%	43.6%	25.6%	2.6%	28.2%	39
38.5%	92.3%	26	3.8%	50.0%	26.9%	19.2%	46.2%	26
41.9%	67.7%	31	22.6%	29.0%	29.0%	19.4%	48.4%	31
27.6%	51.7%	29	69.0%	24.1%	3.4%	3.4%	6.9%	29
18.8%	50.0%	32	65.6%	31.3%	0.0%	3.1%	3.1%	32
55.8%	77.9%	163	10.4%	31.3%	39.9%	18.4%	58.3%	163
34.3%	68.0%	175	7.4%	29.7%	38.3%	24.6%	62.9%	175
29.7%	72.8%	158	10.8%	41.8%	40.5%	7.0%	47.5%	158
34.3%	68.6%	169	5.9%	32.0%	39.6%	22.5%	62.1%	169
42.3%	79.5%	156	24.4%	30.8%	34.0%	10.9%	44.9%	156
47.6%	82.5%	166	41.0%	31.3%	16.3%	11.4%	27.7%	166
19.8%	47.6%	212	64.6%	18.9%	12.7%	3.8%	16.5%	211
21.5%	54.0%	164	61.0%	27.4%	10.4%	1.2%	11.6%	165
50.0%	71.4%	42	19.0%	31.0%	33.3%	16.7%	50.0%	42
29.3%	70.7%	41	12.2%	31.7%	46.3%	9.8%	56.1%	41
26.8%	85.4%	41	12.2%	58.5%	29.3%	0.0%	29.3%	41
39.2%	80.4%	51	2.0%	52.9%	35.3%	9.8%	45.1%	51
38.5%	79.5%	39	20.5%	38.5%	38.5%	2.6%	41.0%	39
37.3%	66.7%	51	49.0%	31.4%	9.8%	9.8%	19.6%	51
38.3%	68.1%	47	31.9%	44.7%	17.0%	6.4%	23.4%	47
38.5%	59.0%	39	53.8%	28.2%	17.9%	0.0%	17.9%	39
32.3%	54.0%	124	21.8%	38.7%	28.2%	11.3%	39.5%	124
24.1%	59.5%	116	7.8%	35.3%	45.7%	11.2%	56.9%	116

31.1%	68.9%	106	6.6%	44.3%	40.6%	8.5%	49.1%	106
35.3%	77.2%	136	6.6%	31.6%	45.6%	16.2%	61.8%	136
44.2%	77.6%	156	28.2%	34.6%	25.6%	11.5%	37.2%	156
47.4%	75.9%	137	43.1%	25.5%	19.7%	11.7%	31.4%	137
26.5%	54.4%	136	56.6%	21.3%	17.6%	4.4%	22.1%	136
35.1%	61.7%	154	54.5%	30.5%	13.0%	1.9%	14.9%	154
62.9%	85.6%	167	6.6%	15.6%	39.5%	38.3%	77.8%	167
46.9%	78.8%	179	6.7%	29.1%	40.8%	23.5%	64.2%	179
33.7%	76.2%	172	8.7%	30.8%	43.0%	17.4%	60.5%	172
44.4%	84.0%	162	3.7%	32.7%	36.4%	27.2%	63.6%	162
50.3%	81.9%	199	17.1%	25.1%	40.2%	17.6%	57.8%	199
58.8%	85.0%	154	20.1%	20.8%	28.6%	30.5%	59.1%	154
33.8%	57.6%	151	43.7%	25.2%	23.2%	7.9%	31.1%	151
40.5%	63.9%	158	50.0%	27.2%	17.1%	5.7%	22.8%	158
51.7%	79.3%	58	8.6%	20.7%	53.4%	17.2%	70.7%	58
42.0%	86.0%	50	2.0%	20.0%	60.0%	18.0%	78.0%	50
49.1%	78.2%	55	3.6%	47.3%	36.4%	12.7%	49.1%	55
39.7%	74.1%	58	3.4%	31.0%	39.7%	25.9%	65.5%	58
47.2%	90.6%	53	18.9%	30.2%	34.0%	17.0%	50.9%	53
53.7%	75.9%	54	22.2%	22.2%	31.5%	24.1%	55.6%	54
33.9%	71.0%	62	38.7%	21.0%	24.2%	16.1%	40.3%	62
35.6%	69.5%	59	40.7%	35.6%	15.3%	8.5%	23.7%	59
42.2%	67.4%	488	20.9%	29.7%	32.0%	17.4%	49.4%	488
26.4%	58.9%	436	13.1%	48.6%	29.1%	9.2%	38.3%	436
29.9%	62.5%	452	14.6%	48.2%	30.3%	6.9%	37.2%	452
33.9%	66.6%	401	12.7%	41.9%	29.2%	16.2%	45.4%	401
36.8%	69.9%	439	26.7%	37.1%	25.7%	10.5%	36.2%	439
36.3%	65.9%	414	40.3%	29.0%	17.6%	13.0%	30.7%	412
20.5%	45.9%	439	56.9%	21.9%	14.1%	7.1%	21.2%	439
26.6%	47.6%	376	60.6%	21.3%	13.6%	4.5%	18.1%	377
43.1%	66.5%	270	13.7%	34.1%	38.9%	13.3%	52.2%	270
32.0%	68.4%	243	7.0%	37.9%	42.8%	12.3%	55.1%	243
33.3%	69.3%	231	13.4%	37.7%	38.1%	10.8%	48.9%	231
37.3%	70.3%	263	16.3%	37.6%	31.6%	14.4%	46.0%	263
33.0%	67.4%	227	34.8%	31.7%	22.9%	10.6%	33.5%	227
38.7%	68.9%	225	44.4%	27.6%	15.6%	12.4%	28.0%	225
33.2%	57.5%	259	52.5%	22.8%	16.6%	8.1%	24.7%	259
26.8%	46.5%	213	63.4%	18.3%	13.6%	4.7%	18.3%	213
64.5%	85.8%	212	6.6%	15.1%	41.5%	36.8%	78.3%	212
60.9%	88.2%	220	2.3%	24.1%	44.5%	29.1%	73.6%	220
55.8%	86.7%	182	6.0%	22.0%	49.5%	22.5%	72.0%	181
63.8%	89.2%	240	2.9%	18.3%	33.8%	45.0%	78.8%	240
71.3%	94.2%	223	7.2%	28.3%	34.1%	30.5%	64.6%	223
71.4%	88.2%	203	8.9%	21.7%	30.0%	39.4%	69.5%	203
61.9%	83.1%	189	22.8%	24.9%	29.1%	23.3%	52.4%	189
60.3%	87.1%	195	28.2%	32.8%	25.6%	13.3%	39.0%	195
66.7%	92.6%	54	7.4%	16.7%	46.3%	29.6%	75.9%	54
41.8%	70.9%	55	7.3%	32.7%	45.5%	14.5%	60.0%	55
39.7%	81.0%	63	15.9%	49.2%	33.3%	1.6%	34.9%	63



28.3%	83.3%	60	6.7%	46.7%	36.7%	10.0%	46.7%	60
43.1%	79.3%	58	27.6%	36.2%	27.6%	8.6%	36.2%	58
49.1%	80.7%	57	35.1%	33.3%	22.8%	8.8%	31.6%	57
24.6%	54.1%	61	60.7%	23.0%	14.8%	1.6%	16.4%	61
39.7%	66.7%	63	65.1%	19.0%	7.9%	7.9%	15.9%	63
58.5%	82.7%	260	13.1%	23.8%	34.6%	28.5%	63.1%	260
34.3%	66.1%	233	6.9%	38.6%	41.6%	12.9%	54.5%	233
43.0%	78.0%	223	4.9%	33.6%	43.5%	17.9%	61.4%	223
37.9%	70.5%	224	8.9%	39.3%	32.1%	19.6%	51.8%	224
35.6%	67.6%	275	21.8%	35.6%	27.6%	14.9%	42.5%	275
42.6%	77.1%	258	24.0%	36.0%	23.3%	16.7%	39.9%	258
33.6%	66.0%	241	36.5%	29.5%	27.8%	6.2%	34.0%	241
32.2%	60.6%	264	54.2%	25.4%	13.6%	6.8%	20.5%	264
58.0%	75.4%	69	15.9%	29.0%	43.5%	11.6%	55.1%	69
33.3%	63.2%	57	7.0%	45.6%	40.4%	7.0%	47.4%	57
29.3%	65.5%	58	10.3%	27.6%	36.2%	25.9%	62.1%	58
35.0%	68.3%	60	8.3%	26.7%	45.0%	20.0%	65.0%	60
42.6%	79.6%	54	27.8%	27.8%	31.5%	13.0%	44.4%	54
36.5%	66.7%	63	17.5%	20.6%	27.0%	34.9%	61.9%	63
16.7%	51.7%	60	38.3%	31.7%	18.3%	11.7%	30.0%	60
30.8%	55.1%	78	46.2%	34.6%	14.1%	5.1%	19.2%	78
35.3%	58.8%	51	19.6%	41.2%	27.5%	11.8%	39.2%	51
27.5%	60.0%	40	7.5%	42.5%	37.5%	12.5%	50.0%	40
35.3%	76.5%	51	5.9%	31.4%	52.9%	9.8%	62.7%	51
42.6%	66.0%	47	2.1%	27.7%	40.4%	29.8%	70.2%	47
27.1%	81.3%	48	22.9%	41.7%	29.2%	6.3%	35.4%	47
25.0%	58.3%	48	41.7%	39.6%	14.6%	4.2%	18.8%	48
34.4%	49.2%	61	49.2%	29.5%	13.1%	8.2%	21.3%	61
27.7%	36.2%	47	66.0%	19.1%	12.8%	2.1%	14.9%	47
45.7%	60.0%	35	31.4%	28.6%	28.6%	11.4%	40.0%	35
21.4%	71.4%	28	0.0%	42.9%	46.4%	10.7%	57.1%	28
27.8%	63.9%	36	8.3%	41.7%	41.7%	8.3%	50.0%	36
50.0%	79.2%	24	4.2%	29.2%	29.2%	37.5%	66.7%	24
28.6%	76.2%	21	19.0%	42.9%	23.8%	14.3%	38.1%	21
37.5%	70.8%	25	44.0%	20.0%	32.0%	4.0%	36.0%	25
25.0%	50.0%	20	50.0%	30.0%	15.0%	5.0%	20.0%	20
36.4%	59.1%	22	54.5%	18.2%	27.3%	0.0%	27.3%	22
44.3%	69.2%	429	22.8%	33.8%	31.9%	11.4%	43.4%	429
30.9%	63.0%	411	12.2%	38.9%	40.4%	8.5%	48.9%	411
28.3%	67.9%	421	13.8%	41.8%	35.9%	8.6%	44.4%	421
30.2%	64.1%	404	7.7%	42.1%	32.7%	17.6%	50.2%	403
42.7%	82.9%	410	17.6%	36.3%	33.7%	12.4%	46.1%	408
39.3%	68.1%	433	27.3%	33.7%	21.7%	17.3%	39.0%	434
26.9%	53.3%	445	37.1%	26.3%	24.0%	12.6%	36.6%	446
28.3%	52.3%	452	56.6%	23.9%	14.6%	4.9%	19.5%	453
15.2%	48.5%	33	48.5%	42.4%	9.1%	0.0%	9.1%	33
11.4%	45.5%	44	9.1%	65.9%	25.0%	0.0%	25.0%	44
23.5%	64.7%	34	17.6%	52.9%	29.4%	0.0%	29.4%	34
17.4%	58.7%	46	17.4%	41.3%	30.4%	10.9%	41.3%	46

12.2%	68.3%	41	26.8%	46.3%	22.0%	4.9%	26.8%	41
16.0%	42.0%	50	48.0%	40.0%	12.0%	0.0%	12.0%	50
8.3%	31.7%	61	75.4%	13.1%	8.2%	3.3%	11.5%	60
16.2%	35.1%	37	81.1%	13.5%	5.4%	0.0%	5.4%	37
33.2%	61.9%	469	18.3%	34.3%	33.5%	13.9%	47.3%	470
20.4%	58.6%	410	9.8%	52.9%	29.0%	8.3%	37.3%	409
25.6%	60.6%	392	16.1%	49.2%	29.3%	5.4%	34.7%	392
29.8%	62.7%	400	13.5%	45.3%	30.8%	10.5%	41.3%	399
30.7%	67.8%	407	27.5%	37.6%	27.3%	7.6%	34.9%	407
24.3%	53.3%	419	48.7%	30.1%	14.3%	6.9%	21.2%	419
17.4%	39.3%	380	61.6%	25.5%	9.7%	3.2%	12.9%	380
16.7%	39.3%	365	69.9%	19.7%	7.1%	3.3%	10.4%	366
43.5%	71.1%	323	14.6%	34.1%	37.5%	13.9%	51.4%	323
21.9%	54.1%	270	14.1%	45.6%	37.4%	3.0%	40.4%	270
26.1%	66.7%	308	20.8%	48.7%	26.3%	4.2%	30.5%	308
21.6%	59.0%	317	19.6%	54.3%	19.9%	6.3%	26.2%	317
27.7%	68.1%	310	31.0%	39.0%	23.5%	6.5%	30.0%	310
35.2%	63.8%	304	39.8%	30.9%	17.1%	12.2%	29.3%	304
23.0%	48.3%	353	47.3%	26.1%	18.7%	7.9%	26.6%	353
31.1%	56.9%	341	61.3%	20.8%	11.4%	6.5%	17.9%	341
53.1%	75.5%	49	18.4%	20.4%	38.8%	22.4%	61.2%	49
43.4%	75.5%	53	7.5%	32.1%	49.1%	11.3%	60.4%	53
57.9%	81.6%	38	10.5%	28.9%	47.4%	13.2%	60.5%	38
25.5%	70.2%	47	8.5%	31.9%	36.2%	23.4%	59.6%	47
44.2%	86.0%	43	25.6%	30.2%	39.5%	4.7%	44.2%	43
50.0%	80.8%	52	32.7%	28.8%	26.9%	11.5%	38.5%	52
20.0%	38.0%	50	50.0%	22.0%	22.0%	6.0%	28.0%	50
25.6%	39.5%	43	60.5%	23.3%	16.3%	0.0%	16.3%	43
54.2%	82.1%	212	10.4%	31.6%	34.0%	24.1%	58.0%	212
45.6%	76.7%	180	3.9%	32.8%	43.3%	20.0%	63.3%	180
42.2%	72.0%	212	12.3%	41.5%	37.7%	8.5%	46.2%	212
37.3%	72.6%	202	5.0%	40.6%	38.6%	15.8%	54.5%	202
45.8%	82.3%	192	17.2%	41.7%	30.7%	10.4%	41.1%	192
47.2%	76.4%	195	24.6%	27.7%	27.7%	20.0%	47.7%	195
25.4%	54.5%	224	49.6%	26.8%	16.5%	7.1%	23.7%	224
26.3%	52.1%	194	55.7%	25.8%	13.4%	5.2%	18.6%	194
32.3%	66.2%	65	24.6%	36.9%	30.8%	7.7%	38.5%	65
32.6%	60.9%	46	6.5%	41.3%	47.8%	4.3%	52.2%	46
22.1%	61.8%	68	23.5%	48.5%	22.1%	5.9%	27.9%	68
25.5%	74.5%	55	9.1%	36.4%	30.9%	23.6%	54.5%	55
22.0%	62.7%	59	32.2%	39.0%	25.4%	3.4%	28.8%	59
21.7%	53.3%	60	46.7%	30.0%	16.7%	6.7%	23.3%	60
14.3%	52.4%	42	76.2%	21.4%	2.4%	0.0%	2.4%	42
30.4%	54.3%	46	71.7%	13.0%	10.9%	4.3%	15.2%	46
28.9%	44.3%	97	22.7%	43.3%	24.7%	9.3%	34.0%	97
15.3%	49.5%	111	10.8%	50.5%	35.1%	3.6%	38.7%	111
25.3%	64.0%	74	8.1%	39.2%	45.9%	6.8%	52.7%	74
28.4%	64.2%	81	8.6%	48.1%	29.6%	13.6%	43.2%	81
28.2%	71.8%	110	32.7%	39.1%	23.6%	4.5%	28.2%	110

26.2%	55.1%	107	42.1%	40.2%	15.0%	2.8%	17.8%	107
13.7%	34.3%	102	69.6%	20.6%	8.8%	1.0%	9.8%	102
18.2%	49.1%	110	73.6%	15.5%	8.2%	2.7%	10.9%	110
34.5%	63.7%	113	16.8%	35.4%	32.7%	15.0%	47.8%	113
25.0%	58.7%	104	15.4%	42.3%	32.7%	9.6%	42.3%	104
37.5%	65.9%	88	15.9%	46.6%	35.2%	2.3%	37.5%	88
28.7%	69.1%	94	11.7%	37.2%	41.5%	9.6%	51.1%	94
31.3%	71.1%	83	32.5%	42.2%	19.3%	6.0%	25.3%	83
26.3%	63.2%	76	40.8%	35.5%	18.4%	5.3%	23.7%	76
36.1%	56.6%	83	48.2%	21.7%	20.5%	9.6%	30.1%	83
7.7%	30.8%	78	73.1%	16.7%	5.1%	5.1%	10.3%	78
40.9%	69.7%	66	12.1%	34.8%	43.9%	9.1%	53.0%	66
23.8%	69.8%	63	11.1%	39.7%	39.7%	9.5%	49.2%	63
32.4%	70.3%	74	20.3%	52.7%	24.3%	2.7%	27.0%	74
27.7%	70.8%	65	12.3%	33.8%	36.9%	16.9%	53.8%	65
34.7%	77.9%	95	20.0%	49.5%	22.1%	8.4%	30.5%	95
36.1%	61.1%	72	33.3%	25.0%	26.4%	15.3%	41.7%	72
19.8%	39.5%	81	66.7%	21.0%	9.9%	2.5%	12.3%	81
28.3%	48.9%	92	50.0%	32.6%	13.0%	4.3%	17.4%	92
40.2%	73.4%	169	11.2%	32.5%	42.6%	13.6%	56.2%	169
28.3%	64.8%	145	3.4%	33.8%	50.3%	12.4%	62.8%	145
40.9%	82.6%	132	11.4%	59.1%	27.3%	2.3%	29.5%	132
32.6%	74.1%	136	6.6%	25.7%	38.2%	29.4%	67.6%	136
22.8%	74.6%	114	15.8%	37.7%	28.1%	18.4%	46.5%	114
37.7%	67.3%	159	23.9%	27.7%	22.6%	25.8%	48.4%	159
25.9%	51.0%	148	45.3%	25.0%	19.6%	10.1%	29.7%	148
21.8%	48.0%	178	60.1%	24.2%	14.6%	1.1%	15.7%	178
55.8%	78.5%	784	12.6%	26.7%	37.2%	23.5%	60.7%	784
46.8%	79.9%	762	7.5%	31.8%	43.2%	17.6%	60.8%	762
35.1%	75.4%	721	6.4%	34.4%	38.6%	20.7%	59.2%	721
41.5%	73.9%	711	3.7%	29.0%	38.0%	29.4%	67.4%	711
41.2%	79.2%	683	17.3%	30.6%	30.6%	21.5%	52.1%	683
45.7%	76.5%	731	25.3%	27.4%	23.3%	24.1%	47.3%	731
34.7%	59.4%	719	46.2%	20.6%	17.4%	15.9%	33.2%	719
43.6%	68.0%	645	46.5%	24.7%	18.4%	10.4%	28.8%	645
58.7%	81.3%	252	7.1%	25.4%	36.5%	31.0%	67.5%	252
44.8%	76.6%	252	3.6%	25.4%	44.0%	27.0%	71.0%	252
48.0%	86.3%	248	5.2%	29.4%	53.2%	12.1%	65.3%	248
45.2%	77.6%	272	2.6%	24.3%	36.0%	37.1%	73.2%	272
53.4%	86.0%	264	11.0%	26.9%	39.4%	22.7%	62.1%	264
60.8%	84.6%	274	17.5%	27.4%	25.9%	29.2%	55.1%	274
51.1%	74.1%	270	24.1%	24.4%	29.3%	22.2%	51.5%	270
54.7%	79.4%	267	33.7%	24.0%	24.0%	18.4%	42.3%	267
47.9%	66.7%	48	18.8%	47.9%	25.0%	8.3%	33.3%	48
39.1%	69.6%	23	0.0%	39.1%	52.2%	8.7%	60.9%	23
34.4%	81.3%	32	3.1%	43.8%	40.6%	12.5%	53.1%	32
28.6%	81.0%	21	9.5%	33.3%	47.6%	9.5%	57.1%	21
31.6%	78.9%	19	10.5%	36.8%	42.1%	10.5%	52.6%	19
33.3%	51.5%	33	33.3%	39.4%	12.1%	15.2%	27.3%	33

32.1%	67.9%	28	42.9%	32.1%	25.0%	0.0%	25.0%	28
19.4%	35.5%	31	61.3%	25.8%	6.5%	6.5%	12.9%	31
39.3%	67.4%	89	14.6%	41.6%	32.6%	11.2%	43.8%	89
43.0%	79.7%	79	8.9%	41.8%	36.7%	12.7%	49.4%	79
38.5%	80.0%	65	1.5%	41.5%	50.8%	6.2%	56.9%	65
37.5%	70.8%	72	6.9%	27.8%	45.8%	19.4%	65.3%	72
36.4%	77.3%	88	30.7%	37.5%	26.1%	5.7%	31.8%	88
37.3%	62.7%	82	32.9%	32.9%	22.0%	12.2%	34.1%	82
33.7%	65.1%	83	43.4%	33.7%	15.7%	7.2%	22.9%	83
26.0%	58.0%	100	68.0%	21.0%	9.0%	2.0%	11.0%	100
44.4%	80.6%	36	8.3%	11.1%	61.1%	19.4%	80.6%	36
57.9%	89.5%	38	2.6%	23.7%	44.7%	28.9%	73.7%	38
33.3%	72.7%	33	12.1%	42.4%	42.4%	3.0%	45.5%	33
52.6%	76.3%	38	7.9%	13.2%	28.9%	50.0%	78.9%	38
50.0%	86.4%	44	20.5%	15.9%	38.6%	25.0%	63.6%	44
53.1%	77.6%	49	28.6%	32.7%	22.4%	16.3%	38.8%	49
51.9%	81.5%	27	14.8%	29.6%	33.3%	22.2%	55.6%	27
41.5%	68.3%	41	41.5%	19.5%	24.4%	14.6%	39.0%	41
61.7%	81.0%	253	9.1%	30.4%	41.1%	19.4%	60.5%	253
33.3%	69.6%	240	5.8%	37.1%	37.5%	19.6%	57.1%	240
40.0%	71.7%	241	5.0%	48.1%	36.1%	10.8%	46.9%	240
42.2%	77.2%	263	4.2%	31.6%	38.0%	26.2%	64.3%	263
46.2%	83.8%	234	19.7%	29.5%	32.1%	18.8%	50.9%	234
51.1%	80.5%	231	22.1%	27.3%	29.4%	21.2%	50.6%	231
37.4%	69.8%	265	34.7%	33.6%	21.9%	9.8%	31.7%	265
44.2%	70.1%	231	39.0%	26.8%	22.1%	12.1%	34.2%	231
47.2%	79.2%	72	5.6%	26.4%	47.2%	20.8%	68.1%	72
36.5%	73.0%	74	4.1%	35.1%	43.2%	17.6%	60.8%	74
48.4%	79.0%	62	8.1%	30.6%	43.5%	17.7%	61.3%	62
37.7%	72.1%	61	3.3%	21.3%	39.3%	36.1%	75.4%	61
44.6%	82.1%	56	16.1%	14.3%	37.5%	32.1%	69.6%	56
45.8%	72.2%	72	16.7%	30.6%	26.4%	26.4%	52.8%	72
39.7%	60.3%	78	32.1%	26.9%	26.9%	14.1%	41.0%	78
39.1%	56.3%	64	42.2%	37.5%	10.9%	9.4%	20.3%	64
47.8%	87.0%	23	21.7%	21.7%	34.8%	21.7%	56.5%	23
40.0%	71.4%	35	2.9%	34.3%	31.4%	31.4%	62.9%	35
39.4%	75.8%	33	0.0%	45.5%	36.4%	18.2%	54.5%	33
39.4%	69.7%	33	9.1%	12.1%	30.3%	48.5%	78.8%	33
51.4%	77.1%	35	25.7%	25.7%	22.9%	25.7%	48.6%	35
38.5%	79.5%	39	30.8%	38.5%	23.1%	7.7%	30.8%	39
36.8%	65.8%	38	34.2%	18.4%	31.6%	15.8%	47.4%	38
48.6%	68.6%	35	40.0%	20.0%	20.0%	20.0%	40.0%	35
48.6%	73.6%	148	11.5%	28.4%	35.1%	25.0%	60.1%	148
29.8%	68.8%	141	8.5%	41.1%	41.1%	9.2%	50.4%	141
35.3%	71.3%	151	16.6%	27.8%	45.7%	9.9%	55.6%	151
33.6%	72.5%	131	9.9%	31.3%	46.6%	12.2%	58.8%	131
44.5%	78.8%	138	15.9%	36.2%	24.6%	23.2%	47.8%	138
51.4%	77.1%	145	28.3%	35.2%	15.9%	20.7%	36.6%	145
44.7%	69.3%	150	36.0%	26.0%	20.7%	17.3%	38.0%	150

25.4%	55.1%	119	55.5%	26.1%	13.4%	5.0%	18.5%	119
50.0%	78.1%	32	3.1%	37.5%	34.4%	25.0%	59.4%	32
36.4%	72.7%	44	9.1%	29.5%	40.9%	20.5%	61.4%	44
63.6%	93.9%	33	0.0%	15.2%	42.4%	42.4%	84.8%	33
55.0%	85.0%	40	5.0%	15.0%	42.5%	37.5%	80.0%	40
45.5%	87.9%	33	12.1%	9.1%	45.5%	33.3%	78.8%	33
51.5%	75.8%	33	15.2%	36.4%	27.3%	21.2%	48.5%	33
27.6%	62.1%	29	58.6%	20.7%	13.8%	6.9%	20.7%	29
23.1%	74.4%	39	51.3%	41.0%	7.7%	0.0%	7.7%	39
78.3%	93.5%	46	4.3%	8.7%	47.8%	39.1%	87.0%	46
61.5%	84.6%	65	4.6%	13.8%	49.2%	32.3%	81.5%	65
58.2%	87.3%	55	3.6%	14.5%	43.6%	38.2%	81.8%	55
57.6%	83.3%	66	3.0%	22.7%	34.8%	39.4%	74.2%	66
50.0%	84.8%	66	16.7%	24.2%	43.9%	15.2%	59.1%	66
58.7%	80.4%	46	17.4%	28.3%	30.4%	23.9%	54.3%	46
36.5%	68.3%	63	36.5%	25.4%	23.8%	14.3%	38.1%	63
45.8%	67.8%	59	39.0%	33.9%	15.3%	11.9%	27.1%	59
50.0%	84.4%	32	6.3%	25.0%	43.8%	25.0%	68.8%	32
33.3%	72.2%	36	5.6%	27.8%	52.8%	13.9%	66.7%	36
48.3%	86.2%	29	6.9%	48.3%	37.9%	6.9%	44.8%	29
69.0%	89.7%	29	6.9%	17.2%	48.3%	27.6%	75.9%	29
48.0%	88.0%	25	20.0%	20.0%	36.0%	24.0%	60.0%	25
40.0%	88.6%	35	20.0%	31.4%	42.9%	5.7%	48.6%	35
12.9%	45.2%	31	51.6%	32.3%	16.1%	0.0%	16.1%	31
25.0%	59.4%	32	50.0%	37.5%	12.5%	0.0%	12.5%	32
46.3%	87.8%	41	7.3%	41.5%	41.5%	9.8%	51.2%	41
12.8%	43.6%	39	10.3%	33.3%	41.0%	15.4%	56.4%	39
42.5%	72.5%	40	5.0%	52.5%	37.5%	5.0%	42.5%	40
35.4%	77.1%	48	10.4%	43.8%	29.2%	16.7%	45.8%	48
35.3%	74.5%	51	19.6%	45.1%	25.5%	9.8%	35.3%	51
37.5%	79.2%	48	25.0%	47.9%	16.7%	10.4%	27.1%	48
29.7%	54.1%	37	48.6%	24.3%	18.9%	8.1%	27.0%	37
37.2%	60.5%	43	41.9%	41.9%	9.3%	7.0%	16.3%	43
54.3%	76.6%	94	5.3%	24.5%	40.4%	29.8%	70.2%	94
49.4%	78.3%	83	2.4%	32.5%	50.6%	14.5%	65.1%	83
43.5%	81.7%	115	4.3%	39.1%	37.4%	19.1%	56.5%	115
50.0%	79.8%	115	7.8%	27.0%	42.6%	22.6%	65.2%	115
40.2%	86.9%	108	16.7%	31.5%	35.2%	16.7%	51.9%	108
49.5%	84.2%	101	10.9%	34.7%	28.7%	25.7%	54.5%	101
37.8%	66.4%	118	30.5%	25.4%	26.3%	17.8%	44.1%	116
36.4%	59.6%	101	46.5%	25.7%	18.8%	8.9%	27.7%	101
51.7%	76.9%	295	9.2%	22.7%	47.1%	21.0%	68.1%	295
39.6%	74.7%	269	7.4%	34.6%	39.8%	18.2%	58.0%	269
33.3%	67.0%	271	15.5%	49.4%	26.6%	8.5%	35.1%	271
33.3%	67.4%	262	9.9%	42.0%	32.8%	15.3%	48.1%	262
32.1%	72.3%	249	39.0%	36.1%	21.3%	3.6%	24.9%	249
36.2%	67.5%	248	43.5%	37.5%	11.7%	7.3%	19.0%	248
20.9%	40.3%	263	58.2%	21.7%	14.4%	5.7%	20.2%	263
21.7%	41.7%	234	67.9%	17.5%	9.8%	4.7%	14.5%	234



37.3%	66.7%	75	17.3%	38.7%	37.3%	6.7%	44.0%	75
21.8%	61.5%	78	7.7%	43.6%	39.7%	9.0%	48.7%	78
32.1%	74.4%	78	16.7%	34.6%	37.2%	11.5%	48.7%	78
32.9%	57.9%	76	13.2%	38.2%	30.3%	18.4%	48.7%	76
36.2%	74.1%	58	31.0%	24.1%	41.4%	3.4%	44.8%	58
32.8%	68.8%	64	17.2%	39.1%	35.9%	7.8%	43.8%	64
18.9%	52.7%	74	59.5%	24.3%	12.2%	4.1%	16.2%	74
31.9%	47.8%	69	62.3%	11.6%	20.3%	5.8%	26.1%	69
52.1%	78.7%	328	7.6%	18.9%	42.7%	30.8%	73.5%	328
41.1%	81.0%	326	5.8%	24.8%	50.0%	19.3%	69.3%	326
43.8%	81.2%	358	6.4%	35.2%	41.3%	17.0%	58.4%	358
37.2%	69.8%	328	5.8%	35.1%	37.8%	21.3%	59.1%	328
41.7%	83.3%	336	16.4%	36.0%	35.1%	12.5%	47.6%	336
45.0%	72.7%	333	22.8%	31.5%	24.9%	20.7%	45.6%	333
31.4%	62.5%	346	38.7%	27.7%	24.9%	8.7%	33.5%	346
46.6%	70.1%	326	41.4%	27.0%	20.9%	10.7%	31.6%	327
57.3%	75.2%	262	8.4%	20.6%	40.1%	30.9%	71.0%	262
41.3%	72.2%	259	5.0%	25.9%	46.3%	22.8%	69.1%	259
48.7%	85.3%	238	4.2%	24.4%	47.1%	24.4%	71.4%	238
45.0%	82.1%	251	4.8%	26.3%	35.5%	33.5%	68.9%	251
46.8%	86.6%	270	11.5%	35.2%	29.6%	23.7%	53.3%	270
53.2%	80.2%	279	16.1%	30.1%	32.3%	21.5%	53.8%	279
44.2%	67.1%	259	29.7%	26.3%	26.3%	17.8%	44.0%	259
43.4%	66.4%	235	41.3%	26.8%	19.6%	12.3%	31.9%	235
46.3%	68.3%	41	24.4%	34.1%	34.1%	7.3%	41.5%	41
23.8%	71.4%	42	9.5%	50.0%	35.7%	4.8%	40.5%	42
24.3%	67.6%	37	10.8%	45.9%	43.2%	0.0%	43.2%	37
28.2%	48.7%	39	7.7%	48.7%	35.9%	7.7%	43.6%	39
37.0%	69.6%	46	26.1%	39.1%	28.3%	6.5%	34.8%	46
38.9%	80.6%	36	47.2%	38.9%	8.3%	5.6%	13.9%	36
10.8%	40.5%	37	62.2%	29.7%	8.1%	0.0%	8.1%	37
25.6%	46.2%	39	76.9%	12.8%	7.7%	2.6%	10.3%	39
46.2%	71.8%	39	15.4%	15.4%	48.7%	20.5%	69.2%	39
48.1%	73.1%	52	9.6%	19.2%	42.3%	28.8%	71.2%	52
33.3%	66.7%	36	8.3%	44.4%	44.4%	2.8%	47.2%	36
51.2%	79.1%	43	2.3%	11.6%	37.2%	48.8%	86.0%	43
42.5%	75.0%	40	25.0%	42.5%	32.5%	0.0%	32.5%	40
60.0%	80.0%	40	12.5%	40.0%	30.0%	17.5%	47.5%	40
15.9%	52.3%	44	40.9%	25.0%	27.3%	6.8%	34.1%	44
17.0%	39.6%	53	62.3%	17.0%	18.9%	1.9%	20.8%	53
47.0%	74.1%	332	14.2%	28.3%	37.0%	20.5%	57.5%	332
31.4%	76.5%	307	5.9%	31.9%	44.6%	17.6%	62.2%	307
32.5%	75.8%	326	9.5%	38.0%	39.9%	12.6%	52.5%	326
36.8%	73.7%	315	9.8%	38.1%	34.0%	18.1%	52.1%	315
44.4%	82.4%	307	16.0%	29.0%	35.2%	19.9%	55.0%	307
37.5%	70.2%	336	32.4%	27.4%	22.3%	17.9%	40.2%	336
28.0%	54.4%	328	40.2%	28.4%	20.4%	11.0%	31.4%	328
40.6%	67.4%	310	38.4%	28.1%	22.6%	11.0%	33.5%	310
57.1%	82.1%	56	17.9%	26.8%	44.6%	10.7%	55.4%	56

41.3%	69.8%	63	9.5%	47.6%	27.0%	15.9%	42.9%	63
15.4%	63.1%	65	24.6%	55.4%	20.0%	0.0%	20.0%	65
44.0%	84.0%	50	8.0%	52.0%	38.0%	2.0%	40.0%	50
20.3%	64.4%	59	40.7%	39.0%	16.9%	3.4%	20.3%	59
37.0%	53.7%	54	35.2%	40.7%	18.5%	5.6%	24.1%	54
38.1%	68.3%	63	54.0%	27.0%	7.9%	11.1%	19.0%	63
45.8%	67.8%	59	55.9%	28.8%	10.2%	5.1%	15.3%	59
45.5%	68.8%	266	17.3%	27.4%	38.7%	16.5%	55.3%	266
29.5%	67.2%	270	8.9%	38.5%	41.5%	11.1%	52.6%	271
44.2%	80.1%	274	8.8%	39.1%	38.0%	14.2%	52.2%	276
38.9%	76.0%	275	6.5%	37.1%	31.3%	25.1%	56.4%	275
40.6%	85.6%	271	21.4%	29.9%	32.8%	15.9%	48.7%	271
50.2%	78.0%	287	20.6%	23.3%	33.8%	22.3%	56.1%	287
31.9%	59.9%	231	36.8%	34.6%	22.1%	6.5%	28.6%	231
34.5%	63.8%	287	53.0%	23.0%	18.8%	5.2%	24.0%	287
47.2%	72.0%	248	15.3%	38.3%	31.9%	14.5%	46.4%	248
32.3%	65.5%	234	6.4%	42.3%	41.5%	9.8%	51.3%	234
37.6%	73.0%	237	19.8%	51.9%	23.2%	5.1%	28.3%	237
38.2%	70.6%	238	11.8%	42.9%	26.9%	18.5%	45.4%	238
35.9%	72.2%	248	26.6%	40.7%	24.6%	8.1%	32.7%	248
30.0%	60.8%	237	47.7%	31.6%	10.5%	10.1%	20.7%	237
22.9%	48.5%	231	53.7%	21.2%	16.9%	8.2%	25.1%	231
26.9%	51.6%	219	61.2%	20.1%	11.4%	7.3%	18.7%	219
35.3%	44.1%	34	35.3%	41.2%	20.6%	2.9%	23.5%	34
16.7%	52.8%	36	13.9%	47.2%	36.1%	2.8%	38.9%	36
41.2%	76.5%	34	11.8%	44.1%	38.2%	5.9%	44.1%	34
45.2%	77.4%	31	6.5%	35.5%	29.0%	29.0%	58.1%	31
25.7%	68.6%	35	20.0%	31.4%	34.3%	14.3%	48.6%	35
31.8%	65.9%	43	30.2%	46.5%	9.3%	14.0%	23.3%	43
25.7%	45.7%	34	61.8%	14.7%	20.6%	2.9%	23.5%	35
17.9%	60.7%	27	55.6%	33.3%	3.7%	7.4%	11.1%	26
27.1%	55.2%	192	35.4%	31.8%	27.6%	5.2%	32.8%	192
13.0%	37.3%	195	19.0%	52.3%	25.1%	3.6%	28.7%	195
24.4%	67.1%	164	22.0%	53.7%	20.1%	4.3%	24.4%	163
36.5%	74.1%	170	11.2%	31.8%	43.5%	13.5%	57.1%	170
19.6%	66.3%	163	43.6%	38.7%	14.1%	3.7%	17.8%	163
21.3%	51.9%	160	62.5%	27.5%	9.4%	0.6%	10.0%	160
8.6%	29.1%	174	82.8%	13.8%	2.3%	1.1%	3.4%	175
12.0%	31.1%	166	82.5%	13.3%	4.2%	0.0%	4.2%	167
57.1%	73.0%	63	3.2%	23.8%	50.8%	22.2%	73.0%	63
33.3%	82.4%	51	2.0%	29.4%	58.8%	9.8%	68.6%	51
59.4%	90.6%	32	6.3%	31.3%	46.9%	15.6%	62.5%	32
63.9%	91.7%	36	2.8%	33.3%	30.6%	33.3%	63.9%	36
47.4%	94.7%	39	7.7%	30.8%	53.8%	7.7%	61.5%	39
55.3%	83.0%	47	21.3%	31.9%	27.7%	19.1%	46.8%	47
25.6%	59.0%	39	41.0%	20.5%	30.8%	7.7%	38.5%	39
57.8%	66.7%	45	46.7%	33.3%	8.9%	11.1%	20.0%	45
61.8%	85.3%	68	8.8%	17.6%	38.2%	35.3%	73.5%	68
55.4%	86.5%	74	5.4%	20.3%	32.4%	41.9%	74.3%	74

41.5%	81.5%	65	1.5%	16.9%	61.5%	20.0%	81.5%	65
41.3%	82.7%	75	13.3%	33.3%	34.7%	18.7%	53.3%	75
56.5%	87.0%	69	21.7%	34.8%	29.0%	14.5%	43.5%	69
61.3%	85.0%	80	12.5%	22.5%	33.8%	31.3%	65.0%	80
30.4%	74.7%	79	21.5%	24.1%	34.2%	20.3%	54.4%	79
32.6%	61.6%	86	37.2%	34.9%	14.0%	14.0%	27.9%	86
51.1%	77.8%	90	10.0%	30.0%	45.6%	14.4%	60.0%	90
39.4%	65.2%	66	6.1%	24.2%	42.4%	27.3%	69.7%	66
36.8%	72.4%	76	9.2%	32.9%	47.4%	10.5%	57.9%	76
43.4%	71.1%	83	2.4%	33.7%	30.1%	33.7%	63.9%	83
30.1%	75.3%	73	12.3%	46.6%	24.7%	16.4%	41.1%	73
45.1%	73.2%	71	22.5%	23.9%	33.8%	19.7%	53.5%	71
40.8%	75.0%	76	21.1%	31.6%	30.3%	17.1%	47.4%	76
31.3%	53.0%	83	43.4%	36.1%	15.7%	4.8%	20.5%	83
37.5%	80.0%	40	22.5%	40.0%	32.5%	5.0%	37.5%	40
35.2%	72.2%	54	1.9%	18.5%	44.4%	35.2%	79.6%	54
34.1%	81.8%	44	2.3%	29.5%	47.7%	20.5%	68.2%	44
41.8%	74.5%	55	5.5%	30.9%	49.1%	14.5%	63.6%	55
56.5%	89.1%	46	10.9%	28.3%	37.0%	23.9%	60.9%	46
51.6%	85.5%	62	19.4%	37.1%	24.2%	19.4%	43.5%	62
44.9%	67.3%	49	18.4%	38.8%	28.6%	14.3%	42.9%	49
45.6%	64.9%	57	45.6%	21.1%	24.6%	8.8%	33.3%	57
26.4%	54.6%	174	24.7%	36.8%	31.0%	7.5%	38.5%	174
17.6%	49.1%	163	18.4%	52.1%	27.0%	2.5%	29.4%	164
26.2%	71.5%	130	26.2%	48.5%	20.8%	4.6%	25.4%	130
27.8%	62.7%	158	12.0%	46.2%	30.4%	11.4%	41.8%	158
37.2%	77.4%	138	23.2%	35.5%	28.3%	13.0%	41.3%	138
35.6%	63.6%	132	42.4%	34.1%	17.4%	6.1%	23.5%	132
20.5%	52.3%	132	53.0%	27.3%	15.2%	4.5%	19.7%	132
35.2%	54.2%	142	59.9%	23.2%	9.9%	7.0%	16.9%	142
57.1%	87.8%	49	8.2%	18.4%	28.6%	44.9%	73.5%	49
43.2%	75.0%	44	11.4%	20.5%	56.8%	11.4%	68.2%	44
35.9%	84.6%	39	10.3%	46.2%	38.5%	5.1%	43.6%	39
55.9%	82.4%	34	11.8%	38.2%	38.2%	11.8%	50.0%	34
36.6%	75.6%	41	24.4%	31.7%	36.6%	7.3%	43.9%	41
35.0%	85.0%	40	27.5%	47.5%	5.0%	20.0%	25.0%	40
26.5%	61.8%	34	50.0%	29.4%	17.6%	2.9%	20.6%	34
31.7%	65.9%	41	43.9%	34.1%	19.5%	2.4%	22.0%	41
59.6%	74.5%	47	10.6%	17.0%	57.4%	14.9%	72.3%	47
42.5%	77.5%	40	7.5%	22.5%	45.0%	25.0%	70.0%	40
40.0%	75.6%	45	6.7%	37.8%	40.0%	15.6%	55.6%	45
46.4%	82.1%	28	14.3%	25.0%	39.3%	21.4%	60.7%	28
45.2%	71.4%	42	21.4%	38.1%	23.8%	16.7%	40.5%	42
51.3%	84.6%	39	30.8%	33.3%	15.4%	20.5%	35.9%	39
38.0%	64.0%	50	44.0%	24.0%	20.0%	12.0%	32.0%	50
28.2%	51.3%	39	56.4%	28.2%	15.4%	0.0%	15.4%	39
24.2%	45.5%	33	48.5%	36.4%	15.2%	0.0%	15.2%	33
6.1%	54.5%	33	18.2%	57.6%	24.2%	0.0%	24.2%	33
17.2%	51.7%	29	6.9%	48.3%	34.5%	10.3%	44.8%	29



12.5%	37.5%	16	18.8%	62.5%	18.8%	0.0%	18.8%	16
23.5%	67.6%	34	44.1%	29.4%	17.6%	8.8%	26.5%	34
16.7%	62.5%	24	45.8%	33.3%	12.5%	8.3%	20.8%	24
12.5%	37.5%	32	46.9%	31.3%	15.6%	6.3%	21.9%	32
0.0%	23.3%	30	86.7%	10.0%	3.3%	0.0%	3.3%	30
49.4%	77.6%	157	15.9%	36.3%	38.9%	8.9%	47.8%	157
27.2%	70.7%	147	11.6%	44.9%	36.1%	7.5%	43.5%	147
34.2%	73.3%	146	10.3%	45.9%	32.9%	11.0%	43.8%	146
37.1%	71.4%	140	2.1%	20.7%	37.1%	40.0%	77.1%	140
36.9%	80.3%	158	17.1%	30.4%	31.6%	20.9%	52.5%	158
44.6%	75.5%	139	28.1%	29.5%	25.9%	16.5%	42.4%	139
26.7%	54.2%	130	40.8%	28.5%	20.8%	10.0%	30.8%	130
23.4%	46.7%	137	57.7%	22.6%	15.3%	4.4%	19.7%	137
52.0%	77.2%	256	12.1%	24.6%	37.5%	25.8%	63.3%	256
36.0%	67.8%	216	5.6%	39.8%	38.9%	15.7%	54.6%	216
38.9%	78.5%	247	6.5%	37.7%	40.1%	15.8%	55.9%	247
45.1%	78.8%	226	6.2%	20.4%	35.8%	37.6%	73.5%	226
35.9%	79.4%	209	17.2%	38.8%	33.5%	10.5%	44.0%	209
35.9%	67.7%	221	27.6%	34.4%	24.4%	13.6%	38.0%	221
32.3%	59.0%	218	42.7%	24.3%	23.4%	9.6%	33.0%	217
34.5%	55.0%	205	57.6%	22.4%	14.6%	5.4%	20.0%	204
38.9%	73.8%	126	12.7%	27.8%	40.5%	19.0%	59.5%	126
34.6%	69.9%	136	6.6%	30.9%	35.3%	27.2%	62.5%	136
32.8%	70.1%	134	4.5%	36.6%	43.3%	15.7%	59.0%	134
35.6%	71.2%	118	7.6%	30.5%	39.0%	22.9%	61.9%	118
29.0%	72.5%	131	22.9%	35.1%	22.1%	19.8%	42.0%	131
35.3%	67.6%	139	40.3%	28.1%	23.7%	7.9%	31.7%	139
35.3%	52.2%	137	34.3%	32.8%	22.6%	10.2%	32.8%	137
41.4%	65.8%	111	39.6%	33.3%	18.9%	8.1%	27.0%	111
22.7%	68.2%	44	20.5%	40.9%	31.8%	6.8%	38.6%	44
22.6%	54.8%	31	6.5%	54.8%	29.0%	9.7%	38.7%	31
16.7%	59.5%	42	9.5%	61.9%	23.8%	4.8%	28.6%	42
25.6%	69.2%	39	5.1%	56.4%	30.8%	7.7%	38.5%	39
24.4%	66.7%	45	37.8%	44.4%	17.8%	0.0%	17.8%	45
26.5%	65.3%	48	39.6%	41.7%	18.8%	0.0%	18.8%	49
8.6%	34.3%	35	60.0%	28.6%	11.4%	0.0%	11.4%	35
15.2%	48.5%	33	81.8%	6.1%	9.1%	3.0%	12.1%	32
37.3%	70.1%	67	19.4%	34.3%	31.3%	14.9%	46.3%	67
27.7%	57.4%	47	19.1%	31.9%	42.6%	6.4%	48.9%	47
37.3%	61.0%	59	22.0%	44.1%	30.5%	3.4%	33.9%	59
33.9%	75.8%	62	16.1%	51.6%	32.3%	0.0%	32.3%	62
27.6%	70.7%	58	39.7%	37.9%	13.8%	8.6%	22.4%	58
36.1%	70.5%	61	59.0%	26.2%	11.5%	3.3%	14.8%	61
25.8%	50.0%	66	60.6%	21.2%	10.6%	7.6%	18.2%	66
25.3%	46.8%	79	69.6%	17.7%	10.1%	2.5%	12.7%	79
40.9%	68.2%	22	22.7%	36.4%	22.7%	18.2%	40.9%	22
29.0%	80.6%	31	16.1%	48.4%	32.3%	3.2%	35.5%	31
38.7%	74.2%	31	9.7%	41.9%	38.7%	9.7%	48.4%	31
48.4%	93.5%	31	6.5%	9.7%	41.9%	41.9%	83.9%	31

33.3%	76.7%	30	36.7%	30.0%	23.3%	10.0%	33.3%	30
27.0%	59.5%	37	37.8%	37.8%	8.1%	16.2%	24.3%	37
32.1%	57.1%	27	40.7%	22.2%	29.6%	7.4%	37.0%	27
37.9%	58.6%	29	48.3%	31.0%	10.3%	10.3%	20.7%	29
69.3%	84.0%	75	6.7%	14.7%	42.7%	36.0%	78.7%	75
38.7%	75.8%	62	4.8%	24.2%	48.4%	22.6%	71.0%	62
46.8%	77.9%	77	6.5%	31.2%	46.8%	15.6%	62.3%	77
43.2%	77.8%	81	3.7%	16.0%	55.6%	24.7%	80.2%	81
42.9%	80.0%	70	17.1%	15.7%	42.9%	24.3%	67.1%	70
50.8%	86.4%	59	27.1%	20.3%	39.0%	13.6%	52.5%	59
32.1%	67.9%	53	22.6%	47.2%	20.8%	9.4%	30.2%	53
35.7%	70.0%	70	45.7%	31.4%	21.4%	1.4%	22.9%	70
52.8%	72.2%	36	16.7%	16.7%	30.6%	36.1%	66.7%	36
40.0%	71.4%	35	20.0%	40.0%	28.6%	11.4%	40.0%	35
51.2%	90.2%	41	4.9%	26.8%	48.8%	19.5%	68.3%	41
50.0%	85.3%	34	5.9%	44.1%	32.4%	17.6%	50.0%	34
41.9%	80.6%	31	19.4%	38.7%	32.3%	9.7%	41.9%	31
42.9%	71.4%	28	35.7%	32.1%	14.3%	17.9%	32.1%	28
31.8%	75.0%	44	34.1%	27.3%	22.7%	15.9%	38.6%	44
33.3%	61.1%	36	44.4%	27.8%	16.7%	11.1%	27.8%	36
65.6%	90.0%	90	8.9%	25.6%	27.8%	37.8%	65.6%	90
14.6%	62.9%	89	7.9%	44.9%	43.8%	3.4%	47.2%	89
31.1%	72.3%	120	12.5%	34.2%	44.2%	9.2%	53.3%	120
30.3%	75.3%	89	6.7%	30.3%	37.1%	25.8%	62.9%	89
27.9%	68.6%	86	30.2%	27.9%	25.6%	16.3%	41.9%	86
33.3%	63.2%	88	38.6%	35.2%	10.2%	15.9%	26.1%	88
22.1%	52.3%	87	55.2%	21.8%	16.1%	6.9%	23.0%	87
16.9%	40.3%	77	66.2%	22.1%	5.2%	6.5%	11.7%	77
55.8%	80.8%	52	3.8%	21.2%	50.0%	25.0%	75.0%	52
41.3%	81.0%	63	4.8%	22.2%	46.0%	27.0%	73.0%	63
43.1%	80.6%	72	5.6%	33.3%	37.5%	23.6%	61.1%	72
35.8%	74.1%	81	2.5%	42.0%	42.0%	13.6%	55.6%	81
54.2%	78.0%	59	25.4%	23.7%	25.4%	25.4%	50.8%	59
30.2%	76.2%	63	34.9%	31.7%	14.3%	19.0%	33.3%	63
20.9%	49.3%	67	52.2%	22.4%	14.9%	10.4%	25.4%	67
26.7%	46.5%	86	59.3%	22.1%	8.1%	10.5%	18.6%	86
17.4%	37.0%	92	56.5%	35.9%	7.6%	0.0%	7.6%	92
11.3%	32.0%	98	28.6%	54.1%	16.3%	1.0%	17.3%	98
17.1%	47.1%	70	20.0%	61.4%	18.6%	0.0%	18.6%	69
14.3%	44.0%	91	20.9%	52.7%	24.2%	2.2%	26.4%	91
16.1%	52.9%	87	49.4%	37.9%	12.6%	0.0%	12.6%	87
11.3%	41.2%	97	62.9%	29.9%	6.2%	1.0%	7.2%	97
8.2%	28.9%	97	72.2%	19.6%	5.2%	3.1%	8.2%	97
8.3%	27.8%	71	83.1%	14.1%	2.8%	0.0%	2.8%	72
17.8%	42.2%	287	41.8%	35.5%	18.5%	4.2%	22.6%	287
11.5%	42.2%	312	23.4%	49.0%	23.7%	3.8%	27.6%	312
13.6%	49.8%	258	22.1%	54.3%	20.2%	3.5%	23.6%	258
16.0%	43.0%	245	21.2%	43.7%	24.9%	10.2%	35.1%	245
20.8%	56.7%	285	41.1%	36.8%	17.2%	4.9%	22.1%	286

18.2%	51.7%	302	55.6%	27.5%	12.9%	4.0%	16.9%	303
10.0%	29.0%	258	72.5%	17.8%	7.4%	2.3%	9.7%	258
8.1%	26.2%	311	84.9%	11.6%	2.6%	1.0%	3.5%	309
37.9%	66.8%	190	22.1%	43.2%	26.8%	7.9%	34.7%	190
15.5%	53.0%	202	13.4%	57.9%	27.2%	1.5%	28.7%	202
19.9%	52.5%	181	30.9%	48.1%	21.0%	0.0%	21.0%	180
20.6%	53.1%	175	16.0%	50.9%	25.7%	7.4%	33.1%	175
22.9%	66.7%	192	37.0%	40.1%	20.3%	2.6%	22.9%	191
21.6%	48.6%	217	55.3%	28.6%	12.9%	3.2%	16.1%	218
19.3%	42.2%	221	66.1%	21.7%	9.5%	2.7%	12.2%	218
15.5%	37.4%	219	76.7%	16.4%	5.5%	1.4%	6.8%	219
59.5%	84.9%	185	9.7%	25.4%	49.2%	15.7%	64.9%	185
40.9%	78.1%	215	8.4%	33.0%	43.3%	15.3%	58.6%	215
44.3%	82.1%	212	4.2%	32.1%	46.7%	17.0%	63.7%	212
43.2%	84.2%	224	2.2%	25.0%	47.3%	25.4%	72.8%	224
54.9%	91.7%	193	11.4%	23.3%	33.7%	31.6%	65.3%	193
44.0%	78.0%	218	27.1%	28.0%	26.1%	18.8%	45.0%	218
25.3%	48.9%	221	55.7%	18.6%	16.7%	9.0%	25.8%	221
29.5%	52.6%	235	61.7%	22.6%	9.4%	6.4%	15.7%	234
21.7%	52.2%	46	30.4%	39.1%	21.7%	8.7%	30.4%	46
11.1%	51.1%	45	26.7%	53.3%	20.0%	0.0%	20.0%	45
7.4%	44.4%	27	37.0%	48.1%	14.8%	0.0%	14.8%	27
16.1%	35.5%	31	0.0%	80.6%	19.4%	0.0%	19.4%	31
15.4%	61.5%	26	23.1%	46.2%	30.8%	0.0%	30.8%	26
0.0%	40.0%	15	53.3%	40.0%	6.7%	0.0%	6.7%	15
0.0%	31.3%	16	43.8%	50.0%	6.3%	0.0%	6.3%	16
37.5%	56.3%	16	25.0%	56.3%	18.8%	0.0%	18.8%	16
11.1%	55.6%	18	33.3%	38.9%	22.2%	5.6%	27.8%	18
15.0%	50.0%	20	60.0%	40.0%	0.0%	0.0%	0.0%	20
11.1%	44.4%	18	77.8%	16.7%	0.0%	5.6%	5.6%	18
46.0%	75.7%	190	14.7%	30.0%	40.5%	14.7%	55.3%	190
28.0%	67.9%	193	7.8%	43.5%	41.5%	7.3%	48.7%	193
34.9%	74.2%	188	10.6%	37.8%	42.0%	9.6%	51.6%	188
28.4%	69.7%	210	4.8%	28.6%	38.6%	28.1%	66.7%	210
42.3%	85.0%	213	26.3%	31.0%	32.4%	10.3%	42.7%	213
36.7%	69.6%	207	29.0%	29.0%	23.2%	18.8%	42.0%	207
31.4%	59.8%	204	38.2%	25.0%	26.0%	10.8%	36.8%	204
27.2%	53.9%	191	59.7%	28.8%	8.4%	3.1%	11.5%	191
65.1%	87.7%	106	7.5%	31.1%	53.8%	7.5%	61.3%	106
32.9%	72.9%	85	14.1%	43.5%	32.9%	9.4%	42.4%	85
34.7%	83.2%	95	13.7%	50.5%	31.6%	4.2%	35.8%	95
45.3%	82.1%	95	3.2%	33.7%	48.4%	14.7%	63.2%	95
40.2%	89.7%	97	22.7%	38.1%	29.9%	9.3%	39.2%	97
50.0%	77.9%	104	23.1%	42.3%	19.2%	15.4%	34.6%	104
25.0%	61.4%	88	46.6%	28.4%	18.2%	6.8%	25.0%	88
33.7%	56.5%	92	56.5%	25.0%	15.2%	3.3%	18.5%	92
44.6%	71.4%	56	28.6%	19.6%	41.1%	10.7%	51.8%	56
19.1%	51.1%	47	14.9%	57.4%	23.4%	4.3%	27.7%	47
20.4%	50.0%	54	22.2%	48.1%	22.2%	7.4%	29.6%	54

11.1%	55.6%	45	15.6%	57.8%	26.7%	0.0%	26.7%	45
21.4%	60.7%	56	42.9%	37.5%	17.9%	1.8%	19.6%	56
33.3%	60.0%	45	48.9%	33.3%	13.3%	4.4%	17.8%	45
25.9%	50.0%	54	44.4%	24.1%	20.4%	11.1%	31.5%	54
28.1%	54.4%	57	50.9%	31.6%	10.5%	7.0%	17.5%	57
17.5%	50.9%	57	19.3%	57.9%	17.5%	5.3%	22.8%	57
29.3%	63.4%	41	9.8%	31.7%	43.9%	14.6%	58.5%	41
23.7%	65.8%	38	18.4%	47.4%	31.6%	2.6%	34.2%	38
32.6%	62.8%	43	7.0%	41.9%	34.9%	16.3%	51.2%	43
20.0%	68.0%	50	32.0%	32.0%	28.0%	8.0%	36.0%	50
20.4%	55.1%	49	44.9%	32.7%	14.3%	8.2%	22.4%	49
14.3%	42.9%	49	61.2%	22.4%	14.3%	2.0%	16.3%	49
20.5%	35.9%	39	64.1%	23.1%	10.3%	2.6%	12.8%	39
45.9%	65.6%	61	26.2%	31.1%	26.2%	16.4%	42.6%	61
34.8%	66.7%	69	7.2%	29.0%	53.6%	10.1%	63.8%	69
26.8%	67.6%	71	12.7%	56.3%	29.6%	1.4%	31.0%	71
44.1%	78.0%	59	8.5%	42.4%	45.8%	3.4%	49.2%	59
50.0%	86.5%	52	15.4%	42.3%	25.0%	17.3%	42.3%	52
48.6%	80.6%	72	30.6%	43.1%	19.4%	6.9%	26.4%	72
52.3%	76.9%	65	29.2%	33.8%	26.2%	10.8%	36.9%	65
47.6%	61.9%	63	58.7%	33.3%	4.8%	3.2%	7.9%	63
49.1%	81.8%	55	20.0%	30.9%	34.5%	14.5%	49.1%	55
10.3%	32.8%	58	22.4%	51.7%	22.4%	3.4%	25.9%	58
33.3%	69.8%	63	15.9%	44.4%	39.7%	0.0%	39.7%	63
26.5%	65.3%	49	4.1%	44.9%	38.8%	12.2%	51.0%	49
32.7%	73.1%	52	28.8%	38.5%	30.8%	1.9%	32.7%	52
38.9%	74.1%	54	53.7%	22.2%	14.8%	9.3%	24.1%	54
21.4%	42.9%	70	61.4%	15.7%	18.6%	4.3%	22.9%	70
28.1%	50.9%	57	54.4%	33.3%	8.8%	3.5%	12.3%	57
48.4%	74.2%	31	19.4%	22.6%	32.3%	25.8%	58.1%	31
60.0%	68.0%	25	12.0%	24.0%	32.0%	32.0%	64.0%	25
51.6%	80.6%	31	12.9%	32.3%	38.7%	16.1%	54.8%	31
40.0%	80.0%	30	6.7%	36.7%	30.0%	26.7%	56.7%	30
31.3%	75.0%	32	28.1%	34.4%	34.4%	3.1%	37.5%	32
39.5%	74.4%	43	32.6%	27.9%	14.0%	25.6%	39.5%	43
32.1%	60.7%	28	46.4%	35.7%	7.1%	10.7%	17.9%	28
25.9%	51.9%	27	55.6%	33.3%	11.1%	0.0%	11.1%	27
50.7%	76.1%	67	19.4%	41.8%	31.3%	7.5%	38.8%	67
31.9%	69.4%	72	9.7%	43.1%	38.9%	8.3%	47.2%	72
27.6%	55.3%	76	13.2%	42.1%	40.8%	3.9%	44.7%	76
34.3%	65.7%	70	7.1%	32.9%	42.9%	17.1%	60.0%	70
32.8%	84.5%	59	22.0%	27.1%	33.9%	16.9%	50.8%	59
33.3%	59.0%	78	42.3%	44.9%	10.3%	2.6%	12.8%	78
27.8%	48.1%	80	45.0%	23.8%	20.0%	11.3%	31.3%	80
42.2%	68.8%	64	34.4%	29.7%	25.0%	10.9%	35.9%	64
N<10	N<10	6	N<10	N<10	N<10	N<10	N<10	6
N<10	N<10	1	N<10	N<10	N<10	N<10	N<10	1
N<10	N<10	8	N<10	N<10	N<10	N<10	N<10	8
N<10	N<10	5	N<10	N<10	N<10	N<10	N<10	5

N<10	N<10	6	N<10	N<10	N<10	N<10	N<10	6
N<10	N<10	4	N<10	N<10	N<10	N<10	N<10	4
10.1%	40.6%	70	40.0%	47.1%	12.9%	0.0%	12.9%	69
14.3%	44.9%	50	24.0%	44.0%	26.0%	6.0%	32.0%	50
10.8%	29.7%	37	29.7%	56.8%	13.5%	0.0%	13.5%	37
12.2%	36.6%	41	19.5%	48.8%	31.7%	0.0%	31.7%	41
10.4%	32.8%	67	43.3%	40.3%	14.9%	1.5%	16.4%	67
13.0%	40.7%	55	52.7%	36.4%	9.1%	1.8%	10.9%	55
7.3%	30.9%	55	83.6%	14.5%	0.0%	1.8%	1.8%	55
5.7%	30.2%	52	86.5%	9.6%	3.8%	0.0%	3.8%	52
32.4%	59.8%	102	28.4%	47.1%	22.5%	2.0%	24.5%	102
20.2%	62.5%	104	14.4%	49.0%	34.6%	1.9%	36.5%	104
27.3%	65.6%	127	23.6%	55.1%	20.5%	0.8%	21.3%	127
25.2%	54.6%	118	11.9%	45.8%	28.8%	13.6%	42.4%	118
27.5%	67.9%	131	30.5%	45.8%	19.1%	4.6%	23.7%	131
24.4%	55.1%	127	40.2%	33.9%	15.0%	11.0%	26.0%	127
22.0%	48.3%	118	50.8%	24.6%	18.6%	5.9%	24.6%	118
23.3%	55.2%	116	61.2%	26.7%	10.3%	1.7%	12.1%	116
37.9%	64.1%	103	18.4%	31.1%	35.9%	14.6%	50.5%	103
20.0%	57.9%	95	6.3%	36.8%	40.0%	16.8%	56.8%	95
21.3%	57.4%	122	11.5%	40.2%	38.5%	9.8%	48.4%	122
20.0%	59.0%	105	16.2%	49.5%	22.9%	11.4%	34.3%	105
32.7%	73.6%	110	30.9%	36.4%	21.8%	10.9%	32.7%	110
17.4%	58.7%	109	41.3%	32.1%	21.1%	5.5%	26.6%	109
27.1%	53.1%	96	44.8%	26.0%	18.8%	10.4%	29.2%	96
19.4%	45.4%	108	61.1%	21.3%	13.0%	4.6%	17.6%	108
50.0%	76.5%	34	23.5%	14.7%	44.1%	17.6%	61.8%	34
29.7%	56.8%	37	5.4%	40.5%	51.4%	2.7%	54.1%	37
32.4%	78.4%	37	8.1%	56.8%	35.1%	0.0%	35.1%	37
33.3%	83.3%	30	6.7%	16.7%	56.7%	20.0%	76.7%	30
26.1%	78.3%	46	28.3%	43.5%	21.7%	6.5%	28.3%	46
40.5%	69.0%	42	28.6%	35.7%	19.0%	16.7%	35.7%	42
17.9%	53.8%	39	69.2%	12.8%	10.3%	7.7%	17.9%	39
31.8%	59.1%	44	38.6%	34.1%	20.5%	6.8%	27.3%	44
35.6%	63.3%	90	40.0%	33.3%	21.1%	5.6%	26.7%	90
22.2%	51.9%	81	25.9%	29.6%	39.5%	4.9%	44.4%	81
41.2%	85.9%	85	15.3%	60.0%	22.4%	2.4%	24.7%	85
36.5%	71.9%	96	11.5%	51.0%	30.2%	7.3%	37.5%	96
52.6%	87.6%	97	15.5%	42.3%	37.1%	5.2%	42.3%	97
42.2%	73.3%	90	34.4%	34.4%	15.6%	15.6%	31.1%	90
35.6%	64.4%	101	37.6%	26.7%	22.8%	12.9%	35.6%	101
27.1%	57.3%	96	56.3%	26.0%	12.5%	5.2%	17.7%	96
50.0%	69.6%	46	17.4%	37.0%	32.6%	13.0%	45.7%	46
31.3%	68.8%	32	12.5%	46.9%	28.1%	12.5%	40.6%	32
52.9%	82.4%	34	8.8%	41.2%	26.5%	23.5%	50.0%	34
53.7%	90.2%	41	4.9%	36.6%	39.0%	19.5%	58.5%	41
49.0%	82.4%	51	15.7%	33.3%	27.5%	23.5%	51.0%	51
38.7%	67.7%	31	22.6%	25.8%	35.5%	16.1%	51.6%	31
22.2%	50.0%	54	55.6%	25.9%	11.1%	7.4%	18.5%	54



31.6%	63.2%	38	42.1%	26.3%	23.7%	7.9%	31.6%	37
52.0%	78.6%	98	9.2%	36.7%	32.7%	21.4%	54.1%	98
37.5%	70.8%	72	6.9%	38.9%	41.7%	12.5%	54.2%	72
40.8%	78.9%	71	9.9%	38.0%	39.4%	12.7%	52.1%	71
27.3%	63.6%	77	3.9%	44.2%	32.5%	19.5%	51.9%	77
35.1%	68.9%	74	24.3%	41.9%	27.0%	6.8%	33.8%	74
35.6%	61.6%	73	30.1%	38.4%	15.1%	16.4%	31.5%	73
38.5%	53.8%	78	44.9%	25.6%	19.2%	10.3%	29.5%	78
37.2%	56.4%	77	45.5%	27.3%	22.1%	5.2%	27.3%	78
63.0%	88.9%	27	0.0%	22.2%	40.7%	37.0%	77.8%	27
46.7%	83.3%	30	13.3%	30.0%	33.3%	23.3%	56.7%	30
53.8%	88.5%	26	3.8%	30.8%	38.5%	26.9%	65.4%	26
48.4%	87.1%	31	3.2%	22.6%	51.6%	22.6%	74.2%	31
34.3%	65.7%	35	22.9%	37.1%	22.9%	17.1%	40.0%	35
32.5%	52.5%	40	22.5%	37.5%	25.0%	15.0%	40.0%	40
60.0%	80.0%	30	13.3%	13.3%	30.0%	43.3%	73.3%	30
34.5%	62.1%	29	41.4%	34.5%	17.2%	6.9%	24.1%	29
30.3%	57.2%	145	25.5%	36.6%	30.3%	7.6%	37.9%	145
37.0%	70.9%	127	11.8%	43.3%	38.6%	6.3%	44.9%	127
25.8%	65.6%	128	14.1%	48.4%	31.3%	6.3%	37.5%	128
34.4%	70.3%	128	7.8%	43.0%	35.2%	14.1%	49.2%	128
39.0%	78.6%	154	28.6%	40.9%	25.3%	5.2%	30.5%	154
31.5%	64.6%	127	37.8%	33.1%	18.1%	11.0%	29.1%	127
25.9%	52.6%	135	47.4%	29.6%	17.0%	5.9%	23.0%	135
35.4%	56.7%	125	58.4%	24.8%	12.8%	4.0%	16.8%	125
44.2%	71.2%	52	9.6%	46.2%	28.8%	15.4%	44.2%	52
23.9%	58.7%	46	8.7%	47.8%	32.6%	10.9%	43.5%	46
25.0%	78.1%	64	9.4%	50.0%	39.1%	1.6%	40.6%	64
33.3%	74.4%	39	12.8%	30.8%	28.2%	28.2%	56.4%	39
22.9%	60.4%	47	29.8%	36.2%	29.8%	4.3%	34.0%	47
26.7%	60.0%	60	58.3%	28.3%	11.7%	1.7%	13.3%	60
22.1%	47.1%	68	57.4%	25.0%	14.7%	2.9%	17.6%	68
28.3%	56.5%	46	78.3%	17.4%	4.3%	0.0%	4.3%	46
37.2%	60.5%	43	9.3%	46.5%	27.9%	16.3%	44.2%	43
20.4%	61.1%	54	0.0%	55.6%	38.9%	5.6%	44.4%	54
34.6%	69.2%	52	13.5%	48.1%	26.9%	11.5%	38.5%	52
41.3%	76.1%	46	10.9%	21.7%	54.3%	13.0%	67.4%	46
48.1%	78.8%	52	7.7%	40.4%	42.3%	9.6%	51.9%	52
33.3%	60.8%	51	37.3%	29.4%	21.6%	11.8%	33.3%	51
14.5%	34.5%	55	69.1%	18.2%	5.5%	7.3%	12.7%	55
31.3%	60.4%	48	54.2%	29.2%	14.6%	2.1%	16.7%	48
56.5%	79.8%	745	8.6%	24.8%	42.1%	24.4%	66.6%	745
33.2%	73.0%	773	5.6%	36.5%	44.2%	13.7%	58.0%	773
44.1%	78.5%	741	6.9%	30.6%	42.6%	19.8%	62.5%	741
46.8%	81.3%	790	4.8%	25.9%	38.1%	31.1%	69.2%	790
47.6%	84.7%	802	16.6%	30.2%	31.3%	21.9%	53.2%	802
48.3%	80.4%	816	24.9%	33.7%	22.8%	18.6%	41.4%	816
35.7%	64.4%	824	44.5%	26.0%	17.6%	11.9%	29.5%	824
40.0%	65.3%	759	56.7%	20.0%	12.8%	10.5%	23.3%	759

43.3%	70.8%	178	15.7%	34.3%	39.3%	10.7%	50.0%	178
26.9%	68.3%	167	7.8%	41.9%	35.9%	14.4%	50.3%	167
25.8%	63.7%	182	13.7%	46.7%	34.6%	4.9%	39.6%	181
46.8%	74.4%	156	2.6%	28.2%	41.0%	28.2%	69.2%	156
45.1%	79.4%	175	20.6%	29.1%	35.4%	14.9%	50.3%	175
48.9%	72.8%	180	27.8%	29.4%	20.6%	22.2%	42.8%	179
28.3%	52.2%	179	45.8%	23.5%	17.3%	13.4%	30.7%	179
29.9%	52.1%	195	58.5%	23.6%	12.8%	5.1%	17.9%	195
45.2%	68.8%	93	11.8%	30.1%	40.9%	17.2%	58.1%	93
19.3%	42.1%	57	3.5%	36.8%	43.9%	15.8%	59.6%	57
28.4%	65.7%	67	1.5%	50.7%	34.3%	13.4%	47.8%	67
30.4%	64.3%	56	10.7%	46.4%	25.0%	17.9%	42.9%	56
32.9%	69.9%	73	31.5%	41.1%	19.2%	8.2%	27.4%	73
42.6%	63.0%	54	33.3%	35.2%	20.4%	11.1%	31.5%	54
14.9%	48.9%	47	51.1%	25.5%	14.9%	8.5%	23.4%	47
19.4%	54.8%	62	53.2%	29.0%	14.5%	3.2%	17.7%	62
47.3%	72.7%	57	14.0%	36.8%	28.1%	21.1%	49.1%	55
49.2%	82.0%	61	6.6%	26.2%	36.1%	31.1%	67.2%	60
34.0%	74.5%	47	17.0%	42.6%	31.9%	8.5%	40.4%	47
66.0%	91.5%	47	0.0%	27.7%	38.3%	34.0%	72.3%	47
48.0%	84.0%	50	32.0%	32.0%	30.0%	6.0%	36.0%	50
44.2%	80.8%	52	40.4%	23.1%	25.0%	11.5%	36.5%	52
30.2%	52.4%	63	50.8%	23.8%	25.4%	0.0%	25.4%	63
35.6%	64.4%	59	59.3%	22.0%	10.2%	8.5%	18.6%	59
73.2%	85.4%	82	6.1%	18.3%	36.6%	39.0%	75.6%	82
51.8%	83.1%	83	1.2%	22.9%	45.8%	30.1%	75.9%	83
46.9%	80.6%	98	5.1%	39.8%	46.9%	8.2%	55.1%	98
45.7%	85.1%	94	4.3%	23.4%	45.7%	26.6%	72.3%	94
46.2%	91.0%	78	11.5%	29.5%	41.0%	17.9%	59.0%	78
46.5%	82.6%	86	4.7%	24.4%	34.9%	36.0%	70.9%	86
30.9%	70.2%	94	33.0%	30.9%	20.2%	16.0%	36.2%	94
31.1%	65.0%	103	44.7%	29.1%	21.4%	4.9%	26.2%	103
58.8%	80.4%	102	11.8%	26.5%	42.2%	19.6%	61.8%	102
48.1%	79.0%	81	4.9%	38.3%	51.9%	4.9%	56.8%	81
45.3%	85.9%	64	7.8%	28.1%	46.9%	17.2%	64.1%	64
27.8%	58.2%	79	8.9%	59.5%	20.3%	11.4%	31.6%	79
55.4%	86.5%	74	16.2%	39.2%	35.1%	9.5%	44.6%	74
39.3%	71.4%	83	20.5%	47.0%	21.7%	10.8%	32.5%	83
27.0%	58.1%	74	48.6%	28.4%	12.2%	10.8%	23.0%	74
23.8%	50.0%	80	75.0%	17.5%	5.0%	2.5%	7.5%	80
34.4%	63.5%	384	24.0%	33.1%	33.1%	9.9%	43.0%	384
30.4%	62.7%	319	15.4%	37.3%	37.9%	9.4%	47.3%	319
25.7%	62.5%	272	20.2%	50.0%	27.2%	2.6%	29.8%	272
25.5%	58.2%	275	10.2%	47.6%	32.7%	9.5%	42.2%	275
33.3%	70.4%	291	28.9%	40.2%	19.2%	11.7%	30.9%	291
28.9%	61.6%	284	44.0%	33.8%	16.9%	5.3%	22.2%	284
26.5%	49.1%	323	62.5%	20.7%	11.1%	5.6%	16.7%	323
23.6%	44.5%	262	66.0%	19.5%	11.5%	3.1%	14.5%	262
64.3%	82.1%	28	7.1%	10.7%	39.3%	42.9%	82.1%	28

48.0%	88.0%	25	4.0%	16.0%	52.0%	28.0%	80.0%	25
26.1%	73.9%	23	0.0%	30.4%	43.5%	26.1%	69.6%	23
53.3%	76.7%	30	0.0%	16.7%	36.7%	46.7%	83.3%	30
55.2%	96.6%	29	3.4%	20.7%	44.8%	31.0%	75.9%	29
62.2%	81.1%	37	35.1%	35.1%	18.9%	10.8%	29.7%	37
24.3%	59.5%	37	37.8%	40.5%	16.2%	5.4%	21.6%	37
39.1%	65.2%	46	45.7%	34.8%	8.7%	10.9%	19.6%	46
28.9%	52.1%	194	33.5%	40.7%	22.2%	3.6%	25.8%	194
15.6%	44.0%	141	19.1%	48.2%	26.2%	6.4%	32.6%	141
25.0%	61.5%	148	26.4%	44.6%	27.0%	2.0%	29.1%	148
17.0%	41.5%	135	29.6%	50.4%	14.1%	5.9%	20.0%	135
14.0%	47.1%	136	44.1%	33.8%	19.1%	2.9%	22.1%	136
9.2%	41.8%	142	62.7%	26.8%	8.5%	2.1%	10.6%	142
12.1%	31.5%	165	72.1%	18.2%	8.5%	1.2%	9.7%	164
11.8%	33.6%	152	80.3%	13.2%	5.3%	1.3%	6.6%	152
30.4%	69.6%	79	12.7%	31.6%	40.5%	15.2%	55.7%	79
16.0%	55.3%	94	7.4%	42.6%	42.6%	7.4%	50.0%	94
31.4%	73.3%	86	8.1%	37.2%	47.7%	7.0%	54.7%	86
24.5%	62.7%	102	4.9%	43.1%	41.2%	10.8%	52.0%	102
17.0%	57.4%	94	22.3%	43.6%	27.7%	6.4%	34.0%	94
31.5%	55.6%	108	44.4%	30.6%	12.0%	13.0%	25.0%	108
16.1%	40.7%	118	61.0%	24.6%	12.7%	1.7%	14.4%	118
17.8%	40.0%	90	78.9%	13.3%	4.4%	3.3%	7.8%	90
43.8%	67.6%	105	20.0%	28.6%	34.3%	17.1%	51.4%	105
32.3%	72.7%	99	11.1%	33.3%	41.4%	14.1%	55.6%	99
31.6%	68.4%	98	12.2%	40.8%	37.8%	9.2%	46.9%	98
29.2%	69.8%	96	6.3%	49.0%	35.4%	9.4%	44.8%	96
49.5%	88.7%	97	17.5%	20.6%	27.8%	34.0%	61.9%	97
40.6%	70.8%	96	32.3%	24.0%	24.0%	19.8%	43.8%	96
21.4%	56.1%	99	28.3%	33.3%	25.3%	13.1%	38.4%	99
24.2%	51.5%	100	48.0%	28.0%	16.0%	8.0%	24.0%	100
47.2%	69.7%	89	16.9%	37.1%	36.0%	10.1%	46.1%	89
42.1%	76.3%	76	11.8%	38.2%	27.6%	22.4%	50.0%	76
31.0%	76.2%	84	9.5%	44.0%	42.9%	3.6%	46.4%	84
37.8%	69.5%	82	4.9%	22.0%	52.4%	20.7%	73.2%	82
38.5%	73.8%	65	20.0%	24.6%	36.9%	18.5%	55.4%	65
37.1%	71.9%	89	25.8%	27.0%	29.2%	18.0%	47.2%	89
28.0%	45.3%	75	44.0%	32.0%	20.0%	4.0%	24.0%	75
31.2%	48.1%	77	46.8%	26.0%	15.6%	11.7%	27.3%	77
22.2%	48.9%	90	17.8%	46.7%	27.8%	7.8%	35.6%	90
16.1%	54.0%	87	10.3%	55.2%	33.3%	1.1%	34.5%	87
21.5%	53.2%	79	20.3%	49.4%	27.8%	2.5%	30.4%	79
14.9%	56.4%	94	9.6%	45.7%	35.1%	9.6%	44.7%	94
19.1%	67.4%	89	37.1%	38.2%	20.2%	4.5%	24.7%	89
16.1%	52.9%	87	54.0%	33.3%	8.0%	4.6%	12.6%	87
6.0%	23.8%	85	74.1%	22.4%	3.5%	0.0%	3.5%	85
5.9%	22.4%	84	85.7%	11.9%	2.4%	0.0%	2.4%	84
47.6%	61.9%	42	11.9%	45.2%	33.3%	9.5%	42.9%	42
28.6%	60.7%	28	10.7%	39.3%	32.1%	17.9%	50.0%	28



31.0%	64.3%	42	11.9%	61.9%	16.7%	9.5%	26.2%	42
16.7%	52.8%	36	8.3%	55.6%	30.6%	5.6%	36.1%	36
24.3%	67.6%	37	24.3%	32.4%	29.7%	13.5%	43.2%	37
18.2%	57.6%	33	36.4%	21.2%	33.3%	9.1%	42.4%	33
12.8%	35.9%	39	59.0%	28.2%	10.3%	2.6%	12.8%	39
16.2%	32.4%	37	83.8%	16.2%	0.0%	0.0%	0.0%	37
47.7%	70.5%	44	9.1%	43.2%	38.6%	9.1%	47.7%	44
25.0%	53.6%	28	3.6%	46.4%	42.9%	7.1%	50.0%	28
10.9%	58.7%	46	19.6%	45.7%	34.8%	0.0%	34.8%	46
34.8%	56.5%	23	17.4%	26.1%	52.2%	4.3%	56.5%	23
27.6%	55.2%	29	41.4%	41.4%	10.3%	6.9%	17.2%	28
28.1%	56.3%	32	46.9%	31.3%	15.6%	6.3%	21.9%	32
23.8%	45.2%	43	53.5%	25.6%	16.3%	4.7%	20.9%	43
13.9%	41.7%	36	86.1%	11.1%	0.0%	2.8%	2.8%	36
50.9%	79.2%	53	7.5%	26.4%	49.1%	17.0%	66.0%	53
24.4%	71.1%	45	8.9%	42.2%	42.2%	6.7%	48.9%	45
34.2%	71.1%	38	2.6%	39.5%	44.7%	13.2%	57.9%	38
41.2%	86.3%	51	0.0%	31.4%	49.0%	19.6%	68.6%	51
26.4%	83.0%	53	22.6%	52.8%	20.8%	3.8%	24.5%	53
42.4%	69.7%	32	28.1%	34.4%	21.9%	15.6%	37.5%	32
39.5%	55.8%	43	39.5%	27.9%	16.3%	16.3%	32.6%	43
25.0%	65.6%	32	56.3%	12.5%	28.1%	3.1%	31.3%	32
45.2%	74.2%	31	9.7%	25.8%	48.4%	16.1%	64.5%	31
6.7%	40.0%	30	20.0%	60.0%	13.3%	6.7%	20.0%	30
20.7%	79.3%	29	13.8%	72.4%	13.8%	0.0%	13.8%	29
58.3%	80.6%	36	0.0%	41.7%	47.2%	11.1%	58.3%	36
33.3%	75.8%	33	21.2%	48.5%	18.2%	12.1%	30.3%	33
48.5%	78.8%	32	15.6%	28.1%	37.5%	18.8%	56.3%	33
21.7%	54.3%	46	41.3%	39.1%	10.9%	8.7%	19.6%	46
27.9%	55.8%	43	48.8%	30.2%	16.3%	4.7%	20.9%	43
33.0%	60.6%	94	13.8%	29.8%	41.5%	14.9%	56.4%	94
40.0%	64.0%	75	14.7%	29.3%	34.7%	21.3%	56.0%	75
33.3%	68.0%	75	16.0%	46.7%	29.3%	8.0%	37.3%	75
47.4%	69.7%	76	11.8%	34.2%	34.2%	19.7%	53.9%	76
31.6%	83.5%	79	22.8%	34.2%	35.4%	7.6%	43.0%	79
34.2%	69.9%	74	37.8%	33.8%	14.9%	13.5%	28.4%	74
24.6%	55.1%	69	55.1%	24.6%	14.5%	5.8%	20.3%	69
26.8%	56.3%	71	52.1%	33.8%	9.9%	4.2%	14.1%	71
34.3%	65.7%	35	51.4%	28.6%	20.0%	0.0%	20.0%	35
19.4%	44.4%	36	25.0%	38.9%	27.8%	8.3%	36.1%	36
37.1%	82.9%	35	5.7%	42.9%	34.3%	17.1%	51.4%	35
25.8%	64.5%	31	3.2%	41.9%	29.0%	25.8%	54.8%	31
29.7%	70.3%	37	45.9%	37.8%	13.5%	2.7%	16.2%	37
37.1%	74.3%	35	45.7%	37.1%	14.3%	2.9%	17.1%	35
20.0%	53.3%	30	76.7%	16.7%	6.7%	0.0%	6.7%	30
18.4%	42.1%	38	78.9%	13.2%	7.9%	0.0%	7.9%	38
50.8%	80.0%	65	20.0%	24.6%	40.0%	15.4%	55.4%	65
30.4%	76.8%	69	2.9%	53.6%	29.0%	14.5%	43.5%	69
32.2%	69.5%	59	16.9%	42.4%	33.9%	6.8%	40.7%	59

34.7%	75.0%	72	11.1%	56.9%	18.1%	13.9%	31.9%	72
53.1%	82.8%	64	23.4%	35.9%	32.8%	7.8%	40.6%	64
50.8%	76.9%	65	32.3%	30.8%	26.2%	10.8%	36.9%	65
40.2%	64.6%	82	50.0%	23.2%	19.5%	7.3%	26.8%	82
40.0%	63.6%	55	47.3%	34.5%	14.5%	3.6%	18.2%	55
31.3%	56.3%	32	25.0%	40.6%	21.9%	12.5%	34.4%	32
13.6%	45.5%	22	22.7%	50.0%	22.7%	4.5%	27.3%	22
31.8%	72.7%	23	0.0%	43.5%	34.8%	21.7%	56.5%	22
27.3%	51.5%	33	6.1%	39.4%	39.4%	15.2%	54.5%	33
20.7%	51.7%	28	32.1%	39.3%	21.4%	7.1%	28.6%	28
24.0%	44.0%	25	32.0%	40.0%	16.0%	12.0%	28.0%	25
21.4%	39.3%	28	64.3%	25.0%	7.1%	3.6%	10.7%	28
32.1%	78.6%	28	57.1%	21.4%	7.1%	14.3%	21.4%	28
30.3%	66.7%	33	21.2%	36.4%	33.3%	9.1%	42.4%	33
31.3%	75.0%	32	0.0%	31.3%	56.3%	12.5%	68.8%	32
25.8%	71.0%	31	6.5%	64.5%	25.8%	3.2%	29.0%	31
14.7%	67.6%	34	8.8%	52.9%	35.3%	2.9%	38.2%	34
24.3%	83.8%	37	29.7%	48.6%	21.6%	0.0%	21.6%	37
23.1%	71.8%	39	38.5%	35.9%	20.5%	5.1%	25.6%	39
14.3%	44.9%	49	65.3%	22.4%	10.2%	2.0%	12.2%	49
7.1%	31.0%	42	73.8%	19.0%	7.1%	0.0%	7.1%	42
32.8%	64.4%	253	26.1%	40.3%	27.7%	5.9%	33.6%	253
20.3%	45.3%	212	21.2%	50.9%	24.1%	3.8%	27.8%	212
19.8%	54.5%	187	16.0%	50.8%	25.7%	7.5%	33.2%	187
26.2%	60.7%	168	16.7%	51.2%	26.8%	5.4%	32.1%	168
30.8%	72.3%	159	33.3%	44.0%	16.4%	6.3%	22.6%	159
31.2%	63.6%	173	43.4%	38.2%	11.0%	7.5%	18.5%	173
19.3%	44.8%	182	63.7%	18.7%	12.1%	5.5%	17.6%	181
15.3%	37.9%	177	75.7%	14.7%	7.9%	1.7%	9.6%	177
43.6%	71.8%	78	10.3%	39.7%	38.5%	11.5%	50.0%	78
40.3%	74.0%	77	6.5%	46.8%	37.7%	9.1%	46.8%	77
38.5%	80.8%	78	7.7%	41.0%	42.3%	9.0%	51.3%	78
34.2%	71.2%	73	5.5%	27.4%	43.8%	23.3%	67.1%	73
45.2%	75.3%	73	27.4%	24.7%	34.2%	13.7%	47.9%	73
41.1%	72.2%	90	40.0%	36.7%	12.2%	11.1%	23.3%	90
29.9%	52.2%	67	47.8%	31.3%	17.9%	3.0%	20.9%	67
31.0%	57.5%	87	55.2%	25.3%	10.3%	9.2%	19.5%	87
52.5%	76.3%	59	13.6%	27.1%	42.4%	16.9%	59.3%	59
23.9%	54.3%	46	4.3%	32.6%	43.5%	19.6%	63.0%	46
19.6%	50.0%	46	10.9%	52.2%	30.4%	6.5%	37.0%	46
36.0%	64.0%	50	4.0%	46.0%	30.0%	20.0%	50.0%	50
32.6%	74.4%	43	23.3%	41.9%	27.9%	7.0%	34.9%	43
27.3%	47.7%	44	43.2%	34.1%	18.2%	4.5%	22.7%	44
20.8%	50.9%	53	52.8%	30.2%	13.2%	3.8%	17.0%	53
32.6%	60.5%	43	48.8%	39.5%	7.0%	4.7%	11.6%	43
53.8%	80.0%	65	12.3%	32.3%	36.9%	18.5%	55.4%	65
37.8%	79.7%	74	13.5%	39.2%	40.5%	6.8%	47.3%	74
44.0%	73.3%	75	4.0%	36.0%	42.7%	17.3%	60.0%	75
53.4%	78.1%	73	5.5%	30.1%	42.5%	21.9%	64.4%	73

42.1%	78.9%	76	17.1%	32.9%	38.2%	11.8%	50.0%	76
49.4%	76.6%	77	24.7%	28.6%	29.9%	16.9%	46.8%	77
17.4%	44.9%	69	63.8%	15.9%	14.5%	5.8%	20.3%	69
27.1%	55.3%	85	57.6%	23.5%	14.1%	4.7%	18.8%	85
37.1%	80.6%	62	14.5%	38.7%	43.5%	3.2%	46.8%	62
35.3%	66.7%	51	9.8%	43.1%	43.1%	3.9%	47.1%	51
22.2%	61.1%	54	18.5%	59.3%	16.7%	5.6%	22.2%	54
37.3%	66.7%	51	7.8%	37.3%	37.3%	17.6%	54.9%	51
20.0%	68.0%	75	28.0%	46.7%	16.0%	9.3%	25.3%	75
32.3%	56.5%	62	51.6%	32.3%	12.9%	3.2%	16.1%	62
8.6%	38.6%	70	52.9%	27.1%	15.7%	4.3%	20.0%	70
22.0%	40.7%	59	79.7%	13.6%	5.1%	1.7%	6.8%	59
32.3%	58.3%	127	26.8%	40.2%	25.2%	7.9%	33.1%	127
5.8%	32.0%	103	21.4%	60.2%	17.5%	1.0%	18.4%	103
11.6%	50.5%	95	26.3%	53.7%	20.0%	0.0%	20.0%	95
17.9%	46.3%	95	18.9%	58.9%	22.1%	0.0%	22.1%	95
26.0%	68.8%	96	28.1%	43.8%	26.0%	2.1%	28.1%	96
25.2%	59.8%	107	64.5%	28.0%	5.6%	1.9%	7.5%	107
9.6%	22.1%	104	90.4%	6.7%	1.9%	1.0%	2.9%	103
5.1%	23.2%	97	91.8%	6.2%	1.0%	1.0%	2.1%	97
40.0%	63.3%	30	16.7%	40.0%	26.7%	16.7%	43.3%	30
15.4%	34.6%	26	15.4%	50.0%	30.8%	3.8%	34.6%	26
17.9%	60.7%	28	7.1%	64.3%	25.0%	3.6%	28.6%	28
25.0%	57.1%	28	14.3%	53.6%	32.1%	0.0%	32.1%	28
0.0%	24.1%	29	51.7%	44.8%	3.4%	0.0%	3.4%	29
16.0%	44.0%	25	60.0%	28.0%	12.0%	0.0%	12.0%	25
7.7%	23.1%	26	80.8%	7.7%	11.5%	0.0%	11.5%	25
10.3%	34.5%	29	89.7%	10.3%	0.0%	0.0%	0.0%	30
34.7%	66.7%	75	20.0%	28.0%	38.7%	13.3%	52.0%	75
15.0%	55.0%	120	16.7%	46.7%	29.2%	7.5%	36.7%	120
26.0%	62.1%	177	17.5%	46.3%	31.1%	5.1%	36.2%	177
22.5%	56.7%	120	13.3%	47.5%	29.2%	10.0%	39.2%	120
28.3%	64.6%	126	31.0%	40.5%	19.8%	8.7%	28.6%	127
34.3%	70.0%	140	42.1%	33.6%	15.0%	9.3%	24.3%	140
18.4%	46.4%	125	58.4%	20.8%	13.6%	7.2%	20.8%	125
24.3%	47.0%	115	67.0%	19.1%	11.3%	2.6%	13.9%	115
66.3%	88.8%	80	3.8%	23.8%	30.0%	42.5%	72.5%	80
39.6%	73.6%	53	5.7%	30.2%	34.0%	30.2%	64.2%	53
28.4%	71.6%	67	6.0%	35.8%	43.3%	14.9%	58.2%	67
50.7%	77.3%	75	5.3%	26.7%	36.0%	32.0%	68.0%	75
28.8%	58.8%	80	28.8%	38.8%	22.5%	10.0%	32.5%	80
37.0%	64.4%	73	47.9%	31.5%	16.4%	4.1%	20.5%	73
17.9%	48.7%	78	43.6%	34.6%	15.4%	6.4%	21.8%	78
30.0%	56.3%	80	57.5%	25.0%	8.8%	8.8%	17.5%	80
42.1%	73.7%	19	31.6%	42.1%	21.1%	5.3%	26.3%	19
27.6%	75.9%	29	10.3%	27.6%	44.8%	17.2%	62.1%	29
33.3%	76.7%	30	10.0%	50.0%	36.7%	3.3%	40.0%	30
29.4%	64.7%	17	0.0%	41.2%	47.1%	11.8%	58.8%	17
25.8%	83.9%	31	22.6%	45.2%	32.3%	0.0%	32.3%	31

35.0%	80.0%	20	35.0%	25.0%	25.0%	15.0%	40.0%	20
37.0%	55.6%	27	63.0%	22.2%	14.8%	0.0%	14.8%	27
26.9%	73.1%	26	50.0%	26.9%	19.2%	3.8%	23.1%	26
56.9%	82.8%	58	17.2%	36.2%	43.1%	3.4%	46.6%	58
39.2%	62.7%	51	7.8%	58.8%	27.5%	5.9%	33.3%	51
31.7%	85.4%	41	12.2%	68.3%	19.5%	0.0%	19.5%	41
42.9%	76.2%	63	4.8%	34.9%	46.0%	14.3%	60.3%	63
40.0%	74.5%	55	32.7%	18.2%	36.4%	12.7%	49.1%	56
40.9%	70.5%	44	18.2%	27.3%	34.1%	20.5%	54.5%	44
18.4%	51.0%	49	49.0%	26.5%	22.4%	2.0%	24.5%	49
28.9%	48.9%	47	55.3%	34.0%	8.5%	2.1%	10.6%	47
38.1%	63.9%	97	24.7%	38.1%	28.9%	8.2%	37.1%	97
36.0%	72.1%	86	11.6%	38.4%	41.9%	8.1%	50.0%	86
34.1%	70.5%	87	11.5%	33.3%	44.8%	10.3%	55.2%	88
39.8%	74.5%	98	5.1%	31.6%	43.9%	19.4%	63.3%	98
35.3%	75.3%	85	23.5%	32.9%	36.5%	7.1%	43.5%	84
39.8%	67.3%	98	41.8%	34.7%	17.3%	6.1%	23.5%	98
14.4%	42.3%	103	61.2%	24.3%	12.6%	1.9%	14.6%	104
15.8%	43.2%	95	70.5%	18.9%	7.4%	3.2%	10.5%	95
47.9%	79.2%	48	6.3%	27.1%	39.6%	27.1%	66.7%	48
25.5%	55.3%	47	12.8%	29.8%	44.7%	12.8%	57.4%	47
20.5%	61.4%	44	15.9%	40.9%	36.4%	6.8%	43.2%	44
29.8%	66.0%	47	8.5%	34.0%	31.9%	25.5%	57.4%	47
12.5%	65.6%	32	18.8%	31.3%	34.4%	15.6%	50.0%	32
26.7%	46.7%	30	30.0%	36.7%	20.0%	13.3%	33.3%	30
10.6%	36.2%	47	53.2%	25.5%	12.8%	8.5%	21.3%	47
24.3%	48.6%	37	62.2%	16.2%	10.8%	10.8%	21.6%	37
25.0%	61.4%	132	17.4%	34.8%	37.9%	9.8%	47.7%	132
25.6%	61.2%	129	3.1%	29.5%	47.3%	20.2%	67.4%	129
34.1%	71.4%	125	14.4%	44.8%	27.2%	13.6%	40.8%	125
31.2%	59.6%	109	11.9%	39.4%	36.7%	11.9%	48.6%	109
46.0%	73.5%	113	34.5%	31.9%	25.7%	8.0%	33.6%	113
25.9%	58.5%	135	35.6%	36.3%	17.8%	10.4%	28.1%	135
7.8%	27.9%	129	63.6%	24.0%	7.0%	5.4%	12.4%	129
26.0%	48.8%	123	55.3%	30.9%	9.8%	4.1%	13.8%	123
53.5%	81.4%	43	9.3%	25.6%	48.8%	16.3%	65.1%	43
34.6%	82.7%	52	5.8%	44.2%	30.8%	19.2%	50.0%	52
37.3%	78.4%	51	9.8%	31.4%	41.2%	17.6%	58.8%	51
25.0%	58.3%	48	6.3%	41.7%	41.7%	10.4%	52.1%	48
25.8%	79.0%	62	14.5%	41.9%	32.3%	11.3%	43.5%	62
31.6%	59.6%	57	36.8%	29.8%	29.8%	3.5%	33.3%	56
19.4%	50.0%	62	45.2%	30.6%	22.6%	1.6%	24.2%	62
19.6%	44.6%	56	51.8%	37.5%	10.7%	0.0%	10.7%	56
57.5%	81.5%	146	12.3%	26.7%	45.9%	15.1%	61.0%	146
28.8%	65.9%	132	8.3%	40.2%	42.4%	9.1%	51.5%	132
36.0%	77.7%	139	8.6%	48.2%	39.6%	3.6%	43.2%	139
38.4%	78.4%	125	4.8%	14.4%	47.2%	33.6%	80.8%	125
41.5%	83.7%	147	15.6%	23.8%	34.0%	26.5%	60.5%	147
50.9%	82.5%	114	10.5%	28.1%	38.6%	22.8%	61.4%	114

30.5%	55.1%	118	29.7%	35.6%	22.9%	11.9%	34.7%	118
41.5%	68.3%	142	37.3%	32.4%	20.4%	9.9%	30.3%	142
66.0%	87.2%	47	4.3%	19.1%	53.2%	23.4%	76.6%	47
35.0%	68.3%	60	11.7%	36.7%	35.0%	16.7%	51.7%	60
31.1%	80.3%	61	9.8%	36.1%	42.6%	11.5%	54.1%	61
35.1%	71.9%	57	8.8%	45.6%	35.1%	10.5%	45.6%	57
39.6%	81.3%	48	14.6%	43.8%	35.4%	6.3%	41.7%	48
58.9%	85.7%	56	16.1%	41.1%	23.2%	19.6%	42.9%	56
29.9%	65.7%	67	37.3%	26.9%	28.4%	7.5%	35.8%	67
31.7%	65.9%	41	39.0%	31.7%	17.1%	12.2%	29.3%	41
65.3%	86.7%	75	8.0%	24.0%	48.0%	20.0%	68.0%	75
34.7%	78.7%	75	2.7%	30.7%	46.7%	20.0%	66.7%	75
32.9%	84.8%	79	6.3%	53.2%	32.9%	7.6%	40.5%	79
51.4%	79.7%	74	5.4%	31.1%	32.4%	31.1%	63.5%	74
57.6%	85.9%	86	22.1%	48.8%	23.3%	5.8%	29.1%	85
37.2%	75.6%	86	37.2%	43.0%	12.8%	7.0%	19.8%	86
21.8%	52.9%	87	50.6%	32.2%	16.1%	1.1%	17.2%	87
26.3%	53.9%	76	57.9%	26.3%	9.2%	6.6%	15.8%	76
39.0%	65.9%	82	18.3%	34.1%	36.6%	11.0%	47.6%	82
53.5%	87.3%	71	7.0%	23.9%	39.4%	29.6%	69.0%	71
50.7%	84.5%	71	4.2%	28.2%	49.3%	18.3%	67.6%	71
47.9%	75.3%	73	5.5%	31.5%	41.1%	21.9%	63.0%	73
44.2%	87.0%	77	20.8%	27.3%	31.2%	20.8%	51.9%	77
48.4%	75.0%	64	12.5%	23.4%	25.0%	39.1%	64.1%	64
28.0%	53.3%	75	36.0%	36.0%	17.3%	10.7%	28.0%	75
32.4%	52.7%	74	62.2%	21.6%	8.1%	8.1%	16.2%	74
64.2%	85.0%	120	6.7%	18.3%	44.2%	30.8%	75.0%	120
47.4%	77.9%	95	4.2%	18.9%	48.4%	28.4%	76.8%	95
59.2%	86.7%	98	3.1%	29.6%	43.9%	23.5%	67.3%	98
49.5%	87.9%	107	1.9%	31.8%	38.3%	28.0%	66.4%	107
45.6%	87.7%	114	14.9%	37.7%	31.6%	15.8%	47.4%	114
52.9%	79.4%	102	21.6%	37.3%	24.5%	16.7%	41.2%	102
38.2%	66.7%	123	39.8%	35.8%	17.9%	6.5%	24.4%	123
24.5%	54.1%	98	63.3%	24.5%	9.2%	3.1%	12.2%	98
48.8%	74.4%	43	27.9%	23.3%	37.2%	11.6%	48.8%	43
34.8%	67.4%	46	4.3%	28.3%	52.2%	15.2%	67.4%	46
32.4%	70.6%	34	5.9%	52.9%	32.4%	8.8%	41.2%	34
50.0%	81.8%	44	9.1%	27.3%	40.9%	22.7%	63.6%	44
42.5%	67.5%	40	35.0%	27.5%	35.0%	2.5%	37.5%	40
34.2%	73.7%	38	39.5%	34.2%	21.1%	5.3%	26.3%	38
41.2%	64.7%	51	52.9%	25.5%	21.6%	0.0%	21.6%	51
38.3%	75.0%	60	61.7%	25.0%	8.3%	5.0%	13.3%	60
61.9%	84.7%	118	5.9%	16.1%	39.0%	39.0%	78.0%	118
46.3%	80.9%	136	2.9%	15.4%	47.1%	34.6%	81.6%	136
50.4%	83.5%	133	3.8%	23.3%	46.6%	26.3%	72.9%	133
47.5%	87.3%	118	1.7%	14.4%	31.4%	52.5%	83.9%	118
53.6%	85.6%	125	13.6%	29.6%	40.0%	16.8%	56.8%	125
55.7%	79.4%	131	17.6%	32.1%	26.0%	24.4%	50.4%	131
43.9%	63.4%	123	50.4%	22.8%	18.7%	8.1%	26.8%	123



39.7%	65.1%	126	42.9%	32.5%	11.1%	13.5%	24.6%	126
47.2%	69.0%	435	12.0%	28.5%	36.6%	23.0%	59.5%	435
40.0%	71.2%	385	4.9%	27.5%	42.1%	25.5%	67.5%	385
42.6%	79.9%	374	9.9%	30.2%	42.8%	17.1%	59.9%	374
39.5%	74.8%	386	9.8%	34.5%	38.1%	17.6%	55.7%	386
43.3%	79.9%	363	21.8%	32.2%	32.2%	13.8%	46.0%	363
47.1%	81.0%	366	28.1%	34.2%	21.0%	16.7%	37.7%	366
36.2%	65.5%	409	40.3%	28.1%	19.6%	12.0%	31.5%	409
37.9%	63.5%	359	49.3%	24.2%	18.1%	8.4%	26.5%	360
65.7%	74.3%	35	8.6%	34.3%	34.3%	22.9%	57.1%	35
46.3%	78.0%	41	0.0%	19.5%	41.5%	39.0%	80.5%	41
53.8%	92.3%	26	0.0%	23.1%	19.2%	57.7%	76.9%	26
52.1%	72.9%	48	8.3%	14.6%	25.0%	52.1%	77.1%	48
65.9%	90.9%	44	13.6%	43.2%	22.7%	20.5%	43.2%	44
60.6%	84.8%	33	6.1%	36.4%	30.3%	27.3%	57.6%	33
53.7%	75.9%	54	24.1%	31.5%	33.3%	11.1%	44.4%	54
31.0%	52.4%	42	57.1%	23.8%	7.1%	11.9%	19.0%	42
49.1%	75.4%	57	17.5%	35.1%	36.8%	10.5%	47.4%	57
29.7%	59.5%	37	8.1%	48.6%	21.6%	21.6%	43.2%	37
28.6%	71.4%	49	16.3%	57.1%	20.4%	6.1%	26.5%	49
41.3%	73.9%	46	19.6%	45.7%	30.4%	4.3%	34.8%	46
31.4%	68.6%	35	40.0%	20.0%	37.1%	2.9%	40.0%	35
36.4%	65.5%	55	49.1%	30.9%	10.9%	9.1%	20.0%	55
37.0%	65.2%	46	30.4%	34.8%	17.4%	17.4%	34.8%	46
22.2%	59.3%	54	55.6%	31.5%	9.3%	3.7%	13.0%	54
40.3%	63.9%	2017	20.2%	31.6%	31.9%	16.3%	48.2%	2015
26.5%	56.8%	1879	14.5%	43.9%	27.9%	13.7%	41.6%	1880
31.1%	64.5%	1833	16.0%	45.7%	28.6%	9.7%	38.3%	1833
26.5%	56.3%	1522	14.4%	46.6%	25.5%	13.5%	39.0%	1520
31.0%	64.5%	1479	35.3%	35.8%	18.9%	9.9%	28.9%	1479
28.4%	59.4%	1533	46.5%	30.0%	14.0%	9.5%	23.5%	1530
22.6%	42.9%	1632	64.0%	17.3%	10.5%	8.2%	18.7%	1633
24.7%	44.2%	1521	67.9%	16.5%	9.4%	6.2%	15.6%	1525
NA	NA	0	NA	NA	NA	NA	NA	0
42.1%	62.8%	662	22.1%	31.1%	33.7%	13.1%	46.8%	663
27.6%	57.0%	578	10.2%	47.4%	33.4%	9.0%	42.4%	577
26.5%	64.2%	632	19.6%	46.4%	28.2%	5.9%	34.0%	632
25.6%	57.7%	622	16.6%	51.6%	24.4%	7.4%	31.8%	622
27.7%	62.8%	573	39.6%	34.6%	17.5%	8.4%	25.8%	574
28.6%	57.1%	567	59.8%	21.3%	12.0%	6.9%	18.9%	567
24.7%	48.8%	600	61.5%	20.0%	12.0%	6.5%	18.5%	600
23.3%	43.5%	623	67.1%	18.5%	9.5%	5.0%	14.4%	623
46.3%	71.5%	1352	13.9%	28.3%	37.8%	20.0%	57.8%	1350
32.2%	64.2%	1309	12.0%	38.2%	34.4%	15.4%	49.8%	1311
38.9%	74.8%	1206	10.9%	43.8%	33.6%	11.7%	45.3%	1206
30.9%	65.3%	1175	11.5%	43.9%	30.0%	14.6%	44.6%	1178
32.7%	73.8%	1171	30.0%	37.5%	21.6%	10.9%	32.5%	1172
31.3%	62.1%	1115	46.3%	28.9%	14.2%	10.7%	24.8%	1118
17.0%	40.6%	1290	70.6%	16.4%	8.4%	4.6%	13.0%	1298

24.8%	50.4%	1183	66.0%	18.3%	10.2%	5.5%	15.7%	1183
70.8%	83.3%	72	1.4%	23.6%	45.8%	29.2%	75.0%	72
54.7%	76.0%	75	2.7%	18.7%	50.7%	28.0%	78.7%	75
49.4%	80.5%	77	3.9%	33.8%	49.4%	13.0%	62.3%	77
35.5%	78.9%	76	7.9%	28.9%	32.9%	30.3%	63.2%	76
45.1%	85.9%	71	12.7%	33.8%	32.4%	21.1%	53.5%	71
62.0%	82.0%	50	18.0%	36.0%	24.0%	22.0%	46.0%	50
50.0%	76.0%	50	32.0%	24.0%	34.0%	10.0%	44.0%	50
53.3%	77.8%	45	31.1%	31.1%	22.2%	15.6%	37.8%	45
56.9%	76.9%	65	9.2%	23.1%	38.5%	29.2%	67.7%	65
47.9%	79.5%	73	6.8%	26.0%	45.2%	21.9%	67.1%	73
36.8%	72.4%	76	10.5%	43.4%	36.8%	9.2%	46.1%	76
52.7%	79.5%	240	6.3%	29.6%	30.0%	34.2%	64.2%	240
53.7%	83.2%	244	13.5%	22.1%	27.9%	36.5%	64.3%	244
53.3%	81.7%	197	19.3%	23.4%	23.4%	34.0%	57.4%	197
44.3%	77.8%	167	36.5%	24.6%	19.8%	19.2%	38.9%	167
45.5%	66.3%	101	50.5%	21.8%	10.9%	16.8%	27.7%	101
41.4%	64.1%	145	35.2%	26.2%	24.1%	14.5%	38.6%	145
28.9%	63.4%	143	25.2%	33.6%	30.8%	10.5%	41.3%	143
33.7%	66.9%	166	24.1%	41.0%	25.9%	9.0%	34.9%	166
41.1%	64.6%	176	16.5%	45.5%	25.6%	12.5%	38.1%	176
44.2%	75.0%	224	36.2%	36.2%	19.2%	8.5%	27.7%	224
47.0%	71.4%	234	42.3%	31.2%	16.7%	9.8%	26.5%	234
27.1%	54.8%	155	58.7%	19.4%	14.2%	7.7%	21.9%	155
35.2%	58.3%	108	58.3%	26.9%	9.3%	5.6%	14.8%	108
15.9%	47.7%	46	13.0%	56.5%	26.1%	4.3%	30.4%	46
12.8%	59.6%	50	44.0%	36.0%	20.0%	0.0%	20.0%	50
13.8%	43.1%	60	78.3%	15.0%	1.7%	5.0%	6.7%	60
64.1%	84.8%	92	7.6%	21.7%	39.1%	31.5%	70.7%	92
50.0%	83.7%	92	4.3%	27.2%	43.5%	25.0%	68.5%	92
47.8%	77.9%	113	5.3%	33.6%	49.6%	11.5%	61.1%	113
57.5%	81.9%	127	7.1%	35.4%	34.6%	22.8%	57.5%	127
47.5%	79.2%	120	14.2%	25.0%	40.8%	20.0%	60.8%	120
58.5%	84.7%	118	17.8%	32.2%	21.2%	28.8%	50.0%	118
45.0%	69.5%	131	38.9%	22.1%	20.6%	18.3%	38.9%	131
52.4%	73.4%	124	41.9%	27.4%	12.1%	18.5%	30.6%	124
25.0%	56.7%	60	30.0%	41.7%	26.7%	1.7%	28.3%	60
11.9%	45.2%	42	7.1%	59.5%	23.8%	9.5%	33.3%	42
12.2%	46.9%	49	20.4%	59.2%	20.4%	0.0%	20.4%	49
14.0%	53.5%	43	16.3%	55.8%	20.9%	7.0%	27.9%	43
22.2%	77.8%	36	13.9%	58.3%	22.2%	5.6%	27.8%	36
25.7%	54.3%	35	45.7%	25.7%	22.9%	5.7%	28.6%	35
35.2%	61.1%	54	14.8%	40.7%	35.2%	9.3%	44.4%	54
25.9%	53.7%	54	7.4%	53.7%	33.3%	5.6%	38.9%	54
25.5%	72.5%	102	13.7%	52.0%	27.5%	6.9%	34.3%	102
20.8%	63.2%	105	10.5%	47.6%	34.3%	7.6%	41.9%	106
36.9%	75.7%	103	25.2%	35.0%	31.1%	8.7%	39.8%	103
44.8%	68.8%	96	32.3%	27.1%	28.1%	12.5%	40.6%	96
19.3%	45.8%	83	62.7%	21.7%	9.6%	6.0%	15.7%	83

27.9%	55.8%	86	67.4%	19.8%	5.8%	7.0%	12.8%	86
0.0%	6.7%	14	85.7%	14.3%	0.0%	0.0%	0.0%	11
0.0%	6.3%	13	RV	RV	RV	RV	0.0%	15
3.4%	27.6%	29	79.3%	17.2%	3.4%	0.0%	3.4%	27
5.3%	26.3%	19	89.5%	10.5%	0.0%	0.0%	0.0%	19
58.1%	81.1%	75	10.7%	44.0%	22.7%	22.7%	45.3%	75
65.3%	88.9%	72	16.7%	31.9%	26.4%	25.0%	51.4%	72
60.3%	87.3%	63	33.3%	30.2%	20.6%	15.9%	36.5%	63
47.8%	65.2%	23	43.5%	17.4%	21.7%	17.4%	39.1%	22
25.5%	52.7%	55	45.5%	34.5%	20.0%	0.0%	20.0%	55
15.8%	34.2%	38	44.7%	28.9%	23.7%	2.6%	26.3%	38
2.7%	40.5%	37	18.9%	59.5%	18.9%	2.7%	21.6%	37
8.8%	52.9%	34	17.6%	47.1%	32.4%	2.9%	35.3%	34
28.6%	42.9%	21	52.4%	33.3%	9.5%	4.8%	14.3%	21
35.3%	47.1%	18	38.9%	44.4%	16.7%	0.0%	16.7%	18
25.0%	50.0%	12	25.0%	33.3%	41.7%	0.0%	41.7%	10
N<10	N<10	2	N<10	N<10	N<10	N<10	N<10	2
N<10	N<10	4	N<10	N<10	N<10	N<10	N<10	4
N<10	N<10	8	N<10	N<10	N<10	N<10	N<10	8
N<10	N<10	4	N<10	N<10	N<10	N<10	N<10	4
N<10	N<10	2	N<10	N<10	N<10	N<10	N<10	2
N<10	N<10	6	N<10	N<10	N<10	N<10	N<10	6
N<10	N<10	6	N<10	N<10	N<10	N<10	N<10	6
N<10	N<10	4	N<10	N<10	N<10	N<10	N<10	4
N<10	N<10	9	N<10	N<10	N<10	N<10	N<10	9
N<10	N<10	6	N<10	N<10	N<10	N<10	N<10	6
N<10	N<10	5	N<10	N<10	N<10	N<10	N<10	5
N<10	N<10	9	N<10	N<10	N<10	N<10	N<10	9
N<10	N<10	4	N<10	N<10	N<10	N<10	N<10	4
N<10	N<10	3	N<10	N<10	N<10	N<10	N<10	3
0.0%	0.0%	11	RV	RV	RV	RV	0.0%	11
N<10	N<10	9	N<10	N<10	N<10	N<10	N<10	9
26.9%	61.5%	26	23.1%	26.9%	46.2%	3.8%	50.0%	26
10.3%	51.7%	29	44.8%	48.3%	6.9%	0.0%	6.9%	29
11.4%	51.4%	35	28.6%	60.0%	8.6%	2.9%	11.4%	35
12.2%	58.5%	41	14.6%	51.2%	29.3%	4.9%	34.1%	41
31.0%	66.7%	42	19.0%	45.2%	23.8%	11.9%	35.7%	42
26.5%	44.1%	34	26.5%	50.0%	20.6%	2.9%	23.5%	34
27.6%	62.1%	29	48.3%	31.0%	17.2%	3.4%	20.7%	29
44.4%	55.6%	36	50.0%	30.6%	16.7%	2.8%	19.4%	36
45.5%	72.4%	133	18.8%	30.1%	25.6%	25.6%	51.1%	134
50.0%	82.0%	129	2.3%	24.0%	51.2%	22.5%	73.6%	129
37.7%	76.8%	138	11.6%	34.1%	40.6%	13.8%	54.3%	138
34.9%	72.2%	126	8.7%	42.9%	27.8%	20.6%	48.4%	126
44.1%	82.5%	145	17.2%	29.0%	30.3%	23.4%	53.8%	145
60.1%	84.8%	157	12.7%	26.8%	28.7%	31.8%	60.5%	157
36.5%	64.2%	148	42.6%	18.2%	25.0%	14.2%	39.2%	148
37.5%	64.0%	136	40.4%	28.7%	21.3%	9.6%	30.9%	136
26.9%	47.6%	227	40.1%	29.1%	22.9%	7.9%	30.8%	227



9.3%	27.3%	161	26.7%	48.4%	21.7%	3.1%	24.8%	161
14.4%	44.7%	134	38.1%	47.0%	14.2%	0.7%	14.9%	134
13.5%	38.2%	170	19.4%	53.5%	20.0%	7.1%	27.1%	170
18.3%	52.7%	169	39.6%	39.6%	16.6%	4.1%	20.7%	169
13.4%	45.3%	179	72.1%	19.0%	5.0%	3.9%	8.9%	179
4.7%	18.8%	193	80.3%	15.0%	3.6%	1.0%	4.7%	193
12.0%	26.5%	200	84.5%	9.5%	4.5%	1.5%	6.0%	200
72.7%	92.7%	55	1.8%	32.7%	47.3%	18.2%	65.5%	55
42.9%	74.6%	63	7.9%	47.6%	38.1%	6.3%	44.4%	63
27.7%	70.2%	47	19.1%	46.8%	31.9%	2.1%	34.0%	47
31.7%	68.3%	60	13.3%	46.7%	28.3%	11.7%	40.0%	60
27.6%	82.8%	58	24.1%	39.7%	27.6%	8.6%	36.2%	58
37.3%	70.1%	67	32.8%	38.8%	16.4%	11.9%	28.4%	67
14.5%	38.2%	76	73.7%	18.4%	7.9%	0.0%	7.9%	76
28.6%	48.2%	56	60.7%	23.2%	14.3%	1.8%	16.1%	56
69.2%	85.8%	120	7.5%	20.0%	45.0%	27.5%	72.5%	120
41.2%	73.5%	102	7.8%	42.2%	38.2%	11.8%	50.0%	102
30.5%	62.7%	118	21.2%	45.8%	30.5%	2.5%	33.1%	118
40.2%	71.8%	117	4.3%	26.5%	45.3%	23.9%	69.2%	117
38.3%	82.6%	149	29.5%	36.2%	25.5%	8.7%	34.2%	149
33.6%	69.6%	125	32.8%	37.6%	23.2%	6.4%	29.6%	125
34.5%	60.6%	142	52.8%	21.1%	18.3%	7.7%	26.1%	142
41.2%	64.1%	131	50.4%	28.2%	14.5%	6.9%	21.4%	131
56.7%	81.2%	446	9.6%	20.9%	42.4%	27.1%	69.5%	446
43.5%	73.8%	340	5.3%	32.9%	43.5%	18.2%	61.8%	340
49.6%	86.5%	377	6.4%	32.1%	40.6%	21.0%	61.5%	377
45.9%	80.9%	388	4.4%	22.4%	38.4%	34.8%	73.2%	388
53.1%	86.2%	392	12.5%	27.3%	29.6%	30.6%	60.2%	392
48.4%	79.1%	364	13.5%	27.7%	26.1%	32.7%	58.8%	364
42.5%	66.0%	401	22.2%	29.2%	23.9%	24.7%	48.6%	401
47.3%	74.2%	392	35.5%	29.1%	23.7%	11.7%	35.5%	391
57.9%	79.7%	729	7.7%	19.3%	38.0%	35.0%	73.0%	729
42.8%	75.6%	662	5.1%	27.8%	41.8%	25.2%	67.1%	662
50.3%	85.2%	678	5.6%	29.9%	42.9%	21.5%	64.5%	678
47.2%	76.9%	672	6.0%	26.5%	32.6%	35.0%	67.6%	672
49.3%	81.4%	637	17.9%	25.3%	29.7%	27.2%	56.8%	637
49.4%	79.6%	705	18.9%	27.7%	25.4%	28.1%	53.5%	705
38.2%	63.5%	657	39.9%	23.6%	20.9%	15.7%	36.5%	657
42.4%	64.5%	693	45.2%	24.4%	19.8%	10.7%	30.4%	693
53.2%	79.7%	79	7.6%	21.5%	54.4%	16.5%	70.9%	79
38.8%	78.8%	80	10.0%	35.0%	40.0%	15.0%	55.0%	80
43.3%	81.1%	90	7.8%	41.1%	38.9%	12.2%	51.1%	90
49.0%	87.8%	98	1.0%	28.6%	41.8%	28.6%	70.4%	98
40.2%	84.1%	82	19.5%	39.0%	32.9%	8.5%	41.5%	82
45.1%	79.1%	91	20.9%	33.0%	27.5%	18.7%	46.2%	91
27.5%	56.0%	91	42.9%	26.4%	17.6%	13.2%	30.8%	91
26.0%	50.0%	96	65.6%	18.8%	11.5%	4.2%	15.6%	96
33.3%	55.3%	123	17.9%	31.7%	37.4%	13.0%	50.4%	123
23.9%	59.6%	109	11.0%	38.5%	37.6%	12.8%	50.5%	109

32.4%	67.6%	111	12.6%	39.6%	34.2%	13.5%	47.7%	111
31.8%	68.2%	110	10.0%	47.3%	31.8%	10.9%	42.7%	110
41.2%	76.5%	102	30.4%	40.2%	21.6%	7.8%	29.4%	102
36.5%	78.8%	104	37.5%	33.7%	17.3%	11.5%	28.8%	104
24.2%	49.2%	132	53.0%	22.7%	16.7%	7.6%	24.2%	132
21.4%	46.9%	99	68.7%	13.1%	15.2%	3.0%	18.2%	99
50.0%	79.0%	62	4.8%	24.2%	54.8%	16.1%	71.0%	62
36.1%	68.9%	61	4.9%	27.9%	55.7%	11.5%	67.2%	61
46.0%	78.0%	50	6.0%	20.0%	54.0%	20.0%	74.0%	50
32.3%	75.8%	62	8.1%	25.8%	32.3%	33.9%	66.1%	62
28.8%	76.9%	52	9.6%	38.5%	38.5%	13.5%	51.9%	52
49.3%	67.6%	71	16.9%	26.8%	32.4%	23.9%	56.3%	71
39.4%	63.6%	66	31.8%	27.3%	22.7%	18.2%	40.9%	66
35.7%	65.7%	70	41.4%	40.0%	11.4%	7.1%	18.6%	70
39.2%	68.6%	51	17.6%	35.3%	37.3%	9.8%	47.1%	51
34.1%	72.7%	44	6.8%	50.0%	43.2%	0.0%	43.2%	44
42.6%	74.1%	54	27.8%	46.3%	18.5%	7.4%	25.9%	54
27.7%	55.3%	47	14.9%	46.8%	27.7%	10.6%	38.3%	47
42.0%	82.0%	51	19.6%	41.2%	31.4%	7.8%	39.2%	51
43.9%	80.5%	41	22.0%	43.9%	26.8%	7.3%	34.1%	41
19.6%	41.1%	56	57.1%	25.0%	14.3%	3.6%	17.9%	56
22.4%	67.3%	50	60.0%	22.0%	14.0%	4.0%	18.0%	50
45.3%	66.4%	1164	15.1%	27.3%	36.1%	21.5%	57.6%	1165
29.7%	67.6%	1042	8.6%	38.1%	38.7%	14.6%	53.3%	1042
32.2%	72.4%	1029	10.9%	42.2%	36.5%	10.4%	46.9%	1029
40.7%	74.0%	1016	7.1%	35.1%	36.2%	21.6%	57.8%	1015
39.5%	79.1%	1056	23.8%	34.8%	26.0%	15.3%	41.4%	1056
43.5%	71.2%	1085	31.3%	29.7%	22.0%	17.0%	39.0%	1085
30.6%	54.3%	1073	44.2%	25.9%	18.0%	11.9%	29.9%	1074
34.0%	55.7%	1213	53.4%	23.7%	14.8%	8.1%	22.8%	1213
67.3%	86.7%	278	9.7%	13.3%	41.0%	36.0%	77.0%	278
48.0%	82.8%	273	1.1%	27.8%	46.9%	24.2%	71.1%	273
48.9%	83.6%	262	4.6%	27.9%	45.8%	21.8%	67.6%	260
53.4%	77.9%	299	4.3%	24.4%	32.4%	38.8%	71.2%	299
51.6%	91.1%	247	9.3%	27.5%	36.8%	26.3%	63.2%	247
67.2%	86.4%	288	12.5%	25.0%	29.5%	33.0%	62.5%	288
48.3%	71.7%	300	27.3%	22.3%	29.7%	20.7%	50.3%	300
50.7%	75.0%	300	29.0%	27.7%	20.0%	23.3%	43.3%	300
57.1%	84.3%	70	5.7%	25.7%	42.9%	25.7%	68.6%	70
38.5%	75.0%	52	7.7%	32.7%	50.0%	9.6%	59.6%	52
35.1%	82.5%	57	8.8%	61.4%	29.8%	0.0%	29.8%	57
37.3%	70.1%	67	10.4%	46.3%	25.4%	17.9%	43.3%	67
38.9%	81.9%	72	19.4%	37.5%	26.4%	16.7%	43.1%	72
27.6%	69.0%	58	36.2%	27.6%	27.6%	8.6%	36.2%	58
22.1%	46.8%	77	46.8%	31.2%	15.6%	6.5%	22.1%	77
17.3%	46.9%	81	69.1%	14.8%	11.1%	4.9%	16.0%	81
54.1%	86.5%	74	0.0%	37.8%	47.3%	14.9%	62.2%	74
36.5%	67.6%	74	6.8%	56.8%	35.1%	1.4%	36.5%	74
44.1%	83.1%	59	8.5%	32.2%	37.3%	22.0%	59.3%	59

43.8%	81.3%	64	6.3%	35.9%	40.6%	17.2%	57.8%	64
43.9%	86.4%	66	13.6%	40.9%	33.3%	12.1%	45.5%	66
39.3%	72.1%	61	39.3%	32.8%	16.4%	11.5%	27.9%	61
34.5%	67.2%	58	44.8%	25.9%	19.0%	10.3%	29.3%	58
19.3%	54.4%	57	66.7%	15.8%	12.3%	5.3%	17.5%	57
60.4%	85.4%	48	6.3%	27.1%	50.0%	16.7%	66.7%	48
27.7%	73.8%	65	12.3%	36.9%	41.5%	9.2%	50.8%	65
40.0%	75.7%	70	5.7%	55.7%	32.9%	5.7%	38.6%	70
43.9%	78.8%	66	13.6%	42.4%	27.3%	16.7%	43.9%	66
44.4%	74.1%	54	24.1%	35.2%	33.3%	7.4%	40.7%	54
51.6%	82.8%	64	18.8%	21.9%	26.6%	32.8%	59.4%	64
30.8%	47.7%	65	52.3%	26.2%	15.4%	6.2%	21.5%	65
30.0%	45.7%	70	58.6%	22.9%	14.3%	4.3%	18.6%	70
47.6%	76.9%	209	8.1%	34.9%	35.9%	21.1%	56.9%	209
30.0%	75.3%	170	1.8%	41.8%	34.7%	21.8%	56.5%	170
44.0%	84.3%	161	3.1%	35.4%	41.0%	20.5%	61.5%	161
31.8%	71.5%	179	2.2%	32.4%	41.9%	23.5%	65.4%	179
35.3%	79.8%	174	13.2%	32.8%	33.3%	20.7%	54.0%	174
46.8%	76.3%	190	16.8%	25.3%	30.5%	27.4%	57.9%	190
27.8%	54.6%	195	35.9%	29.2%	22.6%	12.3%	34.9%	195
28.6%	52.9%	143	46.2%	30.8%	14.7%	8.4%	23.1%	143
41.3%	66.7%	75	10.7%	36.0%	44.0%	9.3%	53.3%	75
34.8%	66.7%	69	7.2%	42.0%	42.0%	8.7%	50.7%	69
19.1%	74.5%	47	8.5%	34.0%	42.6%	14.9%	57.4%	47
23.8%	61.9%	63	1.6%	55.6%	36.5%	6.3%	42.9%	63
27.8%	81.1%	90	31.1%	37.8%	26.7%	4.4%	31.1%	90
54.9%	78.4%	51	25.5%	37.3%	23.5%	13.7%	37.3%	51
22.6%	60.4%	53	50.9%	18.9%	22.6%	7.5%	30.2%	53
27.0%	55.6%	63	50.8%	20.6%	17.5%	11.1%	28.6%	63
49.5%	71.8%	103	10.7%	23.3%	40.8%	25.2%	66.0%	103
44.3%	79.7%	79	3.8%	29.1%	49.4%	17.7%	67.1%	79
41.7%	77.1%	96	12.5%	27.1%	42.7%	17.7%	60.4%	96
45.5%	77.8%	99	6.1%	43.4%	37.4%	13.1%	50.5%	99
37.1%	80.4%	97	18.6%	32.0%	30.9%	18.6%	49.5%	97
42.3%	76.9%	104	18.3%	30.8%	30.8%	20.2%	51.0%	104
36.4%	71.6%	88	29.5%	43.2%	21.6%	5.7%	27.3%	88
45.0%	67.5%	80	42.5%	26.3%	22.5%	8.8%	31.3%	80
49.1%	76.9%	108	11.1%	34.3%	37.0%	17.6%	54.6%	107
39.2%	70.8%	120	6.7%	31.7%	44.2%	17.5%	61.7%	120
31.5%	70.3%	111	11.7%	36.0%	37.8%	14.4%	52.3%	111
32.8%	77.9%	122	6.6%	29.5%	39.3%	24.6%	63.9%	122
48.9%	81.3%	139	16.5%	28.1%	33.1%	22.3%	55.4%	139
38.8%	72.9%	129	24.0%	33.3%	22.5%	20.2%	42.6%	129
24.6%	47.4%	114	42.1%	27.2%	21.1%	9.6%	30.7%	114
26.9%	56.5%	108	60.2%	25.0%	9.3%	5.6%	14.8%	108
67.7%	82.3%	124	4.8%	32.3%	37.9%	25.0%	62.9%	124
39.4%	79.5%	132	2.3%	29.5%	56.1%	12.1%	68.2%	132
55.2%	83.2%	125	5.6%	32.0%	52.8%	9.6%	62.4%	125
52.0%	79.5%	127	3.1%	31.5%	40.9%	24.4%	65.4%	127

37.4%	73.3%	131	15.3%	38.2%	32.8%	13.7%	46.6%	131
41.1%	74.2%	124	30.6%	30.6%	20.2%	18.5%	38.7%	124
43.0%	70.2%	114	29.8%	26.3%	32.5%	11.4%	43.9%	114
42.6%	63.1%	122	49.2%	32.0%	16.4%	2.5%	18.9%	122
35.3%	66.4%	361	22.7%	35.2%	30.7%	11.4%	42.1%	361
29.5%	63.0%	308	14.9%	42.2%	36.0%	6.8%	42.9%	307
33.5%	69.4%	347	15.9%	43.5%	33.1%	7.5%	40.6%	347
36.7%	66.9%	360	6.7%	46.1%	30.6%	16.7%	47.2%	360
38.1%	72.1%	315	27.9%	34.9%	26.3%	10.8%	37.1%	315
36.6%	66.8%	324	40.1%	31.5%	13.3%	15.1%	28.4%	323
22.3%	48.2%	336	56.8%	19.3%	15.8%	8.0%	23.8%	336
27.7%	52.6%	330	66.4%	15.8%	9.4%	8.5%	17.9%	330
42.5%	80.0%	40	15.0%	30.0%	42.5%	12.5%	55.0%	40
22.2%	73.3%	46	10.9%	60.9%	23.9%	4.3%	28.3%	46
32.0%	70.0%	50	14.0%	64.0%	22.0%	0.0%	22.0%	50
22.9%	77.1%	48	8.3%	52.1%	39.6%	0.0%	39.6%	48
19.0%	72.4%	58	48.3%	37.9%	10.3%	3.4%	13.8%	58
39.6%	77.1%	48	41.7%	50.0%	4.2%	4.2%	8.3%	48
33.9%	66.1%	62	50.0%	32.3%	11.3%	6.5%	17.7%	62
29.6%	53.7%	54	55.6%	35.2%	9.3%	0.0%	9.3%	54
60.9%	85.9%	64	7.8%	29.7%	35.9%	26.6%	62.5%	64
50.9%	90.6%	53	3.8%	39.6%	41.5%	15.1%	56.6%	53
59.3%	86.4%	59	11.9%	42.4%	33.9%	11.9%	45.8%	59
44.1%	78.0%	59	11.9%	54.2%	27.1%	6.8%	33.9%	59
57.1%	87.5%	56	17.9%	32.1%	28.6%	21.4%	50.0%	56
62.1%	84.8%	66	24.2%	19.7%	21.2%	34.8%	56.1%	66
32.0%	66.0%	50	44.0%	34.0%	10.0%	12.0%	22.0%	50
31.7%	51.7%	60	60.0%	18.3%	15.0%	6.7%	21.7%	60
48.4%	73.6%	91	6.6%	30.8%	37.4%	25.3%	62.6%	91
29.6%	65.4%	81	6.2%	30.9%	51.9%	11.1%	63.0%	81
19.7%	68.9%	61	6.6%	36.1%	49.2%	8.2%	57.4%	61
28.0%	60.0%	100	15.0%	46.0%	32.0%	7.0%	39.0%	100
37.2%	74.4%	86	26.7%	38.4%	25.6%	9.3%	34.9%	86
40.0%	68.2%	85	41.2%	36.5%	16.5%	5.9%	22.4%	85
25.5%	56.1%	98	45.9%	32.7%	14.3%	7.1%	21.4%	98
18.8%	52.9%	85	57.6%	28.2%	11.8%	2.4%	14.1%	85
22.9%	60.0%	35	48.6%	37.1%	5.7%	8.6%	14.3%	35
19.0%	61.9%	21	9.5%	52.4%	33.3%	4.8%	38.1%	21
5.3%	42.1%	19	36.8%	57.9%	5.3%	0.0%	5.3%	19
8.7%	34.8%	23	21.7%	69.6%	8.7%	0.0%	8.7%	23
15.8%	52.6%	19	15.8%	63.2%	21.1%	0.0%	21.1%	19
18.2%	50.0%	22	68.2%	27.3%	4.5%	0.0%	4.5%	22
6.7%	23.3%	30	90.0%	6.7%	3.3%	0.0%	3.3%	30
8.3%	29.2%	24	87.5%	12.5%	0.0%	0.0%	0.0%	24
66.3%	87.0%	92	7.6%	15.2%	32.6%	44.6%	77.2%	92
49.5%	82.1%	95	5.3%	25.3%	47.4%	22.1%	69.5%	95
45.6%	76.7%	103	7.8%	37.9%	45.6%	8.7%	54.4%	103
48.1%	78.8%	104	4.8%	25.0%	39.4%	30.8%	70.2%	104
54.5%	88.4%	112	8.9%	23.2%	39.3%	28.6%	67.9%	112

46.3%	83.2%	96	20.8%	25.0%	27.1%	27.1%	54.2%	96
33.3%	67.7%	99	35.4%	22.2%	29.3%	13.1%	42.4%	99
43.2%	73.7%	96	40.6%	25.0%	25.0%	9.4%	34.4%	96
42.3%	73.1%	26	3.8%	30.8%	38.5%	26.9%	65.4%	26
42.3%	76.9%	26	3.8%	19.2%	53.8%	23.1%	76.9%	26
31.6%	55.3%	38	15.8%	31.6%	36.8%	15.8%	52.6%	38
33.3%	59.3%	27	3.7%	40.7%	33.3%	22.2%	55.6%	27
24.1%	75.9%	29	24.1%	24.1%	48.3%	3.4%	51.7%	29
30.0%	50.0%	30	36.7%	36.7%	23.3%	3.3%	26.7%	30
18.2%	45.5%	22	59.1%	22.7%	13.6%	4.5%	18.2%	22
23.3%	56.7%	30	60.0%	30.0%	10.0%	0.0%	10.0%	30
50.0%	72.7%	44	13.6%	40.9%	27.3%	18.2%	45.5%	44
37.1%	77.1%	35	11.4%	42.9%	34.3%	11.4%	45.7%	35
38.6%	75.0%	44	25.0%	47.7%	27.3%	0.0%	27.3%	44
51.5%	69.7%	33	30.3%	39.4%	15.2%	15.2%	30.3%	33
35.9%	71.8%	39	23.1%	38.5%	25.6%	12.8%	38.5%	39
47.5%	70.0%	40	27.5%	32.5%	27.5%	12.5%	40.0%	40
26.0%	46.0%	51	58.8%	29.4%	7.8%	3.9%	11.8%	51
29.8%	66.0%	47	72.3%	17.0%	8.5%	2.1%	10.6%	47
36.7%	63.3%	90	21.1%	32.2%	34.4%	12.2%	46.7%	90
20.5%	69.2%	78	14.1%	47.4%	30.8%	7.7%	38.5%	78
34.0%	77.7%	94	4.3%	40.4%	48.9%	6.4%	55.3%	94
37.2%	70.5%	78	1.3%	35.9%	37.2%	25.6%	62.8%	78
35.4%	77.1%	96	12.5%	30.2%	37.5%	19.8%	57.3%	96
38.3%	76.6%	94	27.7%	31.9%	30.9%	9.6%	40.4%	94
24.3%	50.5%	103	40.8%	25.2%	21.4%	12.6%	34.0%	103
34.3%	64.8%	108	50.0%	26.9%	20.4%	2.8%	23.1%	108
51.4%	74.0%	181	11.6%	23.2%	37.0%	28.2%	65.2%	181
47.3%	81.0%	184	6.0%	34.2%	42.9%	16.8%	59.8%	184
37.8%	76.7%	174	7.5%	35.6%	44.8%	12.1%	56.9%	174
42.9%	81.7%	191	4.2%	33.0%	34.6%	28.3%	62.8%	191
39.6%	81.8%	189	18.5%	26.5%	37.0%	18.0%	55.0%	188
50.3%	80.8%	177	27.1%	27.7%	25.4%	19.8%	45.2%	178
34.6%	65.9%	185	34.6%	32.4%	21.1%	11.9%	33.0%	185
45.1%	68.3%	166	41.6%	33.7%	15.7%	9.0%	24.7%	166
60.9%	80.7%	772	10.4%	21.8%	32.9%	35.0%	67.9%	772
44.4%	76.2%	739	7.3%	29.6%	36.4%	26.7%	63.1%	738
48.7%	83.3%	758	7.0%	35.1%	40.5%	17.4%	57.9%	758
51.4%	81.0%	697	6.6%	26.5%	34.1%	32.7%	66.9%	697
57.2%	86.1%	704	15.2%	24.1%	31.4%	29.3%	60.7%	704
57.3%	79.1%	719	23.4%	27.0%	21.6%	28.1%	49.7%	720
48.4%	72.3%	676	35.8%	21.9%	20.3%	22.0%	42.3%	674
49.7%	71.0%	708	39.1%	22.5%	19.2%	19.2%	38.4%	699
54.0%	76.2%	63	15.9%	27.0%	31.7%	25.4%	57.1%	63
25.5%	61.7%	47	17.0%	38.3%	40.4%	4.3%	44.7%	47
33.3%	72.5%	69	14.5%	39.1%	39.1%	7.2%	46.4%	69
36.5%	71.2%	52	7.7%	36.5%	36.5%	19.2%	55.8%	52
28.9%	73.7%	76	22.4%	38.2%	32.9%	6.6%	39.5%	76
43.4%	73.7%	76	27.6%	39.5%	21.1%	11.8%	32.9%	76



22.9%	45.7%	70	44.3%	31.4%	17.1%	7.1%	24.3%	70
19.7%	37.9%	66	68.2%	19.7%	9.1%	3.0%	12.1%	66
38.9%	72.6%	95	15.8%	18.9%	41.1%	24.2%	65.3%	95
42.0%	66.0%	100	6.0%	29.0%	40.0%	25.0%	65.0%	100
36.9%	73.8%	84	7.1%	28.6%	41.7%	22.6%	64.3%	84
25.6%	62.2%	90	12.2%	35.6%	35.6%	16.7%	52.2%	90
28.9%	72.2%	90	30.0%	36.7%	23.3%	10.0%	33.3%	89
47.1%	71.8%	85	24.7%	29.4%	28.2%	17.6%	45.9%	85
23.6%	46.2%	106	50.9%	17.0%	22.6%	9.4%	32.1%	106
28.1%	42.7%	96	61.5%	22.9%	13.5%	2.1%	15.6%	96
54.1%	80.1%	146	12.3%	24.0%	40.4%	23.3%	63.7%	146
42.4%	73.6%	125	6.4%	25.6%	47.2%	20.8%	68.0%	125
40.3%	75.8%	149	8.7%	39.6%	46.3%	5.4%	51.7%	149
43.8%	74.3%	144	8.3%	33.3%	31.3%	27.1%	58.3%	144
54.6%	85.1%	141	20.6%	31.9%	35.5%	12.1%	47.5%	141
47.8%	74.3%	136	33.8%	32.4%	20.6%	13.2%	33.8%	136
43.0%	64.2%	152	29.6%	28.9%	24.3%	17.1%	41.4%	152
40.5%	66.9%	149	38.3%	32.9%	19.5%	9.4%	28.9%	149
43.6%	68.9%	1723	12.8%	30.8%	33.4%	22.9%	56.4%	1723
32.4%	67.4%	1666	6.2%	38.8%	37.6%	17.3%	55.0%	1666
33.6%	73.5%	1606	10.0%	40.5%	33.0%	16.5%	49.5%	1606
34.0%	67.9%	1613	6.8%	31.9%	35.1%	26.3%	61.4%	1613
37.2%	75.2%	1606	24.8%	31.9%	25.9%	17.3%	43.2%	1606
35.1%	65.2%	1611	29.7%	28.1%	23.2%	19.1%	42.3%	1611
29.0%	50.5%	1518	41.6%	25.0%	21.5%	12.0%	33.5%	1520
30.5%	54.2%	1503	53.9%	23.4%	14.3%	8.4%	22.7%	1502
45.1%	64.8%	91	26.4%	35.2%	26.4%	12.1%	38.5%	91
31.0%	63.1%	84	9.5%	41.7%	31.0%	17.9%	48.8%	84
41.0%	76.9%	78	5.1%	35.9%	46.2%	12.8%	59.0%	78
34.1%	63.7%	91	7.7%	48.4%	31.9%	12.1%	44.0%	91
51.9%	72.7%	77	22.1%	32.5%	32.5%	13.0%	45.5%	77
42.0%	73.9%	88	29.5%	28.4%	25.0%	17.0%	42.0%	88
24.3%	62.9%	70	50.0%	27.1%	18.6%	4.3%	22.9%	70
37.5%	61.4%	88	68.2%	15.9%	12.5%	3.4%	15.9%	87
95.8%	100.0%	48	4.2%	2.1%	16.7%	77.1%	93.8%	48
92.6%	100.0%	54	0.0%	3.7%	24.1%	72.2%	96.3%	54
87.7%	96.5%	57	7.0%	3.5%	31.6%	57.9%	89.5%	57
96.8%	100.0%	62	3.2%	16.1%	24.2%	56.5%	80.6%	62
17.6%	47.1%	17	41.2%	41.2%	17.6%	0.0%	17.6%	17
22.2%	72.2%	18	33.3%	33.3%	27.8%	5.6%	33.3%	18
11.1%	55.6%	18	27.8%	61.1%	11.1%	0.0%	11.1%	18
29.4%	64.7%	17	11.8%	52.9%	23.5%	11.8%	35.3%	17
44.6%	66.3%	92	25.0%	27.2%	28.3%	19.6%	47.8%	92
13.4%	50.0%	82	14.6%	45.1%	32.9%	7.3%	40.2%	82
37.2%	64.0%	86	7.0%	50.0%	30.2%	12.8%	43.0%	86
20.4%	56.3%	103	15.5%	51.5%	26.2%	6.8%	33.0%	103
40.5%	71.4%	84	23.8%	38.1%	28.6%	9.5%	38.1%	84
36.1%	69.4%	108	35.2%	36.1%	19.4%	9.3%	28.7%	108
22.5%	48.6%	111	40.5%	36.0%	18.9%	4.5%	23.4%	111

20.7%	39.6%	112	64.3%	23.2%	8.9%	3.6%	12.5%	112
45.0%	70.6%	269	20.1%	26.0%	37.2%	16.7%	53.9%	269
31.9%	64.6%	229	9.2%	38.9%	37.6%	14.4%	52.0%	229
39.4%	75.7%	259	7.7%	44.8%	39.8%	7.7%	47.5%	259
36.0%	67.8%	264	12.1%	38.3%	30.3%	19.3%	49.6%	264
35.4%	74.9%	263	17.5%	25.1%	27.8%	29.7%	57.4%	263
41.9%	73.0%	215	16.7%	32.1%	30.7%	20.5%	51.2%	215
31.4%	57.8%	278	41.7%	25.9%	19.8%	12.6%	32.4%	278
40.0%	62.7%	226	51.8%	26.1%	13.3%	8.8%	22.1%	225
37.5%	71.9%	32	18.8%	43.8%	31.3%	6.3%	37.5%	32
16.1%	74.2%	31	0.0%	54.8%	38.7%	6.5%	45.2%	31
27.6%	41.4%	29	31.0%	51.7%	17.2%	0.0%	17.2%	29
18.8%	53.1%	32	15.6%	40.6%	34.4%	9.4%	43.8%	32
43.6%	84.6%	39	30.8%	35.9%	30.8%	2.6%	33.3%	39
39.4%	63.6%	33	36.4%	30.3%	24.2%	9.1%	33.3%	33
27.3%	54.5%	23	43.5%	21.7%	30.4%	4.3%	34.8%	23
20.0%	48.6%	35	74.3%	17.1%	5.7%	2.9%	8.6%	35
22.2%	53.7%	54	33.3%	22.2%	38.9%	5.6%	44.4%	54
19.6%	49.0%	51	11.8%	47.1%	31.4%	9.8%	41.2%	51
28.8%	69.2%	52	7.7%	51.9%	36.5%	3.8%	40.4%	52
33.3%	55.0%	59	15.3%	32.2%	39.0%	13.6%	52.5%	60
26.4%	58.5%	53	30.2%	39.6%	18.9%	11.3%	30.2%	53
31.0%	55.2%	58	51.7%	27.6%	13.8%	6.9%	20.7%	58
13.6%	40.9%	66	57.6%	19.7%	15.2%	7.6%	22.7%	66
10.9%	45.7%	49	77.6%	12.2%	6.1%	4.1%	10.2%	49
43.2%	74.8%	111	16.2%	23.4%	40.5%	19.8%	60.4%	111
37.1%	68.5%	89	4.5%	38.2%	46.1%	11.2%	57.3%	89
24.1%	71.4%	112	11.6%	53.6%	28.6%	6.3%	34.8%	112
28.9%	72.2%	90	8.9%	50.0%	25.6%	15.6%	41.1%	90
34.1%	74.7%	91	35.2%	41.8%	17.6%	5.5%	23.1%	91
36.8%	67.9%	106	49.1%	37.7%	12.3%	0.9%	13.2%	106
23.8%	56.2%	105	68.6%	20.0%	8.6%	2.9%	11.4%	105
26.5%	52.0%	98	76.5%	19.4%	3.1%	1.0%	4.1%	98
58.2%	90.9%	55	7.3%	18.2%	47.3%	27.3%	74.5%	55
61.4%	86.0%	57	3.5%	31.6%	40.4%	24.6%	64.9%	57
38.0%	80.0%	50	12.0%	24.0%	52.0%	12.0%	64.0%	50
45.2%	83.9%	62	3.2%	19.4%	37.1%	40.3%	77.4%	62
52.5%	83.1%	59	20.3%	33.9%	32.2%	13.6%	45.8%	59
43.7%	76.1%	71	21.1%	39.4%	28.2%	11.3%	39.4%	71
25.5%	52.7%	55	30.9%	32.7%	27.3%	9.1%	36.4%	55
46.9%	75.5%	49	38.8%	34.7%	14.3%	12.2%	26.5%	49
41.5%	71.7%	53	5.7%	37.7%	47.2%	9.4%	56.6%	53
51.8%	89.3%	56	3.6%	42.9%	33.9%	19.6%	53.6%	56
42.6%	80.9%	68	10.3%	38.2%	44.1%	7.4%	51.5%	68
48.3%	82.8%	58	6.9%	39.7%	41.4%	12.1%	53.4%	58
36.9%	75.4%	65	36.9%	50.8%	7.7%	4.6%	12.3%	65
49.3%	88.7%	71	28.2%	33.8%	25.4%	12.7%	38.0%	71
25.0%	55.9%	68	52.9%	29.4%	14.7%	2.9%	17.6%	68
47.4%	61.8%	76	53.9%	23.7%	18.4%	3.9%	22.4%	76

60.1%	83.0%	336	9.8%	18.2%	42.0%	30.1%	72.0%	336
41.2%	72.8%	301	8.3%	32.2%	38.5%	20.9%	59.5%	301
34.6%	76.8%	280	8.2%	32.1%	41.1%	18.6%	59.6%	280
45.1%	74.0%	273	5.5%	23.8%	28.9%	41.8%	70.7%	273
53.4%	85.4%	280	12.1%	19.3%	28.2%	40.4%	68.6%	280
55.6%	79.4%	307	15.0%	23.5%	27.7%	33.9%	61.6%	307
35.9%	58.1%	316	42.7%	25.3%	18.0%	13.9%	32.0%	316
49.7%	70.3%	290	44.5%	23.8%	21.0%	10.7%	31.7%	290
28.2%	56.4%	38	18.4%	44.7%	31.6%	5.3%	36.8%	39
22.2%	55.6%	18	5.6%	50.0%	44.4%	0.0%	44.4%	18
44.8%	72.4%	28	14.3%	42.9%	32.1%	10.7%	42.9%	28
30.0%	70.0%	19	0.0%	47.4%	36.8%	15.8%	52.6%	19
29.6%	81.5%	27	18.5%	37.0%	29.6%	14.8%	44.4%	27
17.2%	58.6%	28	50.0%	35.7%	10.7%	3.6%	14.3%	29
3.7%	18.5%	25	92.0%	0.0%	8.0%	0.0%	8.0%	26
18.5%	48.1%	26	61.5%	26.9%	7.7%	3.8%	11.5%	27
56.5%	84.8%	46	2.2%	8.7%	50.0%	39.1%	89.1%	46
48.6%	88.6%	35	5.7%	34.3%	45.7%	14.3%	60.0%	35
50.0%	84.1%	44	2.3%	45.5%	43.2%	9.1%	52.3%	44
46.5%	76.7%	43	2.3%	44.2%	23.3%	30.2%	53.5%	43
36.8%	81.6%	38	18.4%	42.1%	28.9%	10.5%	39.5%	38
40.6%	69.6%	69	24.6%	30.4%	15.9%	29.0%	44.9%	69
33.3%	66.7%	48	25.0%	33.3%	27.1%	14.6%	41.7%	48
35.7%	57.1%	42	42.9%	26.2%	23.8%	7.1%	31.0%	42
47.0%	72.7%	66	15.2%	21.2%	43.9%	19.7%	63.6%	66
49.3%	83.6%	68	8.8%	38.2%	44.1%	8.8%	52.9%	68
52.4%	79.4%	63	7.9%	36.5%	34.9%	20.6%	55.6%	63
18.5%	60.0%	66	10.6%	27.3%	34.8%	27.3%	62.1%	66
27.9%	75.4%	61	26.2%	36.1%	24.6%	13.1%	37.7%	61
36.4%	77.3%	66	27.3%	36.4%	24.2%	12.1%	36.4%	66
19.0%	41.7%	86	58.1%	23.3%	10.5%	8.1%	18.6%	86
44.2%	65.4%	54	40.7%	40.7%	14.8%	3.7%	18.5%	54
46.6%	72.7%	176	8.5%	34.7%	38.1%	18.8%	56.8%	176
30.9%	71.7%	155	5.2%	38.7%	45.2%	11.0%	56.1%	155
37.9%	72.4%	145	9.0%	48.3%	37.2%	5.5%	42.8%	145
37.5%	71.9%	160	5.6%	36.9%	42.5%	15.0%	57.5%	160
42.0%	79.0%	143	20.3%	30.8%	35.7%	13.3%	49.0%	143
35.7%	61.0%	183	32.8%	38.3%	22.4%	6.6%	29.0%	182
32.6%	61.6%	141	34.0%	33.3%	24.1%	8.5%	32.6%	141
31.3%	67.2%	129	40.3%	34.1%	17.8%	7.8%	25.6%	129
30.3%	48.5%	33	42.4%	39.4%	12.1%	6.1%	18.2%	33
22.7%	50.0%	22	9.1%	72.7%	18.2%	0.0%	18.2%	22
17.9%	46.4%	28	32.1%	53.6%	14.3%	0.0%	14.3%	28
29.7%	64.9%	38	5.3%	52.6%	28.9%	13.2%	42.1%	38
25.0%	71.9%	32	37.5%	37.5%	15.6%	9.4%	25.0%	32
34.8%	60.9%	23	39.1%	43.5%	13.0%	4.3%	17.4%	23
5.9%	29.4%	34	70.6%	20.6%	2.9%	5.9%	8.8%	34
20.7%	51.7%	29	58.6%	20.7%	17.2%	3.4%	20.7%	29
36.1%	59.7%	72	25.0%	25.0%	36.1%	13.9%	50.0%	72



50.0%	78.3%	46	8.7%	23.9%	30.4%	37.0%	67.4%	46
34.0%	75.5%	53	5.7%	34.0%	34.0%	26.4%	60.4%	53
32.7%	67.3%	56	5.4%	26.8%	46.4%	21.4%	67.9%	56
31.3%	60.4%	48	39.6%	25.0%	25.0%	10.4%	35.4%	48
27.5%	47.8%	69	50.7%	27.5%	18.8%	2.9%	21.7%	69
13.3%	36.7%	90	64.4%	21.1%	12.2%	2.2%	14.4%	90
28.6%	47.6%	43	62.8%	27.9%	2.3%	7.0%	9.3%	43

## Science

Science % In	Science % Close	Science % Ready	Science % Exceeding	Science % Met
Need of Support				Readiness Benchmark
44.4%	18.5%	22.2%	14.8%	37.0%
32.6%	30.2%	16.3%	20.9%	37.2%
36.3%	17.6%	27.5%	18.7%	46.2%
25.6%	23.3%	36.7%	14.4%	51.1%
34.6%	21.0%	28.4%	16.0%	44.4%
52.8%	21.3%	17.6%	8.3%	25.9%
55.0%	25.0%	17.0%	3.0%	20.0%
50.5%	27.3%	15.2%	7.1%	22.2%
49.6%	20.9%	12.2%	17.4%	29.6%
44.9%	32.2%	12.7%	10.2%	22.9%
44.1%	33.3%	19.4%	3.2%	22.6%
33.1%	25.0%	25.0%	16.9%	41.9%
43.5%	25.0%	22.6%	8.9%	31.5%
46.8%	18.4%	26.2%	8.5%	34.8%
58.3%	15.7%	20.0%	6.1%	26.1%
60.2%	13.0%	14.8%	12.0%	26.9%
57.6%	17.9%	10.6%	13.9%	24.5%
34.5%	31.0%	22.1%	12.4%	34.5%
45.5%	26.0%	22.0%	6.5%	28.5%
27.8%	19.8%	31.7%	20.6%	52.4%
49.2%	20.6%	20.6%	9.5%	30.2%
54.9%	16.5%	18.0%	10.5%	28.6%
66.1%	21.0%	10.5%	2.4%	12.9%
73.8%	15.1%	6.3%	4.8%	11.1%
44.7%	16.1%	16.8%	22.4%	39.1%
34.1%	28.9%	29.6%	7.4%	37.0%
42.3%	32.1%	17.5%	8.0%	25.5%
36.7%	18.0%	33.6%	11.7%	45.3%
40.5%	26.8%	21.6%	11.1%	32.7%
55.1%	19.8%	16.8%	8.4%	25.1%
49.3%	22.9%	19.3%	8.6%	27.9%
66.7%	17.4%	11.1%	4.9%	16.0%
32.8%	16.4%	14.9%	35.8%	50.7%
24.1%	22.2%	25.9%	27.8%	53.7%
18.3%	26.7%	26.7%	28.3%	55.0%
11.4%	27.3%	27.3%	34.1%	61.4%
34.8%	19.6%	19.6%	26.1%	45.7%
26.8%	39.0%	26.8%	7.3%	34.1%
34.0%	25.5%	17.0%	23.4%	40.4%
39.2%	15.7%	19.6%	25.5%	45.1%

## Reading

Reading % In	Reading % Close	Reading % Ready
Need of Support		
108	39.8%	29.6%
86	33.7%	31.4%
91	33.0%	26.4%
90	41.1%	25.6%
80	38.8%	26.3%
108	48.1%	22.2%
100	55.0%	27.0%
99	45.5%	22.2%
115	36.5%	31.3%
118	34.7%	33.9%
93	58.1%	25.8%
124	42.7%	21.0%
124	54.0%	29.0%
141	30.5%	27.0%
114	51.8%	20.2%
108	53.7%	19.4%
151	46.4%	25.8%
113	28.3%	33.6%
123	56.1%	21.1%
126	45.2%	17.5%
126	51.6%	24.6%
133	39.8%	28.6%
124	54.8%	25.0%
124	52.4%	23.4%
161	44.7%	24.2%
136	33.1%	23.5%
137	41.6%	36.5%
128	28.9%	24.2%
153	34.6%	30.1%
167	29.3%	29.9%
140	48.6%	24.3%
144	53.5%	28.5%
67	25.4%	19.4%
54	24.1%	29.6%
60	18.3%	25.0%
44	29.5%	22.7%
46	28.3%	30.4%
41	19.5%	36.6%
47	29.8%	19.1%
51	29.4%	27.5%

37.0%	18.0%	25.4%	19.7%	45.1%	284	33.5%	33.1%	18.3%
31.9%	25.8%	24.2%	18.1%	42.3%	298	30.9%	25.2%	29.5%
27.1%	26.5%	33.4%	12.9%	46.4%	317	29.7%	37.2%	14.8%
21.5%	18.3%	38.4%	21.8%	60.2%	284	32.0%	20.4%	27.8%
33.0%	17.3%	26.3%	23.3%	49.7%	300	30.7%	31.7%	29.7%
26.7%	25.1%	27.7%	20.5%	48.2%	307	17.3%	26.4%	35.2%
35.2%	29.2%	23.9%	11.6%	35.5%	301	28.2%	23.3%	24.6%
40.1%	27.0%	20.8%	12.1%	32.9%	308	33.8%	21.1%	32.1%
45.5%	21.2%	24.2%	9.1%	33.3%	33	39.4%	21.2%	30.3%
20.0%	32.0%	16.0%	32.0%	48.0%	25	28.0%	24.0%	24.0%
46.5%	23.3%	18.6%	11.6%	30.2%	43	34.9%	32.6%	23.3%
10.0%	16.7%	30.0%	43.3%	73.3%	30	13.3%	23.3%	13.3%
35.0%	17.5%	27.5%	20.0%	47.5%	40	30.0%	22.5%	30.0%
25.9%	22.2%	37.0%	14.8%	51.9%	27	18.5%	18.5%	48.1%
9.1%	21.2%	36.4%	33.3%	69.7%	33	21.2%	15.2%	42.4%
37.8%	17.8%	33.3%	11.1%	44.4%	45	35.6%	20.0%	35.6%
31.2%	16.1%	19.6%	33.1%	52.7%	1318	30.3%	21.2%	19.4%
19.0%	24.3%	31.4%	25.3%	56.7%	1223	16.4%	24.4%	36.8%
17.5%	23.8%	31.4%	27.3%	58.7%	1293	22.0%	28.8%	21.4%
11.2%	15.1%	34.8%	38.9%	73.7%	1208	18.1%	19.1%	28.3%
18.3%	17.3%	29.0%	35.5%	64.5%	1253	21.9%	21.4%	38.2%
21.4%	18.1%	29.5%	31.0%	60.5%	1171	15.6%	19.8%	38.9%
25.0%	28.4%	28.1%	18.5%	46.7%	1136	25.8%	23.8%	24.0%
28.8%	21.5%	25.9%	23.8%	49.7%	1141	28.7%	22.7%	31.2%
N<10	N<10	N<10	N<10	N<10	0	NA	NA	NA
48.1%	25.0%	13.5%	13.5%	26.9%	52	53.8%	26.9%	11.5%
36.4%	38.6%	13.6%	11.4%	25.0%	44	43.2%	29.5%	15.9%
50.0%	19.4%	19.4%	11.1%	30.6%	36	47.2%	33.3%	2.8%
27.8%	25.0%	33.3%	13.9%	47.2%	36	44.4%	33.3%	13.9%
60.5%	21.1%	13.2%	5.3%	18.4%	38	60.5%	28.9%	10.5%
45.5%	36.4%	11.4%	6.8%	18.2%	44	43.2%	36.4%	11.4%
63.6%	22.7%	13.6%	0.0%	13.6%	44	61.4%	20.5%	13.6%
76.3%	7.9%	13.2%	2.6%	15.8%	39	59.0%	23.1%	17.9%
43.7%	21.8%	16.8%	17.6%	34.5%	119	50.4%	20.2%	16.0%
33.6%	26.2%	26.2%	14.0%	40.2%	107	27.1%	29.9%	28.0%
22.9%	22.9%	34.9%	19.3%	54.1%	109	31.2%	25.7%	18.3%
19.6%	21.6%	29.4%	29.4%	58.8%	102	36.3%	16.7%	23.5%
32.6%	19.8%	25.6%	22.1%	47.7%	85	35.3%	30.6%	29.4%
18.5%	21.0%	37.0%	23.5%	60.5%	119	13.4%	30.3%	34.5%
38.8%	32.6%	18.6%	10.1%	28.7%	129	31.0%	27.9%	24.0%
41.7%	22.2%	25.9%	10.2%	36.1%	108	38.9%	24.1%	25.9%
40.0%	15.2%	24.0%	20.8%	44.8%	125	28.0%	22.4%	24.0%
35.5%	18.8%	28.3%	17.4%	45.7%	138	31.2%	24.6%	30.4%
31.4%	35.0%	19.7%	13.9%	33.6%	137	30.7%	32.1%	15.3%
15.3%	13.7%	43.5%	27.4%	71.0%	124	28.2%	22.6%	22.6%
20.6%	17.7%	28.4%	33.3%	61.7%	141	26.2%	24.1%	33.3%
34.5%	27.0%	24.3%	14.2%	38.5%	148	25.0%	23.0%	33.8%
52.7%	22.3%	16.2%	8.8%	25.0%	149	41.6%	27.5%	15.4%
42.2%	14.3%	29.3%	14.3%	43.5%	148	39.9%	25.0%	28.4%

36.6%	17.9%	20.5%	25.0%	45.4%	1243	31.9%	24.5%	20.7%
26.9%	26.5%	27.3%	19.3%	46.6%	1173	21.7%	27.7%	30.8%
22.3%	28.3%	30.8%	18.7%	49.4%	1067	25.2%	32.0%	21.2%
23.7%	19.1%	31.8%	25.5%	57.3%	1153	31.1%	17.8%	23.3%
26.5%	20.2%	28.6%	24.6%	53.3%	1102	26.0%	26.8%	34.3%
23.6%	23.9%	28.5%	23.9%	52.4%	1209	15.7%	23.2%	36.8%
45.9%	26.3%	18.6%	9.2%	27.8%	1187	37.9%	25.5%	18.9%
46.9%	20.5%	19.1%	13.5%	32.6%	965	38.8%	22.8%	28.1%
49.4%	19.1%	15.4%	16.0%	31.5%	323	48.3%	22.6%	16.1%
34.4%	30.5%	21.8%	13.3%	35.1%	304	31.3%	28.6%	28.3%
30.7%	28.0%	29.4%	11.9%	41.3%	293	44.0%	27.3%	16.4%
19.9%	16.7%	36.0%	27.3%	63.3%	311	38.6%	17.7%	25.4%
31.2%	18.8%	25.2%	24.8%	50.0%	297	36.4%	23.9%	31.3%
38.6%	25.0%	20.5%	16.0%	36.4%	331	31.4%	29.9%	23.3%
43.4%	32.7%	15.9%	8.0%	23.9%	334	41.0%	26.3%	18.0%
51.7%	19.2%	18.2%	10.9%	29.1%	303	43.6%	23.1%	25.7%
47.4%	15.1%	17.1%	20.4%	37.5%	152	38.2%	21.1%	17.8%
29.9%	27.6%	26.1%	16.4%	42.5%	135	27.4%	25.2%	30.4%
29.4%	23.5%	30.7%	16.3%	47.1%	153	30.7%	31.4%	23.5%
21.3%	16.9%	36.9%	25.0%	61.9%	160	24.4%	23.8%	24.4%
37.9%	20.3%	21.5%	20.3%	41.8%	177	37.3%	27.1%	27.1%
44.2%	21.0%	22.1%	12.7%	34.8%	180	28.3%	32.8%	28.9%
35.9%	21.2%	27.6%	15.4%	42.9%	156	32.7%	26.9%	18.6%
44.4%	25.9%	22.2%	7.4%	29.6%	134	36.6%	32.8%	19.4%
45.9%	13.1%	14.8%	26.2%	41.0%	61	41.0%	14.8%	16.4%
28.3%	23.3%	30.0%	18.3%	48.3%	60	26.7%	28.3%	25.0%
38.0%	21.1%	21.1%	19.7%	40.8%	71	39.4%	23.9%	16.9%
20.0%	29.1%	25.5%	25.5%	50.9%	55	23.6%	23.6%	23.6%
33.9%	19.4%	29.0%	17.7%	46.8%	62	37.1%	27.4%	30.6%
16.4%	31.1%	31.1%	21.3%	52.5%	61	11.5%	26.2%	47.5%
22.6%	34.0%	22.6%	20.8%	43.4%	53	13.2%	18.9%	17.0%
34.6%	36.5%	17.3%	11.5%	28.8%	52	23.1%	21.2%	38.5%
22.7%	15.2%	30.3%	31.8%	62.1%	66	24.2%	25.8%	21.2%
15.3%	18.1%	41.7%	25.0%	66.7%	72	15.3%	25.0%	37.5%
10.6%	14.9%	46.8%	27.7%	74.5%	47	10.6%	40.4%	27.7%
11.1%	8.9%	28.9%	51.1%	80.0%	45	15.6%	17.8%	13.3%
9.8%	17.1%	43.9%	29.3%	73.2%	41	4.9%	26.8%	56.1%
4.3%	21.3%	29.8%	44.7%	74.5%	47	2.1%	10.6%	34.0%
40.7%	33.3%	7.4%	18.5%	25.9%	27	22.2%	37.0%	11.1%
28.0%	20.0%	32.0%	20.0%	52.0%	25	12.0%	32.0%	36.0%
3.0%	3.0%	31.3%	62.7%	94.0%	67	1.5%	6.0%	44.8%
0.0%	4.7%	37.5%	57.8%	95.3%	64	0.0%	3.1%	53.1%
5.8%	18.8%	42.0%	33.3%	75.4%	69	4.3%	17.4%	24.6%
4.9%	22.0%	31.7%	41.5%	73.2%	41	7.3%	9.8%	58.5%
55.6%	17.8%	11.1%	15.6%	26.7%	45	53.3%	15.6%	11.1%
20.6%	23.5%	17.6%	38.2%	55.9%	33	18.2%	21.2%	42.4%
31.0%	26.2%	23.8%	19.0%	42.9%	41	29.3%	39.0%	12.2%
12.5%	5.0%	32.5%	50.0%	82.5%	39	15.4%	15.4%	20.5%
44.4%	13.9%	30.6%	11.1%	41.7%	36	38.9%	30.6%	22.2%

42.2%	28.9%	24.4%	4.4%	28.9%	45	33.3%	35.6%	20.0%
40.5%	27.0%	27.0%	5.4%	32.4%	37	35.1%	21.6%	24.3%
53.1%	21.9%	9.4%	15.6%	25.0%	32	53.1%	18.8%	21.9%
31.1%	18.9%	13.3%	36.7%	50.0%	90	32.2%	26.7%	25.6%
26.9%	28.4%	25.4%	19.4%	44.8%	67	26.9%	28.4%	31.3%
12.7%	31.0%	33.8%	22.5%	56.3%	71	29.6%	23.9%	23.9%
10.1%	15.7%	42.7%	31.5%	74.2%	89	13.5%	20.2%	25.8%
12.7%	24.1%	34.2%	29.1%	63.3%	79	24.1%	21.5%	38.0%
20.0%	23.5%	38.8%	17.6%	56.5%	85	12.9%	18.8%	42.4%
20.5%	41.0%	22.9%	15.7%	38.6%	83	30.1%	25.3%	24.1%
37.2%	25.6%	20.5%	16.7%	37.2%	77	32.5%	28.6%	24.7%
25.0%	18.0%	24.5%	32.5%	57.0%	200	23.0%	22.0%	22.5%
17.9%	25.1%	31.3%	25.6%	56.9%	195	15.4%	21.5%	44.1%
17.2%	23.4%	35.4%	23.9%	59.3%	209	17.7%	26.8%	25.8%
10.1%	14.7%	36.9%	38.2%	75.1%	217	21.2%	14.3%	29.0%
20.5%	25.8%	25.8%	27.9%	53.7%	190	21.6%	28.9%	33.7%
24.5%	22.9%	29.3%	23.4%	52.7%	189	14.8%	21.7%	35.4%
25.6%	33.7%	25.1%	15.6%	40.7%	199	20.1%	23.1%	23.1%
35.4%	28.6%	16.7%	19.3%	35.9%	190	31.1%	23.7%	30.0%
24.0%	20.0%	16.0%	40.0%	56.0%	25	20.0%	36.0%	20.0%
25.0%	30.6%	22.2%	22.2%	44.4%	36	36.1%	19.4%	22.2%
28.6%	28.6%	19.0%	23.8%	42.9%	21	9.5%	38.1%	23.8%
15.4%	11.5%	42.3%	30.8%	73.1%	26	15.4%	19.2%	23.1%
50.0%	12.5%	25.0%	12.5%	37.5%	32	50.0%	18.8%	21.9%
17.6%	23.5%	41.2%	17.6%	58.8%	34	17.6%	38.2%	26.5%
20.0%	28.0%	28.0%	24.0%	52.0%	25	20.0%	20.0%	16.0%
29.4%	32.4%	32.4%	5.9%	38.2%	34	44.1%	29.4%	26.5%
33.9%	15.3%	20.3%	30.5%	50.8%	59	20.3%	25.4%	23.7%
24.7%	27.3%	26.0%	22.1%	48.1%	77	14.3%	32.5%	36.4%
24.0%	21.3%	32.0%	22.7%	54.7%	75	21.3%	34.7%	28.0%
15.3%	16.9%	35.6%	32.2%	67.8%	59	13.6%	8.5%	28.8%
20.9%	23.3%	33.7%	22.1%	55.8%	86	14.0%	37.2%	37.2%
26.5%	22.1%	27.9%	23.5%	51.5%	68	5.9%	27.9%	27.9%
28.4%	34.3%	17.9%	19.4%	37.3%	67	17.9%	29.9%	23.9%
36.6%	22.5%	22.5%	18.3%	40.8%	71	25.4%	29.6%	31.0%
18.2%	13.6%	27.3%	40.9%	68.2%	22	22.7%	22.7%	27.3%
27.3%	31.8%	18.2%	22.7%	40.9%	22	27.3%	36.4%	18.2%
41.2%	20.6%	17.6%	20.6%	38.2%	34	41.2%	23.5%	8.8%
30.8%	23.1%	34.6%	11.5%	46.2%	26	53.8%	11.5%	26.9%
26.1%	30.4%	17.4%	26.1%	43.5%	23	30.4%	30.4%	26.1%
22.7%	22.7%	22.7%	31.8%	54.5%	22	27.3%	22.7%	36.4%
42.9%	25.0%	28.6%	3.6%	32.1%	28	46.4%	17.9%	21.4%
48.0%	24.0%	12.0%	16.0%	28.0%	25	52.0%	24.0%	20.0%
66.7%	17.9%	2.6%	12.8%	15.4%	39	64.1%	17.9%	12.8%
54.5%	22.7%	9.1%	13.6%	22.7%	22	36.4%	27.3%	18.2%
56.3%	34.4%	6.3%	3.1%	9.4%	32	62.5%	18.8%	15.6%
22.2%	33.3%	22.2%	22.2%	44.4%	36	36.1%	30.6%	13.9%
68.4%	21.1%	5.3%	5.3%	10.5%	38	63.2%	21.1%	13.2%
58.1%	25.8%	9.7%	6.5%	16.1%	31	41.9%	25.8%	19.4%

59.5%	27.0%	13.5%	0.0%	13.5%	37	37.8%	32.4%	10.8%
70.0%	20.0%	10.0%	0.0%	10.0%	30	50.0%	30.0%	13.3%
61.4%	17.5%	11.4%	9.6%	21.1%	114	62.3%	21.9%	8.8%
61.5%	18.5%	10.8%	9.2%	20.0%	130	51.5%	23.1%	19.2%
61.1%	18.3%	13.7%	6.9%	20.6%	131	60.3%	19.1%	9.9%
38.8%	18.2%	31.4%	11.6%	43.0%	121	47.9%	21.5%	19.8%
50.5%	24.3%	19.8%	5.4%	25.2%	111	46.8%	30.6%	16.2%
55.0%	17.5%	20.0%	7.5%	27.5%	120	37.5%	25.8%	22.5%
68.0%	20.0%	8.8%	3.2%	12.0%	125	52.8%	28.8%	11.2%
56.7%	23.6%	16.5%	3.1%	19.7%	127	44.1%	37.0%	17.3%
61.0%	31.7%	2.4%	4.9%	7.3%	41	70.7%	19.5%	7.3%
31.7%	17.1%	34.1%	17.1%	51.2%	41	22.0%	41.5%	26.8%
46.2%	20.5%	25.6%	7.7%	33.3%	39	35.9%	43.6%	15.4%
37.8%	21.6%	29.7%	10.8%	40.5%	37	48.6%	10.8%	27.0%
60.5%	16.3%	16.3%	7.0%	23.3%	43	60.5%	20.9%	14.0%
58.5%	22.0%	17.1%	2.4%	19.5%	41	46.3%	29.3%	19.5%
74.4%	20.9%	4.7%	0.0%	4.7%	43	67.4%	27.9%	2.3%
47.1%	41.2%	8.8%	2.9%	11.8%	33	54.5%	24.2%	21.2%
54.9%	15.2%	12.2%	17.7%	29.9%	164	58.5%	16.5%	15.9%
36.6%	26.9%	26.1%	10.4%	36.6%	134	38.1%	29.1%	25.4%
37.3%	26.6%	22.8%	13.3%	36.1%	158	40.5%	35.4%	13.9%
21.5%	23.4%	36.1%	19.0%	55.1%	158	44.3%	19.6%	21.5%
17.4%	25.0%	34.0%	23.6%	57.6%	144	25.0%	36.8%	29.2%
20.8%	28.2%	34.2%	16.8%	51.0%	149	15.4%	25.5%	40.3%
42.5%	28.8%	13.1%	15.6%	28.8%	158	36.7%	30.4%	16.5%
43.7%	19.0%	26.6%	10.8%	37.3%	157	45.9%	17.8%	25.5%
27.9%	18.6%	20.9%	32.6%	53.5%	43	25.6%	23.3%	30.2%
24.4%	36.6%	24.4%	14.6%	39.0%	41	22.0%	43.9%	22.0%
19.2%	19.2%	34.6%	26.9%	61.5%	53	17.0%	35.8%	15.1%
16.7%	23.8%	26.2%	33.3%	59.5%	42	26.2%	23.8%	21.4%
36.8%	28.9%	21.1%	13.2%	34.2%	38	47.4%	18.4%	23.7%
21.2%	15.4%	44.2%	19.2%	63.5%	52	11.5%	30.8%	40.4%
30.8%	34.6%	28.8%	5.8%	34.6%	52	38.5%	21.2%	21.2%
45.6%	21.1%	19.3%	14.0%	33.3%	57	49.1%	12.3%	24.6%
47.9%	13.5%	17.7%	20.8%	38.5%	96	43.8%	20.8%	16.7%
48.9%	21.3%	18.1%	11.7%	29.8%	94	47.9%	27.7%	13.8%
30.8%	29.5%	30.8%	9.0%	39.7%	78	44.9%	30.8%	16.7%
35.0%	19.0%	31.0%	15.0%	46.0%	100	54.0%	20.0%	12.0%
30.6%	21.2%	32.9%	15.3%	48.2%	85	25.9%	34.1%	30.6%
39.8%	19.3%	27.3%	13.6%	40.9%	88	28.4%	28.4%	30.7%
55.4%	28.7%	8.9%	6.9%	15.8%	101	51.5%	23.8%	13.9%
67.0%	20.9%	7.7%	4.4%	12.1%	89	53.9%	28.1%	15.7%
81.0%	9.5%	9.5%	0.0%	9.5%	21	76.2%	14.3%	9.5%
61.3%	29.0%	3.2%	6.5%	9.7%	31	41.9%	41.9%	9.7%
58.3%	37.5%	4.2%	0.0%	4.2%	24	54.2%	37.5%	8.3%
69.0%	17.2%	10.3%	3.4%	13.8%	29	72.4%	6.9%	10.3%
63.0%	14.8%	18.5%	3.7%	22.2%	27	59.3%	18.5%	18.5%
44.4%	27.8%	22.2%	5.6%	27.8%	18	38.9%	22.2%	38.9%
80.0%	12.0%	8.0%	0.0%	8.0%	25	64.0%	20.0%	12.0%



57.9%	31.6%	5.3%	5.3%	10.5%	18	66.7%	27.8%	5.6%
64.4%	12.2%	14.4%	8.9%	23.3%	90	58.9%	24.4%	10.0%
65.7%	22.4%	9.0%	3.0%	11.9%	67	46.3%	37.3%	14.9%
64.1%	19.6%	12.0%	4.3%	16.3%	92	51.1%	35.9%	5.4%
43.7%	23.9%	22.5%	9.9%	32.4%	71	50.7%	28.2%	11.3%
34.3%	37.1%	18.6%	10.0%	28.6%	70	30.0%	34.3%	34.3%
53.8%	27.7%	13.8%	4.6%	18.5%	66	39.4%	24.2%	30.3%
68.1%	27.8%	4.2%	0.0%	4.2%	73	50.7%	37.0%	6.8%
61.3%	24.2%	11.3%	3.2%	14.5%	62	53.2%	21.0%	22.6%
53.3%	15.1%	9.2%	22.4%	31.6%	152	42.1%	23.7%	13.8%
37.1%	24.5%	23.8%	14.7%	38.5%	143	32.2%	22.4%	33.6%
33.3%	24.5%	23.1%	19.0%	42.2%	147	37.4%	22.4%	20.4%
27.3%	18.2%	23.8%	30.8%	54.5%	143	30.8%	19.6%	14.0%
37.3%	18.3%	22.5%	21.8%	44.4%	143	28.7%	33.6%	26.6%
31.1%	24.6%	24.6%	19.7%	44.3%	122	20.5%	19.7%	32.0%
66.9%	17.3%	10.1%	5.8%	15.8%	139	35.3%	27.3%	23.7%
70.7%	13.5%	9.0%	6.8%	15.8%	133	42.9%	31.6%	21.1%
60.9%	10.9%	20.3%	7.8%	28.1%	64	35.9%	29.7%	20.3%
47.1%	33.3%	19.6%	0.0%	19.6%	51	33.3%	41.2%	17.6%
51.1%	26.7%	13.3%	8.9%	22.2%	45	48.9%	31.1%	6.7%
44.4%	15.9%	23.8%	15.9%	39.7%	62	50.0%	14.5%	21.0%
46.8%	19.1%	29.8%	4.3%	34.0%	47	48.9%	21.3%	27.7%
50.0%	16.7%	25.0%	8.3%	33.3%	48	31.3%	20.8%	27.1%
52.2%	32.6%	10.9%	4.3%	15.2%	47	53.2%	27.7%	14.9%
71.6%	16.4%	7.5%	4.5%	11.9%	67	59.7%	22.4%	16.4%
36.5%	21.2%	17.3%	25.0%	42.3%	52	38.5%	19.2%	25.0%
40.0%	25.3%	17.3%	17.3%	34.7%	75	37.3%	20.0%	30.7%
43.2%	19.3%	31.8%	5.7%	37.5%	88	43.2%	27.3%	19.3%
21.8%	16.4%	43.6%	18.2%	61.8%	55	27.3%	20.0%	25.5%
43.4%	25.0%	21.1%	10.5%	31.6%	76	59.2%	17.1%	21.1%
25.8%	29.0%	22.6%	22.6%	45.2%	62	27.4%	25.8%	30.6%
54.1%	27.1%	12.9%	5.9%	18.8%	85	51.8%	18.8%	21.2%
52.6%	25.0%	18.4%	3.9%	22.4%	76	43.4%	25.0%	26.3%
57.9%	10.5%	17.5%	14.0%	31.6%	58	51.7%	15.5%	20.7%
39.1%	32.8%	12.5%	15.6%	28.1%	64	31.3%	32.8%	23.4%
35.8%	16.4%	25.4%	22.4%	47.8%	67	23.9%	20.9%	28.4%
22.7%	13.6%	39.4%	24.2%	63.6%	66	18.2%	13.6%	33.3%
38.6%	27.1%	27.1%	7.1%	34.3%	70	52.9%	30.0%	14.3%
44.1%	22.1%	19.1%	14.7%	33.8%	68	27.9%	27.9%	36.8%
53.7%	32.9%	11.0%	2.4%	13.4%	82	48.8%	20.7%	19.5%
58.9%	19.2%	17.8%	4.1%	21.9%	73	41.1%	30.1%	27.4%
60.4%	14.6%	18.8%	6.3%	25.0%	48	50.0%	27.1%	18.8%
38.0%	26.0%	16.0%	20.0%	36.0%	50	38.0%	34.0%	18.0%
27.8%	24.1%	27.8%	20.4%	48.1%	54	27.8%	40.7%	16.7%
19.6%	30.4%	34.8%	15.2%	50.0%	46	32.6%	23.9%	28.3%
60.4%	18.8%	18.8%	2.1%	20.8%	48	47.9%	22.9%	25.0%
44.7%	17.0%	29.8%	8.5%	38.3%	47	34.0%	29.8%	23.4%
44.9%	42.9%	12.2%	0.0%	12.2%	49	42.9%	16.3%	26.5%
58.1%	23.3%	16.3%	2.3%	18.6%	43	55.8%	16.3%	23.3%

40.0%	20.0%	12.5%	27.5%	40.0%	40	40.0%	22.5%	25.0%
20.5%	22.7%	29.5%	27.3%	56.8%	44	22.7%	18.2%	45.5%
16.7%	20.8%	41.7%	20.8%	62.5%	24	29.2%	25.0%	12.5%
23.5%	11.8%	41.2%	23.5%	64.7%	34	23.5%	23.5%	29.4%
37.8%	32.4%	16.2%	13.5%	29.7%	37	32.4%	29.7%	29.7%
20.5%	25.6%	28.2%	25.6%	53.8%	39	15.4%	25.6%	43.6%
38.2%	38.2%	14.7%	8.8%	23.5%	34	35.3%	11.8%	26.5%
26.5%	29.4%	32.4%	11.8%	44.1%	34	26.5%	14.7%	44.1%
37.4%	19.0%	17.0%	26.5%	43.5%	147	35.4%	25.2%	19.0%
32.2%	28.0%	23.7%	16.1%	39.8%	118	33.1%	27.1%	25.4%
37.2%	22.6%	27.7%	12.4%	40.1%	137	46.7%	27.0%	14.6%
14.4%	22.0%	34.8%	28.8%	63.6%	132	29.5%	20.5%	21.2%
35.6%	23.0%	21.5%	20.0%	41.5%	135	40.0%	31.9%	19.3%
25.6%	20.3%	27.8%	26.3%	54.1%	133	22.6%	21.1%	30.8%
46.5%	22.5%	16.3%	14.7%	31.0%	129	32.6%	24.0%	20.2%
52.9%	24.8%	17.4%	5.0%	22.3%	121	45.5%	19.0%	26.4%
33.9%	10.7%	25.0%	30.4%	55.4%	56	42.9%	21.4%	19.6%
23.7%	21.1%	39.5%	15.8%	55.3%	37	27.0%	21.6%	45.9%
21.2%	21.2%	30.3%	27.3%	57.6%	33	24.2%	36.4%	21.2%
8.3%	10.4%	39.6%	41.7%	81.3%	48	20.8%	10.4%	27.1%
38.9%	27.8%	22.2%	11.1%	33.3%	36	27.8%	47.2%	25.0%
29.0%	24.6%	26.1%	20.3%	46.4%	69	18.8%	29.0%	30.4%
30.0%	21.7%	35.0%	13.3%	48.3%	59	25.4%	25.4%	33.9%
40.0%	31.1%	24.4%	4.4%	28.9%	45	28.9%	40.0%	24.4%
48.5%	27.3%	9.1%	15.2%	24.2%	33	36.4%	18.2%	12.1%
36.8%	26.3%	21.1%	15.8%	36.8%	38	21.1%	18.4%	44.7%
29.6%	22.2%	11.1%	37.0%	48.1%	27	18.5%	14.8%	33.3%
26.1%	21.7%	32.6%	19.6%	52.2%	46	19.6%	23.9%	39.1%
48.5%	21.2%	24.2%	6.1%	30.3%	33	33.3%	27.3%	36.4%
38.2%	8.8%	32.4%	20.6%	52.9%	34	29.4%	17.6%	29.4%
44.4%	33.3%	13.9%	8.3%	22.2%	36	30.6%	30.6%	22.2%
54.3%	28.6%	14.3%	2.9%	17.1%	35	45.7%	22.9%	22.9%
51.1%	21.3%	19.1%	8.5%	27.7%	47	51.1%	36.2%	8.5%
27.3%	29.5%	29.5%	13.6%	43.2%	44	36.4%	25.0%	25.0%
29.2%	25.0%	33.3%	12.5%	45.8%	48	33.3%	27.1%	16.7%
35.5%	25.8%	32.3%	6.5%	38.7%	31	38.7%	35.5%	19.4%
26.1%	32.6%	30.4%	10.9%	41.3%	46	26.1%	30.4%	34.8%
42.3%	21.2%	17.3%	19.2%	36.5%	52	26.9%	19.2%	42.3%
42.2%	26.7%	31.1%	0.0%	31.1%	45	28.9%	31.1%	24.4%
58.1%	29.0%	9.7%	3.2%	12.9%	31	45.2%	16.1%	32.3%
56.6%	10.5%	14.5%	18.4%	32.9%	75	54.7%	14.7%	17.3%
33.3%	30.0%	21.7%	15.0%	36.7%	60	31.7%	25.0%	26.7%
39.4%	22.7%	27.3%	10.6%	37.9%	65	33.8%	32.3%	18.5%
33.8%	24.6%	30.8%	10.8%	41.5%	65	56.9%	18.5%	13.8%
32.1%	26.8%	26.8%	14.3%	41.1%	56	37.5%	30.4%	26.8%
34.4%	26.6%	20.3%	18.8%	39.1%	64	31.3%	25.0%	32.8%
36.9%	27.7%	24.6%	10.8%	35.4%	65	36.9%	23.1%	23.1%
43.9%	21.2%	22.7%	12.1%	34.8%	66	34.8%	24.2%	24.2%
58.1%	15.3%	12.6%	14.0%	26.5%	215	50.2%	23.7%	12.1%



37.3%	24.9%	21.2%	16.6%	37.8%	193	33.7%	25.4%	25.9%
44.3%	22.4%	23.3%	10.0%	33.3%	210	47.1%	21.0%	18.1%
32.9%	17.6%	34.2%	15.3%	49.5%	222	36.0%	21.2%	23.9%
44.9%	21.4%	26.7%	7.0%	33.7%	187	38.5%	27.8%	29.9%
42.1%	22.0%	23.9%	12.0%	35.9%	209	33.0%	23.9%	29.7%
61.5%	16.8%	13.3%	8.4%	21.7%	226	45.6%	20.4%	19.5%
67.4%	14.0%	13.5%	5.2%	18.7%	192	53.6%	22.4%	19.8%
29.3%	18.7%	24.0%	28.0%	52.0%	75	24.0%	25.3%	26.7%
26.1%	27.2%	26.1%	20.7%	46.7%	92	23.9%	27.2%	30.4%
28.8%	21.9%	31.5%	17.8%	49.3%	73	21.9%	27.4%	32.9%
16.2%	23.0%	32.4%	28.4%	60.8%	74	24.3%	21.6%	29.7%
34.1%	16.5%	32.9%	16.5%	49.4%	86	25.6%	31.4%	31.4%
32.3%	16.9%	24.6%	26.2%	50.8%	65	12.3%	32.3%	32.3%
17.8%	32.9%	35.6%	13.7%	49.3%	73	12.3%	24.7%	28.8%
36.9%	13.8%	38.5%	10.8%	49.2%	65	35.4%	26.2%	32.3%
23.1%	15.4%	11.5%	50.0%	61.5%	26	23.1%	19.2%	15.4%
28.0%	24.0%	32.0%	16.0%	48.0%	25	20.0%	36.0%	16.0%
24.1%	10.3%	44.8%	20.7%	65.5%	29	20.7%	24.1%	31.0%
14.8%	25.9%	22.2%	37.0%	59.3%	27	25.9%	11.1%	33.3%
6.3%	21.9%	50.0%	21.9%	71.9%	32	6.3%	21.9%	56.3%
22.9%	22.9%	34.3%	20.0%	54.3%	35	8.6%	25.7%	42.9%
36.4%	33.3%	9.1%	21.2%	30.3%	33	21.2%	27.3%	24.2%
33.3%	26.7%	35.6%	4.4%	40.0%	45	31.1%	22.2%	37.8%
30.6%	30.6%	22.2%	16.7%	38.9%	36	36.1%	22.2%	30.6%
32.1%	25.0%	17.9%	25.0%	42.9%	28	21.4%	42.9%	21.4%
35.5%	32.3%	25.8%	6.5%	32.3%	31	48.4%	29.0%	19.4%
20.5%	28.2%	35.9%	15.4%	51.3%	39	23.1%	28.2%	7.7%
26.9%	23.1%	30.8%	19.2%	50.0%	26	26.9%	30.8%	30.8%
29.0%	12.9%	35.5%	22.6%	58.1%	31	22.6%	16.1%	45.2%
44.8%	41.4%	3.4%	10.3%	13.8%	29	34.5%	37.9%	17.2%
50.0%	28.1%	18.8%	3.1%	21.9%	32	43.8%	28.1%	15.6%
38.0%	24.5%	20.2%	17.2%	37.4%	163	33.1%	27.0%	21.5%
36.0%	28.6%	22.9%	12.6%	35.4%	175	24.6%	26.9%	33.7%
35.4%	36.1%	21.5%	7.0%	28.5%	158	37.3%	32.3%	15.8%
20.7%	22.5%	33.1%	23.7%	56.8%	169	26.6%	27.8%	23.7%
37.8%	23.7%	20.5%	17.9%	38.5%	156	37.8%	30.8%	25.6%
30.7%	26.5%	24.7%	18.1%	42.8%	166	16.9%	30.1%	33.1%
60.2%	25.1%	11.4%	3.3%	14.7%	211	44.5%	27.5%	21.3%
57.0%	18.8%	18.8%	5.5%	24.2%	164	37.8%	30.5%	26.2%
42.9%	19.0%	19.0%	19.0%	38.1%	42	35.7%	31.0%	23.8%
36.6%	22.0%	26.8%	14.6%	41.5%	41	36.6%	24.4%	26.8%
39.0%	22.0%	31.7%	7.3%	39.0%	41	36.6%	46.3%	9.8%
11.8%	27.5%	27.5%	33.3%	60.8%	51	21.6%	23.5%	33.3%
35.9%	20.5%	38.5%	5.1%	43.6%	39	38.5%	28.2%	28.2%
43.1%	21.6%	17.6%	17.6%	35.3%	51	29.4%	25.5%	35.3%
34.0%	42.6%	14.9%	8.5%	23.4%	47	17.0%	29.8%	27.7%
51.3%	17.9%	25.6%	5.1%	30.8%	39	33.3%	25.6%	28.2%
58.9%	16.9%	13.7%	10.5%	24.2%	124	62.9%	16.1%	10.5%
45.7%	23.3%	18.1%	12.9%	31.0%	116	34.5%	36.2%	20.7%

29.2%	24.5%	30.2%	16.0%	46.2%	106	34.0%	37.7%	21.7%
23.5%	15.4%	40.4%	20.6%	61.0%	136	17.6%	24.3%	32.4%
38.5%	17.9%	30.1%	13.5%	43.6%	156	27.6%	37.8%	26.9%
34.3%	27.7%	23.4%	14.6%	38.0%	137	21.2%	32.8%	32.1%
58.1%	16.9%	16.9%	8.1%	25.0%	136	50.7%	24.3%	11.0%
59.1%	21.4%	15.6%	3.9%	19.5%	154	46.1%	20.8%	25.3%
31.7%	17.4%	19.2%	31.7%	50.9%	167	17.4%	26.9%	25.1%
22.9%	28.5%	25.7%	22.9%	48.6%	179	17.9%	27.4%	37.4%
37.2%	18.0%	26.2%	18.6%	44.8%	172	28.5%	36.0%	19.8%
14.8%	16.7%	37.7%	30.9%	68.5%	162	24.7%	20.4%	21.6%
29.6%	19.6%	26.6%	24.1%	50.8%	199	36.7%	19.1%	32.7%
23.4%	20.8%	31.2%	24.7%	55.8%	153	15.0%	24.2%	40.5%
46.4%	19.9%	27.2%	6.6%	33.8%	151	38.4%	24.5%	25.2%
44.9%	19.6%	25.9%	9.5%	35.4%	158	39.9%	17.7%	25.9%
37.9%	22.4%	17.2%	22.4%	39.7%	58	44.8%	24.1%	19.0%
20.0%	32.0%	26.0%	22.0%	48.0%	50	28.0%	32.0%	32.0%
38.2%	23.6%	27.3%	10.9%	38.2%	55	34.5%	32.7%	21.8%
15.5%	25.9%	32.8%	25.9%	58.6%	58	24.1%	34.5%	32.8%
20.8%	32.1%	24.5%	22.6%	47.2%	53	22.6%	43.4%	24.5%
33.3%	16.7%	27.8%	22.2%	50.0%	54	18.5%	24.1%	35.2%
33.9%	19.4%	24.2%	22.6%	46.8%	62	29.0%	24.2%	29.0%
40.7%	27.1%	22.0%	10.2%	32.2%	59	27.1%	20.3%	35.6%
58.2%	14.5%	13.3%	13.9%	27.3%	488	48.8%	24.0%	12.9%
48.4%	22.5%	18.1%	11.0%	29.1%	436	40.4%	25.9%	23.6%
53.1%	20.4%	17.9%	8.6%	26.5%	451	48.8%	25.7%	15.7%
32.4%	23.4%	26.9%	17.2%	44.1%	401	36.7%	18.5%	23.2%
48.1%	19.6%	19.1%	13.2%	32.3%	438	45.7%	25.3%	22.1%
49.5%	18.4%	20.4%	11.7%	32.0%	411	34.3%	25.5%	22.6%
58.1%	20.7%	13.9%	7.3%	21.2%	439	43.3%	28.2%	15.0%
57.8%	17.5%	17.0%	7.7%	24.7%	376	50.3%	21.0%	20.5%
51.5%	19.3%	17.4%	11.9%	29.3%	269	42.0%	25.3%	20.4%
37.0%	26.3%	23.0%	13.6%	36.6%	244	25.8%	29.9%	31.6%
37.2%	25.1%	22.1%	15.6%	37.7%	231	32.0%	36.8%	16.9%
31.6%	17.1%	30.8%	20.5%	51.3%	263	39.5%	19.0%	23.2%
45.4%	17.2%	20.3%	17.2%	37.4%	227	39.2%	26.0%	25.6%
34.2%	24.4%	25.3%	16.0%	41.3%	225	20.9%	27.6%	35.6%
49.4%	22.8%	20.1%	7.7%	27.8%	259	36.3%	28.2%	18.9%
54.0%	21.1%	16.4%	8.5%	24.9%	213	49.8%	18.8%	25.8%
27.8%	13.7%	22.2%	36.3%	58.5%	211	19.0%	19.9%	28.4%
16.8%	20.9%	35.0%	27.3%	62.3%	220	12.3%	15.9%	41.4%
19.9%	20.4%	27.6%	32.0%	59.7%	181	17.7%	24.3%	26.0%
9.2%	12.9%	35.0%	42.9%	77.9%	240	13.3%	12.5%	31.7%
18.4%	13.0%	31.8%	36.8%	68.6%	223	15.2%	24.2%	38.1%
15.8%	19.2%	34.0%	31.0%	65.0%	203	8.4%	16.3%	45.8%
20.6%	22.2%	34.4%	22.8%	57.1%	189	11.1%	22.2%	27.5%
22.6%	21.5%	34.4%	21.5%	55.9%	194	18.0%	27.3%	42.3%
27.8%	18.5%	27.8%	25.9%	53.7%	54	25.9%	22.2%	33.3%
25.5%	25.5%	36.4%	12.7%	49.1%	55	25.5%	34.5%	23.6%
30.2%	30.2%	28.6%	11.1%	39.7%	63	27.0%	36.5%	19.0%

18.3%	31.7%	35.0%	15.0%	50.0%	60	20.0%	33.3%	26.7%
41.4%	20.7%	22.4%	15.5%	37.9%	58	39.7%	24.1%	25.9%
31.6%	24.6%	29.8%	14.0%	43.9%	57	15.8%	28.1%	38.6%
52.5%	29.5%	16.4%	1.6%	18.0%	61	41.0%	29.5%	13.1%
55.6%	14.3%	20.6%	9.5%	30.2%	63	31.7%	25.4%	25.4%
31.5%	17.3%	17.3%	33.8%	51.2%	260	26.9%	20.0%	21.9%
29.6%	26.2%	28.8%	15.5%	44.2%	233	33.0%	27.9%	26.2%
25.1%	24.7%	30.9%	19.3%	50.2%	223	26.5%	30.9%	22.0%
23.2%	18.8%	36.2%	21.9%	58.0%	224	39.7%	15.6%	21.4%
46.2%	13.5%	24.7%	15.6%	40.4%	275	47.6%	19.6%	27.3%
33.3%	20.9%	29.1%	16.7%	45.7%	258	26.4%	25.6%	32.2%
30.7%	30.7%	26.6%	12.0%	38.6%	241	31.5%	28.6%	17.8%
43.6%	23.9%	19.7%	12.9%	32.6%	264	38.3%	23.5%	27.7%
50.7%	11.6%	18.8%	18.8%	37.7%	69	47.8%	21.7%	18.8%
31.6%	31.6%	28.1%	8.8%	36.8%	57	33.3%	28.1%	29.8%
39.7%	22.4%	20.7%	17.2%	37.9%	58	50.0%	22.4%	22.4%
33.3%	15.0%	26.7%	25.0%	51.7%	60	46.7%	21.7%	16.7%
42.6%	22.2%	16.7%	18.5%	35.2%	54	55.6%	27.8%	7.4%
41.3%	23.8%	27.0%	7.9%	34.9%	63	36.5%	34.9%	19.0%
30.0%	40.0%	23.3%	6.7%	30.0%	60	31.7%	28.3%	23.3%
37.2%	41.0%	11.5%	10.3%	21.8%	78	30.8%	23.1%	42.3%
52.9%	21.6%	11.8%	13.7%	25.5%	51	62.7%	27.5%	2.0%
25.0%	27.5%	32.5%	15.0%	47.5%	40	35.0%	40.0%	15.0%
33.3%	29.4%	25.5%	11.8%	37.3%	51	29.4%	41.2%	11.8%
29.8%	27.7%	27.7%	14.9%	42.6%	47	36.2%	19.1%	19.1%
46.8%	21.3%	17.0%	14.9%	31.9%	48	41.7%	27.1%	27.1%
47.9%	27.1%	16.7%	8.3%	25.0%	48	22.9%	25.0%	37.5%
47.5%	27.9%	14.8%	9.8%	24.6%	61	50.8%	21.3%	13.1%
53.2%	17.0%	17.0%	12.8%	29.8%	47	44.7%	25.5%	25.5%
65.7%	14.3%	8.6%	11.4%	20.0%	35	65.7%	22.9%	2.9%
25.0%	46.4%	17.9%	10.7%	28.6%	28	35.7%	39.3%	25.0%
33.3%	27.8%	30.6%	8.3%	38.9%	36	47.2%	41.7%	5.6%
25.0%	12.5%	45.8%	16.7%	62.5%	24	33.3%	12.5%	25.0%
47.6%	4.8%	38.1%	9.5%	47.6%	21	38.1%	28.6%	28.6%
32.0%	28.0%	32.0%	8.0%	40.0%	24	29.2%	37.5%	25.0%
50.0%	30.0%	15.0%	5.0%	20.0%	20	55.0%	5.0%	10.0%
50.0%	22.7%	18.2%	9.1%	27.3%	22	50.0%	27.3%	22.7%
52.2%	12.4%	15.9%	19.6%	35.4%	429	52.7%	16.3%	16.6%
39.2%	27.5%	19.5%	13.9%	33.3%	411	33.6%	29.4%	26.3%
35.9%	27.6%	27.1%	9.5%	36.6%	421	39.9%	30.9%	18.3%
31.8%	22.8%	27.0%	18.4%	45.4%	401	35.7%	20.7%	21.9%
29.7%	21.6%	30.4%	18.4%	48.8%	410	32.0%	32.9%	27.6%
40.1%	23.5%	22.8%	13.6%	36.4%	433	27.0%	26.6%	31.2%
44.6%	27.1%	18.8%	9.4%	28.3%	445	27.9%	33.9%	22.5%
47.9%	26.0%	18.5%	7.5%	26.0%	453	47.2%	23.8%	23.2%
90.9%	6.1%	0.0%	3.0%	3.0%	33	75.8%	24.2%	0.0%
65.9%	34.1%	0.0%	0.0%	0.0%	44	63.6%	22.7%	13.6%
64.7%	26.5%	2.9%	5.9%	8.8%	34	67.6%	20.6%	11.8%
63.0%	17.4%	13.0%	6.5%	19.6%	46	65.2%	19.6%	8.7%

65.9%	17.1%	17.1%	0.0%	17.1%	41	31.7%	53.7%	12.2%
72.0%	18.0%	10.0%	0.0%	10.0%	50	42.0%	34.0%	18.0%
88.3%	6.7%	3.3%	1.7%	5.0%	61	65.6%	21.3%	11.5%
73.0%	24.3%	2.7%	0.0%	2.7%	37	45.9%	24.3%	27.0%
57.0%	17.4%	14.9%	10.6%	25.5%	470	49.1%	21.9%	16.8%
49.4%	25.9%	15.6%	9.0%	24.7%	411	35.5%	36.3%	21.2%
52.8%	22.4%	16.3%	8.4%	24.7%	392	49.5%	26.0%	13.3%
47.1%	22.8%	20.1%	10.0%	30.1%	399	40.4%	28.1%	16.5%
59.5%	18.9%	15.7%	5.9%	21.6%	407	41.0%	36.6%	17.9%
64.7%	19.8%	11.7%	3.8%	15.5%	420	31.7%	35.0%	26.2%
73.4%	18.2%	7.1%	1.3%	8.4%	378	46.3%	29.9%	15.9%
74.3%	15.6%	7.9%	2.2%	10.1%	367	52.6%	26.7%	18.0%
49.2%	20.4%	15.5%	14.9%	30.3%	322	37.9%	29.2%	19.3%
43.0%	31.9%	17.8%	7.4%	25.2%	270	34.4%	35.2%	20.0%
48.1%	27.3%	15.6%	9.1%	24.7%	306	41.8%	32.0%	16.0%
39.1%	25.9%	23.3%	11.7%	35.0%	315	49.8%	24.8%	16.8%
58.4%	15.8%	19.0%	6.8%	25.8%	310	50.3%	29.7%	16.1%
60.9%	16.8%	10.5%	11.8%	22.4%	304	31.3%	28.9%	27.0%
59.8%	21.8%	14.7%	3.7%	18.4%	352	53.1%	22.2%	12.8%
53.4%	20.8%	19.1%	6.7%	25.8%	341	42.5%	26.7%	24.3%
38.8%	20.4%	16.3%	24.5%	40.8%	49	42.9%	18.4%	18.4%
34.0%	22.6%	22.6%	20.8%	43.4%	53	35.8%	28.3%	18.9%
31.6%	26.3%	28.9%	13.2%	42.1%	38	47.4%	23.7%	23.7%
34.0%	17.0%	34.0%	14.9%	48.9%	47	40.4%	27.7%	17.0%
32.6%	20.9%	34.9%	11.6%	46.5%	43	25.6%	41.9%	25.6%
34.6%	23.1%	25.0%	17.3%	42.3%	52	19.2%	30.8%	32.7%
60.0%	26.0%	8.0%	6.0%	14.0%	50	42.0%	26.0%	14.0%
67.4%	7.0%	14.0%	11.6%	25.6%	43	51.2%	14.0%	25.6%
35.4%	19.3%	16.5%	28.8%	45.3%	212	32.1%	27.8%	26.9%
27.8%	29.4%	24.4%	18.3%	42.8%	180	30.0%	28.3%	30.6%
32.1%	24.1%	25.5%	18.4%	43.9%	211	43.1%	27.5%	16.1%
33.2%	17.3%	30.2%	19.3%	49.5%	201	39.3%	16.9%	24.9%
37.5%	19.3%	30.2%	13.0%	43.2%	192	33.9%	29.7%	28.1%
36.4%	23.6%	22.1%	17.9%	40.0%	195	29.2%	23.6%	32.8%
50.4%	29.9%	13.8%	5.8%	19.6%	224	36.2%	31.7%	17.9%
51.0%	22.7%	20.6%	5.7%	26.3%	194	43.8%	26.8%	21.6%
60.0%	18.5%	13.8%	7.7%	21.5%	65	63.1%	16.9%	12.3%
39.1%	37.0%	13.0%	10.9%	23.9%	46	41.3%	28.3%	21.7%
64.7%	16.2%	11.8%	7.4%	19.1%	68	57.4%	27.9%	8.8%
40.0%	25.5%	21.8%	12.7%	34.5%	55	41.8%	20.0%	25.5%
69.5%	13.6%	11.9%	5.1%	16.9%	59	66.1%	22.0%	10.2%
56.7%	25.0%	13.3%	5.0%	18.3%	60	40.0%	30.0%	23.3%
69.0%	23.8%	4.8%	2.4%	7.1%	42	71.4%	21.4%	4.8%
63.0%	19.6%	15.2%	2.2%	17.4%	46	54.3%	19.6%	19.6%
60.8%	14.4%	15.5%	9.3%	24.7%	97	62.9%	19.6%	13.4%
53.2%	25.2%	16.2%	5.4%	21.6%	111	47.7%	31.5%	12.6%
41.9%	28.4%	25.7%	4.1%	29.7%	75	52.0%	32.0%	12.0%
42.0%	21.0%	19.8%	17.3%	37.0%	81	39.5%	29.6%	14.8%
53.6%	22.7%	16.4%	7.3%	23.6%	110	40.0%	35.5%	22.7%

64.5%	20.6%	13.1%	1.9%	15.0%	107	29.0%	32.7%	28.0%
72.5%	19.6%	5.9%	2.0%	7.8%	102	47.1%	29.4%	12.7%
63.6%	20.0%	9.1%	7.3%	16.4%	110	50.0%	21.8%	24.5%
61.9%	15.0%	15.9%	7.1%	23.0%	113	61.9%	19.5%	13.3%
51.9%	22.1%	15.4%	10.6%	26.0%	104	58.7%	20.2%	14.4%
46.6%	27.3%	14.8%	11.4%	26.1%	88	50.0%	30.7%	10.2%
41.5%	22.3%	26.6%	9.6%	36.2%	94	54.3%	19.1%	14.9%
51.8%	18.1%	21.7%	8.4%	30.1%	83	37.3%	31.3%	22.9%
48.7%	25.0%	21.1%	5.3%	26.3%	76	28.9%	31.6%	22.4%
49.4%	19.3%	25.3%	6.0%	31.3%	83	30.1%	27.7%	20.5%
79.5%	12.8%	6.4%	1.3%	7.7%	78	53.8%	26.9%	15.4%
47.0%	24.2%	13.6%	15.2%	28.8%	66	42.4%	22.7%	19.7%
49.2%	25.4%	15.9%	9.5%	25.4%	63	50.8%	22.2%	14.3%
47.3%	29.7%	18.9%	4.1%	23.0%	74	45.9%	36.5%	10.8%
44.6%	18.5%	16.9%	20.0%	36.9%	65	50.8%	23.1%	12.3%
47.4%	21.1%	21.1%	10.5%	31.6%	95	46.3%	31.6%	18.9%
38.9%	19.4%	26.4%	15.3%	41.7%	72	30.6%	27.8%	27.8%
51.9%	24.7%	19.8%	3.7%	23.5%	81	44.4%	23.5%	16.0%
48.9%	25.0%	17.4%	8.7%	26.1%	92	38.0%	26.1%	32.6%
52.7%	14.2%	16.0%	17.2%	33.1%	169	48.5%	23.1%	16.6%
35.2%	25.5%	29.0%	10.3%	39.3%	145	35.9%	26.2%	29.0%
42.4%	26.5%	24.2%	6.8%	31.1%	132	38.6%	33.3%	15.9%
26.5%	14.7%	35.3%	23.5%	58.8%	135	21.5%	19.3%	29.6%
45.6%	19.3%	22.8%	12.3%	35.1%	114	28.9%	39.5%	26.3%
33.3%	27.0%	27.7%	11.9%	39.6%	159	14.5%	32.7%	31.4%
50.7%	22.3%	20.3%	6.8%	27.0%	148	29.7%	26.4%	20.3%
56.7%	25.3%	11.8%	6.2%	18.0%	179	41.9%	30.7%	19.6%
43.9%	17.1%	17.2%	21.8%	39.0%	782	34.4%	24.3%	22.0%
28.9%	24.5%	25.6%	21.0%	46.6%	760	24.1%	24.1%	34.2%
28.8%	24.8%	27.9%	18.4%	46.3%	720	31.8%	26.5%	20.4%
21.2%	17.6%	32.6%	28.6%	61.2%	709	25.0%	21.6%	27.5%
31.2%	18.3%	24.9%	25.6%	50.5%	682	28.2%	30.8%	28.3%
30.9%	21.2%	25.9%	22.0%	47.9%	728	22.7%	27.7%	29.4%
43.9%	22.5%	18.9%	14.6%	33.5%	714	38.7%	26.1%	16.1%
38.6%	20.0%	25.6%	15.8%	41.4%	640	36.4%	27.3%	25.5%
32.1%	17.1%	18.7%	32.1%	50.8%	252	24.6%	23.8%	21.0%
21.0%	25.8%	24.6%	28.6%	53.2%	252	21.0%	25.0%	33.3%
19.8%	25.8%	32.3%	22.2%	54.4%	248	15.7%	37.9%	22.6%
15.4%	18.4%	32.0%	34.2%	66.2%	272	19.5%	18.8%	22.8%
20.1%	18.9%	29.2%	31.8%	61.0%	264	16.3%	26.9%	37.5%
20.4%	24.5%	26.6%	28.5%	55.1%	273	9.5%	19.4%	42.9%
24.8%	26.7%	27.8%	20.7%	48.5%	270	13.3%	25.9%	26.3%
28.1%	20.6%	30.0%	21.3%	51.3%	267	23.2%	20.6%	34.1%
56.3%	16.7%	16.7%	10.4%	27.1%	48	50.0%	27.1%	16.7%
34.8%	26.1%	30.4%	8.7%	39.1%	23	21.7%	39.1%	30.4%
28.1%	28.1%	37.5%	6.3%	43.8%	32	34.4%	37.5%	21.9%
28.6%	9.5%	33.3%	28.6%	61.9%	21	23.8%	42.9%	28.6%
31.6%	21.1%	31.6%	15.8%	47.4%	19	57.9%	26.3%	15.8%
45.5%	24.2%	18.2%	12.1%	30.3%	33	42.4%	27.3%	9.1%



21.4%	42.9%	28.6%	7.1%	35.7%	28	42.9%	17.9%	21.4%
51.6%	32.3%	6.5%	9.7%	16.1%	31	71.0%	22.6%	6.5%
53.9%	12.4%	11.2%	22.5%	33.7%	89	50.6%	16.9%	16.9%
26.6%	25.3%	29.1%	19.0%	48.1%	79	22.8%	31.6%	32.9%
32.3%	33.8%	23.1%	10.8%	33.8%	65	40.0%	35.4%	16.9%
26.4%	13.9%	41.7%	18.1%	59.7%	72	41.7%	20.8%	23.6%
34.1%	29.5%	21.6%	14.8%	36.4%	88	39.8%	29.5%	27.3%
36.6%	20.7%	31.7%	11.0%	42.7%	83	31.3%	27.7%	27.7%
36.1%	30.1%	28.9%	4.8%	33.7%	83	38.6%	27.7%	25.3%
55.0%	22.0%	16.0%	7.0%	23.0%	100	39.0%	25.0%	30.0%
41.7%	13.9%	25.0%	19.4%	44.4%	36	19.4%	33.3%	27.8%
21.1%	26.3%	18.4%	34.2%	52.6%	38	21.1%	13.2%	36.8%
36.4%	27.3%	21.2%	15.2%	36.4%	33	42.4%	27.3%	24.2%
13.2%	15.8%	26.3%	44.7%	71.1%	38	15.8%	21.1%	21.1%
20.5%	27.3%	34.1%	18.2%	52.3%	44	22.7%	31.8%	34.1%
28.6%	18.4%	24.5%	28.6%	53.1%	49	20.4%	22.4%	40.8%
11.1%	29.6%	44.4%	14.8%	59.3%	27	14.8%	22.2%	25.9%
22.0%	41.5%	19.5%	17.1%	36.6%	41	19.5%	34.1%	34.1%
32.8%	19.4%	21.3%	26.5%	47.8%	253	29.2%	22.9%	24.9%
28.3%	22.5%	27.9%	21.3%	49.2%	240	23.8%	27.5%	27.9%
25.0%	26.7%	29.2%	19.2%	48.3%	241	27.0%	30.3%	24.1%
17.9%	15.2%	36.1%	30.8%	66.9%	263	24.3%	20.2%	24.7%
32.9%	19.7%	31.2%	16.2%	47.4%	234	36.3%	24.4%	29.5%
33.3%	19.5%	29.0%	18.2%	47.2%	231	19.5%	23.4%	39.0%
31.3%	33.2%	22.3%	13.2%	35.5%	265	25.7%	25.3%	29.1%
35.1%	22.1%	27.7%	15.2%	42.9%	231	19.0%	28.6%	33.3%
37.5%	18.1%	22.2%	22.2%	44.4%	72	37.5%	27.8%	18.1%
25.7%	31.1%	27.0%	16.2%	43.2%	74	27.0%	31.1%	31.1%
30.6%	22.6%	33.9%	12.9%	46.8%	62	41.9%	32.3%	16.1%
21.3%	14.8%	39.3%	24.6%	63.9%	61	31.1%	27.9%	27.9%
26.8%	26.8%	30.4%	16.1%	46.4%	56	30.4%	37.5%	17.9%
27.8%	23.6%	26.4%	22.2%	48.6%	72	25.0%	26.4%	30.6%
33.3%	33.3%	28.2%	5.1%	33.3%	78	33.3%	33.3%	19.2%
40.6%	25.0%	21.9%	12.5%	34.4%	64	48.4%	15.6%	28.1%
56.5%	13.0%	13.0%	17.4%	30.4%	23	39.1%	30.4%	17.4%
17.1%	34.3%	28.6%	20.0%	48.6%	35	31.4%	28.6%	22.9%
15.2%	36.4%	36.4%	12.1%	48.5%	33	27.3%	36.4%	21.2%
15.2%	9.1%	30.3%	45.5%	75.8%	33	30.3%	9.1%	30.3%
42.9%	8.6%	28.6%	20.0%	48.6%	35	34.3%	22.9%	31.4%
41.0%	20.5%	20.5%	17.9%	38.5%	39	25.6%	30.8%	25.6%
31.6%	26.3%	26.3%	15.8%	42.1%	38	21.1%	28.9%	23.7%
42.9%	11.4%	20.0%	25.7%	45.7%	35	28.6%	22.9%	34.3%
38.5%	17.6%	16.9%	27.0%	43.9%	148	35.1%	23.6%	15.5%
27.0%	36.2%	27.0%	9.9%	36.9%	141	27.7%	31.9%	29.8%
26.5%	29.1%	34.4%	9.9%	44.4%	150	28.0%	37.3%	20.7%
27.5%	28.2%	26.7%	17.6%	44.3%	131	36.6%	23.7%	22.1%
45.7%	16.7%	19.6%	18.1%	37.7%	137	32.1%	24.1%	31.4%
35.2%	15.9%	26.2%	22.8%	49.0%	144	23.6%	26.4%	26.4%
33.3%	31.3%	22.7%	12.7%	35.3%	150	34.7%	18.7%	20.0%

41.2%	29.4%	25.2%	4.2%	29.4%	118	35.6%	27.1%	34.7%
46.9%	12.5%	15.6%	25.0%	40.6%	32	43.8%	21.9%	25.0%
25.0%	31.8%	15.9%	27.3%	43.2%	44	36.4%	20.5%	31.8%
9.1%	24.2%	48.5%	18.2%	66.7%	33	15.2%	36.4%	18.2%
7.5%	25.0%	37.5%	30.0%	67.5%	40	15.0%	30.0%	27.5%
24.2%	24.2%	27.3%	24.2%	51.5%	33	27.3%	24.2%	27.3%
27.3%	27.3%	27.3%	18.2%	45.5%	33	15.2%	21.2%	45.5%
48.3%	27.6%	13.8%	10.3%	24.1%	29	41.4%	31.0%	20.7%
28.2%	43.6%	25.6%	2.6%	28.2%	39	30.8%	38.5%	28.2%
13.0%	21.7%	23.9%	41.3%	65.2%	46	21.7%	26.1%	13.0%
15.4%	16.9%	40.0%	27.7%	67.7%	65	21.5%	20.0%	32.3%
9.1%	21.8%	32.7%	36.4%	69.1%	55	16.4%	21.8%	18.2%
12.1%	9.1%	42.4%	36.4%	78.8%	66	19.7%	10.6%	24.2%
30.3%	16.7%	36.4%	16.7%	53.0%	66	25.8%	36.4%	30.3%
30.4%	23.9%	28.3%	17.4%	45.7%	46	17.4%	28.3%	30.4%
34.9%	28.6%	22.2%	14.3%	36.5%	63	25.4%	30.2%	22.2%
27.1%	25.4%	30.5%	16.9%	47.5%	59	30.5%	28.8%	27.1%
28.1%	21.9%	25.0%	25.0%	50.0%	32	21.9%	43.8%	25.0%
27.8%	22.2%	36.1%	13.9%	50.0%	36	22.2%	27.8%	44.4%
27.6%	37.9%	17.2%	17.2%	34.5%	29	27.6%	31.0%	10.3%
6.9%	31.0%	37.9%	24.1%	62.1%	29	6.9%	24.1%	20.7%
16.0%	16.0%	44.0%	24.0%	68.0%	25	16.0%	28.0%	48.0%
25.7%	25.7%	25.7%	22.9%	48.6%	35	17.1%	25.7%	40.0%
51.6%	29.0%	16.1%	3.2%	19.4%	31	41.9%	38.7%	12.9%
37.5%	18.8%	34.4%	9.4%	43.8%	32	28.1%	25.0%	31.3%
51.2%	22.0%	9.8%	17.1%	26.8%	41	41.5%	39.0%	14.6%
69.2%	12.8%	12.8%	5.1%	17.9%	39	59.0%	25.6%	15.4%
35.0%	20.0%	32.5%	12.5%	45.0%	40	40.0%	22.5%	30.0%
27.1%	6.3%	50.0%	16.7%	66.7%	48	29.2%	14.6%	35.4%
52.9%	17.6%	19.6%	9.8%	29.4%	51	43.1%	31.4%	21.6%
33.3%	25.0%	27.1%	14.6%	41.7%	48	20.8%	22.9%	43.8%
54.1%	29.7%	13.5%	2.7%	16.2%	37	45.9%	16.2%	27.0%
46.5%	23.3%	18.6%	11.6%	30.2%	43	46.5%	14.0%	30.2%
35.1%	24.5%	18.1%	22.3%	40.4%	94	33.0%	21.3%	24.5%
24.1%	26.5%	31.3%	18.1%	49.4%	83	16.9%	27.7%	43.4%
29.6%	28.7%	29.6%	12.2%	41.7%	115	32.2%	28.7%	18.3%
19.1%	12.2%	38.3%	30.4%	68.7%	114	29.8%	20.2%	18.4%
33.3%	22.2%	23.1%	21.3%	44.4%	107	33.6%	27.1%	31.8%
22.8%	34.7%	29.7%	12.9%	42.6%	101	17.8%	20.8%	41.6%
34.5%	32.8%	18.1%	14.7%	32.8%	118	28.8%	28.8%	25.4%
43.6%	26.7%	19.8%	9.9%	29.7%	99	43.4%	31.3%	20.2%
42.0%	21.0%	18.3%	18.6%	36.9%	294	30.6%	29.6%	19.7%
33.5%	23.0%	25.7%	17.8%	43.5%	264	25.8%	26.1%	31.8%
54.2%	17.7%	19.9%	8.1%	28.0%	270	51.9%	25.9%	13.7%
40.1%	18.7%	26.3%	14.9%	41.2%	261	43.7%	19.2%	17.2%
56.6%	21.7%	10.8%	10.8%	21.7%	249	48.2%	28.1%	20.1%
53.6%	19.4%	16.9%	10.1%	27.0%	246	34.1%	25.2%	29.3%
62.0%	19.8%	11.4%	6.8%	18.3%	263	47.5%	26.2%	14.1%
60.7%	19.2%	10.7%	9.4%	20.1%	235	59.1%	19.1%	17.0%

49.3%	16.0%	14.7%	20.0%	34.7%	75	45.3%	16.0%	21.3%
39.7%	21.8%	17.9%	20.5%	38.5%	78	34.6%	28.2%	28.2%
37.2%	25.6%	30.8%	6.4%	37.2%	78	42.3%	38.5%	9.0%
34.2%	26.3%	26.3%	13.2%	39.5%	76	53.9%	18.4%	13.2%
41.4%	15.5%	32.8%	10.3%	43.1%	58	48.3%	19.0%	25.9%
25.0%	32.8%	29.7%	12.5%	42.2%	64	25.0%	29.7%	37.5%
41.9%	41.9%	13.5%	2.7%	16.2%	74	51.4%	24.3%	13.5%
55.1%	18.8%	20.3%	5.8%	26.1%	69	58.0%	21.7%	15.9%
36.0%	20.7%	18.0%	25.3%	43.3%	328	25.9%	26.5%	19.8%
26.7%	23.9%	27.9%	21.5%	49.4%	326	19.3%	30.4%	36.8%
29.6%	25.7%	30.2%	14.5%	44.7%	356	30.9%	30.9%	19.4%
22.3%	18.9%	32.3%	26.5%	58.8%	328	29.9%	22.3%	23.2%
30.4%	22.6%	33.0%	14.0%	47.0%	336	33.6%	28.0%	28.3%
38.1%	19.2%	26.4%	16.2%	42.6%	333	33.6%	22.5%	27.3%
37.3%	31.5%	22.8%	8.4%	31.2%	344	30.8%	26.7%	22.1%
35.5%	23.2%	25.7%	15.6%	41.3%	324	35.2%	22.2%	31.2%
37.0%	15.3%	15.6%	32.1%	47.7%	262	30.9%	21.4%	22.9%
30.5%	24.3%	24.3%	20.8%	45.2%	259	23.9%	27.8%	31.3%
21.0%	25.2%	31.9%	21.8%	53.8%	238	27.7%	30.3%	21.8%
23.5%	20.7%	31.5%	24.3%	55.8%	251	30.3%	21.1%	22.7%
31.1%	21.1%	28.9%	18.9%	47.8%	269	32.7%	29.7%	31.2%
30.1%	23.3%	24.7%	21.9%	46.6%	278	21.2%	24.1%	38.8%
35.5%	25.9%	25.9%	12.7%	38.6%	258	22.1%	27.1%	21.7%
35.7%	25.5%	26.8%	11.9%	38.7%	235	34.9%	20.9%	26.4%
61.0%	26.8%	7.3%	4.9%	12.2%	41	65.9%	24.4%	2.4%
50.0%	21.4%	16.7%	11.9%	28.6%	42	47.6%	19.0%	26.2%
43.2%	29.7%	21.6%	5.4%	27.0%	37	43.2%	35.1%	16.2%
43.6%	15.4%	28.2%	12.8%	41.0%	39	51.3%	20.5%	7.7%
47.8%	19.6%	23.9%	8.7%	32.6%	46	54.3%	28.3%	17.4%
33.3%	36.1%	16.7%	13.9%	30.6%	36	30.6%	33.3%	27.8%
75.7%	21.6%	2.7%	0.0%	2.7%	37	62.2%	24.3%	8.1%
56.4%	15.4%	20.5%	7.7%	28.2%	39	56.4%	12.8%	23.1%
35.9%	20.5%	17.9%	25.6%	43.6%	39	46.2%	15.4%	25.6%
23.1%	25.0%	28.8%	23.1%	51.9%	52	36.5%	19.2%	32.7%
30.6%	36.1%	22.2%	11.1%	33.3%	36	44.4%	30.6%	19.4%
14.0%	14.0%	34.9%	37.2%	72.1%	43	25.6%	27.9%	27.9%
42.5%	20.0%	30.0%	7.5%	37.5%	40	47.5%	27.5%	25.0%
27.5%	15.0%	35.0%	22.5%	57.5%	40	15.0%	22.5%	45.0%
43.2%	29.5%	27.3%	0.0%	27.3%	44	47.7%	22.7%	20.5%
73.6%	11.3%	13.2%	1.9%	15.1%	53	56.6%	28.3%	13.2%
50.9%	18.4%	12.7%	18.1%	30.7%	332	50.3%	18.1%	20.2%
29.6%	25.4%	30.3%	14.7%	45.0%	305	33.1%	29.8%	27.2%
36.2%	23.0%	24.2%	16.6%	40.8%	326	39.3%	31.0%	18.7%
24.8%	16.2%	39.0%	20.0%	59.0%	315	37.1%	18.7%	22.5%
31.6%	21.2%	29.6%	17.6%	47.2%	306	34.3%	26.8%	30.4%
39.6%	19.3%	28.0%	13.1%	41.1%	336	28.6%	22.6%	32.7%
49.1%	22.3%	18.9%	9.8%	28.7%	329	40.4%	24.3%	17.6%
39.4%	19.7%	27.4%	13.5%	41.0%	310	31.3%	26.1%	32.6%
37.5%	14.3%	33.9%	14.3%	48.2%	56	37.5%	17.9%	26.8%



36.5%	34.9%	17.5%	11.1%	28.6%	63	27.0%	36.5%	28.6%
53.8%	24.6%	20.0%	1.5%	21.5%	65	52.3%	29.2%	12.3%
24.0%	30.0%	32.0%	14.0%	46.0%	50	24.0%	26.0%	24.0%
64.4%	18.6%	11.9%	5.1%	16.9%	59	50.8%	22.0%	25.4%
55.6%	24.1%	13.0%	7.4%	20.4%	54	33.3%	29.6%	31.5%
52.4%	25.4%	15.9%	6.3%	22.2%	63	46.0%	17.5%	19.0%
30.5%	28.8%	23.7%	16.9%	40.7%	59	32.2%	25.4%	28.8%
48.5%	15.4%	18.4%	17.7%	36.1%	266	47.0%	19.9%	18.0%
45.0%	24.7%	19.6%	10.7%	30.3%	270	43.3%	24.4%	21.5%
32.2%	23.6%	31.5%	12.7%	44.2%	273	33.3%	35.9%	19.4%
25.1%	19.3%	34.9%	20.7%	55.6%	275	35.3%	22.9%	23.3%
37.3%	24.0%	24.7%	14.0%	38.7%	271	35.8%	30.3%	28.0%
27.9%	25.1%	27.9%	19.2%	47.0%	287	20.9%	24.7%	36.2%
35.5%	36.4%	18.2%	10.0%	28.1%	232	32.8%	28.9%	19.4%
43.2%	23.7%	24.7%	8.4%	33.1%	287	41.8%	26.1%	22.6%
47.6%	16.5%	16.5%	19.4%	35.9%	246	49.6%	19.5%	15.4%
40.6%	24.4%	22.6%	12.4%	35.0%	232	40.5%	23.3%	25.0%
44.7%	19.8%	23.2%	12.2%	35.4%	237	46.8%	24.9%	14.8%
29.0%	16.0%	28.2%	26.9%	55.0%	238	35.3%	16.4%	25.2%
46.8%	19.8%	22.6%	10.9%	33.5%	248	48.8%	26.6%	22.6%
55.3%	19.0%	17.3%	8.4%	25.7%	237	40.9%	21.9%	23.6%
51.1%	27.7%	14.3%	6.9%	21.2%	231	42.4%	26.0%	19.0%
57.1%	16.0%	16.9%	10.0%	26.9%	219	47.0%	25.1%	21.0%
64.7%	11.8%	11.8%	11.8%	23.5%	34	64.7%	20.6%	11.8%
50.0%	25.0%	19.4%	5.6%	25.0%	36	52.8%	19.4%	22.2%
35.3%	26.5%	26.5%	11.8%	38.2%	34	50.0%	20.6%	11.8%
22.6%	12.9%	41.9%	22.6%	64.5%	31	38.7%	16.1%	25.8%
62.9%	8.6%	20.0%	8.6%	28.6%	35	48.6%	34.3%	11.4%
39.5%	34.9%	23.3%	2.3%	25.6%	43	34.9%	30.2%	30.2%
48.6%	34.3%	11.4%	5.7%	17.1%	34	47.1%	20.6%	20.6%
53.8%	11.5%	30.8%	3.8%	34.6%	27	25.9%	33.3%	37.0%
71.9%	14.1%	7.3%	6.8%	14.1%	192	61.5%	23.4%	5.7%
60.5%	25.6%	8.7%	5.1%	13.8%	193	58.5%	23.8%	13.0%
41.7%	35.6%	17.8%	4.9%	22.7%	163	52.1%	25.2%	15.3%
31.8%	20.0%	35.9%	12.4%	48.2%	170	37.1%	22.9%	23.5%
63.8%	14.7%	16.6%	4.9%	21.5%	163	55.2%	28.8%	12.3%
63.8%	18.8%	14.4%	3.1%	17.5%	160	38.1%	33.1%	22.5%
76.0%	16.0%	5.1%	2.9%	8.0%	173	65.3%	21.4%	7.5%
78.4%	15.0%	4.8%	1.8%	6.6%	166	72.9%	13.3%	10.8%
25.4%	19.0%	33.3%	22.2%	55.6%	63	17.5%	25.4%	27.0%
17.6%	29.4%	43.1%	9.8%	52.9%	51	13.7%	31.4%	35.3%
6.3%	18.8%	40.6%	34.4%	75.0%	32	3.1%	34.4%	28.1%
11.1%	16.7%	38.9%	33.3%	72.2%	36	13.9%	19.4%	33.3%
25.6%	23.1%	38.5%	12.8%	51.3%	38	15.8%	28.9%	44.7%
25.5%	19.1%	34.0%	21.3%	55.3%	47	10.6%	23.4%	36.2%
30.8%	41.0%	20.5%	7.7%	28.2%	39	30.8%	23.1%	23.1%
31.1%	26.7%	28.9%	13.3%	42.2%	45	17.8%	24.4%	33.3%
27.9%	17.6%	22.1%	32.4%	54.4%	68	41.2%	19.1%	22.1%
16.2%	18.9%	29.7%	35.1%	64.9%	74	13.5%	27.0%	33.8%

10.8%	26.2%	36.9%	26.2%	63.1%	65	24.6%	38.5%	23.1%
20.0%	24.0%	38.7%	17.3%	56.0%	75	22.7%	34.7%	21.3%
23.2%	18.8%	40.6%	17.4%	58.0%	69	24.6%	27.5%	37.7%
26.3%	17.5%	32.5%	23.8%	56.3%	80	10.0%	23.8%	30.0%
25.3%	30.4%	30.4%	13.9%	44.3%	79	16.5%	24.1%	21.5%
34.9%	25.6%	23.3%	16.3%	39.5%	86	29.1%	22.1%	33.7%
43.3%	16.7%	17.8%	22.2%	40.0%	90	30.0%	34.4%	17.8%
25.8%	28.8%	22.7%	22.7%	45.5%	66	25.8%	28.8%	24.2%
40.8%	21.1%	27.6%	10.5%	38.2%	76	38.2%	28.9%	18.4%
28.9%	24.1%	19.3%	27.7%	47.0%	83	38.6%	21.7%	15.7%
43.8%	23.3%	17.8%	15.1%	32.9%	73	27.4%	38.4%	28.8%
40.8%	26.8%	18.3%	14.1%	32.4%	71	28.2%	23.9%	39.4%
34.2%	28.9%	26.3%	10.5%	36.8%	76	25.0%	26.3%	22.4%
41.0%	24.1%	22.9%	12.0%	34.9%	83	38.6%	25.3%	27.7%
47.5%	27.5%	12.5%	12.5%	25.0%	40	45.0%	25.0%	20.0%
16.7%	35.2%	27.8%	20.4%	48.1%	54	16.7%	31.5%	37.0%
27.3%	34.1%	27.3%	11.4%	38.6%	44	29.5%	29.5%	25.0%
20.0%	29.1%	34.5%	16.4%	50.9%	55	23.6%	23.6%	27.3%
32.6%	15.2%	32.6%	19.6%	52.2%	46	26.1%	26.1%	41.3%
29.0%	29.0%	25.8%	16.1%	41.9%	62	14.5%	35.5%	35.5%
28.6%	32.7%	32.7%	6.1%	38.8%	49	24.5%	32.7%	24.5%
33.3%	21.1%	26.3%	19.3%	45.6%	57	33.3%	21.1%	35.1%
64.4%	13.2%	11.5%	10.9%	22.4%	174	55.2%	26.4%	11.5%
54.3%	29.9%	11.6%	4.3%	15.9%	164	49.4%	25.6%	20.1%
49.2%	23.1%	21.5%	6.2%	27.7%	130	42.3%	31.5%	14.6%
34.8%	25.3%	20.3%	19.6%	39.9%	158	38.6%	20.9%	12.7%
39.9%	19.6%	26.8%	13.8%	40.6%	137	40.1%	24.1%	27.0%
43.2%	24.2%	21.2%	11.4%	32.6%	132	31.8%	25.8%	35.6%
59.1%	22.0%	11.4%	7.6%	18.9%	132	49.2%	25.8%	13.6%
56.3%	19.0%	17.6%	7.0%	24.6%	142	43.7%	28.9%	20.4%
36.7%	24.5%	16.3%	22.4%	38.8%	49	44.9%	22.4%	16.3%
29.5%	27.3%	22.7%	20.5%	43.2%	44	9.1%	38.6%	34.1%
25.6%	30.8%	33.3%	10.3%	43.6%	39	35.9%	30.8%	12.8%
14.7%	17.6%	47.1%	20.6%	67.6%	34	14.7%	17.6%	29.4%
39.0%	34.1%	22.0%	4.9%	26.8%	41	43.9%	31.7%	22.0%
40.0%	22.5%	22.5%	15.0%	37.5%	40	30.0%	25.0%	27.5%
58.8%	17.6%	17.6%	5.9%	23.5%	34	41.2%	23.5%	23.5%
36.6%	31.7%	24.4%	7.3%	31.7%	41	39.0%	22.0%	39.0%
40.4%	34.0%	14.9%	10.6%	25.5%	47	55.3%	23.4%	14.9%
25.0%	15.0%	25.0%	35.0%	60.0%	40	25.0%	27.5%	22.5%
24.4%	31.1%	35.6%	8.9%	44.4%	45	37.8%	28.9%	13.3%
7.1%	25.0%	39.3%	28.6%	67.9%	28	21.4%	10.7%	28.6%
42.9%	21.4%	16.7%	19.0%	35.7%	42	45.2%	21.4%	28.6%
23.1%	38.5%	15.4%	23.1%	38.5%	39	20.5%	15.4%	28.2%
38.0%	32.0%	26.0%	4.0%	30.0%	50	20.0%	36.0%	24.0%
53.8%	20.5%	20.5%	5.1%	25.6%	39	41.0%	20.5%	28.2%
81.8%	9.1%	9.1%	0.0%	9.1%	33	69.7%	21.2%	6.1%
69.7%	24.2%	6.1%	0.0%	6.1%	33	36.4%	45.5%	15.2%
69.0%	17.2%	3.4%	10.3%	13.8%	29	55.2%	24.1%	10.3%

68.8%	18.8%	0.0%	12.5%	12.5%	16	43.8%	31.3%	25.0%
70.6%	8.8%	14.7%	5.9%	20.6%	34	35.3%	38.2%	20.6%
50.0%	25.0%	20.8%	4.2%	25.0%	24	41.7%	16.7%	41.7%
50.0%	40.6%	6.3%	3.1%	9.4%	32	37.5%	31.3%	25.0%
80.0%	16.7%	3.3%	0.0%	3.3%	30	73.3%	16.7%	10.0%
58.6%	16.6%	12.1%	12.7%	24.8%	156	37.8%	34.0%	17.9%
34.0%	34.0%	17.7%	14.3%	32.0%	147	27.2%	29.9%	32.7%
37.7%	28.8%	21.2%	12.3%	33.6%	146	43.8%	26.0%	18.5%
19.3%	21.4%	41.4%	17.9%	59.3%	140	25.0%	21.4%	28.6%
39.9%	22.8%	22.2%	15.2%	37.3%	157	33.1%	29.9%	30.6%
38.8%	30.2%	18.7%	12.2%	30.9%	139	16.5%	28.1%	41.7%
46.2%	30.8%	13.8%	9.2%	23.1%	131	28.2%	32.8%	22.1%
65.0%	19.0%	13.1%	2.9%	16.1%	137	52.6%	18.2%	24.8%
41.4%	16.0%	19.5%	23.0%	42.6%	254	39.0%	23.6%	19.7%
35.2%	24.1%	20.4%	20.4%	40.7%	214	29.9%	30.4%	24.8%
27.5%	24.7%	33.2%	14.6%	47.8%	247	26.7%	30.0%	22.7%
15.0%	14.2%	31.4%	39.4%	70.8%	226	21.2%	15.0%	24.8%
38.8%	15.3%	26.8%	19.1%	45.9%	209	34.0%	27.8%	32.5%
44.3%	22.6%	17.6%	15.4%	33.0%	220	33.2%	25.5%	25.9%
45.6%	24.4%	22.1%	7.8%	30.0%	217	36.4%	29.0%	18.4%
46.6%	17.6%	25.0%	10.8%	35.8%	199	40.7%	24.1%	28.6%
38.9%	14.3%	24.6%	22.2%	46.8%	126	42.9%	28.6%	16.7%
26.5%	25.0%	31.6%	16.9%	48.5%	136	28.7%	25.7%	27.2%
36.6%	26.9%	26.9%	9.7%	36.6%	134	31.3%	33.6%	25.4%
20.3%	21.2%	35.6%	22.9%	58.5%	118	28.0%	22.0%	18.6%
27.5%	26.0%	29.8%	16.8%	46.6%	131	30.5%	35.1%	28.2%
38.1%	26.6%	20.1%	15.1%	35.3%	139	20.9%	33.1%	32.4%
31.4%	35.0%	23.4%	10.2%	33.6%	136	35.3%	28.7%	18.4%
33.3%	30.6%	25.2%	10.8%	36.0%	111	35.1%	19.8%	31.5%
43.2%	25.0%	13.6%	18.2%	31.8%	44	40.9%	31.8%	13.6%
41.9%	16.1%	29.0%	12.9%	41.9%	31	29.0%	38.7%	29.0%
54.8%	31.0%	11.9%	2.4%	14.3%	42	38.1%	45.2%	11.9%
17.9%	28.2%	35.9%	17.9%	53.8%	39	15.4%	17.9%	43.6%
48.9%	17.8%	24.4%	8.9%	33.3%	45	35.6%	33.3%	26.7%
57.1%	24.5%	14.3%	4.1%	18.4%	50	16.0%	44.0%	28.0%
60.0%	28.6%	11.4%	0.0%	11.4%	35	37.1%	20.0%	28.6%
68.8%	12.5%	12.5%	6.3%	18.8%	33	36.4%	30.3%	21.2%
56.7%	16.4%	16.4%	10.4%	26.9%	67	53.7%	26.9%	10.4%
46.8%	23.4%	17.0%	12.8%	29.8%	47	38.3%	36.2%	23.4%
40.7%	22.0%	27.1%	10.2%	37.3%	59	37.3%	27.1%	15.3%
33.9%	22.6%	33.9%	9.7%	43.5%	62	35.5%	19.4%	27.4%
62.1%	6.9%	24.1%	6.9%	31.0%	58	51.7%	19.0%	24.1%
57.4%	24.6%	9.8%	8.2%	18.0%	61	39.3%	21.3%	32.8%
60.6%	21.2%	10.6%	7.6%	18.2%	66	45.5%	21.2%	19.7%
58.2%	17.7%	21.5%	2.5%	24.1%	79	44.3%	22.8%	24.1%
50.0%	4.5%	31.8%	13.6%	45.5%	22	50.0%	27.3%	13.6%
32.3%	32.3%	19.4%	16.1%	35.5%	31	25.8%	41.9%	19.4%
29.0%	19.4%	32.3%	19.4%	51.6%	31	29.0%	35.5%	16.1%
12.9%	16.1%	32.3%	38.7%	71.0%	31	22.6%	19.4%	29.0%

53.3%	16.7%	26.7%	3.3%	30.0%	30	53.3%	23.3%	20.0%
48.6%	24.3%	10.8%	16.2%	27.0%	37	43.2%	37.8%	16.2%
29.6%	33.3%	18.5%	18.5%	37.0%	28	35.7%	35.7%	7.1%
34.5%	27.6%	34.5%	3.4%	37.9%	29	48.3%	27.6%	17.2%
37.3%	14.7%	22.7%	25.3%	48.0%	75	32.0%	33.3%	20.0%
33.9%	29.0%	21.0%	16.1%	37.1%	62	33.9%	29.0%	22.6%
19.5%	32.5%	29.9%	18.2%	48.1%	77	31.2%	39.0%	11.7%
16.0%	19.8%	32.1%	32.1%	64.2%	81	23.5%	21.0%	25.9%
27.1%	24.3%	25.7%	22.9%	48.6%	70	31.4%	22.9%	38.6%
35.6%	23.7%	30.5%	10.2%	40.7%	59	20.3%	30.5%	37.3%
28.3%	43.4%	22.6%	5.7%	28.3%	53	26.4%	24.5%	39.6%
35.7%	32.9%	25.7%	5.7%	31.4%	70	22.9%	28.6%	38.6%
36.1%	16.7%	25.0%	22.2%	47.2%	36	41.7%	27.8%	16.7%
42.9%	20.0%	34.3%	2.9%	37.1%	35	28.6%	31.4%	31.4%
19.5%	24.4%	34.1%	22.0%	56.1%	41	29.3%	29.3%	9.8%
20.6%	17.6%	32.4%	29.4%	61.8%	34	29.4%	23.5%	14.7%
45.2%	19.4%	25.8%	9.7%	35.5%	31	38.7%	29.0%	25.8%
57.1%	17.9%	10.7%	14.3%	25.0%	28	35.7%	21.4%	32.1%
29.5%	36.4%	22.7%	11.4%	34.1%	44	27.3%	31.8%	20.5%
27.8%	33.3%	27.8%	11.1%	38.9%	36	41.7%	16.7%	33.3%
34.4%	16.7%	20.0%	28.9%	48.9%	90	27.8%	21.1%	18.9%
39.3%	36.0%	19.1%	5.6%	24.7%	89	40.4%	29.2%	27.0%
40.8%	29.2%	28.3%	1.7%	30.0%	119	46.2%	27.7%	15.1%
29.2%	19.1%	36.0%	15.7%	51.7%	89	40.4%	23.6%	21.3%
59.3%	15.1%	18.6%	7.0%	25.6%	86	43.0%	31.4%	19.8%
53.4%	21.6%	18.2%	6.8%	25.0%	88	35.2%	18.2%	35.2%
59.8%	24.1%	13.8%	2.3%	16.1%	86	39.5%	31.4%	16.3%
61.0%	23.4%	13.0%	2.6%	15.6%	77	50.6%	31.2%	13.0%
42.3%	21.2%	13.5%	23.1%	36.5%	52	30.8%	19.2%	28.8%
20.6%	30.2%	36.5%	12.7%	49.2%	63	7.9%	34.9%	49.2%
31.9%	29.2%	18.1%	20.8%	38.9%	72	26.4%	25.0%	20.8%
24.7%	33.3%	22.2%	19.8%	42.0%	81	25.9%	32.1%	25.9%
42.4%	22.0%	20.3%	15.3%	35.6%	59	35.6%	23.7%	28.8%
44.4%	25.4%	15.9%	14.3%	30.2%	63	17.5%	19.0%	46.0%
53.7%	25.4%	14.9%	6.0%	20.9%	67	20.9%	41.8%	22.4%
55.8%	18.6%	16.3%	9.3%	25.6%	86	48.8%	20.9%	23.3%
90.2%	3.3%	4.3%	2.2%	6.5%	92	80.4%	13.0%	3.3%
80.6%	12.2%	5.1%	2.0%	7.1%	97	72.2%	17.5%	10.3%
76.8%	18.8%	4.3%	0.0%	4.3%	70	70.0%	18.6%	7.1%
62.6%	17.6%	14.3%	5.5%	19.8%	91	53.8%	22.0%	14.3%
78.2%	11.5%	10.3%	0.0%	10.3%	87	66.7%	25.3%	8.0%
76.3%	17.5%	3.1%	3.1%	6.2%	96	46.9%	34.4%	14.6%
73.2%	18.6%	6.2%	2.1%	8.2%	97	61.9%	25.8%	8.2%
77.8%	12.5%	9.7%	0.0%	9.7%	71	60.6%	19.7%	15.5%
81.2%	9.8%	5.2%	3.8%	9.1%	287	67.6%	18.8%	9.8%
70.2%	20.8%	5.8%	3.2%	9.0%	313	56.9%	24.9%	16.3%
68.6%	21.3%	8.1%	1.9%	10.1%	257	66.9%	21.4%	7.4%
59.6%	21.2%	14.7%	4.5%	19.2%	244	59.8%	20.9%	11.9%
69.6%	18.2%	10.1%	2.1%	12.2%	286	51.0%	31.8%	15.7%

65.0%	21.5%	9.9%	3.6%	13.5%	302	36.4%	33.8%	24.8%
73.3%	18.6%	7.0%	1.2%	8.1%	259	61.8%	22.8%	10.8%
82.8%	12.3%	4.2%	0.6%	4.9%	312	72.8%	17.6%	8.7%
66.3%	15.8%	9.5%	8.4%	17.9%	190	65.3%	19.5%	8.4%
58.4%	25.7%	11.4%	4.5%	15.8%	200	52.5%	29.0%	15.5%
62.2%	23.9%	11.7%	2.2%	13.9%	181	53.0%	29.8%	10.5%
54.9%	19.4%	17.7%	8.0%	25.7%	175	54.3%	20.0%	16.0%
61.3%	19.4%	13.6%	5.8%	19.4%	191	53.4%	29.3%	14.7%
58.3%	24.8%	14.2%	2.8%	17.0%	218	43.6%	28.9%	21.1%
59.6%	25.7%	11.0%	3.7%	14.7%	218	43.1%	30.7%	15.1%
68.5%	19.6%	8.2%	3.7%	11.9%	219	53.4%	22.8%	19.6%
34.6%	20.5%	20.5%	24.3%	44.9%	185	28.6%	32.4%	18.4%
21.4%	28.4%	27.0%	23.3%	50.2%	214	15.9%	29.9%	33.2%
21.7%	31.1%	28.3%	18.9%	47.2%	212	24.5%	36.8%	20.3%
19.2%	21.4%	35.7%	23.7%	59.4%	222	23.9%	28.4%	27.0%
24.9%	21.8%	24.9%	28.5%	53.4%	193	20.2%	30.6%	34.7%
33.9%	21.1%	28.9%	16.1%	45.0%	218	22.9%	27.5%	32.6%
43.0%	29.9%	21.7%	5.4%	27.1%	220	40.9%	28.6%	19.1%
53.4%	22.6%	15.8%	8.1%	23.9%	235	47.2%	21.7%	22.6%
73.9%	13.0%	4.3%	8.7%	13.0%	46	73.9%	10.9%	4.3%
64.4%	22.2%	11.1%	2.2%	13.3%	45	60.0%	31.1%	8.9%
74.1%	22.2%	3.7%	0.0%	3.7%	27	66.7%	33.3%	0.0%
45.2%	25.8%	25.8%	3.2%	29.0%	31	54.8%	29.0%	12.9%
57.7%	26.9%	15.4%	0.0%	15.4%	26	46.2%	42.3%	11.5%
80.0%	13.3%	6.7%	0.0%	6.7%	15	40.0%	40.0%	20.0%
81.3%	18.8%	0.0%	0.0%	0.0%	16	81.3%	12.5%	6.3%
56.3%	18.8%	18.8%	6.3%	25.0%	16	62.5%	25.0%	12.5%
50.0%	33.3%	16.7%	0.0%	16.7%	18	55.6%	27.8%	16.7%
85.0%	15.0%	0.0%	0.0%	0.0%	20	65.0%	20.0%	15.0%
72.2%	22.2%	5.6%	0.0%	5.6%	18	44.4%	44.4%	5.6%
40.5%	23.2%	16.8%	19.5%	36.3%	189	33.9%	25.9%	22.2%
35.8%	30.6%	25.4%	8.3%	33.7%	193	33.2%	34.2%	24.9%
36.2%	28.2%	26.6%	9.0%	35.6%	186	42.5%	35.5%	14.0%
31.9%	18.6%	28.6%	21.0%	49.5%	208	46.6%	22.1%	20.7%
36.2%	19.7%	25.8%	18.3%	44.1%	213	32.4%	38.0%	23.5%
43.5%	19.8%	19.3%	17.4%	36.7%	207	26.1%	29.5%	26.1%
37.3%	30.9%	23.0%	8.8%	31.9%	204	27.0%	27.0%	27.9%
59.2%	19.4%	14.1%	7.3%	21.5%	191	46.6%	27.7%	19.4%
35.8%	20.8%	24.5%	18.9%	43.4%	106	35.8%	34.0%	17.0%
34.1%	24.7%	27.1%	14.1%	41.2%	85	36.5%	25.9%	25.9%
25.3%	36.8%	24.2%	13.7%	37.9%	95	28.4%	40.0%	16.8%
13.7%	15.8%	38.9%	31.6%	70.5%	95	24.2%	13.7%	28.4%
37.1%	28.9%	25.8%	8.2%	34.0%	97	33.0%	36.1%	24.7%
31.7%	26.9%	28.8%	12.5%	41.3%	104	26.0%	24.0%	31.7%
43.2%	27.3%	22.7%	6.8%	29.5%	88	33.0%	26.1%	19.3%
40.2%	26.1%	22.8%	10.9%	33.7%	92	31.5%	28.3%	26.1%
57.1%	19.6%	16.1%	7.1%	23.2%	56	55.4%	28.6%	8.9%
63.8%	21.3%	8.5%	6.4%	14.9%	47	68.1%	12.8%	17.0%
61.1%	18.5%	11.1%	9.3%	20.4%	54	66.7%	16.7%	11.1%



46.7%	28.9%	24.4%	0.0%	24.4%	45	53.3%	28.9%	13.3%
58.9%	28.6%	7.1%	5.4%	12.5%	56	60.7%	30.4%	8.9%
53.3%	20.0%	24.4%	2.2%	26.7%	45	42.2%	31.1%	20.0%
42.6%	29.6%	16.7%	11.1%	27.8%	54	40.7%	29.6%	13.0%
50.9%	21.1%	15.8%	12.3%	28.1%	57	36.8%	31.6%	29.8%
63.2%	19.3%	10.5%	7.0%	17.5%	57	63.2%	28.1%	3.5%
39.0%	24.4%	19.5%	17.1%	36.6%	41	22.0%	46.3%	17.1%
47.4%	21.1%	23.7%	7.9%	31.6%	38	42.1%	34.2%	13.2%
30.2%	23.3%	32.6%	14.0%	46.5%	43	39.5%	20.9%	18.6%
54.0%	30.0%	12.0%	4.0%	16.0%	50	54.0%	30.0%	14.0%
61.2%	18.4%	20.4%	0.0%	20.4%	49	28.6%	26.5%	34.7%
59.2%	30.6%	8.2%	2.0%	10.2%	49	42.9%	26.5%	14.3%
66.7%	20.5%	5.1%	7.7%	12.8%	39	35.9%	35.9%	20.5%
62.3%	16.4%	6.6%	14.8%	21.3%	61	59.0%	16.4%	16.4%
37.7%	13.0%	34.8%	14.5%	49.3%	69	34.8%	34.8%	18.8%
45.1%	21.1%	23.9%	9.9%	33.8%	71	39.4%	31.0%	18.3%
20.3%	20.3%	35.6%	23.7%	59.3%	59	44.1%	15.3%	20.3%
36.5%	13.5%	26.9%	23.1%	50.0%	52	23.1%	38.5%	32.7%
43.1%	22.2%	20.8%	13.9%	34.7%	72	29.2%	33.3%	22.2%
21.5%	26.2%	30.8%	21.5%	52.3%	65	18.5%	24.6%	29.2%
42.9%	22.2%	27.0%	7.9%	34.9%	63	19.0%	38.1%	33.3%
50.9%	16.4%	14.5%	18.2%	32.7%	55	47.3%	25.5%	5.5%
72.4%	13.8%	13.8%	0.0%	13.8%	57	45.6%	33.3%	21.1%
41.3%	23.8%	20.6%	14.3%	34.9%	63	41.3%	28.6%	19.0%
26.5%	30.6%	22.4%	20.4%	42.9%	49	22.4%	36.7%	30.6%
48.1%	21.2%	19.2%	11.5%	30.8%	52	26.9%	28.8%	30.8%
53.7%	18.5%	9.3%	18.5%	27.8%	54	24.1%	29.6%	33.3%
51.4%	28.6%	17.1%	2.9%	20.0%	70	37.1%	22.9%	24.3%
59.6%	22.8%	12.3%	5.3%	17.5%	57	28.1%	36.8%	19.3%
35.5%	25.8%	16.1%	22.6%	38.7%	31	41.9%	9.7%	25.8%
32.0%	16.0%	24.0%	28.0%	52.0%	25	8.0%	44.0%	20.0%
16.1%	25.8%	35.5%	22.6%	58.1%	31	35.5%	16.1%	9.7%
26.7%	10.0%	43.3%	20.0%	63.3%	30	26.7%	13.3%	30.0%
37.5%	28.1%	25.0%	9.4%	34.4%	32	21.9%	37.5%	37.5%
34.9%	27.9%	11.6%	25.6%	37.2%	43	18.6%	25.6%	41.9%
50.0%	25.0%	7.1%	17.9%	25.0%	28	28.6%	17.9%	28.6%
63.0%	22.2%	11.1%	3.7%	14.8%	27	29.6%	29.6%	40.7%
50.7%	20.9%	19.4%	9.0%	28.4%	67	49.3%	28.4%	11.9%
29.2%	34.7%	26.4%	9.7%	36.1%	72	23.6%	38.9%	30.6%
34.2%	32.9%	19.7%	13.2%	32.9%	76	46.1%	32.9%	14.5%
24.3%	14.3%	42.9%	18.6%	61.4%	70	31.4%	21.4%	25.7%
35.6%	18.6%	28.8%	16.9%	45.8%	58	43.1%	25.9%	24.1%
44.9%	20.5%	24.4%	10.3%	34.6%	78	26.9%	34.6%	21.8%
46.3%	26.3%	15.0%	12.5%	27.5%	79	45.6%	21.5%	19.0%
46.9%	21.9%	25.0%	6.3%	31.3%	64	37.5%	28.1%	26.6%
N<10	N<10	N<10	N<10	N<10	6	N<10	N<10	N<10
N<10	N<10	N<10	N<10	N<10	1	N<10	N<10	N<10
N<10	N<10	N<10	N<10	N<10	8	N<10	N<10	N<10
N<10	N<10	N<10	N<10	N<10	5	N<10	N<10	N<10

N<10	N<10	N<10	N<10	N<10	6	N<10	N<10	N<10
N<10	N<10	N<10	N<10	N<10	4	N<10	N<10	N<10
84.1%	11.6%	4.3%	0.0%	4.3%	70	74.3%	21.4%	2.9%
64.0%	20.0%	12.0%	4.0%	16.0%	50	54.0%	36.0%	10.0%
81.1%	10.8%	2.7%	5.4%	8.1%	37	78.4%	13.5%	5.4%
73.2%	24.4%	2.4%	0.0%	2.4%	41	85.4%	9.8%	2.4%
82.1%	7.5%	10.4%	0.0%	10.4%	67	68.7%	13.4%	17.9%
80.0%	12.7%	3.6%	3.6%	7.3%	55	47.3%	25.5%	23.6%
89.1%	9.1%	1.8%	0.0%	1.8%	55	58.2%	32.7%	7.3%
78.8%	11.5%	7.7%	1.9%	9.6%	53	66.0%	28.3%	3.8%
73.5%	12.7%	8.8%	4.9%	13.7%	102	66.7%	17.6%	11.8%
53.8%	26.0%	13.5%	6.7%	20.2%	104	50.0%	33.7%	11.5%
47.2%	25.2%	18.9%	8.7%	27.6%	128	53.9%	21.9%	15.6%
53.4%	12.7%	23.7%	10.2%	33.9%	119	52.9%	18.5%	18.5%
51.1%	24.4%	14.5%	9.9%	24.4%	131	51.1%	28.2%	14.5%
51.2%	24.4%	17.3%	7.1%	24.4%	127	39.4%	33.9%	18.1%
55.9%	18.6%	20.3%	5.1%	25.4%	118	50.8%	21.2%	18.6%
50.0%	32.8%	13.8%	3.4%	17.2%	116	50.0%	23.3%	19.8%
55.3%	15.5%	15.5%	13.6%	29.1%	103	39.8%	26.2%	23.3%
38.9%	28.4%	17.9%	14.7%	32.6%	95	28.4%	26.3%	35.8%
55.7%	21.3%	16.4%	6.6%	23.0%	122	48.4%	32.8%	9.0%
41.0%	18.1%	25.7%	15.2%	41.0%	105	54.3%	20.0%	14.3%
45.5%	20.9%	20.0%	13.6%	33.6%	110	42.7%	29.1%	20.9%
54.1%	22.9%	20.2%	2.8%	22.9%	109	38.5%	29.4%	26.6%
44.8%	21.9%	21.9%	11.5%	33.3%	96	31.3%	26.0%	25.0%
58.3%	17.6%	18.5%	5.6%	24.1%	108	51.9%	18.5%	22.2%
47.1%	5.9%	29.4%	17.6%	47.1%	34	32.4%	29.4%	23.5%
37.8%	24.3%	27.0%	10.8%	37.8%	37	18.9%	43.2%	32.4%
32.4%	24.3%	27.0%	16.2%	43.2%	37	32.4%	37.8%	24.3%
10.0%	20.0%	53.3%	16.7%	70.0%	30	10.0%	16.7%	40.0%
47.8%	23.9%	21.7%	6.5%	28.3%	46	37.0%	32.6%	26.1%
26.2%	26.2%	31.0%	16.7%	47.6%	42	19.0%	21.4%	45.2%
56.4%	20.5%	15.4%	7.7%	23.1%	39	28.2%	23.1%	28.2%
31.8%	38.6%	18.2%	11.4%	29.5%	44	27.3%	27.3%	34.1%
68.9%	12.2%	11.1%	7.8%	18.9%	90	50.0%	28.9%	11.1%
46.9%	28.4%	16.0%	8.6%	24.7%	81	46.9%	23.5%	23.5%
35.3%	28.2%	30.6%	5.9%	36.5%	85	34.1%	32.9%	16.5%
33.3%	24.0%	31.3%	11.5%	42.7%	96	44.8%	16.7%	21.9%
34.0%	19.6%	30.9%	15.5%	46.4%	97	33.0%	25.8%	29.9%
36.7%	24.4%	28.9%	10.0%	38.9%	90	23.3%	28.9%	31.1%
40.6%	32.7%	16.8%	9.9%	26.7%	101	26.7%	34.7%	19.8%
50.0%	28.1%	17.7%	4.2%	21.9%	96	40.6%	18.8%	33.3%
45.7%	28.3%	19.6%	6.5%	26.1%	46	58.7%	21.7%	8.7%
37.5%	31.3%	15.6%	15.6%	31.3%	32	37.5%	34.4%	15.6%
23.5%	20.6%	38.2%	17.6%	55.9%	34	26.5%	32.4%	14.7%
14.6%	14.6%	39.0%	31.7%	70.7%	41	14.6%	31.7%	14.6%
27.5%	21.6%	27.5%	23.5%	51.0%	51	25.5%	27.5%	41.2%
35.5%	25.8%	19.4%	19.4%	38.7%	31	25.8%	35.5%	29.0%
50.0%	24.1%	22.2%	3.7%	25.9%	54	35.2%	31.5%	20.4%

32.4%	37.8%	24.3%	5.4%	29.7%	37	37.8%	24.3%	32.4%
33.7%	23.5%	20.4%	22.4%	42.9%	98	42.9%	25.5%	16.3%
26.4%	26.4%	29.2%	18.1%	47.2%	72	27.8%	33.3%	29.2%
35.2%	18.3%	29.6%	16.9%	46.5%	71	42.3%	22.5%	14.1%
22.1%	20.8%	37.7%	19.5%	57.1%	77	36.4%	22.1%	16.9%
33.8%	17.6%	37.8%	10.8%	48.6%	74	35.1%	37.8%	24.3%
32.9%	30.1%	21.9%	15.1%	37.0%	73	32.9%	20.5%	35.6%
43.6%	25.6%	16.7%	14.1%	30.8%	78	29.5%	28.2%	16.7%
39.7%	20.5%	24.4%	15.4%	39.7%	77	36.4%	26.0%	27.3%
11.1%	22.2%	22.2%	44.4%	66.7%	27	7.4%	33.3%	29.6%
23.3%	26.7%	26.7%	23.3%	50.0%	30	10.0%	30.0%	30.0%
23.1%	26.9%	23.1%	26.9%	50.0%	26	23.1%	19.2%	38.5%
12.9%	22.6%	29.0%	35.5%	64.5%	31	22.6%	22.6%	9.7%
40.0%	8.6%	25.7%	25.7%	51.4%	35	34.3%	17.1%	34.3%
42.5%	15.0%	30.0%	12.5%	42.5%	40	25.0%	30.0%	22.5%
16.7%	26.7%	33.3%	23.3%	56.7%	30	20.0%	16.7%	33.3%
34.5%	37.9%	20.7%	6.9%	27.6%	29	37.9%	31.0%	20.7%
59.3%	15.2%	17.2%	8.3%	25.5%	145	57.9%	20.0%	15.2%
36.2%	27.6%	26.0%	10.2%	36.2%	127	36.2%	26.8%	31.5%
43.0%	26.6%	25.8%	4.7%	30.5%	128	43.0%	33.6%	12.5%
25.0%	21.9%	36.7%	16.4%	53.1%	128	26.6%	28.1%	23.4%
37.7%	29.9%	24.0%	8.4%	32.5%	154	28.6%	35.1%	32.5%
39.4%	30.7%	16.5%	13.4%	29.9%	127	27.6%	26.8%	32.3%
44.4%	29.6%	22.2%	3.7%	25.9%	135	29.6%	34.1%	20.7%
44.0%	23.2%	28.8%	4.0%	32.8%	127	39.4%	22.8%	30.7%
55.8%	11.5%	17.3%	15.4%	32.7%	52	48.1%	23.1%	9.6%
47.8%	21.7%	13.0%	17.4%	30.4%	46	41.3%	23.9%	15.2%
40.6%	34.4%	21.9%	3.1%	25.0%	64	29.7%	34.4%	17.2%
30.8%	30.8%	23.1%	15.4%	38.5%	39	41.0%	10.3%	30.8%
51.1%	21.3%	17.0%	10.6%	27.7%	47	48.9%	25.5%	23.4%
56.7%	30.0%	10.0%	3.3%	13.3%	60	38.3%	31.7%	26.7%
64.7%	26.5%	4.4%	4.4%	8.8%	68	50.0%	23.5%	10.3%
56.5%	32.6%	8.7%	2.2%	10.9%	46	39.1%	26.1%	34.8%
55.8%	9.3%	16.3%	18.6%	34.9%	43	60.5%	11.6%	11.6%
46.3%	25.9%	14.8%	13.0%	27.8%	54	42.6%	29.6%	18.5%
40.4%	28.8%	19.2%	11.5%	30.8%	52	34.6%	34.6%	15.4%
30.4%	15.2%	41.3%	13.0%	54.3%	46	32.6%	17.4%	23.9%
30.8%	32.7%	25.0%	11.5%	36.5%	52	28.8%	26.9%	32.7%
54.9%	11.8%	23.5%	9.8%	33.3%	51	27.5%	35.3%	21.6%
67.3%	23.6%	5.5%	3.6%	9.1%	55	36.4%	23.6%	27.3%
47.9%	22.9%	18.8%	10.4%	29.2%	48	35.4%	29.2%	20.8%
37.0%	17.9%	20.3%	24.8%	45.1%	744	33.1%	24.6%	21.1%
28.1%	30.3%	23.9%	17.7%	41.7%	773	24.5%	29.9%	28.8%
26.9%	25.8%	25.9%	21.5%	47.4%	741	30.0%	31.4%	18.5%
18.9%	19.1%	33.5%	28.5%	62.0%	790	26.5%	19.7%	25.4%
34.8%	20.9%	26.6%	17.7%	44.3%	801	34.5%	26.0%	28.5%
31.7%	23.3%	26.8%	18.1%	45.0%	816	21.4%	27.2%	31.6%
39.8%	26.2%	21.1%	12.9%	34.0%	827	27.9%	26.6%	23.6%
40.4%	21.7%	23.8%	14.0%	37.8%	758	33.5%	27.0%	29.6%



46.1%	18.5%	18.5%	16.9%	35.4%	178	43.3%	23.6%	21.9%
32.9%	32.9%	16.8%	17.4%	34.1%	167	26.9%	37.1%	22.2%
35.9%	30.4%	26.0%	7.7%	33.7%	181	37.6%	30.4%	19.3%
24.4%	16.0%	34.0%	25.6%	59.6%	156	28.2%	20.5%	23.7%
34.9%	17.1%	32.6%	15.4%	48.0%	174	34.5%	31.0%	25.9%
36.3%	19.6%	26.3%	17.9%	44.1%	180	23.9%	26.1%	28.9%
40.8%	29.6%	16.2%	13.4%	29.6%	180	32.2%	31.1%	17.8%
45.1%	24.6%	20.0%	10.3%	30.3%	194	38.7%	27.3%	25.3%
49.5%	15.1%	19.4%	16.1%	35.5%	93	35.5%	19.4%	30.1%
43.9%	22.8%	19.3%	14.0%	33.3%	57	42.1%	29.8%	22.8%
26.9%	41.8%	22.4%	9.0%	31.3%	67	40.3%	35.8%	16.4%
48.2%	14.3%	23.2%	14.3%	37.5%	56	37.5%	16.1%	23.2%
45.2%	16.4%	23.3%	15.1%	38.4%	73	39.7%	24.7%	28.8%
37.0%	25.9%	20.4%	16.7%	37.0%	54	24.1%	20.4%	29.6%
46.8%	31.9%	12.8%	8.5%	21.3%	47	21.3%	46.8%	23.4%
40.3%	25.8%	22.6%	11.3%	33.9%	62	41.9%	19.4%	30.6%
41.8%	9.1%	18.2%	30.9%	49.1%	57	45.6%	15.8%	21.1%
21.7%	21.7%	26.7%	30.0%	56.7%	61	23.0%	32.8%	32.8%
34.0%	21.3%	27.7%	17.0%	44.7%	47	36.2%	36.2%	12.8%
23.4%	19.1%	31.9%	25.5%	57.4%	47	19.1%	23.4%	27.7%
26.0%	28.0%	28.0%	18.0%	46.0%	49	53.1%	22.4%	16.3%
23.1%	40.4%	17.3%	19.2%	36.5%	52	30.8%	25.0%	30.8%
46.0%	19.0%	20.6%	14.3%	34.9%	63	36.5%	22.2%	27.0%
40.7%	37.3%	10.2%	11.9%	22.0%	59	44.1%	22.0%	25.4%
29.3%	20.7%	20.7%	29.3%	50.0%	82	22.0%	25.6%	24.4%
9.6%	25.3%	37.3%	27.7%	65.1%	83	10.8%	30.1%	36.1%
27.6%	19.4%	36.7%	16.3%	53.1%	98	17.3%	38.8%	25.5%
18.1%	22.3%	35.1%	24.5%	59.6%	94	25.5%	23.4%	24.5%
32.1%	15.4%	28.2%	24.4%	52.6%	78	11.5%	35.9%	42.3%
29.1%	17.4%	29.1%	24.4%	53.5%	86	8.1%	23.3%	43.0%
33.0%	37.2%	22.3%	7.4%	29.8%	94	40.4%	25.5%	19.1%
39.8%	28.2%	23.3%	8.7%	32.0%	103	42.7%	16.5%	30.1%
38.2%	25.5%	19.6%	16.7%	36.3%	102	28.4%	31.4%	23.5%
28.4%	23.5%	28.4%	19.8%	48.1%	81	21.0%	28.4%	32.1%
17.2%	23.4%	34.4%	25.0%	59.4%	64	18.8%	43.8%	20.3%
35.4%	16.5%	25.3%	22.8%	48.1%	79	35.4%	17.7%	25.3%
29.7%	23.0%	29.7%	17.6%	47.3%	74	24.3%	31.1%	39.2%
31.3%	27.7%	25.3%	15.7%	41.0%	84	14.3%	23.8%	39.3%
47.3%	27.0%	10.8%	14.9%	25.7%	74	21.6%	24.3%	21.6%
60.0%	18.8%	13.8%	7.5%	21.3%	80	37.5%	27.5%	25.0%
57.6%	16.9%	15.6%	9.9%	25.5%	384	51.6%	22.9%	13.0%
41.4%	23.2%	22.6%	12.9%	35.4%	319	32.9%	27.6%	26.0%
55.5%	18.8%	19.5%	6.3%	25.7%	272	54.8%	28.3%	10.7%
45.1%	21.5%	21.8%	11.6%	33.5%	274	45.6%	24.8%	19.7%
51.9%	17.2%	18.9%	12.0%	30.9%	292	39.0%	30.1%	24.3%
50.0%	26.8%	16.9%	6.3%	23.2%	284	27.5%	29.9%	32.0%
58.5%	22.9%	11.5%	7.1%	18.6%	324	39.8%	27.8%	21.0%
65.3%	17.9%	12.2%	4.6%	16.8%	263	45.6%	26.2%	24.0%
21.4%	28.6%	10.7%	39.3%	50.0%	28	25.0%	25.0%	21.4%

8.0%	12.0%	40.0%	40.0%	80.0%	25	8.0%	20.0%	36.0%
13.0%	39.1%	21.7%	26.1%	47.8%	23	34.8%	26.1%	17.4%
13.3%	13.3%	33.3%	40.0%	73.3%	30	33.3%	13.3%	16.7%
34.5%	10.3%	27.6%	27.6%	55.2%	29	10.3%	24.1%	48.3%
32.4%	27.0%	29.7%	10.8%	40.5%	37	10.8%	18.9%	45.9%
45.9%	24.3%	24.3%	5.4%	29.7%	37	35.1%	18.9%	24.3%
43.5%	21.7%	23.9%	10.9%	34.8%	46	32.6%	19.6%	30.4%
75.8%	8.8%	9.8%	5.7%	15.5%	194	61.9%	17.5%	13.4%
47.5%	32.6%	9.9%	9.9%	19.9%	141	42.6%	31.2%	19.1%
60.8%	16.2%	18.9%	4.1%	23.0%	148	56.1%	23.0%	10.1%
68.1%	11.9%	14.8%	5.2%	20.0%	135	57.0%	20.0%	15.6%
71.3%	16.9%	8.8%	2.9%	11.8%	136	69.1%	21.3%	8.8%
76.1%	15.5%	5.6%	2.8%	8.5%	141	49.6%	35.5%	12.8%
71.3%	18.3%	7.3%	3.0%	10.4%	165	57.6%	25.5%	9.1%
77.6%	14.5%	5.3%	2.6%	7.9%	151	60.3%	25.2%	13.9%
54.4%	20.3%	16.5%	8.9%	25.3%	79	48.1%	29.1%	17.7%
41.5%	30.9%	16.0%	11.7%	27.7%	94	40.4%	30.9%	19.1%
34.9%	30.2%	23.3%	11.6%	34.9%	85	35.3%	43.5%	9.4%
21.6%	22.5%	37.3%	18.6%	55.9%	102	40.2%	26.5%	21.6%
64.9%	16.0%	16.0%	3.2%	19.1%	94	51.1%	28.7%	18.1%
49.1%	18.5%	15.7%	16.7%	32.4%	108	33.3%	21.3%	28.7%
61.0%	24.6%	10.2%	4.2%	14.4%	118	48.3%	22.9%	14.4%
58.9%	16.7%	15.6%	8.9%	24.4%	90	53.3%	23.3%	13.3%
60.0%	14.3%	8.6%	17.1%	25.7%	105	46.7%	21.9%	21.0%
35.4%	27.3%	16.2%	21.2%	37.4%	99	32.3%	24.2%	37.4%
32.7%	19.4%	34.7%	13.3%	48.0%	98	31.6%	28.6%	25.5%
29.2%	20.8%	32.3%	17.7%	50.0%	96	39.6%	25.0%	21.9%
26.8%	25.8%	28.9%	18.6%	47.4%	97	20.6%	29.9%	41.2%
38.5%	25.0%	24.0%	12.5%	36.5%	96	31.3%	12.5%	42.7%
40.4%	35.4%	20.2%	4.0%	24.2%	98	24.5%	36.7%	24.5%
52.0%	22.0%	20.0%	6.0%	26.0%	97	40.2%	32.0%	22.7%
53.9%	14.6%	19.1%	12.4%	31.5%	89	53.9%	22.5%	16.9%
32.9%	19.7%	21.1%	26.3%	47.4%	76	25.0%	26.3%	26.3%
34.5%	31.0%	23.8%	10.7%	34.5%	84	34.5%	33.3%	19.0%
25.6%	24.4%	32.9%	17.1%	50.0%	82	24.4%	23.2%	26.8%
35.4%	21.5%	26.2%	16.9%	43.1%	65	38.5%	21.5%	29.2%
37.1%	24.7%	22.5%	15.7%	38.2%	89	20.2%	34.8%	33.7%
44.0%	36.0%	16.0%	4.0%	20.0%	75	42.7%	29.3%	17.3%
44.2%	19.5%	16.9%	19.5%	36.4%	77	40.3%	27.3%	20.8%
77.8%	17.8%	3.3%	1.1%	4.4%	90	62.2%	25.6%	11.1%
60.9%	25.3%	10.3%	3.4%	13.8%	87	52.9%	20.7%	20.7%
54.4%	26.6%	13.9%	5.1%	19.0%	79	62.0%	22.8%	7.6%
53.2%	27.7%	12.8%	6.4%	19.1%	94	63.8%	17.0%	16.0%
58.4%	23.6%	11.2%	6.7%	18.0%	89	44.9%	34.8%	16.9%
57.5%	26.4%	13.8%	2.3%	16.1%	87	35.6%	31.0%	26.4%
72.9%	22.4%	4.7%	0.0%	4.7%	84	70.2%	17.9%	7.1%
78.6%	16.7%	3.6%	1.2%	4.8%	84	76.2%	20.2%	3.6%
35.7%	31.0%	19.0%	14.3%	33.3%	42	31.0%	33.3%	16.7%
53.6%	17.9%	28.6%	0.0%	28.6%	28	42.9%	21.4%	21.4%

52.4%	21.4%	19.0%	7.1%	26.2%	42	57.1%	16.7%	21.4%
38.9%	16.7%	38.9%	5.6%	44.4%	36	50.0%	27.8%	13.9%
54.1%	13.5%	18.9%	13.5%	32.4%	37	27.0%	27.0%	32.4%
60.6%	18.2%	15.2%	6.1%	21.2%	33	39.4%	36.4%	18.2%
61.5%	25.6%	10.3%	2.6%	12.8%	39	46.2%	23.1%	15.4%
83.8%	2.7%	13.5%	0.0%	13.5%	37	59.5%	24.3%	13.5%
61.4%	13.6%	15.9%	9.1%	25.0%	44	52.3%	20.5%	15.9%
32.1%	39.3%	17.9%	10.7%	28.6%	28	50.0%	25.0%	14.3%
54.3%	28.3%	15.2%	2.2%	17.4%	46	65.2%	28.3%	6.5%
34.8%	13.0%	43.5%	8.7%	52.2%	23	39.1%	39.1%	13.0%
53.6%	28.6%	7.1%	10.7%	17.9%	29	48.3%	31.0%	20.7%
53.1%	31.3%	15.6%	0.0%	15.6%	32	40.6%	50.0%	9.4%
51.2%	30.2%	16.3%	2.3%	18.6%	42	54.8%	23.8%	9.5%
63.9%	25.0%	5.6%	5.6%	11.1%	36	63.9%	22.2%	11.1%
43.4%	18.9%	15.1%	22.6%	37.7%	53	43.4%	32.1%	13.2%
31.1%	35.6%	22.2%	11.1%	33.3%	45	42.2%	24.4%	22.2%
42.1%	28.9%	23.7%	5.3%	28.9%	38	44.7%	28.9%	10.5%
23.5%	17.6%	37.3%	21.6%	58.8%	51	29.4%	21.6%	27.5%
50.9%	20.8%	20.8%	7.5%	28.3%	53	47.2%	32.1%	18.9%
40.6%	31.3%	18.8%	9.4%	28.1%	33	24.2%	30.3%	27.3%
34.9%	30.2%	23.3%	11.6%	34.9%	43	23.3%	27.9%	20.9%
50.0%	21.9%	25.0%	3.1%	28.1%	32	46.9%	28.1%	18.8%
38.7%	22.6%	22.6%	16.1%	38.7%	31	51.6%	25.8%	12.9%
46.7%	30.0%	16.7%	6.7%	23.3%	30	56.7%	10.0%	23.3%
41.4%	27.6%	20.7%	10.3%	31.0%	29	41.4%	48.3%	6.9%
27.8%	13.9%	25.0%	33.3%	58.3%	36	22.2%	19.4%	27.8%
45.5%	24.2%	18.2%	12.1%	30.3%	33	45.5%	24.2%	21.2%
21.2%	30.3%	36.4%	12.1%	48.5%	33	27.3%	18.2%	30.3%
56.5%	28.3%	10.9%	4.3%	15.2%	46	30.4%	37.0%	19.6%
46.5%	23.3%	20.9%	9.3%	30.2%	43	32.6%	30.2%	18.6%
51.1%	23.4%	11.7%	13.8%	25.5%	94	46.8%	28.7%	13.8%
37.3%	25.3%	24.0%	13.3%	37.3%	75	36.0%	24.0%	21.3%
45.3%	26.7%	17.3%	10.7%	28.0%	75	46.7%	30.7%	18.7%
30.3%	19.7%	30.3%	19.7%	50.0%	76	42.1%	15.8%	18.4%
46.8%	20.3%	27.8%	5.1%	32.9%	79	40.5%	34.2%	24.1%
50.0%	18.9%	24.3%	6.8%	31.1%	73	32.9%	31.5%	27.4%
53.6%	23.2%	23.2%	0.0%	23.2%	69	39.1%	33.3%	11.6%
56.3%	18.3%	21.1%	4.2%	25.4%	71	54.9%	23.9%	16.9%
77.1%	8.6%	8.6%	5.7%	14.3%	35	71.4%	25.7%	0.0%
55.6%	13.9%	19.4%	11.1%	30.6%	36	50.0%	25.0%	13.9%
31.4%	42.9%	20.0%	5.7%	25.7%	35	45.7%	17.1%	25.7%
35.5%	19.4%	32.3%	12.9%	45.2%	31	41.9%	22.6%	16.1%
56.8%	16.2%	27.0%	0.0%	27.0%	37	43.2%	27.0%	24.3%
40.0%	25.7%	22.9%	11.4%	34.3%	35	31.4%	25.7%	31.4%
40.0%	46.7%	6.7%	6.7%	13.3%	30	36.7%	30.0%	23.3%
60.5%	18.4%	18.4%	2.6%	21.1%	38	60.5%	23.7%	13.2%
43.1%	18.5%	21.5%	16.9%	38.5%	65	46.2%	23.1%	20.0%
33.3%	33.3%	24.6%	8.7%	33.3%	69	33.3%	24.6%	30.4%
39.0%	33.9%	20.3%	6.8%	27.1%	59	49.2%	23.7%	18.6%

26.4%	22.2%	34.7%	16.7%	51.4%	72	37.5%	18.1%	26.4%
28.1%	21.9%	26.6%	23.4%	50.0%	64	29.7%	18.8%	42.2%
27.7%	30.8%	27.7%	13.8%	41.5%	65	20.0%	18.5%	44.6%
35.4%	36.6%	18.3%	9.8%	28.0%	82	25.6%	25.6%	32.9%
36.4%	32.7%	16.4%	14.5%	30.9%	55	36.4%	16.4%	38.2%
62.5%	18.8%	9.4%	9.4%	18.8%	32	53.1%	34.4%	6.3%
54.5%	31.8%	13.6%	0.0%	13.6%	22	50.0%	36.4%	9.1%
40.9%	27.3%	27.3%	4.5%	31.8%	22	40.9%	22.7%	18.2%
42.4%	9.1%	36.4%	12.1%	48.5%	33	42.4%	18.2%	18.2%
67.9%	7.1%	17.9%	7.1%	25.0%	29	65.5%	20.7%	6.9%
52.0%	24.0%	12.0%	12.0%	24.0%	25	28.0%	44.0%	12.0%
50.0%	28.6%	14.3%	7.1%	21.4%	28	39.3%	28.6%	21.4%
42.9%	28.6%	7.1%	21.4%	28.6%	28	32.1%	28.6%	25.0%
57.6%	18.2%	9.1%	15.2%	24.2%	33	45.5%	39.4%	9.1%
31.3%	56.3%	3.1%	9.4%	12.5%	32	21.9%	37.5%	31.3%
45.2%	25.8%	22.6%	6.5%	29.0%	31	38.7%	38.7%	6.5%
41.2%	29.4%	23.5%	5.9%	29.4%	34	58.8%	23.5%	8.8%
56.8%	29.7%	10.8%	2.7%	13.5%	37	43.2%	24.3%	29.7%
43.6%	35.9%	12.8%	7.7%	20.5%	39	28.2%	28.2%	38.5%
53.1%	36.7%	10.2%	0.0%	10.2%	49	44.9%	34.7%	14.3%
73.8%	19.0%	7.1%	0.0%	7.1%	42	71.4%	16.7%	9.5%
62.8%	19.0%	9.9%	8.3%	18.2%	253	53.4%	23.7%	12.6%
56.1%	27.4%	11.3%	5.2%	16.5%	212	50.9%	29.7%	13.7%
66.3%	13.4%	13.9%	6.4%	20.3%	189	55.0%	24.3%	13.8%
51.8%	19.6%	20.2%	8.3%	28.6%	168	64.3%	13.7%	12.5%
57.2%	17.6%	15.7%	9.4%	25.2%	159	45.9%	32.1%	20.1%
56.6%	16.8%	20.8%	5.8%	26.6%	173	34.7%	29.5%	28.3%
58.0%	26.0%	11.0%	5.0%	16.0%	182	52.7%	17.0%	18.7%
68.9%	18.1%	12.4%	0.6%	13.0%	177	62.7%	20.9%	12.4%
43.6%	19.2%	17.9%	19.2%	37.2%	78	46.2%	26.9%	12.8%
39.0%	26.0%	28.6%	6.5%	35.1%	77	29.9%	35.1%	23.4%
35.9%	23.1%	28.2%	12.8%	41.0%	78	29.5%	37.2%	15.4%
28.8%	20.5%	31.5%	19.2%	50.7%	73	31.5%	24.7%	21.9%
41.1%	9.6%	28.8%	20.5%	49.3%	73	31.5%	28.8%	31.5%
37.8%	24.4%	26.7%	11.1%	37.8%	90	28.9%	24.4%	36.7%
40.3%	34.3%	19.4%	6.0%	25.4%	67	40.3%	23.9%	20.9%
42.5%	26.4%	19.5%	11.5%	31.0%	87	43.7%	20.7%	28.7%
45.8%	11.9%	28.8%	13.6%	42.4%	59	33.9%	23.7%	33.9%
41.3%	32.6%	13.0%	13.0%	26.1%	46	47.8%	21.7%	17.4%
50.0%	17.4%	23.9%	8.7%	32.6%	46	50.0%	30.4%	13.0%
30.0%	18.0%	24.0%	28.0%	52.0%	50	28.0%	16.0%	28.0%
34.9%	16.3%	39.5%	9.3%	48.8%	43	30.2%	34.9%	34.9%
56.8%	13.6%	25.0%	4.5%	29.5%	44	36.4%	25.0%	29.5%
56.6%	26.4%	15.1%	1.9%	17.0%	53	43.4%	20.8%	30.2%
62.8%	9.3%	18.6%	9.3%	27.9%	43	39.5%	25.6%	23.3%
40.0%	20.0%	21.5%	18.5%	40.0%	65	35.4%	30.8%	18.5%
36.5%	20.3%	29.7%	13.5%	43.2%	74	24.3%	32.4%	25.7%
33.3%	30.7%	25.3%	10.7%	36.0%	75	37.3%	30.7%	17.3%
20.5%	20.5%	38.4%	20.5%	58.9%	73	24.7%	21.9%	23.3%

48.7%	13.2%	27.6%	10.5%	38.2%	76	56.6%	22.4%	15.8%
41.6%	16.9%	27.3%	14.3%	41.6%	77	31.2%	22.1%	31.2%
63.8%	26.1%	4.3%	5.8%	10.1%	69	65.2%	18.8%	10.1%
54.1%	24.7%	16.5%	4.7%	21.2%	85	57.6%	21.2%	18.8%
56.5%	19.4%	16.1%	8.1%	24.2%	62	27.4%	37.1%	21.0%
47.1%	29.4%	13.7%	9.8%	23.5%	51	23.5%	29.4%	35.3%
38.9%	35.2%	24.1%	1.9%	25.9%	54	40.7%	29.6%	16.7%
21.6%	29.4%	21.6%	27.5%	49.0%	51	27.5%	33.3%	17.6%
61.3%	16.0%	14.7%	8.0%	22.7%	75	41.3%	28.0%	26.7%
66.1%	17.7%	14.5%	1.6%	16.1%	62	41.9%	32.3%	17.7%
62.9%	28.6%	4.3%	4.3%	8.6%	70	44.3%	28.6%	20.0%
69.5%	23.7%	5.1%	1.7%	6.8%	59	42.4%	28.8%	27.1%
69.3%	15.7%	9.4%	5.5%	15.0%	127	52.0%	32.3%	11.8%
70.9%	19.4%	7.8%	1.9%	9.7%	103	53.4%	33.0%	12.6%
71.6%	23.2%	3.2%	2.1%	5.3%	94	58.5%	33.0%	6.4%
57.9%	24.2%	13.7%	4.2%	17.9%	95	58.9%	24.2%	11.6%
68.8%	21.9%	9.4%	0.0%	9.4%	96	40.6%	36.5%	21.9%
70.1%	17.8%	10.3%	1.9%	12.1%	105	30.5%	41.0%	22.9%
81.6%	17.5%	1.0%	0.0%	1.0%	104	57.7%	33.7%	7.7%
88.7%	9.3%	1.0%	1.0%	2.1%	99	67.7%	19.2%	12.1%
63.3%	23.3%	6.7%	6.7%	13.3%	30	60.0%	23.3%	6.7%
61.5%	23.1%	15.4%	0.0%	15.4%	26	38.5%	42.3%	15.4%
78.6%	14.3%	3.6%	3.6%	7.1%	28	53.6%	35.7%	7.1%
42.9%	28.6%	25.0%	3.6%	28.6%	28	46.4%	14.3%	35.7%
86.2%	13.8%	0.0%	0.0%	0.0%	29	79.3%	20.7%	0.0%
76.0%	12.0%	8.0%	4.0%	12.0%	25	40.0%	40.0%	12.0%
84.0%	12.0%	4.0%	0.0%	4.0%	26	65.4%	26.9%	7.7%
83.3%	13.3%	3.3%	0.0%	3.3%	30	53.3%	33.3%	13.3%
49.3%	24.0%	17.3%	9.3%	26.7%	75	38.7%	34.7%	17.3%
55.0%	25.0%	15.8%	4.2%	20.0%	120	36.7%	34.2%	15.8%
58.8%	25.4%	12.4%	3.4%	15.8%	177	56.5%	22.6%	8.5%
53.3%	20.8%	18.3%	7.5%	25.8%	120	50.8%	20.8%	20.8%
63.0%	16.5%	14.2%	6.3%	20.5%	127	53.5%	26.0%	16.5%
50.7%	22.1%	21.4%	5.7%	27.1%	140	23.6%	32.1%	37.1%
52.8%	31.2%	12.0%	4.0%	16.0%	124	50.8%	25.8%	14.5%
64.3%	20.9%	12.2%	2.6%	14.8%	115	53.0%	27.0%	15.7%
30.0%	18.8%	22.5%	28.8%	51.3%	80	30.0%	33.8%	18.8%
39.6%	13.2%	24.5%	22.6%	47.2%	53	20.8%	32.1%	30.2%
34.3%	25.4%	26.9%	13.4%	40.3%	67	32.8%	35.8%	16.4%
20.0%	14.7%	41.3%	24.0%	65.3%	75	26.7%	14.7%	22.7%
52.5%	15.0%	22.5%	10.0%	32.5%	80	33.8%	37.5%	21.3%
45.2%	26.0%	17.8%	11.0%	28.8%	73	32.9%	31.5%	30.1%
43.6%	35.9%	16.7%	3.8%	20.5%	78	39.7%	28.2%	20.5%
46.3%	25.0%	20.0%	8.8%	28.8%	80	36.3%	36.3%	20.0%
63.2%	15.8%	10.5%	10.5%	21.1%	19	31.6%	52.6%	10.5%
13.8%	31.0%	34.5%	20.7%	55.2%	29	17.2%	48.3%	20.7%
36.7%	23.3%	26.7%	13.3%	40.0%	30	36.7%	43.3%	0.0%
29.4%	35.3%	23.5%	11.8%	35.3%	17	41.2%	17.6%	29.4%
41.9%	19.4%	25.8%	12.9%	38.7%	31	35.5%	38.7%	16.1%



30.0%	35.0%	15.0%	20.0%	35.0%	20	30.0%	35.0%	30.0%
37.0%	37.0%	22.2%	3.7%	25.9%	27	37.0%	22.2%	22.2%
46.2%	34.6%	11.5%	7.7%	19.2%	26	38.5%	30.8%	23.1%
51.7%	15.5%	20.7%	12.1%	32.8%	58	31.0%	41.4%	17.2%
35.3%	19.6%	41.2%	3.9%	45.1%	51	35.3%	27.5%	27.5%
34.1%	36.6%	26.8%	2.4%	29.3%	41	31.7%	36.6%	26.8%
19.0%	17.5%	46.0%	17.5%	63.5%	63	25.4%	25.4%	25.4%
41.1%	16.1%	28.6%	14.3%	42.9%	56	37.5%	28.6%	23.2%
34.1%	29.5%	22.7%	13.6%	36.4%	44	22.7%	31.8%	34.1%
51.0%	22.4%	22.4%	4.1%	26.5%	49	24.5%	36.7%	18.4%
55.3%	23.4%	17.0%	4.3%	21.3%	45	44.4%	26.7%	22.2%
53.6%	24.7%	11.3%	10.3%	21.6%	97	52.6%	28.9%	9.3%
26.7%	31.4%	27.9%	14.0%	41.9%	86	27.9%	27.9%	33.7%
30.7%	30.7%	25.0%	13.6%	38.6%	89	37.1%	28.1%	16.9%
26.5%	21.4%	29.6%	22.4%	52.0%	98	26.5%	30.6%	23.5%
34.5%	26.2%	26.2%	13.1%	39.3%	85	30.6%	31.8%	27.1%
46.9%	22.4%	22.4%	8.2%	30.6%	98	26.5%	32.7%	27.6%
51.9%	26.0%	17.3%	4.8%	22.1%	104	51.9%	21.2%	17.3%
68.4%	23.2%	4.2%	4.2%	8.4%	95	60.0%	21.1%	13.7%
41.7%	22.9%	18.8%	16.7%	35.4%	48	45.8%	33.3%	10.4%
42.6%	23.4%	25.5%	8.5%	34.0%	47	40.4%	25.5%	23.4%
56.8%	22.7%	18.2%	2.3%	20.5%	44	59.1%	25.0%	11.4%
36.2%	14.9%	27.7%	21.3%	48.9%	47	48.9%	10.6%	19.1%
43.8%	28.1%	18.8%	9.4%	28.1%	32	46.9%	43.8%	9.4%
50.0%	36.7%	3.3%	10.0%	13.3%	30	50.0%	13.3%	26.7%
61.7%	21.3%	14.9%	2.1%	17.0%	47	63.8%	25.5%	6.4%
56.8%	29.7%	8.1%	5.4%	13.5%	37	51.4%	27.0%	18.9%
56.1%	13.6%	14.4%	15.9%	30.3%	132	49.2%	24.2%	16.7%
30.2%	31.8%	23.3%	14.7%	38.0%	129	29.5%	30.2%	29.5%
43.2%	25.6%	24.0%	7.2%	31.2%	126	44.4%	32.5%	9.5%
41.3%	16.5%	33.0%	9.2%	42.2%	109	50.5%	11.9%	26.6%
47.8%	25.7%	18.6%	8.0%	26.5%	113	42.5%	30.1%	24.8%
51.9%	20.0%	18.5%	9.6%	28.1%	135	36.3%	27.4%	21.5%
67.4%	23.3%	9.3%	0.0%	9.3%	129	61.2%	24.0%	9.3%
49.6%	22.8%	24.4%	3.3%	27.6%	123	40.7%	28.5%	26.0%
34.9%	14.0%	25.6%	25.6%	51.2%	43	37.2%	25.6%	16.3%
32.7%	23.1%	26.9%	17.3%	44.2%	52	38.5%	23.1%	26.9%
35.3%	25.5%	29.4%	9.8%	39.2%	51	37.3%	31.4%	15.7%
41.7%	10.4%	25.0%	22.9%	47.9%	48	35.4%	27.1%	25.0%
30.6%	25.8%	24.2%	19.4%	43.5%	62	29.0%	29.0%	33.9%
33.9%	26.8%	32.1%	7.1%	39.3%	56	28.6%	23.2%	32.1%
45.2%	19.4%	30.6%	4.8%	35.5%	62	27.4%	33.9%	19.4%
50.0%	28.6%	19.6%	1.8%	21.4%	56	35.7%	32.1%	26.8%
37.7%	19.2%	19.2%	24.0%	43.2%	146	31.5%	19.9%	26.7%
24.2%	29.5%	30.3%	15.9%	46.2%	132	22.7%	30.3%	35.6%
19.4%	34.5%	30.9%	15.1%	46.0%	139	28.1%	36.7%	23.0%
16.8%	21.6%	39.2%	22.4%	61.6%	125	30.4%	21.6%	25.6%
30.6%	21.8%	28.6%	19.0%	47.6%	147	27.9%	35.4%	33.3%
29.8%	22.8%	28.9%	18.4%	47.4%	114	21.1%	24.6%	32.5%

18.6%	41.5%	28.8%	11.0%	39.8%	118	30.5%	33.1%	18.6%
31.0%	28.2%	26.1%	14.8%	40.8%	142	28.9%	31.0%	31.0%
25.5%	23.4%	23.4%	27.7%	51.1%	47	25.5%	21.3%	34.0%
26.7%	40.0%	20.0%	13.3%	33.3%	60	30.0%	25.0%	26.7%
19.7%	27.9%	36.1%	16.4%	52.5%	61	26.2%	27.9%	21.3%
19.3%	26.3%	31.6%	22.8%	54.4%	57	31.6%	19.3%	26.3%
27.1%	33.3%	27.1%	12.5%	39.6%	48	39.6%	27.1%	31.3%
25.0%	25.0%	30.4%	19.6%	50.0%	56	21.4%	19.6%	39.3%
43.3%	28.4%	19.4%	9.0%	28.4%	67	41.8%	25.4%	20.9%
34.1%	24.4%	26.8%	14.6%	41.5%	41	29.3%	26.8%	31.7%
34.7%	18.7%	29.3%	17.3%	46.7%	75	22.7%	34.7%	22.7%
24.0%	28.0%	33.3%	14.7%	48.0%	75	25.3%	28.0%	29.3%
29.1%	27.8%	30.4%	12.7%	43.0%	79	32.9%	35.4%	24.1%
13.5%	18.9%	32.4%	35.1%	67.6%	74	25.7%	13.5%	28.4%
36.5%	21.2%	28.2%	14.1%	42.4%	86	33.7%	27.9%	33.7%
39.5%	30.2%	19.8%	10.5%	30.2%	86	29.1%	43.0%	22.1%
50.6%	31.0%	12.6%	5.7%	18.4%	87	39.1%	32.2%	19.5%
55.3%	27.6%	11.8%	5.3%	17.1%	76	42.1%	27.6%	22.4%
54.9%	18.3%	14.6%	12.2%	26.8%	82	59.8%	20.7%	7.3%
23.9%	29.6%	23.9%	22.5%	46.5%	71	19.7%	22.5%	38.0%
25.4%	22.5%	31.0%	21.1%	52.1%	71	31.0%	28.2%	23.9%
20.5%	13.7%	31.5%	34.2%	65.8%	73	32.9%	20.5%	24.7%
24.7%	18.2%	33.8%	23.4%	57.1%	77	28.6%	33.8%	29.9%
23.4%	26.6%	26.6%	23.4%	50.0%	64	21.9%	23.4%	31.3%
41.3%	29.3%	18.7%	10.7%	29.3%	75	44.0%	25.3%	16.0%
56.8%	21.6%	13.5%	8.1%	21.6%	74	43.2%	33.8%	14.9%
30.8%	11.7%	25.8%	31.7%	57.5%	120	24.2%	25.8%	23.3%
20.0%	24.2%	32.6%	23.2%	55.8%	95	21.1%	23.2%	38.9%
12.2%	33.7%	30.6%	23.5%	54.1%	98	18.4%	27.6%	27.6%
16.8%	19.6%	31.8%	31.8%	63.6%	107	16.8%	24.3%	30.8%
37.7%	22.8%	21.9%	17.5%	39.5%	114	40.4%	25.4%	28.9%
25.5%	19.6%	33.3%	21.6%	54.9%	102	14.7%	23.5%	32.4%
34.1%	28.5%	26.8%	10.6%	37.4%	123	28.5%	28.5%	17.9%
43.9%	31.6%	16.3%	8.2%	24.5%	98	41.8%	26.5%	23.5%
48.8%	16.3%	18.6%	16.3%	34.9%	43	53.5%	27.9%	11.6%
26.1%	28.3%	26.1%	19.6%	45.7%	46	21.7%	32.6%	26.1%
41.2%	26.5%	23.5%	8.8%	32.4%	34	44.1%	23.5%	17.6%
4.5%	25.0%	47.7%	22.7%	70.5%	44	15.9%	31.8%	31.8%
40.0%	20.0%	32.5%	7.5%	40.0%	40	25.0%	30.0%	37.5%
42.1%	28.9%	26.3%	2.6%	28.9%	38	13.2%	23.7%	36.8%
37.3%	35.3%	17.6%	9.8%	27.5%	51	23.5%	21.6%	15.7%
38.3%	33.3%	16.7%	11.7%	28.3%	60	20.0%	28.3%	41.7%
22.0%	27.1%	29.7%	21.2%	50.8%	118	25.4%	24.6%	24.6%
17.6%	24.3%	28.7%	29.4%	58.1%	136	21.3%	25.7%	37.5%
17.3%	30.1%	27.1%	25.6%	52.6%	133	28.6%	27.8%	21.1%
11.0%	14.4%	33.1%	41.5%	74.6%	118	14.4%	19.5%	28.8%
19.2%	24.0%	24.8%	32.0%	56.8%	125	32.0%	23.2%	33.6%
23.7%	16.0%	33.6%	26.7%	60.3%	131	18.3%	23.7%	31.3%
34.1%	26.8%	23.6%	15.4%	39.0%	123	25.2%	30.9%	24.4%

30.2%	30.2%	25.4%	14.3%	39.7%	126	30.2%	23.8%	23.8%
50.8%	14.3%	16.3%	18.6%	34.9%	431	35.7%	24.4%	22.5%
25.2%	21.8%	27.8%	25.2%	53.0%	385	20.3%	29.4%	30.6%
33.7%	23.5%	29.4%	13.4%	42.8%	373	40.2%	29.8%	16.6%
25.1%	16.8%	32.1%	25.9%	58.0%	385	36.9%	19.2%	19.5%
38.8%	16.8%	27.8%	16.5%	44.4%	359	35.9%	31.2%	26.5%
29.5%	26.8%	24.6%	19.1%	43.7%	363	17.9%	22.6%	34.7%
36.9%	24.4%	27.6%	11.0%	38.6%	403	26.1%	26.6%	24.1%
41.1%	22.5%	22.5%	13.9%	36.4%	359	35.7%	25.9%	30.6%
42.9%	25.7%	14.3%	17.1%	31.4%	35	42.9%	22.9%	14.3%
29.3%	26.8%	22.0%	22.0%	43.9%	41	31.7%	29.3%	24.4%
11.5%	26.9%	30.8%	30.8%	61.5%	26	15.4%	30.8%	34.6%
25.0%	16.7%	25.0%	33.3%	58.3%	48	29.2%	14.6%	18.8%
31.8%	22.7%	27.3%	18.2%	45.5%	44	29.5%	25.0%	36.4%
24.2%	27.3%	24.2%	24.2%	48.5%	33	18.2%	9.1%	54.5%
27.8%	27.8%	35.2%	9.3%	44.4%	54	22.2%	29.6%	29.6%
61.9%	14.3%	16.7%	7.1%	23.8%	42	54.8%	16.7%	16.7%
56.1%	19.3%	10.5%	14.0%	24.6%	57	45.6%	21.1%	21.1%
32.4%	21.6%	24.3%	21.6%	45.9%	37	32.4%	29.7%	21.6%
36.7%	34.7%	16.3%	12.2%	28.6%	49	30.6%	28.6%	24.5%
26.1%	28.3%	30.4%	15.2%	45.7%	46	23.9%	30.4%	26.1%
48.6%	20.0%	25.7%	5.7%	31.4%	35	37.1%	31.4%	28.6%
60.0%	10.9%	25.5%	3.6%	29.1%	55	29.1%	25.5%	32.7%
34.8%	30.4%	23.9%	10.9%	34.8%	46	26.1%	32.6%	21.7%
51.9%	27.8%	13.0%	7.4%	20.4%	54	55.6%	27.8%	14.8%
53.6%	14.7%	16.0%	15.7%	31.7%	2004	47.7%	20.8%	15.1%
45.9%	23.3%	17.1%	13.7%	30.9%	1867	40.3%	26.8%	19.7%
48.1%	23.5%	17.1%	11.3%	28.4%	1826	47.5%	26.2%	14.2%
51.1%	19.0%	18.4%	11.5%	29.9%	1513	52.1%	18.7%	15.8%
55.3%	18.1%	16.1%	10.5%	26.6%	1461	44.6%	25.9%	22.7%
57.0%	20.7%	14.2%	8.2%	22.4%	1513	32.1%	30.1%	27.7%
61.4%	20.6%	10.8%	7.2%	18.1%	1618	50.1%	23.4%	13.0%
65.9%	15.1%	12.0%	7.0%	19.0%	1520	52.5%	21.3%	18.7%
NA	NA	NA	NA	NA	0	NA	NA	NA
57.3%	14.2%	12.5%	16.0%	28.5%	661	48.4%	21.8%	16.5%
49.2%	22.5%	16.6%	11.6%	28.2%	577	38.3%	28.6%	21.0%
49.5%	21.4%	20.1%	9.0%	29.1%	631	47.5%	25.4%	15.1%
42.0%	21.2%	24.9%	11.9%	36.8%	622	41.0%	20.9%	21.1%
60.8%	16.4%	14.1%	8.7%	22.8%	573	61.3%	20.8%	15.0%
54.5%	16.8%	18.7%	10.1%	28.7%	565	51.3%	22.7%	18.4%
55.0%	26.7%	13.8%	4.5%	18.3%	598	48.2%	25.3%	15.1%
65.0%	15.4%	11.6%	8.0%	19.6%	623	57.9%	18.6%	17.3%
47.6%	17.9%	15.0%	19.6%	34.5%	1346	44.7%	21.8%	18.4%
36.3%	26.5%	21.7%	15.5%	37.2%	1308	34.3%	28.2%	23.4%
37.6%	25.0%	23.2%	14.2%	37.4%	1198	37.4%	29.4%	17.3%
39.3%	22.2%	24.0%	14.4%	38.5%	1178	42.0%	21.4%	20.8%
49.4%	20.5%	19.3%	10.8%	30.1%	1172	40.1%	30.8%	22.4%
52.2%	23.3%	16.4%	8.1%	24.5%	1115	34.5%	26.3%	26.5%
64.6%	21.6%	10.2%	3.5%	13.7%	1292	51.2%	23.3%	15.2%



58.4%	19.0%	16.2%	6.3%	22.6%	1186	46.1%	23.3%	23.2%
31.9%	18.1%	25.0%	25.0%	50.0%	72	22.2%	20.8%	34.7%
18.7%	21.3%	30.7%	29.3%	60.0%	75	17.3%	20.0%	37.3%
28.6%	19.5%	35.1%	16.9%	51.9%	77	28.6%	16.9%	26.0%
15.8%	18.4%	35.5%	30.3%	65.8%	76	18.4%	26.3%	26.3%
22.5%	23.9%	29.6%	23.9%	53.5%	71	22.5%	22.5%	43.7%
12.0%	24.0%	38.0%	26.0%	64.0%	50	8.0%	26.0%	42.0%
32.0%	26.0%	30.0%	12.0%	42.0%	50	22.0%	32.0%	34.0%
33.3%	15.6%	35.6%	15.6%	51.1%	45	22.2%	26.7%	28.9%
43.1%	16.9%	12.3%	27.7%	40.0%	65	35.4%	21.5%	20.0%
26.0%	28.8%	23.3%	21.9%	45.2%	73	24.7%	26.0%	32.9%
46.1%	21.1%	25.0%	7.9%	32.9%	76	35.5%	23.7%	23.7%
22.1%	16.7%	32.5%	28.8%	61.3%	240	24.6%	19.6%	22.1%
28.3%	18.9%	23.0%	29.9%	52.9%	244	27.5%	20.1%	35.2%
29.4%	21.3%	20.8%	28.4%	49.2%	197	17.8%	19.8%	35.0%
32.3%	26.3%	22.8%	18.6%	41.3%	167	15.6%	30.5%	26.9%
49.5%	10.9%	23.8%	15.8%	39.6%	101	32.7%	14.9%	34.7%
57.2%	13.1%	15.2%	14.5%	29.7%	145	42.1%	22.8%	18.6%
46.9%	22.4%	20.3%	10.5%	30.8%	142	43.0%	23.9%	23.2%
40.4%	20.5%	27.1%	12.0%	39.2%	166	29.5%	33.1%	24.1%
31.8%	19.3%	28.4%	20.5%	48.9%	175	34.9%	17.1%	25.1%
50.0%	17.9%	17.9%	14.3%	32.1%	224	34.4%	28.6%	27.2%
44.0%	23.9%	19.2%	12.8%	32.1%	234	28.6%	22.6%	31.2%
54.2%	25.8%	12.9%	7.1%	20.0%	155	31.0%	31.6%	19.4%
54.6%	14.8%	18.5%	12.0%	30.6%	108	32.4%	21.3%	38.0%
56.5%	28.3%	13.0%	2.2%	15.2%	44	50.0%	13.6%	27.3%
72.0%	12.0%	16.0%	0.0%	16.0%	47	53.2%	27.7%	19.1%
66.7%	25.0%	6.7%	1.7%	8.3%	58	29.3%	51.7%	12.1%
31.5%	10.9%	21.7%	35.9%	57.6%	92	22.8%	19.6%	23.9%
21.7%	25.0%	32.6%	20.7%	53.3%	92	15.2%	29.3%	33.7%
31.9%	28.3%	23.9%	15.9%	39.8%	113	28.3%	30.1%	15.9%
25.2%	18.9%	33.1%	22.8%	55.9%	127	25.2%	22.8%	20.5%
39.2%	15.8%	28.3%	16.7%	45.0%	120	28.3%	35.0%	23.3%
33.9%	21.2%	25.4%	19.5%	44.9%	118	15.3%	21.2%	33.9%
36.6%	26.7%	22.9%	13.7%	36.6%	131	22.1%	29.8%	21.4%
32.3%	28.2%	21.0%	18.5%	39.5%	124	20.2%	25.8%	43.5%
68.3%	18.3%	8.3%	5.0%	13.3%	60	65.0%	20.0%	6.7%
59.5%	31.0%	9.5%	0.0%	9.5%	42	47.6%	33.3%	14.3%
77.6%	20.4%	2.0%	0.0%	2.0%	49	79.6%	18.4%	2.0%
58.1%	20.9%	18.6%	2.3%	20.9%	43	58.1%	20.9%	11.6%
55.6%	27.8%	16.7%	0.0%	16.7%	36	69.4%	8.3%	22.2%
57.1%	11.4%	25.7%	5.7%	31.4%	35	45.7%	22.9%	25.7%
61.1%	13.0%	11.1%	14.8%	25.9%	54	46.3%	25.9%	16.7%
51.9%	25.9%	16.7%	5.6%	22.2%	54	53.7%	18.5%	24.1%
43.1%	28.4%	20.6%	7.8%	28.4%	102	40.2%	30.4%	22.5%
34.9%	23.6%	27.4%	14.2%	41.5%	106	38.7%	27.4%	17.9%
39.8%	27.2%	22.3%	10.7%	33.0%	103	42.7%	34.0%	19.4%
49.0%	24.0%	19.8%	7.3%	27.1%	96	25.0%	24.0%	37.5%
61.4%	22.9%	14.5%	1.2%	15.7%	83	33.7%	43.4%	13.3%

50.0%	26.7%	15.1%	8.1%	23.3%	86	41.9%	27.9%	19.8%
90.9%	9.1%	0.0%	0.0%	0.0%	13	76.9%	23.1%	0.0%
93.3%	6.7%	0.0%	0.0%	0.0%	17	94.1%	0.0%	5.9%
74.1%	14.8%	11.1%	0.0%	11.1%	27	63.0%	25.9%	7.4%
73.7%	15.8%	5.3%	5.3%	10.5%	19	73.7%	15.8%	10.5%
25.3%	13.3%	24.0%	37.3%	61.3%	74	25.7%	14.9%	23.0%
31.9%	20.8%	22.2%	25.0%	47.2%	72	23.6%	23.6%	43.1%
42.9%	12.7%	22.2%	22.2%	44.4%	62	16.1%	30.6%	38.7%
40.9%	18.2%	22.7%	18.2%	40.9%	23	30.4%	30.4%	21.7%
85.5%	9.1%	5.5%	0.0%	5.5%	55	83.6%	10.9%	5.5%
84.2%	13.2%	0.0%	2.6%	2.6%	38	76.3%	15.8%	2.6%
67.6%	18.9%	5.4%	8.1%	13.5%	37	67.6%	18.9%	13.5%
70.6%	20.6%	5.9%	2.9%	8.8%	34	67.6%	23.5%	8.8%
76.2%	9.5%	0.0%	14.3%	14.3%	21	76.2%	4.8%	0.0%
61.1%	16.7%	16.7%	5.6%	22.2%	18	50.0%	27.8%	11.1%
40.0%	30.0%	30.0%	0.0%	30.0%	12	58.3%	16.7%	16.7%
N<10	N<10	N<10	N<10	N<10	3	N<10	N<10	N<10
N<10	N<10	N<10	N<10	N<10	4	N<10	N<10	N<10
N<10	N<10	N<10	N<10	N<10	8	N<10	N<10	N<10
N<10	N<10	N<10	N<10	N<10	4	N<10	N<10	N<10
N<10	N<10	N<10	N<10	N<10	2	N<10	N<10	N<10
N<10	N<10	N<10	N<10	N<10	6	N<10	N<10	N<10
N<10	N<10	N<10	N<10	N<10	6	N<10	N<10	N<10
N<10	N<10	N<10	N<10	N<10	4	N<10	N<10	N<10
N<10	N<10	N<10	N<10	N<10	9	N<10	N<10	N<10
N<10	N<10	N<10	N<10	N<10	6	N<10	N<10	N<10
N<10	N<10	N<10	N<10	N<10	5	N<10	N<10	N<10
N<10	N<10	N<10	N<10	N<10	9	N<10	N<10	N<10
N<10	N<10	N<10	N<10	N<10	4	N<10	N<10	N<10
N<10	N<10	N<10	N<10	N<10	3	N<10	N<10	N<10
RV	RV	RV	RV	0.0%	11	RV	RV	RV
N<10	N<10	N<10	N<10	N<10	9	N<10	N<10	N<10
73.1%	7.7%	11.5%	7.7%	19.2%	26	69.2%	26.9%	3.8%
72.4%	24.1%	3.4%	0.0%	3.4%	29	65.5%	24.1%	10.3%
45.7%	22.9%	20.0%	11.4%	31.4%	35	40.0%	34.3%	22.9%
34.1%	22.0%	39.0%	4.9%	43.9%	41	31.7%	26.8%	19.5%
42.9%	23.8%	19.0%	14.3%	33.3%	42	28.6%	35.7%	31.0%
55.9%	17.6%	20.6%	5.9%	26.5%	34	32.4%	35.3%	26.5%
41.4%	34.5%	20.7%	3.4%	24.1%	29	24.1%	44.8%	17.2%
33.3%	19.4%	36.1%	11.1%	47.2%	36	25.0%	27.8%	33.3%
55.2%	9.7%	16.4%	18.7%	35.1%	134	56.7%	18.7%	11.2%
23.3%	25.6%	28.7%	22.5%	51.2%	128	24.2%	26.6%	35.2%
42.0%	22.5%	27.5%	8.0%	35.5%	138	42.0%	35.5%	12.3%
34.9%	18.3%	25.4%	21.4%	46.8%	126	42.9%	22.2%	16.7%
37.9%	17.9%	21.4%	22.8%	44.1%	143	33.6%	23.8%	33.6%
28.0%	21.7%	27.4%	22.9%	50.3%	158	18.4%	20.9%	34.2%
41.2%	21.6%	24.3%	12.8%	37.2%	148	31.8%	23.6%	21.6%
35.3%	25.7%	23.5%	15.4%	39.0%	136	39.0%	22.8%	28.7%
81.5%	9.3%	4.4%	4.8%	9.3%	227	67.4%	18.1%	11.5%

78.9%	13.0%	7.5%	0.6%	8.1%	161	65.8%	24.2%	6.8%
79.9%	12.7%	6.0%	1.5%	7.5%	132	75.0%	15.9%	8.3%
69.4%	13.5%	13.5%	3.5%	17.1%	170	59.4%	20.0%	15.3%
66.3%	17.2%	10.7%	5.9%	16.6%	169	49.7%	29.6%	17.8%
74.9%	15.1%	8.4%	1.7%	10.1%	179	43.0%	35.2%	14.0%
78.8%	16.6%	4.1%	0.5%	4.7%	192	68.8%	19.3%	8.3%
81.0%	9.5%	6.0%	3.5%	9.5%	198	73.7%	13.1%	10.6%
30.9%	16.4%	20.0%	32.7%	52.7%	55	32.7%	25.5%	23.6%
33.3%	31.7%	23.8%	11.1%	34.9%	63	27.0%	31.7%	23.8%
57.4%	25.5%	14.9%	2.1%	17.0%	47	55.3%	31.9%	8.5%
40.0%	23.3%	20.0%	16.7%	36.7%	60	41.7%	23.3%	21.7%
53.4%	19.0%	17.2%	10.3%	27.6%	58	37.9%	36.2%	20.7%
59.7%	19.4%	17.9%	3.0%	20.9%	67	25.4%	32.8%	29.9%
71.1%	18.4%	7.9%	2.6%	10.5%	76	55.3%	18.4%	17.1%
58.9%	17.9%	16.1%	7.1%	23.2%	56	42.9%	19.6%	33.9%
33.3%	20.0%	18.3%	28.3%	46.7%	120	25.8%	22.5%	25.8%
35.3%	19.6%	26.5%	18.6%	45.1%	102	24.5%	26.5%	35.3%
47.5%	20.3%	19.5%	12.7%	32.2%	118	44.9%	29.7%	14.4%
22.2%	25.6%	32.5%	19.7%	52.1%	117	27.4%	28.2%	23.1%
30.9%	28.9%	23.5%	16.8%	40.3%	149	30.9%	27.5%	34.9%
40.0%	24.8%	24.0%	11.2%	35.2%	125	16.0%	32.8%	34.4%
36.6%	30.3%	19.7%	13.4%	33.1%	142	26.8%	24.6%	23.2%
36.6%	24.4%	24.4%	14.5%	38.9%	131	26.7%	26.7%	35.1%
32.1%	19.1%	24.2%	24.7%	48.9%	446	32.1%	20.9%	22.6%
22.4%	20.6%	35.0%	22.1%	57.1%	340	25.0%	24.4%	33.8%
20.2%	26.8%	28.6%	24.4%	53.1%	377	23.3%	27.6%	23.9%
17.3%	17.3%	32.0%	33.5%	65.5%	388	26.0%	16.8%	28.4%
26.5%	21.7%	27.6%	24.2%	51.8%	392	28.8%	26.5%	34.2%
32.1%	22.5%	25.0%	20.3%	45.3%	364	13.2%	22.5%	37.4%
32.9%	23.9%	24.2%	19.0%	43.1%	400	21.0%	25.0%	23.0%
29.4%	25.1%	27.6%	17.9%	45.5%	386	28.0%	27.2%	32.1%
36.1%	16.7%	19.1%	28.1%	47.2%	728	28.0%	24.3%	21.7%
28.5%	23.1%	27.5%	20.8%	48.3%	661	19.1%	25.3%	33.9%
23.5%	26.7%	26.7%	23.2%	49.9%	677	20.1%	31.0%	20.8%
22.5%	17.0%	31.4%	29.2%	60.6%	671	24.7%	17.1%	28.9%
32.3%	15.9%	25.0%	26.8%	51.8%	635	29.3%	27.2%	32.1%
29.5%	19.6%	29.9%	21.0%	50.9%	703	12.9%	25.6%	38.5%
37.1%	24.0%	23.7%	15.1%	38.8%	650	29.5%	26.2%	22.9%
35.9%	23.4%	25.5%	15.2%	40.7%	687	28.5%	26.1%	35.2%
31.6%	22.8%	22.8%	22.8%	45.6%	79	27.8%	30.4%	27.8%
31.3%	27.5%	25.0%	16.3%	41.3%	80	30.0%	27.5%	26.3%
34.4%	23.3%	23.3%	18.9%	42.2%	90	38.9%	27.8%	18.9%
15.3%	21.4%	39.8%	23.5%	63.3%	98	22.4%	22.4%	20.4%
52.4%	20.7%	13.4%	13.4%	26.8%	82	39.0%	30.5%	24.4%
28.6%	26.4%	27.5%	17.6%	45.1%	91	16.5%	28.6%	33.0%
52.7%	23.1%	16.5%	7.7%	24.2%	91	39.6%	23.1%	25.3%
55.2%	19.8%	20.8%	4.2%	25.0%	96	47.9%	22.9%	21.9%
38.2%	24.4%	19.5%	17.9%	37.4%	123	43.1%	28.5%	18.7%
33.9%	24.8%	25.7%	15.6%	41.3%	109	31.2%	34.9%	20.2%

37.8%	26.1%	19.8%	16.2%	36.0%	111	41.4%	23.4%	17.1%
26.4%	20.9%	36.4%	16.4%	52.7%	110	41.8%	24.5%	11.8%
46.1%	18.6%	23.5%	11.8%	35.3%	102	42.2%	30.4%	20.6%
44.2%	21.2%	22.1%	12.5%	34.6%	104	26.9%	25.0%	34.6%
50.0%	25.8%	15.2%	9.1%	24.2%	132	43.9%	22.0%	13.6%
58.6%	22.2%	13.1%	6.1%	19.2%	98	55.1%	16.3%	20.4%
43.5%	17.7%	14.5%	24.2%	38.7%	62	29.0%	29.0%	22.6%
23.0%	27.9%	29.5%	19.7%	49.2%	61	18.0%	26.2%	39.3%
24.0%	28.0%	32.0%	16.0%	48.0%	50	20.0%	30.0%	30.0%
19.4%	19.4%	32.3%	29.0%	61.3%	62	24.2%	9.7%	27.4%
34.6%	23.1%	26.9%	15.4%	42.3%	52	25.0%	28.8%	32.7%
25.4%	29.6%	21.1%	23.9%	45.1%	71	11.3%	21.1%	38.0%
28.8%	30.3%	30.3%	10.6%	40.9%	66	25.8%	21.2%	27.3%
28.6%	32.9%	21.4%	17.1%	38.6%	70	18.6%	28.6%	32.9%
54.9%	17.6%	17.6%	9.8%	27.5%	51	54.9%	23.5%	11.8%
45.5%	20.5%	29.5%	4.5%	34.1%	44	38.6%	34.1%	20.5%
48.1%	18.5%	24.1%	9.3%	33.3%	54	50.0%	25.9%	13.0%
31.9%	25.5%	25.5%	17.0%	42.6%	47	48.9%	21.3%	17.0%
41.2%	27.5%	23.5%	7.8%	31.4%	50	38.0%	38.0%	20.0%
34.1%	31.7%	24.4%	9.8%	34.1%	41	26.8%	36.6%	24.4%
48.2%	33.9%	14.3%	3.6%	17.9%	56	44.6%	30.4%	14.3%
36.0%	42.0%	18.0%	4.0%	22.0%	49	32.7%	24.5%	36.7%
47.6%	17.3%	17.7%	17.4%	35.1%	1160	45.4%	22.0%	18.1%
32.5%	29.2%	21.8%	16.5%	38.3%	1038	30.3%	27.9%	26.9%
33.8%	26.2%	26.2%	13.7%	39.9%	1024	38.0%	28.7%	17.8%
26.0%	19.4%	31.3%	23.3%	54.6%	1010	29.7%	21.7%	24.2%
38.0%	22.0%	22.3%	17.8%	40.1%	1050	36.6%	28.3%	27.0%
39.4%	22.4%	23.6%	14.7%	38.2%	1075	26.8%	26.1%	30.8%
42.6%	27.6%	19.8%	10.1%	29.9%	1066	35.1%	30.0%	18.1%
47.7%	19.8%	20.9%	11.5%	32.5%	1195	43.0%	22.7%	24.2%
28.8%	14.7%	24.1%	32.4%	56.5%	278	21.9%	26.3%	24.8%
18.7%	25.3%	30.4%	25.6%	56.0%	273	15.8%	27.8%	35.2%
20.8%	27.7%	30.8%	20.8%	51.5%	262	21.4%	28.6%	24.8%
13.0%	17.7%	32.4%	36.8%	69.2%	298	22.5%	17.4%	26.2%
16.2%	18.6%	32.0%	33.2%	65.2%	246	19.5%	20.7%	45.1%
14.6%	22.2%	34.0%	29.2%	63.2%	287	8.7%	18.1%	39.7%
26.3%	29.3%	28.0%	16.3%	44.3%	300	16.3%	26.0%	25.7%
26.0%	20.0%	32.3%	21.7%	54.0%	300	26.0%	26.0%	32.0%
41.4%	17.1%	14.3%	27.1%	41.4%	70	41.4%	17.1%	17.1%
34.6%	28.8%	19.2%	17.3%	36.5%	52	34.6%	28.8%	25.0%
31.6%	29.8%	26.3%	12.3%	38.6%	57	31.6%	33.3%	17.5%
32.8%	16.4%	29.9%	20.9%	50.7%	67	43.3%	19.4%	20.9%
40.3%	18.1%	33.3%	8.3%	41.7%	72	43.1%	33.3%	18.1%
56.9%	24.1%	13.8%	5.2%	19.0%	58	44.8%	25.9%	22.4%
45.5%	35.1%	11.7%	7.8%	19.5%	77	48.1%	26.0%	13.0%
56.8%	17.3%	18.5%	7.4%	25.9%	81	51.9%	27.2%	14.8%
27.0%	27.0%	23.0%	23.0%	45.9%	74	35.1%	29.7%	20.3%
24.3%	32.4%	35.1%	8.1%	43.2%	74	37.8%	24.3%	29.7%
27.1%	28.8%	20.3%	23.7%	44.1%	59	42.4%	25.4%	13.6%

15.6%	18.8%	43.8%	21.9%	65.6%	64	35.9%	14.1%	34.4%
34.8%	13.6%	33.3%	18.2%	51.5%	66	34.8%	30.3%	22.7%
34.4%	27.9%	24.6%	13.1%	37.7%	61	32.8%	26.2%	32.8%
43.1%	31.0%	24.1%	1.7%	25.9%	58	34.5%	34.5%	24.1%
45.6%	26.3%	26.3%	1.8%	28.1%	57	49.1%	29.8%	17.5%
31.3%	6.3%	29.2%	33.3%	62.5%	48	31.3%	31.3%	16.7%
38.5%	30.8%	20.0%	10.8%	30.8%	65	32.3%	33.8%	23.1%
40.0%	22.9%	25.7%	11.4%	37.1%	70	44.3%	22.9%	22.9%
19.7%	25.8%	25.8%	28.8%	54.5%	66	28.8%	15.2%	36.4%
29.6%	31.5%	27.8%	11.1%	38.9%	54	29.6%	31.5%	29.6%
32.8%	26.6%	18.8%	21.9%	40.6%	64	28.1%	26.6%	28.1%
50.8%	20.0%	20.0%	9.2%	29.2%	65	35.4%	26.2%	23.1%
60.0%	10.0%	25.7%	4.3%	30.0%	70	54.3%	20.0%	20.0%
42.6%	24.9%	15.8%	16.7%	32.5%	208	33.2%	30.8%	21.6%
24.7%	31.2%	25.9%	18.2%	44.1%	170	25.3%	35.9%	27.6%
18.0%	32.9%	34.2%	14.9%	49.1%	159	27.7%	35.8%	22.6%
20.7%	22.9%	33.5%	22.9%	56.4%	179	30.2%	24.6%	25.1%
26.4%	27.0%	34.5%	12.1%	46.6%	173	23.1%	40.5%	30.6%
25.3%	25.8%	34.2%	14.7%	48.9%	190	19.5%	26.8%	31.6%
33.8%	36.4%	17.9%	11.8%	29.7%	194	29.4%	36.1%	18.6%
49.0%	22.4%	20.3%	8.4%	28.7%	140	35.7%	27.9%	28.6%
53.3%	16.0%	12.0%	18.7%	30.7%	75	42.7%	32.0%	18.7%
24.6%	29.0%	33.3%	13.0%	46.4%	69	24.6%	30.4%	33.3%
38.3%	31.9%	21.3%	8.5%	29.8%	47	44.7%	29.8%	19.1%
25.4%	30.2%	36.5%	7.9%	44.4%	63	38.1%	34.9%	19.0%
42.2%	26.7%	24.4%	6.7%	31.1%	90	41.1%	35.6%	18.9%
41.2%	25.5%	21.6%	11.8%	33.3%	51	13.7%	27.5%	43.1%
43.4%	28.3%	18.9%	9.4%	28.3%	53	30.2%	28.3%	22.6%
44.4%	20.6%	27.0%	7.9%	34.9%	63	31.7%	34.9%	27.0%
46.6%	22.3%	15.5%	15.5%	31.1%	103	39.8%	23.3%	18.4%
34.2%	21.5%	24.1%	20.3%	44.3%	79	16.5%	39.2%	34.2%
35.4%	25.0%	25.0%	14.6%	39.6%	96	35.4%	34.4%	17.7%
30.3%	17.2%	33.3%	19.2%	52.5%	99	22.2%	24.2%	28.3%
28.9%	24.7%	30.9%	15.5%	46.4%	97	29.9%	27.8%	30.9%
35.6%	22.1%	29.8%	12.5%	42.3%	104	15.4%	26.9%	43.3%
29.5%	31.8%	29.5%	9.1%	38.6%	88	19.3%	27.3%	27.3%
41.3%	16.3%	31.3%	11.3%	42.5%	80	28.8%	26.3%	33.8%
53.3%	13.1%	17.8%	15.9%	33.6%	107	45.8%	28.0%	15.0%
29.2%	26.7%	25.0%	19.2%	44.2%	120	33.3%	24.2%	29.2%
35.1%	27.0%	18.0%	19.8%	37.8%	111	42.3%	29.7%	20.7%
22.1%	18.9%	28.7%	30.3%	59.0%	122	30.3%	18.9%	23.8%
33.1%	17.3%	25.9%	23.7%	49.6%	139	36.0%	28.1%	28.1%
36.4%	25.6%	17.1%	20.9%	38.0%	129	24.8%	27.1%	29.5%
42.1%	26.3%	21.1%	10.5%	31.6%	114	36.0%	25.4%	19.3%
43.5%	23.1%	22.2%	11.1%	33.3%	108	36.1%	29.6%	22.2%
35.5%	23.4%	16.1%	25.0%	41.1%	124	37.1%	22.6%	24.2%
21.2%	35.6%	29.5%	13.6%	43.2%	132	25.0%	34.8%	25.8%
16.8%	20.0%	32.8%	30.4%	63.2%	125	19.2%	23.2%	23.2%
14.2%	15.0%	37.8%	33.1%	70.9%	127	26.8%	15.0%	23.6%



36.6%	28.2%	20.6%	14.5%	35.1%	131	30.5%	26.0%	35.1%
32.3%	25.0%	26.6%	16.1%	42.7%	124	23.4%	28.2%	34.7%
22.8%	26.3%	42.1%	8.8%	50.9%	114	18.4%	29.8%	24.6%
39.3%	28.7%	22.1%	9.8%	32.0%	122	32.8%	20.5%	35.2%
54.0%	15.5%	14.4%	16.1%	30.5%	360	50.6%	22.2%	12.5%
43.6%	22.8%	20.8%	12.7%	33.6%	305	34.4%	26.2%	24.6%
51.0%	19.9%	19.3%	9.8%	29.1%	346	46.5%	25.7%	14.7%
42.5%	20.8%	22.5%	14.2%	36.7%	359	41.5%	17.3%	24.5%
45.1%	20.6%	20.0%	14.3%	34.3%	315	34.3%	28.6%	27.9%
49.8%	17.3%	19.2%	13.6%	32.8%	323	21.7%	27.2%	40.2%
60.1%	18.2%	15.8%	6.0%	21.7%	335	35.5%	27.5%	17.0%
61.8%	16.7%	13.0%	8.5%	21.5%	330	38.8%	23.3%	27.9%
50.0%	17.5%	15.0%	17.5%	32.5%	40	47.5%	30.0%	10.0%
39.1%	39.1%	19.6%	2.2%	21.7%	46	52.2%	34.8%	8.7%
50.0%	24.0%	24.0%	2.0%	26.0%	50	34.0%	36.0%	22.0%
20.8%	25.0%	39.6%	14.6%	54.2%	48	22.9%	29.2%	31.3%
63.8%	17.2%	15.5%	3.4%	19.0%	58	63.8%	24.1%	10.3%
47.9%	16.7%	31.3%	4.2%	35.4%	48	33.3%	27.1%	33.3%
51.6%	24.2%	21.0%	3.2%	24.2%	62	29.0%	35.5%	19.4%
55.6%	18.5%	20.4%	5.6%	25.9%	54	42.6%	25.9%	25.9%
28.1%	18.8%	28.1%	25.0%	53.1%	64	20.3%	34.4%	31.3%
17.0%	28.3%	20.8%	34.0%	54.7%	53	13.2%	30.2%	41.5%
33.9%	27.1%	23.7%	15.3%	39.0%	59	32.2%	23.7%	25.4%
33.9%	18.6%	27.1%	20.3%	47.5%	59	32.2%	16.9%	25.4%
26.8%	21.4%	37.5%	14.3%	51.8%	56	26.8%	33.9%	33.9%
36.4%	15.2%	24.2%	24.2%	48.5%	66	15.2%	28.8%	36.4%
34.0%	38.0%	16.0%	12.0%	28.0%	50	26.0%	44.0%	16.0%
46.7%	21.7%	20.0%	11.7%	31.7%	60	51.7%	11.7%	26.7%
39.6%	17.6%	20.9%	22.0%	42.9%	91	33.0%	27.5%	22.0%
34.6%	18.5%	32.1%	14.8%	46.9%	81	25.9%	29.6%	34.6%
49.2%	21.3%	19.7%	9.8%	29.5%	61	42.6%	31.1%	18.0%
46.0%	16.0%	27.0%	11.0%	38.0%	100	43.0%	15.0%	28.0%
46.5%	9.3%	32.6%	11.6%	44.2%	86	31.4%	23.3%	34.9%
48.2%	21.2%	20.0%	10.6%	30.6%	85	22.4%	23.5%	35.3%
45.9%	24.5%	20.4%	9.2%	29.6%	98	24.5%	34.7%	24.5%
58.8%	15.3%	18.8%	7.1%	25.9%	85	49.4%	23.5%	18.8%
74.3%	14.3%	8.6%	2.9%	11.4%	35	74.3%	11.4%	8.6%
57.1%	28.6%	14.3%	0.0%	14.3%	21	38.1%	28.6%	33.3%
78.9%	10.5%	10.5%	0.0%	10.5%	19	68.4%	21.1%	10.5%
47.8%	47.8%	4.3%	0.0%	4.3%	23	60.9%	30.4%	4.3%
73.7%	26.3%	0.0%	0.0%	0.0%	19	63.2%	26.3%	10.5%
86.4%	4.5%	4.5%	4.5%	9.1%	22	45.5%	31.8%	22.7%
76.7%	20.0%	3.3%	0.0%	3.3%	30	66.7%	20.0%	6.7%
66.7%	20.8%	12.5%	0.0%	12.5%	24	58.3%	25.0%	16.7%
20.7%	18.5%	17.4%	43.5%	60.9%	92	29.3%	19.6%	17.4%
20.0%	21.1%	27.4%	31.6%	58.9%	95	14.7%	23.2%	34.7%
31.1%	19.4%	35.0%	14.6%	49.5%	103	27.2%	31.1%	18.4%
22.1%	13.5%	31.7%	32.7%	64.4%	104	23.1%	14.4%	24.0%
22.3%	13.4%	31.3%	33.0%	64.3%	112	22.3%	26.8%	39.3%

26.0%	26.0%	35.4%	12.5%	47.9%	95	13.7%	25.3%	43.2%
40.4%	36.4%	18.2%	5.1%	23.2%	99	29.3%	26.3%	23.2%
33.3%	22.9%	26.0%	17.7%	43.8%	95	27.4%	20.0%	30.5%
34.6%	30.8%	7.7%	26.9%	34.6%	26	50.0%	19.2%	23.1%
23.1%	30.8%	30.8%	15.4%	46.2%	26	11.5%	34.6%	30.8%
50.0%	15.8%	23.7%	10.5%	34.2%	38	39.5%	31.6%	15.8%
33.3%	29.6%	22.2%	14.8%	37.0%	27	37.0%	18.5%	18.5%
48.3%	27.6%	20.7%	3.4%	24.1%	29	51.7%	27.6%	17.2%
46.7%	20.0%	30.0%	3.3%	33.3%	30	26.7%	33.3%	26.7%
50.0%	31.8%	18.2%	0.0%	18.2%	22	13.6%	45.5%	9.1%
43.3%	36.7%	10.0%	10.0%	20.0%	30	40.0%	30.0%	20.0%
52.3%	13.6%	11.4%	22.7%	34.1%	44	54.5%	18.2%	15.9%
22.9%	34.3%	22.9%	20.0%	42.9%	35	37.1%	20.0%	31.4%
34.1%	20.5%	27.3%	18.2%	45.5%	44	34.1%	22.7%	29.5%
33.3%	12.1%	30.3%	24.2%	54.5%	33	30.3%	18.2%	27.3%
35.9%	25.6%	25.6%	12.8%	38.5%	39	48.7%	23.1%	25.6%
35.0%	20.0%	30.0%	15.0%	45.0%	40	17.5%	25.0%	42.5%
64.7%	19.6%	13.7%	2.0%	15.7%	50	52.0%	30.0%	8.0%
53.2%	34.0%	8.5%	4.3%	12.8%	47	38.3%	31.9%	21.3%
52.2%	20.0%	14.4%	13.3%	27.8%	90	44.4%	21.1%	21.1%
34.6%	37.2%	26.9%	1.3%	28.2%	78	33.3%	33.3%	28.2%
23.4%	36.2%	36.2%	4.3%	40.4%	94	23.4%	36.2%	31.9%
26.9%	24.4%	33.3%	15.4%	48.7%	78	35.9%	21.8%	25.6%
40.6%	24.0%	21.9%	13.5%	35.4%	95	43.2%	31.6%	18.9%
29.8%	22.3%	31.9%	16.0%	47.9%	94	20.2%	25.5%	39.4%
44.7%	32.0%	14.6%	8.7%	23.3%	103	31.1%	38.8%	12.6%
38.9%	27.8%	22.2%	11.1%	33.3%	108	27.8%	32.4%	27.8%
37.6%	14.9%	21.0%	26.5%	47.5%	181	34.3%	21.0%	18.8%
21.7%	25.5%	25.5%	27.2%	52.7%	184	16.8%	22.8%	40.8%
25.9%	24.1%	30.5%	19.5%	50.0%	172	30.2%	30.2%	18.0%
13.6%	11.0%	35.1%	40.3%	75.4%	191	22.5%	18.3%	22.5%
28.2%	18.1%	33.0%	20.7%	53.7%	187	31.0%	32.1%	30.5%
22.5%	19.7%	34.3%	23.6%	57.9%	177	16.4%	28.8%	36.2%
34.6%	30.8%	18.9%	15.7%	34.6%	185	32.4%	28.6%	25.4%
38.6%	22.3%	26.5%	12.7%	39.2%	164	35.4%	23.8%	30.5%
32.5%	14.8%	16.6%	36.1%	52.7%	772	29.9%	20.2%	18.0%
26.3%	20.5%	26.0%	27.2%	53.3%	739	21.1%	22.2%	31.4%
22.0%	21.1%	28.9%	28.0%	56.9%	754	25.9%	26.9%	20.0%
16.5%	13.3%	32.4%	37.7%	70.2%	694	21.6%	18.7%	24.5%
21.2%	13.5%	28.0%	37.4%	65.3%	699	22.3%	20.7%	37.5%
21.9%	20.7%	28.8%	28.6%	57.4%	716	17.3%	20.8%	33.2%
32.8%	29.2%	21.8%	16.2%	38.0%	672	23.1%	25.7%	23.1%
39.5%	21.2%	21.7%	17.6%	39.3%	704	31.5%	19.2%	31.5%
38.1%	19.0%	15.9%	27.0%	42.9%	63	28.6%	31.7%	20.6%
48.9%	25.5%	19.1%	6.4%	25.5%	47	36.2%	29.8%	25.5%
30.4%	23.2%	36.2%	10.1%	46.4%	69	40.6%	24.6%	20.3%
36.5%	11.5%	28.8%	23.1%	51.9%	52	38.5%	23.1%	23.1%
40.8%	23.7%	18.4%	17.1%	35.5%	76	43.4%	26.3%	26.3%
34.2%	28.9%	23.7%	13.2%	36.8%	76	26.3%	28.9%	31.6%

62.9%	21.4%	12.9%	2.9%	15.7%	70	32.9%	30.0%	18.6%
63.6%	18.2%	13.6%	4.5%	18.2%	66	54.5%	21.2%	22.7%
43.2%	18.9%	15.8%	22.1%	37.9%	95	45.3%	20.0%	22.1%
30.0%	21.0%	19.0%	30.0%	49.0%	100	27.0%	26.0%	29.0%
21.4%	29.8%	38.1%	10.7%	48.8%	84	22.6%	28.6%	32.1%
31.1%	17.8%	34.4%	16.7%	51.1%	90	34.4%	22.2%	20.0%
49.4%	14.6%	22.5%	13.5%	36.0%	90	37.8%	26.7%	28.9%
30.6%	28.2%	24.7%	16.5%	41.2%	85	22.4%	23.5%	34.1%
51.9%	28.3%	11.3%	8.5%	19.8%	106	41.5%	31.1%	11.3%
62.5%	17.7%	12.5%	7.3%	19.8%	96	49.0%	21.9%	19.8%
33.6%	21.2%	20.5%	24.7%	45.2%	146	35.6%	17.8%	26.0%
27.2%	22.4%	28.0%	22.4%	50.4%	125	21.6%	29.6%	26.4%
43.6%	20.1%	25.5%	10.7%	36.2%	149	37.6%	34.2%	18.1%
27.1%	17.4%	29.9%	25.7%	55.6%	144	33.3%	17.4%	17.4%
35.5%	17.7%	29.1%	17.7%	46.8%	141	25.5%	32.6%	34.8%
45.6%	21.3%	18.4%	14.7%	33.1%	136	26.5%	28.7%	25.7%
32.2%	32.9%	23.0%	11.8%	34.9%	151	16.6%	20.5%	29.8%
39.6%	19.5%	25.5%	15.4%	40.9%	149	36.2%	21.5%	30.9%
46.7%	19.0%	16.5%	17.8%	34.4%	1693	43.1%	22.6%	16.6%
36.9%	28.0%	20.2%	15.0%	35.2%	1642	31.5%	28.6%	25.6%
33.3%	26.7%	25.4%	14.6%	40.0%	1589	37.9%	27.9%	16.7%
26.9%	20.9%	30.6%	21.6%	52.2%	1595	32.6%	20.7%	22.6%
36.1%	22.6%	23.8%	17.5%	41.3%	1593	33.3%	29.8%	26.9%
37.4%	24.7%	22.9%	15.0%	37.9%	1599	24.9%	29.9%	27.6%
45.0%	25.3%	18.8%	10.9%	29.7%	1495	37.2%	28.4%	16.3%
48.9%	21.6%	19.2%	10.3%	29.5%	1474	39.8%	23.5%	26.3%
62.6%	12.1%	11.0%	14.3%	25.3%	91	49.5%	23.1%	16.5%
36.9%	31.0%	19.0%	13.1%	32.1%	84	20.2%	44.0%	26.2%
23.1%	24.4%	33.3%	19.2%	52.6%	78	24.4%	24.4%	26.9%
30.8%	13.2%	40.7%	15.4%	56.0%	91	29.7%	14.3%	34.1%
37.7%	19.5%	32.5%	10.4%	42.9%	77	29.9%	19.5%	44.2%
45.5%	19.3%	18.2%	17.0%	35.2%	88	18.2%	35.2%	33.0%
37.1%	32.9%	20.0%	10.0%	30.0%	70	30.0%	32.9%	22.9%
50.6%	23.0%	16.1%	10.3%	26.4%	87	43.7%	25.3%	25.3%
2.1%	2.1%	29.2%	66.7%	95.8%	48	0.0%	10.4%	33.3%
1.9%	7.4%	40.7%	50.0%	90.7%	54	0.0%	11.1%	25.9%
7.0%	14.0%	24.6%	54.4%	78.9%	57	3.5%	17.5%	22.8%
8.1%	11.3%	21.0%	59.7%	80.6%	62	4.8%	11.3%	46.8%
76.5%	11.8%	0.0%	11.8%	11.8%	17	52.9%	35.3%	0.0%
50.0%	16.7%	16.7%	16.7%	33.3%	18	38.9%	16.7%	22.2%
55.6%	27.8%	16.7%	0.0%	16.7%	18	50.0%	38.9%	5.6%
41.2%	23.5%	11.8%	23.5%	35.3%	16	31.3%	37.5%	6.3%
52.2%	15.2%	15.2%	17.4%	32.6%	92	46.7%	23.9%	16.3%
51.2%	24.4%	18.3%	6.1%	24.4%	82	41.5%	35.4%	18.3%
33.7%	22.1%	25.6%	18.6%	44.2%	86	32.6%	33.7%	15.1%
34.0%	26.2%	27.2%	12.6%	39.8%	103	49.5%	17.5%	17.5%
38.1%	17.9%	31.0%	13.1%	44.0%	84	39.3%	27.4%	26.2%
37.0%	26.9%	23.1%	13.0%	36.1%	108	25.9%	27.8%	34.3%
57.7%	21.6%	17.1%	3.6%	20.7%	111	43.2%	20.7%	18.0%



64.3%	15.2%	16.1%	4.5%	20.5%	111	37.8%	29.7%	27.0%
50.2%	14.9%	16.7%	18.2%	34.9%	269	49.4%	21.9%	15.2%
37.1%	27.5%	20.5%	14.8%	35.4%	229	31.4%	31.0%	25.8%
37.8%	20.8%	27.4%	13.9%	41.3%	259	39.8%	32.0%	15.4%
34.1%	18.9%	26.5%	20.5%	47.0%	264	45.5%	16.3%	17.8%
38.8%	21.3%	24.3%	15.6%	39.9%	263	39.2%	24.3%	27.0%
33.0%	27.4%	25.1%	14.4%	39.5%	215	21.9%	25.6%	37.2%
44.6%	24.1%	18.7%	12.6%	31.3%	277	39.0%	28.5%	17.7%
53.3%	18.7%	16.0%	12.0%	28.0%	226	38.5%	28.8%	23.9%
65.6%	18.8%	15.6%	0.0%	15.6%	32	50.0%	40.6%	6.3%
35.5%	38.7%	16.1%	9.7%	25.8%	31	32.3%	35.5%	29.0%
65.5%	10.3%	17.2%	6.9%	24.1%	29	58.6%	27.6%	6.9%
43.8%	25.0%	25.0%	6.3%	31.3%	32	40.6%	28.1%	25.0%
43.6%	20.5%	20.5%	15.4%	35.9%	39	56.4%	15.4%	25.6%
39.4%	24.2%	36.4%	0.0%	36.4%	33	36.4%	18.2%	30.3%
47.8%	21.7%	26.1%	4.3%	30.4%	22	31.8%	31.8%	22.7%
62.9%	17.1%	17.1%	2.9%	20.0%	35	45.7%	20.0%	28.6%
63.0%	18.5%	9.3%	9.3%	18.5%	54	48.1%	29.6%	14.8%
54.9%	21.6%	11.8%	11.8%	23.5%	51	43.1%	19.6%	33.3%
42.3%	23.1%	23.1%	11.5%	34.6%	52	40.4%	25.0%	25.0%
38.3%	20.0%	25.0%	16.7%	41.7%	59	42.4%	23.7%	18.6%
52.8%	15.1%	26.4%	5.7%	32.1%	53	52.8%	22.6%	17.0%
60.3%	19.0%	8.6%	12.1%	20.7%	58	37.9%	31.0%	24.1%
54.5%	25.8%	13.6%	6.1%	19.7%	66	47.0%	25.8%	15.2%
53.1%	26.5%	18.4%	2.0%	20.4%	46	47.8%	26.1%	21.7%
54.1%	23.4%	9.9%	12.6%	22.5%	111	45.9%	29.7%	15.3%
40.4%	27.0%	16.9%	15.7%	32.6%	89	33.7%	30.3%	30.3%
50.0%	25.0%	17.0%	8.0%	25.0%	112	48.2%	32.1%	12.5%
31.1%	18.9%	34.4%	15.6%	50.0%	90	46.7%	18.9%	21.1%
39.6%	25.3%	24.2%	11.0%	35.2%	91	40.7%	34.1%	16.5%
41.5%	33.0%	18.9%	6.6%	25.5%	106	30.2%	24.5%	34.9%
63.8%	26.7%	7.6%	1.9%	9.5%	105	50.5%	21.9%	16.2%
68.4%	20.4%	6.1%	5.1%	11.2%	98	53.1%	21.4%	17.3%
27.3%	12.7%	34.5%	25.5%	60.0%	55	34.5%	30.9%	20.0%
17.5%	33.3%	24.6%	24.6%	49.1%	57	17.5%	29.8%	35.1%
28.0%	16.0%	36.0%	20.0%	56.0%	50	32.0%	32.0%	16.0%
11.3%	19.4%	33.9%	35.5%	69.4%	62	24.2%	21.0%	30.6%
37.3%	18.6%	30.5%	13.6%	44.1%	59	40.7%	23.7%	23.7%
19.7%	28.2%	39.4%	12.7%	52.1%	71	18.3%	29.6%	28.2%
45.5%	21.8%	16.4%	16.4%	32.7%	55	34.5%	21.8%	21.8%
38.8%	16.3%	28.6%	16.3%	44.9%	49	40.8%	12.2%	28.6%
41.5%	30.2%	13.2%	15.1%	28.3%	53	39.6%	34.0%	20.8%
12.5%	30.4%	35.7%	21.4%	57.1%	56	14.3%	21.4%	44.6%
30.9%	25.0%	29.4%	14.7%	44.1%	68	25.0%	36.8%	26.5%
29.3%	10.3%	39.7%	20.7%	60.3%	58	34.5%	22.4%	20.7%
49.2%	21.5%	26.2%	3.1%	29.2%	65	40.0%	32.3%	24.6%
35.2%	29.6%	26.8%	8.5%	35.2%	71	22.5%	31.0%	26.8%
52.9%	30.9%	10.3%	5.9%	16.2%	68	44.1%	23.5%	17.6%
40.8%	28.9%	15.8%	14.5%	30.3%	76	36.8%	23.7%	22.4%

30.7%	17.6%	22.6%	29.2%	51.8%	336	25.3%	25.3%	22.6%
25.6%	24.6%	23.9%	25.9%	49.8%	301	21.3%	26.2%	28.2%
30.4%	23.2%	28.2%	18.2%	46.4%	280	27.1%	25.0%	27.5%
26.4%	13.9%	27.1%	32.6%	59.7%	273	25.3%	14.3%	28.2%
26.1%	17.1%	24.6%	32.1%	56.8%	280	18.6%	26.1%	38.6%
22.5%	20.8%	31.9%	24.8%	56.7%	306	10.1%	19.6%	38.2%
44.9%	25.0%	15.8%	14.2%	30.1%	315	40.6%	23.5%	16.5%
46.6%	20.0%	19.7%	13.8%	33.4%	290	37.9%	23.1%	25.5%
79.5%	12.8%	2.6%	5.1%	7.7%	39	66.7%	20.5%	10.3%
38.9%	33.3%	27.8%	0.0%	27.8%	18	44.4%	44.4%	11.1%
50.0%	25.0%	14.3%	10.7%	25.0%	28	50.0%	25.0%	10.7%
26.3%	26.3%	36.8%	10.5%	47.4%	19	36.8%	36.8%	21.1%
37.0%	25.9%	22.2%	14.8%	37.0%	27	37.0%	33.3%	22.2%
58.6%	20.7%	13.8%	6.9%	20.7%	28	39.3%	32.1%	14.3%
80.8%	11.5%	7.7%	0.0%	7.7%	27	77.8%	11.1%	7.4%
55.6%	25.9%	18.5%	0.0%	18.5%	26	46.2%	23.1%	26.9%
19.6%	32.6%	28.3%	19.6%	47.8%	46	21.7%	26.1%	30.4%
14.3%	28.6%	42.9%	14.3%	57.1%	35	11.4%	17.1%	42.9%
22.7%	29.5%	22.7%	25.0%	47.7%	44	27.3%	25.0%	22.7%
27.9%	16.3%	32.6%	23.3%	55.8%	43	20.9%	16.3%	37.2%
23.7%	23.7%	34.2%	18.4%	52.6%	38	28.9%	23.7%	34.2%
43.5%	14.5%	23.2%	18.8%	42.0%	69	27.5%	26.1%	31.9%
16.7%	31.3%	43.8%	8.3%	52.1%	48	29.2%	20.8%	20.8%
21.4%	33.3%	28.6%	16.7%	45.2%	42	23.8%	23.8%	35.7%
37.9%	21.2%	24.2%	16.7%	40.9%	66	34.8%	28.8%	25.8%
26.5%	30.9%	33.8%	8.8%	42.6%	67	22.4%	28.4%	29.9%
22.2%	31.7%	25.4%	20.6%	46.0%	63	25.4%	30.2%	23.8%
31.8%	19.7%	39.4%	9.1%	48.5%	65	35.4%	24.6%	30.8%
42.6%	18.0%	19.7%	19.7%	39.3%	61	32.8%	32.8%	26.2%
31.8%	25.8%	27.3%	15.2%	42.4%	66	7.6%	36.4%	39.4%
57.0%	26.7%	9.3%	7.0%	16.3%	84	35.7%	34.5%	27.4%
37.0%	31.5%	22.2%	9.3%	31.5%	52	30.8%	28.8%	28.8%
40.9%	23.9%	22.2%	13.1%	35.2%	176	43.2%	26.1%	18.8%
35.5%	29.0%	25.2%	10.3%	35.5%	152	26.3%	39.5%	21.1%
33.8%	23.4%	26.2%	16.6%	42.8%	145	33.1%	26.9%	14.5%
26.9%	20.0%	33.8%	19.4%	53.1%	160	26.3%	24.4%	21.9%
38.5%	16.1%	30.8%	14.7%	45.5%	143	26.6%	23.1%	38.5%
37.9%	25.8%	24.2%	12.1%	36.3%	182	28.0%	23.1%	33.0%
31.9%	41.1%	20.6%	6.4%	27.0%	138	23.9%	40.6%	21.7%
27.1%	29.5%	32.6%	10.9%	43.4%	128	23.4%	29.7%	35.9%
72.7%	12.1%	6.1%	9.1%	15.2%	33	69.7%	15.2%	6.1%
50.0%	22.7%	18.2%	9.1%	27.3%	22	40.9%	27.3%	13.6%
64.3%	10.7%	17.9%	7.1%	25.0%	28	64.3%	17.9%	7.1%
39.5%	23.7%	26.3%	10.5%	36.8%	37	32.4%	24.3%	21.6%
59.4%	25.0%	12.5%	3.1%	15.6%	32	50.0%	25.0%	21.9%
60.9%	13.0%	21.7%	4.3%	26.1%	23	47.8%	30.4%	13.0%
67.6%	23.5%	2.9%	5.9%	8.8%	34	73.5%	8.8%	5.9%
41.4%	27.6%	20.7%	10.3%	31.0%	29	41.4%	31.0%	17.2%
55.6%	8.3%	20.8%	15.3%	36.1%	72	48.6%	25.0%	15.3%

23.9%	21.7%	32.6%	21.7%	54.3%	46	23.9%	41.3%	15.2%
32.1%	24.5%	26.4%	17.0%	43.4%	53	28.3%	34.0%	24.5%
23.2%	28.6%	23.2%	25.0%	48.2%	55	34.5%	14.5%	20.0%
52.1%	16.7%	18.8%	12.5%	31.3%	48	50.0%	22.9%	20.8%
59.4%	17.4%	15.9%	7.2%	23.2%	69	34.8%	33.3%	24.6%
63.3%	24.4%	12.2%	0.0%	12.2%	90	46.7%	18.9%	24.4%
51.2%	23.3%	16.3%	9.3%	25.6%	42	23.8%	40.5%	21.4%

Writing							
Reading % Met		Writing % In					Writing % Met
Reading % Exceeding	Readiness Benchmark	Writing N	Need of Support	Writing % Close	Writing % Ready	Writing % Exceeding	Readiness Benchmark
19.4%	30.6%	99	40.4%	40.4%	19.2%	0.0%	19.2%
14.0%	34.9%	83	26.5%	62.7%	10.8%	0.0%	10.8%
18.7%	40.7%	91	17.6%	50.5%	27.5%	4.4%	31.9%
14.4%	33.3%	90	12.2%	44.4%	43.3%	0.0%	43.3%
5.0%	35.0%	80	21.3%	36.3%	38.8%	3.8%	42.5%
5.6%	29.6%	107	24.3%	40.2%	35.5%	0.0%	35.5%
6.0%	18.0%	100	35.0%	48.0%	17.0%	0.0%	17.0%
6.1%	32.3%	98	17.3%	27.6%	55.1%	0.0%	55.1%
17.4%	32.2%	112	23.2%	57.1%	16.1%	3.6%	19.6%
11.9%	31.4%	118	13.6%	67.8%	17.8%	0.8%	18.6%
2.2%	16.1%	92	16.3%	73.9%	8.7%	1.1%	9.8%
14.5%	36.3%	122	8.2%	54.9%	36.1%	0.8%	36.9%
3.2%	16.9%	124	28.2%	52.4%	18.5%	0.8%	19.4%
11.3%	42.6%	141	28.4%	49.6%	19.9%	2.1%	22.0%
16.7%	28.1%	114	20.2%	36.8%	43.0%	0.0%	43.0%
7.4%	26.9%	107	20.6%	26.2%	53.3%	0.0%	53.3%
13.2%	27.8%	146	38.4%	47.3%	14.4%	0.0%	14.4%
10.6%	38.1%	112	37.5%	56.3%	5.4%	0.9%	6.3%
8.1%	22.8%	123	22.0%	52.0%	14.6%	11.4%	26.0%
13.5%	37.3%	126	8.7%	48.4%	42.1%	0.8%	42.9%
2.4%	23.8%	126	31.7%	34.9%	30.2%	3.2%	33.3%
13.5%	31.6%	131	37.4%	51.9%	10.7%	0.0%	10.7%
9.7%	20.2%	124	37.9%	31.5%	30.6%	0.0%	30.6%
3.2%	24.2%	124	24.2%	41.9%	33.9%	0.0%	33.9%
13.0%	31.1%	158	20.3%	54.4%	22.2%	3.2%	25.3%
6.6%	43.4%	136	16.2%	69.9%	14.0%	0.0%	14.0%
8.0%	21.9%	137	13.9%	50.4%	17.5%	18.2%	35.8%
21.9%	46.9%	127	18.1%	49.6%	32.3%	0.0%	32.3%
4.6%	35.3%	153	26.8%	42.5%	25.5%	5.2%	30.7%
9.6%	40.7%	167	22.8%	53.9%	22.8%	0.6%	23.4%
9.3%	27.1%	139	15.8%	32.4%	51.8%	0.0%	51.8%
6.3%	18.1%	144	19.4%	32.6%	47.2%	0.7%	47.9%
26.9%	55.2%	66	34.8%	48.5%	16.7%	0.0%	16.7%
14.8%	46.3%	53	17.0%	75.5%	7.5%	0.0%	7.5%
25.0%	56.7%	60	8.3%	73.3%	6.7%	11.7%	18.3%
27.3%	47.7%	44	9.1%	52.3%	38.6%	0.0%	38.6%
13.0%	41.3%	46	39.1%	39.1%	17.4%	4.3%	21.7%
9.8%	43.9%	40	27.5%	57.5%	12.5%	2.5%	15.0%
25.5%	51.1%	47	12.8%	25.5%	61.7%	0.0%	61.7%
23.5%	43.1%	51	15.7%	15.7%	68.6%	0.0%	68.6%

15.1%	33.5%	267	34.8%	43.1%	21.7%	0.4%	22.1%
14.4%	44.0%	295	24.1%	67.8%	8.1%	0.0%	8.1%
18.3%	33.1%	316	16.8%	60.1%	13.0%	10.1%	23.1%
19.7%	47.5%	278	11.5%	43.5%	43.5%	1.4%	45.0%
8.0%	37.7%	300	29.7%	55.3%	13.7%	1.3%	15.0%
21.2%	56.4%	305	17.4%	53.8%	26.6%	2.3%	28.9%
23.9%	48.5%	298	15.1%	26.2%	58.4%	0.3%	58.7%
13.0%	45.1%	304	15.5%	30.9%	53.6%	0.0%	53.6%
9.1%	39.4%	31	22.6%	61.3%	16.1%	0.0%	16.1%
24.0%	48.0%	25	8.0%	72.0%	20.0%	0.0%	20.0%
9.3%	32.6%	43	14.0%	62.8%	18.6%	4.7%	23.3%
50.0%	63.3%	29	3.4%	27.6%	65.5%	3.4%	69.0%
17.5%	47.5%	40	25.0%	60.0%	12.5%	2.5%	15.0%
14.8%	63.0%	27	11.1%	63.0%	22.2%	3.7%	25.9%
21.2%	63.6%	33	9.1%	9.1%	81.8%	0.0%	81.8%
8.9%	44.4%	45	15.6%	17.8%	66.7%	0.0%	66.7%
29.1%	48.5%	1285	20.5%	48.8%	28.7%	2.0%	30.7%
22.4%	59.2%	1217	15.4%	66.0%	17.9%	0.7%	18.6%
27.8%	49.2%	1283	11.6%	56.4%	19.0%	13.0%	32.0%
34.4%	62.7%	1198	8.4%	41.5%	47.2%	2.8%	50.1%
18.5%	56.7%	1246	16.1%	33.5%	37.1%	13.3%	50.4%
25.6%	64.6%	1171	14.4%	46.8%	33.2%	5.6%	38.8%
26.4%	50.4%	1130	18.6%	30.1%	50.4%	0.9%	51.3%
17.4%	48.6%	1142	12.9%	26.2%	59.0%	1.9%	60.9%
NA	NA	0	NA	NA	NA	NA	NA
7.7%	19.2%	49	24.5%	61.2%	14.3%	0.0%	14.3%
11.4%	27.3%	44	18.2%	72.7%	9.1%	0.0%	9.1%
16.7%	19.4%	36	38.9%	50.0%	8.3%	2.8%	11.1%
8.3%	22.2%	34	14.7%	52.9%	32.4%	0.0%	32.4%
0.0%	10.5%	37	18.9%	64.9%	16.2%	0.0%	16.2%
9.1%	20.5%	44	40.9%	54.5%	4.5%	0.0%	4.5%
4.5%	18.2%	44	29.5%	40.9%	29.5%	0.0%	29.5%
0.0%	17.9%	39	25.6%	30.8%	43.6%	0.0%	43.6%
13.4%	29.4%	113	38.1%	46.0%	15.9%	0.0%	15.9%
15.0%	43.0%	106	37.7%	54.7%	7.5%	0.0%	7.5%
24.8%	43.1%	109	12.8%	74.3%	9.2%	3.7%	12.8%
23.5%	47.1%	101	12.9%	43.6%	40.6%	3.0%	43.6%
4.7%	34.1%	85	15.3%	50.6%	31.8%	2.4%	34.1%
21.8%	56.3%	119	11.8%	50.4%	26.1%	11.8%	37.8%
17.1%	41.1%	127	19.7%	25.2%	54.3%	0.8%	55.1%
11.1%	37.0%	107	22.4%	24.3%	53.3%	0.0%	53.3%
25.6%	49.6%	124	26.6%	59.7%	13.7%	0.0%	13.7%
13.8%	44.2%	135	20.7%	63.7%	14.8%	0.7%	15.6%
21.9%	37.2%	137	13.1%	76.6%	8.8%	1.5%	10.2%
26.6%	49.2%	124	12.1%	33.9%	50.0%	4.0%	54.0%
16.3%	49.6%	141	14.2%	53.9%	27.0%	5.0%	31.9%
18.2%	52.0%	148	13.5%	72.3%	13.5%	0.7%	14.2%
15.4%	30.9%	148	23.0%	27.0%	50.0%	0.0%	50.0%
6.8%	35.1%	145	15.9%	26.2%	57.2%	0.7%	57.9%

22.9%	43.6%	1220	19.1%	46.9%	31.5%	2.5%	34.0%
19.9%	50.6%	1168	15.8%	60.6%	21.6%	2.0%	23.5%
21.6%	42.8%	1068	11.6%	60.7%	15.3%	12.5%	27.7%
27.8%	51.1%	1142	8.5%	31.3%	58.0%	2.3%	60.2%
12.9%	47.2%	1101	14.8%	45.6%	32.6%	7.0%	39.6%
24.3%	61.1%	1207	13.7%	45.4%	36.4%	4.6%	40.9%
17.7%	36.6%	1174	21.0%	30.5%	48.1%	0.3%	48.5%
10.4%	38.4%	953	16.7%	24.1%	58.8%	0.4%	59.2%
13.0%	29.1%	312	32.1%	48.4%	18.9%	0.6%	19.6%
11.8%	40.1%	299	26.8%	63.2%	9.7%	0.3%	10.0%
12.3%	28.7%	292	19.2%	68.8%	8.9%	3.1%	12.0%
18.3%	43.7%	309	7.1%	40.1%	52.1%	0.6%	52.8%
8.4%	39.7%	297	19.5%	52.5%	24.9%	3.0%	27.9%
15.4%	38.7%	331	23.9%	48.6%	24.8%	2.7%	27.5%
14.7%	32.6%	331	17.8%	37.5%	44.7%	0.0%	44.7%
7.6%	33.3%	299	19.7%	26.8%	53.5%	0.0%	53.5%
23.0%	40.8%	146	34.9%	51.4%	13.0%	0.7%	13.7%
17.0%	47.4%	133	30.8%	57.1%	12.0%	0.0%	12.0%
14.4%	37.9%	152	24.3%	52.6%	16.4%	6.6%	23.0%
27.5%	51.9%	160	9.4%	38.1%	50.6%	1.9%	52.5%
8.5%	35.6%	177	26.0%	39.0%	26.0%	9.0%	35.0%
10.0%	38.9%	180	26.7%	52.8%	17.8%	2.8%	20.6%
21.8%	40.4%	156	11.5%	30.8%	57.7%	0.0%	57.7%
11.2%	30.6%	133	17.3%	21.8%	60.2%	0.8%	60.9%
27.9%	44.3%	57	38.6%	42.1%	17.5%	1.8%	19.3%
20.0%	45.0%	60	16.7%	63.3%	16.7%	3.3%	20.0%
19.7%	36.6%	71	16.9%	56.3%	15.5%	11.3%	26.8%
29.1%	52.7%	55	9.1%	47.3%	41.8%	1.8%	43.6%
4.8%	35.5%	62	24.2%	37.1%	30.6%	8.1%	38.7%
14.8%	62.3%	60	11.7%	60.0%	20.0%	8.3%	28.3%
50.9%	67.9%	53	3.8%	15.1%	79.2%	1.9%	81.1%
17.3%	55.8%	52	15.4%	17.3%	65.4%	1.9%	67.3%
28.8%	50.0%	62	24.2%	51.6%	24.2%	0.0%	24.2%
22.2%	59.7%	72	34.7%	50.0%	12.5%	2.8%	15.3%
21.3%	48.9%	47	2.1%	34.0%	36.2%	27.7%	63.8%
53.3%	66.7%	45	6.7%	42.2%	51.1%	0.0%	51.1%
12.2%	68.3%	41	14.6%	24.4%	53.7%	7.3%	61.0%
53.2%	87.2%	47	2.1%	48.9%	36.2%	12.8%	48.9%
29.6%	40.7%	27	3.7%	18.5%	77.8%	0.0%	77.8%
20.0%	56.0%	25	4.0%	8.0%	88.0%	0.0%	88.0%
47.8%	92.5%	67	3.0%	43.3%	37.3%	16.4%	53.7%
43.8%	96.9%	64	0.0%	25.0%	56.3%	18.8%	75.0%
53.6%	78.3%	68	0.0%	13.2%	83.8%	2.9%	86.8%
24.4%	82.9%	41	0.0%	7.3%	85.4%	7.3%	92.7%
20.0%	31.1%	44	27.3%	54.5%	18.2%	0.0%	18.2%
18.2%	60.6%	33	12.1%	57.6%	30.3%	0.0%	30.3%
19.5%	31.7%	41	34.1%	51.2%	9.8%	4.9%	14.6%
48.7%	69.2%	39	2.6%	43.6%	53.8%	0.0%	53.8%
8.3%	30.6%	36	33.3%	41.7%	22.2%	2.8%	25.0%



11.1%	31.1%	45	26.7%	51.1%	20.0%	2.2%	22.2%
18.9%	43.2%	37	21.6%	37.8%	40.5%	0.0%	40.5%
6.3%	28.1%	32	18.8%	34.4%	43.8%	3.1%	46.9%
15.6%	41.1%	87	27.6%	51.7%	19.5%	1.1%	20.7%
13.4%	44.8%	66	22.7%	65.2%	12.1%	0.0%	12.1%
22.5%	46.5%	71	9.9%	54.9%	21.1%	14.1%	35.2%
40.4%	66.3%	88	8.0%	35.2%	56.8%	0.0%	56.8%
16.5%	54.4%	79	12.7%	32.9%	43.0%	11.4%	54.4%
25.9%	68.2%	85	16.5%	51.8%	27.1%	4.7%	31.8%
20.5%	44.6%	83	20.5%	38.6%	41.0%	0.0%	41.0%
14.3%	39.0%	78	17.9%	26.9%	55.1%	0.0%	55.1%
32.5%	55.0%	194	12.9%	42.3%	39.2%	5.7%	44.8%
19.0%	63.1%	195	12.3%	72.8%	14.9%	0.0%	14.9%
29.7%	55.5%	209	4.8%	60.8%	19.1%	15.3%	34.4%
35.5%	64.5%	216	6.0%	34.3%	55.1%	4.6%	59.7%
15.8%	49.5%	190	15.8%	40.0%	33.7%	10.5%	44.2%
28.0%	63.5%	189	11.6%	48.1%	35.4%	4.8%	40.2%
33.7%	56.8%	200	10.0%	30.5%	59.0%	0.5%	59.5%
15.3%	45.3%	190	9.5%	26.8%	63.7%	0.0%	63.7%
24.0%	44.0%	24	20.8%	58.3%	20.8%	0.0%	20.8%
22.2%	44.4%	35	31.4%	45.7%	20.0%	2.9%	22.9%
28.6%	52.4%	21	14.3%	85.7%	0.0%	0.0%	0.0%
42.3%	65.4%	26	3.8%	34.6%	61.5%	0.0%	61.5%
9.4%	31.3%	31	48.4%	38.7%	12.9%	0.0%	12.9%
17.6%	44.1%	34	20.6%	67.6%	8.8%	2.9%	11.8%
44.0%	60.0%	25	16.0%	8.0%	76.0%	0.0%	76.0%
0.0%	26.5%	33	18.2%	27.3%	54.5%	0.0%	54.5%
30.5%	54.2%	51	25.5%	41.2%	33.3%	0.0%	33.3%
16.9%	53.2%	72	37.5%	52.8%	8.3%	1.4%	9.7%
16.0%	44.0%	73	19.2%	61.6%	15.1%	4.1%	19.2%
49.2%	78.0%	59	5.1%	28.8%	64.4%	1.7%	66.1%
11.6%	48.8%	86	15.1%	43.0%	37.2%	4.7%	41.9%
38.2%	66.2%	68	17.6%	57.4%	20.6%	4.4%	25.0%
28.4%	52.2%	67	9.0%	28.4%	62.7%	0.0%	62.7%
14.1%	45.1%	71	9.9%	28.2%	60.6%	1.4%	62.0%
27.3%	54.5%	22	9.1%	68.2%	22.7%	0.0%	22.7%
18.2%	36.4%	22	13.6%	59.1%	27.3%	0.0%	27.3%
26.5%	35.3%	34	20.6%	70.6%	8.8%	0.0%	8.8%
7.7%	34.6%	26	7.7%	38.5%	53.8%	0.0%	53.8%
13.0%	39.1%	23	17.4%	47.8%	34.8%	0.0%	34.8%
13.6%	50.0%	22	4.5%	54.5%	31.8%	9.1%	40.9%
14.3%	35.7%	28	21.4%	32.1%	46.4%	0.0%	46.4%
4.0%	24.0%	25	20.0%	32.0%	48.0%	0.0%	48.0%
5.1%	17.9%	36	52.8%	38.9%	8.3%	0.0%	8.3%
18.2%	36.4%	20	40.0%	45.0%	15.0%	0.0%	15.0%
3.1%	18.8%	31	41.9%	48.4%	9.7%	0.0%	9.7%
19.4%	33.3%	36	11.1%	52.8%	36.1%	0.0%	36.1%
2.6%	15.8%	37	29.7%	43.2%	21.6%	5.4%	27.0%
12.9%	32.3%	31	29.0%	64.5%	6.5%	0.0%	6.5%

18.9%	29.7%	37	24.3%	45.9%	29.7%	0.0%	29.7%
6.7%	20.0%	30	23.3%	46.7%	30.0%	0.0%	30.0%
7.0%	15.8%	103	46.6%	39.8%	13.6%	0.0%	13.6%
6.2%	25.4%	117	50.4%	42.7%	6.8%	0.0%	6.8%
10.7%	20.6%	128	34.4%	53.1%	10.2%	2.3%	12.5%
10.7%	30.6%	113	16.8%	46.9%	36.3%	0.0%	36.3%
6.3%	22.5%	111	29.7%	40.5%	27.0%	2.7%	29.7%
14.2%	36.7%	119	26.9%	58.0%	15.1%	0.0%	15.1%
7.2%	18.4%	122	23.8%	39.3%	36.9%	0.0%	36.9%
1.6%	18.9%	127	14.2%	40.2%	45.7%	0.0%	45.7%
2.4%	9.8%	41	53.7%	41.5%	2.4%	2.4%	4.9%
9.8%	36.6%	41	26.8%	70.7%	2.4%	0.0%	2.4%
5.1%	20.5%	38	21.1%	55.3%	13.2%	10.5%	23.7%
13.5%	40.5%	37	10.8%	51.4%	37.8%	0.0%	37.8%
4.7%	18.6%	40	32.5%	40.0%	25.0%	2.5%	27.5%
4.9%	24.4%	41	19.5%	56.1%	24.4%	0.0%	24.4%
2.3%	4.7%	43	23.3%	46.5%	30.2%	0.0%	30.2%
0.0%	21.2%	33	21.2%	36.4%	42.4%	0.0%	42.4%
9.1%	25.0%	154	44.2%	41.6%	13.6%	0.6%	14.3%
7.5%	32.8%	134	26.9%	68.7%	4.5%	0.0%	4.5%
10.1%	24.1%	158	19.0%	53.2%	19.6%	8.2%	27.8%
14.6%	36.1%	158	15.2%	46.2%	38.6%	0.0%	38.6%
9.0%	38.2%	144	9.0%	45.1%	32.6%	13.2%	45.8%
18.8%	59.1%	149	14.1%	53.0%	30.9%	2.0%	32.9%
16.5%	32.9%	159	17.6%	34.0%	48.4%	0.0%	48.4%
10.8%	36.3%	156	14.7%	30.8%	54.5%	0.0%	54.5%
20.9%	51.2%	43	23.3%	55.8%	20.9%	0.0%	20.9%
12.2%	34.1%	39	28.2%	66.7%	5.1%	0.0%	5.1%
32.1%	47.2%	52	13.5%	46.2%	19.2%	21.2%	40.4%
28.6%	50.0%	41	9.8%	26.8%	61.0%	2.4%	63.4%
10.5%	34.2%	38	26.3%	55.3%	15.8%	2.6%	18.4%
17.3%	57.7%	52	11.5%	59.6%	26.9%	1.9%	28.8%
19.2%	40.4%	52	23.1%	38.5%	38.5%	0.0%	38.5%
14.0%	38.6%	57	21.1%	29.8%	49.1%	0.0%	49.1%
18.8%	35.4%	93	24.7%	54.8%	17.2%	3.2%	20.4%
10.6%	24.5%	91	39.6%	57.1%	3.3%	0.0%	3.3%
7.7%	24.4%	77	19.5%	74.0%	2.6%	3.9%	6.5%
14.0%	26.0%	100	11.0%	43.0%	46.0%	0.0%	46.0%
9.4%	40.0%	85	7.1%	57.6%	29.4%	5.9%	35.3%
12.5%	43.2%	87	33.3%	55.2%	11.5%	0.0%	11.5%
10.9%	24.8%	100	33.0%	44.0%	23.0%	0.0%	23.0%
2.2%	18.0%	89	31.5%	32.6%	36.0%	0.0%	36.0%
0.0%	9.5%	21	52.4%	42.9%	4.8%	0.0%	4.8%
6.5%	16.1%	31	38.7%	54.8%	6.5%	0.0%	6.5%
0.0%	8.3%	24	16.7%	79.2%	4.2%	0.0%	4.2%
10.3%	20.7%	29	34.5%	48.3%	17.2%	0.0%	17.2%
3.7%	22.2%	27	40.7%	40.7%	18.5%	0.0%	18.5%
0.0%	38.9%	18	22.2%	77.8%	0.0%	0.0%	0.0%
4.0%	16.0%	24	37.5%	33.3%	29.2%	0.0%	29.2%



0.0%	5.6%	18	16.7%	27.8%	55.6%	0.0%	55.6%
6.7%	16.7%	87	39.1%	52.9%	8.0%	0.0%	8.0%
1.5%	16.4%	67	26.9%	64.2%	9.0%	0.0%	9.0%
7.6%	13.0%	92	19.6%	75.0%	5.4%	0.0%	5.4%
9.9%	21.1%	70	25.7%	41.4%	31.4%	1.4%	32.9%
1.4%	35.7%	69	29.0%	44.9%	26.1%	0.0%	26.1%
6.1%	36.4%	65	27.7%	64.6%	7.7%	0.0%	7.7%
5.5%	12.3%	73	26.0%	46.6%	27.4%	0.0%	27.4%
3.2%	25.8%	62	17.7%	45.2%	37.1%	0.0%	37.1%
20.4%	34.2%	144	37.5%	47.2%	13.9%	1.4%	15.3%
11.9%	45.5%	142	34.5%	53.5%	10.6%	1.4%	12.0%
19.7%	40.1%	146	24.7%	55.5%	13.0%	6.8%	19.9%
35.7%	49.7%	142	12.7%	45.8%	41.5%	0.0%	41.5%
11.2%	37.8%	142	43.7%	38.7%	15.5%	2.1%	17.6%
27.9%	59.8%	122	34.4%	52.5%	11.5%	1.6%	13.1%
13.7%	37.4%	138	23.2%	36.2%	40.6%	0.0%	40.6%
4.5%	25.6%	132	29.5%	33.3%	37.1%	0.0%	37.1%
14.1%	34.4%	64	34.4%	59.4%	6.3%	0.0%	6.3%
7.8%	25.5%	51	47.1%	49.0%	3.9%	0.0%	3.9%
13.3%	20.0%	45	22.2%	75.6%	2.2%	0.0%	2.2%
14.5%	35.5%	62	16.1%	62.9%	21.0%	0.0%	21.0%
2.1%	29.8%	47	10.6%	51.1%	29.8%	8.5%	38.3%
20.8%	47.9%	47	10.6%	42.6%	42.6%	4.3%	46.8%
4.3%	19.1%	47	29.8%	36.2%	34.0%	0.0%	34.0%
1.5%	17.9%	67	16.4%	40.3%	41.8%	1.5%	43.3%
17.3%	42.3%	52	13.5%	63.5%	23.1%	0.0%	23.1%
12.0%	42.7%	74	43.2%	52.7%	4.1%	0.0%	4.1%
10.2%	29.5%	88	21.6%	55.7%	13.6%	9.1%	22.7%
27.3%	52.7%	55	9.1%	52.7%	38.2%	0.0%	38.2%
2.6%	23.7%	76	34.2%	31.6%	25.0%	9.2%	34.2%
16.1%	46.8%	62	21.0%	59.7%	19.4%	0.0%	19.4%
8.2%	29.4%	84	14.3%	45.2%	40.5%	0.0%	40.5%
5.3%	31.6%	76	15.8%	23.7%	60.5%	0.0%	60.5%
12.1%	32.8%	52	50.0%	44.2%	5.8%	0.0%	5.8%
12.5%	35.9%	64	34.4%	51.6%	14.1%	0.0%	14.1%
26.9%	55.2%	67	31.3%	65.7%	3.0%	0.0%	3.0%
34.8%	68.2%	65	16.9%	44.6%	36.9%	1.5%	38.5%
2.9%	17.1%	70	48.6%	38.6%	12.9%	0.0%	12.9%
7.4%	44.1%	68	22.1%	51.5%	23.5%	2.9%	26.5%
11.0%	30.5%	82	30.5%	37.8%	31.7%	0.0%	31.7%
1.4%	28.8%	72	34.7%	34.7%	30.6%	0.0%	30.6%
4.2%	22.9%	45	46.7%	44.4%	8.9%	0.0%	8.9%
10.0%	28.0%	48	47.9%	45.8%	6.3%	0.0%	6.3%
14.8%	31.5%	54	25.9%	66.7%	3.7%	3.7%	7.4%
15.2%	43.5%	46	17.4%	58.7%	23.9%	0.0%	23.9%
4.2%	29.2%	48	50.0%	33.3%	12.5%	4.2%	16.7%
12.8%	36.2%	47	48.9%	46.8%	4.3%	0.0%	4.3%
14.3%	40.8%	49	26.5%	40.8%	32.7%	0.0%	32.7%
4.7%	27.9%	43	16.3%	41.9%	41.9%	0.0%	41.9%

12.5%	37.5%	39	35.9%	48.7%	15.4%	0.0%	15.4%
13.6%	59.1%	44	36.4%	54.5%	9.1%	0.0%	9.1%
33.3%	45.8%	24	25.0%	66.7%	8.3%	0.0%	8.3%
23.5%	52.9%	33	9.1%	42.4%	48.5%	0.0%	48.5%
8.1%	37.8%	37	24.3%	43.2%	32.4%	0.0%	32.4%
15.4%	59.0%	39	10.3%	48.7%	38.5%	2.6%	41.0%
26.5%	52.9%	34	26.5%	26.5%	47.1%	0.0%	47.1%
14.7%	58.8%	33	15.2%	24.2%	60.6%	0.0%	60.6%
20.4%	39.5%	132	25.8%	57.6%	15.9%	0.8%	16.7%
14.4%	39.8%	114	28.9%	57.0%	14.0%	0.0%	14.0%
11.7%	26.3%	135	12.6%	76.3%	11.1%	0.0%	11.1%
28.8%	50.0%	128	10.9%	33.6%	51.6%	3.9%	55.5%
8.9%	28.1%	135	19.3%	48.9%	24.4%	7.4%	31.9%
25.6%	56.4%	133	20.3%	50.4%	26.3%	3.0%	29.3%
23.3%	43.4%	128	18.8%	25.8%	54.7%	0.8%	55.5%
9.1%	35.5%	116	12.9%	25.0%	62.1%	0.0%	62.1%
16.1%	35.7%	56	35.7%	46.4%	17.9%	0.0%	17.9%
5.4%	51.4%	36	30.6%	61.1%	8.3%	0.0%	8.3%
18.2%	39.4%	33	24.2%	66.7%	9.1%	0.0%	9.1%
41.7%	68.8%	47	10.6%	29.8%	55.3%	4.3%	59.6%
0.0%	25.0%	36	41.7%	47.2%	11.1%	0.0%	11.1%
21.7%	52.2%	68	22.1%	51.5%	25.0%	1.5%	26.5%
15.3%	49.2%	59	20.3%	40.7%	39.0%	0.0%	39.0%
6.7%	31.1%	45	15.6%	44.4%	40.0%	0.0%	40.0%
33.3%	45.5%	33	45.5%	51.5%	3.0%	0.0%	3.0%
15.8%	60.5%	37	29.7%	64.9%	5.4%	0.0%	5.4%
33.3%	66.7%	27	22.2%	66.7%	3.7%	7.4%	11.1%
17.4%	56.5%	46	8.7%	52.2%	39.1%	0.0%	39.1%
3.0%	39.4%	33	36.4%	48.5%	15.2%	0.0%	15.2%
23.5%	52.9%	34	26.5%	52.9%	17.6%	2.9%	20.6%
16.7%	38.9%	36	19.4%	33.3%	47.2%	0.0%	47.2%
8.6%	31.4%	35	22.9%	34.3%	42.9%	0.0%	42.9%
4.3%	12.8%	45	28.9%	62.2%	8.9%	0.0%	8.9%
13.6%	38.6%	42	23.8%	66.7%	9.5%	0.0%	9.5%
22.9%	39.6%	48	18.8%	37.5%	33.3%	10.4%	43.8%
6.5%	25.8%	31	25.8%	38.7%	35.5%	0.0%	35.5%
8.7%	43.5%	46	13.0%	63.0%	21.7%	2.2%	23.9%
11.5%	53.8%	52	19.2%	55.8%	25.0%	0.0%	25.0%
15.6%	40.0%	45	8.9%	53.3%	37.8%	0.0%	37.8%
6.5%	38.7%	31	22.6%	51.6%	25.8%	0.0%	25.8%
13.3%	30.7%	70	52.9%	37.1%	10.0%	0.0%	10.0%
16.7%	43.3%	57	19.3%	68.4%	10.5%	1.8%	12.3%
15.4%	33.8%	65	27.7%	63.1%	4.6%	4.6%	9.2%
10.8%	24.6%	65	26.2%	47.7%	26.2%	0.0%	26.2%
5.4%	32.1%	56	21.4%	30.4%	42.9%	5.4%	48.2%
10.9%	43.8%	64	25.0%	51.6%	21.9%	1.6%	23.4%
16.9%	40.0%	65	18.5%	47.7%	33.8%	0.0%	33.8%
16.7%	40.9%	66	13.6%	39.4%	47.0%	0.0%	47.0%
14.0%	26.0%	203	35.0%	52.7%	10.8%	1.5%	12.3%

15.0%	40.9%	189	32.8%	54.5%	12.2%	0.5%	12.7%
13.8%	31.9%	209	30.1%	51.7%	13.9%	4.3%	18.2%
18.9%	42.8%	218	20.2%	44.5%	33.9%	1.4%	35.3%
3.7%	33.7%	187	38.0%	39.0%	17.6%	5.3%	23.0%
13.4%	43.1%	208	18.3%	61.1%	17.8%	2.9%	20.7%
14.6%	34.1%	224	31.7%	32.6%	35.7%	0.0%	35.7%
4.2%	24.0%	190	26.3%	33.2%	40.5%	0.0%	40.5%
24.0%	50.7%	75	37.3%	40.0%	22.7%	0.0%	22.7%
18.5%	48.9%	92	28.3%	64.1%	7.6%	0.0%	7.6%
17.8%	50.7%	72	5.6%	63.9%	22.2%	8.3%	30.6%
24.3%	54.1%	72	13.9%	43.1%	43.1%	0.0%	43.1%
11.6%	43.0%	86	23.3%	39.5%	26.7%	10.5%	37.2%
23.1%	55.4%	65	24.6%	49.2%	20.0%	6.2%	26.2%
34.2%	63.0%	73	9.6%	35.6%	53.4%	1.4%	54.8%
6.2%	38.5%	65	6.2%	20.0%	73.8%	0.0%	73.8%
42.3%	57.7%	25	24.0%	48.0%	24.0%	4.0%	28.0%
28.0%	44.0%	25	8.0%	68.0%	24.0%	0.0%	24.0%
24.1%	55.2%	29	24.1%	27.6%	27.6%	20.7%	48.3%
29.6%	63.0%	26	15.4%	34.6%	46.2%	3.8%	50.0%
15.6%	71.9%	32	6.3%	25.0%	43.8%	25.0%	68.8%
22.9%	65.7%	35	5.7%	42.9%	45.7%	5.7%	51.4%
27.3%	51.5%	33	12.1%	48.5%	39.4%	0.0%	39.4%
8.9%	46.7%	45	15.6%	22.2%	62.2%	0.0%	62.2%
11.1%	41.7%	36	27.8%	63.9%	8.3%	0.0%	8.3%
14.3%	35.7%	28	25.0%	71.4%	3.6%	0.0%	3.6%
3.2%	22.6%	31	16.1%	83.9%	0.0%	0.0%	0.0%
41.0%	48.7%	38	13.2%	50.0%	36.8%	0.0%	36.8%
11.5%	42.3%	26	23.1%	26.9%	30.8%	19.2%	50.0%
16.1%	61.3%	31	9.7%	58.1%	25.8%	6.5%	32.3%
10.3%	27.6%	29	17.2%	41.4%	41.4%	0.0%	41.4%
12.5%	28.1%	32	21.9%	25.0%	53.1%	0.0%	53.1%
18.4%	39.9%	163	31.9%	58.3%	9.8%	0.0%	9.8%
14.9%	48.6%	175	32.6%	62.3%	4.6%	0.6%	5.1%
14.6%	30.4%	158	15.2%	73.4%	7.0%	4.4%	11.4%
21.9%	45.6%	167	13.8%	47.3%	38.9%	0.0%	38.9%
5.8%	31.4%	154	24.0%	53.2%	16.2%	6.5%	22.7%
19.9%	53.0%	166	17.5%	68.7%	13.9%	0.0%	13.9%
6.6%	28.0%	210	31.0%	37.1%	31.9%	0.0%	31.9%
5.5%	31.7%	161	18.6%	33.5%	47.8%	0.0%	47.8%
9.5%	33.3%	39	35.9%	48.7%	15.4%	0.0%	15.4%
12.2%	39.0%	40	30.0%	60.0%	10.0%	0.0%	10.0%
7.3%	17.1%	41	12.2%	58.5%	29.3%	0.0%	29.3%
21.6%	54.9%	51	7.8%	54.9%	37.3%	0.0%	37.3%
5.1%	33.3%	39	35.9%	38.5%	20.5%	5.1%	25.6%
9.8%	45.1%	51	21.6%	56.9%	17.6%	3.9%	21.6%
25.5%	53.2%	47	8.5%	46.8%	44.7%	0.0%	44.7%
12.8%	41.0%	39	17.9%	38.5%	43.6%	0.0%	43.6%
10.5%	21.0%	110	49.1%	43.6%	7.3%	0.0%	7.3%
8.6%	29.3%	111	50.5%	47.7%	1.8%	0.0%	1.8%

6.6%	28.3%	106	20.8%	52.8%	19.8%	6.6%	26.4%
25.7%	58.1%	134	14.2%	44.8%	40.3%	0.7%	41.0%
7.7%	34.6%	156	31.4%	56.4%	10.9%	1.3%	12.2%
13.9%	46.0%	137	27.7%	57.7%	12.4%	2.2%	14.6%
14.0%	25.0%	136	25.7%	26.5%	47.8%	0.0%	47.8%
7.8%	33.1%	150	18.7%	29.3%	51.3%	0.7%	52.0%
30.5%	55.7%	164	28.0%	54.3%	17.7%	0.0%	17.7%
17.3%	54.7%	178	20.8%	72.5%	6.7%	0.0%	6.7%
15.7%	35.5%	172	17.4%	55.8%	15.7%	11.0%	26.7%
33.3%	54.9%	161	8.1%	34.2%	56.5%	1.2%	57.8%
11.6%	44.2%	196	35.2%	36.2%	24.0%	4.6%	28.6%
20.3%	60.8%	152	15.1%	56.6%	27.0%	1.3%	28.3%
11.9%	37.1%	150	24.0%	32.0%	44.0%	0.0%	44.0%
16.5%	42.4%	158	13.9%	33.5%	51.9%	0.6%	52.5%
12.1%	31.0%	56	30.4%	57.1%	12.5%	0.0%	12.5%
8.0%	40.0%	50	28.0%	68.0%	4.0%	0.0%	4.0%
10.9%	32.7%	55	16.4%	67.3%	10.9%	5.5%	16.4%
8.6%	41.4%	57	5.3%	36.8%	54.4%	3.5%	57.9%
9.4%	34.0%	53	13.2%	43.4%	35.8%	7.5%	43.4%
22.2%	57.4%	54	9.3%	68.5%	22.2%	0.0%	22.2%
17.7%	46.8%	62	14.5%	27.4%	56.5%	1.6%	58.1%
16.9%	52.5%	59	11.9%	28.8%	59.3%	0.0%	59.3%
14.3%	27.3%	472	43.9%	40.5%	15.3%	0.4%	15.7%
10.1%	33.7%	430	30.0%	60.5%	9.1%	0.5%	9.5%
9.8%	25.5%	447	29.8%	49.2%	11.0%	10.1%	21.0%
21.7%	44.9%	393	11.5%	41.0%	44.3%	3.3%	47.6%
6.8%	29.0%	437	41.9%	34.3%	18.8%	5.0%	23.8%
17.5%	40.1%	413	28.3%	52.3%	16.9%	2.4%	19.4%
13.4%	28.5%	436	33.7%	32.6%	33.7%	0.0%	33.7%
8.2%	28.7%	373	31.1%	30.8%	37.8%	0.3%	38.1%
12.3%	32.7%	258	41.5%	44.2%	14.0%	0.4%	14.3%
12.7%	44.3%	240	33.8%	55.8%	10.4%	0.0%	10.4%
14.3%	31.2%	231	27.3%	51.1%	14.3%	7.4%	21.6%
18.3%	41.4%	257	12.1%	45.9%	40.9%	1.2%	42.0%
9.3%	34.8%	226	37.2%	45.1%	15.0%	2.7%	17.7%
16.0%	51.6%	224	34.4%	55.8%	8.9%	0.9%	9.8%
16.6%	35.5%	257	18.3%	37.0%	44.7%	0.0%	44.7%
5.6%	31.5%	209	23.4%	37.3%	39.2%	0.0%	39.2%
32.7%	61.1%	207	38.6%	47.3%	14.0%	0.0%	14.0%
30.5%	71.8%	219	27.9%	63.0%	7.8%	1.4%	9.1%
32.0%	58.0%	181	15.5%	47.0%	14.9%	22.7%	37.6%
42.5%	74.2%	238	4.2%	32.4%	63.0%	0.4%	63.4%
22.4%	60.5%	222	9.5%	52.7%	32.0%	5.9%	37.8%
29.6%	75.4%	203	10.3%	57.1%	32.0%	0.5%	32.5%
39.2%	66.7%	189	12.2%	29.1%	58.7%	0.0%	58.7%
12.4%	54.6%	193	8.3%	18.7%	72.0%	1.0%	73.1%
18.5%	51.9%	54	48.1%	44.4%	5.6%	1.9%	7.4%
16.4%	40.0%	55	18.2%	74.5%	7.3%	0.0%	7.3%
17.5%	36.5%	63	17.5%	52.4%	17.5%	12.7%	30.2%

20.0%	46.7%	60	3.3%	48.3%	48.3%	0.0%	48.3%
10.3%	36.2%	58	24.1%	32.8%	36.2%	6.9%	43.1%
17.5%	56.1%	57	24.6%	56.1%	19.3%	0.0%	19.3%
16.4%	29.5%	61	26.2%	39.3%	34.4%	0.0%	34.4%
17.5%	42.9%	62	12.9%	33.9%	53.2%	0.0%	53.2%
31.2%	53.1%	249	19.3%	59.8%	20.9%	0.0%	20.9%
12.9%	39.1%	230	41.7%	55.7%	2.6%	0.0%	2.6%
20.6%	42.6%	222	16.7%	49.1%	16.7%	17.6%	34.2%
23.2%	44.6%	219	14.2%	45.2%	39.3%	1.4%	40.6%
5.5%	32.7%	275	37.5%	49.8%	11.6%	1.1%	12.7%
15.9%	48.1%	258	30.6%	59.7%	9.7%	0.0%	9.7%
22.0%	39.8%	241	15.4%	36.5%	48.1%	0.0%	48.1%
10.6%	38.3%	264	17.8%	34.1%	47.7%	0.4%	48.1%
11.6%	30.4%	68	39.7%	36.8%	23.5%	0.0%	23.5%
8.8%	38.6%	55	36.4%	60.0%	3.6%	0.0%	3.6%
5.2%	27.6%	58	27.6%	62.1%	5.2%	5.2%	10.3%
15.0%	31.7%	60	8.3%	45.0%	46.7%	0.0%	46.7%
9.3%	16.7%	54	31.5%	57.4%	11.1%	0.0%	11.1%
9.5%	28.6%	63	17.5%	52.4%	27.0%	3.2%	30.2%
16.7%	40.0%	60	26.7%	43.3%	30.0%	0.0%	30.0%
3.8%	46.2%	78	9.0%	28.2%	62.8%	0.0%	62.8%
7.8%	9.8%	51	80.4%	19.6%	0.0%	0.0%	0.0%
10.0%	25.0%	40	30.0%	60.0%	10.0%	0.0%	10.0%
17.6%	29.4%	51	21.6%	58.8%	17.6%	2.0%	19.6%
25.5%	44.7%	47	8.5%	55.3%	36.2%	0.0%	36.2%
4.2%	31.3%	47	31.9%	53.2%	8.5%	6.4%	14.9%
14.6%	52.1%	48	29.2%	52.1%	18.8%	0.0%	18.8%
14.8%	27.9%	61	31.1%	29.5%	39.3%	0.0%	39.3%
4.3%	29.8%	47	14.9%	40.4%	44.7%	0.0%	44.7%
8.6%	11.4%	30	40.0%	50.0%	10.0%	0.0%	10.0%
0.0%	25.0%	28	32.1%	57.1%	10.7%	0.0%	10.7%
5.6%	11.1%	36	11.1%	72.2%	11.1%	5.6%	16.7%
29.2%	54.2%	24	12.5%	50.0%	37.5%	0.0%	37.5%
4.8%	33.3%	21	23.8%	42.9%	23.8%	9.5%	33.3%
8.3%	33.3%	24	12.5%	50.0%	29.2%	8.3%	37.5%
30.0%	40.0%	20	15.0%	40.0%	45.0%	0.0%	45.0%
0.0%	22.7%	22	18.2%	36.4%	45.5%	0.0%	45.5%
14.5%	31.0%	413	36.3%	47.7%	15.0%	1.0%	16.0%
10.7%	37.0%	407	30.5%	51.4%	17.9%	0.2%	18.2%
10.9%	29.2%	419	19.8%	53.2%	13.1%	13.8%	27.0%
21.7%	43.6%	398	12.8%	44.2%	40.5%	2.5%	43.0%
7.6%	35.1%	410	19.0%	38.3%	33.4%	9.3%	42.7%
15.2%	46.4%	432	13.4%	56.3%	27.8%	2.5%	30.3%
15.7%	38.2%	442	12.7%	29.6%	57.2%	0.5%	57.7%
5.7%	28.9%	452	14.8%	25.7%	59.1%	0.4%	59.5%
0.0%	0.0%	32	53.1%	43.8%	3.1%	0.0%	3.1%
0.0%	13.6%	44	27.3%	65.9%	6.8%	0.0%	6.8%
0.0%	11.8%	34	26.5%	67.6%	5.9%	0.0%	5.9%
6.5%	15.2%	46	26.1%	39.1%	34.8%	0.0%	34.8%



2.4%	14.6%	39	17.9%	76.9%	5.1%	0.0%	5.1%
6.0%	24.0%	50	24.0%	52.0%	24.0%	0.0%	24.0%
1.6%	13.1%	61	32.8%	47.5%	19.7%	0.0%	19.7%
2.7%	29.7%	37	16.2%	37.8%	45.9%	0.0%	45.9%
12.1%	28.9%	457	39.4%	46.2%	14.0%	0.4%	14.4%
7.1%	28.2%	407	35.1%	62.2%	2.2%	0.5%	2.7%
11.2%	24.5%	388	21.4%	57.5%	10.6%	10.6%	21.1%
15.0%	31.6%	389	14.7%	46.5%	37.8%	1.0%	38.8%
4.4%	22.4%	404	35.9%	35.4%	24.8%	4.0%	28.7%
7.1%	33.3%	418	25.1%	52.2%	21.3%	1.4%	22.7%
7.9%	23.8%	379	24.8%	42.0%	33.2%	0.0%	33.2%
2.7%	20.7%	365	18.1%	37.5%	44.1%	0.3%	44.4%
13.7%	32.9%	313	32.6%	52.1%	15.3%	0.0%	15.3%
10.4%	30.4%	266	30.5%	62.4%	7.1%	0.0%	7.1%
10.1%	26.1%	299	17.1%	73.2%	7.7%	2.0%	9.7%
8.6%	25.4%	305	12.1%	54.1%	33.4%	0.3%	33.8%
3.9%	20.0%	310	37.1%	38.1%	18.7%	6.1%	24.8%
12.8%	39.8%	303	36.3%	41.6%	19.8%	2.3%	22.1%
11.9%	24.7%	351	27.9%	33.9%	38.2%	0.0%	38.2%
6.5%	30.8%	338	13.9%	33.1%	53.0%	0.0%	53.0%
20.4%	38.8%	48	22.9%	56.3%	20.8%	0.0%	20.8%
17.0%	35.8%	53	15.1%	66.0%	13.2%	5.7%	18.9%
5.3%	28.9%	38	18.4%	57.9%	18.4%	5.3%	23.7%
14.9%	31.9%	47	8.5%	55.3%	34.0%	2.1%	36.2%
7.0%	32.6%	43	30.2%	32.6%	23.3%	14.0%	37.2%
17.3%	50.0%	52	9.6%	40.4%	46.2%	3.8%	50.0%
18.0%	32.0%	50	22.0%	28.0%	46.0%	4.0%	50.0%
9.3%	34.9%	43	18.6%	20.9%	60.5%	0.0%	60.5%
13.2%	40.1%	206	19.4%	51.0%	29.6%	0.0%	29.6%
11.1%	41.7%	179	17.3%	71.5%	11.2%	0.0%	11.2%
13.3%	29.4%	211	19.9%	50.7%	24.2%	5.2%	29.4%
18.9%	43.8%	202	9.9%	50.0%	39.1%	1.0%	40.1%
8.3%	36.5%	192	19.8%	44.3%	32.8%	3.1%	35.9%
14.4%	47.2%	195	19.5%	49.7%	29.2%	1.5%	30.8%
14.3%	32.1%	223	32.3%	37.2%	30.0%	0.4%	30.5%
7.7%	29.4%	193	17.1%	30.1%	52.3%	0.5%	52.8%
7.7%	20.0%	62	45.2%	43.5%	11.3%	0.0%	11.3%
8.7%	30.4%	46	23.9%	56.5%	19.6%	0.0%	19.6%
5.9%	14.7%	68	25.0%	61.8%	8.8%	4.4%	13.2%
12.7%	38.2%	55	10.9%	36.4%	50.9%	1.8%	52.7%
1.7%	11.9%	59	23.7%	59.3%	16.9%	0.0%	16.9%
6.7%	30.0%	60	18.3%	70.0%	11.7%	0.0%	11.7%
2.4%	7.1%	42	14.3%	52.4%	33.3%	0.0%	33.3%
6.5%	26.1%	46	10.9%	26.1%	63.0%	0.0%	63.0%
4.1%	17.5%	95	49.5%	38.9%	11.6%	0.0%	11.6%
8.1%	20.7%	110	49.1%	46.4%	3.6%	0.9%	4.5%
4.0%	16.0%	73	24.7%	60.3%	13.7%	1.4%	15.1%
16.0%	30.9%	79	19.0%	62.0%	19.0%	0.0%	19.0%
1.8%	24.5%	109	32.1%	61.5%	6.4%	0.0%	6.4%

10.3%	38.3%	107	23.4%	72.0%	4.7%	0.0%	4.7%
10.8%	23.5%	102	19.6%	46.1%	34.3%	0.0%	34.3%
3.6%	28.2%	110	14.5%	26.4%	59.1%	0.0%	59.1%
5.3%	18.6%	108	39.8%	50.9%	8.3%	0.9%	9.3%
6.7%	21.2%	102	54.9%	42.2%	2.0%	1.0%	2.9%
9.1%	19.3%	85	25.9%	67.1%	4.7%	2.4%	7.1%
11.7%	26.6%	91	18.7%	59.3%	20.9%	1.1%	22.0%
8.4%	31.3%	83	55.4%	43.4%	1.2%	0.0%	1.2%
17.1%	39.5%	76	26.3%	56.6%	15.8%	1.3%	17.1%
21.7%	42.2%	82	23.2%	35.4%	41.5%	0.0%	41.5%
3.8%	19.2%	78	20.5%	42.3%	33.3%	3.8%	37.2%
15.2%	34.8%	62	33.9%	50.0%	16.1%	0.0%	16.1%
12.7%	27.0%	61	39.3%	59.0%	1.6%	0.0%	1.6%
6.8%	17.6%	74	18.9%	56.8%	21.6%	2.7%	24.3%
13.8%	26.2%	64	14.1%	43.8%	42.2%	0.0%	42.2%
3.2%	22.1%	95	28.4%	46.3%	21.1%	4.2%	25.3%
13.9%	41.7%	72	38.9%	47.2%	13.9%	0.0%	13.9%
16.0%	32.1%	79	25.3%	43.0%	31.6%	0.0%	31.6%
3.3%	35.9%	92	12.0%	42.4%	45.7%	0.0%	45.7%
11.8%	28.4%	153	39.2%	47.7%	12.4%	0.7%	13.1%
9.0%	37.9%	143	28.7%	58.0%	12.6%	0.7%	13.3%
12.1%	28.0%	130	15.4%	75.4%	6.9%	2.3%	9.2%
29.6%	59.3%	134	6.0%	36.6%	55.2%	2.2%	57.5%
5.3%	31.6%	114	26.3%	58.8%	14.0%	0.9%	14.9%
21.4%	52.8%	159	17.6%	62.3%	19.5%	0.6%	20.1%
23.6%	43.9%	148	28.4%	43.2%	28.4%	0.0%	28.4%
7.8%	27.4%	179	19.6%	42.5%	37.4%	0.6%	38.0%
19.3%	41.3%	770	20.9%	51.7%	26.2%	1.2%	27.4%
17.6%	51.8%	754	15.8%	67.4%	15.9%	0.9%	16.8%
21.3%	41.7%	718	10.4%	64.2%	15.6%	9.7%	25.3%
26.0%	53.5%	704	6.0%	40.5%	49.4%	4.1%	53.6%
12.8%	41.1%	678	18.9%	34.4%	35.4%	11.4%	46.8%
20.2%	49.6%	725	21.8%	52.3%	23.3%	2.6%	25.9%
19.2%	35.3%	712	21.3%	24.7%	53.4%	0.6%	53.9%
10.8%	36.3%	637	12.2%	29.0%	57.3%	1.4%	58.7%
30.6%	51.6%	246	30.1%	45.9%	23.2%	0.8%	24.0%
20.6%	54.0%	252	17.5%	69.8%	12.7%	0.0%	12.7%
23.8%	46.4%	248	11.7%	50.4%	25.8%	12.1%	37.9%
39.0%	61.8%	272	9.2%	38.2%	48.2%	4.4%	52.6%
19.3%	56.8%	264	16.7%	34.5%	37.9%	11.0%	48.9%
28.2%	71.1%	273	13.2%	57.5%	26.4%	2.9%	29.3%
34.4%	60.7%	270	8.1%	24.8%	66.7%	0.4%	67.0%
22.1%	56.2%	267	7.1%	26.2%	65.2%	1.5%	66.7%
6.3%	22.9%	44	47.7%	40.9%	11.4%	0.0%	11.4%
8.7%	39.1%	23	17.4%	65.2%	8.7%	8.7%	17.4%
6.3%	28.1%	32	25.0%	59.4%	12.5%	3.1%	15.6%
4.8%	33.3%	21	23.8%	47.6%	28.6%	0.0%	28.6%
0.0%	15.8%	19	26.3%	47.4%	15.8%	10.5%	26.3%
21.2%	30.3%	33	21.2%	48.5%	21.2%	9.1%	30.3%

17.9%	39.3%	28	17.9%	28.6%	53.6%	0.0%	53.6%
0.0%	6.5%	31	25.8%	35.5%	38.7%	0.0%	38.7%
15.7%	32.6%	84	44.0%	44.0%	11.9%	0.0%	11.9%
12.7%	45.6%	79	25.3%	55.7%	17.7%	1.3%	19.0%
7.7%	24.6%	65	18.5%	61.5%	10.8%	9.2%	20.0%
13.9%	37.5%	71	8.5%	57.7%	33.8%	0.0%	33.8%
3.4%	30.7%	88	20.5%	56.8%	21.6%	1.1%	22.7%
13.3%	41.0%	82	22.0%	56.1%	17.1%	4.9%	22.0%
8.4%	33.7%	82	17.1%	46.3%	36.6%	0.0%	36.6%
6.0%	36.0%	100	19.0%	36.0%	45.0%	0.0%	45.0%
19.4%	47.2%	34	44.1%	47.1%	8.8%	0.0%	8.8%
28.9%	65.8%	38	31.6%	47.4%	21.1%	0.0%	21.1%
6.1%	30.3%	33	18.2%	63.6%	15.2%	3.0%	18.2%
42.1%	63.2%	37	5.4%	43.2%	51.4%	0.0%	51.4%
11.4%	45.5%	44	18.2%	31.8%	43.2%	6.8%	50.0%
16.3%	57.1%	49	22.4%	49.0%	28.6%	0.0%	28.6%
37.0%	63.0%	27	3.7%	33.3%	63.0%	0.0%	63.0%
12.2%	46.3%	41	14.6%	29.3%	56.1%	0.0%	56.1%
22.9%	47.8%	250	29.2%	45.6%	25.2%	0.0%	25.2%
20.8%	48.8%	233	22.7%	60.1%	15.5%	1.7%	17.2%
18.7%	42.7%	240	7.1%	77.5%	7.1%	8.3%	15.4%
30.8%	55.5%	257	12.8%	41.2%	45.5%	0.4%	45.9%
9.8%	39.3%	233	25.8%	38.2%	30.0%	6.0%	36.1%
18.2%	57.1%	230	13.0%	39.1%	43.5%	4.3%	47.8%
20.0%	49.1%	265	10.2%	37.0%	52.5%	0.4%	52.8%
19.0%	52.4%	231	13.4%	24.2%	61.5%	0.9%	62.3%
16.7%	34.7%	72	29.2%	43.1%	27.8%	0.0%	27.8%
10.8%	41.9%	73	23.3%	64.4%	11.0%	1.4%	12.3%
9.7%	25.8%	60	15.0%	41.7%	18.3%	25.0%	43.3%
13.1%	41.0%	59	11.9%	35.6%	52.5%	0.0%	52.5%
14.3%	32.1%	56	41.1%	48.2%	8.9%	1.8%	10.7%
18.1%	48.6%	72	26.4%	66.7%	6.9%	0.0%	6.9%
14.1%	33.3%	76	17.1%	25.0%	57.9%	0.0%	57.9%
7.8%	35.9%	63	11.1%	20.6%	68.3%	0.0%	68.3%
13.0%	30.4%	22	31.8%	50.0%	18.2%	0.0%	18.2%
17.1%	40.0%	35	28.6%	57.1%	14.3%	0.0%	14.3%
15.2%	36.4%	33	15.2%	78.8%	3.0%	3.0%	6.1%
30.3%	60.6%	33	6.1%	45.5%	42.4%	6.1%	48.5%
11.4%	42.9%	35	25.7%	57.1%	17.1%	0.0%	17.1%
17.9%	43.6%	39	12.8%	53.8%	25.6%	7.7%	33.3%
26.3%	50.0%	38	15.8%	23.7%	57.9%	2.6%	60.5%
14.3%	48.6%	35	11.4%	11.4%	77.1%	0.0%	77.1%
25.7%	41.2%	143	37.1%	44.8%	16.1%	2.1%	18.2%
10.6%	40.4%	137	35.8%	59.1%	5.1%	0.0%	5.1%
14.0%	34.7%	150	20.7%	63.3%	12.7%	3.3%	16.0%
17.6%	39.7%	129	17.1%	58.1%	24.0%	0.8%	24.8%
12.4%	43.8%	137	24.8%	32.8%	37.2%	5.1%	42.3%
23.6%	50.0%	144	16.7%	61.1%	21.5%	0.7%	22.2%
26.7%	46.7%	148	22.3%	31.8%	45.9%	0.0%	45.9%



2.5%	37.3%	117	15.4%	36.8%	47.9%	0.0%	47.9%
9.4%	34.4%	31	22.6%	64.5%	12.9%	0.0%	12.9%
11.4%	43.2%	44	31.8%	61.4%	6.8%	0.0%	6.8%
30.3%	48.5%	32	3.1%	43.8%	18.8%	34.4%	53.1%
27.5%	55.0%	40	7.5%	40.0%	52.5%	0.0%	52.5%
21.2%	48.5%	33	24.2%	42.4%	33.3%	0.0%	33.3%
18.2%	63.6%	33	12.1%	72.7%	15.2%	0.0%	15.2%
6.9%	27.6%	29	13.8%	48.3%	37.9%	0.0%	37.9%
2.6%	30.8%	39	10.3%	53.8%	35.9%	0.0%	35.9%
39.1%	52.2%	46	4.3%	52.2%	41.3%	2.2%	43.5%
26.2%	58.5%	65	13.8%	69.2%	16.9%	0.0%	16.9%
43.6%	61.8%	54	3.7%	38.9%	11.1%	46.3%	57.4%
45.5%	69.7%	66	10.6%	22.7%	59.1%	7.6%	66.7%
7.6%	37.9%	66	16.7%	50.0%	30.3%	3.0%	33.3%
23.9%	54.3%	46	19.6%	41.3%	39.1%	0.0%	39.1%
22.2%	44.4%	63	20.6%	41.3%	38.1%	0.0%	38.1%
13.6%	40.7%	59	6.8%	33.9%	59.3%	0.0%	59.3%
9.4%	34.4%	32	18.8%	50.0%	31.3%	0.0%	31.3%
5.6%	50.0%	36	25.0%	63.9%	11.1%	0.0%	11.1%
31.0%	41.4%	29	24.1%	37.9%	31.0%	6.9%	37.9%
48.3%	69.0%	29	6.9%	31.0%	62.1%	0.0%	62.1%
8.0%	56.0%	25	28.0%	48.0%	24.0%	0.0%	24.0%
17.1%	57.1%	35	17.1%	68.6%	11.4%	2.9%	14.3%
6.5%	19.4%	30	20.0%	23.3%	50.0%	6.7%	56.7%
15.6%	46.9%	32	12.5%	40.6%	46.9%	0.0%	46.9%
4.9%	19.5%	37	43.2%	35.1%	21.6%	0.0%	21.6%
0.0%	15.4%	38	28.9%	60.5%	10.5%	0.0%	10.5%
7.5%	37.5%	40	25.0%	67.5%	7.5%	0.0%	7.5%
20.8%	56.3%	47	17.0%	34.0%	48.9%	0.0%	48.9%
3.9%	25.5%	51	41.2%	37.3%	17.6%	3.9%	21.6%
12.5%	56.3%	48	35.4%	43.8%	18.8%	2.1%	20.8%
10.8%	37.8%	37	37.8%	32.4%	29.7%	0.0%	29.7%
9.3%	39.5%	43	14.0%	41.9%	44.2%	0.0%	44.2%
21.3%	45.7%	88	19.3%	62.5%	18.2%	0.0%	18.2%
12.0%	55.4%	83	15.7%	66.3%	18.1%	0.0%	18.1%
20.9%	39.1%	113	14.2%	67.3%	14.2%	4.4%	18.6%
31.6%	50.0%	114	9.6%	21.1%	64.9%	4.4%	69.3%
7.5%	39.3%	107	20.6%	56.1%	20.6%	2.8%	23.4%
19.8%	61.4%	101	12.9%	55.4%	28.7%	3.0%	31.7%
16.9%	42.4%	114	11.4%	39.5%	49.1%	0.0%	49.1%
5.1%	25.3%	99	22.2%	31.3%	46.5%	0.0%	46.5%
20.1%	39.8%	288	22.2%	53.1%	22.2%	2.4%	24.7%
16.3%	48.1%	264	14.8%	65.5%	19.7%	0.0%	19.7%
8.5%	22.2%	267	24.0%	55.4%	10.1%	10.5%	20.6%
19.9%	37.2%	261	16.9%	36.0%	46.0%	1.1%	47.1%
3.6%	23.7%	249	30.9%	36.5%	28.1%	4.4%	32.5%
11.4%	40.7%	246	22.8%	46.7%	26.0%	4.5%	30.5%
12.2%	26.2%	255	23.9%	38.0%	38.0%	0.0%	38.0%
4.7%	21.7%	227	26.0%	33.0%	41.0%	0.0%	41.0%

17.3%	38.7%	74	29.7%	41.9%	27.0%	1.4%	28.4%
9.0%	37.2%	78	24.4%	46.2%	28.2%	1.3%	29.5%
10.3%	19.2%	77	18.2%	62.3%	10.4%	9.1%	19.5%
14.5%	27.6%	76	22.4%	32.9%	40.8%	3.9%	44.7%
6.9%	32.8%	58	36.2%	24.1%	32.8%	6.9%	39.7%
7.8%	45.3%	64	21.9%	59.4%	18.8%	0.0%	18.8%
10.8%	24.3%	72	26.4%	29.2%	44.4%	0.0%	44.4%
4.3%	20.3%	68	22.1%	27.9%	50.0%	0.0%	50.0%
27.7%	47.6%	320	23.1%	48.1%	27.8%	0.9%	28.8%
13.5%	50.3%	323	28.2%	57.3%	13.6%	0.9%	14.6%
18.8%	38.2%	352	15.3%	71.3%	11.1%	2.3%	13.4%
24.7%	47.9%	324	12.3%	53.1%	34.3%	0.3%	34.6%
10.1%	38.4%	336	30.4%	47.6%	20.2%	1.8%	22.0%
16.5%	43.8%	333	24.0%	41.7%	31.5%	2.7%	34.2%
20.3%	42.4%	344	10.5%	34.6%	54.9%	0.0%	54.9%
11.4%	42.6%	324	12.0%	32.1%	55.2%	0.6%	55.9%
24.8%	47.7%	248	25.0%	51.2%	21.0%	2.8%	23.8%
17.0%	48.3%	256	44.1%	49.6%	6.3%	0.0%	6.3%
20.2%	42.0%	238	16.4%	67.2%	13.0%	3.4%	16.4%
25.9%	48.6%	250	15.2%	50.4%	34.0%	0.4%	34.4%
6.3%	37.5%	269	20.1%	47.6%	26.8%	5.6%	32.3%
15.8%	54.7%	278	41.4%	50.4%	7.9%	0.4%	8.3%
29.1%	50.8%	257	16.0%	29.2%	54.5%	0.4%	54.9%
17.9%	44.3%	234	15.0%	25.2%	59.4%	0.4%	59.8%
7.3%	9.8%	39	30.8%	61.5%	7.7%	0.0%	7.7%
7.1%	33.3%	42	33.3%	57.1%	9.5%	0.0%	9.5%
5.4%	21.6%	37	16.2%	62.2%	21.6%	0.0%	21.6%
20.5%	28.2%	36	25.0%	55.6%	19.4%	0.0%	19.4%
0.0%	17.4%	46	47.8%	23.9%	21.7%	6.5%	28.3%
8.3%	36.1%	36	19.4%	61.1%	13.9%	5.6%	19.4%
5.4%	13.5%	37	29.7%	54.1%	13.5%	2.7%	16.2%
7.7%	30.8%	38	13.2%	36.8%	50.0%	0.0%	50.0%
12.8%	38.5%	38	57.9%	42.1%	0.0%	0.0%	0.0%
11.5%	44.2%	51	49.0%	39.2%	11.8%	0.0%	11.8%
5.6%	25.0%	36	30.6%	55.6%	11.1%	2.8%	13.9%
18.6%	46.5%	43	11.6%	41.9%	46.5%	0.0%	46.5%
0.0%	25.0%	40	40.0%	57.5%	2.5%	0.0%	2.5%
17.5%	62.5%	40	10.0%	75.0%	15.0%	0.0%	15.0%
9.1%	29.5%	43	20.9%	48.8%	30.2%	0.0%	30.2%
1.9%	15.1%	53	24.5%	41.5%	34.0%	0.0%	34.0%
11.4%	31.6%	314	35.0%	47.8%	17.2%	0.0%	17.2%
9.8%	37.0%	304	23.4%	62.2%	14.1%	0.3%	14.5%
11.0%	29.8%	322	22.0%	54.7%	13.7%	9.6%	23.3%
21.6%	44.1%	308	11.4%	38.0%	49.7%	1.0%	50.6%
8.5%	38.9%	303	29.0%	41.6%	21.5%	7.9%	29.4%
16.1%	48.8%	332	27.1%	53.3%	18.1%	1.5%	19.6%
17.6%	35.3%	327	29.4%	35.5%	35.2%	0.0%	35.2%
10.0%	42.6%	310	9.7%	28.4%	61.9%	0.0%	61.9%
17.9%	44.6%	56	42.9%	51.8%	5.4%	0.0%	5.4%

7.9%	36.5%	62	37.1%	59.7%	3.2%	0.0%	3.2%
6.2%	18.5%	64	45.3%	50.0%	4.7%	0.0%	4.7%
26.0%	50.0%	49	10.2%	71.4%	18.4%	0.0%	18.4%
1.7%	27.1%	56	41.1%	58.9%	0.0%	0.0%	0.0%
5.6%	37.0%	54	53.7%	44.4%	1.9%	0.0%	1.9%
17.5%	36.5%	63	28.6%	28.6%	42.9%	0.0%	42.9%
13.6%	42.4%	59	15.3%	37.3%	47.5%	0.0%	47.5%
15.0%	33.1%	247	44.1%	47.0%	8.9%	0.0%	8.9%
10.7%	32.2%	269	36.1%	60.6%	3.3%	0.0%	3.3%
11.4%	30.8%	275	28.7%	68.0%	3.3%	0.0%	3.3%
18.5%	41.8%	272	17.6%	53.7%	28.3%	0.4%	28.7%
5.9%	33.9%	271	31.7%	58.3%	8.9%	1.1%	10.0%
18.1%	54.4%	287	20.6%	64.8%	11.5%	3.1%	14.6%
19.0%	38.4%	230	19.6%	40.4%	40.0%	0.0%	40.0%
9.4%	32.1%	285	20.7%	34.0%	45.3%	0.0%	45.3%
15.4%	30.9%	228	31.1%	46.9%	20.6%	1.3%	21.9%
11.2%	36.2%	224	36.6%	53.1%	9.8%	0.4%	10.3%
13.5%	28.3%	232	13.4%	75.9%	7.8%	3.0%	10.8%
23.1%	48.3%	233	10.3%	33.5%	55.4%	0.9%	56.2%
2.0%	24.6%	247	32.0%	50.6%	15.8%	1.6%	17.4%
13.5%	37.1%	236	26.3%	55.9%	17.8%	0.0%	17.8%
12.6%	31.6%	231	25.5%	35.1%	38.5%	0.9%	39.4%
6.8%	27.9%	217	12.9%	32.7%	54.4%	0.0%	54.4%
2.9%	14.7%	28	67.9%	32.1%	0.0%	0.0%	0.0%
5.6%	27.8%	35	54.3%	45.7%	0.0%	0.0%	0.0%
17.6%	29.4%	34	26.5%	55.9%	14.7%	2.9%	17.6%
19.4%	45.2%	31	9.7%	45.2%	41.9%	3.2%	45.2%
5.7%	17.1%	35	37.1%	40.0%	20.0%	2.9%	22.9%
4.7%	34.9%	43	39.5%	48.8%	9.3%	2.3%	11.6%
11.8%	32.4%	35	28.6%	37.1%	34.3%	0.0%	34.3%
3.7%	40.7%	28	14.3%	42.9%	42.9%	0.0%	42.9%
9.4%	15.1%	180	38.9%	45.0%	16.1%	0.0%	16.1%
4.7%	17.6%	185	41.1%	51.4%	7.0%	0.5%	7.6%
7.4%	22.7%	162	35.2%	51.9%	8.6%	4.3%	13.0%
16.5%	40.0%	166	12.7%	49.4%	36.1%	1.8%	38.0%
3.7%	16.0%	161	28.0%	60.2%	11.2%	0.6%	11.8%
6.3%	28.8%	159	30.8%	50.9%	16.4%	1.9%	18.2%
5.8%	13.3%	174	47.1%	38.5%	14.4%	0.0%	14.4%
3.0%	13.9%	161	39.1%	34.8%	26.1%	0.0%	26.1%
30.2%	57.1%	61	21.3%	44.3%	32.8%	1.6%	34.4%
19.6%	54.9%	51	23.5%	56.9%	19.6%	0.0%	19.6%
34.4%	62.5%	31	9.7%	61.3%	16.1%	12.9%	29.0%
33.3%	66.7%	36	13.9%	55.6%	30.6%	0.0%	30.6%
10.5%	55.3%	38	21.1%	50.0%	28.9%	0.0%	28.9%
29.8%	66.0%	47	27.7%	59.6%	12.8%	0.0%	12.8%
23.1%	46.2%	39	35.9%	33.3%	30.8%	0.0%	30.8%
24.4%	57.8%	45	24.4%	31.1%	44.4%	0.0%	44.4%
17.6%	39.7%	67	11.9%	37.3%	38.8%	11.9%	50.7%
25.7%	59.5%	74	12.2%	52.7%	32.4%	2.7%	35.1%

13.8%	36.9%	65	3.1%	75.4%	7.7%	13.8%	21.5%
21.3%	42.7%	75	5.3%	49.3%	45.3%	0.0%	45.3%
10.1%	47.8%	69	14.5%	31.9%	50.7%	2.9%	53.6%
36.3%	66.3%	80	12.5%	52.5%	27.5%	7.5%	35.0%
38.0%	59.5%	79	12.7%	40.5%	46.8%	0.0%	46.8%
15.1%	48.8%	85	7.1%	24.7%	67.1%	1.2%	68.2%
17.8%	35.6%	89	43.8%	49.4%	6.7%	0.0%	6.7%
21.2%	45.5%	63	33.3%	60.3%	6.3%	0.0%	6.3%
14.5%	32.9%	75	37.3%	46.7%	10.7%	5.3%	16.0%
24.1%	39.8%	83	15.7%	57.8%	24.1%	2.4%	26.5%
5.5%	34.2%	73	37.0%	39.7%	21.9%	1.4%	23.3%
8.5%	47.9%	71	32.4%	57.7%	9.9%	0.0%	9.9%
26.3%	48.7%	75	8.0%	40.0%	52.0%	0.0%	52.0%
8.4%	36.1%	83	14.5%	37.3%	48.2%	0.0%	48.2%
10.0%	30.0%	39	46.2%	35.9%	17.9%	0.0%	17.9%
14.8%	51.9%	53	9.4%	79.2%	11.3%	0.0%	11.3%
15.9%	40.9%	44	18.2%	47.7%	20.5%	13.6%	34.1%
25.5%	52.7%	54	14.8%	37.0%	46.3%	1.9%	48.1%
6.5%	47.8%	46	21.7%	43.5%	32.6%	2.2%	34.8%
14.5%	50.0%	62	21.0%	64.5%	12.9%	1.6%	14.5%
18.4%	42.9%	49	8.2%	46.9%	44.9%	0.0%	44.9%
10.5%	45.6%	57	15.8%	28.1%	56.1%	0.0%	56.1%
6.9%	18.4%	166	48.2%	42.8%	9.0%	0.0%	9.0%
4.9%	25.0%	163	44.8%	55.2%	0.0%	0.0%	0.0%
11.5%	26.2%	127	18.9%	77.2%	2.4%	1.6%	3.9%
27.8%	40.5%	153	20.3%	47.1%	32.0%	0.7%	32.7%
8.8%	35.8%	137	35.0%	38.0%	21.9%	5.1%	27.0%
6.8%	42.4%	131	44.3%	47.3%	6.1%	2.3%	8.4%
11.4%	25.0%	131	38.9%	38.9%	22.1%	0.0%	22.1%
7.0%	27.5%	142	23.2%	35.2%	41.5%	0.0%	41.5%
16.3%	32.7%	48	31.3%	47.9%	20.8%	0.0%	20.8%
18.2%	52.3%	44	40.9%	59.1%	0.0%	0.0%	0.0%
20.5%	33.3%	38	21.1%	50.0%	26.3%	2.6%	28.9%
38.2%	67.6%	33	9.1%	36.4%	54.5%	0.0%	54.5%
2.4%	24.4%	41	24.4%	48.8%	26.8%	0.0%	26.8%
17.5%	45.0%	40	25.0%	62.5%	12.5%	0.0%	12.5%
11.8%	35.3%	34	41.2%	32.4%	26.5%	0.0%	26.5%
0.0%	39.0%	41	7.3%	39.0%	53.7%	0.0%	53.7%
6.4%	21.3%	46	28.3%	67.4%	2.2%	2.2%	4.3%
25.0%	47.5%	38	26.3%	60.5%	13.2%	0.0%	13.2%
20.0%	33.3%	45	4.4%	82.2%	4.4%	8.9%	13.3%
39.3%	67.9%	28	10.7%	21.4%	67.9%	0.0%	67.9%
4.8%	33.3%	42	21.4%	47.6%	26.2%	4.8%	31.0%
35.9%	64.1%	39	23.1%	43.6%	33.3%	0.0%	33.3%
20.0%	44.0%	50	6.0%	46.0%	48.0%	0.0%	48.0%
10.3%	38.5%	39	10.3%	28.2%	61.5%	0.0%	61.5%
3.0%	9.1%	31	54.8%	45.2%	0.0%	0.0%	0.0%
3.0%	18.2%	33	33.3%	57.6%	9.1%	0.0%	9.1%
10.3%	20.7%	29	13.8%	72.4%	10.3%	3.4%	13.8%

0.0%	25.0%	16	31.3%	43.8%	25.0%	0.0%	25.0%
5.9%	26.5%	34	55.9%	32.4%	11.8%	0.0%	11.8%
0.0%	41.7%	24	37.5%	54.2%	8.3%	0.0%	8.3%
6.3%	31.3%	32	28.1%	28.1%	43.8%	0.0%	43.8%
0.0%	10.0%	30	43.3%	40.0%	16.7%	0.0%	16.7%
10.3%	28.2%	154	32.5%	50.0%	16.2%	1.3%	17.5%
10.2%	42.9%	147	18.4%	72.1%	9.5%	0.0%	9.5%
11.6%	30.1%	146	17.1%	67.8%	9.6%	5.5%	15.1%
25.0%	53.6%	140	12.9%	44.3%	42.1%	0.7%	42.9%
6.4%	36.9%	157	26.1%	66.9%	7.0%	0.0%	7.0%
13.7%	55.4%	139	26.6%	65.5%	7.2%	0.7%	7.9%
16.8%	38.9%	131	22.9%	35.1%	42.0%	0.0%	42.0%
4.4%	29.2%	136	14.7%	37.5%	47.8%	0.0%	47.8%
17.7%	37.4%	246	28.9%	45.5%	24.8%	0.8%	25.6%
15.0%	39.7%	210	33.8%	56.2%	9.5%	0.5%	10.0%
20.6%	43.3%	245	10.2%	74.3%	11.8%	3.7%	15.5%
38.9%	63.7%	222	9.0%	34.7%	55.0%	1.4%	56.3%
5.7%	38.3%	208	28.8%	58.2%	12.5%	0.5%	13.0%
15.5%	41.4%	220	27.3%	65.0%	7.7%	0.0%	7.7%
16.1%	34.6%	214	27.6%	34.1%	38.3%	0.0%	38.3%
6.5%	35.2%	199	13.6%	31.2%	55.3%	0.0%	55.3%
11.9%	28.6%	122	34.4%	45.9%	19.7%	0.0%	19.7%
18.4%	45.6%	136	19.9%	70.6%	9.6%	0.0%	9.6%
9.7%	35.1%	133	16.5%	60.9%	19.5%	3.0%	22.6%
31.4%	50.0%	116	7.8%	31.0%	60.3%	0.9%	61.2%
6.1%	34.4%	131	25.2%	41.2%	28.2%	5.3%	33.6%
13.7%	46.0%	139	12.2%	44.6%	37.4%	5.8%	43.2%
17.6%	36.0%	135	11.1%	42.2%	45.9%	0.7%	46.7%
13.5%	45.0%	111	4.5%	21.6%	73.9%	0.0%	73.9%
13.6%	27.3%	40	45.0%	47.5%	7.5%	0.0%	7.5%
3.2%	32.3%	31	35.5%	54.8%	9.7%	0.0%	9.7%
4.8%	16.7%	42	50.0%	42.9%	2.4%	4.8%	7.1%
23.1%	66.7%	38	10.5%	47.4%	42.1%	0.0%	42.1%
4.4%	31.1%	45	26.7%	37.8%	33.3%	2.2%	35.6%
12.0%	40.0%	49	22.4%	55.1%	22.4%	0.0%	22.4%
14.3%	42.9%	35	20.0%	40.0%	40.0%	0.0%	40.0%
12.1%	33.3%	33	6.1%	51.5%	42.4%	0.0%	42.4%
9.0%	19.4%	64	18.8%	54.7%	23.4%	3.1%	26.6%
2.1%	25.5%	46	21.7%	69.6%	8.7%	0.0%	8.7%
20.3%	35.6%	59	16.9%	61.0%	15.3%	6.8%	22.0%
17.7%	45.2%	61	13.1%	54.1%	32.8%	0.0%	32.8%
5.2%	29.3%	58	36.2%	37.9%	25.9%	0.0%	25.9%
6.6%	39.3%	61	21.3%	55.7%	21.3%	1.6%	23.0%
13.6%	33.3%	66	15.2%	39.4%	45.5%	0.0%	45.5%
8.9%	32.9%	79	19.0%	31.6%	49.4%	0.0%	49.4%
9.1%	22.7%	22	45.5%	45.5%	9.1%	0.0%	9.1%
12.9%	32.3%	31	54.8%	45.2%	0.0%	0.0%	0.0%
19.4%	35.5%	31	16.1%	64.5%	19.4%	0.0%	19.4%
29.0%	58.1%	31	6.5%	22.6%	71.0%	0.0%	71.0%



3.3%	23.3%	30	40.0%	43.3%	16.7%	0.0%	16.7%
2.7%	18.9%	37	40.5%	51.4%	8.1%	0.0%	8.1%
21.4%	28.6%	28	17.9%	42.9%	39.3%	0.0%	39.3%
6.9%	24.1%	29	3.4%	44.8%	51.7%	0.0%	51.7%
14.7%	34.7%	72	19.4%	68.1%	12.5%	0.0%	12.5%
14.5%	37.1%	62	22.6%	69.4%	8.1%	0.0%	8.1%
18.2%	29.9%	76	35.5%	59.2%	5.3%	0.0%	5.3%
29.6%	55.6%	81	12.3%	40.7%	46.9%	0.0%	46.9%
7.1%	45.7%	70	21.4%	38.6%	31.4%	8.6%	40.0%
11.9%	49.2%	59	22.0%	54.2%	23.7%	0.0%	23.7%
9.4%	49.1%	53	17.0%	35.8%	47.2%	0.0%	47.2%
10.0%	48.6%	70	10.0%	31.4%	58.6%	0.0%	58.6%
13.9%	30.6%	35	28.6%	40.0%	31.4%	0.0%	31.4%
8.6%	40.0%	35	20.0%	80.0%	0.0%	0.0%	0.0%
31.7%	41.5%	40	10.0%	65.0%	17.5%	7.5%	25.0%
32.4%	47.1%	33	12.1%	36.4%	51.5%	0.0%	51.5%
6.5%	32.3%	30	23.3%	60.0%	13.3%	3.3%	16.7%
10.7%	42.9%	28	35.7%	53.6%	10.7%	0.0%	10.7%
20.5%	40.9%	44	4.5%	43.2%	52.3%	0.0%	52.3%
8.3%	41.7%	36	19.4%	33.3%	47.2%	0.0%	47.2%
32.2%	51.1%	89	34.8%	50.6%	14.6%	0.0%	14.6%
3.4%	30.3%	87	32.2%	60.9%	5.7%	1.1%	6.9%
10.9%	26.1%	119	22.7%	68.1%	5.9%	3.4%	9.2%
14.6%	36.0%	88	15.9%	48.9%	34.1%	1.1%	35.2%
5.8%	25.6%	86	50.0%	37.2%	9.3%	3.5%	12.8%
11.4%	46.6%	89	38.2%	46.1%	12.4%	3.4%	15.7%
12.8%	29.1%	83	37.3%	28.9%	33.7%	0.0%	33.7%
5.2%	18.2%	77	39.0%	24.7%	36.4%	0.0%	36.4%
21.2%	50.0%	52	28.8%	46.2%	25.0%	0.0%	25.0%
7.9%	57.1%	63	7.9%	71.4%	20.6%	0.0%	20.6%
27.8%	48.6%	71	12.7%	42.3%	16.9%	28.2%	45.1%
16.0%	42.0%	81	9.9%	35.8%	46.9%	7.4%	54.3%
11.9%	40.7%	59	15.3%	30.5%	44.1%	10.2%	54.2%
17.5%	63.5%	63	9.5%	28.6%	55.6%	6.3%	61.9%
14.9%	37.3%	66	13.6%	33.3%	53.0%	0.0%	53.0%
7.0%	30.2%	86	11.6%	31.4%	57.0%	0.0%	57.0%
3.3%	6.5%	79	60.8%	31.6%	7.6%	0.0%	7.6%
0.0%	10.3%	93	64.5%	30.1%	5.4%	0.0%	5.4%
4.3%	11.4%	66	36.4%	54.5%	7.6%	1.5%	9.1%
9.9%	24.2%	89	18.0%	51.7%	30.3%	0.0%	30.3%
0.0%	8.0%	87	52.9%	36.8%	9.2%	1.1%	10.3%
4.2%	18.8%	96	37.5%	56.3%	6.3%	0.0%	6.3%
4.1%	12.4%	96	30.2%	50.0%	19.8%	0.0%	19.8%
4.2%	19.7%	71	16.9%	43.7%	39.4%	0.0%	39.4%
3.8%	13.6%	253	65.2%	32.0%	2.8%	0.0%	2.8%
1.9%	18.2%	300	54.0%	42.3%	3.7%	0.0%	3.7%
4.3%	11.7%	255	36.9%	54.5%	5.9%	2.7%	8.6%
7.4%	19.3%	241	23.7%	55.2%	21.2%	0.0%	21.2%
1.4%	17.1%	282	43.3%	39.4%	17.0%	0.4%	17.4%

5.0%	29.8%	298	40.3%	44.3%	14.8%	0.7%	15.4%
4.6%	15.4%	243	51.4%	25.9%	22.6%	0.0%	22.6%
1.0%	9.6%	304	31.3%	40.1%	28.6%	0.0%	28.6%
6.8%	15.3%	185	40.5%	49.2%	10.3%	0.0%	10.3%
3.0%	18.5%	195	44.1%	50.8%	5.1%	0.0%	5.1%
6.6%	17.1%	173	32.4%	52.6%	10.4%	4.6%	15.0%
9.7%	25.7%	170	19.4%	47.6%	32.9%	0.0%	32.9%
2.6%	17.3%	190	46.8%	42.6%	9.5%	1.1%	10.5%
6.4%	27.5%	216	66.2%	31.0%	2.8%	0.0%	2.8%
11.0%	26.1%	217	25.8%	38.7%	35.5%	0.0%	35.5%
4.1%	23.7%	217	24.4%	42.9%	32.7%	0.0%	32.7%
20.5%	38.9%	182	44.0%	45.1%	10.4%	0.5%	11.0%
21.0%	54.2%	213	28.2%	66.7%	4.7%	0.5%	5.2%
18.4%	38.7%	212	12.7%	60.4%	21.2%	5.7%	26.9%
20.7%	47.7%	221	5.4%	56.6%	38.0%	0.0%	38.0%
14.5%	49.2%	193	23.3%	49.2%	23.3%	4.1%	27.5%
17.0%	49.5%	218	22.9%	50.9%	24.3%	1.8%	26.1%
11.4%	30.5%	220	41.8%	29.5%	28.2%	0.5%	28.6%
8.5%	31.1%	234	25.6%	37.6%	36.3%	0.4%	36.8%
10.9%	15.2%	45	71.1%	26.7%	2.2%	0.0%	2.2%
0.0%	8.9%	45	35.6%	55.6%	8.9%	0.0%	8.9%
0.0%	0.0%	27	40.7%	48.1%	11.1%	0.0%	11.1%
3.2%	16.1%	31	6.5%	48.4%	45.2%	0.0%	45.2%
0.0%	11.5%	26	26.9%	57.7%	15.4%	0.0%	15.4%
0.0%	20.0%	15	13.3%	60.0%	26.7%	0.0%	26.7%
0.0%	6.3%	14	64.3%	35.7%	0.0%	0.0%	0.0%
0.0%	12.5%	16	31.3%	37.5%	31.3%	0.0%	31.3%
0.0%	16.7%	18	33.3%	55.6%	5.6%	5.6%	11.1%
0.0%	15.0%	20	30.0%	65.0%	5.0%	0.0%	5.0%
5.6%	11.1%	18	11.1%	55.6%	33.3%	0.0%	33.3%
18.0%	40.2%	187	28.9%	59.9%	11.2%	0.0%	11.2%
7.8%	32.6%	183	25.7%	65.6%	8.7%	0.0%	8.7%
8.1%	22.0%	183	34.4%	56.8%	4.9%	3.8%	8.7%
10.6%	31.3%	205	15.6%	59.0%	24.9%	0.5%	25.4%
6.1%	29.6%	211	38.4%	43.1%	17.5%	0.9%	18.5%
18.4%	44.4%	206	38.3%	53.9%	7.8%	0.0%	7.8%
18.1%	46.1%	202	25.7%	33.2%	41.1%	0.0%	41.1%
6.3%	25.7%	185	15.1%	35.7%	49.2%	0.0%	49.2%
13.2%	30.2%	106	36.8%	48.1%	14.2%	0.9%	15.1%
11.8%	37.6%	81	42.0%	45.7%	12.3%	0.0%	12.3%
14.7%	31.6%	94	24.5%	63.8%	10.6%	1.1%	11.7%
33.7%	62.1%	94	8.5%	43.6%	45.7%	2.1%	47.9%
6.2%	30.9%	97	23.7%	59.8%	14.4%	2.1%	16.5%
18.3%	50.0%	104	24.0%	56.7%	15.4%	3.8%	19.2%
21.6%	40.9%	87	17.2%	46.0%	36.8%	0.0%	36.8%
14.1%	40.2%	92	15.2%	32.6%	52.2%	0.0%	52.2%
7.1%	16.1%	52	44.2%	48.1%	7.7%	0.0%	7.7%
2.1%	19.1%	45	57.8%	40.0%	2.2%	0.0%	2.2%
5.6%	16.7%	53	34.0%	52.8%	7.5%	5.7%	13.2%

4.4%	17.8%	44	27.3%	47.7%	25.0%	0.0%	25.0%
0.0%	8.9%	56	37.5%	51.8%	8.9%	1.8%	10.7%
6.7%	26.7%	45	40.0%	55.6%	4.4%	0.0%	4.4%
16.7%	29.6%	54	24.1%	31.5%	42.6%	1.9%	44.4%
1.8%	31.6%	57	14.0%	33.3%	52.6%	0.0%	52.6%
5.3%	8.8%	56	46.4%	46.4%	7.1%	0.0%	7.1%
14.6%	31.7%	41	36.6%	53.7%	9.8%	0.0%	9.8%
10.5%	23.7%	38	42.1%	44.7%	13.2%	0.0%	13.2%
20.9%	39.5%	40	22.5%	55.0%	20.0%	2.5%	22.5%
2.0%	16.0%	50	58.0%	30.0%	12.0%	0.0%	12.0%
10.2%	44.9%	48	50.0%	45.8%	4.2%	0.0%	4.2%
16.3%	30.6%	49	26.5%	44.9%	28.6%	0.0%	28.6%
7.7%	28.2%	39	15.4%	51.3%	33.3%	0.0%	33.3%
8.2%	24.6%	56	37.5%	42.9%	17.9%	1.8%	19.6%
11.6%	30.4%	69	52.2%	39.1%	8.7%	0.0%	8.7%
11.3%	29.6%	69	37.7%	47.8%	11.6%	2.9%	14.5%
20.3%	40.7%	59	20.3%	44.1%	35.6%	0.0%	35.6%
5.8%	38.5%	52	30.8%	38.5%	28.8%	1.9%	30.8%
15.3%	37.5%	72	31.9%	61.1%	5.6%	1.4%	6.9%
27.7%	56.9%	65	24.6%	27.7%	47.7%	0.0%	47.7%
9.5%	42.9%	63	12.7%	31.7%	55.6%	0.0%	55.6%
21.8%	27.3%	54	35.2%	53.7%	11.1%	0.0%	11.1%
0.0%	21.1%	58	36.2%	63.8%	0.0%	0.0%	0.0%
11.1%	30.2%	62	17.7%	58.1%	17.7%	6.5%	24.2%
10.2%	40.8%	48	22.9%	47.9%	29.2%	0.0%	29.2%
13.5%	44.2%	52	44.2%	23.1%	30.8%	1.9%	32.7%
13.0%	46.3%	54	35.2%	57.4%	7.4%	0.0%	7.4%
15.7%	40.0%	70	35.7%	25.7%	38.6%	0.0%	38.6%
15.8%	35.1%	57	22.8%	28.1%	49.1%	0.0%	49.1%
22.6%	48.4%	30	26.7%	43.3%	26.7%	3.3%	30.0%
28.0%	48.0%	24	20.8%	58.3%	20.8%	0.0%	20.8%
38.7%	48.4%	31	9.7%	45.2%	12.9%	32.3%	45.2%
30.0%	60.0%	30	30.0%	33.3%	36.7%	0.0%	36.7%
3.1%	40.6%	32	25.0%	46.9%	28.1%	0.0%	28.1%
14.0%	55.8%	43	9.3%	65.1%	20.9%	4.7%	25.6%
25.0%	53.6%	28	7.1%	39.3%	53.6%	0.0%	53.6%
0.0%	40.7%	27	22.2%	22.2%	55.6%	0.0%	55.6%
10.4%	22.4%	65	43.1%	46.2%	10.8%	0.0%	10.8%
6.9%	37.5%	71	25.4%	67.6%	7.0%	0.0%	7.0%
6.6%	21.1%	76	28.9%	52.6%	10.5%	7.9%	18.4%
21.4%	47.1%	69	13.0%	44.9%	42.0%	0.0%	42.0%
6.9%	31.0%	58	27.6%	43.1%	24.1%	5.2%	29.3%
16.7%	38.5%	78	20.5%	39.7%	39.7%	0.0%	39.7%
13.9%	32.9%	78	28.2%	37.2%	34.6%	0.0%	34.6%
7.8%	34.4%	64	25.0%	37.5%	37.5%	0.0%	37.5%
N<10	N<10	6	N<10	N<10	N<10	N<10	N<10
N<10	N<10	1	N<10	N<10	N<10	N<10	N<10
N<10	N<10	6	N<10	N<10	N<10	N<10	N<10
N<10	N<10	4	N<10	N<10	N<10	N<10	N<10



N<10	N<10	6	N<10	N<10	N<10	N<10	N<10
N<10	N<10	4	N<10	N<10	N<10	N<10	N<10
1.4%	4.3%	62	61.3%	32.3%	6.5%	0.0%	6.5%
0.0%	10.0%	49	57.1%	40.8%	2.0%	0.0%	2.0%
2.7%	8.1%	36	50.0%	44.4%	2.8%	2.8%	5.6%
2.4%	4.9%	38	31.6%	65.8%	2.6%	0.0%	2.6%
0.0%	17.9%	64	56.3%	40.6%	3.1%	0.0%	3.1%
3.6%	27.3%	53	43.4%	50.9%	5.7%	0.0%	5.7%
1.8%	9.1%	55	41.8%	45.5%	12.7%	0.0%	12.7%
1.9%	5.7%	53	32.1%	37.7%	30.2%	0.0%	30.2%
3.9%	15.7%	97	52.6%	37.1%	10.3%	0.0%	10.3%
4.8%	16.3%	102	43.1%	55.9%	1.0%	0.0%	1.0%
8.6%	24.2%	128	33.6%	51.6%	12.5%	2.3%	14.8%
10.1%	28.6%	118	21.2%	43.2%	35.6%	0.0%	35.6%
6.1%	20.6%	130	39.2%	36.2%	20.8%	3.8%	24.6%
8.7%	26.8%	127	48.8%	40.9%	8.7%	1.6%	10.2%
9.3%	28.0%	118	14.4%	39.0%	46.6%	0.0%	46.6%
6.9%	26.7%	115	9.6%	27.8%	61.7%	0.9%	62.6%
10.7%	34.0%	98	23.5%	52.0%	24.5%	0.0%	24.5%
9.5%	45.3%	95	31.6%	62.1%	6.3%	0.0%	6.3%
9.8%	18.9%	120	29.2%	61.7%	5.8%	3.3%	9.2%
11.4%	25.7%	104	17.3%	59.6%	23.1%	0.0%	23.1%
7.3%	28.2%	109	43.1%	36.7%	19.3%	0.9%	20.2%
5.5%	32.1%	108	30.6%	50.9%	18.5%	0.0%	18.5%
17.7%	42.7%	95	26.3%	35.8%	37.9%	0.0%	37.9%
7.4%	29.6%	107	16.8%	43.9%	38.3%	0.9%	39.3%
14.7%	38.2%	31	29.0%	48.4%	19.4%	3.2%	22.6%
5.4%	37.8%	37	29.7%	64.9%	5.4%	0.0%	5.4%
5.4%	29.7%	37	21.6%	48.6%	13.5%	16.2%	29.7%
33.3%	73.3%	30	6.7%	53.3%	40.0%	0.0%	40.0%
4.3%	30.4%	46	34.8%	43.5%	17.4%	4.3%	21.7%
14.3%	59.5%	42	21.4%	61.9%	11.9%	4.8%	16.7%
20.5%	48.7%	39	15.4%	48.7%	35.9%	0.0%	35.9%
11.4%	45.5%	44	15.9%	25.0%	59.1%	0.0%	59.1%
10.0%	21.1%	81	35.8%	56.8%	7.4%	0.0%	7.4%
6.2%	29.6%	75	45.3%	46.7%	8.0%	0.0%	8.0%
16.5%	32.9%	83	18.1%	72.3%	9.6%	0.0%	9.6%
16.7%	38.5%	93	15.1%	52.7%	32.3%	0.0%	32.3%
11.3%	41.2%	97	16.5%	48.5%	33.0%	2.1%	35.1%
16.7%	47.8%	90	22.2%	60.0%	15.6%	2.2%	17.8%
18.8%	38.6%	101	15.8%	35.6%	48.5%	0.0%	48.5%
7.3%	40.6%	96	25.0%	29.2%	45.8%	0.0%	45.8%
10.9%	19.6%	42	40.5%	54.8%	4.8%	0.0%	4.8%
12.5%	28.1%	31	45.2%	51.6%	3.2%	0.0%	3.2%
26.5%	41.2%	33	12.1%	57.6%	27.3%	3.0%	30.3%
39.0%	53.7%	41	7.3%	63.4%	29.3%	0.0%	29.3%
5.9%	47.1%	51	25.5%	54.9%	13.7%	5.9%	19.6%
9.7%	38.7%	31	35.5%	45.2%	19.4%	0.0%	19.4%
13.0%	33.3%	54	29.6%	25.9%	44.4%	0.0%	44.4%

5.4%	37.8%	38	21.1%	26.3%	52.6%	0.0%	52.6%
15.3%	31.6%	89	15.7%	47.2%	36.0%	1.1%	37.1%
9.7%	38.9%	72	23.6%	59.7%	16.7%	0.0%	16.7%
21.1%	35.2%	71	19.7%	60.6%	9.9%	9.9%	19.7%
24.7%	41.6%	77	14.3%	45.5%	39.0%	1.3%	40.3%
2.7%	27.0%	74	40.5%	39.2%	14.9%	5.4%	20.3%
11.0%	46.6%	73	17.8%	56.2%	23.3%	2.7%	26.0%
25.6%	42.3%	78	15.4%	29.5%	55.1%	0.0%	55.1%
10.4%	37.7%	77	16.9%	29.9%	53.2%	0.0%	53.2%
29.6%	59.3%	27	14.8%	55.6%	29.6%	0.0%	29.6%
30.0%	60.0%	30	16.7%	70.0%	13.3%	0.0%	13.3%
19.2%	57.7%	26	11.5%	61.5%	11.5%	15.4%	26.9%
45.2%	54.8%	31	12.9%	38.7%	45.2%	3.2%	48.4%
14.3%	48.6%	35	25.7%	51.4%	17.1%	5.7%	22.9%
22.5%	45.0%	40	50.0%	37.5%	10.0%	2.5%	12.5%
30.0%	63.3%	30	10.0%	33.3%	56.7%	0.0%	56.7%
10.3%	31.0%	29	20.7%	34.5%	44.8%	0.0%	44.8%
6.9%	22.1%	137	43.8%	49.6%	6.6%	0.0%	6.6%
5.5%	37.0%	123	22.8%	66.7%	10.6%	0.0%	10.6%
10.9%	23.4%	127	44.9%	52.0%	3.1%	0.0%	3.1%
21.9%	45.3%	125	13.6%	56.0%	30.4%	0.0%	30.4%
3.9%	36.4%	154	40.3%	40.3%	18.8%	0.6%	19.5%
13.4%	45.7%	127	49.6%	44.1%	6.3%	0.0%	6.3%
15.6%	36.3%	135	22.2%	37.0%	40.7%	0.0%	40.7%
7.1%	37.8%	127	13.4%	35.4%	51.2%	0.0%	51.2%
19.2%	28.8%	50	32.0%	48.0%	20.0%	0.0%	20.0%
19.6%	34.8%	46	32.6%	54.3%	13.0%	0.0%	13.0%
18.8%	35.9%	64	9.4%	71.9%	17.2%	1.6%	18.8%
17.9%	48.7%	39	10.3%	25.6%	64.1%	0.0%	64.1%
2.1%	25.5%	47	25.5%	36.2%	21.3%	17.0%	38.3%
3.3%	30.0%	60	38.3%	48.3%	11.7%	1.7%	13.3%
16.2%	26.5%	68	33.8%	33.8%	32.4%	0.0%	32.4%
0.0%	34.8%	46	21.7%	45.7%	32.6%	0.0%	32.6%
16.3%	27.9%	43	44.2%	51.2%	4.7%	0.0%	4.7%
9.3%	27.8%	52	32.7%	63.5%	3.8%	0.0%	3.8%
15.4%	30.8%	52	15.4%	50.0%	15.4%	19.2%	34.6%
26.1%	50.0%	46	23.9%	34.8%	37.0%	4.3%	41.3%
11.5%	44.2%	52	25.0%	40.4%	17.3%	17.3%	34.6%
15.7%	37.3%	50	40.0%	50.0%	10.0%	0.0%	10.0%
12.7%	40.0%	55	29.1%	47.3%	23.6%	0.0%	23.6%
14.6%	35.4%	47	21.3%	21.3%	57.4%	0.0%	57.4%
21.2%	42.3%	731	18.9%	52.4%	26.7%	2.1%	28.7%
16.8%	45.7%	771	23.3%	64.2%	11.5%	0.9%	12.5%
20.1%	38.6%	739	17.3%	70.8%	7.4%	4.5%	11.9%
28.4%	53.8%	786	8.0%	44.1%	47.1%	0.8%	47.8%
11.1%	39.6%	799	23.8%	45.4%	26.9%	3.9%	30.8%
19.7%	51.3%	815	20.1%	52.4%	24.4%	3.1%	27.5%
21.9%	45.5%	824	13.1%	30.9%	55.7%	0.2%	55.9%
9.9%	39.4%	752	9.8%	26.1%	62.9%	1.2%	64.1%

11.2%	33.1%	173	45.1%	38.7%	16.2%	0.0%	16.2%
13.8%	35.9%	164	36.6%	59.8%	3.7%	0.0%	3.7%
12.7%	32.0%	179	27.4%	66.5%	4.5%	1.7%	6.1%
27.6%	51.3%	156	12.8%	38.5%	48.1%	0.6%	48.7%
8.6%	34.5%	175	30.9%	49.7%	17.1%	2.3%	19.4%
21.1%	50.0%	180	20.0%	55.6%	23.9%	0.6%	24.4%
18.9%	36.7%	178	18.5%	37.1%	43.3%	1.1%	44.4%
8.8%	34.0%	192	13.0%	37.5%	49.5%	0.0%	49.5%
15.1%	45.2%	86	36.0%	50.0%	14.0%	0.0%	14.0%
5.3%	28.1%	57	45.6%	49.1%	5.3%	0.0%	5.3%
7.5%	23.9%	67	32.8%	49.3%	14.9%	3.0%	17.9%
23.2%	46.4%	56	30.4%	33.9%	33.9%	1.8%	35.7%
6.8%	35.6%	73	42.5%	31.5%	15.1%	11.0%	26.0%
25.9%	55.6%	54	22.2%	57.4%	20.4%	0.0%	20.4%
8.5%	31.9%	47	29.8%	29.8%	40.4%	0.0%	40.4%
8.1%	38.7%	62	16.1%	30.6%	53.2%	0.0%	53.2%
17.5%	38.6%	52	13.5%	63.5%	21.2%	1.9%	23.1%
11.5%	44.3%	60	26.7%	61.7%	11.7%	0.0%	11.7%
14.9%	27.7%	47	21.3%	68.1%	10.6%	0.0%	10.6%
29.8%	57.4%	46	6.5%	28.3%	65.2%	0.0%	65.2%
8.2%	24.5%	50	22.0%	30.0%	44.0%	4.0%	48.0%
13.5%	44.2%	52	21.2%	44.2%	30.8%	3.8%	34.6%
14.3%	41.3%	63	31.7%	34.9%	33.3%	0.0%	33.3%
8.5%	33.9%	59	15.3%	44.1%	40.7%	0.0%	40.7%
28.0%	52.4%	81	18.5%	48.1%	33.3%	0.0%	33.3%
22.9%	59.0%	83	16.9%	66.3%	15.7%	1.2%	16.9%
18.4%	43.9%	98	16.3%	66.3%	11.2%	6.1%	17.3%
26.6%	51.1%	93	7.5%	50.5%	40.9%	1.1%	41.9%
10.3%	52.6%	78	17.9%	41.0%	34.6%	6.4%	41.0%
25.6%	68.6%	86	11.6%	60.5%	27.9%	0.0%	27.9%
14.9%	34.0%	94	13.8%	28.7%	57.4%	0.0%	57.4%
10.7%	40.8%	103	12.6%	23.3%	64.1%	0.0%	64.1%
16.7%	40.2%	101	21.8%	70.3%	7.9%	0.0%	7.9%
18.5%	50.6%	79	25.3%	68.4%	6.3%	0.0%	6.3%
17.2%	37.5%	64	18.8%	81.3%	0.0%	0.0%	0.0%
21.5%	46.8%	76	23.7%	50.0%	26.3%	0.0%	26.3%
5.4%	44.6%	74	17.6%	63.5%	18.9%	0.0%	18.9%
22.6%	61.9%	84	7.1%	58.3%	28.6%	6.0%	34.5%
32.4%	54.1%	74	12.2%	44.6%	43.2%	0.0%	43.2%
10.0%	35.0%	80	11.3%	37.5%	51.3%	0.0%	51.3%
12.5%	25.5%	363	36.6%	43.8%	18.7%	0.8%	19.6%
13.5%	39.5%	304	37.2%	53.3%	9.2%	0.3%	9.5%
6.3%	16.9%	270	20.0%	71.1%	7.8%	1.1%	8.9%
9.9%	29.6%	267	12.0%	61.4%	25.8%	0.7%	26.6%
6.5%	30.8%	290	43.8%	36.6%	15.9%	3.8%	19.7%
10.6%	42.6%	283	28.6%	50.5%	20.5%	0.4%	20.8%
11.4%	32.4%	324	32.4%	38.3%	29.3%	0.0%	29.3%
4.2%	28.1%	262	22.5%	40.5%	37.0%	0.0%	37.0%
28.6%	50.0%	27	18.5%	63.0%	18.5%	0.0%	18.5%

36.0%	72.0%	25	16.0%	44.0%	40.0%	0.0%	40.0%
21.7%	39.1%	23	4.3%	39.1%	26.1%	30.4%	56.5%
36.7%	53.3%	30	10.0%	10.0%	80.0%	0.0%	80.0%
17.2%	65.5%	29	10.3%	48.3%	34.5%	6.9%	41.4%
24.3%	70.3%	37	2.7%	59.5%	35.1%	2.7%	37.8%
21.6%	45.9%	37	13.5%	32.4%	54.1%	0.0%	54.1%
17.4%	47.8%	46	13.0%	23.9%	63.0%	0.0%	63.0%
7.2%	20.6%	168	48.2%	39.9%	11.3%	0.6%	11.9%
7.1%	26.2%	131	50.4%	42.0%	7.6%	0.0%	7.6%
10.8%	20.9%	145	20.7%	51.0%	18.6%	9.7%	28.3%
7.4%	23.0%	131	21.4%	40.5%	38.2%	0.0%	38.2%
0.7%	9.6%	135	29.6%	48.9%	18.5%	3.0%	21.5%
2.1%	14.9%	141	30.5%	65.2%	4.3%	0.0%	4.3%
7.9%	17.0%	160	26.9%	33.8%	39.4%	0.0%	39.4%
0.7%	14.6%	151	19.9%	34.4%	45.7%	0.0%	45.7%
5.1%	22.8%	78	33.3%	42.3%	24.4%	0.0%	24.4%
9.6%	28.7%	93	24.7%	68.8%	6.5%	0.0%	6.5%
11.8%	21.2%	86	7.0%	79.1%	10.5%	3.5%	14.0%
11.8%	33.3%	100	9.0%	57.0%	34.0%	0.0%	34.0%
2.1%	20.2%	94	39.4%	37.2%	21.3%	2.1%	23.4%
16.7%	45.4%	108	27.8%	50.0%	20.4%	1.9%	22.2%
14.4%	28.8%	118	17.8%	44.1%	37.3%	0.8%	38.1%
10.0%	23.3%	89	16.9%	38.2%	43.8%	1.1%	44.9%
10.5%	31.4%	101	35.6%	51.5%	11.9%	1.0%	12.9%
6.1%	43.4%	98	38.8%	53.1%	8.2%	0.0%	8.2%
14.3%	39.8%	97	13.4%	58.8%	21.6%	6.2%	27.8%
13.5%	35.4%	96	9.4%	51.0%	38.5%	1.0%	39.6%
8.2%	49.5%	97	5.2%	52.6%	40.2%	2.1%	42.3%
13.5%	56.3%	96	21.9%	49.0%	27.1%	2.1%	29.2%
14.3%	38.8%	98	14.3%	39.8%	45.9%	0.0%	45.9%
5.2%	27.8%	97	8.2%	34.0%	57.7%	0.0%	57.7%
6.7%	23.6%	88	34.1%	51.1%	14.8%	0.0%	14.8%
22.4%	48.7%	75	13.3%	53.3%	33.3%	0.0%	33.3%
13.1%	32.1%	84	31.0%	69.0%	0.0%	0.0%	0.0%
25.6%	52.4%	82	6.1%	56.1%	35.4%	2.4%	37.8%
10.8%	40.0%	64	20.3%	54.7%	23.4%	1.6%	25.0%
11.2%	44.9%	89	12.4%	58.4%	29.2%	0.0%	29.2%
10.7%	28.0%	75	10.7%	42.7%	46.7%	0.0%	46.7%
11.7%	32.5%	77	5.2%	29.9%	64.9%	0.0%	64.9%
1.1%	12.2%	87	32.2%	50.6%	16.1%	1.1%	17.2%
5.7%	26.4%	86	39.5%	46.5%	14.0%	0.0%	14.0%
7.6%	15.2%	79	32.9%	45.6%	11.4%	10.1%	21.5%
3.2%	19.1%	93	17.2%	46.2%	36.6%	0.0%	36.6%
3.4%	20.2%	88	21.6%	36.4%	36.4%	5.7%	42.0%
6.9%	33.3%	87	29.9%	52.9%	16.1%	1.1%	17.2%
4.8%	11.9%	82	29.3%	48.8%	22.0%	0.0%	22.0%
0.0%	3.6%	82	26.8%	41.5%	31.7%	0.0%	31.7%
19.0%	35.7%	41	36.6%	43.9%	14.6%	4.9%	19.5%
14.3%	35.7%	28	32.1%	64.3%	3.6%	0.0%	3.6%

4.8%	26.2%	42	40.5%	50.0%	4.8%	4.8%	9.5%
8.3%	22.2%	35	17.1%	31.4%	51.4%	0.0%	51.4%
13.5%	45.9%	37	27.0%	54.1%	16.2%	2.7%	18.9%
6.1%	24.2%	33	57.6%	33.3%	9.1%	0.0%	9.1%
15.4%	30.8%	39	30.8%	25.6%	43.6%	0.0%	43.6%
2.7%	16.2%	36	19.4%	22.2%	58.3%	0.0%	58.3%
11.4%	27.3%	43	34.9%	53.5%	11.6%	0.0%	11.6%
10.7%	25.0%	27	18.5%	55.6%	25.9%	0.0%	25.9%
0.0%	6.5%	46	23.9%	76.1%	0.0%	0.0%	0.0%
8.7%	21.7%	23	13.0%	39.1%	43.5%	4.3%	47.8%
0.0%	20.7%	28	32.1%	32.1%	35.7%	0.0%	35.7%
0.0%	9.4%	32	21.9%	59.4%	18.8%	0.0%	18.8%
11.9%	21.4%	42	19.0%	50.0%	31.0%	0.0%	31.0%
2.8%	13.9%	36	41.7%	22.2%	36.1%	0.0%	36.1%
11.3%	24.5%	51	41.2%	45.1%	11.8%	2.0%	13.7%
11.1%	33.3%	45	48.9%	42.2%	8.9%	0.0%	8.9%
15.8%	26.3%	38	7.9%	78.9%	5.3%	7.9%	13.2%
21.6%	49.0%	50	2.0%	30.0%	68.0%	0.0%	68.0%
1.9%	20.8%	53	47.2%	37.7%	9.4%	5.7%	15.1%
18.2%	45.5%	33	39.4%	54.5%	6.1%	0.0%	6.1%
27.9%	48.8%	43	4.7%	27.9%	65.1%	2.3%	67.4%
6.3%	25.0%	32	18.8%	25.0%	56.3%	0.0%	56.3%
9.7%	22.6%	27	33.3%	59.3%	7.4%	0.0%	7.4%
10.0%	33.3%	28	46.4%	53.6%	0.0%	0.0%	0.0%
3.4%	10.3%	29	17.2%	62.1%	13.8%	6.9%	20.7%
30.6%	58.3%	36	8.3%	55.6%	33.3%	2.8%	36.1%
9.1%	30.3%	32	37.5%	37.5%	21.9%	3.1%	25.0%
24.2%	54.5%	33	15.2%	69.7%	15.2%	0.0%	15.2%
13.0%	32.6%	45	20.0%	44.4%	35.6%	0.0%	35.6%
18.6%	37.2%	43	14.0%	37.2%	48.8%	0.0%	48.8%
10.6%	24.5%	89	33.7%	49.4%	16.9%	0.0%	16.9%
18.7%	40.0%	74	25.7%	64.9%	8.1%	1.4%	9.5%
4.0%	22.7%	75	29.3%	56.0%	10.7%	4.0%	14.7%
23.7%	42.1%	74	20.3%	52.7%	25.7%	1.4%	27.0%
1.3%	25.3%	79	43.0%	45.6%	11.4%	0.0%	11.4%
8.2%	35.6%	72	33.3%	54.2%	12.5%	0.0%	12.5%
15.9%	27.5%	69	18.8%	31.9%	49.3%	0.0%	49.3%
4.2%	21.1%	71	29.6%	28.2%	40.8%	1.4%	42.3%
2.9%	2.9%	32	65.6%	31.3%	3.1%	0.0%	3.1%
11.1%	25.0%	36	61.1%	33.3%	5.6%	0.0%	5.6%
11.4%	37.1%	35	20.0%	68.6%	2.9%	8.6%	11.4%
19.4%	35.5%	30	36.7%	36.7%	26.7%	0.0%	26.7%
5.4%	29.7%	37	40.5%	40.5%	13.5%	5.4%	18.9%
11.4%	42.9%	35	37.1%	60.0%	2.9%	0.0%	2.9%
10.0%	33.3%	30	20.0%	33.3%	46.7%	0.0%	46.7%
2.6%	15.8%	38	26.3%	42.1%	31.6%	0.0%	31.6%
10.8%	30.8%	57	31.6%	54.4%	14.0%	0.0%	14.0%
11.6%	42.0%	64	48.4%	50.0%	1.6%	0.0%	1.6%
8.5%	27.1%	59	45.8%	45.8%	5.1%	3.4%	8.5%



18.1%	44.4%	69	14.5%	58.0%	27.5%	0.0%	27.5%
9.4%	51.6%	64	25.0%	37.5%	28.1%	9.4%	37.5%
16.9%	61.5%	65	24.6%	47.7%	24.6%	3.1%	27.7%
15.9%	48.8%	82	15.9%	30.5%	53.7%	0.0%	53.7%
9.1%	47.3%	54	13.0%	22.2%	64.8%	0.0%	64.8%
6.3%	12.5%	30	46.7%	40.0%	10.0%	3.3%	13.3%
4.5%	13.6%	21	66.7%	33.3%	0.0%	0.0%	0.0%
18.2%	36.4%	23	17.4%	30.4%	30.4%	21.7%	52.2%
21.2%	39.4%	32	18.8%	53.1%	25.0%	3.1%	28.1%
6.9%	13.8%	28	75.0%	7.1%	14.3%	3.6%	17.9%
16.0%	28.0%	25	56.0%	32.0%	12.0%	0.0%	12.0%
10.7%	32.1%	28	39.3%	14.3%	46.4%	0.0%	46.4%
14.3%	39.3%	28	14.3%	32.1%	50.0%	3.6%	53.6%
6.1%	15.2%	33	39.4%	48.5%	12.1%	0.0%	12.1%
9.4%	40.6%	32	40.6%	50.0%	9.4%	0.0%	9.4%
16.1%	22.6%	31	22.6%	51.6%	19.4%	6.5%	25.8%
8.8%	17.6%	34	23.5%	55.9%	20.6%	0.0%	20.6%
2.7%	32.4%	37	35.1%	43.2%	13.5%	8.1%	21.6%
5.1%	43.6%	39	20.5%	76.9%	2.6%	0.0%	2.6%
6.1%	20.4%	49	16.3%	42.9%	40.8%	0.0%	40.8%
2.4%	11.9%	41	14.6%	53.7%	29.3%	2.4%	31.7%
10.3%	22.9%	245	43.3%	47.3%	8.6%	0.8%	9.4%
5.7%	19.3%	208	54.8%	44.2%	1.0%	0.0%	1.0%
6.9%	20.6%	186	39.2%	48.9%	5.9%	5.9%	11.8%
9.5%	22.0%	168	27.4%	51.2%	20.8%	0.6%	21.4%
1.9%	22.0%	158	35.4%	49.4%	13.9%	1.3%	15.2%
7.5%	35.8%	173	34.1%	59.0%	6.9%	0.0%	6.9%
11.5%	30.2%	180	35.0%	42.2%	22.8%	0.0%	22.8%
4.0%	16.4%	177	21.5%	50.3%	27.7%	0.6%	28.2%
14.1%	26.9%	76	40.8%	56.6%	2.6%	0.0%	2.6%
11.7%	35.1%	75	29.3%	60.0%	10.7%	0.0%	10.7%
17.9%	33.3%	78	34.6%	61.5%	2.6%	1.3%	3.8%
21.9%	43.8%	72	9.7%	36.1%	52.8%	1.4%	54.2%
8.2%	39.7%	73	23.3%	35.6%	38.4%	2.7%	41.1%
10.0%	46.7%	89	22.5%	52.8%	22.5%	2.2%	24.7%
14.9%	35.8%	67	22.4%	43.3%	34.3%	0.0%	34.3%
6.9%	35.6%	86	17.4%	37.2%	44.2%	1.2%	45.3%
8.5%	42.4%	59	15.3%	42.4%	40.7%	1.7%	42.4%
13.0%	30.4%	46	45.7%	45.7%	8.7%	0.0%	8.7%
6.5%	19.6%	46	41.3%	50.0%	8.7%	0.0%	8.7%
28.0%	56.0%	49	26.5%	49.0%	24.5%	0.0%	24.5%
0.0%	34.9%	43	27.9%	34.9%	34.9%	2.3%	37.2%
9.1%	38.6%	44	36.4%	50.0%	13.6%	0.0%	13.6%
5.7%	35.8%	52	23.1%	36.5%	40.4%	0.0%	40.4%
11.6%	34.9%	43	11.6%	23.3%	65.1%	0.0%	65.1%
15.4%	33.8%	61	31.1%	41.0%	27.9%	0.0%	27.9%
17.6%	43.2%	73	53.4%	42.5%	4.1%	0.0%	4.1%
14.7%	32.0%	75	26.7%	65.3%	5.3%	2.7%	8.0%
30.1%	53.4%	73	20.5%	43.8%	34.2%	1.4%	35.6%

5.3%	21.1%	75	26.7%	57.3%	14.7%	1.3%	16.0%
15.6%	46.8%	77	29.9%	63.6%	6.5%	0.0%	6.5%
5.8%	15.9%	69	36.2%	33.3%	30.4%	0.0%	30.4%
2.4%	21.2%	84	25.0%	34.5%	40.5%	0.0%	40.5%
14.5%	35.5%	60	25.0%	66.7%	8.3%	0.0%	8.3%
11.8%	47.1%	48	31.3%	64.6%	4.2%	0.0%	4.2%
13.0%	29.6%	54	22.2%	68.5%	9.3%	0.0%	9.3%
21.6%	39.2%	51	11.8%	37.3%	51.0%	0.0%	51.0%
4.0%	30.7%	75	45.3%	25.3%	26.7%	2.7%	29.3%
8.1%	25.8%	62	46.8%	45.2%	8.1%	0.0%	8.1%
7.1%	27.1%	69	21.7%	53.6%	24.6%	0.0%	24.6%
1.7%	28.8%	59	23.7%	39.0%	37.3%	0.0%	37.3%
3.9%	15.7%	117	45.3%	45.3%	8.5%	0.9%	9.4%
1.0%	13.6%	100	42.0%	51.0%	7.0%	0.0%	7.0%
2.1%	8.5%	95	44.2%	50.5%	2.1%	3.2%	5.3%
5.3%	16.8%	93	36.6%	39.8%	23.7%	0.0%	23.7%
1.0%	22.9%	93	41.9%	44.1%	14.0%	0.0%	14.0%
5.7%	28.6%	106	30.2%	52.8%	17.0%	0.0%	17.0%
1.0%	8.7%	103	29.1%	57.3%	13.6%	0.0%	13.6%
1.0%	13.1%	99	31.3%	44.4%	24.2%	0.0%	24.2%
10.0%	16.7%	29	41.4%	44.8%	13.8%	0.0%	13.8%
3.8%	19.2%	26	38.5%	61.5%	0.0%	0.0%	0.0%
3.6%	10.7%	28	39.3%	46.4%	14.3%	0.0%	14.3%
3.6%	39.3%	28	25.0%	46.4%	28.6%	0.0%	28.6%
0.0%	0.0%	29	48.3%	37.9%	13.8%	0.0%	13.8%
8.0%	20.0%	24	50.0%	41.7%	8.3%	0.0%	8.3%
0.0%	7.7%	26	34.6%	50.0%	15.4%	0.0%	15.4%
0.0%	13.3%	30	36.7%	50.0%	13.3%	0.0%	13.3%
9.3%	26.7%	70	54.3%	37.1%	8.6%	0.0%	8.6%
13.3%	29.2%	117	23.1%	67.5%	9.4%	0.0%	9.4%
12.4%	20.9%	177	25.4%	55.9%	12.4%	6.2%	18.6%
7.5%	28.3%	119	12.6%	52.9%	34.5%	0.0%	34.5%
3.9%	20.5%	127	36.2%	37.0%	20.5%	6.3%	26.8%
7.1%	44.3%	139	18.0%	53.2%	25.9%	2.9%	28.8%
8.9%	23.4%	125	24.0%	27.2%	48.8%	0.0%	48.8%
4.3%	20.0%	115	11.3%	21.7%	67.0%	0.0%	67.0%
17.5%	36.3%	79	43.0%	46.8%	10.1%	0.0%	10.1%
17.0%	47.2%	53	30.2%	56.6%	13.2%	0.0%	13.2%
14.9%	31.3%	64	21.9%	59.4%	14.1%	4.7%	18.8%
36.0%	58.7%	75	14.7%	52.0%	32.0%	1.3%	33.3%
7.5%	28.8%	79	39.2%	41.8%	19.0%	0.0%	19.0%
5.5%	35.6%	73	32.9%	53.4%	12.3%	1.4%	13.7%
11.5%	32.1%	77	27.3%	33.8%	39.0%	0.0%	39.0%
7.5%	27.5%	80	25.0%	25.0%	48.8%	1.3%	50.0%
5.3%	15.8%	19	52.6%	47.4%	0.0%	0.0%	0.0%
13.8%	34.5%	29	10.3%	62.1%	27.6%	0.0%	27.6%
20.0%	20.0%	30	6.7%	63.3%	26.7%	3.3%	30.0%
11.8%	41.2%	17	5.9%	29.4%	64.7%	0.0%	64.7%
9.7%	25.8%	31	19.4%	64.5%	16.1%	0.0%	16.1%

5.0%	35.0%	20	20.0%	70.0%	10.0%	0.0%	10.0%
18.5%	40.7%	26	15.4%	30.8%	53.8%	0.0%	53.8%
7.7%	30.8%	26	15.4%	34.6%	50.0%	0.0%	50.0%
10.3%	27.6%	56	46.4%	48.2%	5.4%	0.0%	5.4%
9.8%	37.3%	51	31.4%	56.9%	9.8%	2.0%	11.8%
4.9%	31.7%	40	10.0%	75.0%	7.5%	7.5%	15.0%
23.8%	49.2%	62	17.7%	38.7%	43.5%	0.0%	43.5%
10.7%	33.9%	55	27.3%	56.4%	14.5%	1.8%	16.4%
11.4%	45.5%	44	29.5%	54.5%	15.9%	0.0%	15.9%
20.4%	38.8%	48	39.6%	35.4%	25.0%	0.0%	25.0%
6.7%	28.9%	45	42.2%	24.4%	33.3%	0.0%	33.3%
9.3%	18.6%	95	41.1%	43.2%	15.8%	0.0%	15.8%
10.5%	44.2%	85	14.1%	75.3%	8.2%	2.4%	10.6%
18.0%	34.8%	85	22.4%	60.0%	9.4%	8.2%	17.6%
19.4%	42.9%	97	10.3%	42.3%	46.4%	1.0%	47.4%
10.6%	37.6%	83	30.1%	38.6%	24.1%	7.2%	31.3%
13.3%	40.8%	98	27.6%	51.0%	20.4%	1.0%	21.4%
9.6%	26.9%	103	30.1%	33.0%	36.9%	0.0%	36.9%
5.3%	18.9%	94	25.5%	31.9%	41.5%	1.1%	42.6%
10.4%	20.8%	48	0.0%	60.4%	37.5%	2.1%	39.6%
10.6%	34.0%	47	44.7%	25.5%	25.5%	4.3%	29.8%
4.5%	15.9%	44	25.0%	72.7%	2.3%	0.0%	2.3%
21.3%	40.4%	47	17.0%	36.2%	46.8%	0.0%	46.8%
0.0%	9.4%	32	28.1%	59.4%	12.5%	0.0%	12.5%
10.0%	36.7%	30	6.7%	40.0%	50.0%	3.3%	53.3%
4.3%	10.6%	47	14.9%	25.5%	59.6%	0.0%	59.6%
2.7%	21.6%	37	8.1%	24.3%	67.6%	0.0%	67.6%
9.8%	26.5%	127	32.3%	52.0%	15.7%	0.0%	15.7%
10.9%	40.3%	128	19.5%	62.5%	16.4%	1.6%	18.0%
13.5%	23.0%	122	19.7%	63.9%	11.5%	4.9%	16.4%
11.0%	37.6%	107	15.9%	55.1%	28.0%	0.9%	29.0%
2.7%	27.4%	112	33.0%	50.0%	14.3%	2.7%	17.0%
14.8%	36.3%	135	17.8%	54.1%	25.9%	2.2%	28.1%
5.4%	14.7%	128	37.5%	38.3%	24.2%	0.0%	24.2%
4.9%	30.9%	123	23.6%	39.8%	36.6%	0.0%	36.6%
20.9%	37.2%	42	16.7%	54.8%	28.6%	0.0%	28.6%
11.5%	38.5%	52	3.8%	69.2%	25.0%	1.9%	26.9%
15.7%	31.4%	51	13.7%	70.6%	11.8%	3.9%	15.7%
12.5%	37.5%	48	6.3%	45.8%	47.9%	0.0%	47.9%
8.1%	41.9%	62	16.1%	62.9%	19.4%	1.6%	21.0%
16.1%	48.2%	56	8.9%	82.1%	8.9%	0.0%	8.9%
19.4%	38.7%	61	11.5%	47.5%	41.0%	0.0%	41.0%
5.4%	32.1%	56	21.4%	41.1%	37.5%	0.0%	37.5%
21.9%	48.6%	141	45.4%	45.4%	9.2%	0.0%	9.2%
11.4%	47.0%	129	49.6%	46.5%	3.9%	0.0%	3.9%
12.2%	35.3%	139	29.5%	51.8%	16.5%	2.2%	18.7%
22.4%	48.0%	125	8.8%	52.0%	37.6%	1.6%	39.2%
3.4%	36.7%	146	19.2%	41.1%	35.6%	4.1%	39.7%
21.9%	54.4%	113	15.9%	54.9%	29.2%	0.0%	29.2%



17.8%	36.4%	118	13.6%	39.8%	45.8%	0.8%	46.6%
9.2%	40.1%	142	21.8%	35.9%	42.3%	0.0%	42.3%
19.1%	53.2%	46	47.8%	32.6%	19.6%	0.0%	19.6%
18.3%	45.0%	60	48.3%	50.0%	1.7%	0.0%	1.7%
24.6%	45.9%	61	18.0%	57.4%	16.4%	8.2%	24.6%
22.8%	49.1%	56	17.9%	39.3%	42.9%	0.0%	42.9%
2.1%	33.3%	48	25.0%	45.8%	27.1%	2.1%	29.2%
19.6%	58.9%	56	26.8%	55.4%	16.1%	1.8%	17.9%
11.9%	32.8%	66	25.8%	37.9%	36.4%	0.0%	36.4%
12.2%	43.9%	41	12.2%	26.8%	61.0%	0.0%	61.0%
20.0%	42.7%	75	24.0%	62.7%	12.0%	1.3%	13.3%
17.3%	46.7%	74	25.7%	67.6%	6.8%	0.0%	6.8%
7.6%	31.6%	79	16.5%	60.8%	19.0%	3.8%	22.8%
32.4%	60.8%	74	13.5%	56.8%	29.7%	0.0%	29.7%
4.7%	38.4%	85	25.9%	32.9%	34.1%	7.1%	41.2%
5.8%	27.9%	86	17.4%	68.6%	14.0%	0.0%	14.0%
9.2%	28.7%	86	23.3%	38.4%	38.4%	0.0%	38.4%
7.9%	30.3%	76	10.5%	22.4%	67.1%	0.0%	67.1%
12.2%	19.5%	79	36.7%	41.8%	21.5%	0.0%	21.5%
19.7%	57.7%	71	8.5%	76.1%	15.5%	0.0%	15.5%
16.9%	40.8%	71	8.5%	43.7%	18.3%	29.6%	47.9%
21.9%	46.6%	72	11.1%	23.6%	62.5%	2.8%	65.3%
7.8%	37.7%	77	11.7%	59.7%	23.4%	5.2%	28.6%
23.4%	54.7%	64	12.5%	65.6%	21.9%	0.0%	21.9%
14.7%	30.7%	74	17.6%	39.2%	43.2%	0.0%	43.2%
8.1%	23.0%	74	18.9%	41.9%	39.2%	0.0%	39.2%
26.7%	50.0%	117	16.2%	37.6%	39.3%	6.8%	46.2%
16.8%	55.8%	95	14.7%	64.2%	20.0%	1.1%	21.1%
26.5%	54.1%	98	10.2%	50.0%	26.5%	13.3%	39.8%
28.0%	58.9%	107	5.6%	43.9%	47.7%	2.8%	50.5%
5.3%	34.2%	114	28.9%	42.1%	24.6%	4.4%	28.9%
29.4%	61.8%	102	13.7%	30.4%	51.0%	4.9%	55.9%
25.2%	43.1%	122	13.9%	35.2%	50.8%	0.0%	50.8%
8.2%	31.6%	98	13.3%	35.7%	51.0%	0.0%	51.0%
7.0%	18.6%	41	39.0%	46.3%	12.2%	2.4%	14.6%
19.6%	45.7%	45	24.4%	68.9%	6.7%	0.0%	6.7%
14.7%	32.4%	34	23.5%	73.5%	2.9%	0.0%	2.9%
20.5%	52.3%	44	4.5%	50.0%	45.5%	0.0%	45.5%
7.5%	45.0%	39	38.5%	48.7%	12.8%	0.0%	12.8%
26.3%	63.2%	38	28.9%	57.9%	10.5%	2.6%	13.2%
39.2%	54.9%	51	13.7%	29.4%	56.9%	0.0%	56.9%
10.0%	51.7%	59	13.6%	22.0%	64.4%	0.0%	64.4%
25.4%	50.0%	112	19.6%	62.5%	17.9%	0.0%	17.9%
15.4%	52.9%	136	22.8%	65.4%	11.8%	0.0%	11.8%
22.6%	43.6%	133	16.5%	63.9%	12.0%	7.5%	19.5%
37.3%	66.1%	117	9.4%	37.6%	53.0%	0.0%	53.0%
11.2%	44.8%	125	21.6%	48.8%	23.2%	6.4%	29.6%
26.7%	58.0%	131	10.7%	52.7%	35.1%	1.5%	36.6%
19.5%	43.9%	123	8.9%	31.7%	57.7%	1.6%	59.3%

22.2%	46.0%	126	7.9%	26.2%	65.1%	0.8%	65.9%
17.4%	39.9%	417	25.9%	56.6%	17.0%	0.5%	17.5%
19.7%	50.4%	382	17.0%	58.4%	22.0%	2.6%	24.6%
13.4%	30.0%	371	14.8%	70.9%	9.2%	5.1%	14.3%
24.4%	43.9%	377	11.1%	36.3%	50.1%	2.4%	52.5%
6.4%	32.9%	357	26.3%	61.1%	10.4%	2.2%	12.6%
24.8%	59.5%	363	17.4%	65.6%	16.0%	1.1%	17.1%
23.3%	47.4%	403	17.6%	30.8%	50.9%	0.7%	51.6%
7.8%	38.4%	356	15.7%	29.5%	54.5%	0.3%	54.8%
20.0%	34.3%	35	34.3%	48.6%	17.1%	0.0%	17.1%
14.6%	39.0%	41	26.8%	58.5%	12.2%	2.4%	14.6%
19.2%	53.8%	25	16.0%	32.0%	20.0%	32.0%	52.0%
37.5%	56.3%	48	16.7%	22.9%	58.3%	2.1%	60.4%
9.1%	45.5%	44	22.7%	56.8%	15.9%	4.5%	20.5%
18.2%	72.7%	33	9.1%	51.5%	36.4%	3.0%	39.4%
18.5%	48.1%	54	13.0%	53.7%	33.3%	0.0%	33.3%
11.9%	28.6%	42	9.5%	38.1%	52.4%	0.0%	52.4%
12.3%	33.3%	55	30.9%	56.4%	12.7%	0.0%	12.7%
16.2%	37.8%	37	29.7%	54.1%	16.2%	0.0%	16.2%
16.3%	40.8%	49	14.3%	55.1%	10.2%	20.4%	30.6%
19.6%	45.7%	44	11.4%	15.9%	68.2%	4.5%	72.7%
2.9%	31.4%	34	38.2%	20.6%	38.2%	2.9%	41.2%
12.7%	45.5%	55	18.2%	63.6%	18.2%	0.0%	18.2%
19.6%	41.3%	46	13.0%	30.4%	56.5%	0.0%	56.5%
1.9%	16.7%	53	15.1%	41.5%	43.4%	0.0%	43.4%
16.5%	31.5%	1918	35.3%	48.1%	15.9%	0.7%	16.6%
13.2%	32.9%	1843	30.2%	55.5%	13.8%	0.5%	14.3%
12.1%	26.3%	1809	22.6%	58.9%	11.7%	6.8%	18.5%
13.4%	29.1%	1496	21.9%	47.5%	29.6%	1.0%	30.6%
6.8%	29.6%	1462	37.8%	39.9%	18.5%	3.8%	22.4%
10.1%	37.8%	1511	37.1%	49.6%	12.8%	0.5%	13.4%
13.5%	26.6%	1589	34.4%	33.3%	32.2%	0.1%	32.3%
7.6%	26.3%	1499	29.7%	31.3%	38.4%	0.7%	39.0%
NA	NA	0	NA	NA	NA	NA	NA
13.3%	29.8%	642	31.2%	45.8%	22.0%	1.1%	23.1%
12.1%	33.1%	574	27.2%	62.0%	10.3%	0.5%	10.8%
12.0%	27.1%	631	25.8%	50.6%	13.6%	10.0%	23.6%
17.0%	38.1%	618	17.3%	46.6%	35.9%	0.2%	36.1%
3.0%	18.0%	568	41.5%	38.7%	16.2%	3.5%	19.7%
7.6%	26.0%	561	43.3%	46.0%	10.3%	0.4%	10.7%
11.5%	26.6%	596	17.1%	35.4%	47.5%	0.0%	47.5%
6.1%	23.4%	617	24.3%	37.1%	38.1%	0.5%	38.6%
15.1%	33.5%	1294	28.9%	47.4%	22.1%	1.6%	23.7%
14.1%	37.5%	1295	27.5%	57.7%	14.4%	0.4%	14.8%
15.9%	33.2%	1192	18.4%	54.0%	17.3%	10.3%	27.6%
15.8%	36.6%	1168	14.3%	53.4%	31.3%	1.0%	32.3%
6.7%	29.1%	1162	31.5%	40.1%	23.8%	4.6%	28.4%
12.6%	39.2%	1111	33.8%	49.2%	16.2%	0.7%	16.9%
10.2%	25.5%	1281	33.2%	36.3%	30.4%	0.1%	30.5%

7.4%	30.6%	1164	24.2%	32.2%	43.5%	0.1%	43.6%
22.2%	56.9%	67	34.3%	43.3%	20.9%	1.5%	22.4%
25.3%	62.7%	75	22.7%	65.3%	12.0%	0.0%	12.0%
28.6%	54.5%	77	19.5%	51.9%	14.3%	14.3%	28.6%
28.9%	55.3%	75	14.7%	38.7%	45.3%	1.3%	46.7%
11.3%	54.9%	71	26.8%	32.4%	36.6%	4.2%	40.8%
24.0%	66.0%	50	28.0%	42.0%	24.0%	6.0%	30.0%
12.0%	46.0%	50	10.0%	36.0%	54.0%	0.0%	54.0%
22.2%	51.1%	45	13.3%	35.6%	51.1%	0.0%	51.1%
23.1%	43.1%	63	25.4%	60.3%	14.3%	0.0%	14.3%
16.4%	49.3%	72	12.5%	73.6%	13.9%	0.0%	13.9%
17.1%	40.8%	75	13.3%	73.3%	8.0%	5.3%	13.3%
33.8%	55.8%	238	10.5%	41.6%	47.1%	0.8%	47.9%
17.2%	52.5%	242	9.5%	50.8%	30.2%	9.5%	39.7%
27.4%	62.4%	197	17.8%	53.8%	22.3%	6.1%	28.4%
26.9%	53.9%	167	5.4%	35.9%	58.1%	0.6%	58.7%
17.8%	52.5%	101	5.9%	27.7%	65.3%	1.0%	66.3%
16.6%	35.2%	119	53.8%	37.8%	7.6%	0.8%	8.4%
9.9%	33.1%	131	55.7%	41.2%	3.1%	0.0%	3.1%
13.3%	37.3%	160	34.4%	49.4%	12.5%	3.8%	16.3%
22.9%	48.0%	167	26.3%	42.5%	28.1%	3.0%	31.1%
9.8%	37.1%	220	41.4%	34.1%	18.2%	6.4%	24.5%
17.5%	48.7%	234	36.8%	42.7%	16.2%	4.3%	20.5%
18.1%	37.4%	151	35.1%	31.1%	33.8%	0.0%	33.8%
8.3%	46.3%	105	20.0%	25.7%	53.3%	1.0%	54.3%
9.1%	36.4%	44	20.5%	40.9%	38.6%	0.0%	38.6%
0.0%	19.1%	46	43.5%	52.2%	4.3%	0.0%	4.3%
6.9%	19.0%	58	24.1%	63.8%	8.6%	3.4%	12.1%
33.7%	57.6%	91	18.7%	51.6%	29.7%	0.0%	29.7%
21.7%	55.4%	91	27.5%	60.4%	11.0%	1.1%	12.1%
25.7%	41.6%	113	11.5%	69.0%	13.3%	6.2%	19.5%
31.5%	52.0%	126	4.8%	33.3%	57.9%	4.0%	61.9%
13.3%	36.7%	119	16.8%	31.9%	36.1%	15.1%	51.3%
29.7%	63.6%	118	9.3%	28.8%	52.5%	9.3%	61.9%
26.7%	48.1%	131	13.7%	26.7%	58.8%	0.8%	59.5%
10.5%	54.0%	124	4.8%	19.4%	74.2%	1.6%	75.8%
8.3%	15.0%	54	55.6%	35.2%	9.3%	0.0%	9.3%
4.8%	19.0%	42	61.9%	33.3%	4.8%	0.0%	4.8%
0.0%	2.0%	49	46.9%	49.0%	4.1%	0.0%	4.1%
9.3%	20.9%	43	18.6%	44.2%	34.9%	2.3%	37.2%
0.0%	22.2%	36	27.8%	36.1%	36.1%	0.0%	36.1%
5.7%	31.4%	33	45.5%	45.5%	9.1%	0.0%	9.1%
11.1%	27.8%	53	47.2%	45.3%	7.5%	0.0%	7.5%
3.7%	27.8%	54	35.2%	50.0%	11.1%	3.7%	14.8%
6.9%	29.4%	102	19.6%	62.7%	13.7%	3.9%	17.6%
16.0%	34.0%	105	9.5%	57.1%	33.3%	0.0%	33.3%
3.9%	23.3%	103	17.5%	67.0%	15.5%	0.0%	15.5%
13.5%	51.0%	96	19.8%	59.4%	17.7%	3.1%	20.8%
9.6%	22.9%	83	19.3%	39.8%	41.0%	0.0%	41.0%

10.5%	30.2%	86	19.8%	29.1%	50.0%	1.2%	51.2%
0.0%	0.0%	13	92.3%	7.7%	0.0%	0.0%	0.0%
0.0%	5.9%	16	81.3%	18.8%	0.0%	0.0%	0.0%
3.7%	11.1%	29	55.2%	37.9%	6.9%	0.0%	6.9%
0.0%	10.5%	19	36.8%	47.4%	15.8%	0.0%	15.8%
36.5%	59.5%	73	5.5%	43.8%	50.7%	0.0%	50.7%
9.7%	52.8%	71	18.3%	29.6%	23.9%	28.2%	52.1%
14.5%	53.2%	63	11.1%	55.6%	27.0%	6.3%	33.3%
17.4%	39.1%	23	13.0%	17.4%	65.2%	4.3%	69.6%
0.0%	5.5%	50	70.0%	26.0%	4.0%	0.0%	4.0%
5.3%	7.9%	37	62.2%	32.4%	5.4%	0.0%	5.4%
0.0%	13.5%	37	51.4%	35.1%	13.5%	0.0%	13.5%
0.0%	8.8%	33	30.3%	48.5%	18.2%	3.0%	21.2%
19.0%	19.0%	20	55.0%	30.0%	10.0%	5.0%	15.0%
11.1%	22.2%	18	61.1%	33.3%	5.6%	0.0%	5.6%
8.3%	25.0%	10	30.0%	70.0%	0.0%	0.0%	0.0%
N<10	N<10	3	N<10	N<10	N<10	N<10	N<10
N<10	N<10	4	N<10	N<10	N<10	N<10	N<10
N<10	N<10	8	N<10	N<10	N<10	N<10	N<10
N<10	N<10	4	N<10	N<10	N<10	N<10	N<10
N<10	N<10	2	N<10	N<10	N<10	N<10	N<10
N<10	N<10	6	N<10	N<10	N<10	N<10	N<10
N<10	N<10	5	N<10	N<10	N<10	N<10	N<10
N<10	N<10	4	N<10	N<10	N<10	N<10	N<10
N<10	N<10	4	N<10	N<10	N<10	N<10	N<10
N<10	N<10	5	N<10	N<10	N<10	N<10	N<10
N<10	N<10	5	N<10	N<10	N<10	N<10	N<10
N<10	N<10	6	N<10	N<10	N<10	N<10	N<10
N<10	N<10	3	N<10	N<10	N<10	N<10	N<10
N<10	N<10	3	N<10	N<10	N<10	N<10	N<10
RV	0.0%	9	N<10	N<10	N<10	N<10	N<10
N<10	N<10	8	N<10	N<10	N<10	N<10	N<10
0.0%	3.8%	22	45.5%	54.5%	0.0%	0.0%	0.0%
0.0%	10.3%	29	51.7%	48.3%	0.0%	0.0%	0.0%
2.9%	25.7%	35	42.9%	42.9%	8.6%	5.7%	14.3%
22.0%	41.5%	41	22.0%	70.7%	7.3%	0.0%	7.3%
4.8%	35.7%	42	35.7%	52.4%	11.9%	0.0%	11.9%
5.9%	32.4%	34	23.5%	64.7%	11.8%	0.0%	11.8%
13.8%	31.0%	29	24.1%	31.0%	44.8%	0.0%	44.8%
13.9%	47.2%	35	14.3%	25.7%	60.0%	0.0%	60.0%
13.4%	24.6%	123	43.9%	50.4%	5.7%	0.0%	5.7%
14.1%	49.2%	127	26.0%	61.4%	12.6%	0.0%	12.6%
10.1%	22.5%	134	12.7%	80.6%	4.5%	2.2%	6.7%
18.3%	34.9%	122	17.2%	49.2%	32.0%	1.6%	33.6%
9.1%	42.7%	143	30.1%	49.7%	19.6%	0.7%	20.3%
26.6%	60.8%	158	19.6%	58.2%	22.2%	0.0%	22.2%
23.0%	44.6%	147	17.0%	36.7%	45.6%	0.7%	46.3%
9.6%	38.2%	136	17.6%	27.9%	52.2%	2.2%	54.4%
3.1%	14.5%	195	53.8%	33.3%	10.8%	2.1%	12.8%

3.1%	9.9%	153	70.6%	28.8%	0.7%	0.0%	0.7%
0.8%	9.1%	132	50.8%	43.2%	5.3%	0.8%	6.1%
5.3%	20.6%	169	25.4%	53.8%	20.7%	0.0%	20.7%
3.0%	20.7%	167	39.5%	44.3%	14.4%	1.8%	16.2%
7.8%	21.8%	179	36.3%	52.5%	11.2%	0.0%	11.2%
3.6%	12.0%	188	39.9%	40.4%	19.7%	0.0%	19.7%
2.5%	13.1%	192	44.3%	33.9%	21.9%	0.0%	21.9%
18.2%	41.8%	54	24.1%	63.0%	11.1%	1.9%	13.0%
17.5%	41.3%	63	25.4%	69.8%	4.8%	0.0%	4.8%
4.3%	12.8%	47	31.9%	53.2%	10.6%	4.3%	14.9%
13.3%	35.0%	59	10.2%	49.2%	40.7%	0.0%	40.7%
5.2%	25.9%	58	24.1%	43.1%	27.6%	5.2%	32.8%
11.9%	41.8%	67	20.9%	53.7%	23.9%	1.5%	25.4%
9.2%	26.3%	75	48.0%	34.7%	17.3%	0.0%	17.3%
3.6%	37.5%	56	21.4%	39.3%	39.3%	0.0%	39.3%
25.8%	51.7%	119	26.1%	53.8%	19.3%	0.8%	20.2%
13.7%	49.0%	102	40.2%	52.0%	7.8%	0.0%	7.8%
11.0%	25.4%	118	26.3%	55.1%	12.7%	5.9%	18.6%
21.4%	44.4%	117	11.1%	43.6%	43.6%	1.7%	45.3%
6.7%	41.6%	149	28.2%	38.9%	28.2%	4.7%	32.9%
16.8%	51.2%	125	35.2%	56.0%	8.0%	0.8%	8.8%
25.4%	48.6%	142	16.9%	33.1%	50.0%	0.0%	50.0%
11.5%	46.6%	131	16.0%	19.8%	62.6%	1.5%	64.1%
24.4%	47.1%	437	25.4%	46.7%	25.2%	2.7%	27.9%
16.8%	50.6%	339	20.6%	67.8%	11.2%	0.3%	11.5%
25.2%	49.1%	375	13.3%	57.3%	23.2%	6.1%	29.3%
28.9%	57.2%	382	8.6%	42.9%	47.6%	0.8%	48.4%
10.5%	44.6%	392	16.1%	61.0%	20.9%	2.0%	23.0%
26.9%	64.3%	363	14.3%	65.6%	19.6%	0.6%	20.1%
31.0%	54.0%	399	12.8%	26.8%	60.4%	0.0%	60.4%
12.7%	44.8%	385	9.4%	21.0%	69.6%	0.0%	69.6%
26.0%	47.7%	713	22.6%	48.0%	27.2%	2.2%	29.5%
21.8%	55.7%	655	22.3%	57.4%	19.4%	0.9%	20.3%
28.1%	48.9%	674	8.6%	48.7%	19.7%	23.0%	42.7%
29.2%	58.1%	669	7.8%	39.0%	50.4%	2.8%	53.2%
11.3%	43.5%	633	19.0%	49.1%	25.6%	6.3%	31.9%
22.9%	61.5%	702	9.1%	58.8%	30.3%	1.7%	32.1%
21.4%	44.3%	648	17.3%	29.5%	53.1%	0.2%	53.2%
10.2%	45.4%	684	15.2%	28.4%	56.1%	0.3%	56.4%
13.9%	41.8%	78	39.7%	50.0%	10.3%	0.0%	10.3%
16.3%	42.5%	80	35.0%	56.3%	8.8%	0.0%	8.8%
14.4%	33.3%	90	22.2%	64.4%	10.0%	3.3%	13.3%
34.7%	55.1%	96	8.3%	62.5%	29.2%	0.0%	29.2%
6.1%	30.5%	82	47.6%	36.6%	13.4%	2.4%	15.9%
22.0%	54.9%	91	48.4%	48.4%	3.3%	0.0%	3.3%
12.1%	37.4%	91	30.8%	37.4%	31.9%	0.0%	31.9%
7.3%	29.2%	96	34.4%	35.4%	29.2%	1.0%	30.2%
9.8%	28.5%	114	37.7%	47.4%	14.9%	0.0%	14.9%
13.8%	33.9%	109	33.0%	56.9%	10.1%	0.0%	10.1%



18.0%	35.1%	109	14.7%	66.1%	11.0%	8.3%	19.3%
21.8%	33.6%	109	22.9%	48.6%	28.4%	0.0%	28.4%
6.9%	27.5%	99	35.4%	32.3%	31.3%	1.0%	32.3%
13.5%	48.1%	104	18.3%	63.5%	17.3%	1.0%	18.3%
20.5%	34.1%	132	22.7%	38.6%	37.9%	0.8%	38.6%
8.2%	28.6%	98	18.4%	30.6%	51.0%	0.0%	51.0%
19.4%	41.9%	62	25.8%	48.4%	24.2%	1.6%	25.8%
16.4%	55.7%	61	13.1%	75.4%	11.5%	0.0%	11.5%
20.0%	50.0%	49	6.1%	63.3%	20.4%	10.2%	30.6%
38.7%	66.1%	62	8.1%	56.5%	35.5%	0.0%	35.5%
13.5%	46.2%	52	28.8%	51.9%	15.4%	3.8%	19.2%
29.6%	67.6%	71	25.4%	56.3%	18.3%	0.0%	18.3%
25.8%	53.0%	66	13.6%	34.8%	51.5%	0.0%	51.5%
20.0%	52.9%	70	11.4%	25.7%	62.9%	0.0%	62.9%
9.8%	21.6%	48	58.3%	33.3%	8.3%	0.0%	8.3%
6.8%	27.3%	44	29.5%	63.6%	6.8%	0.0%	6.8%
11.1%	24.1%	53	26.4%	49.1%	20.8%	3.8%	24.5%
12.8%	29.8%	43	25.6%	51.2%	23.3%	0.0%	23.3%
4.0%	24.0%	50	38.0%	58.0%	4.0%	0.0%	4.0%
12.2%	36.6%	41	34.1%	56.1%	9.8%	0.0%	9.8%
10.7%	25.0%	56	32.1%	37.5%	28.6%	1.8%	30.4%
6.1%	42.9%	49	18.4%	28.6%	53.1%	0.0%	53.1%
14.5%	32.6%	1123	25.9%	51.0%	21.5%	1.5%	23.1%
14.9%	41.8%	1030	21.9%	59.3%	17.2%	1.6%	18.7%
15.5%	33.3%	1018	19.8%	61.0%	13.2%	6.0%	19.2%
24.5%	48.6%	1000	12.5%	41.2%	44.4%	1.9%	46.3%
8.2%	35.1%	1048	26.0%	52.4%	18.8%	2.8%	21.6%
16.3%	47.1%	1071	21.9%	51.7%	22.3%	4.0%	26.3%
16.8%	34.9%	1067	20.9%	33.4%	45.7%	0.0%	45.7%
10.1%	34.3%	1189	14.2%	28.8%	56.3%	0.6%	56.9%
27.0%	51.8%	274	18.2%	57.3%	23.4%	1.1%	24.5%
21.2%	56.4%	270	8.1%	58.9%	31.9%	1.1%	33.0%
25.2%	50.0%	256	15.2%	71.1%	9.0%	4.7%	13.7%
33.9%	60.1%	295	6.1%	31.2%	58.0%	4.7%	62.7%
14.6%	59.8%	246	14.2%	53.7%	27.6%	4.5%	32.1%
33.4%	73.2%	287	7.7%	42.5%	45.3%	4.5%	49.8%
32.0%	57.7%	300	11.7%	24.0%	64.3%	0.0%	64.3%
16.0%	48.0%	300	9.0%	23.7%	66.7%	0.7%	67.3%
24.3%	41.4%	69	21.7%	62.3%	15.9%	0.0%	15.9%
11.5%	36.5%	51	29.4%	51.0%	19.6%	0.0%	19.6%
17.5%	35.1%	57	17.5%	78.9%	3.5%	0.0%	3.5%
16.4%	37.3%	66	6.1%	65.2%	28.8%	0.0%	28.8%
5.6%	23.6%	71	40.8%	42.3%	15.5%	1.4%	16.9%
6.9%	29.3%	58	43.1%	55.2%	1.7%	0.0%	1.7%
13.0%	26.0%	76	22.4%	38.2%	39.5%	0.0%	39.5%
6.2%	21.0%	81	13.6%	35.8%	50.6%	0.0%	50.6%
14.9%	35.1%	74	25.7%	56.8%	17.6%	0.0%	17.6%
8.1%	37.8%	74	20.3%	63.5%	16.2%	0.0%	16.2%
18.6%	32.2%	59	10.2%	54.2%	11.9%	23.7%	35.6%

15.6%	50.0%	64	3.1%	28.1%	68.8%	0.0%	68.8%
12.1%	34.8%	66	19.7%	31.8%	39.4%	9.1%	48.5%
8.2%	41.0%	60	13.3%	48.3%	35.0%	3.3%	38.3%
6.9%	31.0%	58	5.2%	31.0%	63.8%	0.0%	63.8%
3.5%	21.1%	57	5.3%	28.1%	66.7%	0.0%	66.7%
20.8%	37.5%	47	31.9%	46.8%	19.1%	2.1%	21.3%
10.8%	33.8%	65	50.8%	46.2%	3.1%	0.0%	3.1%
10.0%	32.9%	68	23.5%	51.5%	13.2%	11.8%	25.0%
19.7%	56.1%	66	15.2%	40.9%	43.9%	0.0%	43.9%
9.3%	38.9%	54	38.9%	37.0%	20.4%	3.7%	24.1%
17.2%	45.3%	64	28.1%	42.2%	25.0%	4.7%	29.7%
15.4%	38.5%	65	26.2%	29.2%	44.6%	0.0%	44.6%
5.7%	25.7%	69	29.0%	43.5%	27.5%	0.0%	27.5%
14.4%	36.1%	202	23.3%	69.3%	7.4%	0.0%	7.4%
11.2%	38.8%	169	24.3%	62.7%	13.0%	0.0%	13.0%
13.8%	36.5%	158	20.9%	74.7%	3.8%	0.6%	4.4%
20.1%	45.3%	178	2.8%	47.2%	50.0%	0.0%	50.0%
5.8%	36.4%	173	9.8%	57.8%	28.9%	3.5%	32.4%
22.1%	53.7%	190	12.6%	66.3%	20.5%	0.5%	21.1%
16.0%	34.5%	194	13.9%	38.7%	46.9%	0.5%	47.4%
7.9%	36.4%	140	14.3%	27.1%	58.6%	0.0%	58.6%
6.7%	25.3%	69	46.4%	47.8%	5.8%	0.0%	5.8%
11.6%	44.9%	69	34.8%	60.9%	4.3%	0.0%	4.3%
6.4%	25.5%	47	31.9%	61.7%	2.1%	4.3%	6.4%
7.9%	27.0%	63	17.5%	57.1%	25.4%	0.0%	25.4%
4.4%	23.3%	90	27.8%	41.1%	23.3%	7.8%	31.1%
15.7%	58.8%	51	7.8%	72.5%	19.6%	0.0%	19.6%
18.9%	41.5%	53	18.9%	45.3%	35.8%	0.0%	35.8%
6.3%	33.3%	63	9.5%	27.0%	63.5%	0.0%	63.5%
18.4%	36.9%	100	30.0%	49.0%	21.0%	0.0%	21.0%
10.1%	44.3%	77	33.8%	58.4%	7.8%	0.0%	7.8%
12.5%	30.2%	95	23.2%	55.8%	16.8%	4.2%	21.1%
25.3%	53.5%	97	12.4%	26.8%	58.8%	2.1%	60.8%
11.3%	42.3%	97	24.7%	51.5%	21.6%	2.1%	23.7%
14.4%	57.7%	104	14.4%	48.1%	34.6%	2.9%	37.5%
26.1%	53.4%	88	9.1%	36.4%	54.5%	0.0%	54.5%
11.3%	45.0%	80	12.5%	35.0%	52.5%	0.0%	52.5%
11.2%	26.2%	104	28.8%	50.0%	20.2%	1.0%	21.2%
13.3%	42.5%	117	37.6%	47.9%	14.5%	0.0%	14.5%
7.2%	27.9%	111	20.7%	58.6%	12.6%	8.1%	20.7%
27.0%	50.8%	121	10.7%	36.4%	52.1%	0.8%	52.9%
7.9%	36.0%	139	24.5%	38.8%	29.5%	7.2%	36.7%
18.6%	48.1%	129	15.5%	49.6%	33.3%	1.6%	34.9%
19.3%	38.6%	113	27.4%	42.5%	30.1%	0.0%	30.1%
12.0%	34.3%	107	12.1%	29.9%	57.0%	0.9%	57.9%
16.1%	40.3%	121	26.4%	47.9%	25.6%	0.0%	25.6%
14.4%	40.2%	131	25.2%	66.4%	8.4%	0.0%	8.4%
34.4%	57.6%	124	9.7%	58.1%	19.4%	12.9%	32.3%
34.6%	58.3%	126	12.7%	47.6%	38.9%	0.8%	39.7%

8.4%	43.5%	131	26.0%	47.3%	24.4%	2.3%	26.7%
13.7%	48.4%	124	13.7%	52.4%	32.3%	1.6%	33.9%
27.2%	51.8%	114	13.2%	32.5%	54.4%	0.0%	54.4%
11.5%	46.7%	122	15.6%	23.0%	61.5%	0.0%	61.5%
14.7%	27.2%	341	45.2%	43.4%	10.9%	0.6%	11.4%
14.8%	39.3%	304	33.2%	63.2%	3.6%	0.0%	3.6%
13.0%	27.7%	345	19.7%	55.7%	13.6%	11.0%	24.6%
16.7%	41.2%	358	11.5%	48.3%	39.7%	0.6%	40.2%
9.2%	37.1%	312	34.6%	36.2%	24.0%	5.1%	29.2%
10.8%	51.1%	322	28.9%	45.7%	22.7%	2.8%	25.5%
20.0%	37.0%	332	24.7%	31.9%	43.1%	0.3%	43.4%
10.0%	37.9%	324	21.0%	28.4%	50.6%	0.0%	50.6%
12.5%	22.5%	40	45.0%	45.0%	10.0%	0.0%	10.0%
4.3%	13.0%	46	47.8%	52.2%	0.0%	0.0%	0.0%
8.0%	30.0%	50	26.0%	60.0%	10.0%	4.0%	14.0%
16.7%	47.9%	47	6.4%	72.3%	21.3%	0.0%	21.3%
1.7%	12.1%	57	50.9%	40.4%	8.8%	0.0%	8.8%
6.3%	39.6%	47	23.4%	72.3%	4.3%	0.0%	4.3%
16.1%	35.5%	61	19.7%	54.1%	26.2%	0.0%	26.2%
5.6%	31.5%	54	18.5%	37.0%	44.4%	0.0%	44.4%
14.1%	45.3%	64	26.6%	56.3%	15.6%	1.6%	17.2%
15.1%	56.6%	52	26.9%	65.4%	7.7%	0.0%	7.7%
18.6%	44.1%	59	13.6%	57.6%	13.6%	15.3%	28.8%
25.4%	50.8%	59	20.3%	35.6%	44.1%	0.0%	44.1%
5.4%	39.3%	56	30.4%	58.9%	10.7%	0.0%	10.7%
19.7%	56.1%	66	19.7%	71.2%	9.1%	0.0%	9.1%
14.0%	30.0%	48	20.8%	31.3%	47.9%	0.0%	47.9%
10.0%	36.7%	60	31.7%	23.3%	45.0%	0.0%	45.0%
17.6%	39.6%	84	35.7%	51.2%	13.1%	0.0%	13.1%
9.9%	44.4%	80	28.8%	67.5%	3.8%	0.0%	3.8%
8.2%	26.2%	60	21.7%	68.3%	8.3%	1.7%	10.0%
14.0%	42.0%	99	12.1%	45.5%	41.4%	1.0%	42.4%
10.5%	45.3%	86	24.4%	59.3%	14.0%	2.3%	16.3%
18.8%	54.1%	85	28.2%	57.6%	14.1%	0.0%	14.1%
16.3%	40.8%	98	21.4%	33.7%	44.9%	0.0%	44.9%
8.2%	27.1%	85	18.8%	40.0%	41.2%	0.0%	41.2%
5.7%	14.3%	32	56.3%	40.6%	3.1%	0.0%	3.1%
0.0%	33.3%	20	45.0%	45.0%	10.0%	0.0%	10.0%
0.0%	10.5%	18	44.4%	55.6%	0.0%	0.0%	0.0%
4.3%	8.7%	21	28.6%	61.9%	9.5%	0.0%	9.5%
0.0%	10.5%	19	68.4%	21.1%	10.5%	0.0%	10.5%
0.0%	22.7%	21	57.1%	38.1%	4.8%	0.0%	4.8%
6.7%	13.3%	30	70.0%	10.0%	20.0%	0.0%	20.0%
0.0%	16.7%	24	29.2%	54.2%	16.7%	0.0%	16.7%
33.7%	51.1%	92	14.1%	54.3%	30.4%	1.1%	31.5%
27.4%	62.1%	95	23.2%	60.0%	15.8%	1.1%	16.8%
23.3%	41.7%	103	21.4%	61.2%	15.5%	1.9%	17.5%
38.5%	62.5%	102	16.7%	41.2%	40.2%	2.0%	42.2%
11.6%	50.9%	112	19.6%	33.9%	41.1%	5.4%	46.4%



17.9%	61.1%	95	15.8%	62.1%	20.0%	2.1%	22.1%
21.2%	44.4%	99	7.1%	36.4%	56.6%	0.0%	56.6%
22.1%	52.6%	95	17.9%	25.3%	56.8%	0.0%	56.8%
7.7%	30.8%	26	30.8%	57.7%	11.5%	0.0%	11.5%
23.1%	53.8%	26	19.2%	73.1%	7.7%	0.0%	7.7%
13.2%	28.9%	38	42.1%	44.7%	10.5%	2.6%	13.2%
25.9%	44.4%	27	22.2%	59.3%	18.5%	0.0%	18.5%
3.4%	20.7%	29	55.2%	31.0%	13.8%	0.0%	13.8%
13.3%	40.0%	30	40.0%	50.0%	10.0%	0.0%	10.0%
31.8%	40.9%	22	31.8%	31.8%	36.4%	0.0%	36.4%
10.0%	30.0%	30	23.3%	26.7%	50.0%	0.0%	50.0%
11.4%	27.3%	41	31.7%	58.5%	4.9%	4.9%	9.8%
11.4%	42.9%	34	26.5%	73.5%	0.0%	0.0%	0.0%
13.6%	43.2%	43	25.6%	58.1%	14.0%	2.3%	16.3%
24.2%	51.5%	33	9.1%	51.5%	33.3%	6.1%	39.4%
2.6%	28.2%	39	38.5%	35.9%	23.1%	2.6%	25.6%
15.0%	57.5%	40	37.5%	47.5%	12.5%	2.5%	15.0%
10.0%	18.0%	49	32.7%	34.7%	32.7%	0.0%	32.7%
8.5%	29.8%	46	15.2%	41.3%	43.5%	0.0%	43.5%
13.3%	34.4%	84	41.7%	44.0%	14.3%	0.0%	14.3%
5.1%	33.3%	77	39.0%	59.7%	1.3%	0.0%	1.3%
8.5%	40.4%	94	13.8%	80.9%	3.2%	2.1%	5.3%
16.7%	42.3%	78	7.7%	48.7%	42.3%	1.3%	43.6%
6.3%	25.3%	96	26.0%	35.4%	33.3%	5.2%	38.5%
14.9%	54.3%	94	9.6%	56.4%	31.9%	2.1%	34.0%
17.5%	30.1%	103	20.4%	39.8%	39.8%	0.0%	39.8%
12.0%	39.8%	108	8.3%	38.0%	53.7%	0.0%	53.7%
26.0%	44.8%	175	14.9%	50.9%	32.0%	2.3%	34.3%
19.6%	60.3%	179	21.8%	60.3%	17.3%	0.6%	17.9%
21.5%	39.5%	171	19.9%	50.3%	21.1%	8.8%	29.8%
36.6%	59.2%	191	9.4%	35.6%	51.8%	3.1%	55.0%
6.4%	36.9%	187	26.2%	47.6%	18.7%	7.5%	26.2%
18.6%	54.8%	177	18.1%	52.0%	27.7%	2.3%	29.9%
13.5%	38.9%	185	16.2%	31.9%	51.9%	0.0%	51.9%
10.4%	40.9%	164	7.3%	28.0%	64.0%	0.6%	64.6%
31.9%	49.9%	757	25.0%	43.5%	28.5%	3.0%	31.6%
25.3%	56.7%	731	19.8%	64.4%	14.8%	1.0%	15.7%
27.2%	47.2%	749	12.6%	58.1%	18.8%	10.5%	29.4%
35.2%	59.7%	688	6.8%	33.4%	54.8%	4.9%	59.7%
19.5%	56.9%	699	19.3%	38.6%	35.1%	7.0%	42.1%
28.6%	61.9%	715	24.3%	62.0%	13.3%	0.4%	13.7%
28.1%	51.2%	663	24.1%	33.8%	41.8%	0.3%	42.1%
17.8%	49.3%	693	14.6%	24.1%	60.5%	0.9%	61.3%
19.0%	39.7%	58	32.8%	44.8%	22.4%	0.0%	22.4%
8.5%	34.0%	42	33.3%	61.9%	4.8%	0.0%	4.8%
14.5%	34.8%	66	22.7%	57.6%	12.1%	7.6%	19.7%
15.4%	38.5%	51	15.7%	37.3%	45.1%	2.0%	47.1%
3.9%	30.3%	74	25.7%	63.5%	6.8%	4.1%	10.8%
13.2%	44.7%	76	14.5%	69.7%	15.8%	0.0%	15.8%

18.6%	37.1%	69	33.3%	29.0%	37.7%	0.0%	37.7%
1.5%	24.2%	66	31.8%	21.2%	47.0%	0.0%	47.0%
12.6%	34.7%	91	16.5%	59.3%	23.1%	1.1%	24.2%
18.0%	47.0%	100	22.0%	55.0%	22.0%	1.0%	23.0%
16.7%	48.8%	83	9.6%	72.3%	7.2%	10.8%	18.1%
23.3%	43.3%	89	18.0%	53.9%	27.0%	1.1%	28.1%
6.7%	35.6%	90	27.8%	55.6%	14.4%	2.2%	16.7%
20.0%	54.1%	85	21.2%	45.9%	27.1%	5.9%	32.9%
16.0%	27.4%	106	15.1%	31.1%	53.8%	0.0%	53.8%
9.4%	29.2%	95	20.0%	23.2%	55.8%	1.1%	56.8%
20.5%	46.6%	140	39.3%	44.3%	16.4%	0.0%	16.4%
22.4%	48.8%	124	30.6%	59.7%	8.9%	0.8%	9.7%
10.1%	28.2%	147	12.9%	74.8%	8.8%	3.4%	12.2%
31.9%	49.3%	139	11.5%	34.5%	49.6%	4.3%	54.0%
7.1%	41.8%	141	13.5%	43.3%	29.1%	14.2%	43.3%
19.1%	44.9%	136	18.4%	59.6%	18.4%	3.7%	22.1%
33.1%	62.9%	151	11.3%	21.9%	65.6%	1.3%	66.9%
11.4%	42.3%	148	14.2%	23.0%	61.5%	1.4%	62.8%
17.7%	34.3%	1669	16.9%	50.8%	30.1%	2.2%	32.3%
14.3%	39.9%	1640	15.6%	50.5%	29.9%	4.0%	33.8%
17.4%	34.1%	1578	15.2%	64.6%	11.9%	8.3%	20.2%
24.1%	46.7%	1580	8.2%	27.5%	57.0%	7.3%	64.3%
10.0%	36.9%	1590	22.1%	48.4%	25.7%	3.9%	29.6%
17.6%	45.2%	1598	16.8%	57.1%	25.1%	1.0%	26.1%
18.1%	34.4%	1479	16.0%	31.2%	52.7%	0.1%	52.8%
10.4%	36.7%	1463	18.4%	25.4%	55.7%	0.5%	56.2%
11.0%	27.5%	81	43.2%	50.6%	6.2%	0.0%	6.2%
9.5%	35.7%	84	23.8%	66.7%	9.5%	0.0%	9.5%
24.4%	51.3%	78	20.5%	51.3%	20.5%	7.7%	28.2%
22.0%	56.0%	90	13.3%	51.1%	34.4%	1.1%	35.6%
6.5%	50.6%	77	24.7%	46.8%	24.7%	3.9%	28.6%
13.6%	46.6%	87	20.7%	60.9%	16.1%	2.3%	18.4%
14.3%	37.1%	70	21.4%	35.7%	42.9%	0.0%	42.9%
5.7%	31.0%	86	19.8%	25.6%	54.7%	0.0%	54.7%
56.3%	89.6%	48	4.2%	27.1%	47.9%	20.8%	68.8%
63.0%	88.9%	54	0.0%	46.3%	42.6%	11.1%	53.7%
56.1%	78.9%	57	3.5%	7.0%	86.0%	3.5%	89.5%
37.1%	83.9%	62	1.6%	4.8%	91.9%	1.6%	93.5%
11.8%	11.8%	13	76.9%	23.1%	0.0%	0.0%	0.0%
22.2%	44.4%	18	33.3%	61.1%	5.6%	0.0%	5.6%
5.6%	11.1%	17	29.4%	70.6%	0.0%	0.0%	0.0%
25.0%	31.3%	16	6.3%	68.8%	25.0%	0.0%	25.0%
13.0%	29.3%	90	33.3%	48.9%	17.8%	0.0%	17.8%
4.9%	23.2%	78	34.6%	55.1%	10.3%	0.0%	10.3%
18.6%	33.7%	86	17.4%	62.8%	11.6%	8.1%	19.8%
15.5%	33.0%	103	22.3%	48.5%	29.1%	0.0%	29.1%
7.1%	33.3%	84	34.5%	28.6%	31.0%	6.0%	36.9%
12.0%	46.3%	108	14.8%	59.3%	25.0%	0.9%	25.9%
18.0%	36.0%	110	21.8%	37.3%	40.9%	0.0%	40.9%

5.4%	32.4%	110	18.2%	34.5%	47.3%	0.0%	47.3%
13.4%	28.6%	265	19.6%	48.3%	31.7%	0.4%	32.1%
11.8%	37.6%	227	21.1%	60.4%	17.2%	1.3%	18.5%
12.7%	28.2%	256	19.1%	63.7%	9.0%	8.2%	17.2%
20.5%	38.3%	261	15.7%	47.9%	35.2%	1.1%	36.4%
9.5%	36.5%	263	28.1%	45.6%	21.7%	4.6%	26.2%
15.3%	52.6%	215	16.3%	67.0%	15.8%	0.9%	16.7%
14.8%	32.5%	277	16.2%	34.7%	49.1%	0.0%	49.1%
8.8%	32.7%	225	12.0%	28.0%	60.0%	0.0%	60.0%
3.1%	9.4%	30	46.7%	46.7%	6.7%	0.0%	6.7%
3.2%	32.3%	31	45.2%	54.8%	0.0%	0.0%	0.0%
6.9%	13.8%	29	44.8%	48.3%	3.4%	3.4%	6.9%
6.3%	31.3%	30	30.0%	46.7%	23.3%	0.0%	23.3%
2.6%	28.2%	39	41.0%	43.6%	15.4%	0.0%	15.4%
15.2%	45.5%	33	42.4%	39.4%	12.1%	6.1%	18.2%
13.6%	36.4%	22	18.2%	45.5%	36.4%	0.0%	36.4%
5.7%	34.3%	35	28.6%	20.0%	51.4%	0.0%	51.4%
7.4%	22.2%	48	39.6%	47.9%	12.5%	0.0%	12.5%
3.9%	37.3%	49	42.9%	46.9%	10.2%	0.0%	10.2%
9.6%	34.6%	51	27.5%	56.9%	13.7%	2.0%	15.7%
15.3%	33.9%	57	21.1%	47.4%	29.8%	1.8%	31.6%
7.5%	24.5%	52	40.4%	42.3%	17.3%	0.0%	17.3%
6.9%	31.0%	56	51.8%	39.3%	7.1%	1.8%	8.9%
12.1%	27.3%	66	25.8%	33.3%	40.9%	0.0%	40.9%
4.3%	26.1%	46	21.7%	30.4%	45.7%	2.2%	47.8%
9.0%	24.3%	107	42.1%	49.5%	8.4%	0.0%	8.4%
5.6%	36.0%	89	46.1%	47.2%	6.7%	0.0%	6.7%
7.1%	19.6%	112	19.6%	66.1%	10.7%	3.6%	14.3%
13.3%	34.4%	89	14.6%	57.3%	28.1%	0.0%	28.1%
8.8%	25.3%	91	34.1%	40.7%	22.0%	3.3%	25.3%
10.4%	45.3%	106	32.1%	54.7%	13.2%	0.0%	13.2%
11.4%	27.6%	105	41.9%	30.5%	27.6%	0.0%	27.6%
8.2%	25.5%	98	10.2%	34.7%	55.1%	0.0%	55.1%
14.5%	34.5%	55	38.2%	58.2%	3.6%	0.0%	3.6%
17.5%	52.6%	56	28.6%	46.4%	25.0%	0.0%	25.0%
20.0%	36.0%	50	22.0%	50.0%	18.0%	10.0%	28.0%
24.2%	54.8%	62	6.5%	45.2%	48.4%	0.0%	48.4%
11.9%	35.6%	59	27.1%	40.7%	27.1%	5.1%	32.2%
23.9%	52.1%	71	18.3%	45.1%	35.2%	1.4%	36.6%
21.8%	43.6%	55	5.5%	45.5%	49.1%	0.0%	49.1%
18.4%	46.9%	49	8.2%	28.6%	63.3%	0.0%	63.3%
5.7%	26.4%	51	35.3%	49.0%	15.7%	0.0%	15.7%
19.6%	64.3%	56	23.2%	60.7%	16.1%	0.0%	16.1%
11.8%	38.2%	68	13.2%	80.9%	5.9%	0.0%	5.9%
22.4%	43.1%	58	17.2%	44.8%	37.9%	0.0%	37.9%
3.1%	27.7%	65	26.2%	43.1%	23.1%	7.7%	30.8%
19.7%	46.5%	71	19.7%	54.9%	23.9%	1.4%	25.4%
14.7%	32.4%	67	23.9%	41.8%	34.3%	0.0%	34.3%
17.1%	39.5%	76	22.4%	31.6%	46.1%	0.0%	46.1%

26.8%	49.4%	326	20.6%	52.8%	25.5%	1.2%	26.7%
24.3%	52.5%	298	19.5%	62.1%	17.4%	1.0%	18.5%
20.4%	47.9%	278	16.9%	76.3%	5.8%	1.1%	6.8%
32.2%	60.4%	269	11.9%	33.5%	51.7%	3.0%	54.6%
16.8%	55.4%	279	11.5%	43.4%	34.1%	11.1%	45.2%
32.0%	70.3%	306	7.2%	42.8%	40.8%	9.2%	50.0%
19.4%	35.9%	315	19.4%	27.6%	52.7%	0.3%	53.0%
13.4%	39.0%	289	14.9%	27.0%	58.1%	0.0%	58.1%
2.6%	12.8%	37	59.5%	35.1%	5.4%	0.0%	5.4%
0.0%	11.1%	18	44.4%	44.4%	11.1%	0.0%	11.1%
14.3%	25.0%	27	29.6%	70.4%	0.0%	0.0%	0.0%
5.3%	26.3%	19	0.0%	68.4%	31.6%	0.0%	31.6%
7.4%	29.6%	27	22.2%	70.4%	3.7%	3.7%	7.4%
14.3%	28.6%	29	48.3%	31.0%	20.7%	0.0%	20.7%
3.7%	11.1%	25	48.0%	20.0%	32.0%	0.0%	32.0%
3.8%	30.8%	26	19.2%	26.9%	53.8%	0.0%	53.8%
21.7%	52.2%	44	11.4%	59.1%	29.5%	0.0%	29.5%
28.6%	71.4%	34	11.8%	82.4%	5.9%	0.0%	5.9%
25.0%	47.7%	44	6.8%	75.0%	15.9%	2.3%	18.2%
25.6%	62.8%	42	11.9%	47.6%	40.5%	0.0%	40.5%
13.2%	47.4%	38	34.2%	57.9%	7.9%	0.0%	7.9%
14.5%	46.4%	69	21.7%	53.6%	23.2%	1.4%	24.6%
29.2%	50.0%	48	8.3%	25.0%	66.7%	0.0%	66.7%
16.7%	52.4%	42	11.9%	31.0%	57.1%	0.0%	57.1%
10.6%	36.4%	63	15.9%	68.3%	14.3%	1.6%	15.9%
19.4%	49.3%	67	20.9%	46.3%	28.4%	4.5%	32.8%
20.6%	44.4%	62	16.1%	56.5%	16.1%	11.3%	27.4%
9.2%	40.0%	64	17.2%	31.3%	48.4%	3.1%	51.6%
8.2%	34.4%	61	19.7%	54.1%	19.7%	6.6%	26.2%
16.7%	56.1%	66	6.1%	56.1%	37.9%	0.0%	37.9%
2.4%	29.8%	83	15.7%	39.8%	44.6%	0.0%	44.6%
11.5%	40.4%	52	7.7%	25.0%	67.3%	0.0%	67.3%
11.9%	30.7%	173	27.2%	63.6%	9.2%	0.0%	9.2%
13.2%	34.2%	151	33.8%	57.0%	9.3%	0.0%	9.3%
25.5%	40.0%	145	20.0%	57.2%	15.2%	7.6%	22.8%
27.5%	49.4%	159	10.7%	41.5%	47.2%	0.6%	47.8%
11.9%	50.3%	143	18.9%	66.4%	14.0%	0.7%	14.7%
15.9%	48.9%	182	24.7%	58.2%	17.0%	0.0%	17.0%
13.8%	35.5%	138	10.1%	38.4%	51.4%	0.0%	51.4%
10.9%	46.9%	128	12.5%	23.4%	64.1%	0.0%	64.1%
9.1%	15.2%	26	61.5%	26.9%	11.5%	0.0%	11.5%
18.2%	31.8%	22	22.7%	59.1%	18.2%	0.0%	18.2%
10.7%	17.9%	28	64.3%	32.1%	0.0%	3.6%	3.6%
21.6%	43.2%	37	16.2%	56.8%	24.3%	2.7%	27.0%
3.1%	25.0%	32	21.9%	56.3%	21.9%	0.0%	21.9%
8.7%	21.7%	23	30.4%	56.5%	8.7%	4.3%	13.0%
11.8%	17.6%	34	20.6%	50.0%	29.4%	0.0%	29.4%
10.3%	27.6%	29	17.2%	24.1%	55.2%	3.4%	58.6%
11.1%	26.4%	64	43.8%	50.0%	6.3%	0.0%	6.3%

19.6%	34.8%	45	24.4%	64.4%	11.1%	0.0%	11.1%
13.2%	37.7%	53	28.3%	58.5%	13.2%	0.0%	13.2%
30.9%	50.9%	54	18.5%	53.7%	27.8%	0.0%	27.8%
6.3%	27.1%	48	31.3%	41.7%	20.8%	6.3%	27.1%
7.2%	31.9%	69	23.2%	59.4%	17.4%	0.0%	17.4%
10.0%	34.4%	87	34.5%	35.6%	28.7%	1.1%	29.9%
14.3%	35.7%	42	21.4%	31.0%	47.6%	0.0%	47.6%

ELA		STEM	
ELA N	ELA % Met Readiness Benchmark	STEM N	STEM % Met Readiness Benchmark
99	39.4%	108	38.9%
83	34.9%	86	43.0%
91	60.4%	91	44.0%
90	58.9%	90	52.2%
80	52.5%	81	42.0%
107	42.1%	108	23.1%
100	29.0%	100	17.0%
98	52.0%	99	17.2%
112	36.6%	115	36.5%
118	34.7%	118	27.1%
92	34.8%	93	38.7%
122	45.9%	124	51.6%
124	33.9%	124	29.8%
141	46.1%	141	36.2%
113	37.2%	115	24.3%
107	41.1%	108	25.0%
146	33.6%	151	31.8%
112	35.7%	113	47.8%
123	38.2%	123	36.6%
126	54.0%	126	52.4%
125	44.0%	126	31.0%
131	37.4%	133	25.6%
124	32.3%	124	17.7%
123	34.1%	125	10.4%
158	44.3%	161	42.9%
136	45.6%	135	43.0%
137	51.1%	137	36.5%
127	48.0%	128	48.4%
153	47.1%	153	32.0%
167	45.5%	167	26.9%
139	40.3%	140	25.7%
144	32.6%	144	13.9%
66	48.5%	67	55.2%
53	50.9%	54	61.1%
60	68.3%	60	70.0%
44	61.4%	44	70.5%
46	56.5%	46	47.8%
40	55.0%	41	39.0%
47	66.0%	47	40.4%
51	60.8%	51	33.3%

267	39.0%	284	48.2%
295	42.7%	296	48.6%
316	51.9%	317	48.6%
277	63.9%	284	64.1%
300	51.7%	300	49.7%
305	64.6%	307	44.6%
297	62.3%	300	40.7%
303	59.4%	307	29.6%
31	32.3%	33	33.3%
25	44.0%	25	64.0%
43	51.2%	43	37.2%
29	79.3%	30	76.7%
40	57.5%	40	42.5%
27	63.0%	27	40.7%
33	75.8%	33	57.6%
45	60.0%	45	35.6%
1285	54.5%	1323	56.1%
1217	60.6%	1226	64.3%
1282	70.3%	1296	59.5%
1198	73.5%	1210	67.4%
1246	70.9%	1252	61.9%
1166	70.3%	1171	57.0%
1122	60.2%	1136	47.0%
1134	62.0%	1136	45.5%
0	NA	1	N<10
49	26.5%	52	36.5%
44	25.0%	44	27.3%
36	33.3%	36	30.6%
34	47.1%	36	33.3%
37	27.0%	38	10.5%
44	22.7%	44	15.9%
44	22.7%	44	15.9%
39	30.8%	38	7.9%
113	31.0%	119	39.5%
106	31.1%	107	43.0%
109	57.8%	109	53.2%
101	60.4%	102	59.8%
85	56.5%	86	46.5%
119	69.7%	119	62.2%
127	56.7%	129	28.7%
107	47.7%	108	31.5%
124	42.7%	125	46.4%
135	41.5%	138	52.9%
137	50.4%	137	50.4%
124	65.3%	124	74.2%
141	68.1%	141	64.5%
148	56.8%	148	48.6%
148	45.3%	148	27.7%
145	57.9%	147	32.7%



1220	51.2%	1261	49.9%
1168	50.9%	1174	52.9%
1066	62.9%	1075	54.7%
1142	66.3%	1158	50.7%
1098	62.3%	1100	45.2%
1207	65.5%	1207	50.0%
1165	50.8%	1202	31.3%
950	55.9%	969	31.4%
312	32.7%	324	37.7%
299	40.1%	308	44.2%
292	42.8%	293	53.6%
309	57.9%	311	63.7%
297	53.5%	298	46.3%
331	45.6%	332	39.5%
330	47.0%	338	26.9%
299	46.2%	302	22.8%
146	36.3%	152	37.5%
133	38.3%	134	47.8%
152	52.0%	153	53.6%
160	64.4%	160	60.6%
177	49.7%	176	34.1%
180	50.0%	180	35.6%
156	57.1%	156	44.2%
133	51.1%	134	26.1%
57	43.9%	61	44.3%
60	53.3%	60	60.0%
71	56.3%	71	46.5%
55	63.6%	55	52.7%
62	56.5%	62	35.5%
60	75.0%	61	44.3%
53	83.0%	53	49.1%
52	73.1%	52	30.8%
62	61.3%	66	68.2%
72	62.5%	72	69.4%
47	91.5%	47	78.7%
45	84.4%	45	77.8%
41	87.8%	41	75.6%
47	93.6%	47	76.6%
27	74.1%	27	37.0%
25	92.0%	25	44.0%
67	97.0%	67	92.5%
64	100.0%	64	98.4%
68	97.1%	69	81.2%
41	90.2%	41	75.6%
44	36.4%	45	33.3%
33	66.7%	34	64.7%
41	48.8%	42	40.5%
39	79.5%	40	75.0%
36	50.0%	36	41.7%



45	51.1%	43	16.3%
37	51.4%	37	27.0%
32	43.8%	31	25.8%
87	43.7%	90	55.6%
66	43.9%	67	49.3%
71	54.9%	71	53.5%
88	73.9%	89	76.4%
79	72.2%	79	57.0%
85	70.6%	85	54.1%
83	55.4%	83	38.6%
77	49.4%	77	32.5%
194	64.4%	200	62.5%
195	61.5%	195	64.1%
209	74.6%	209	63.2%
215	76.3%	217	76.0%
190	63.7%	190	48.4%
189	68.8%	188	59.0%
199	65.3%	199	40.7%
190	62.6%	192	32.3%
24	50.0%	25	56.0%
35	45.7%	36	44.4%
21	76.2%	21	38.1%
26	76.9%	26	65.4%
31	32.3%	32	34.4%
34	55.9%	34	52.9%
25	72.0%	25	52.0%
33	54.5%	34	29.4%
51	60.8%	59	59.3%
72	36.1%	77	61.0%
73	57.5%	75	61.3%
59	81.4%	59	66.1%
86	73.3%	86	53.5%
68	69.1%	68	58.8%
67	62.7%	67	40.3%
71	71.8%	71	29.6%
22	63.6%	22	77.3%
22	54.5%	22	54.5%
34	52.9%	34	41.2%
26	34.6%	26	38.5%
23	56.5%	23	39.1%
22	63.6%	22	45.5%
28	42.9%	28	28.6%
25	44.0%	25	24.0%
36	16.7%	39	28.2%
20	35.0%	22	27.3%
31	22.6%	32	21.9%
36	58.3%	36	52.8%
37	27.0%	38	15.8%
31	32.3%	31	12.9%

37	32.4%	37	16.2%
30	20.0%	30	10.0%
103	23.3%	114	24.6%
117	21.4%	130	25.4%
128	32.8%	131	27.5%
113	48.7%	121	40.5%
111	42.3%	111	28.8%
119	40.3%	120	27.5%
122	31.1%	125	10.4%
127	34.6%	127	18.9%
41	12.2%	41	12.2%
41	31.7%	41	58.5%
38	44.7%	39	33.3%
37	45.9%	37	35.1%
40	40.0%	43	16.3%
41	39.0%	41	19.5%
43	16.3%	43	4.7%
33	39.4%	34	11.8%
154	27.9%	164	32.3%
134	32.8%	134	38.8%
158	49.4%	158	45.6%
158	51.3%	158	45.6%
144	63.9%	144	51.4%
149	65.1%	149	44.3%
158	50.6%	159	32.1%
156	48.1%	158	28.5%
43	53.5%	43	58.1%
39	38.5%	41	48.8%
52	69.2%	52	61.5%
41	68.3%	42	52.4%
38	42.1%	38	31.6%
52	69.2%	52	50.0%
52	48.1%	52	36.5%
57	50.9%	57	33.3%
93	48.4%	96	40.6%
91	23.1%	94	36.2%
77	48.1%	78	43.6%
100	48.0%	100	37.0%
85	62.4%	85	42.4%
87	44.8%	88	37.5%
100	29.0%	101	21.8%
88	34.1%	89	12.4%
21	9.5%	21	9.5%
31	19.4%	31	9.7%
24	37.5%	24	8.3%
29	27.6%	29	13.8%
27	29.6%	27	14.8%
18	44.4%	18	27.8%
24	29.2%	25	8.0%

18	44.4%	19	10.5%
87	23.0%	90	25.6%
67	14.9%	67	14.9%
92	30.4%	92	20.7%
70	42.9%	71	29.6%
69	47.8%	70	28.6%
65	32.3%	65	23.1%
73	21.9%	72	2.8%
62	33.9%	62	14.5%
144	36.1%	152	33.6%
142	41.5%	143	43.4%
146	52.7%	147	47.6%
142	55.6%	143	56.6%
142	43.0%	142	42.3%
122	57.4%	121	51.2%
138	46.4%	139	20.9%
132	42.4%	133	15.0%
64	31.3%	64	25.0%
51	21.6%	51	15.7%
45	35.6%	45	28.9%
62	45.2%	63	36.5%
47	55.3%	47	25.5%
47	61.7%	48	29.2%
47	29.8%	46	10.9%
67	35.8%	67	13.4%
52	44.2%	52	44.2%
74	36.5%	75	34.7%
88	48.9%	88	30.7%
55	63.6%	55	54.5%
76	40.8%	76	22.4%
62	51.6%	62	41.9%
84	36.9%	85	18.8%
76	51.3%	76	21.1%
52	26.9%	57	31.6%
64	29.7%	64	40.6%
67	55.2%	67	52.2%
65	67.7%	66	57.6%
70	35.7%	70	24.3%
68	57.4%	68	29.4%
82	36.6%	82	15.9%
72	36.1%	73	16.4%
45	28.9%	48	31.3%
48	29.2%	50	42.0%
54	50.0%	54	50.0%
46	52.2%	46	54.3%
48	33.3%	48	20.8%
47	40.4%	47	23.4%
49	42.9%	49	12.2%
43	39.5%	43	9.3%

39	35.9%	40	37.5%
44	43.2%	44	65.9%
24	58.3%	24	62.5%
33	60.6%	34	52.9%
37	56.8%	37	37.8%
39	69.2%	39	61.5%
34	55.9%	34	35.3%
33	66.7%	34	41.2%
132	48.5%	147	44.9%
114	38.6%	118	42.4%
135	48.9%	137	36.5%
128	67.2%	132	56.1%
135	49.6%	135	38.5%
132	63.6%	133	60.9%
128	55.5%	129	31.8%
116	47.4%	121	19.0%
56	50.0%	56	50.0%
36	55.6%	38	63.2%
33	48.5%	33	51.5%
47	72.3%	48	66.7%
36	33.3%	36	33.3%
68	57.4%	69	42.0%
59	54.2%	60	41.7%
45	42.2%	45	20.0%
33	39.4%	33	21.2%
37	45.9%	38	47.4%
27	66.7%	27	48.1%
46	67.4%	46	50.0%
33	39.4%	33	30.3%
34	58.8%	34	50.0%
36	47.2%	36	19.4%
35	37.1%	35	17.1%
45	17.8%	47	25.5%
42	38.1%	44	47.7%
48	60.4%	48	39.6%
31	41.9%	31	38.7%
46	65.2%	46	39.1%
52	55.8%	52	36.5%
45	53.3%	45	22.2%
31	35.5%	31	19.4%
70	28.6%	76	34.2%
57	45.6%	60	46.7%
65	47.7%	66	51.5%
65	35.4%	65	44.6%
56	55.4%	56	35.7%
64	46.9%	64	42.2%
65	41.5%	65	35.4%
66	50.0%	66	28.8%
203	32.5%	215	29.3%

189	40.7%	193	43.0%
209	41.6%	210	37.1%
218	53.7%	222	45.5%
187	45.5%	187	25.7%
208	51.4%	209	32.5%
224	40.2%	226	22.1%
190	35.8%	193	14.5%
75	50.7%	75	53.3%
92	44.6%	92	48.9%
72	70.8%	73	54.8%
72	63.9%	74	60.8%
86	57.0%	85	43.5%
65	60.0%	65	49.2%
73	72.6%	72	51.4%
65	58.5%	65	40.0%
25	68.0%	26	61.5%
25	48.0%	25	52.0%
29	65.5%	29	65.5%
26	65.4%	27	55.6%
32	87.5%	32	62.5%
35	68.6%	35	48.6%
33	57.6%	33	36.4%
45	44.4%	45	31.1%
36	33.3%	36	50.0%
28	32.1%	28	50.0%
31	32.3%	31	32.3%
38	71.1%	39	30.8%
26	57.7%	26	46.2%
31	67.7%	31	61.3%
29	41.4%	29	13.8%
32	31.3%	32	12.5%
163	44.8%	163	42.9%
175	37.1%	175	50.9%
158	47.5%	158	38.6%
167	61.7%	169	58.0%
154	49.4%	156	37.8%
166	58.4%	166	34.3%
209	37.3%	211	15.6%
161	41.6%	164	18.3%
39	35.9%	42	42.9%
40	37.5%	41	46.3%
41	43.9%	41	31.7%
51	66.7%	51	51.0%
39	51.3%	39	30.8%
51	52.9%	51	21.6%
47	68.1%	47	17.0%
39	53.8%	39	28.2%
110	19.1%	124	25.8%
111	26.1%	116	39.7%

106	49.1%	106	47.2%
134	67.9%	136	58.1%
156	48.1%	156	34.0%
137	51.8%	137	33.6%
136	38.2%	136	22.8%
149	52.3%	153	14.4%
164	56.1%	167	58.1%
178	48.9%	179	57.0%
172	55.2%	172	51.7%
161	70.8%	162	62.3%
196	54.1%	199	47.2%
152	70.4%	154	60.4%
150	48.0%	151	33.1%
158	51.3%	158	27.2%
56	39.3%	58	44.8%
50	42.0%	50	58.0%
55	52.7%	55	36.4%
57	63.2%	58	65.5%
53	64.2%	53	45.3%
54	66.7%	54	53.7%
62	58.1%	62	43.5%
59	61.0%	59	28.8%
472	31.8%	488	30.7%
430	30.0%	436	32.1%
447	40.9%	452	30.5%
393	55.2%	401	41.1%
437	40.7%	439	28.2%
411	44.5%	412	30.3%
436	36.2%	439	21.0%
373	34.9%	376	21.5%
258	30.6%	270	32.6%
240	37.1%	243	45.3%
231	45.0%	231	40.7%
257	59.5%	263	45.6%
226	42.5%	227	31.3%
224	46.4%	225	34.7%
257	48.6%	259	25.9%
209	39.2%	213	22.1%
207	58.0%	212	64.2%
219	66.7%	220	70.0%
180	72.2%	181	67.4%
238	84.0%	240	77.1%
222	80.6%	223	64.1%
203	81.8%	203	66.5%
189	77.8%	189	59.3%
193	77.2%	195	49.2%
54	40.7%	54	59.3%
55	41.8%	55	52.7%
63	65.1%	63	38.1%

60	63.3%	60	41.7%
58	53.4%	58	32.8%
57	56.1%	57	35.1%
61	37.7%	61	14.8%
62	56.5%	63	20.6%
249	55.4%	260	55.8%
230	36.5%	233	48.5%
222	64.4%	223	57.4%
219	56.6%	224	49.6%
275	41.8%	275	36.0%
258	51.9%	258	41.5%
241	56.0%	241	36.1%
264	47.0%	264	25.0%
68	38.2%	69	40.6%
55	40.0%	57	43.9%
58	41.4%	58	46.6%
60	51.7%	60	53.3%
54	40.7%	54	35.2%
63	41.3%	63	47.6%
60	40.0%	60	30.0%
78	51.3%	78	24.4%
51	9.8%	51	33.3%
40	27.5%	40	47.5%
51	41.2%	51	51.0%
47	55.3%	47	53.2%
47	29.8%	47	34.0%
48	41.7%	48	20.8%
61	42.6%	61	23.0%
47	38.3%	47	23.4%
30	30.0%	35	22.9%
28	32.1%	28	42.9%
36	41.7%	36	47.2%
24	62.5%	24	58.3%
21	61.9%	21	38.1%
24	62.5%	25	36.0%
20	35.0%	20	25.0%
22	50.0%	22	27.3%
413	32.9%	429	33.8%
407	39.6%	411	37.0%
419	48.0%	421	39.4%
398	54.5%	403	44.2%
410	56.1%	408	43.6%
432	52.8%	433	36.3%
442	51.8%	444	32.4%
452	46.0%	452	21.7%
32	9.4%	33	3.0%
44	18.2%	44	9.1%
34	29.4%	34	17.6%
46	28.3%	46	23.9%

39	23.1%	41	12.2%
50	22.0%	50	8.0%
60	21.7%	60	5.0%
37	35.1%	37	RV
457	28.4%	469	31.1%
407	24.3%	409	26.7%
387	41.1%	392	28.1%
387	47.8%	399	30.3%
404	38.4%	407	21.1%
418	37.8%	419	17.2%
378	33.3%	380	9.5%
365	32.1%	365	9.3%
313	35.5%	323	35.3%
266	28.2%	270	30.7%
299	45.2%	308	25.0%
305	42.0%	317	25.2%
310	34.8%	310	21.9%
303	40.6%	304	25.0%
351	39.6%	353	20.4%
338	47.3%	341	20.2%
48	43.8%	49	44.9%
53	49.1%	53	47.2%
38	57.9%	38	52.6%
47	48.9%	47	51.1%
43	51.2%	43	32.6%
52	61.5%	52	36.5%
50	40.0%	50	16.0%
43	41.9%	43	23.3%
206	51.9%	212	48.6%
179	44.7%	180	55.6%
211	52.6%	212	43.9%
201	55.7%	202	45.5%
192	57.3%	192	34.4%
195	55.9%	195	41.5%
223	41.7%	224	21.0%
193	47.2%	194	21.1%
62	22.6%	65	20.0%
46	37.0%	46	28.3%
68	32.4%	68	20.6%
55	52.7%	55	38.2%
59	28.8%	59	18.6%
60	38.3%	60	18.3%
42	28.6%	42	7.1%
46	45.7%	46	15.2%
95	20.0%	97	26.8%
110	16.4%	111	25.2%
73	38.4%	74	37.8%
79	40.5%	81	34.6%
109	39.4%	110	20.9%



107	35.5%	107	17.8%
102	33.3%	102	8.8%
110	40.0%	110	10.9%
108	18.5%	113	29.2%
102	22.5%	104	33.7%
85	41.2%	88	33.0%
91	37.4%	94	36.2%
83	34.9%	83	19.3%
76	43.4%	76	21.1%
82	56.1%	83	27.7%
78	25.6%	78	9.0%
62	33.9%	66	33.3%
61	23.0%	63	31.7%
74	47.3%	74	27.0%
64	42.2%	65	40.0%
95	38.9%	95	26.3%
72	48.6%	72	37.5%
79	39.2%	81	16.0%
92	44.6%	92	25.0%
153	29.4%	169	34.3%
143	39.9%	145	48.3%
130	54.6%	132	31.1%
134	67.9%	136	60.3%
114	43.0%	114	35.1%
159	59.1%	159	45.3%
147	44.9%	148	27.7%
179	36.9%	178	17.4%
770	48.3%	784	43.0%
754	52.5%	762	52.8%
718	56.3%	721	53.0%
704	65.1%	711	61.2%
678	56.5%	683	47.1%
725	55.3%	731	47.7%
712	53.2%	719	34.1%
637	57.5%	645	35.5%
246	54.9%	252	56.0%
251	51.8%	252	60.7%
248	67.3%	248	61.7%
272	70.2%	272	69.1%
264	70.8%	264	57.6%
273	72.5%	274	58.0%
270	71.9%	270	54.4%
267	66.3%	267	46.8%
44	31.8%	48	27.1%
23	47.8%	23	52.2%
32	40.6%	32	43.8%
21	42.9%	21	47.6%
19	36.8%	19	52.6%
33	36.4%	33	27.3%

28	53.6%	28	28.6%
31	22.6%	31	16.1%
84	31.0%	89	34.8%
79	50.6%	79	49.4%
65	47.7%	65	49.2%
71	54.9%	72	61.1%
88	48.9%	88	27.3%
82	46.3%	82	37.8%
82	48.8%	83	27.7%
100	46.0%	100	15.0%
34	44.1%	36	47.2%
38	55.3%	38	63.2%
33	48.5%	33	36.4%
37	70.3%	38	71.1%
44	70.5%	44	61.4%
49	59.2%	49	49.0%
27	85.2%	27	63.0%
41	51.2%	41	39.0%
250	49.2%	253	47.0%
233	46.4%	240	51.7%
240	57.5%	240	48.3%
257	63.4%	263	62.7%
233	53.2%	234	44.4%
230	65.7%	231	52.4%
265	64.2%	265	32.8%
231	65.4%	231	39.4%
72	33.3%	72	48.6%
73	47.9%	74	47.3%
60	66.7%	62	51.6%
59	61.0%	61	63.9%
56	44.6%	56	53.6%
72	51.4%	72	50.0%
76	56.6%	78	38.5%
63	50.8%	64	26.6%
22	36.4%	23	34.8%
35	37.1%	35	54.3%
33	51.5%	33	57.6%
33	69.7%	33	75.8%
35	51.4%	35	37.1%
39	61.5%	39	28.2%
38	60.5%	38	42.1%
35	65.7%	35	45.7%
143	41.3%	148	46.6%
137	37.2%	141	43.3%
150	48.0%	151	51.0%
129	54.3%	131	51.9%
137	53.3%	138	38.4%
144	59.7%	145	44.1%
148	56.8%	150	36.7%

117	48.7%	119	19.3%
31	32.3%	32	46.9%
44	36.4%	44	56.8%
32	71.9%	33	75.8%
40	72.5%	40	70.0%
33	57.6%	33	60.6%
33	66.7%	33	48.5%
29	51.7%	29	24.1%
39	51.3%	39	15.4%
46	69.6%	46	69.6%
65	61.5%	65	76.9%
54	83.3%	55	78.2%
66	78.8%	66	74.2%
66	60.6%	66	53.0%
46	67.4%	46	47.8%
63	57.1%	63	39.7%
59	62.7%	59	37.3%
32	53.1%	32	56.3%
36	41.7%	36	55.6%
29	65.5%	29	41.4%
29	86.2%	29	72.4%
25	68.0%	25	56.0%
35	54.3%	35	48.6%
30	46.7%	31	12.9%
32	50.0%	32	31.3%
37	32.4%	41	26.8%
38	21.1%	39	25.6%
40	50.0%	40	45.0%
47	68.1%	48	54.2%
51	33.3%	51	27.5%
48	52.1%	48	37.5%
37	48.6%	37	21.6%
43	46.5%	43	25.6%
88	50.0%	94	50.0%
83	59.0%	83	57.8%
113	55.8%	115	50.4%
114	71.1%	115	67.0%
107	50.5%	108	41.7%
101	64.4%	101	50.5%
113	56.6%	115	40.9%
99	43.4%	101	26.7%
288	44.4%	295	44.4%
263	46.4%	269	52.0%
267	43.8%	271	29.9%
261	52.5%	262	40.1%
249	40.2%	249	17.7%
246	49.2%	248	19.8%
255	36.5%	263	18.3%
227	33.0%	234	17.9%

74	37.8%	75	37.3%
78	32.1%	78	39.7%
77	46.8%	78	47.4%
76	50.0%	76	39.5%
58	44.8%	58	37.9%
64	51.6%	64	39.1%
72	40.3%	74	14.9%
68	39.7%	69	24.6%
320	53.8%	328	51.2%
323	45.8%	326	55.5%
352	55.4%	358	50.8%
324	57.1%	328	58.5%
336	48.2%	336	40.8%
333	52.9%	333	43.2%
343	56.6%	346	31.8%
323	58.2%	326	35.9%
248	52.0%	262	52.7%
256	42.2%	259	54.1%
238	60.1%	238	65.5%
250	62.8%	251	64.5%
269	58.0%	270	47.0%
278	52.5%	279	50.9%
257	61.1%	259	40.9%
234	60.3%	235	35.7%
39	17.9%	41	17.1%
42	28.6%	42	33.3%
37	40.5%	37	29.7%
36	41.7%	39	41.0%
46	41.3%	46	32.6%
36	58.3%	36	19.4%
37	24.3%	37	2.7%
38	39.5%	39	15.4%
38	23.7%	39	51.3%
51	45.1%	52	65.4%
36	41.7%	36	41.7%
43	69.8%	43	74.4%
40	42.5%	40	30.0%
40	65.0%	40	52.5%
43	41.9%	44	31.8%
53	26.4%	53	18.9%
314	35.7%	332	37.3%
303	40.6%	307	51.5%
322	50.3%	326	47.2%
308	61.4%	315	53.7%
303	53.5%	307	45.9%
332	49.1%	336	39.6%
327	44.3%	328	31.4%
310	59.4%	310	35.8%
56	39.3%	56	48.2%

62	41.9%	63	30.2%
64	25.0%	65	21.5%
49	59.2%	50	32.0%
56	23.2%	59	15.3%
54	31.5%	54	22.2%
63	52.4%	63	20.6%
59	59.3%	59	32.2%
247	32.8%	266	40.6%
268	28.7%	270	37.4%
272	48.5%	274	48.9%
272	54.8%	275	53.1%
271	46.9%	271	41.0%
287	58.2%	287	52.6%
230	51.7%	231	30.3%
285	48.4%	287	24.7%
228	35.1%	248	35.9%
224	33.9%	234	38.5%
232	48.7%	237	32.1%
233	63.9%	238	50.0%
247	40.1%	248	27.0%
236	41.1%	237	21.9%
231	41.6%	231	20.3%
217	45.2%	219	19.6%
28	14.3%	34	20.6%
35	25.7%	36	30.6%
34	44.1%	34	38.2%
31	58.1%	31	58.1%
35	34.3%	35	34.3%
43	32.6%	43	27.9%
34	38.2%	34	26.5%
27	59.3%	26	15.4%
179	20.7%	192	16.7%
185	18.9%	195	18.5%
161	34.8%	163	23.9%
166	56.0%	170	47.6%
161	28.0%	163	14.1%
159	28.3%	160	10.6%
172	18.0%	174	5.7%
161	19.3%	166	7.2%
61	65.6%	63	65.1%
51	41.2%	51	66.7%
31	80.6%	32	68.8%
36	72.2%	36	63.9%
38	65.8%	39	46.2%
47	61.7%	47	51.1%
39	46.2%	39	35.9%
45	62.2%	45	35.6%
67	53.7%	68	63.2%
74	64.9%	74	71.6%

65	63.1%	65	72.3%
75	66.7%	75	53.3%
69	63.8%	69	43.5%
80	73.8%	80	57.5%
79	70.9%	79	43.0%
85	62.4%	86	33.7%
89	33.7%	90	42.2%
63	41.3%	66	59.1%
75	44.0%	76	44.7%
83	53.0%	83	55.4%
73	42.5%	73	32.9%
71	49.3%	71	39.4%
75	66.7%	76	44.7%
83	49.4%	83	31.3%
39	23.1%	40	25.0%
53	45.3%	54	68.5%
44	61.4%	44	56.8%
54	66.7%	55	52.7%
46	71.7%	46	56.5%
62	58.1%	62	41.9%
49	63.3%	49	38.8%
57	63.2%	57	43.9%
166	15.7%	174	22.4%
162	20.4%	163	19.6%
127	42.5%	130	27.7%
153	49.7%	158	37.3%
137	43.8%	138	34.1%
131	42.0%	132	23.5%
131	34.4%	132	15.2%
142	45.1%	142	19.0%
48	47.9%	49	53.1%
44	40.9%	44	50.0%
38	57.9%	39	38.5%
33	72.7%	34	64.7%
41	48.8%	41	29.3%
40	47.5%	40	32.5%
34	44.1%	34	20.6%
41	58.5%	41	29.3%
46	37.0%	47	36.2%
38	50.0%	40	62.5%
45	57.8%	45	46.7%
28	75.0%	28	75.0%
42	54.8%	42	33.3%
39	64.1%	39	30.8%
50	58.0%	50	34.0%
39	48.7%	39	23.1%
31	12.9%	33	6.1%
33	18.2%	33	6.1%
29	27.6%	29	20.7%

16	37.5%	16	12.5%
34	26.5%	34	17.6%
24	37.5%	24	16.7%
32	40.6%	32	18.8%
30	13.3%	30	RV
154	32.5%	157	28.0%
147	35.4%	147	34.0%
146	47.3%	146	36.3%
140	61.4%	140	65.0%
157	43.3%	158	39.9%
139	55.4%	139	38.8%
131	48.9%	130	29.2%
136	36.0%	137	15.3%
245	42.4%	256	47.7%
210	36.7%	216	46.3%
245	58.8%	247	52.6%
222	72.1%	226	70.8%
208	43.3%	209	38.8%
220	43.6%	221	34.4%
214	47.7%	217	28.6%
199	50.3%	204	27.5%
122	34.4%	126	50.0%
136	48.5%	136	57.4%
133	48.9%	134	45.5%
116	64.7%	118	57.6%
131	44.3%	131	37.4%
139	54.7%	139	30.9%
135	48.1%	137	30.7%
111	58.6%	111	31.5%
40	27.5%	44	38.6%
31	25.8%	31	38.7%
42	26.2%	42	21.4%
38	60.5%	39	48.7%
45	37.8%	45	17.8%
49	40.8%	48	18.8%
35	42.9%	35	8.6%
33	39.4%	32	18.8%
64	34.4%	67	29.9%
46	28.3%	47	34.0%
59	45.8%	59	37.3%
61	60.7%	62	37.1%
58	41.4%	58	20.7%
61	37.7%	61	18.0%
66	45.5%	66	16.7%
79	43.0%	79	17.7%
22	27.3%	22	45.5%
31	25.8%	31	29.0%
31	61.3%	31	48.4%
31	83.9%	31	74.2%

30	43.3%	30	26.7%
37	27.0%	37	27.0%
28	53.6%	27	33.3%
29	51.7%	29	27.6%
72	47.2%	75	50.7%
62	38.7%	62	46.8%
76	46.1%	77	57.1%
81	66.7%	81	71.6%
70	57.1%	70	52.9%
59	55.9%	59	44.1%
53	58.5%	53	32.1%
70	58.6%	70	28.6%
35	45.7%	36	52.8%
35	40.0%	35	37.1%
40	55.0%	41	53.7%
33	66.7%	34	55.9%
30	43.3%	31	29.0%
28	46.4%	28	28.6%
44	59.1%	44	31.8%
36	50.0%	36	36.1%
89	57.3%	90	48.9%
87	23.0%	89	38.2%
119	45.4%	120	40.0%
88	45.5%	89	56.2%
86	29.1%	86	30.2%
87	39.1%	87	25.3%
83	39.8%	87	21.8%
77	29.9%	77	13.0%
52	50.0%	52	51.9%
63	54.0%	63	60.3%
71	67.6%	72	50.0%
81	60.5%	81	44.4%
59	61.0%	59	40.7%
63	68.3%	63	27.0%
66	47.0%	67	23.9%
86	43.0%	86	22.1%
79	8.9%	92	5.4%
93	10.8%	98	8.2%
66	22.7%	69	4.3%
89	30.3%	91	17.6%
87	19.5%	87	3.4%
95	22.1%	97	8.2%
96	18.8%	97	6.2%
70	24.3%	71	5.6%
253	11.9%	287	9.8%
300	13.0%	312	15.1%
255	23.1%	258	10.9%
241	28.2%	245	22.4%
280	29.6%	285	13.0%



297	28.6%	302	14.6%
243	22.2%	255	8.2%
301	17.3%	307	2.9%
185	21.6%	190	18.4%
195	20.5%	202	18.3%
173	29.5%	180	16.1%
170	38.8%	175	25.7%
188	27.7%	191	16.8%
216	22.2%	217	15.7%
217	37.8%	218	14.7%
217	28.1%	219	8.7%
182	40.1%	185	45.4%
213	45.1%	215	51.6%
212	57.1%	212	56.6%
221	62.9%	224	62.5%
193	62.7%	193	53.4%
218	55.5%	218	44.5%
219	38.4%	221	23.1%
234	40.6%	234	18.8%
45	15.6%	46	15.2%
45	20.0%	45	17.8%
27	14.8%	27	3.7%
31	32.3%	31	19.4%
26	23.1%	26	11.5%
15	26.7%	15	RV
14	7.1%	16	6.3%
16	43.8%	16	31.3%
18	22.2%	18	11.1%
20	25.0%	20	RV
18	22.2%	18	5.6%
187	40.1%	190	40.0%
183	36.1%	193	42.0%
183	40.4%	188	46.3%
205	44.9%	210	56.2%
211	44.5%	213	38.0%
206	45.1%	207	39.6%
202	55.9%	204	33.8%
185	45.9%	191	16.2%
106	38.7%	106	46.2%
81	38.3%	85	41.2%
94	55.3%	95	36.8%
94	67.0%	95	68.4%
97	46.4%	97	34.0%
104	59.6%	104	36.5%
87	50.6%	88	27.3%
92	56.5%	92	26.1%
52	34.6%	56	30.4%
45	11.1%	47	17.0%
53	26.4%	54	18.5%

44	29.5%	45	22.2%
56	28.6%	56	12.5%
45	28.9%	45	22.2%
54	44.4%	54	35.2%
57	47.4%	57	24.6%
56	16.1%	57	14.0%
41	31.7%	41	41.5%
38	34.2%	38	31.6%
40	52.5%	43	51.2%
50	26.0%	50	12.0%
48	33.3%	49	24.5%
49	36.7%	49	16.3%
39	33.3%	39	7.7%
56	39.3%	61	27.9%
69	34.8%	69	53.6%
69	37.7%	71	33.8%
59	57.6%	59	45.8%
52	65.4%	52	34.6%
72	47.2%	72	31.9%
65	63.1%	65	44.6%
63	58.7%	63	25.4%
54	35.2%	55	34.5%
57	14.0%	58	12.1%
62	48.4%	63	33.3%
48	52.1%	49	40.8%
52	51.9%	52	26.9%
54	44.4%	54	25.9%
70	40.0%	70	20.0%
57	47.4%	57	10.5%
30	50.0%	31	51.6%
24	58.3%	25	56.0%
31	64.5%	31	58.1%
30	63.3%	30	60.0%
32	40.6%	32	25.0%
43	58.1%	43	39.5%
28	60.7%	28	25.0%
27	55.6%	27	14.8%
65	32.3%	67	29.9%
71	39.4%	72	44.4%
76	38.2%	76	36.8%
69	59.4%	70	51.4%
57	47.4%	59	45.8%
78	46.2%	78	23.1%
78	44.9%	80	25.0%
64	50.0%	64	29.7%
6	N<10	6	N<10
1	N<10	1	N<10
6	N<10	8	N<10
4	N<10	5	N<10

6	N<10	6	N<10
4	N<10	4	N<10
62	6.5%	69	1.4%
48	16.7%	50	18.0%
36	11.1%	37	8.1%
38	10.5%	41	9.8%
64	17.2%	67	9.0%
53	20.8%	55	5.5%
55	16.4%	55	1.8%
53	18.9%	52	5.8%
97	17.5%	102	12.7%
102	16.7%	104	26.9%
128	39.1%	127	27.6%
118	39.0%	118	32.2%
130	34.6%	131	17.6%
127	25.2%	127	26.0%
118	41.5%	118	27.1%
115	46.1%	116	16.4%
98	35.7%	103	34.0%
95	32.6%	95	44.2%
120	30.0%	122	28.7%
104	38.5%	105	36.2%
109	38.5%	110	32.7%
108	43.5%	109	22.9%
95	42.1%	96	29.2%
107	35.5%	108	17.6%
31	54.8%	34	50.0%
37	35.1%	37	43.2%
37	48.6%	37	40.5%
30	80.0%	30	66.7%
46	37.0%	46	26.1%
42	61.9%	42	38.1%
39	56.4%	39	23.1%
44	56.8%	44	22.7%
81	21.0%	90	18.9%
75	24.0%	81	24.7%
83	51.8%	85	30.6%
93	50.5%	96	34.4%
97	61.9%	97	37.1%
90	52.2%	90	33.3%
101	53.5%	101	30.7%
96	51.0%	96	17.7%
42	26.2%	46	32.6%
31	35.5%	32	40.6%
33	63.6%	34	61.8%
41	70.7%	41	73.2%
51	54.9%	51	49.0%
31	54.8%	31	41.9%
54	44.4%	54	18.5%

37	51.4%	37	27.0%
89	49.4%	98	45.9%
72	43.1%	72	52.8%
71	52.1%	71	49.3%
77	49.4%	77	48.1%
74	43.2%	74	35.1%
73	47.9%	73	31.5%
78	55.1%	78	32.1%
76	51.3%	77	35.1%
27	66.7%	27	70.4%
30	46.7%	30	46.7%
26	73.1%	26	65.4%
31	61.3%	31	64.5%
35	48.6%	35	40.0%
40	45.0%	40	35.0%
30	73.3%	30	63.3%
29	41.4%	29	27.6%
137	19.7%	145	24.1%
123	39.8%	127	39.4%
127	31.5%	128	35.9%
125	58.4%	128	50.8%
154	47.4%	154	26.6%
127	38.6%	127	29.9%
135	46.7%	135	25.2%
127	46.5%	124	24.2%
50	42.0%	52	32.7%
46	32.6%	46	37.0%
64	54.7%	64	31.3%
39	59.0%	39	41.0%
47	42.6%	47	25.5%
60	33.3%	60	10.0%
68	32.4%	68	13.2%
46	43.5%	46	4.3%
43	23.3%	43	34.9%
52	26.9%	54	29.6%
52	59.6%	52	30.8%
46	56.5%	46	54.3%
52	57.7%	52	34.6%
50	44.0%	51	29.4%
55	30.9%	55	9.1%
47	53.2%	48	27.1%
731	49.9%	745	48.6%
771	42.9%	773	46.8%
739	57.0%	741	53.8%
786	67.4%	790	62.2%
798	55.6%	802	42.4%
815	57.8%	816	43.1%
822	58.5%	824	30.6%
752	57.6%	759	28.2%

173	31.8%	178	36.5%
164	32.3%	167	41.3%
179	39.7%	181	35.9%
156	65.4%	156	59.6%
174	52.9%	175	42.3%
180	57.2%	179	44.7%
178	47.2%	179	27.4%
192	44.8%	195	23.1%
86	40.7%	93	37.6%
57	19.3%	57	35.1%
67	34.3%	67	44.8%
56	42.9%	56	41.1%
73	46.6%	73	31.5%
54	50.0%	54	37.0%
47	38.3%	47	19.1%
62	50.0%	62	24.2%
52	46.2%	55	45.5%
60	53.3%	60	63.3%
47	42.6%	47	44.7%
46	80.4%	47	68.1%
49	59.2%	50	38.0%
52	55.8%	52	34.6%
63	49.2%	63	33.3%
59	45.8%	59	27.1%
81	59.3%	82	57.3%
83	53.0%	83	68.7%
98	58.2%	98	54.1%
93	66.7%	94	64.9%
78	71.8%	78	44.9%
86	64.0%	86	59.3%
94	53.2%	94	34.0%
103	52.4%	103	31.1%
101	48.5%	102	45.1%
79	49.4%	81	53.1%
64	57.8%	64	62.5%
76	46.1%	79	36.7%
74	55.4%	74	40.5%
84	61.9%	83	38.6%
74	54.1%	74	27.0%
80	45.0%	80	11.3%
363	30.3%	384	28.9%
304	34.5%	319	39.5%
270	37.0%	272	26.1%
266	39.8%	275	34.2%
290	39.0%	291	25.8%
283	43.8%	284	22.5%
324	41.4%	323	17.3%
262	38.9%	262	14.1%
27	66.7%	28	67.9%

25	68.0%	25	84.0%
23	56.5%	23	47.8%
30	70.0%	30	70.0%
29	75.9%	29	58.6%
37	70.3%	37	35.1%
37	56.8%	37	32.4%
46	52.2%	46	26.1%
168	22.0%	194	16.5%
131	23.7%	141	28.4%
145	37.2%	148	24.3%
131	32.8%	135	16.3%
135	26.7%	136	12.5%
141	16.3%	142	10.6%
160	28.8%	164	9.8%
150	26.0%	152	9.2%
78	25.6%	79	35.4%
93	26.9%	94	35.1%
85	45.9%	86	44.2%
100	45.0%	102	51.0%
94	24.5%	94	21.3%
108	44.4%	108	26.9%
118	34.7%	118	13.6%
89	29.2%	90	12.2%
101	35.6%	105	25.7%
98	34.7%	99	47.5%
97	53.6%	98	41.8%
96	51.0%	96	41.7%
97	69.1%	97	52.6%
96	56.3%	96	42.7%
98	49.0%	99	33.3%
96	44.8%	100	26.0%
88	34.1%	89	33.7%
75	56.0%	76	50.0%
84	44.0%	84	39.3%
82	59.8%	82	56.1%
64	53.1%	65	44.6%
89	52.8%	89	43.8%
75	44.0%	75	20.0%
77	44.2%	77	31.2%
87	16.1%	90	12.2%
86	24.4%	87	18.4%
79	32.9%	79	24.1%
93	37.6%	94	24.5%
88	34.1%	89	14.6%
87	31.0%	87	12.6%
82	17.1%	85	3.5%
82	17.1%	84	2.4%
41	39.0%	42	35.7%
28	39.3%	28	28.6%

42	35.7%	42	21.4%
35	40.0%	36	36.1%
37	40.5%	37	24.3%
33	27.3%	33	24.2%
39	35.9%	39	12.8%
36	36.1%	37	5.4%
43	32.6%	44	27.3%
27	37.0%	28	39.3%
46	21.7%	46	21.7%
23	47.8%	23	39.1%
28	39.3%	28	17.9%
32	34.4%	32	18.8%
42	35.7%	43	18.6%
36	27.8%	36	5.6%
51	33.3%	53	45.3%
45	28.9%	45	44.4%
38	50.0%	38	39.5%
50	66.0%	51	60.8%
53	24.5%	53	17.0%
33	36.4%	32	31.3%
43	60.5%	43	32.6%
32	50.0%	32	31.3%
27	29.6%	31	38.7%
28	17.9%	30	23.3%
29	34.5%	29	24.1%
36	63.9%	36	61.1%
32	46.9%	33	24.2%
33	48.5%	32	59.4%
45	44.4%	46	19.6%
43	46.5%	43	20.9%
89	28.1%	94	34.0%
74	36.5%	75	50.7%
75	44.0%	75	29.3%
74	54.1%	76	47.4%
79	32.9%	79	31.6%
72	45.8%	74	32.4%
69	43.5%	69	21.7%
71	36.6%	71	19.7%
32	18.8%	35	14.3%
36	25.0%	36	30.6%
35	42.9%	35	37.1%
30	46.7%	31	51.6%
37	40.5%	37	13.5%
35	45.7%	35	17.1%
30	43.3%	30	10.0%
38	31.6%	38	13.2%
57	45.6%	65	43.1%
64	42.2%	69	40.6%
59	28.8%	59	39.0%

69	49.3%	72	38.9%
64	62.5%	64	32.8%
65	63.1%	65	40.0%
82	61.0%	82	29.3%
54	57.4%	55	29.1%
30	16.7%	32	28.1%
21	9.5%	22	18.2%
22	63.6%	22	40.9%
32	43.8%	33	45.5%
28	14.3%	28	21.4%
25	28.0%	25	20.0%
28	39.3%	28	10.7%
28	53.6%	28	28.6%
33	21.2%	33	30.3%
32	31.3%	32	43.8%
31	51.6%	31	29.0%
34	29.4%	34	32.4%
37	37.8%	37	10.8%
39	43.6%	39	23.1%
49	34.7%	49	10.2%
41	14.6%	42	7.1%
245	25.7%	253	20.6%
208	18.3%	212	20.8%
186	31.7%	187	22.5%
168	33.9%	168	24.4%
158	33.5%	159	18.9%
173	36.4%	173	19.1%
180	32.2%	181	15.5%
177	28.2%	177	8.5%
76	31.6%	78	34.6%
75	36.0%	77	35.1%
78	42.3%	78	43.6%
72	62.5%	73	56.2%
73	56.2%	73	41.1%
89	49.4%	90	27.8%
67	46.3%	67	25.4%
86	48.8%	87	25.3%
59	52.5%	59	39.0%
46	26.1%	46	34.8%
46	26.1%	46	28.3%
49	59.2%	50	48.0%
43	58.1%	43	32.6%
44	31.8%	44	25.0%
52	48.1%	53	13.2%
43	51.2%	43	23.3%
61	42.6%	65	41.5%
73	43.8%	74	44.6%
75	50.7%	75	50.7%
73	63.0%	73	60.3%



75	40.0%	76	35.5%
77	44.2%	77	46.8%
69	30.4%	69	13.0%
84	31.0%	85	20.0%
60	31.7%	62	25.8%
48	45.8%	51	29.4%
54	38.9%	54	24.1%
51	56.9%	51	49.0%
75	34.7%	75	21.3%
62	32.3%	62	17.7%
69	29.0%	70	11.4%
59	37.3%	59	5.1%
117	20.5%	127	14.2%
100	11.0%	103	9.7%
94	17.0%	95	7.4%
93	22.6%	95	15.8%
93	35.5%	96	9.4%
105	39.0%	107	9.3%
103	14.6%	103	2.9%
99	15.2%	97	1.0%
29	24.1%	30	26.7%
26	15.4%	26	19.2%
28	21.4%	28	10.7%
28	46.4%	28	32.1%
29	3.4%	29	RV
24	29.2%	25	8.0%
26	19.2%	25	4.0%
29	31.0%	29	RV
70	22.9%	75	29.3%
117	24.8%	120	22.5%
177	32.8%	177	22.0%
119	40.3%	120	26.7%
127	32.3%	126	18.3%
139	48.2%	140	23.6%
124	42.7%	125	18.4%
115	40.0%	115	11.3%
79	45.6%	80	58.8%
53	41.5%	53	50.9%
64	46.9%	67	43.3%
75	68.0%	75	62.7%
79	44.3%	80	28.8%
73	42.5%	73	21.9%
77	41.6%	78	19.2%
80	46.3%	80	20.0%
19	21.1%	19	21.1%
29	41.4%	29	55.2%
30	56.7%	30	33.3%
17	58.8%	17	47.1%
31	45.2%	31	25.8%

20	50.0%	20	30.0%
26	53.8%	27	22.2%
26	53.8%	26	19.2%
56	28.6%	58	31.0%
51	47.1%	51	39.2%
40	52.5%	41	26.8%
62	62.9%	63	60.3%
55	45.5%	55	38.2%
44	50.0%	44	40.9%
48	39.6%	49	30.6%
45	33.3%	47	14.9%
95	28.4%	97	24.7%
85	42.4%	86	47.7%
85	48.2%	87	47.1%
97	58.8%	98	56.1%
83	48.2%	84	34.5%
98	42.9%	98	25.5%
103	40.8%	103	18.4%
94	33.0%	95	8.4%
48	52.1%	48	41.7%
47	40.4%	47	44.7%
44	34.1%	44	34.1%
47	51.1%	47	55.3%
32	31.3%	32	28.1%
30	50.0%	30	30.0%
47	31.9%	47	12.8%
37	48.6%	37	18.9%
127	24.4%	132	34.8%
128	37.5%	129	49.6%
122	46.7%	125	33.6%
107	43.9%	109	41.3%
112	45.5%	113	24.8%
135	40.7%	135	26.7%
128	20.3%	129	10.9%
123	39.0%	123	17.1%
42	42.9%	43	46.5%
52	34.6%	52	44.2%
51	52.9%	51	43.1%
48	47.9%	48	47.9%
62	45.2%	62	37.1%
56	51.8%	56	33.9%
61	49.2%	62	27.4%
56	32.1%	56	17.9%
141	39.7%	146	46.6%
129	31.8%	132	48.5%
139	52.5%	139	45.3%
125	61.6%	125	67.2%
146	57.5%	147	52.4%
113	63.7%	114	53.5%

118	52.5%	118	40.7%
142	54.9%	142	37.3%
46	45.7%	47	53.2%
60	38.3%	60	41.7%
61	52.5%	61	54.1%
56	53.6%	57	49.1%
48	52.1%	48	37.5%
56	60.7%	56	46.4%
66	50.0%	67	23.9%
41	53.7%	41	34.1%
75	48.0%	75	46.7%
74	47.3%	75	53.3%
79	54.4%	79	41.8%
74	64.9%	74	58.1%
84	60.7%	85	28.2%
86	44.2%	86	20.9%
86	40.7%	87	14.9%
76	43.4%	76	14.5%
79	34.2%	82	30.5%
71	59.2%	71	59.2%
71	64.8%	71	57.7%
72	62.5%	73	65.8%
77	59.7%	77	50.6%
64	56.3%	64	56.3%
74	41.9%	75	33.3%
74	40.5%	74	20.3%
117	65.0%	120	62.5%
95	56.8%	95	67.4%
98	71.4%	98	65.3%
107	72.9%	107	66.4%
114	53.5%	114	38.6%
102	68.6%	102	52.9%
122	59.8%	123	31.7%
98	44.9%	98	17.3%
41	26.8%	43	39.5%
45	37.8%	46	58.7%
34	50.0%	34	32.4%
44	70.5%	44	59.1%
39	53.8%	40	30.0%
38	57.9%	38	31.6%
51	62.7%	51	25.5%
59	66.1%	60	18.3%
112	54.5%	118	61.9%
136	50.0%	136	67.6%
133	59.4%	133	66.9%
117	77.8%	118	81.4%
125	57.6%	125	49.6%
131	68.7%	131	54.2%
123	57.7%	123	35.0%

126	61.1%	126	31.0%
416	40.6%	435	39.1%
382	54.5%	385	60.5%
371	54.4%	374	51.1%
377	60.5%	386	56.2%
357	48.2%	363	40.2%
363	61.2%	366	39.3%
403	60.0%	409	36.9%
356	54.8%	359	29.8%
35	48.6%	35	37.1%
41	46.3%	41	61.0%
25	84.0%	26	76.9%
48	66.7%	48	62.5%
44	59.1%	44	40.9%
33	72.7%	33	54.5%
54	68.5%	54	46.3%
42	42.9%	42	21.4%
55	30.9%	57	33.3%
37	32.4%	37	45.9%
49	57.1%	49	28.6%
44	65.9%	46	37.0%
34	47.1%	35	31.4%
55	49.1%	55	23.6%
46	58.7%	46	34.8%
53	35.8%	54	13.0%
1917	34.2%	2012	33.7%
1841	34.3%	1879	34.1%
1806	41.4%	1831	31.5%
1493	40.0%	1520	30.5%
1452	39.4%	1473	24.2%
1497	38.6%	1529	22.6%
1571	36.0%	1615	18.3%
1478	36.5%	1512	17.3%
0	NA	0	NA
641	37.6%	662	31.4%
574	32.6%	577	31.7%
631	40.7%	632	31.3%
618	48.2%	621	29.0%
567	30.3%	573	21.1%
560	30.2%	567	21.9%
594	41.2%	600	20.0%
617	32.3%	623	17.0%
1294	39.5%	1350	38.6%
1294	38.0%	1309	42.3%
1192	52.8%	1206	39.8%
1165	50.0%	1173	38.3%
1162	44.8%	1168	26.6%
1111	40.4%	1115	24.5%
1272	31.9%	1289	12.7%

1163	40.6%	1179	17.8%
67	49.3%	72	54.2%
75	56.0%	75	70.7%
77	62.3%	77	58.4%
75	64.0%	76	64.5%
71	57.7%	71	50.7%
50	60.0%	50	58.0%
50	66.0%	50	40.0%
45	64.4%	45	44.4%
63	49.2%	65	46.2%
72	51.4%	73	57.5%
75	49.3%	76	35.5%
238	66.8%	240	60.8%
242	66.1%	244	55.7%
197	70.1%	197	54.3%
167	74.3%	167	38.3%
101	62.4%	101	35.6%
119	34.5%	145	30.3%
131	29.8%	143	32.9%
160	47.5%	166	34.9%
167	52.7%	176	41.5%
220	44.5%	224	25.9%
234	50.4%	234	29.5%
151	49.0%	155	21.9%
105	50.5%	108	23.1%
44	36.4%	46	21.7%
46	19.6%	50	10.0%
58	27.6%	60	6.7%
91	63.7%	92	58.7%
91	51.6%	92	62.0%
113	58.4%	113	46.0%
126	69.8%	127	54.3%
119	57.1%	120	45.8%
118	75.4%	118	45.8%
131	63.4%	131	34.4%
124	70.2%	124	36.3%
54	18.5%	60	16.7%
42	21.4%	42	11.9%
49	10.2%	49	2.0%
43	37.2%	43	20.9%
36	30.6%	36	16.7%
33	36.4%	35	31.4%
53	24.5%	54	25.9%
54	24.1%	54	25.9%
102	43.1%	102	22.5%
105	42.9%	105	36.2%
103	43.7%	103	32.0%
96	55.2%	96	31.3%
83	38.6%	83	13.3%

86	44.2%	86	15.1%
13	RV	11	RV
14	RV	11	RV
26	11.5%	26	7.7%
19	5.3%	19	5.3%
73	71.2%	75	52.0%
71	70.4%	72	47.2%
62	64.5%	63	34.9%
23	60.9%	22	40.9%
50	12.0%	55	7.3%
37	10.8%	38	2.6%
37	8.1%	37	13.5%
33	18.2%	34	11.8%
20	20.0%	21	19.0%
17	23.5%	18	22.2%
10	50.0%	10	40.0%
3	N<10	2	N<10
4	N<10	4	N<10
8	N<10	8	N<10
4	N<10	4	N<10
2	N<10	2	N<10
6	N<10	6	N<10
5	N<10	6	N<10
4	N<10	4	N<10
4	N<10	9	N<10
5	N<10	6	N<10
5	N<10	5	N<10
6	N<10	9	N<10
3	N<10	4	N<10
3	N<10	3	N<10
9	N<10	11	RV
8	N<10	9	N<10
22	18.2%	26	19.2%
29	3.4%	29	6.9%
35	25.7%	35	14.3%
41	31.7%	41	29.3%
42	40.5%	42	28.6%
34	35.3%	34	20.6%
29	58.6%	29	24.1%
35	57.1%	36	30.6%
123	28.5%	133	36.1%
127	53.5%	129	63.6%
134	50.0%	138	44.9%
122	49.2%	126	41.3%
143	53.1%	145	44.8%
158	69.0%	157	54.1%
147	57.8%	148	36.5%
136	50.0%	136	37.5%
195	20.0%	227	13.2%

153	9.8%	161	11.8%
132	18.2%	134	7.5%
169	28.4%	170	15.9%
167	27.5%	169	15.4%
179	21.2%	179	8.9%
188	16.0%	193	5.7%
192	18.8%	200	7.5%
54	46.3%	55	58.2%
63	42.9%	63	42.9%
47	38.3%	47	17.0%
59	49.2%	60	35.0%
58	51.7%	58	27.6%
67	47.8%	67	23.9%
75	26.7%	76	6.6%
56	46.4%	56	23.2%
119	58.8%	120	51.7%
102	43.1%	102	45.1%
118	38.1%	118	32.2%
117	57.3%	117	54.7%
149	57.0%	149	32.9%
125	46.4%	125	32.0%
142	55.6%	142	28.9%
131	60.3%	131	33.6%
437	52.2%	446	54.5%
339	49.0%	340	59.1%
375	65.6%	377	57.3%
382	65.2%	388	67.0%
392	59.4%	392	52.0%
363	68.9%	364	53.6%
399	65.9%	401	46.6%
384	64.6%	391	43.5%
712	54.1%	729	55.4%
655	51.3%	662	55.0%
674	69.3%	678	58.0%
669	67.9%	672	61.6%
633	57.8%	637	51.5%
700	69.1%	705	52.8%
648	59.0%	657	39.0%
684	58.5%	693	35.2%
78	44.9%	79	50.6%
80	41.3%	80	47.5%
90	51.1%	90	46.7%
96	70.8%	98	69.4%
82	41.5%	82	24.4%
91	51.6%	91	47.3%
91	47.3%	91	28.6%
96	34.4%	96	21.9%
114	31.6%	123	43.1%
109	33.0%	109	46.8%

109	53.2%	111	37.8%
109	48.6%	110	44.5%
99	44.4%	102	31.4%
104	50.0%	104	28.8%
132	42.4%	132	24.2%
98	39.8%	99	17.2%
62	45.2%	62	41.9%
61	44.3%	61	55.7%
49	65.3%	50	58.0%
62	69.4%	62	62.9%
52	46.2%	52	42.3%
71	59.2%	71	52.1%
66	65.2%	66	42.4%
70	61.4%	70	27.1%
48	22.9%	51	29.4%
44	31.8%	44	38.6%
53	47.2%	54	27.8%
43	41.9%	47	31.9%
50	40.0%	51	23.5%
41	46.3%	41	34.1%
56	32.1%	56	16.1%
49	57.1%	50	18.0%
1122	39.7%	1164	39.1%
1030	42.4%	1042	44.4%
1018	48.2%	1029	43.7%
1000	61.6%	1015	52.1%
1048	47.2%	1056	36.6%
1071	52.3%	1085	38.7%
1060	48.5%	1073	30.2%
1188	48.8%	1213	27.4%
274	60.9%	278	60.8%
270	58.5%	273	63.7%
256	65.6%	260	60.4%
295	71.5%	299	71.2%
246	68.3%	247	61.5%
287	79.4%	288	66.0%
300	69.3%	300	48.3%
300	66.7%	300	50.7%
69	49.3%	70	47.1%
51	45.1%	52	44.2%
57	49.1%	57	38.6%
66	47.0%	67	41.8%
71	45.1%	72	33.3%
58	36.2%	58	24.1%
76	39.5%	77	22.1%
81	34.6%	81	18.5%
74	47.3%	74	54.1%
74	43.2%	74	41.9%
59	54.2%	59	54.2%



64	67.2%	64	53.1%
66	57.6%	66	45.5%
60	61.7%	61	29.5%
58	56.9%	58	25.9%
57	49.1%	57	22.8%
47	42.6%	48	52.1%
65	32.3%	65	38.5%
68	50.0%	70	32.9%
66	60.6%	66	47.0%
54	53.7%	54	35.2%
64	56.3%	64	53.1%
65	44.6%	65	24.6%
69	31.9%	70	22.9%
202	38.1%	209	39.7%
169	42.6%	170	47.6%
158	55.1%	161	58.4%
178	61.2%	179	59.2%
173	57.8%	174	42.0%
190	61.6%	190	54.7%
194	52.1%	195	30.3%
140	47.1%	143	25.2%
69	23.2%	75	40.0%
69	39.1%	69	53.6%
47	36.2%	47	48.9%
63	38.1%	63	46.0%
90	44.4%	90	22.2%
51	62.7%	51	33.3%
53	45.3%	53	28.3%
63	50.8%	63	28.6%
100	39.0%	103	36.9%
77	45.5%	79	53.2%
95	51.6%	96	49.0%
97	69.1%	99	47.5%
97	51.5%	97	44.3%
104	64.4%	104	46.2%
88	64.8%	88	37.5%
80	61.3%	80	35.0%
104	34.6%	107	37.4%
117	41.9%	120	50.8%
111	45.9%	111	45.9%
121	62.0%	122	58.2%
139	52.5%	139	46.8%
129	53.5%	129	39.5%
113	38.1%	114	31.6%
107	49.5%	108	22.2%
121	48.8%	124	45.2%
131	45.0%	132	53.8%
124	73.4%	125	63.2%
126	62.7%	127	69.3%

131	48.9%	131	38.2%
124	55.6%	124	37.9%
114	67.5%	114	46.5%
122	58.2%	122	27.0%
340	27.1%	361	31.9%
304	33.6%	307	37.1%
345	44.6%	347	32.3%
357	53.2%	360	39.4%
310	47.1%	315	28.9%
321	49.8%	323	30.0%
331	44.1%	334	22.5%
323	48.6%	329	18.8%
40	25.0%	40	32.5%
45	11.1%	46	19.6%
50	42.0%	50	24.0%
47	46.8%	48	45.8%
57	17.5%	58	15.5%
47	51.1%	48	22.9%
61	47.5%	62	19.4%
54	38.9%	54	16.7%
64	45.3%	64	54.7%
52	48.1%	53	60.4%
59	61.0%	59	44.1%
59	64.4%	59	42.4%
56	60.7%	56	50.0%
66	65.2%	66	51.5%
48	56.3%	50	24.0%
60	43.3%	60	25.0%
84	42.9%	91	51.6%
80	40.0%	81	51.9%
60	31.7%	61	36.1%
99	50.5%	100	32.0%
86	50.0%	86	32.6%
85	57.6%	85	25.9%
98	53.1%	98	26.5%
85	36.5%	85	21.2%
32	15.6%	35	8.6%
20	25.0%	21	14.3%
18	11.1%	19	10.5%
21	9.5%	23	8.7%
19	10.5%	19	10.5%
21	9.5%	22	4.5%
30	16.7%	30	6.7%
24	20.8%	24	8.3%
92	57.6%	92	63.0%
95	55.8%	95	63.2%
103	59.2%	103	51.5%
102	64.7%	104	66.3%
112	68.8%	112	62.5%

95	65.3%	96	51.0%
99	65.7%	99	33.3%
95	61.1%	96	41.7%
26	26.9%	26	42.3%
26	53.8%	26	65.4%
38	34.2%	38	42.1%
27	44.4%	27	37.0%
29	31.0%	29	34.5%
30	36.7%	30	26.7%
22	45.5%	22	13.6%
30	46.7%	30	10.0%
41	29.3%	44	34.1%
34	47.1%	35	45.7%
43	60.5%	44	27.3%
33	63.6%	33	27.3%
39	43.6%	39	35.9%
40	50.0%	40	35.0%
49	38.8%	51	13.7%
46	45.7%	47	14.9%
84	28.6%	90	30.0%
77	22.1%	78	35.9%
94	54.3%	94	45.7%
78	51.3%	78	55.1%
95	48.4%	96	41.7%
94	60.6%	94	48.9%
103	42.7%	103	31.1%
108	52.8%	108	26.9%
175	50.3%	181	49.7%
179	57.0%	184	58.7%
171	55.6%	174	51.7%
191	69.6%	191	68.6%
187	52.4%	188	49.5%
177	61.6%	177	49.7%
185	55.7%	185	32.4%
164	55.5%	166	32.5%
757	56.0%	772	57.4%
731	53.8%	738	57.6%
749	63.8%	758	57.9%
688	72.8%	697	66.9%
699	68.0%	704	60.5%
714	64.6%	719	53.5%
658	60.5%	668	42.5%
689	62.1%	699	40.2%
58	44.8%	63	44.4%
42	28.6%	47	31.9%
66	53.0%	69	47.8%
51	56.9%	52	50.0%
74	40.5%	76	35.5%
76	52.6%	76	31.6%

69	37.7%	70	17.1%
66	37.9%	66	16.7%
91	37.4%	95	44.2%
100	54.0%	100	58.0%
83	61.4%	84	60.7%
89	50.6%	90	45.6%
90	43.3%	89	31.5%
85	58.8%	85	43.5%
106	46.2%	106	24.5%
95	42.1%	96	16.7%
140	42.1%	146	48.6%
124	49.2%	125	59.2%
147	53.7%	149	41.6%
139	59.0%	144	56.3%
141	71.6%	141	40.4%
136	51.5%	136	31.6%
151	68.9%	152	39.5%
147	58.5%	149	34.9%
1668	42.7%	1723	39.5%
1640	47.1%	1666	42.5%
1577	48.6%	1606	46.3%
1579	61.7%	1613	54.3%
1590	50.4%	1606	38.0%
1597	50.7%	1611	40.5%
1476	48.8%	1518	30.8%
1462	48.3%	1502	25.8%
81	32.1%	91	28.6%
84	40.5%	84	41.7%
78	57.7%	78	48.7%
90	56.7%	91	47.3%
77	57.1%	77	37.7%
87	54.0%	88	38.6%
70	54.3%	70	24.3%
85	51.8%	87	18.4%
48	97.9%	48	93.8%
54	100.0%	54	96.3%
57	94.7%	57	86.0%
62	96.8%	62	79.0%
13	15.4%	17	11.8%
18	22.2%	18	27.8%
17	29.4%	18	11.1%
15	46.7%	17	35.3%
90	35.6%	92	38.0%
78	23.1%	82	31.7%
86	52.3%	86	40.7%
103	39.8%	103	28.2%
84	50.0%	84	34.5%
108	48.1%	108	34.3%
110	45.5%	111	23.4%

110	38.2%	112	14.3%
265	36.6%	269	38.7%
227	40.1%	229	43.2%
256	49.2%	259	44.0%
261	50.2%	264	46.2%
263	48.3%	263	43.0%
215	56.7%	215	46.5%
277	48.7%	278	31.3%
225	52.4%	225	23.6%
30	23.3%	32	15.6%
31	25.8%	31	29.0%
29	27.6%	29	20.7%
30	36.7%	32	37.5%
39	41.0%	39	30.8%
33	42.4%	33	36.4%
22	50.0%	23	30.4%
35	45.7%	35	11.4%
48	20.8%	54	22.2%
49	28.6%	51	27.5%
51	45.1%	52	36.5%
57	43.9%	59	40.7%
52	28.8%	53	18.9%
56	30.4%	58	19.0%
66	30.3%	66	18.2%
46	32.6%	49	6.1%
107	27.1%	111	36.0%
89	37.1%	89	40.4%
112	41.1%	112	29.5%
89	46.1%	90	41.1%
91	40.7%	91	24.2%
106	44.3%	106	17.9%
105	35.2%	105	11.4%
98	40.8%	98	6.1%
55	41.8%	55	60.0%
56	58.9%	57	57.9%
50	58.0%	50	56.0%
62	71.0%	62	71.0%
59	50.8%	59	37.3%
71	62.0%	71	40.8%
55	52.7%	55	34.5%
49	57.1%	49	32.7%
51	27.5%	53	32.1%
56	58.9%	56	57.1%
68	60.3%	68	51.5%
58	67.2%	58	46.6%
65	49.2%	65	12.3%
71	64.8%	71	36.6%
67	37.3%	68	17.6%
76	53.9%	76	27.6%

326	57.1%	336	56.8%
298	52.7%	301	53.5%
278	56.5%	280	52.1%
269	68.0%	273	61.9%
278	73.0%	280	60.4%
306	73.9%	307	59.3%
315	52.1%	316	31.0%
289	58.5%	290	32.1%
37	13.5%	38	15.8%
18	16.7%	18	33.3%
27	51.9%	28	25.0%
19	47.4%	19	47.4%
27	37.0%	27	37.0%
28	21.4%	28	17.9%
25	16.0%	24	8.3%
26	34.6%	26	19.2%
44	63.6%	46	56.5%
34	64.7%	35	65.7%
44	68.2%	44	54.5%
42	64.3%	43	53.5%
38	55.3%	38	44.7%
69	60.9%	69	46.4%
48	68.8%	48	45.8%
42	59.5%	42	40.5%
63	39.7%	66	48.5%
67	55.2%	68	44.1%
62	62.9%	63	57.1%
64	46.9%	66	51.5%
61	44.3%	61	36.1%
66	60.6%	66	42.4%
83	41.0%	86	17.4%
52	61.5%	54	27.8%
173	31.2%	176	41.5%
151	35.8%	155	41.3%
145	53.8%	145	45.5%
159	62.9%	160	50.6%
143	56.6%	143	39.9%
182	48.4%	182	29.1%
138	54.3%	141	29.8%
128	64.8%	129	34.9%
26	23.1%	33	12.1%
22	27.3%	22	27.3%
28	14.3%	28	17.9%
37	56.8%	38	39.5%
32	43.8%	32	9.4%
23	34.8%	23	30.4%
34	26.5%	34	8.8%
29	44.8%	29	24.1%
64	32.8%	72	36.1%

45	46.7%	46	63.0%
53	43.4%	53	52.8%
54	48.1%	56	55.4%
48	39.6%	48	27.1%
69	37.7%	69	20.3%
87	35.6%	90	12.2%
42	47.6%	43	14.0%

## 2015-2016 ACT Aspire Preliminary State Result

		English					Math				
	Grade	N	% In Need of Support	% Close	% Ready	% Exceeding	N	% In Need of Support	% Close	% Ready	
State	03	27468	3.60%	24.76%	24.64%	46.99%	27532	15.70%	29.21%	36.40%	
State	04	25912	9.88%	23.20%	33.92%	33.00%	25951	9.25%	37.53%	38.39%	
State	05	25760	4.04%	23.06%	36.74%	36.16%	25799	11.38%	40.99%	35.85%	
State	06	25368	6.85%	22.43%	33.81%	36.92%	25404	8.99%	36.43%	34.07%	
State	07	25442	4.92%	17.96%	37.69%	39.43%	25471	23.60%	34.07%	27.70%	
State	08	25776	8.62%	20.98%	29.85%	40.55%	25776	33.25%	30.52%	20.41%	
State	09	26278	23.93%	22.60%	25.21%	28.26%	26347	48.67%	24.22%	17.52%	
State	10	25020	21.22%	23.56%	24.20%	31.02%	25047	56.65%	22.91%	13.38%	



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Science						Reading					
%		% In Need		%	%	% In		%		%	
Exceeding	N	of Support	% Close	Ready	Exceeding	N	Need of	% Close	Ready	Exceeding	
18.69%	27527	47.10%	17.00%	16.67%	19.23%	27467	41.89%	23.52%	17.88%	16.71%	
14.83%	25951	35.90%	25.81%	22.58%	15.71%	25910	31.53%	27.99%	26.88%	13.60%	
11.77%	25796	36.58%	25.04%	24.64%	13.74%	25755	37.85%	29.61%	17.33%	15.20%	
20.51%	25398	29.03%	19.40%	30.07%	21.49%	25364	34.99%	20.58%	22.36%	22.07%	
14.62%	25460	40.44%	19.81%	23.60%	16.14%	25439	36.87%	28.23%	26.81%	8.09%	
15.82%	25776	40.28%	22.24%	22.56%	14.92%	25758	26.54%	26.49%	30.98%	16.00%	
9.60%	26329	47.93%	25.94%	17.51%	8.62%	26267	38.65%	26.04%	18.79%	16.52%	
7.06%	25048	50.90%	21.08%	18.38%	9.64%	25014	42.78%	24.06%	24.53%	8.64%	

## Writing

N	% In Need of Support	% Close	% Ready	% Exceedin g
26417	32.26%	48.23%	18.57%	0.94%
25564	28.60%	59.37%	11.50%	0.53%
25587	20.03%	59.79%	12.65%	7.53%
25068	13.08%	44.43%	41.20%	1.29%
25338	28.46%	43.20%	23.51%	4.82%
25700	24.98%	52.32%	20.66%	2.04%
26092	22.75%	34.60%	42.43%	0.23%
24839	18.18%	31.61%	49.79%	0.42%

## 2015 National Results

		English		Math		Science		Reading	
	Grade	% Ready and Exceeding		% Ready and Exceeding		% Ready and Exceeding		% Ready and Exceeding	
National*	03	71.00%		50.00%		29.00%		34.00%	
National	04	69.00%		45.00%		35.00%		37.00%	
National	05	68.00%		40.00%		37.00%		33.00%	
National	06	68.00%		43.00%		38.00%		41.00%	
National	07	71.00%		34.00%		33.00%		35.00%	
National	08	73.00%		31.00%		34.00%		45.00%	
National	09	60.00%		35.00%		30.00%		38.00%	
National	10	63.00%		32.00%		31.00%		34.00%	

\* For more information about the national average and N counts please see the document *Upd*  
<http://www.arkansased.gov/divisions/learning-services/student-assessment/test-scores/year>

Writing
% Ready and Exceeding
16.00%
19.00%
26.00%
42.00%
26.00%
26.00%
35.00%
45.00%

lateing ACT Aspire Norms found here:  
[?y=2016](#)

# ACT ASPIRE STATE RESULTS

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Hope Allen

July 2016

# ACT Aspire Year One

- 1,428,337 total online tests submitted
- 2,500 total paper tests submitted
- 292,532 total students tested
- 100% online testing
- Minimal technology issues
  - Where issues occurred they were resolved quickly
- Concerns from districts about time
  - Aspire has increased time in all areas except writing
  - ADE continuing to request increased time in writing

# Arkansas Pre- Appeals Data



ACT Aspire Summative, Assessed Apr 11, 2016 - Jun 09, 2016

AR  
State ID: AR

## Subject Proficiency by Grade Level

How can decisions be informed based upon grade level subject proficiencies?

Page 1 of 1

Highest Subjects —————> Lowest Subjects

### ENGLISH

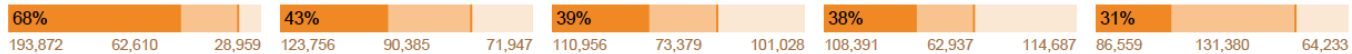
### MATH

### READING

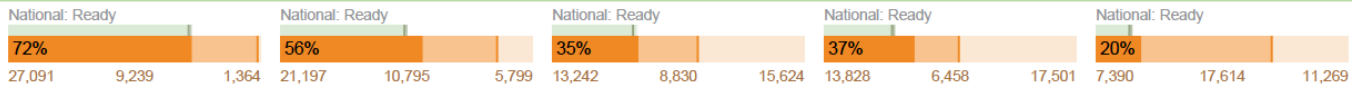
### SCIENCE

### WRITING

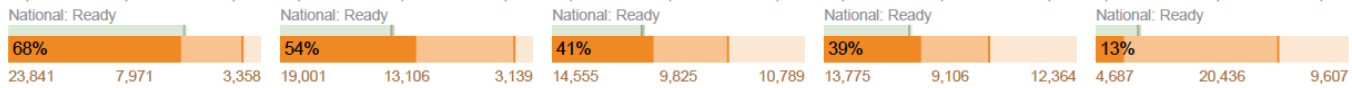
AR



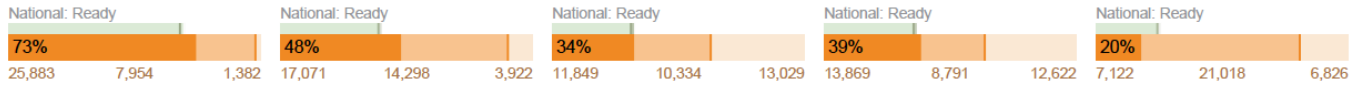
Grade 3



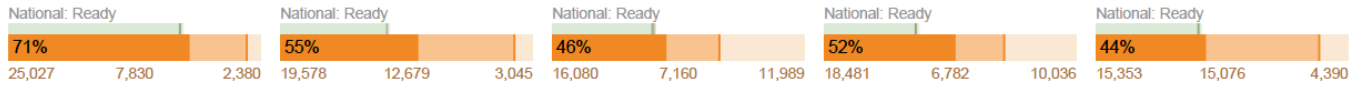
Grade 4



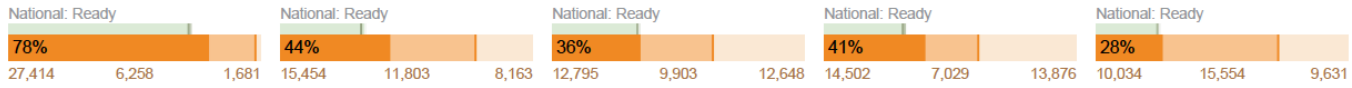
Grade 5



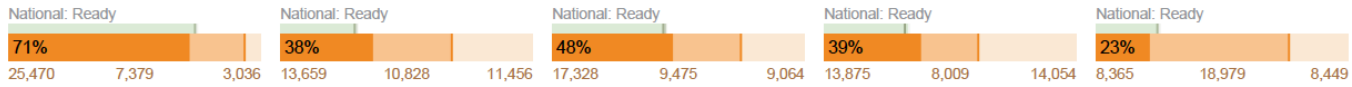
Grade 6



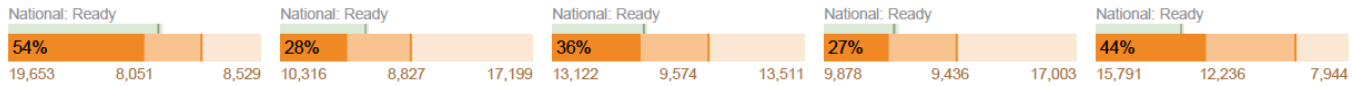
Grade 7



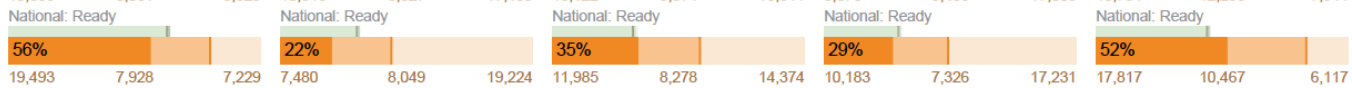
Grade 8



Grade 9



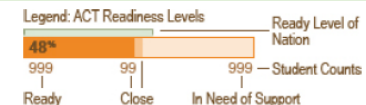
Grade 10



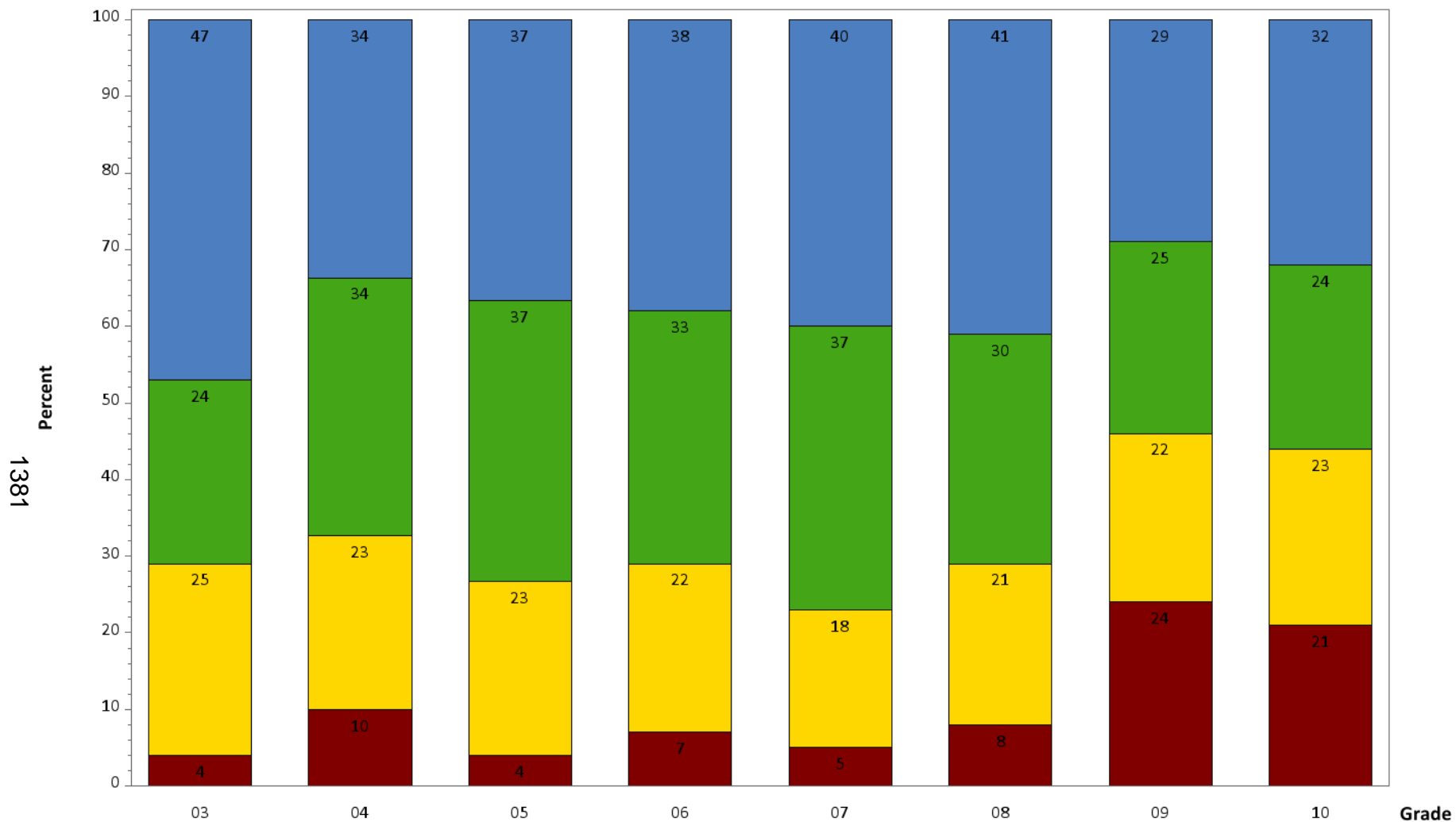
### SUBJECT FOCUS Better proficiency in Writing may improve scores.

ACT Aspire Writing Assessments are designed to provide a strong indication of whether students have the writing skills they will need to succeed as they begin work at their next grade level. Student responses are evaluated according to analytic rubrics that assess the generation, development, organization, and communication of ideas in standard written English.

Results for groups with 4 or fewer students are not shown



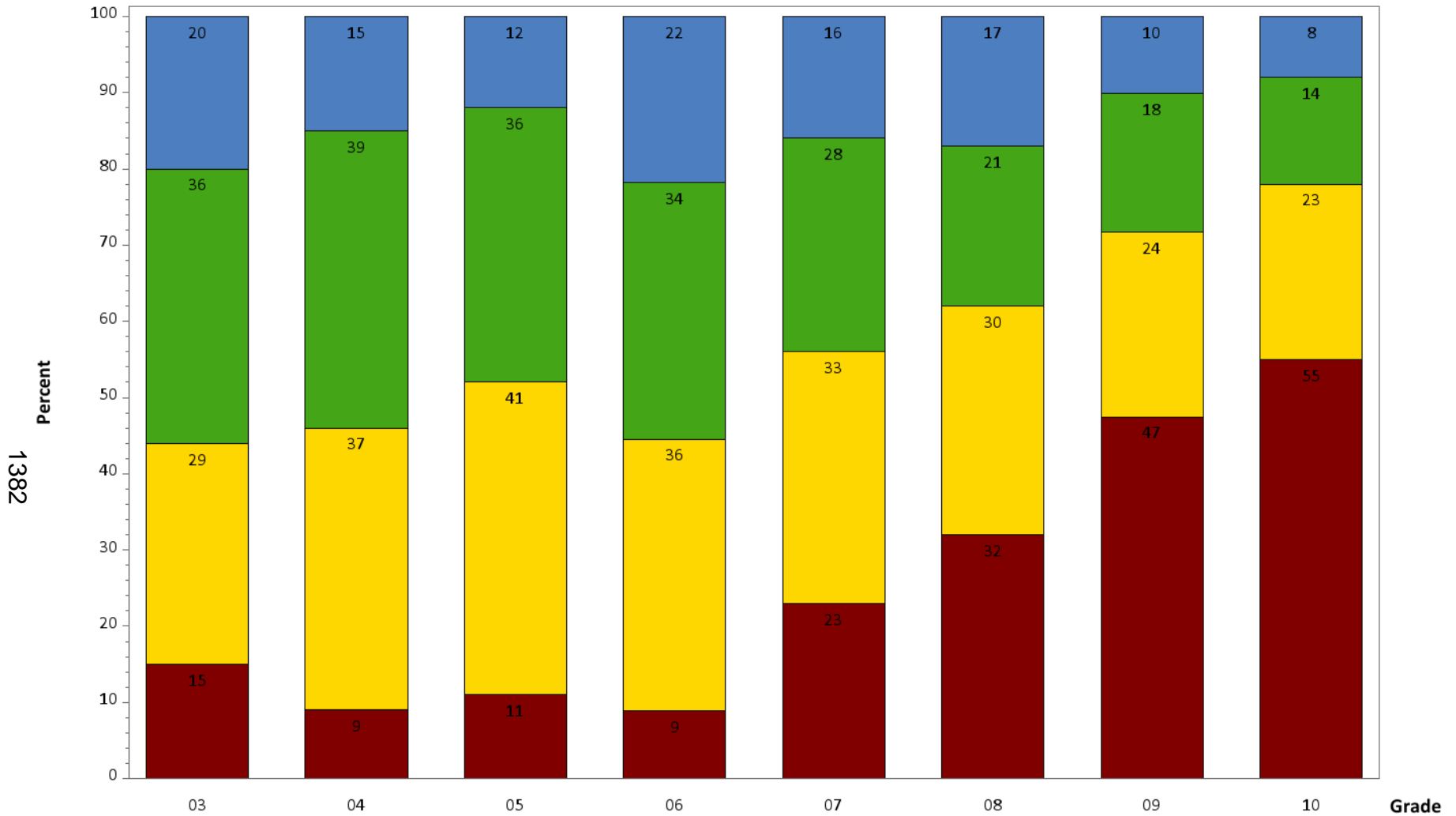
Subject=English



Category    Level 1: In Need of Support    Level 2: Close    Level 3: Ready    Level 4: Exceeding



Subject=Math



Category

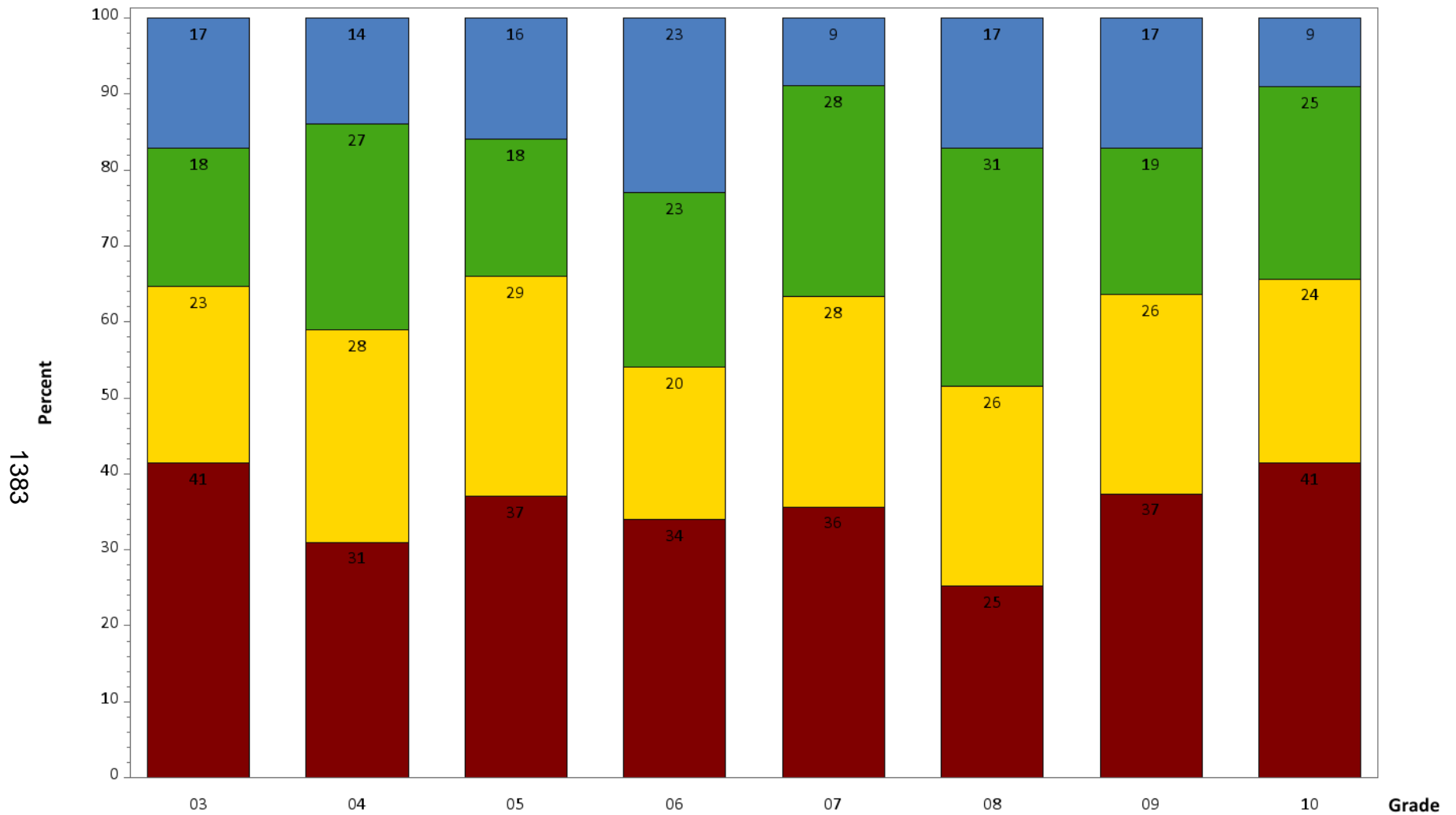
Level 1: In Need of Support

Level 2: Close

Level 3: Ready

Level 4: Exceeding

Subject=Reading



Category

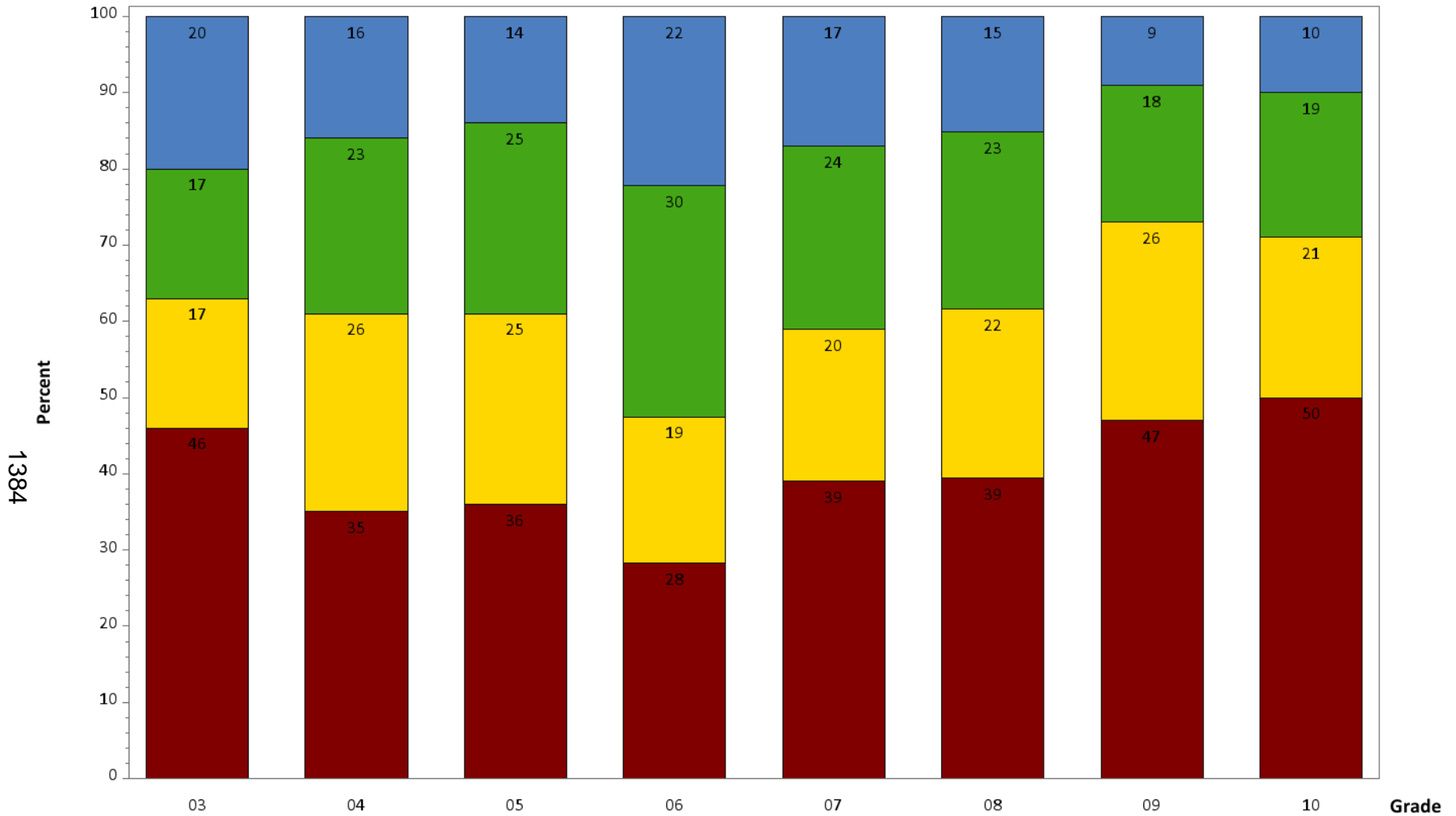
Level 1: In Need of Support

Level 2: Close

Level 3: Ready

Level 4: Exceeding

Subject=Science



Category

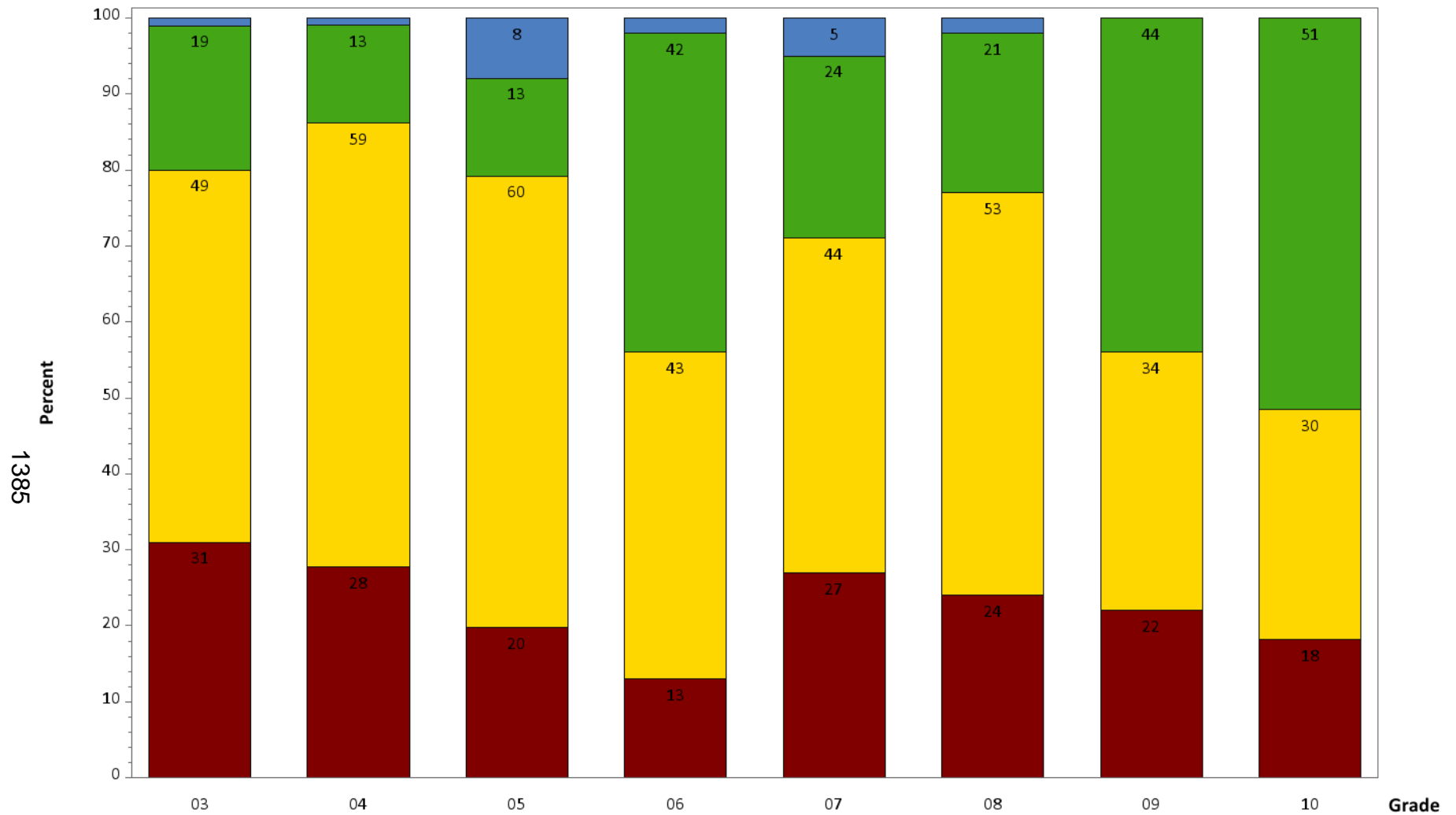
Level 1: In Need of Support

Level 2: Close

Level 3: Ready

Level 4: Exceeding

Subject=Writing



Category

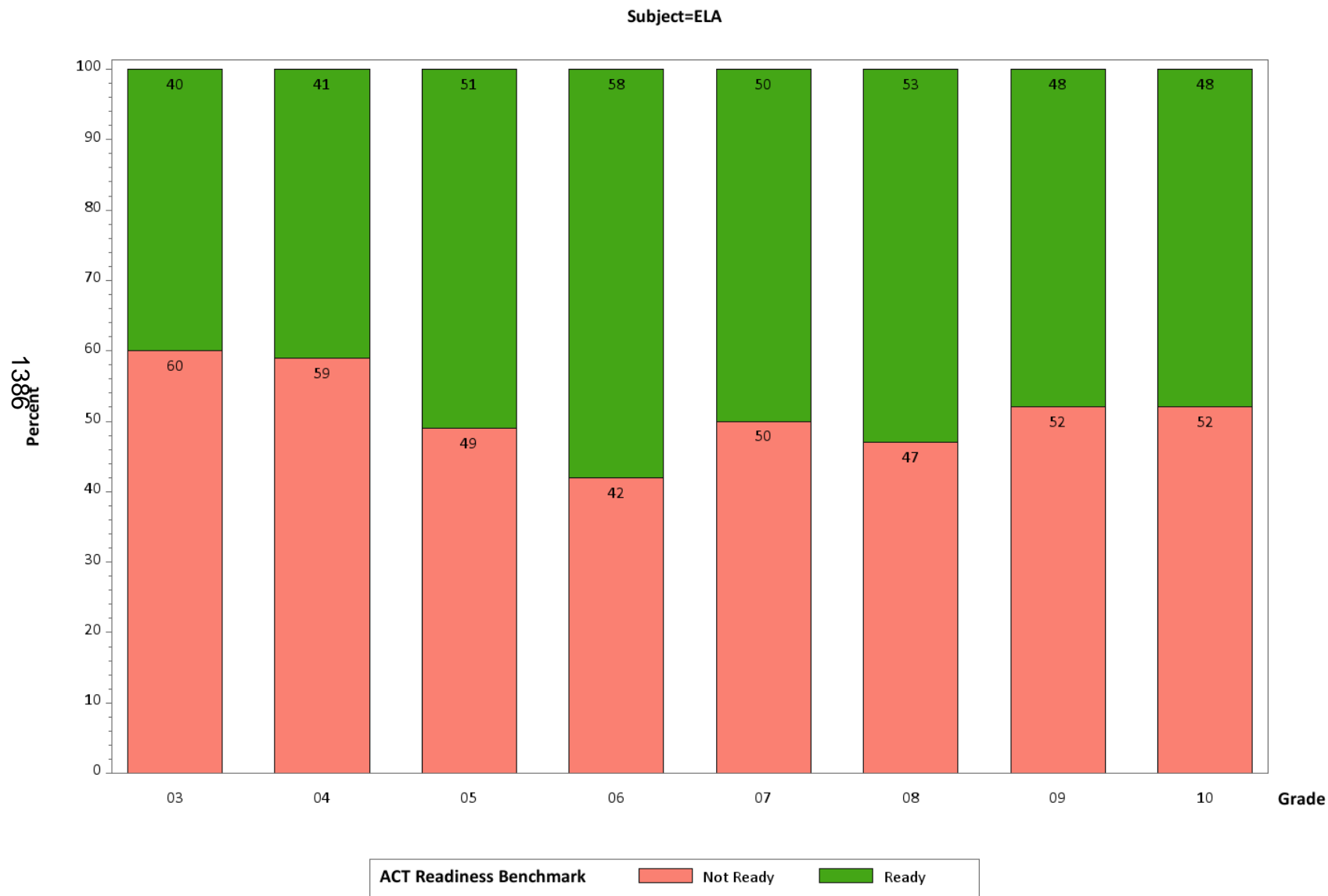
Level 1: In Need of Support

Level 2: Close

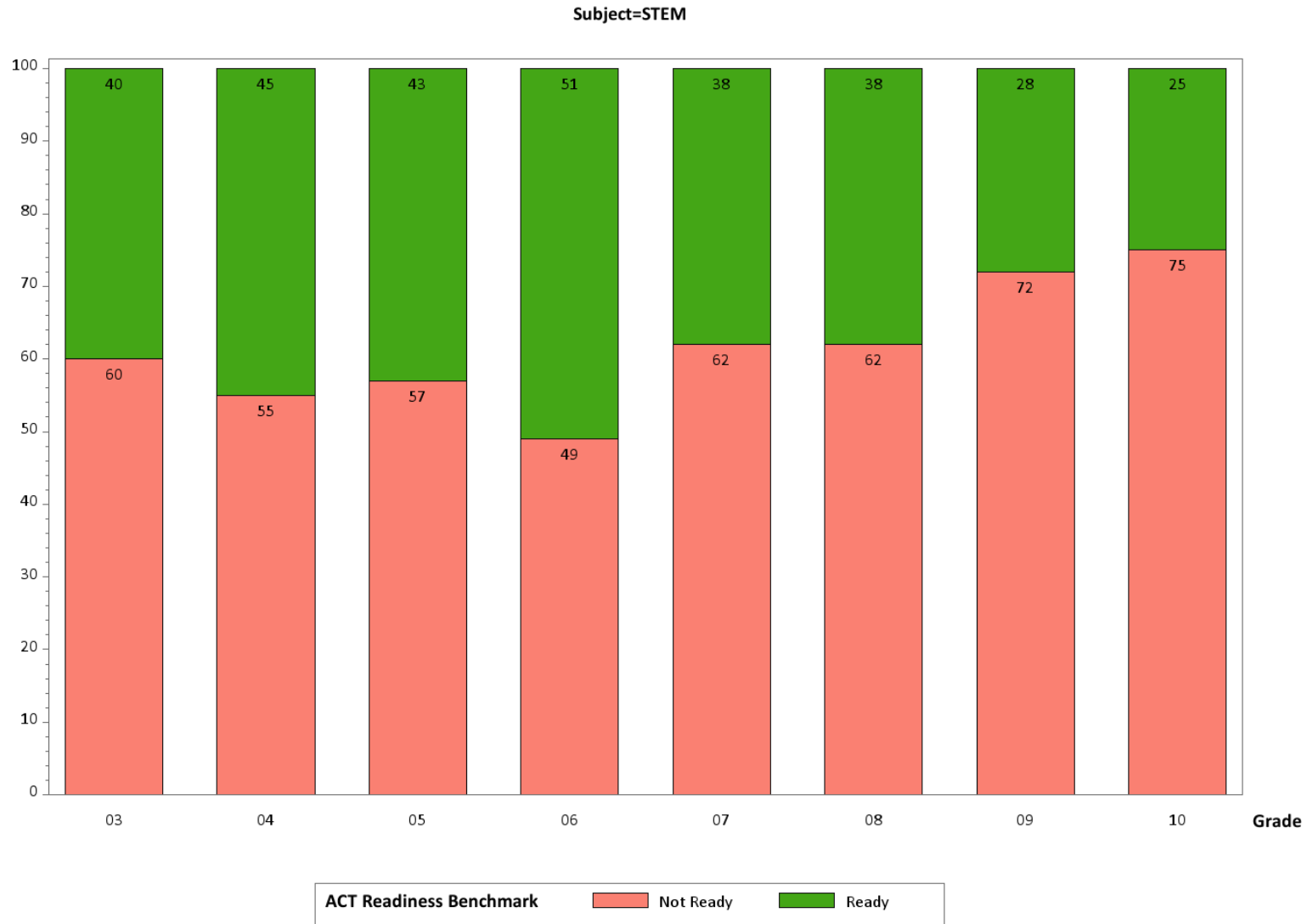
Level 3: Ready

Level 4: Exceeding

# State ELA



# State STEM



# Preliminary Findings

- In grades 3-8, Arkansas scored at or above the national average in all grades and subjects except grades 4, 5, and 8 in writing and grades 4 and 8 in English.
- In grades 9-10, Arkansas students scored below the national average in all subjects except in writing and in reading at grade 10.
- On average math scores were the second highest subject behind English.
- Demographic information shows that females in grades 3 - 9 outperformed males in all subjects, and scored higher, or tied the Arkansas average score in all subjects.

# Preliminary Findings - Writing

- Lowest average score in Arkansas
- There are three types of writing on the Aspire assessments: Reflective Narrative, Analytical Expository, and Persuasive Argumentative.
- Reflective Narrative writing is tested at grades 3 and 6; Analytical Expository at grades 4, 7, 9 and 10; and Persuasive Argumentative at grades 5 and 8.
- Scored student writing responses at all grade levels and various performance levels will be released this fall for districts to gain insight into scoring of writing and how to better support students.



# Preliminary Findings - Reading

- On average 61% of students scored below the readiness benchmark.
- The design of the ACT Aspire reading test does require students to respond to nonfiction texts and paired passages.
- Students reading and responding to nonfiction texts, as well as reading paired texts, within various content areas could help improve reading scores.

# Preliminary Findings - English

- On average Arkansas students scored the highest in English.
- The design of this assessment required students to respond to multiple choice and technology enhanced items.
- Questions assess students' developed abilities to revise and edit text regarding production of writing, knowledge of language, and conventions of standard English.

# Preliminary Findings - Science

- Science was given at every grade 3-10.
- Scores through grade 8 were above the national average.
- The design of the ACT Aspire science assessment requires students to read scientific texts and extract information from these texts including charts, graphs and data.
- Continued reading in the content area, integrating math and science concepts and teaching to the new standards could help improve science scores.

# Preliminary Findings - Math

- Arkansas average score for math was second highest of all subjects.
- Arkansas math scores were above the national average at grades 3-8.
- The design of the math assessment requires students to respond to three types of questions: selected response, technology enhanced and constructed response.
- Students must be able to show and explain their work.



ARKANSAS  
DEPARTMENT  
OF EDUCATION

**DISTRICT: AUGUSTA**  
**SCHOOL: AUGUSTA HIGH SCHOOL**  
**STATUS: PRIORITY**  
**SITE-BASED SIS: JACK BROACH**  
**EXTERNAL PROVIDER: JERRY VAUGHN**  
**ADE SCHOOL IMPROVEMENT SPECIALIST TEAM: ROBERT TONEY AND BOB BREWER**

**SUPERINTENDENT: RAY NASSAR**  
**PRINCIPAL: JOSEPH BROWN**

# End of Year Summary Report

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FOURTH QUARTER

2015-2016 School Year

## IMO AREA 1: CHANGE IN TEACHER AND LEADER PRACTICE

### Effective Practice within Category:

Establishing a team structure with specific duties and time for instructional planning (ID01, ID04, ID07)

### Description of full implementation of the Effective Practice and/or Recommendation:

District policy specifies the team structure for all schools which include a description of the teams' purposes and how they are constituted. New school leaders are apprised of this expectation and how the effectiveness of teams is determined. A common team structure for a school consists of (but not limited to) a Leadership Team (consisting of principal and teacher leaders), teacher Instructional Teams (teaching common subject area or grade level), student team (a diverse group of student leaders), management team (campus administrators and other personnel as needed) and a School Community Council (with a majority of members being parents (ID01). Each team has a specific purpose and scheduled time to meet and works from agendas and minutes (ID04).

The Leadership Team meets at least twice a month in regularly scheduled meetings of at least an hour (ID07). They serve as a conduit of communication to the faculty and staff in a way that enables the Leadership Team to receive input from the faculty and staff (ID08). The Leadership Team regularly looks at school performance data and aggregated classroom observation data and uses that data to make decisions about school improvement and professional development (ID10).

### Current reality of effective practice from the beginning of the year:

A leadership team has been established comprised of the Principal, Federal Coordinator, Curriculum Coordinator, Math and Literacy coach, and the Counselor. Meetings are held weekly for 1.5 hours to discuss and plan for PLC's, progress made on IMO's, disaggregation of data, and next steps. A student council has been formed to address student voice. The student council will host dances, have food drives during the holidays, assist the elderly in the community, and represent the voice of the student body. An 8 sector task force, which is an ALA model, was created two years ago. However, the task force is in the process of being revamped and utilized to close the gap between the school and the community.

### Current reality of effective practice:

- Due to end of year activities and state testing, leadership meetings were held bi-weekly instead of weekly. The focus of each meeting, which is reflected in indistar, was preparing for faculty meetings that pertained to the use of pre/post test data to drive instruction.
- The student council continued their work throughout the school year by preparing backpacks for underprivileged students (backpack program) and placed and monitored donation jars at local businesses.
- Plans are being made to conduct a follow up meeting regarding the 8 sector community meeting held back in the early spring in order to address next steps on community involvement with the school district.

<b>IMO AREA 1: CHANGE IN TEACHER AND LEADER PRACTICE</b>	
<b>Effective Practice within Category:</b> Engaging teachers in assessing and monitoring student mastery (IIB02, IIB04)	
<b>Description of full implementation of the Effective Practice and/or Recommendation:</b> The Instructional Teams develop instructional units based on the curriculum standards and the local curriculum document. This unit typically encompasses three to six weeks of work and includes pre-/post tests administered at two to three week intervals (IIB01). The pre-test and post-test assess the same learning objectives and inform the Instructional Team members' (teachers) plans for differentiated instruction within the unit and/or re-teaching as necessary following the unit (IIB04).  The Instructional Team reviews the results of the pre- and post-tests and uses the information to guide efforts to assure that every student masters the instructional standards taught in the instructional unit (IIB03). The Instructional Team also uses the results from the pre-/post-test analysis to plan for professional development, inform subsequent instructional unit plans and/or make adjustments to the curriculum (IIB02, IIB05).	
<b>Current reality of effective practice from the beginning of the year:</b>  After school P.D. meetings were used to put teachers into in order to design and plan core units based on pre and post tests for the purpose of ensuring that students master the instructional standards being taught in each unit. Results will be used to make adjustments to subsequent instructional plans and guide instruction.	<b>Current reality of effective practice:</b> <ul style="list-style-type: none"> <li>- During the final quarter, the practice of using pre/post test unit data to drive instruction was heavily implemented.</li> <li>- The practice was introduced to the faculty and expectations were given during faculty meetings, as noted in the agendas and minutes in indistar.</li> <li>- Although we are (deep) in to the two indicators, we do not feel that full implementation has been established.</li> </ul>

	<ul style="list-style-type: none"> <li>- We are making plans to change our faculty meeting schedule in order to make it possible for all faculty members to attend. (bus drivers and coaches)</li> <li>- Our ultimate goal is to allow for instructional teams to meet, share ideas, disaggregate data, and vertically align the curriculum.</li> </ul>
<b>IMO AREA 3: STUDENT SAFETY AND DISCIPLINE</b>	
<b>Effective Practice within Category:</b> Expecting and monitoring sound classroom management (IIIC10)	
<b>Description of full implementation of the Effective Practice and/or Recommendation:</b> The faculty and staff develop a discipline management plan that guides student behavior throughout the school. Each teacher establishes rituals and routines within the classroom that produces an atmosphere conducive to learning. Each teacher consistently teaches the campus and classroom plans to all students. Each teacher consistently teaches the rules and procedures in their classroom. Each teacher consistently enforces the agreed upon rules and regulations (IIIC10).	



**Current reality of effective practice from the beginning of the year:**

**At the beginning of each school year, teachers are to review the student handbook with their students and clarify anything that might be confusing regarding the rules and regulations in the handbook. Within two weeks, students and their parents/guardians are to sign a form, acknowledging that they understand the rules and regulations in the handbook. Midway through the first quarter, the principal and the counselor held a general assembly to explain, in depth, the policies regarding sexual harassment, bullying, and dress code**

**Current reality of effective practice:**

- **Upon reflecting on the 15-16 school year, it is understood that some things need to be changed regarding discipline. After reviewing cycle data from the state, we realized that our biggest issue is student absenteeism and tardiness. In the coming weeks, the handbook committee will meet to discuss some possible changes to the handbook to address these issues.**
- **We also feel that quarterly review with the faculty and students regarding handbook rules and consequences would be beneficial to all parties.**

<b>IMO AREA 4: FAMILY AND COMMUNITY ENGAGEMENT</b>	
<b>Effective Practice within Category:</b> Defining the purpose, policies, and practices of a school community (IVA01)	
<b>Description of full implementation of the Effective Practice and/or Recommendation:</b> No Child Left Behind stipulates that each school in the Title I program develop an agreement, or “compact,” that outlines how parents, school staff, and students will share responsibility for improving academic achievement. Compacts describe how the school and parents can work together to help students achieve the state’s standards.	
<b>Current reality of effective practice from the beginning of the year:</b> Compacts will be created and distrusted at mid-term parent/teacher conferences February 11, 2016. The compacts will be a signed agreement between the student, parent, teacher, and Principal.	<b>Current reality of effective practice:</b> <ul style="list-style-type: none"> <li>- We looked at compacts of other schools and created one of our own.</li> <li>- The compacts were distributed at parent/teacher conferences in February of 2016. However, they will be distributed at opening house ceremonies for the 16-17 school year.</li> <li>- We feel that this will be more beneficial because it will set guidelines for the educational process involving all major stakeholders.</li> </ul>


#### IMO AREA 4: FAMILY AND COMMUNITY ENGAGEMENT

##### **Effective Practice within Category:**

Post-Secondary School Options (VA01)

The school has a guidance plan that includes options for students as they plan their college and career opportunities. The school routinely tracks their recent graduates' success at the next level as they pursue their college and career goals.

##### **ADE will monitor the following:**

- The guidance plan
- The process of tracking recent graduates

**Current reality of effective practice from the beginning of the year:**

Currently, the school has a guidance plan that helps students plan their college and career opportunities. Timelines are set up and a letter will be sent out to students to inquire their current status. Students that have graduated high school and are not attending college are encouraged to come to the school and receive assistance. A career fair will be offered at

**Current reality of effective practice:**

- The district has renewed its contract with the career coach from East Arkansas Community College.
- We are also researching a better way to track students after graduation. We sent letters to 2015 graduates to inquire about their current status, but did not receive any response.

the school in November, 2015. Current students and former students will be invited to attend. The school also employs a career coach from East Arkansas Community College to help students decide a career path.



### LEADERSHIP TEAM REFLECTION

Thinking about meetings throughout the year, what have been the most meaningful decisions and actions made by the School Leadership Team this quarter? And what attributed to those changes?

- We feel that the most meaningful decision we made this year was the implementation of indistar indicators IIB02 and IIB04. The use of the pre/post test data has allowed us to take a more proactive approach toward determining the strengths, needs and weaknesses of our students. In doing so, we are able to adjust/modify instruction during instruction to meet the needs of each, individual student.
- The attribution of this approach is credited to research based best practices via the guidance of Indistar and WiseWays.

If anything, what do you intend to change or modify for the year?

- The one thing we plan to have fully implemented in the 16-17 school year is the use of pre/post test data to drive instruction.
- We will also rollout student Ipads on September 1 for students which will provide an endless amount of resources and may lead to a one to one initiative in the high school.



SCHOOL LEADERSHIP TEAM’S REPORT FOURTH QUARTER

STUDENT/ TEACHER DATA by Quarter IMO AREA 2: STUDENT PROGRESS AND ACHIEVEMENT

Grade Level	Number of students enrolled	Number of SWD enrolled as of	Number of EL students enrolled	Number of students with 5 or more referrals	Number of students who have been absent 10 or more days (20% absence rate)
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					October 1 <sup>st</sup> per grade level	as of October 1 <sup>st</sup> per grade level								
	1st	2nd	3rd	4th			1st	2nd	3rd	4th	1st	2nd	3rd	4th
7	31	30	28	28	7	0				0	1		4	1
8	22	25	29	30	5	0			1	0		1	2	2
9	33	28	28	26	5	0	2			0	4	6	2	1
10	29	29	28	27	6	0				0			1	0
11	27	26	24	24	5	0		1		0	3	2		1
12	26	26	28	28	5	0				0			1	0

**Comments/ Clarifications:** We think the decrease in absenteeism for the fourth quarter was due in part to the requirements for semester test exemption.

Percent of core teachers (Math, Science, Social Studies, ELA) absent 5 or more days (10%)				Number of <i>ELEMENTARY</i> students that are 2 or more years below grade placement in Math as determined by _____ Test on _____ / _____ (Date)		Number of <i>SECONDARY</i> students that are 3 or more years below grade placement in Math as determined by _____ STAR _____ Test on _____ 11-30 _____ / _____ 2015 _____ (Date)		Number of <i>ELEMENTARY</i> students that are 2 or more years below grade placement in ELA as determined by _____ Test on _____ / _____ (Date)		Number of <i>SECONDARY</i> students that are 3 or more years below grade placement in ELA as determined by _____ San Diego Quick _____ Test on _____ Sept. _____ / _____ 2015 _____ (Date)	
1st	2nd	3rd	4th	1st Quarter	4th Quarter	1st Quarter	4th Quarter	1st Quarter	4th Quarter	1st Quarter	4th Quarter
33%	11%	65%	29%								
7						3				0	
8						4				0	
9						10				15	6
10						6				13	7
11						7				14	10
12						8				12	

*Comments/ Clarifications: With the shifting of teachers, final exams, and the amount of state testing that lasted well into the month of May, we were unable to find the time to administer the STAR math test and San Diego Quick assessment for 7<sup>th</sup> and 8<sup>th</sup> graders. According to the 7<sup>th</sup> and 8<sup>th</sup> grade English teacher, over half of his students were gone, due to semester test exemptions. Seniors were gone, as well. We feel that teacher absenteeism decreased because of the importance of their presence for state testing.*

**MATH DATA by Quarter for Grades 3-10**

Grade Level	Number of students that failed Math the previous year	Number of students enrolled this quarter	Number of students with D or F in Math class per quarter 2015-2016				Number of students assessed on each post-unit assessment for the current quarter				Total number of students assessed on the post-unit test for each grade level	Total number of students with D or F on unit tests in Math this quarter	Percent of students with D or F on any unit tests in Math  (C)  (B/A) X 100 = C			
			1st	2nd	3rd	4th	Unit 1	Unit 2	Unit 3	Unit 4*	(A)	(B)	1st	2nd	3rd	4th
7						4	25	24	25		25	15				60 %
8						3	29	28	26		29	16				55.2 %
9 Alg.						6				4	26	4				15 %
10 Geom.						2				26	26	2				8%
<b>Example</b>							100	90	95	N/A	285	57	20%			

**Comments/ Clarifications:** Assessment 1: There was a large percentage of my students who had a misconception on 2 problems involving find the rate of change inside a table. They assumed when the numbers in the table didn't appear to be a constant rate it didn't represent linear data and that wasn't true. Although the numbers inside the table appeared not to be linear they actually was linear.



- So I had to reteach that skill and reinforce it.
- I used bell ringers to cycle that skill through and to explain their error.
- We continued that skill for the remainder of the week and I reassessed it using bell work on that Friday. All but (DB) 1 student who had been suspended appeared to master that skill.

Assessment 2 student errors was different areas. I planned to incorporate them in unit 3 with a hands on apart to the skills. Unit 3 we looked at tactic skills and high level activities to reinforce linear equations and slope for the first week.

The low percentages in the last quarter were in part from three students who did not finish out the school year. One had been suspended, and another had transferred in the last 9-weeks.

**ELA DATA by Quarter for Grades 3-10**

Grade Level	Number of students that failed ELA the previous year	Number of students enrolled this quarter	Number of students with D or F in an ELA class per quarter 2015-2016				Number of students assessed on each post-unit assessment for the current quarter				Total number of students assessed on the post-unit test for each grade level	Total number of students with D or F on unit tests in ELA this quarter	Percent of students with D or F on any unit tests in ELA  (C)  (B/A) X 100 = C			
											(A)	(B)				
			1st	2nd	3rd	4th	Unit 1	Unit 2	Unit 3	Unit 4*			1st	2nd	3rd	4th
7						6		26	26	27	79	8				27%
8						5		28	28	27	83	8				19%
9						3		19	20	20	59	11				19%
10						4	24	25	25	7	81	17				21%
11						7	22	23	21	23	89	20				22.5%
12						5	20	19	22		61	15				25%
Example							100	90	95	N/A	285	57	20%			

**Comments/ Clarifications:** 7-8 grade/ The class that has the highest average is due to some of the students being absent too often. Those classes that have under 10, also have the best attendance record.

9<sup>th</sup> grade- One unit was vocabulary, another was specific content, and the last was writing. Vocabulary was the most difficult to improve.

10-12 grade: The two classes with a significantly lower percentage of students with a D or F on a unit test are classes that are small; 7 students and 6 students. I think the percentage is due, in part, to these students having more one-on-one instruction time.

*(Optional)*

**Do you have other data sources that support and/or identify that you are making gains in student outcomes (For example: Interim assessments such as ACT Aspire, TLI, etc.)?** *You may include a chart to describe your data.*

**- We did not feel the need to conduct TLI testing this quarter due to the amount of testing the students had already endured. The students were showing signs of “burnout” and we feel the results would have been skewed. We are in the process of transitioning to ACT aspire interim assesments.**





**DISTRICT:** BLYTHEVILLE SCHOOL DISTRICT  
**SCHOOL:** BLYTHEVILLE HIGH SCHOOL - NEW TECH  
**STATUS:** PRIORITY

**SUPERINTENDENT:** RICHARD ATWILL  
**PRINCIPAL:** BOBBY ASHLEY

**SITE-BASED SIS:** TERYN SPEARS  
**EXTERNAL PROVIDER:** NEW TECH NETWORK/GENERATION READY  
**ADE SCHOOL IMPROVEMENT SPECIALIST TEAM:** DR. ROBERT TONEY/MS. JAMIE HOLIMAN

# End of Year Summary Report

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## FOURTH QUARTER

2015-2016 School Year

<b>IMO AREA 1: CHANGE IN TEACHER AND LEADER PRACTICE</b>	
<b>Effective Practice within Category:</b> Establishing a team structure with specific duties and time for instructional planning (ID01, ID04, ID07)	
<b>Description of full implementation of the Effective Practice and/or Recommendation:</b>  District policy specifies the team structure for all schools which include a description of the teams' purposes and how they are constituted. New school leaders are apprised of this expectation and how the effectiveness of teams is determined. A common team structure for a school consists of (but not limited to) a Leadership Team (consisting of principal and teacher leaders), teacher Instructional Teams (teaching common subject area or grade level), student team (a diverse group of student leaders), management team (campus administrators and other personnel as needed) and a School Community Council (with a majority of members being parents (ID01). Each team has a specific purpose and scheduled time to meet and works from agendas and minutes (ID04).  The Leadership Team meets at least twice a month in regularly scheduled meetings of at least an hour (ID07). They serve as a conduit of communication to the faculty and staff in a way that enables the Leadership Team to receive input from the faculty and staff (ID08). The Leadership Team regularly looks at school performance data and aggregated classroom observation data and uses that data to make decisions about school improvement and professional development (ID10).	
<b>Current reality of effective practice from the beginning of the year:</b>  The Blytheville High School Leadership Team, in collaboration with the District Leadership Team, spent the summer revamping the leadership structure. We have now established the following sub-teams that report back to the leadership team in service of student learning: Instructional Team, Operational Team, Stakeholders Committee, and Cultural Team. Sub-team leaders were selected with input from instructional leaders, assistant principals and key building personnel and have been appointed	<b>Current reality of effective practice:</b>  Over the course of the 2015-2016 school year, the Leadership Team has made the progress necessary in order to be able to say with confidence that the following indicators are fully implemented: ID01, ID04, ID07, ID08, and ID10. Therefore, all indicators for this area have been met. Currently, our district policy specifies the team structure for all schools and includes a description of the purpose for each team and how they are constituted. The district has a plan in place to sustain the policy by both apprising new

and tasked with type-specific areas. The instructional sub-team is responsible for content collaboration, assessment data, planning, interventions for students falling behind and teacher support around instruction. The operations sub-team is responsible for the day-to-day operations of the building including the physical plant, bell schedule, procedures and student and teacher attendance. The cultural team works with teacher and student voice, fall and spring culture surveys of the school, teacher retention, positive behavior and intervention supports, discipline data and grade level PLCs for teachers. The stakeholder sub-team is responsible for garnering ongoing parent input and involvement in decision-making for students and for the movement of the school as well as breaking barriers between the school, home and community. In addition to the stated structure, the director of the Blytheville High School Alternative Education program reports to the core leadership team on the progress of her program and students.

A major component of the leadership process is the involvement of teacher leaders. Teacher leaders were selected through their willingness to take on tasks and in their demonstration of ability to lead their peers. Teacher leaders lead the two humanities teams (9-10 grade and 11-12 grade), the science team and the math team. Those teams comprise the instructional sub-team. Additionally, teacher leaders lead the grade level PLC teams that are a portion of the cultural team. Beginning in May of 2015, the seven teacher leaders were gathered for learning, training, development and support. That work continued through the summer (July 13, 2015) just ahead of their first time to work with their teams during the New Tech Annual Conference. As

school leaders of their expectations and monitoring the effectiveness of the structure of each team. The school structure consists of a Core Leadership Team, teacher Instructional Teams, a student voice committee, an operations team, and a stakeholder team. Each team has a specific purpose and scheduled time to meet and works from agendas and minutes.

The Leadership team meets at least twice a month (typically weekly) in regularly scheduled meetings of at least an hour. They serve as a conduit of communication to the faculty and staff in a way that enables the Leadership Team to receive input from the faculty and staff. The Leadership Team regularly looks at school performance data and aggregated classroom observation data and uses that data to make decisions about school improvement.

While the leadership team has determined that there is sufficient evidence to indicate that **our current reality does meet the description of full implementation**, we have identified areas to monitor in order to sustain and grow in the area of establishing a team structure. These areas include the following goals for the 2016-2017 school year:

- To engage in the next step of the process of data analysis, which is to bring back data from the strategies that emerged from the first cycle and run a second cycle of inquiry to see if improvement has occurred and what adjustments, to strategy, need to be made.
- To provide continued school and district support to leaders of each sub-team and professional learning community

evidenced by the tasks below this group meets regularly to work around student learning needs, teacher learning needs.

On 9/16/2015, the BHS Leadership Team determined that ID04, “All teams will prepare agendas for their meetings,” and ID07, “A Leadership Team consisting of the principal, teachers who lead the Instructional Teams, and other key professional staff will meet regularly (twice a month or more for an hour each meeting)” have both been fully implemented as a result of our work. At that time, ID01, “A team structure will be officially incorporated into the school governance policy” was assessed as being only partially implemented because we had to research to determine if our new leadership policy had been officially incorporated into school governance policy. After researching the indicator, on October 12, 2015, the Blytheville High School Leadership Team was able to revisit the indicator and assess it as fully implemented.

(PLC): In evaluating our current practices, the Leadership Team determined that there is still room for growth in the cultural sub-team, and there is a plan in place to provide support for that team for the 2016-2017 school year. The operations and stakeholder teams are both deemed as functional. However, we recognize that we will need to provide continued support, especially for the stakeholder team due to a shift to new leadership. The instructional team is the strongest of the sub-teams. Due to new leadership in one of the instructional PLCs, plans are in place to provide the new teacher leader with support, while providing continued support for those teacher leaders who are continuing as teacher leaders for a second or third year.

## IMO AREA 1: CHANGE IN TEACHER AND LEADER PRACTICE

### Effective Practice within Category:

Engaging teachers in assessing and monitoring student mastery (IIB02, IIB04)

### Description of full implementation of the Effective Practice and/or Recommendation:

The Instructional Teams develop instructional units based on the curriculum standards and the local curriculum document. This unit typically encompasses three to six weeks of work and includes pre-/post tests administered at two to three week intervals (IIB01). The pre-test and post-test assess the same learning objectives and inform the Instructional Team members' (teachers) plans for differentiated instruction within the unit and/or re-teaching as necessary following the unit (IIB04).



<p>The Instructional Team reviews the results of the pre- and post-tests and uses the information to guide efforts to assure that every student masters the instructional standards taught in the instructional unit (IIB03). The Instructional Team also uses the results from the pre-/post-test analysis to plan for professional development, inform subsequent instructional unit plans and/or make adjustments to the curriculum (IIB02, IIB05).</p>	
<p><b>Current reality of effective practice from the beginning of the year:</b></p> <p>Math and English Language Arts teachers have been working this quarter to revise units of instruction based on analysis of the curriculum Total Instructional Alignment (TIA) documents. Teachers have worked collaboratively to develop a total of two pre- and two post-assessments during the first quarter, and to analyze data from those assessments to inform curriculum decisions (including vertical alignment) and instructional decisions (including individual student intervention and extension needs).</p> <p>The Blytheville High School Leadership Team assessed IIB02, “Unit pre-tests and post-tests will be administered to all students in the grade level and subject covered by the unit of instruction” and determined that our current level of implementation is “Limited Development.” While the goal is to have all students in math and English Language Arts classes take pre- and post- tests, only 85% of students have been assessed in English and Math courses this quarter. Upon full implementation, a minimum of 95% of students will take common assessments, documentation of scores and score analysis will be presented to the Leadership Team, and the team will use this data to make decisions for improvement.</p>	<p><b>Current reality of effective practice:</b></p> <p>At the end of the 4th quarter, the BHS Leadership Team still classifies IIB02 and IIB04 as limited development. Teachers are still working together to create pre- and post- assessments, and we have improved over the course of the year in the percentage of students assessed on those assessments. We done well this year in laying the foundation for pre- and post- assessments. Teachers have brought post-assessment data back to their PLC groups to discuss the data. They also have started the process of using the Looking at Student Work (LASW) Protocol and/or the Data Driven Dialogue Protocol to analyze the data and develop strategies for reaching the needs of their students. However, more work needs to be done in this area ensure that data analysis is happening in a more timely manner.</p> <p>In reviewing data from these assessments, the leadership team determined that compliance-driven behavior from teachers was evident. The data indicates that approximately thirty-three percent of teachers were not completing pre-test data until right at post-test time. This data suggests the lack of true use of data to drive instruction.</p>

	<p>This year the BHS Leadership Team adopted a Process for Deep Curriculum Alignment. The first part of the process outlines requirements for curriculum maps; the second part of the process involves our plan for continued deep curriculum alignment. The Process for Deep Curriculum Alignment document can be found in Indistar, in the “BHS Docs” folder.</p> <p>At the beginning of the school year, curriculum maps were not being utilized effectively and many were out of date. As we implemented our Process for Deep Curriculum Alignment, we provided time on Saturdays and after school for teachers to collaborate with their departments and create and/or update curriculum maps. The Instructional Facilitator worked closely with groups of teachers to revise the curriculum maps, offering feedback and support.</p> <p>The BHS Leadership Team has plans in place to</p> <ul style="list-style-type: none"><li>• Continue reviewing data from pre- and post- assessments, from Renaissance STAR Assessments, from classroom observations, and from data conferences.</li><li>• Provide support to new teachers to the district in the process of data analysis</li><li>• Provide professional development to teachers in the area of data analysis and effective use of data in informing instructional decisions. On April 27th, the BHS Leadership Team reviewed data from a recent Teacher Professional Development Needs Survey, identifying the top five areas of need as reported by the teachers. Effective use of data to inform instruction was one of the five areas of teacher need.</li></ul>
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	<ul style="list-style-type: none"> <li>• Supervise the reflection and revision process to keep curriculum maps up to date.</li> </ul> <p>The leadership team's goal is for IIB02 and IIB04 to be fully implemented and to meet all of the requirements in the description of full implementation by the end of the 2016-2017 school year.</p>
<b>IMO AREA 3: STUDENT SAFETY AND DISCIPLINE</b>	
<b>Effective Practice within Category:</b> Expecting and monitoring sound classroom management (IIIC10)	
<b>Description of full implementation of the Effective Practice and/or Recommendation:</b> The faculty and staff develop a discipline management plan that guides student behavior throughout the school. Each teacher establishes rituals and routines within the classroom that produces an atmosphere conducive to learning. Each teacher consistently teaches the campus and classroom plans to all students. Each teacher consistently teaches the rules and procedures in their classroom. Each teacher consistently enforces the agreed upon rules and regulations (IIIC10).	
<b>Current reality of effective practice from the beginning of the year:</b>  <p>The Blytheville High School Leadership team assessed indicator IIIC10 and determined that our current level of implementation is "Limited Development." While being reinforced in some classes, the expected behavior is not implemented in all classes consistently. The BHS faculty and staff has developed a discipline T-Chart that determines classroom managed behavior versus office managed behavior, and we have a PBIS team that periodically provides Professional Development support for positive</p>	<b>Current reality of effective practice:</b>  <p>The PBIS (Positive Behavior and Intervention System) has had new life breathed into it this school year with the formation of a new committee, but neither PBIS nor the Cultural Team sub-committee is functioning where we would like it to be. Some of the goals of PBIS that have been accomplished this year are:</p> <ul style="list-style-type: none"> <li>• The PBIS team will meet bi-monthly to analyze student discipline data and create strategies to reduce infractions and the PBIS program.</li> </ul>

<p>behavioral intervention. The PBIS team has identified Level II students to whom the faculty provides additional behavioral support. Students who need a more structured learning environment are evaluated for possible placement in our Alternative Learning Environment (ALE) program.</p>	<ul style="list-style-type: none"> <li>• The PBIS team will provide support for Level II students through a check and connect program with specific teachers.</li> <li>• The PBIS team will work with Joy Wicker and senior tech students to create positive behavior lessons to be used with students during Connections Advisory Period.</li> <li>• The PBIS team will provide incentives for positive student behavior throughout the year and through a No Referral Celebration at the end of the year.</li> </ul> <p>A major goal for PBIS for the 2016-2017 school year is to provide training and support to teachers on Positive Behavior Intervention.</p> <p>Each teacher is a member of a grade-level “Cultural PLC.” These cultural teams seem to be operating independently of the Culture Team sub-committee. A major goal for the Culture Team for next year is to work closely with PBIS and the Cultural PLCs to provide these groups support. Another major goal for the Culture Team for the 2016-2017 school year is to gather, analyze, and develop strategies for improvement around discipline data.</p> <p>The BHS Leadership Team has a plan to include Professional Development in the fall of the 2016-2017 school year in order to revisit and revise the teacher created PBIS Discipline T-Chart that outlines our policies for teacher-managed versus office-managed student behavior. In addition, professional development time will be devoted to strategies for improving positive reinforcement of classroom rules and procedures. The Leadership Team will continue to track classroom observation data in order to provide</p>
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	<p>supports for individual teachers who need assistance in the area of student safety and discipline.</p> <p>The goal of the BHS Leadership Team is that by the end of the 2017-2018 school year, all teachers will consistently teach and positively reinforce the agreed upon rules and regulations of BHS.</p>
<b>IMO AREA 4: FAMILY AND COMMUNITY ENGAGEMENT</b>	
<b>Effective Practice within Category:</b> Defining the purpose, policies, and practices of a school community (IVA01)	
<b>Description of full implementation of the Effective Practice and/or Recommendation:</b> No Child Left Behind stipulates that each school in the Title I program develop an agreement, or “compact,” that outlines how parents, school staff, and students will share responsibility for improving academic achievement. Compacts describe how the school and parents can work together to help students achieve the state’s standards.	
<b>Current reality of effective practice from the beginning of the year:</b>  <p>The Blytheville Leadership Team assessed IVA01, “The school’s Title I Compact will include responsibilities (expectations) that will communicate what parents (families) can do to support their students’ learning at home (curriculum of the home, with learning opportunities for families to develop their curriculum of the home)” and determined that our level of development is “Limited Development.” A new compact has been developed and will be signed during parent teacher conferences during the week of</p>	<b>Current reality of effective practice:</b>  <p>The stakeholder committee created and recommended a new parent-teacher-student compact that addresses the current reality of teaching and learning for BHS on October 7, 2015. This compact outlines how parents, school staff, and students will share responsibility for improving academic achievement. Compacts describe how the school and parents can work together to help students achieve the state’s standards.</p>

October 19<sup>th</sup> – 23<sup>rd</sup>. In April, parents and community stakeholders will take part in the annual evaluation and revision of the Compact as well as the parental involvement plan.

The Leadership Team adopted the new parent-teacher-student compact on October 14, 2015, and the compact was distributed to parents and parent signature that indicated their support of the plan was gained on or before October 22, 2015. The stakeholder team plans to review and revise the compacts, present to leadership team, and have them available for parent review and signature by the fall Parent-Teacher Conferences, annually.

As of May 20, 2016, IVA01 is fully implemented.

IMO AREA 4: FAMILY AND COMMUNITY ENGAGEMENT	
<b>Effective Practice within Category:</b> Post-Secondary School Options (VA01)	
<p>The school has a guidance plan that includes options for students as they plan their college and career opportunities. The school routinely tracks their recent graduates' success at the next level as they pursue their college and career goals.</p> <p><b>ADE will monitor the following:</b></p> <ul style="list-style-type: none"> <li>• The guidance plan</li> <li>• The process of tracking recent graduates</li> </ul>	
<p><b>Current reality of effective practice from the beginning of the year:</b></p> <p>Blytheville High School New Tech has limited implementation of VA01 - The school provides all students with guidance and supports (academic, financial, etc.) to prepare them for college and career. The guidance and counseling office is staffed with three counselors, one of whom is a specialist with college and career advisement and most recently worked as a career coach. The counseling department is in the process of creating a comprehensive guidance plan that includes services offered through the counseling office as well as through local partnerships such as with Arkansas Northeastern College. BHS New Tech has an effective working relationship with Arkansas Northeastern College and provides office space and time with students for career coach Jeff Echols. The career coach provides assistance</p>	<p><b>Current reality of effective practice:</b></p> <p>The BHS guidance counselors have completed the following tasks towards full implementation this school year:</p> <ul style="list-style-type: none"> <li>• Evaluate the current guidance plan and graduate tracking system</li> <li>• Gather the K-12 guidance counselors together for a comprehensive planning and support meeting in service of student support beyond high school.</li> <li>• Create a Comprehensive Guidance Plan</li> <li>• Select a resource for individualized guidance plans and graduate tracking.</li> <li>• Offer a Financial Aid Night</li> <li>• Have input on the master schedule to ensure that it is being created to ensure that basic student needs and preferences are factored into the final schedule.</li> </ul>

with ACT registration, college applications and career pathway advisement.

The counselors are working to identify the best process by which to provide individualized plans for each student and have taken on, as tasks this quarter, investigating various resources by which students help create and manage those plans. No final decisions have been made as there is one more resource to test. BHS New Tech does not have a sustainable process by which recent graduates are tracked. Recent graduates have been tracked through connections with local colleges and through connections with students. Identifying a tracking process is a task the guidance teams has also taken on this quarter.

As a component of the overall guidance plan for the school, the counselors have established an advisory period, Connections, for the purpose of connecting students with their future. Through this advisory time, counselors are able to work with students, teachers are able to mentor students and make them aware of options as well as remind them of transcript position and graduation requirements and students gain real-world skills and understanding in service of their life beyond high school through EverFi (provided through a partnership with a local bank).

Through the work this quarter, the counselors have identified areas of weakness in students transitioning from middle school to high school and have also identified areas that a comprehensive district counseling plan would address. As part of the movement towards full implementation, the counselors have identified new tasks to

The school provides all students with guidance and supports (academic, financial, etc.) to prepare them for college and career. The guidance and counseling office is staffed with three counselors, one of whom is a specialist with college and career advisement and most recently worked as a career coach.

The counseling department has created a comprehensive guidance plan that includes services offered through the counseling office as well as with Arkansas Northeastern College (ANC). BHS New Tech has an effective working relationship with ANC and provides office space and time with students for career coach Jeff Echols. The career coach provides assistance with ACT registration, college applications, and career pathway advisement. In addition, the Comprehensive Guidance Plan includes the following:

- Philosophy of School Counseling at BPS
- Framework- includes Ethical standards
- Budget
- Time/Task Analysis
- K-12 Calendar of Lesson Plans
- Phone Numbers
- Policies and Procedures
- Evaluation Tools - for program and for counselors
- Books and Other Resources
- Software Information
- Crisis Plan and Associated Forms
- Special Topics



move into next quarter as well as continued work on the current tasks.

The K-12 Guidance Counselors have a plan in place to meet quarterly to discuss the Comprehensive Guidance Plan, to conduct Time/Task Analyses, and to revise policies and procedures as necessary.

Currently, BHS New Tech does not have a sustainable process by which recent graduates are tracked. Recent graduates have been tracked through connections with students. Identifying a tracking process is a task the guidance teams has taken on this year. After reviewing several student tracking systems, the guidance team chose the National Student Clearinghouse, which they will begin using in the 2016-2017 school year.

## LEADERSHIP TEAM REFLECTION

Thinking about meetings throughout the year, what have been the most meaningful decisions and actions made by the School Leadership Team this quarter? And what attributed to those changes?

[Included are important decisions made this year as well as this semester, and how the leadership team supported and/or monitored this work.]

- (1) School Wide Focus - Improving Writing Across Disciplines - This School Wide Focus is a result of data collected during the first semester of the 2015-2016 school year. The leadership team has continued to monitor progress on the focus. We feel that, while the data has shown some growth, writing, on average, is not where it should be. Therefore, Improving Writing Across Disciplines will continue to be a focus for the next school year.
- (2) Vocabulary Initiative - Data from Renaissance STAR Reading Instructional Planning Reports and from data conferences with teachers indicate that one of the reasons that our school wide reading average has flatlined is due to the large vocabulary deficit. While we were not surprised by this data (We knew, from our studies of Eric Jensen's Teaching With Poverty in Mind, that students from low SES families have dramatically lower vocabularies as compared to students from middle to upper class due to language exposure at early ages, the leadership team invited teachers to brainstorm ways in which we can address this deficit for our students in order to improve their reading skills and better prepare them for college. Because vocabulary is one of the five major components of reading instruction, we feel that if we stress the importance of vocabulary instruction, frequently expose students to academic vocabulary, and teach students how to approach unfamiliar words, then reading comprehension will improve.

The leadership team approved a vocabulary initiative, which will be chaired by our reading interventionist. Similar to our DEAR (drop everything and read) and DEAD (drop everything and divide) initiatives, the vocabulary initiative will occur next year in

each core class on a rotating basis (Monday in math, Tuesday in English, etc.). Each content-area department will submit 100 key academic vocabulary terms (400 words total) which students will be exposed to multiple times throughout the year via various forms of vocabulary questions (context clues, synonyms, antonyms, graphic organizers, visual vocabulary, analogies, word parts, word families, etc.). In addition, the vocabulary initiative will expose students to word relationships.

- (3) Meetings centered around data, protocols, and structures - This year, meetings at BHS have taken on a new look due to some structures we put in place. We use a variety of protocols, such as the Data Driven Dialogue protocol, the Critical Friends protocol, and the Looking at Student Work protocol in order to ensure that our meetings, regardless of whether these meetings are the leadership meetings, the instructional team meetings, the culture team meetings, or the operations team meetings, are more focused and that the decisions we make are data driven. The leadership team, as well as the teachers of BHS, use data analysis to create theories of action (If we ---, then ---) in order to address the needs the data reveals.
- (4) Optional PDs and were designed based upon data - Classroom observation data was gathered and reviewed by the leadership team. Following the analysis of the data, we planned professional development opportunities to meet the needs of our teachers and their students. In addition, curriculum was analyzed, and the leadership team decided to offer teachers paid collaboration time in order to revise curriculum maps and to align curriculum vertically as well as horizontally. Data from Teacher Needs Surveys has also been gathered and the greatest needs have been identified so that the leadership team can begin planning professional development for next year.
- (5) Two Day New Teacher Boot Camp - As a direct result of feedback from new teachers, the leadership team has decided to require new teachers to the district to attend a two day orientation, in lieu of finding Flex-Day PD. During this orientation, teachers will be introduced to our routines, expectations, procedures, learning management system, and have time to meet their mentors.

If anything, what do you intend to change or modify for next year?

- (1) Connections - We are revamping the way we do our Connections (advisory) program. The changes have been informed based on feedback from both teachers and students on a recent survey.

(2) Change in culture team - The leadership team is looking to move away from the large-group grade level committees to smaller committees that can include smaller grade-level committees, a “celebrations” committee, a “new hire” support group, Positive Behavior Intervention and Support (PBIS) group, among others.

## SCHOOL LEADERSHIP TEAM'S REPORT FOURTH QUARTER

### STUDENT/ TEACHER DATA by Quarter IMO AREA 2: STUDENT PROGRESS AND ACHIEVEMENT

Grade Level	Number of students enrolled				Number of SWD enrolled as of October 1 <sup>st</sup> per grade level	Number of EL students enrolled as of October 1 <sup>st</sup> per grade level	Number of students with 5 or more referrals				Number of students who have been absent 10 or more days (20% absence rate)			
	1st	2nd	3rd	4th			1st	2nd	3rd	4th	1st	2nd	3rd	4th
9	187	189	176	168	28	3	15	23	26	8	12	9	8	2
10	151	152	158	154	16	1	5	7	7	3	3	2	4	5
11	156	152	156	151	25	1	4	5	10	5	3	0	3	5
12	174	170	170	169	26	1	2	8	8	4	1	3	3	3
<b>Total</b>	<b>668</b>	<b>663</b>	<b>660</b>	<b>642</b>	<b>95</b>	<b>6</b>	<b>26</b>	<b>43</b>	<b>51</b>	<b>20</b>	<b>19</b>	<b>14</b>	<b>18</b>	<b>15</b>

#### Comments/ Clarifications:

According to eSchool, enrollment at BHS has declined by 26 students. During the first quarter, 4% of the total student body received 5 or more referrals. This percentage increased to 6% in the second quarter and 8% in the third quarter. However, during the fourth quarter, only 3% of students received 5 or more referrals.

During the first and third quarters, 3% of students had an absence rate of 20% or above. During the second and fourth quarters, only 2% of students had missed 10 or more days.

### Renaissance STAR Math and Reading Assessments

Grade Level	Percent of core teachers (Math, Science, Social Studies, ELA) absent 5 or more days (10%)				Number of <i>ELEMENTARY</i> students that are 2 or more years below grade placement in Math as determined by <u>Renaissance STAR Math Assessment in September/April</u>		Number of <i>SECONDARY</i> students that are 3 or more years below grade placement in Math as determined by <u>Renaissance STAR Math Assessment in September/April</u>		Number of <i>ELEMENTARY</i> students that are 2 or more years below grade placement in ELA as determined by <u>Renaissance STAR Reading Assessment in September/April</u>		Number of <i>SECONDARY</i> students that are 3 or more years below grade placement in ELA as determined by <u>Renaissance STAR Reading Assessment in September/April</u>	
	1st	2nd	3rd	4th	1st Quarter	4th Quarter	1st Quarter	4th Quarter	1st Quarter	4th Quarter	1st Quarter	4th Quarter
	18%	32%	23%	17%								
9th							98/54%	71/43%			129/72%	100/60%
10th							64/46%	55/37%			111/77%	97/63%
11th							81/54%	65/42%			114/76%	98/64%
12th							74/49%	60/41%			123/78%	122/75%

### *Comments/ Clarifications:*

**Math:** At the beginning of the 2015-2016 school year, the baseline assessment indicated that our students' were performing on an average grade equivalency (GE) of 7.4 in math. On our final assessment in April, the average math GE was 8.0. In September, 42.7% of students were performing at or above a 9th grade level in math. Currently, 53.8% are performing at or above a 9th grade level. At the

beginning of the year, 62.1% of students were performing at or above a 7th grade level in math; currently, 69.5% of students are performing at or above a 7th grade level.

**Reading:** At the beginning of this school year, the baseline assessment indicated that our students' average reading level was a 6.7. On our final assessment in April, the average reading level for BHS students was a 7.0. In September, only 19.6% of our students were reading at or above a 9th grade level. Currently, 23.9% of our students are performing at or above the 9th grade level. At the beginning of the year, only 42.5% of our students were reading at or above the 7th grade level; currently, 47.8% of students are reading at or above the 7th grade level.

**MATH DATA by Quarter for Grades 3-10**

Grade Level	Number of students that failed Math the previous year	Number of students enrolled this quarter	Number of students with D or F in Math class per quarter 2015-2016				Number of students assessed on each post-unit assessment for the current quarter				Total number of students assessed on the post-unit test for each grade level (A)	Total number of students with D or F on unit tests in Math this quarter (B)	Percent of students with D or F on any unit tests in Math (C) $(B/A) \times 100 = C$			
			1st	2nd	3rd	4th	Unit 1	Unit 2	Unit 3	Unit 4*			1st	2nd	3rd	4th
9	11	147	21	27	37	26	142	136			278	63	24%	28%	27%	23%
10	34	109	16	6	39	41	108	102			210	52	30%	55%	54%	25%
<b>Example</b>							100	90	95	N/A	285	57	20%			

**Comments/ Clarifications:**

Due to ACT Aspire Testing and end of year STAR testing, we opted to only require two sets of pre- and post- assessments. On average, the 96% of the ninth graders scored Ds or Fs on the pre-assessments this quarter. On the first post-assessment, 44% scored below 70, prompting teachers to use collaboration time to brainstorm scaffolding strategies and reteach the unit. On the second post-assessment 25% scored below 70, for an average of 23%, which is an improvement over the previous three quarters. Their improved scores on the post-assessments, along with teachers' collaboration around scaffolding strategies, translated into an improvement on the number of students passing the course this quarter, as compared with last quarter.



**ELA DATA by Quarter for Grades 3-10**

Grade Level	Number of students that failed ELA the previous year	Number of students enrolled this quarter	Number of students with D or F in an ELA class per quarter 2015-2016				Number of students assessed on each post-unit assessment for the current quarter				Total number of students assessed on the post-unit test for each grade level	Total number of students with D or F on unit tests in ELA this quarter	Percent of students with D or F on any unit tests in ELA  (C)  (B/A) X 100 = C			
			1st	2nd	3rd	4th	Unit 1	Unit 2	Unit 3	Unit 4*	(A)	(B)	1st	2nd	3rd	4th
9 <sup>th</sup>	19	150	71	16	40	37	144	121			265	95	54%	37%	37%	36%
10 <sup>th</sup>	28	132	70	38	62	64	113	111			224	85	69%	56%	40%	38%
Example							100	90	95	N/A	285	57	20%			

**Comments/ Clarifications:**

Due to ACT Aspire Testing and end of year STAR testing, we opted to only require two sets of pre- and post- assessments. For the last three quarters, the humanities department has been giving IAKTs for their common assessments. IAKT is a New Tech term, which stands for Individual Assessment of Knowledge and Thinking. The two instructional team leaders and the Instructional Facilitator attended an additional training over IAKT prompt development. The IAKT Task Quick Check Resource was used by instructional team members to design literacy tasks that assess the standards/skills taught within a given period within a PBL unit. The Quick Check

Resource uses Literacy Task prompt templates designed by the Literacy Design Collaborative in 2011 and modified for use in the NT model in 2012.

During the fourth quarter, the humanities instructional teams have continued to work towards aligning/calibrating scoring and grading practices by using in the Looking at Student Work (LASW) protocol. Each English teacher brings a high, medium, and low sample student essay following each IAKT. We score the work based upon the New Tech Written Communication Rubric, which is aligned with the Common Core State Standards. Following our calibration, teachers analyze the essays for common mistakes in order to plan scaffolding for future writing assignments. During this quarter, the humanities teams also made plans for the 2016-2017 school year to collect specific data across the writing domains rather than focus on the holistic score to monitor student growth in the area of writing.

**(Optional)**

**Do you have other data sources that support and/or identify that you are making gains in student outcomes (For example: Interim assessments such as ACT Aspire, TLI, etc.)? *You may include a chart to describe your data.***

**BHS Class of 2016 Statistics**

1. 111 students (66% of the class) received Achievement Awards (Academic Excellence, Most Improved, Citizenship, etc.)
2. 42 were recognized as Honor Graduates
3. 48 Students (25% of the class) received the “Excellence in Student Behavior Award” for having been enrolled in Blytheville High School for four years without ever receiving an office referral.
4. 115 students (according to the program\*) (68% of the class) were recognized as Career & Technical Education Completers

5. 61 students (according to the program\*) (36% of the class) received Industry Certifications. Certifications received included Adult CPR/AED, OSHA 10 Hr. General Industry Course, Career Readiness Certifications, Microsoft Office Specialist certifications (PowerPoint 2013, Word 2013, Excel 2013, Access 2013), and Arkansas Food Handler certifications.
6. 11 students were recognized for their participation in the Career and Technical Education Internship program
7. 50 students (30%) were recognized as members in good standing of the National Honor Society
8. 4 students were recognized as members in good standing of the National French Honor Society
9. 22 were recognized as members in good standing of the National Spanish Honor Society
10. 55 students (33%) were recognized as members in good standing of the National Beta Club
11. 50 students (30%) were offered scholarships totaling over \$2,150,580.00, including 29 recipients\* of the Arkansas Academic Challenge Scholarship, totaling \$14,000 each.

### **Success of Drop Everything and Read (DEAR)**

The following statistics represent reading data, as pulled from Renaissance Accelerated Reader (AR) reports. The data from 2013-2014 represents students' performance prior to the implementation of the DEAR program. At BHS, we encourage reading by giving students time in class, without distractions, to read. We opted to have each teacher give up one bell ringer in every class once per week in order to give students 15 minutes of sustained silent reading. Students have eight classes per day, and they get 15 minutes in each class once per week. If all teachers participate, this gives students 2 extra hours of reading practice per week. We decided not to make this on the same day for each class because we didn't want students to get bored with it, and we want them to get in the habit of reading daily. Therefore, the Leadership Team developed a rotating schedule for DEAR: students read on Monday in their English classes, Tuesday in their Science classes, etc.

Our English teachers set AR point goals following each STAR Reading assessment, so that their reading goals and points are differentiated based upon each student's reading ability. Teachers also have conversations with their students concerning their Zone

of Proximal Development (ZPD) as determined by their performance on the STAR Reading assessment. Following these conferences, we set average Book Level (BL) goals with students and challenge students to occasionally choose books at the upper end of their ZPD. Teachers are also encouraged to make an effort to help students choose books based upon their interests and to teach students how to select books for themselves. While the success of DEAR is monitored through Accelerated Reader points, the ultimate goal of the program is to create lifelong readers.

The data from 2014-2015 represents student performance for the first year of DEAR implementation. We did not expect a tremendous increase this year, due to decreased enrollment (fewer students reading); however, students did show tremendous improvement, not only in the number of books read and the number of points awarded, but also in their average reading comprehension scores on their Accelerated Reader assessments.

#### **Total Number of Books Read**

2013-2014 School Year- 1,208 books

2014-2015 School Year- 3,011 books

2015-2016 School Year- 3,238 books

#### **Average Comprehension**

2013-2014 School Year- 62%

2014-2015 School Year- 67.1%

2015-2016 School Year- 73.2%

#### **Points**

2013-2014 School Year - 7,361.6 points

2014-2015 School Year - 20,784.3 points

2015-2016 School Year - 32,286.7 points!

**Points by Grade Level**

9th grade - 13636.9.1 points! (79.0%)

10th grade - 10,121.4 points (74.8%)

11th grade - 5214.5 points (74.3%)

12th grade - 3312.4 points (60.1%)

**This year, BHS students have read over 169,335,812 words.**

Students only read 227 books more than last year, but that they earned 11,502.4 points more than they did last year. The explanation for this is due to drastic improvement in comprehension. Points are awarded based on percent scored. For example, if a student scores a 70% on a book that is worth 10 points, they are only awarded 7 of those points. Since students are scoring higher in comprehension, they are earning more points for each book they read!

### Year End Summary Report Instructions

**Step 1:**

Paste the school's Current Reality description from the First Quarter report. Reflect as a leadership team whether your First Quarter Current Reality was an accurate description of your school at that time.

**Step 2:**

Describe the school's Current Reality for Fourth Quarter. As a team please compare the school's reality from First Quarter to Fourth Quarter and develop conclusions regarding the school's progress.

**Step 3:**

Describe the school's progress for the school year and answer the questions listed. What were the most impactful and/or meaningful decisions made by the leadership team. Describe how this decision impacted the school and/or increased student achievement. Describe what plans will be put in place to achieve full implementation in Change in Teacher and Leader Practice (ID01, ID04, ID07, IIB02, IIB04), Student Safety and Discipline (IIIC10), Family and Community Engagement (IVA01, VA01).

**Step 4:**

Complete the remaining leadership team data pages.

Thank you for your hard work. We look forward to seeing your team at the School Improvement Conference June 20-23, 2016 in Hot Springs.



**DISTRICT:** BLYTHEVILLE  
**SCHOOL:** BLYTHEVILLE MIDDLE SCHOOL  
**STATUS:** PRIORITY  
**SITE-BASED SIS:** SALLY COOKE  
**EXTERNAL PROVIDER:** PAMELA CHIPMAN  
**ADE SCHOOL IMPROVEMENT SPECIALIST TEAM:** DR. ROBERT TONEY

**SUPERINTENDENT:** RICHARD ATWILL  
**PRINCIPAL:** MIKE WALLACE

# BMS End of Year Summary Report

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FOURTH QUARTER

2015-2016 School Year

<b>IMO AREA 1: CHANGE IN TEACHER AND LEADER PRACTICE</b>	
<b>Effective Practice within Category:</b> Establishing a team structure with specific duties and time for instructional planning (ID01, ID04, ID07)	
<b>Description of full implementation of the Effective Practice and/or Recommendation:</b>  District policy specifies the team structure for all schools which include a description of the teams' purposes and how they are constituted. New school leaders are apprised of this expectation and how the effectiveness of teams is determined. A common team structure for a school consists of (but not limited to) a Leadership Team (consisting of principal and teacher leaders), teacher Instructional Teams (teaching common subject area or grade level), student team (a diverse group of student leaders), management team (campus administrators and other personnel as needed) and a School Community Council (with a majority of members being parents (ID01). Each team has a specific purpose and scheduled time to meet and works from agendas and minutes (ID04).  The Leadership Team meets at least twice a month in regularly scheduled meetings of at least an hour (ID07). They serve as a conduit of communication to the faculty and staff in a way that enables the Leadership Team to receive input from the faculty and staff (ID08). The Leadership Team regularly looks at school performance data and aggregated classroom observation data and uses that data to make decisions about school improvement and professional development (ID10).	
<b>Current reality of effective practice from the beginning of the year:</b> The Blytheville Middle School Leadership Team, along with the District Leadership Team, spent the summer and fall revamping our leadership structure. We have now established the following teams who report back to the core leadership team: Instructional Team, Operational Team, Stakeholders Committee, and Cultural Team. On September 17, 2015 the BMS Leadership Team determined that ID04, "All teams will prepare agendas for their meetings," and ID07, "A Leadership Team consisting of the principal, teachers who lead the Instructional Teams, and other key	<b>Current reality of effective practice:</b> The BMS Core Leadership Team, upon review of all relevant indicators for the year, believes that IMO Area 1 (ID01, ID04, and ID07) has been fully implemented on the middle school campus.  Core leadership team meetings were held each week on Wednesday afternoon from 3:30-4:30. An agenda was prepared prior to the meeting and sent to all team members through google docs for editing purposes. During the leadership meetings, the team process manager would add notes to the agenda document which would then be sent to all middle school staff members



professional staff will meet regularly (twice a month or more for an hour each meeting)” have both been fully implemented as a result of our work. At that time, ID01, “A team structure will be officially incorporated into the school governance policy” was assessed as being only partially implemented because this structure was not officially incorporated into school governance policy. After researching the indicator, on September 29, 2015, the Blytheville Middle School Leadership Team was able to revisit the indicator and assess it as fully implemented.

following the conclusion of the meeting for their perusal and consideration.

The leadership team itself was made up of the principal, assistant principal, two instructional facilitators, guidance counselor, sped due process coordinator, and several classroom teachers. Each of these members represent the sub-teams that meet separately and their role is to help with communication and efficiency through reports given at the weekly leadership meeting. The sub-teams include instruction, operations, culture, and stakeholder.

Having the team structure working as it is has allowed the principal and instructional team leaders to be more focused on instruction while the other teams take care of responsibilities that in the past often pulled the principal away from classroom observations and/or data meetings.

While the team does feel like the three indicators in this area have been fully met, they are continuing to work towards a fluent exchange of information, the use and follow up of the data that has been reported, and attention to student, teacher, and stakeholder voices as decisions are made. This is the mindset with which they are planning for next year.

IMO AREA 1: CHANGE IN TEACHER AND LEADER PRACTICE	
<p><b>Effective Practice within Category:</b> Engaging teachers in assessing and monitoring student mastery (IIB02, IIB04)</p>	
<p><b>Description of full implementation of the Effective Practice and/or Recommendation:</b> The Instructional Teams develop instructional units based on the curriculum standards and the local curriculum document. This unit typically encompasses three to six weeks of work and includes pre-/post tests administered at two to three week intervals (IIB01). The pre-test and post-test assess the same learning objectives and inform the Instructional Team members' (teachers) plans for differentiated instruction within the unit and/or re-teaching as necessary following the unit (IIB04).</p> <p>The Instructional Team reviews the results of the pre- and post-tests and uses the information to guide efforts to assure that every student masters the instructional standards taught in the instructional unit (IIB03). The Instructional Team also uses the results from the pre-/post-test analysis to plan for professional development, inform subsequent instructional unit plans and/or make adjustments to the curriculum (IIB02, IIB05).</p>	
<p><b>Current reality of effective practice from the beginning of the year:</b> Blytheville Middle School had limited implementation on IIB02 and IIB04 for the 1<sup>st</sup> nine weeks. Three common assessments were developed and assigned 1st quarter in math and literacy, but teachers need more support in understanding the use of the pre/post assessments to provide differentiated instruction and re-teaching as necessary. The Instructional Team has begun reviewing the results of the assessments, but the appropriate intervention is not being provided in a consistent manner, therefore the cycle of inquiry has not been fully implemented. Professional development is being provided in this area, but is not always as a specific response to the data that is gathered. Our New Tech Coach has provided support to the leadership team around the cycle of inquiry, making sense of data to inform strategies, and</p>	<p><b>Current reality of effective practice:</b> During the school year, all logistical problems regarding formative assessments were solved. As a result, each unit of study now encompasses three weeks of work and includes both pre- and post-tests given at approximately three week intervals. Some, but not all teachers are using pre- and post-test results to inform plans for differentiated instruction. While data is regularly discussed by the leadership team, it is still not being used in a consistent manner to shape instruction. Some professional development is based on the results of formative assessment data but, at this time, this is not being done in a consistent manner.</p> <p>The leadership team acknowledges that there is much work to be done in this area for it to make a difference in teaching and learning at BMS and would label this as limited in development.</p>

implementation. As a support to the cycle structures, culture, and leadership were evaluated, adjusted, and are now set. The next step will be for all teachers to take ownership of this cycle in assessing and monitoring for student mastery, and for professional development to be differentiated to support the teachers based on the areas identified as weak in the assessments.

In our three year priority improvement plan this was designated as a major emphasis for the 2016-17 school year and planning sessions with the core leadership have already taken place regarding how to make this happen. It is the intention of the instructional team to develop a more effective systematic approach to how formative assessment data is gathered and used for improvement. Following are the areas we will focus on:

- The leadership will monitor instruction, provide timely feedback to teachers, and use the observation data to help plan for professional learning that is relevant and responsive to teacher need. This professional learning will be provided as needed during collaborative meetings, in after school sessions that are scheduled and also on an as-needed basis with teachers who need specific strategic assistance in an area.
- The leadership team will encourage and support teachers as they move from compliance to ownership with respect to data understanding and use (i.e. common assessments, community engagement, teacher voice). As the leadership team monitors teaching and learning in the classrooms through observation, feedback will be given to each teacher with additional support provided as needed for them to improve their practice.
- Evidence of the response to data will be found in lesson plans, instruction, professional learning opportunities,

	<p>community engagement opportunities, and 45 day quarterly reports.</p> <ul style="list-style-type: none"><li>• Teachers will be required to copy a summary of the pre/post assessment results in lesson plans to show that they are teaching in response to assessment. This will help in the data conversations as well as in the feedback that support staff provides as they work to help teachers respond to the needs of the learners.</li><li>• Intervention time will be dedicated in class during the week and teachers will list the specific strategy/intervention that will be used to work with those who did not master the standards on the pre-test or other formative assessment. Interventionists in math and literacy will also use the information provided by the teachers in order to provide additional support to students. (For example: 10/26 students in 3rd period English did not master standard.... and the small group intervention will be....)</li><li>• Instructional facilitators will lead math and literacy teachers to create a mastery list of the standards that can be checked off as students master specific standards.</li></ul>
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**IMO AREA 3: STUDENT SAFETY AND DISCIPLINE**

**Effective Practice within Category:**

Expecting and monitoring sound classroom management (IIIC10)

**Description of full implementation of the Effective Practice and/or Recommendation:**

The faculty and staff develop a discipline management plan that guides student behavior throughout the school. Each teacher establishes rituals and routines within the classroom that produces an atmosphere conducive to learning. Each teacher consistently teaches the campus and classroom plans to all students. Each teacher consistently teaches the rules and procedures in their classroom. Each teacher consistently enforces the agreed upon rules and regulations (IIIC10).

**Current reality of effective practice from the beginning of the year:**

A review of IIIC10 by the BMS Leadership Team shows that we have limited development in this area because all staff does not consistently enforce the agreed upon rules and regulations. The staff worked collaboratively to create a T-chart of classroom-managed behavior versus office managed behavior before the 1<sup>st</sup> day of school. Teachers were given training in Harry Wong strategies for establishing rituals and routines effectively before school began. Those who are struggling with classroom management are given support including going on colleague visits to watch an experienced teacher, instructional facilitators modeling in their classroom, and feedback from the principal and IF's after observations. More professional development is also provided for those with the most need in this area. Our Positive Behavior Intervention and Support (PBIS) team provides weekly goals for students through Cool Tools taught by teachers, but this process is not consistent across all classrooms yet.

**Current reality of effective practice:**

While all staff do not consistently enforce campus rules and regulations, there has been an increase in the number that do. More of the middle school staff are stressing the importance of effective classroom management and the leadership team has a better idea of how to use the results of the data collected to help target those areas that continue to need improvement.

Several teachers and administrators attended student behavior training sessions at the Ron Clark Academy in Atlanta and then returned to present and encourage implementation of what they had learned regarding rituals and routines that produce an atmosphere more conducive to learning.

An Advisory class was implemented at the beginning of the day to provide a forum for PBIS lessons. More incentive trips using student behavior as a criteria for attendance are being taken which we will measure to see if that is decreasing discipline issues. All teachers are not presenting the PBIS goals as effectively as we

An RTI Behavioral Team has identified Level II students to whom the faculty provides additional behavioral support. Students are sent to a temporary alternative learning environment called the Turnaround Center when they are not able to remain in class so they can continue instruction while getting intervention for their behavioral issues instead of being suspended in order to keep more students in school. Students who need a more structured learning environment on a longer basis are evaluated for possible placement in our Alternative Learning Environment (ALE) program.

hoped therefore we plan to review the way the lessons are created and explained and provide more training on using the PBIS system.

The RTI Behavioral Team continues to meet to identify students needing additional behavioral help. We understand that we need to analyze our data more closely to identify specific times of day, areas of campus, and classrooms in which behavioral issues occur and provide targeted professional development for those teachers who struggle with enforcing procedures or other classroom management issues.

Students needing a more structured learning environment continue to be placed in the Alternative Education (AE) Program, and we must monitor the number of days of suspension both in-school and out of school in order to see if students are able to spend more time on instruction as a result of this placement.

IMO AREA 4: FAMILY AND COMMUNITY ENGAGEMENT	
<b>Effective Practice within Category:</b> Defining the purpose, policies, and practices of a school community (IVA01)	
<b>Description of full implementation of the Effective Practice and/or Recommendation:</b> No Child Left Behind stipulates that each school in the Title I program develop an agreement, or “compact,” that outlines how parents, school staff, and students will share responsibility for improving academic achievement. Compacts describe how the school and parents can work together to help students achieve the state’s standards.	
<b>Current reality of effective practice from the beginning of the year:</b> The Blytheville Middle School Leadership Team assessed IVA01, “The school’s Title I Compact will include responsibilities (expectations) that will communicate what parents (families) can do to support their students’ learning at home (curriculum of the home, with learning opportunities for families to develop their curriculum of the home)” and determined that our level of development is fully implemented. Parent, student, teacher compacts were discussed with parents and students and signed at the beginning of the school year. This compact will be evaluated again in the spring with input from parents. Academic Improvement Plans and Individual Planning Reports from STAR tests are also discussed with parents and students with suggestions on how to improve student achievement.	<b>Current reality of effective practice:</b>  The parent student teacher compact was revised during the spring semester to address the current reality of teaching and learning for BMS. This compact outlines how parents, school staff, and students will share responsibility for improving academic achievement. Compacts describe how the school and parents can work together to help students achieve the state’s standards.  In addition to Academic Improvement Plans and STAR Planning Reports, 6th grade Degrees of Reading Progress (DRP) scores were discussed with both students and parents.  A district team of parental involvement leaders has decided to move parent conferences from the end of the nine weeks to mid-term the 1st, 2nd, and 3rd nine weeks in order for parents and students to be made aware of any changes that need to be made to help improve student learning and grades before the end of the term. The Compact will be used as a guide for interaction between the parents, students, and teachers.

IMO AREA 4: FAMILY AND COMMUNITY ENGAGEMENT	
<b>Effective Practice within Category:</b> Post-Secondary School Options (VA01)	
<p>The school has a guidance plan that includes options for students as they plan their college and career opportunities. The school routinely tracks their recent graduates' success at the next level as they pursue their college and career goals.</p> <p><b>ADE will monitor the following:</b></p> <ul style="list-style-type: none"> <li>• The guidance plan</li> <li>• The process of tracking recent graduates</li> </ul>	
<p><b>Current reality of effective practice from the beginning of the year:</b></p> <p>Blytheville middle school has two career coaches who are on campus at least once a week to inform students of college and career opportunities through the Career Development classes that are offered to each 8<sup>th</sup> grader as a semester course. Mrs. Nash, the guidance counselor, provides students with opportunities to learn more about career choices in presentations throughout the year. The Kuder is given to all 8<sup>th</sup> grade students to assess their work values, interest, and skills and predicts jobs that students might excel in. These results are sent to BHS as part of their career plan developed in the 8<sup>th</sup> grade, which will be continually updated until they graduate. The career coaches from BMS also work with students at the high school and can follow up with the career plans. BMS will have to investigate how the high school tracks recent graduates in order for this to be fully implemented.</p>	<p><b>Current reality of effective practice:</b></p> <p>All of the supports that we began the year with have been provided during the school year. The two career coaches were on campus at least once a week, and if the budget allows we would like to increase the number of days that they are here.</p> <p>The guidance counselor has provided many opportunities for students to learn about career choices and is leading a student voice team on campus.</p> <p>Eighth grade students and their parents receive the results of the Kuder assessment as a way to understand their skills and predict jobs they might excel in.</p>



	<p>Progress has been made as the K-12 counselors gathered during the 2015-16 school year for a comprehensive planning and support meeting around sharing career and college information with students prior to entering high school</p> <p>These K-12 counselors have a plan in place to meet quarterly to discuss a comprehensive guidance plan, to conduct Time/Task Analysis, and to revise policies and procedures as necessary.</p>
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## LEADERSHIP TEAM REFLECTION

Thinking about meetings throughout the year, what have been the most meaningful decisions and actions made by the School Leadership Team this quarter? And what attributed to those changes?

1. Developed and implemented logistics for formative assessments (pre- and post-assessments) to create a foundation for deeper work that will be done next year. The leadership team discovered during data meetings that some teachers were uncertain regarding assessment criteria and as a result were not using pre and post assessments . (4th quarter)
2. Assessment Data Dialogue Protocol during leadership meetings in order to discover specific areas of strengths and weaknesses. The leadership team felt it essential to learn as much about campus assessment as possible. (3rd quarter)
3. The planning and implementation of Advisory Period to begin on October 26, 2015. After much thought and discussion, it was decided to implement an Advisory Period as a platform for PBIS lessons that encourage a positive school culture. (2nd quarter)
4. Implementation of professional development based on teacher need. This decision was made as the result of teacher surveys showing the need for more educator voice in the selection of professional development topics based on the perceived needs of both teachers and administrators. (3rd quarter)
5. Planning and implementation of Drop Everything and Read (DEAR) Days. Based on data showing favorable results at the high school, the leadership team decided to implement the DEAR Program to increase the amount of time our students spend reading each day. (2nd quarter)
6. Improvement of campus culture through ideas taken from the Ron Clark Academy in Atlanta (i.e.Shark Tank Program to improve esthetics of bathrooms). The leadership team felt this was an effective way to build a positive culture at the middle school (3rd quarter)
7. New Tech's formal acceptance of BMS and the planning for Teacher Residency. The campus administration coupled with the leadership team felt strongly that New Tech will prove beneficial to our students as they are taught how to take ownership and responsibility for their learning. (3rd quarter)

8. Planning and implementation of quarterly academic awards assemblies. This move to stress the importance of academic success will have a positive effect on school culture. (1st quarter)
9. Monthly Staff Hero selections. (Similar to teacher of the month selections.) Again, we believe this staff recognition for a job well done will have a positive effect on school culture. (2nd quarter)
10. Decision to start using electronic discipline referrals during the upcoming school year. Upon investigation, the leadership team discovered that other campuses were using electronic referrals to be more organized, efficient, and as a time saving device. (4th quarter)

If anything, what do you intend to change or modify for the year?

- So much of the 2015-16 year has been focused on setting up the structures necessary to implement change in teacher and leader practice so we are ready during the 2016-17 year to deepen that foundation with specific steps that can be tracked to see how many teachers are implementing the strategies that the team recommends.
- Realigning the team structure to support student learning and improved achievement has been instrumental in helping the team to focus on the effective use of data to to inform school improvement decisions, but we know that in 2016-17 we must deepen the extent to which we truly respond to the data that is collected and make sure that we are collecting things that can be used to help us make decisions toward improvement.
- The use of pre-/post-tests has been introduced and data is being tracked as a foundation for the work that will occur next year.
- The goals in 2016-17 will be primarily focused on making sure that the curriculum has been analyzed, is aligned, and is available as a guide for all teachers. This will include having instructional teams develop units of instruction that include the use of pre and post tests to help guide the instructional process to ensure that learning is differentiated to meet the needs of all students.
- We plan to review our intervention process to maximize learning time for students with a better system to identify student needs and track where and how those needs are being met. PLC's and Instructional Teams will work with interventionists to analyze student learning data in order to provide additional support to students who are struggling. The schedule for "push-ins" in literacy classrooms may be modified based on the data in order to better meet student needs. The leadership

team will monitor the progress of the interventions quarterly and make appropriate changes to the process when necessary to ensure that students are making progress. Data sheets will be turned in quarterly to show growth of students in interventions/strategic reading classes.

- After our first year using the Middle School Literacy Initiative (MSLI) in the 6th grade, we intend to implement this program into both the 7th and 8th grade in order to increase reading time in all classes, enhance the study of academic vocabulary and to provide a model for students to interact around text in a way that helps them to think critically and increase comprehension. A review of the fidelity of the implementation of the program will be done for the 6th grade and training will be provided to all teachers.

## SCHOOL LEADERSHIP TEAM'S REPORT FOURTH QUARTER

### STUDENT/ TEACHER DATA by Quarter IMO AREA 2: STUDENT PROGRESS AND ACHIEVEMENT

Grade Level	Number of students enrolled				Number of SWD enrolled as of October 1 <sup>st</sup> per grade level	Number of EL students enrolled as of October 1 <sup>st</sup> per grade level	Number of students with 5 or more referrals				Number of students who have been absent 10 or more days (20% absence rate)			
	1st	2nd	3rd	4th			1st	2nd	3rd	4th	1st	2nd	3rd	4th
6	135	137	137	137	25/19%	1	23/17%	20/15%	20/15%	29/21%	5/3%	6/4%	6/4%	10/7%
7	141	137	139	138	23/16%	1	10/7%	10/7%	17/12%	19/14%	2/1%	4/3%	12/9%	5/4%
8	145	145	147	147	26/18%	2	4/3%	7/5%	9/6%	13/9%	2/1%	9/6%	5/3%	8/5%

#### Comments/ Clarifications:

*The number of students with five or more referrals is much greater in the 6th grade than in the 8th grade. In all three grades the numbers of referrals increased during the fourth quarter. The Behavior RTI team will review this information as we plan for support for students and teachers. As the 6th grade transitions from elementary school where they are walked to and from every class and stay together in the same pod all day to the middle school where they move freely from room to room with different schedules more support and modeling of procedures is necessary especially at the beginning of the school year in order to reinforce expectations.*

*Overall the absentee rate has been very good for students and it appears that our system of contacting parents, using a truant officer, and providing in-school suspension in place of sending students home is having a positive impact.*

Grade Level	Percent of core teachers (Math, Science, Social Studies, ELA, Special Education) absent 5 or more days (10%)				Number of <i>ELEMENTARY</i> students that are 2 or more years below grade placement in Math as determined by Renaissance STAR Math				Number of <i>SECONDARY</i> students that are 3 or more years below grade placement in Math as determined by Renaissance STAR Math			
	1st	2nd	3rd	4th	1st Quarter	2nd Quarter	3rd Quarter	4th Quarter	1st Quarter	2nd Quarter	3rd Quarter	4th Quarter
6	4%	4%	39%	61%	68/48%	31/24%	40/29%	40/36%				
7									59/43%	27/20%	36/26%	36/26%
8									88/66%	46/34%	51/36%	40/33%

Grade Level	Number of <i>ELEMENTARY</i> students that are 2 or more years below grade placement in ELA as determined by Renaissance STAR Reading				Number of <i>SECONDARY</i> students that are 3 or more years below grade placement in ELA as determined by Renaissance STAR Reading			
	1st Quarter	2nd Quarter	3rd Quarter	4th Quarter	1st Quarter	2nd Quarter	3rd Quarter	4th Quarter
6	65/50%	62/50%	68/56%	75/56%				
7					76/56%	48/37%	63/46%	76/56%
8					90/63%	58/42%	74/53%	80/59%

**Comments:**

*The number of core teachers absent five or more days spiked to a high of 61% during the 4th quarter. Ten teachers combined for a total of 43.5 professional development days out of the classroom. Fourteen teachers combined for a total of 50 school business days out of the classroom which includes at least 5 days for each of our special education teachers who were out of class for annual review. Fifteen teachers combined for a total of 31 sick leave days out of the classroom. The school and district must review the number of professional development and school business days that teachers are required and/or allowed to use during any quarter in order to assure that we have teachers with students in the classrooms.*

*In math there has been a dramatic decrease in the number of students who are 2 or 3 years below grade level. In 6th grade the number was reduced by 28 students with 35% two or more years below grade level. In 7th grade the number was reduced by 23 students with 25% three or more years below grade level. In 8th grade the number was reduced by 48 students with 33% three or more years below grade level.*

*In reading the number of students who are 2 or 3 years below grade level has not changed much during the year. In 6th grade the numbers actually increased by 10 students to 56% two or more years below grade level. In 7th grade there was fluctuation during the year, but the 4th quarter results were the same as 1st quarter with 76 students or 56% of the students 3 or more years below grade level. In 8th grade there was some improvement during the year but in 4th quarter the total was reduced by 10 students to 59% 3 or more years below grade level. This shows that no significant impact is being made in catching students up in reading at BMS with over half the students showing significant deficits. The team must address this issue through the analysis of the curriculum, the intervention strategies, and time on task in reading throughout the school.*

<b>Grade</b>	<b>Math Number/Percent of students at or above grade level Fall 2015</b>	<b>Number/Percent of students at or above grade level Spring 2016</b>		<b>Reading Number/Percent of students at or above grade level Fall 2015</b>	<b>Number/Percent of students at or above grade level Spring 2016</b>
<b>6th</b>	<b>44/124; 35%</b>	<b>40/135; 30%</b>		<b>35/122; 29%</b>	<b>22/135; 16%</b>

<b>7th</b>	<b>30/127; 24%</b>	<b>33/135; 24%</b>		<b>16/125; 13%</b>	<b>17/135; 13%</b>
<b>8th</b>	<b>37/131; 28%</b>	<b>38/140; 27%</b>		<b>15/131; 11%</b>	<b>9/140; 6%</b>

**MATH DATA by Quarter for Grades 3-10**

Grade Level	Number of students that failed Math the previous year	Number of students enrolled this quarter	Number of students with D or F in Math class per quarter 2015-2016				Number of students assessed on each post-unit assessment for the current quarter				Total number of students assessed on the post-unit tests for each grade level (A)	Total number of students with D or F on unit tests in Math this quarter (B)	Percent of students with D or F on any unit tests in Math (C)  (B/A) X 100 = C			
			1st	2nd	3rd	4th	Unit 1	Unit 2	Unit 3	Unit 4*			1st	2nd	3rd	4th
6	10	137	24/ 18%	40/ 30%	33/ 24%	36/ 26%	44	56	34		321	134	46%	71%	64%	42%
7	12	139	68/ 52%	28/ 21%	50/ 36%	42/ 30%	109	90	100		359	299	92%	74%	73%	83%
8	1	147	22/ 16%	42/ 29%	53/ 36%	13/ 9%	93	84	6		340	183	72%	60%	62%	54%
Example							100	90	95	N/A	285	57	20%			



ELA DATA by Quarter for Grades 3-10

Grade Level	Number of students that failed ELA the previous year	Number of students enrolled this quarter	Number of students with D or F in ELA class per quarter 2015-2016				Number of students assessed on each post-unit assessment for the current quarter				Total number of students assessed on the post-unit tests for each grade level (A)	Total number of students with D or F on unit tests in ELA this quarter (B)	Percent of students with D or F on any unit tests in ELA (C) $(B/A) \times 100 = C$			
			1st	2nd	3rd	4th	Unit 1	Unit 2	Unit 3	Unit 4*			1st	2nd	3rd	4th
6	10	137	46/ 35%	40/ 30%	37/ 27%	47/ 34%	72	63	60		330	195	67%	84%	87%	59%
7	53	139	09/ 7%	28/ 21%	18/ 13%	58/ 42%	59	49	5		272	113	48%	57%	64%	42%
8	1	147	40/ 28%	42/ 29%	25/ 17%	48/ 33%	70	29	36		371	135	37%	60%	28%	36%
Example							100	90	95	N/A	285	57	20%			

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(Optional)

**Do you have other data sources that support and/or identify that you are making gains in student outcomes (For example: Interim assessments such as ACT Aspire, TLI, etc.)? *You may include a chart to describe your data.***

### **Year End Summary Report Instructions**

#### **Step 1:**

Paste the school's Current Reality description from the First Quarter report. Reflect as a leadership team whether your First Quarter Current Reality was an accurate description of your school at that time.

#### **Step 2:**

Describe the school's Current Reality for Fourth Quarter. As a team please compare the school's reality from First Quarter to Fourth Quarter and develop conclusions regarding the school's progress.

#### **Step 3:**

Describe the school's progress for the school year and answer the questions listed. What were the most impactful and/or meaningful decisions made by the leadership team. Describe how this decision impacted the school and/or increased student achievement. Describe what plans will be put in place to achieve full implementation in Change in Teacher and Leader Practice (ID01, ID04, ID07, IIB02, IIB04), Student Safety and Discipline (IIC10), Family and Community Engagement (IVA01, VA01).

#### **Step 4:**

Complete the remaining leadership team data pages.

Thank you for your hard work. We look forward to seeing your team at the School Improvement Conference June 20-23, 2016 in Hot Springs.



ARKANSAS  
DEPARTMENT  
OF EDUCATION

**DISTRICT: COVENANT KEEPERS CHARTER SCHOOL  
TATUM**

**SCHOOL: COVENANT KEEPERS CHARTER SCHOOL**

**STATUS: PRIORITY**

**EXTERNAL PROVIDER: APSRC**

**ADE SCHOOL IMPROVEMENT SPECIALIST TEAM: DR. ROBERT TONEY**

**SUPERINTENDENT: DR. VALERIE**

**PRINCIPAL: LENARD BLOCKER**

**SITE-BASED SIS: JENNA JONES**

# End of Year Summary Report

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## FOURTH QUARTER

2015-2016 School Year

<b>IMO AREA 1: CHANGE IN TEACHER AND LEADER PRACTICE</b>	
<b>Effective Practice within Category:</b> Establishing a team structure with specific duties and time for instructional planning (ID01, ID04, ID07)	
<b>Description of full implementation of the Effective Practice and/or Recommendation:</b>  District policy specifies the team structure for all schools which include a description of the teams' purposes and how they are constituted. New school leaders are apprised of this expectation and how the effectiveness of teams is determined. A common team structure for a school consists of (but not limited to) a Leadership Team (consisting of principal and teacher leaders), teacher Instructional Teams (teaching common subject area or grade level), student team (a diverse group of student leaders), management team (campus administrators and other personnel as needed) and a School Community Council (with a majority of members being parents (ID01). Each team has a specific purpose and scheduled time to meet and works from agendas and minutes (ID04).  The Leadership Team meets at least twice a month in regularly scheduled meetings of at least an hour (ID07). They serve as a conduit of communication to the faculty and staff in a way that enables the Leadership Team to receive input from the faculty and staff (ID08). The Leadership Team regularly looks at school performance data and aggregated classroom observation data and uses that data to make decisions about school improvement and professional development (ID10).	
<b>Current reality of effective practice from the beginning of the year:</b>  <b>Already in action:</b> Our school has already established a leadership team for the school that meets at least twice a month for at least an hour. We develop agendas and take notes for each meeting which are shared with our external provider for review and input. Each person in the leadership team has a role with assigned responsibilities and expected work products for the year.  <b>Dr. Valerie Tatum- School Director/Superintendent</b> <b>Responsibilities: Community Partnerships and Relations</b>  <b>Lori Clancy- Assistant Director</b>	<b>Current reality of effective practice:</b>  <b>-Leadership team added Rosalind Washington to establish community relationships and bring resources to the school for parents and students.</b>  <b>-Student leadership council (CHAMPS) was formed 4th quarter to allow student leaders to make suggestions to the leadership team regarding student learning and behavioral issues. This team will stay in place into the next school year.</b>  <b>-Restructured leadership team at the end of the school year:</b>  <b>Dr. Valerie Tatum- School Director/Superintendent</b>

<p><b>Responsibilities: Data, Standards, Teacher Observation and Feedback/Support, Professional Development</b></p> <p><b>Champ Watson- Dean of Students</b>  <b>Responsibilities- Student Discipline, Transportation</b></p> <p><b>Laurette Whipps- Lead Teacher/Literacy Coach</b>  <b>Responsibilities- Teacher Support, Literacy Integration</b></p> <p><b>Jenna Jones- Test Coordinator/ACSIP Process Manager/ELL Coordinator</b>  <b>Responsibilities- NWEA formative assessment data, Indistar, ELL Support for teachers</b></p> <p><b>Lenard Blocker-Dean of Student Affairs</b>  <b>Responsibilities- Student success, mentoring, parent contact</b></p> <p><b>Marquita Hill- Finance/Registrar</b>  <b>Responsibilities- eSchool, Budget and Payroll, Federal Programs</b></p> <p><b>We also have already established a team structure for our school, with the leadership team, instructional team, support staff team, student success team, and parent team (PALS: Parent Association- Leading and Serving). Each team has a specific purpose and works from agendas and minutes.</b></p> <p><b>In progress:</b>  <b>The leadership team has established a teacher support cycle to serve as a conduit of communication to faculty and staff. With each leadership team member seeing each teacher/staff member on a 2-week cycle, This allows the leadership team to provide feedback to teachers on different areas of need, and</b></p>	<p><b>Responsibilities: Community Partnerships and Relations, Teacher Evaluations, Academic Leader</b></p> <p><b>Marquita Hill- Finance/Registrar</b>  <b>Responsibilities- eSchool, Budget and Payroll, Federal Programs</b></p> <p><b>Lenard Blocker- Principal</b>  <b>Responsibilities- Student success, mentoring, parent contact, Student discipline</b></p> <p><b>Laurette Whipps- Literacy Coach</b>  <b>Responsibilities- Teacher Support, Literacy Integration, Instructional Coaching, Curriculum Coordinator</b></p> <p><b>Jenna Jones- Test Coordinator/ACSIP Process Manager/ELL Coordinator/Internal SIS</b>  <b>Responsibilities- classroom and schoolwide formative assessment data, Indistar, ELL Support for teachers, instructional coaching</b></p> <p><b>Rosalind Washington- School Resource Coordinator</b>  <b>Responsibilities- community partnerships, grant writer, Positive Behavior Interventions and Support Coordinator (PBIS), mental health liaison</b></p> <p><b>Cassie Flakes- Lead Teacher</b>  <b>Responsibilities- Teacher mentoring, PLC coordinator</b></p> <p><b>-Refined practices for Teacher Support Cycle: determined that all observation templates will reflect TESS, including informal walkthroughs.</b></p>
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<p>also allows the leadership team to receive input from the faculty/staff. The leadership team has met with our external providers to review the yearly plan of service delivery and approved their plan for support. These plans will be reviewed by the leadership team twice monthly.</p>	<p>-Established a 3-year plan for the next 3 school years with focus goals (attached at the bottom of this document).</p>
<p><b>IMO AREA 1: CHANGE IN TEACHER AND LEADER PRACTICE</b></p>	
<p><b>Effective Practice within Category:</b> Engaging teachers in assessing and monitoring student mastery (IIB02, IIB04)</p>	
<p><b>Description of full implementation of the Effective Practice and/or Recommendation:</b> The Instructional Teams develop instructional units based on the curriculum standards and the local curriculum document. This unit typically encompasses three to six weeks of work and includes pre-/post tests administered at two to three week intervals (IIB01). The pre-test and post-test assess the same learning objectives and inform the Instructional Team members' (teachers) plans for differentiated instruction within the unit and/or re-teaching as necessary following the unit (IIB04).</p> <p>The Instructional Team reviews the results of the pre- and post-tests and uses the information to guide efforts to assure that every student masters the instructional standards taught in the instructional unit (IIB03). The Instructional Team also uses the results from the pre-/post-test analysis to plan for professional development, inform subsequent instructional unit plans and/or make adjustments to the curriculum (IIB02, IIB05).</p>	
<p><b>Current reality of effective practice from the beginning of the year:</b></p> <p>APSRC's instructional coach developed ZOOM documents (a curriculum alignment document) templates for our staff in May 2015. Teachers were given time to break down their curriculum by modules and make cross-curricular connections.</p> <p>Teachers received instruction on how to implement the GANAG lesson planning schema developed by Jane Pollock,</p>	<p><b>Current reality of effective practice:</b></p> <p>Curriculum team made edits to the curriculum at the end of the year after reviewing the progress made and the areas that students struggled with. Math and ELA teachers continued daily "Show What You Know" assessments, but as we observed them, we realized teachers will require additional training into the next school year on making their assessments more standards-based and rigorous.</p>

which allows students to use the Marzano's high yield strategies frequently in the classroom.

Teachers received direct training from APSRC on how to better conduct pre- and post-tests on October 5 and will move forward with these strategies in the 2nd quarter. Teachers also received resources of where to pull questions for their pre- and post-tests.

PLC meeting schedule- Teachers meet every other Monday to have data meetings based on formative assessments they have conducted with the students. They are also required to bring analysis sheets based on data.

### IMO AREA 3: STUDENT SAFETY AND DISCIPLINE

#### Effective Practice within Category:

Expecting and monitoring sound classroom management (IIIC10)

#### Description of full implementation of the Effective Practice and/or Recommendation:

The faculty and staff develop a discipline management plan that guides student behavior throughout the school. Each teacher establishes rituals and routines within the classroom that produces an atmosphere conducive to learning. Each teacher consistently teaches the campus and classroom plans to all students. Each teacher consistently teaches the rules and procedures in their classroom. Each teacher consistently enforces the agreed upon rules and regulations (IIIC10).

#### Current reality of effective practice from the beginning of the year:

Last year, the leadership team developed a schoolwide rituals and routines policy that the leadership team developed from the work of Harry Wong and Fred Jones. It was edited at the beginning of this school year.

Teachers have to be monitored/trained to make sure they are

#### Current reality of effective practice:

At the end of the school year, the discipline team introduced Positive Behavioral Intervention and Supports (PBIS) to the full leadership team through a training session presented by Anne Merten and her team from ASU. PBIS will be implemented over a 3-year period.

After developing and using our own data input system for this



<p>consistently holding to the rituals and routines CK has set in place. If there is a discipline issue with a specific student, the discipline team, specifically the Dean of Student Affairs, works to repair the relationship between teacher and student.</p> <p>We realized at the end of the last school year that we needed to have a consistent data tracking system for disciplinary issues so problems can be addressed promptly.</p>	<p>school year, we have also decided to purchase software to allow us to better analyze our discipline data in real time.</p>
<b>IMO AREA 4: FAMILY AND COMMUNITY ENGAGEMENT</b>	
<b>Effective Practice within Category:</b> Defining the purpose, policies, and practices of a school community (IVA01)	
<b>Description of full implementation of the Effective Practice and/or Recommendation:</b> No Child Left Behind stipulates that each school in the Title I program develop an agreement, or “compact,” that outlines how parents, school staff, and students will share responsibility for improving academic achievement. Compacts describe how the school and parents can work together to help students achieve the state’s standards.	
<b>Current reality of effective practice from the beginning of the year:</b> Covenant Keepers has a parent/student compact that is distributed to each incoming student and family. During each quarter, the school hosts a “5th Block” event that gives parents a glimpse into their child’s school day, and receive resources and tools for helping their child continue their learning at home.	<b>Current reality of effective practice:</b> By the end of the school year, Covenant Keepers has established partnerships with several community leaders/businesses, including: -Urban League -Philander Smith College -Dr. Jesse Hargrove -100 Black Men Initiative -Arkansas DHS -New Beginnings Behavioral Health

- City of Little Rock
- Pulaski Tech
- AR Dept of Health
- Pulaski Co. Juvenile Court
- Salvation Army
- Arkansas Rice Depot
- W.O.W. Fitness
- Brandon House
- Our House
- Upper Baseline Neighborhood Association
- Dental- Dr. Lillian Prado
- Music Support- Tara Jackson

The calendar has already been established for the upcoming school year to include “Eagle Chat Nights” each month, where parents can check in with their child’s teachers for updates on grades, behavior, and goals.

<b>IMO AREA 4: FAMILY AND COMMUNITY ENGAGEMENT</b>	
<b>Effective Practice within Category:</b> Post-Secondary School Options (VA01)	
The school has a guidance plan that includes options for students as they plan their college and career opportunities. The school routinely tracks their recent graduates' success at the next level as they pursue their college and career goals.	
<b>ADE will monitor the following:</b> <ul style="list-style-type: none"> <li>• The guidance plan</li> <li>• The process of tracking recent graduates</li> </ul>	
<b>Current reality of effective practice from the beginning of the year:</b> As Covenant Keepers is a middle school only, we do not have any students entering into college or the workforce immediately after leaving us, but they are continuing on to high school. Currently, we do not have a way to track their success after students leave us, but we see how this could be beneficial to making curricular decisions if students are showing difficulty in aspects of ELA, math, or science when students continue on to high school.	<b>Current reality of effective practice:</b>  By the end of the school year, an instructional leader met with the family of each 8th grade student to inform them of their choices for high school.  With the new superintendent hired in LRSD, our plan is to communicate with him and continue to build a relationship that will allow us to track our students' success into high school.

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### LEADERSHIP TEAM REFLECTION

Thinking about meetings throughout the year, what have been the most meaningful decisions and actions made by the School Leadership Team this quarter? And what attributed to those changes?

When we realized that we wanted to have a better approach to pinpointing which students were struggling with which standards, we decided we would have all Math and ELA teachers assess students with "Show What You Know" mini-assessments at the beginning of class. This went really well and gave teachers useful data to determine interventions. However, we have determined for the next school year that this would work better as an exit ticket at the end of class, and so this will be built into the lesson-planning schema.

We also believe that restructuring the leadership team was an important decision, bringing Rosalind Washington onto the team as the school resource coordinator, and determining that Jenna Jones and Laurette Whipps will be moved into full-time leadership roles for the 2016-2017 school year.

Other important changes have included the adoption of PBIS and providing cultural sensitivity training for our teachers. Because this helped our teachers better connect with our students and address their needs, we will continue to provide our new and returning teachers with cultural sensitivity training at the beginning of the school year.

If anything, what do you intend to change or modify for the year?

We plan to use the ACT Aspire periodic assessments (classroom and interim) and will use this data to determine how students are progressing on standards throughout the school year. We have already built these into our school calendar for the 2016-2017 school year.

We will be implementing PBIS into our school and using an updated data tracker for discipline.

We will partner with New Beginnings to provide behavioral health services to our students on campus on a daily basis.

We will edit our lesson planning schema to allow teachers to develop more student-centered lessons.

We are keeping the same curriculums for Math and ELA, but will be modifying them according to student needs we recognized this school year.



SCHOOL LEADERSHIP TEAM’S REPORT FOURTH QUARTER

STUDENT/ TEACHER DATA by Quarter IMO AREA 2: STUDENT PROGRESS AND ACHIEVEMENT

Grade Level	Number of students enrolled				Number of SWD enrolled as of October 1 <sup>st</sup> per grade level	Number of EL students enrolled as of October 1 <sup>st</sup> per grade level	Number of students with 5 or more referrals				Number of students who have been absent 10 or more days (20% absence rate)			
	1st	2nd	3rd	4th			1st	2nd	3rd	4th	1st	2nd	3rd	4th

6	47	47	48	48	2	15	3	0	1	3	2	0	0	0
7	56	51	55	50	0	19	16	0	11	4	0	0	0	0
8	67	62	65	63	6	21	16	0	4	2	0	0	0	0

Comments/ Clarifications:

Percent of core teachers (Math, Science, Social Studies, ELA) absent 5 or more days (10%)				Number of <i>ELEMENTARY</i> students that are 2 or more years below grade placement in Math as determined by _____ Test on _____/_____(Date)		Number of <i>SECONDARY</i> students that are 3 or more years below grade placement in Math as determined by the NWEA MAP Assessment for Math in August (1st Quarter) and in May (4th Quarter)		Number of <i>ELEMENTARY</i> students that are 2 or more years below grade placement in ELA as determined by _____ Test on _____/_____(Date)		Number of <i>SECONDARY</i> students that are 3 or more years below grade placement in ELA as determined by the NWEA MAP Assessment for Reading in August (1st Quarter) and in May (4th Quarter)	
1st	2nd	3rd	4th	1st Quarter	4th Quarter	1st Quarter	4th Quarter	1st Quarter	4th Quarter	1st Quarter	4th Quarter
1 math / socia l studi es	0	0	0	n/a	n/a	18	15	n/a	n/a	15	12

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1 ELA teac her	0	0	0	n/a	n/a	24	20	n/a	n/a	18	15
0	0	0	0	n/a	n/a	31	25	n/a	n/a	25	18

Comments/ Clarifications:

Grade Level	Number of students that failed Math the previous year	Number of students enrolled this quarter	Number of students with D or F in Math class per quarter 2015-2016				Number of students assessed on each post-unit assessment for the current quarter				Total number of students assessed on the post-unit test for each grade level	Total number of students with D or F on unit tests in Math this quarter	Percent of students with D or F on any unit tests in Math			
											(A)	(B)	(C) $(B/A) \times 100 = C$			
			1st	2nd	3rd	4th	Unit 1	Unit 2	Unit 3	Unit 4*			1st	2nd	3rd	4th
6	15	48	0	21	7	9	48				48	9	36%	48%	21%	19%
7	6	50	4	25	9	14	41				41	15	23%	38%	19%	37%
8	10	63	9	35	16	11	49				49	20	27%	52%	31%	41%
<b>Example</b>							100	90	95	N/A	285	57	20%			

**Comments/ Clarifications:**

Students who are taking online 8th grade and 7th grade math scores are not included in this total.

**ELA DATA by Quarter for Grades 3-10**



Grade Level	Number of students that failed ELA the previous year	Number of students enrolled this quarter	Number of students with D or F in an ELA class per quarter 2015-2016				Number of students assessed on each post-unit assessment for the current quarter				Total number of students assessed on the post-unit test for each grade level	Total number of students with D or F on unit tests in ELA this quarter	Percent of students with D or F on any unit tests in ELA (C) $(B/A) \times 100 = C$			
											(A)	(B)				
			1st	2nd	3rd	4th	Unit 1	Unit 2	Unit 3	Unit 4*			1st	2nd	3rd	4th
6	13	48	13	13	14	14	46	42	41		129	16	32%	30%	14%	12%
7	11	50	5	9	5	3	50				50	3	18%	17%	10%	6%
8	11	63	18	9	20	9	63				63	15	27%	67%	35%	24%
Example							100	90	95	N/A	285	57	20%			

Comments/ Clarifications:

(Optional)

**Do you have other data sources that support and/or identify that you are making gains in student outcomes (For example: Interim assessments such as ACT Aspire, TLI, etc.)?** *You may include a chart to describe your data.*

**Year 1: 2016-2017**

**Year 2: 2017-2018**

**Year 3: 2018-2019**

### **Change in Teacher Practice:**

#### **Data Team Meetings**

Year 1: All teachers will demonstrate knowledge of student-level assessment data at weekly PLC data team meetings conducted by a leadership team facilitator for the purpose of reviewing student formative assessment data, red-flagging students in need of additional assistance.

Year 2: All teachers will demonstrate knowledge of student-level assessment data at weekly PLC data team meetings conducted by a teacher leader for the purpose of reviewing student formative assessment data, red-flagging students in need of additional assistance.

Year 3: All teachers will have the ability to effectively lead a weekly PLC data team meeting.

#### **Applicable Indicators:**

ID11- Teachers are organized into grade-level, grade-level cluster, or subject-area Instructional Teams.

ID13- Instructional Teams meet for blocks of time (4 to 6 hour blocks, once a month; whole days before and after the school year) sufficient to develop and refine units of instruction and review student learning data.

IIB02: Unit pre-tests and post-tests are administered to all students in the grade level and subject covered by the unit of instruction.

IIB04- Teachers individualize instruction based on pre-test results to provide support for some students and enhanced learning opportunities for others.

IID11- Instructional Teams review the results of unit pre-/post-tests to make decisions about the curriculum and instructional plans and to "red flag" students in need of intervention (both students in need of tutoring or extra help and students needing enhanced learning opportunities because of their early mastery of objectives).

IG01- The school monitors progress of the extended learning time programs and other strategies related to school improvement.

#### **Interventions and Feedback**

Year 1: All teachers will provide specific feedback to students regarding their mastery of standards.

Year 2: All teachers will plan evidence-based interventions that reflect student learning deficits in their classrooms, tracking student improvement data.

Year 3: All teachers will determine which interventions work best based on evidence through assessment data and student-led conferences and continue to use those intervention methods yielding the best results.

Applicable Indicators:

IIA13- All teachers explain directly and thoroughly.

IIIA17- All teachers re-teach when necessary.

IIB05- All teachers re-teach based on post-test results.

**Change in Leader Practice:**

**School Improvement**

Year 1: The leadership team will develop tracking systems to monitor and address data in the areas of academics, teacher observations, and discipline.

Year 2: The leadership team will review school-level data (academic, teacher observation, and disciplinary) on a bi-weekly basis to make decisions for the school, including individualized professional development.

Year 3: Leadership team will determine which interventions work best based on evidence through academic, teacher observation, and disciplinary data and will continue to use those intervention methods yielding the best results.

**Applicable Indicators:**

ID10- The Leadership Team regularly looks at school performance data and aggregated classroom observation data and uses that data to make decisions about school improvement and professional development needs.

IID07- The Leadership Team monitors school-level student learning data.

ID08- The Leadership Team serves as a conduit of communication to the faculty and staff.

IF02- The Leadership Team reviews the principal's summary reports of classroom observations and takes them into account in planning professional development.

IIID03- The school's tiered instructional system includes documentation that describes what interventions are provided and how interventions are selected and assigned to students and how fidelity will be monitored.

**Student Achievement:**

**State Assessment: ACT Aspire**

Assessment data from the 2015-2016 ACT Aspire will give us a baseline to grow from.

Year 1: Establish ACT Aspire formative assessments; 10% growth from the previous year

Year 2: Continue use of ACT Aspire formative assessments; 10% growth from the previous year

Year 3: Continue use of ACT Aspire formative assessments; 10% growth from the previous year

**NWEA MAP Assessments**

Year 1: 55% of students will meet their fall to spring growth goal, with 55% of the lowest third of students growing 1.5 years.

Year 2: 60% of students will meet their fall to spring growth goal, with 60% of the lowest third of students growing 1.5 years.

Year 3: 65% of students will meet their fall to spring growth goal, with 65% of the lowest third of students growing 1.5 years.

### **Student Safety/Discipline:**

#### **PBIS/Urban Tech/S.O.A.R.: OSS**

Year 1: Establish the program(s), provide training, a decrease of OSS by 10% from previous year

Year 2: Continued training and implementation, with a decrease of OSS by 10% from previous year

Year 3: Continued training and implementation, with a decrease of OSS by 10% from previous year

#### **Applicable Indicators:**

CL12- All school personnel work effectively and equitably with racially, culturally, linguistically, and economically diverse students.

### **School Culture**

#### **PBIS: Faculty Buy-In**

Year 1: Covenant Keepers will adopt PBIS with 70% buy in from staff according to survey results.

Covenant Keepers will establish school-wide expectations, train faculty and staff, and initiate consistent incentives and consequences, and establish a PBIS team.

Year 2: Year 2 of PBIS with 80% buy in from staff according to survey results.

-We will focus on cultural sensitivity training and regularly using data for ongoing problem-solving and decision making.

Year 3: Year 3 of PBIS with 90% of buy in from staff according to survey results.

-A PBIS Team and school are committed to using PBIS Evaluation Tools to do regular assessments of the implementation process.

#### **Applicable Indicators:**

CL12- All school personnel work effectively and equitably with racially, culturally, linguistically, and economically diverse students.

IIIC09- All teachers correct students who do not follow classroom rules and procedures.

IIIC08- All teachers display classroom rules and procedures in the classroom.

IIIA33- All teachers interact socially with students (noticing and attending to an ill student, asking about the weekend, inquiring about the family).

IIIA27- All teachers verbally praise students.

### **Student Leadership Council**

Year 1: Covenant Keepers will establish a strong student leadership council from the returning students and establish expectations, including a peer advisory period for students who need direction.

Year 2: The student leadership council will bring an awareness of the culture of the school to the leadership/instructional team and data will be collected and decisions will be made during PLC meetings based on this data.

Year 3: Share our model with other schools

#### Applicable Indicators:

VA01- The school provides all students with guidance and supports (academic, financial, etc.) to prepare them for college and career.

CL12- All school personnel work effectively and equitably with racially, culturally, linguistically, and economically diverse students.

### **Community/Parental Engagement**

#### **Parental Engagement**

Year 1: Covenant Keepers' parents and teachers will establish a PTA with monthly meetings.

Year 2: Covenant Keepers' PTA works to initiate academic and cultural changes for school improvement.

Year 3: Covenant Keepers' PTA works as a resource for the community.

#### Applicable Indicators:

IYA01- The school's Title I Compact includes responsibilities (expectations) that communicate what parents (families) can do to support

their students' learning at home (curriculum of the home, with learning opportunities for families to develop their curriculum of the home).  
CL12- All school personnel work effectively and equitably with racially, culturally, linguistically, and economically diverse students.

### **Community Engagement**

Year 1: Covenant Keepers will build community partnerships, inviting them to visit the school and participate in events.

Year 2: Covenant Keepers will develop an information bank with the assistance of our community partnerships.

Year 3: 70% of our students will participate in summer programs or afterschool programs because of the support from our community partnerships.

#### Applicable Indicators:

IVA01- The school's Title I Compact includes responsibilities (expectations) that communicate what parents (families) can do to support their students' learning at home (curriculum of the home, with learning opportunities for families to develop their curriculum of the home).

VA01- The school provides all students with guidance and supports (academic, financial, etc.) to prepare them for college and career.

CL12- All school personnel work effectively and equitably with racially, culturally, linguistically, and economically diverse students.





ARKANSAS  
DEPARTMENT  
OF EDUCATION

**DISTRICT: DERMOTT**  
**SCHOOL: DERMOTT HIGH SCHOOL**  
**STATUS: YEAR FOUR PRIORITY/ ACADEMIC DISTRESS**  
**SITE-BASED SIS: HEATHER HARDIN**  
**EXTERNAL PROVIDER: NA**  
**ADE SCHOOL IMPROVEMENT SPECIALIST TEAM:**

**SUPERINTENDENT: KRISTI RIDGELL**  
**PRINCIPAL: MIKE DUNCAN**

# End of Year Summary Report

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## FOURTH QUARTER

2015-2016 School Year

## IMO AREA 1: CHANGE IN TEACHER AND LEADER PRACTICE

### Effective Practice within Category:

Establishing a team structure with specific duties and time for instructional planning (ID01, ID04, ID07)

### Description of full implementation of the Effective Practice and/or Recommendation:

District policy specifies the team structure for all schools which include a description of the teams' purposes and how they are constituted. New school leaders are apprised of this expectation and how the effectiveness of teams is determined. A common team structure for a school consists of (but not limited to) a Leadership Team (consisting of principal and teacher leaders), teacher Instructional Teams (teaching common subject area or grade level), student team (a diverse group of student leaders), management team (campus administrators and other personnel as needed) and a School Community Council (with a majority of members being parents (ID01). Each team has a specific purpose and scheduled time to meet and works from agendas and minutes (ID04).

The Leadership Team meets at least twice a month in regularly scheduled meetings of at least an hour (ID07). They serve as a conduit of communication to the faculty and staff in a way that enables the Leadership Team to receive input from the faculty and staff (ID08). The Leadership Team regularly looks at school performance data and aggregated classroom observation data and uses that data to make decisions about school improvement and professional development (ID10).

### Current reality of effective practice from the beginning of the year:

Currently, the district governance document does not specify the team structure for all schools. The leadership team for the district and buildings are specified and include a description of the teams' purpose and how they are constituted. New school leaders are usually not apprised of this expectation and there is no evaluation to determine the effectiveness of the team(s).

All building and district level teams prepare agenda for their meetings and keep minutes of the proceedings. At the building level, these documents are maintained in a binder in the PLC room. In addition to being placed in a binder in the PLC room, the Leadership Team's agenda and minutes are also housed in Indistar. All district level teams' agendas and minutes are housed in Indistar. At the district level, the agenda and minutes are shared

### Current reality of effective practice:

Currently, the district has a Governance Policy that specifies the team structure for all schools. The Governance Policy has been approved by the School Board. The Leadership Team for the district and buildings are specified and include a description of the teams' purpose and how they are constituted. New school leaders will be made aware of this team structure due to the Governance Policy being a part of the Teacher Handbook. An evaluation system has been developed and implemented for Leadership Teams at both campuses within the district.

All building and district level teams prepare agendas for their meetings and keep minutes of the proceedings. At the building level, the Leadership Team agendas and minutes are housed in the Indistar system. All other team meeting agendas and minutes

with all those who have a Leadership Team Indistar login. At the building level, the Leadership Teams' agenda and minutes are accessible to all those who have a Leadership Team Indistar login as well as those having access to the PLC room. All other teams' agenda and minutes are accessible to those having access to the PLC room.

Both buildings in the district operate with a Leadership Team that includes the principal, teacher leaders, and other staff as appropriate to the size and composition of the building. The Leadership Teams meet at least twice a month in regularly scheduled meetings of at least an hour. During the 2014-2015 school year, the high school Leadership Team had a sub team, the Core Leadership Team, that met weekly for at least an hour to review the School Improvement Plan. Currently, both buildings in the district have a Core Leadership Team as well as a building Leadership Team.

are maintained by the facilitator of the team. All district level teams' agendas and minutes are housed in Indistar. At the district level, the agenda and minutes are shared with all those who have a Leadership Team Indistar login. At the building level, the Leadership Teams' agenda and minutes are accessible to all those who have a Leadership Team Indistar login. All other teams' agenda and minutes are accessible to those who make requests.

Both buildings in the district operate with a Leadership Team that includes the principal, teacher leaders, and other staff as appropriate to the size and composition of the building. The Leadership Teams meet at least twice a month in regularly scheduled meetings of at least an hour. During the 2014-2015 and 2015-2016 school years, the high school Leadership Team had a sub team, the Core Leadership Team, which met weekly for at least an hour to review the School Improvement Plan. Currently, both buildings in the district have a Core Leadership Team as well as a Building Leadership Team.

## **IMO AREA 1: CHANGE IN TEACHER AND LEADER PRACTICE**

### **Effective Practice within Category:**

Engaging teachers in assessing and monitoring student mastery (IIB02, IIB04)

### **Description of full implementation of the Effective Practice and/or Recommendation:**

The Instructional Teams develop instructional units based on the curriculum standards and the local curriculum document. This unit typically encompasses three to six weeks of work and includes pre-/post tests administered at two to three week intervals (IIB01). The pre-test and post-test assess the same learning objectives and inform the Instructional Team members' (teachers) plans for differentiated instruction within the unit and/or re-teaching as necessary following the unit (IIB04).

The Instructional Team reviews the results of the pre- and post-tests and uses the information to guide efforts to assure that every student masters the instructional standards taught in the instructional unit (IIB03). The Instructional Team also uses the results from the pre-/post-test analysis to plan for professional development, inform subsequent instructional unit plans and/or make adjustments to the curriculum (IIB02, IIB05).

**Current reality of effective practice from the beginning of the year:**

Math instructional teams are currently systematically developing and administering formative assessments at the beginning and end of lessons or units with the assistance of the Math Instructional Facilitator. Literacy and Science instructional teams are encouraged and expected to systematically develop and administer formative assessments at the beginning and end of lessons or units but not all the literacy and science teachers are complying. Math teachers are using the data to differentiate instruction. Not all of Science and Literacy teachers are differentiating instruction based on data. Math instructional teams use the data from assessments to modify units of instruction and during team meetings share successful teaching strategies. Not all the teachers in the Science and Literacy instructional teams are using assessment data to modify units of instruction. However, successful teaching strategies are shared during all team meetings.

Math teachers currently use pre-test data to adjust lessons and to differentiate assignments. Not all science teachers use pre-test data to adjust lessons and to differentiate assignments. Not all literacy teachers have administered pre-tests. The literacy teacher who has administered pre-tests uses the data to differentiate assignments. Math teachers are differentiating for both the students in need of extra help in reaching the objectives and students demonstrating early mastery who benefit from enhanced assignments. Not all science and math teachers are differentiating for both the students in need of extra help in reaching the objectives and students demonstrating early mastery who benefit from enhanced assignments.

**Current reality of effective practice:**

Due to the size of the district, each department has at most 2 teachers. Each of the teachers teach a different set of classes that includes different grade levels. The Instructional Teams do not develop formative assessments as a team since no two teachers have the same class in common. However, Leadership has extended the expectation that the Instructional Teams review pre-/post-test data as a team to share effective instructional strategies. Not all Instructional Teams meet this expectation.

Not all members of Instructional Teams develop and administer formative assessments at the beginning and end of lessons or units with fidelity. Some Instructional Team members use data to differentiate instruction with sufficient evidence. Some Instructional Teams members use the information to modify units but at this time it is not implemented across all Instructional Teams.

Very few Instructional Team members use pre-test data to adjust lessons and to differentiate assignments for students in need of extra help and those demonstrating early mastery.

<b>IMO AREA 3: STUDENT SAFETY AND DISCIPLINE</b>	
<b>Effective Practice within Category:</b> Expecting and monitoring sound classroom management (IIIC10)	
<b>Description of full implementation of the Effective Practice and/or Recommendation:</b> The faculty and staff develop a discipline management plan that guides student behavior throughout the school. Each teacher establishes rituals and routines within the classroom that produces an atmosphere conducive to learning. Each teacher consistently teaches the campus and classroom plans to all students. Each teacher consistently teaches the rules and procedures in their classroom. Each teacher consistently enforces the agreed upon rules and regulations (IIIC10).	
<b>Current reality of effective practice from the beginning of the year:</b> Currently, a management plan has been distributed to teachers listing the consequences for actions. Also, a discipline team meets once per week to discuss students who fail to meet disciplinary requirements outlined in the plan. A set of classroom rules and procedures have been shared with teachers for implementation. However, all teachers have not been successful with implementing them with fidelity.	<b>Current reality of effective practice:</b>  Select teachers attended a Professional Development on "Proactive Discipline to Reactive Students." These teachers presented what they learned from the training during a faculty meeting.  The Student Handbook lists the disciplinary procedure. Currently, not all teachers follow the procedure which has led to confusion among the students. Conferences are held with teachers who not follow the disciplinary procedure.
<b>IMO AREA 4: FAMILY AND COMMUNITY ENGAGEMENT</b>	
<b>Effective Practice within Category:</b> Defining the purpose, policies, and practices of a school community (IVA01)	

<b>Description of full implementation of the Effective Practice and/or Recommendation:</b> No Child Left Behind stipulates that each school in the Title I program develop an agreement, or “compact,” that outlines how parents, school staff, and students will share responsibility for improving academic achievement. Compacts describe how the school and parents can work together to help students achieve the state’s standards.	
<b>Current reality of effective practice from the beginning of the year:</b> Currently, the district has adopted a School Compact that meets all the Title I requirements. The compact is shared with parents/ guardians at the beginning of each school year in the registration packet.	<b>Current reality of effective practice:</b> The district has adopted a School Compact that meets all the Title 1 requirements. The compact is shared with parents/ guardians and students at the beginning of each school year through the information provided in the registration packet. The district will hold annual meetings to solicit stakeholder feedback for updating the School Compact.

<b>IMO AREA 4: FAMILY AND COMMUNITY ENGAGEMENT</b>	
<b>Effective Practice within Category:</b> Post-Secondary School Options (VA01)	
The school has a guidance plan that includes options for students as they plan their college and career opportunities. The school routinely tracks their recent graduates’ success at the next level as they pursue their college and career goals.	
<b>ADE will monitor the following:</b> <ul style="list-style-type: none"> <li>• The guidance plan</li> <li>• The process of tracking recent graduates</li> </ul>	
<b>Current reality of effective practice from the beginning of the year:</b> A CAPS system is in place for teacher advisers to track students and their graduation requirements. During the 2015-2016 in-service, time was assigned for teachers to ensure their assigned students were on track for graduation. A parent contract is presented for signature prior to students receiving their	<b>Current reality of effective practice:</b> A CAPS system is in place for teachers to track students and their graduation requirements. However, it has been ineffective during the 2015-2016 school year. Some teachers did note that students were lacking credits to graduate and brought this to the attention of the counselor. However, a couple of students were lacking credits

schedules. The TRIO group annually provides a list of graduates from the past three years and the universities they have or had attended. Community stakeholders were questioned to determine the current status of those students who have not or are not currently attending college.

at the end of the school year. The counselor took extended leave during the fourth quarter which exacerbated the problem.

TRIO has announced that they will not be servicing the school during the upcoming school year due to budget cuts.

Currently, the new counselor is reviewing all student transcripts to ensure all students are on track for graduation.

## LEADERSHIP TEAM REFLECTION

Thinking about meetings throughout the year, what have been the most meaningful decisions and actions made by the School Leadership Team this quarter? And what attributed to those changes?

When the English teacher of grades 7-9 took extended medical leave in late October and later resigned in January, the Building Leadership Team discussed a variety of routes that would provide a constant learning atmosphere for those students. Many of these same students had the same experience the previous year when the English teacher of grades 7-9 took extended leave in October and later resigned. With the support of the District Leadership Team, the Building Leadership Team decided to reassign the District Curriculum Coordinator and Building Literacy Instructional Facilitator to provide instruction to those classes for the remainder of the year. This would ensure the students would have a “constant” teacher and receive quality instruction. This decision proved to be extremely effective. As the team reviewed the data throughout the 3<sup>rd</sup> and 4<sup>th</sup> quarter, reports proved the students made excessive gains and were meeting benchmarks.

Another meaningful decision made by the Building Leadership Team included the use of the Math Instructional Facilitator to provide instruction to math classes as one of the math teachers took extended leave. The Building Leadership Team discussed the loss of instruction that would occur if a substitute were put in place during that time. The Math Instructional Facilitator was able to assist with diagnosing students’ deficiencies during that time and provide more effective support to the teacher and students upon the teacher’s return and in preparing the students for the ACT Aspire.

During the 4<sup>th</sup> quarter, another math teacher was absent on several instances with many of those instances lasting more than two consecutive days. During that time, the Math Instructional Facilitator and School Improvement Specialist who both have experience teaching secondary math, provided instruction to those classes while the teacher was on leave. The Building Leadership Team was confident that the continued instruction the students received would better prepare them for the ACT Aspire test.

After the district administered the ACT Aspire Interim 1 assessment, the data was reviewed and teachers were encouraged to remediate the students on deficiencies that were identified. After weeks of continuing instruction and remediating students, the District Leadership Team asked the Building Leadership Teams to discuss administering the ACT Aspire Interim 2 assessment two weeks before the ACT Aspire Summative Assessment was scheduled to be given. The Building Leadership Team decided to



administer the Interim 2 and use the results to identify areas that still need growth and remediate the students the final two weeks before ACT Aspire Summative Assessment.

During the 4<sup>th</sup> quarter, the district used the Curriculum Coordinator and School Improvement Specialist to conduct a curriculum audit. All curriculum developed by teachers in the district was examined for completion and quality. Conferences were held with each teacher and feedback was provided on the written curriculum that had been developed. The Building Leadership Team supported the district in providing the teachers the support they needed. The School Improvement Specialist and Curriculum Coordinator shared updates with the Building Leadership Team on Curriculum Audit updates. Classes that were lacking curriculum components or quality were discussed. The Principal used this information to conference with teachers and make suggestions and recommendations for the Professional Growth Plan.

If anything, what do you intend to change or modify for the year?

Districtwide, the focus for the 2015-2016 school year was building the curriculum. Establishing a written curriculum was very challenging the previous year. The curriculum was incomplete and had many gaps. Challenges were presented this year as well when the curriculum expectations and requirements were shared with teachers. However, when the curriculum audit identified specific gaps, missing components, and incomplete curriculum, teachers were mandated to make the necessary revisions and additions. While updates and improvements will be expected during the 2016-2017 school year, a written curriculum with a scope and sequence has been established. Districtwide, the focus for the 2016-2017 school year, will be improving instruction. This will include closely monitoring the alignment of the written, taught, and assessed curriculum.

While considering the resources available within the district and the lack of applicants for the secondary math position, the Leadership Team discussed reassigning the Math Instructional Facilitator as half time math teacher and half time Math Instructional Facilitator for the 2016-2017 school year. The Math Instructional Facilitator was previously a very effective math teacher within the district before taking upon the role of Math Instructional Facilitator. The Leadership Team feels that this change will positively affect student performance and the academic status of the school.

Also during the 2016-2017 school year, the Literacy Instructional Facilitator will be reassigned to half time teacher, half time Literacy Instructional Facilitator. Due to the fact that teacher recruitment and retention is low, the High School will offer the Teacher Cadet Program to students in an effort to “grow your own.” The Literacy Instructional Facilitator will teach these classes as well as serve as an interventionist for Literacy.

Finally, during the 2016-2017 school year, a more conscious effort will be placed on ensuring that teacher evaluations reflect their overall professional performance in areas such as planning and preparing, attendance, professionalism, and professional growth. More accountability will be emphasized on adhering to district and building expectations.



ARKANSAS  
DEPARTMENT  
OF EDUCATION

## SCHOOL LEADERSHIP TEAM'S REPORT FOURTH QUARTER

### STUDENT/ TEACHER DATA by Quarter IMO AREA 2: STUDENT PROGRESS AND ACHIEVEMENT

Grade Level	Number of students enrolled				Number of SWD enrolled as of October 1 <sup>st</sup> per grade level	Number of EL students enrolled as of October 1 <sup>st</sup> per grade level	Number of students with 5 or more referrals				Number of students who have been absent 10 or more days (20% absence rate)			
	1st	2nd	3rd	4th			1st	2nd	3rd	4th	1st	2nd	3rd	4th
7	28	29	30	28	3	0	0	1	1	0	1	0	0	0
8	21	21	21	20	3	1	0	1	1	0	0	1	0	0
9	24	24	24	26	5	0	0	1	0	0	0	0	0	1
10	21	23	24	21	4	0	0	0	0	0	0	1	1	0

Comments/ Clarifications:

NA

Grade Level	Percent of core teachers (Math, Science, Social Studies, ELA) absent 5 or more days (10%)				Number of <i>ELEMENTARY</i> students that are 2 or more years below grade placement in Math as determined by _____ Test on _____ - _____ / _____ (Date)		Number of <i>SECONDARY</i> students that are 3 or more years below grade placement in Math as determined by student enrollment in specific courses.		Number of <i>ELEMENTARY</i> students that are 2 or more years below grade placement in ELA as determined by _____ Test on _____ - _____ / _____ (Date)		Number of <i>SECONDARY</i> students that are 3 or more years below grade placement in ELA as determined by student enrollment in specific courses.	
	1st	2nd	3rd	4th	1st Quarter	4th Quarter	1st Quarter	4th Quarter	1st Quarter	4th Quarter	1st Quarter	4th Quarter
7-12	13%	38%	63%	63%			0				0	

**Comments/ Clarifications:**

The District Leadership Team as well as the Building Leadership Team has identified excessive teacher absenteeism as a problem within the district. At the District and Building Leadership Team meetings, incentives for improving the high absenteeism rate have been discussed. Recently, the School Board approved an Incentive Plan to be implemented during the 2016-2017 school year, presented by the Superintendent involving monetary awards. The majority of the absences reflected in the 63% presented in the chart are mostly related to bereavement, sick, and personal leave. Early on, the Building Leadership Team noticed a trend in an abundance of absences in core areas. To ensure quality instruction continued, every effort was made to place certified staff in those positions during long and short term absences.

**MATH DATA by Quarter for Grades 3-10**

Grade Level	Number of students that failed Math the previous year	Number of students enrolled this quarter	Number of students with D or F in Math class per quarter 2015-2016				Number of students assessed on each post-unit assessment for the current quarter				Total number of students assessed on the post-unit test for each grade level (A)	Total number of students with D or F on unit tests in Math this quarter (B)	Percent of students with D or F on any unit tests in Math (C)  (B/A) X 100 = C			
			1st	2nd	3rd	4th	Unit 1	Unit 2	Unit 3	Unit 4			1st	2nd	3rd	4th
7	4	28	5	6	16	17 (61%)	22	24	23	23	92	48	63%	52%	32%	52%
8	4	20	4	6	8	1 (5%)	18	18	18	18	72	21	37%	38%	33%	29%
9	5	26	5	9	5	5 (19%)	22	22	22	22	88	24	27%	40%	33%	27%
10	1	21	3	1	5	1 (5%)	18	18	18	18	42	12	38%	25%	33%	29%
<b>Example</b>							<b>100</b>	<b>90</b>	<b>95</b>	<b>N/A</b>	<b>285</b>	<b>57</b>	<b>20%</b>			

**Comments/ Clarifications:**

**7th Grade: Of the 28 students enrolled in 7th grade math, 24 students are in the regular classroom and 4 are SPED. The 4 SPED students do not take the regular classroom assessments.**

7th Grade: Of the 17 students that received a D or an F for the quarter, 9 were D's and 8 were F's. The teacher assigned to regular 7th grade math was a first year teacher with 7 different classes to prepare for. Early during the 4th quarter, the teacher announced he/she would not be returning for the 2016-2017 school year. After this, the Leadership Team began to notice a decline in the quality of preparation, instruction, and assessments related to the class. Support and guidance was offered by the Math Instructional Facilitator but was not recognized by the teacher. Teacher made assessments and results were not shared during Instructional Team meetings so that deficient students and concepts could be identified. Therefore, it is uncertain as to why all students were not tested on the Unit 1, 3, and 4 assessments. The Leadership Team is aware of the high percentage of Ds and Fs for the quarter and on teacher made assessments. The team has discussed possible reasons for the high percentages of Ds and Fs. These possible reasons include teacher absences, overwhelming class load, lack of investment in professional duties after resignation was announced.

**8th Grade:** *Of the 20 students enrolled in 8th grade math, 18 students are in the regular classroom and 2 are SPED. The 2 SPED students do not take the regular classroom assessments.*

*8th Grade: The 1 grade reported for the quarter identified as a D or an F, represents a D. The Leadership Team is aware of the discrepancy between the percentage of Ds and Fs on teacher made assessments and 4<sup>th</sup> quarter grades. The Leadership Team often discusses the level of rigor the regular 8<sup>th</sup> grade teacher provides in instruction and assessments. The team is aware that the teacher provides students with remediation opportunities after each assessment and believes that the discrepancy in the percentages is due to the reflection of student performance on teacher made assessments before remediation occurs.*

**9th Grade:** *Of the 26 students enrolled, 16 are enrolled in Algebra I, 6 are enrolled in Geometry, 3 are self-contained SPED students, and 2 are assigned to ALE. The 3 self-contained SPED students and 2 ALE students do not take the classroom unit assessments. One student is enrolled in both Geometry and Algebra I.*

*9th Grade: Of the 5 students that received a D or an F for the quarter, 4 were D's and 1 was an F. The Leadership Team notes that the percentages of Ds and Fs reported on teacher-made assessments has declined from 3<sup>rd</sup> quarter to 4<sup>th</sup> quarter. The team believes that possible reasons for this decline is due to teachers spending less class time introducing new material and more time remediating and re-teaching concepts to prepare for state assessments.*

**10th Grade:** *Of the 21 students enrolled, 8 are enrolled in Geometry, 10 are enrolled in Algebra II, and 4 are self-contained SPED students. The 4 self-contained SPED students do not take the classroom unit assessments. One student is enrolled in Geometry and Algebra II.*

*10<sup>th</sup> Grade: The 1 grade reported for the quarter identified as a D or an F, represents a D. Similar to the 9<sup>th</sup> grade, the Leadership Team notes that the percentages of Ds and Fs reported on teacher-made assessments and quarterly has declined from 3<sup>rd</sup> quarter to 4<sup>th</sup> quarter. The team believes that possible reasons for this decline is due to teachers spending less class time introducing new material and more time remediating and re-teaching concepts to prepare for state assessments.*

**ELA DATA by Quarter for Grades 3-10**

Grade Level	Number of students that failed ELA the previous year	Number of students enrolled this quarter	Number of students with D or F in an ELA class per quarter 2015-2016				Number of students assessed on each post-unit assessment for the current quarter				Total number of students assessed on the post-unit test for each grade level (A)	Total number of students with D or F on unit tests in ELA this quarter (B)	Percent of students with D or F on any unit tests in ELA (C)  (B/A) X 100 = C			
			1st	2nd	3rd	4th	Unit 1	Unit 2	Unit 3	Unit 4			1st	2nd	3rd	4th
7	0	28	1	3	2	2 (7%)	23	23	24	23	93	6	41%	3%	16%	6%
8	0	20	0	7	2	1 (5%)	18	18	18	10	64	7	45%	16%	22%	11%
9	0	26	2	8	6	8 (32%)	17	18	20	NA	55	12	61%	43%	36%	22%
10	1	21	5	10	6	7 (37%)	18	18	18	NA	54	19	21%	32%	24%	35%
<b>Example</b>							<b>100</b>	<b>90</b>	<b>95</b>	<b>N/A</b>	<b>285</b>	<b>57</b>	<b>20%</b>			

**Comments/ Clarifications:**

**7th Grade: Of the 28 students enrolled, 17 are enrolled in Pre-AP, 7 are enrolled in Regular, and 4 are self-contained SPED. The 4 self-contained SPED students do not take the classroom unit assessments.**

The 2 grades reported for the quarter identified as a D or an F, both represent a D. For unit test 1, 2, and 4, the teacher reported that the one student who was absent was tested over the material through a different activity. The teacher of regular and Pre-AP English for grades 7-9 resigned at the beginning of 2<sup>nd</sup> quarter. The Literacy Instructional Facilitator was reassigned as the teacher for regular and Pre-AP 7<sup>th</sup> grade English. Often during team meetings, the Leadership Team heard updates and was presented data on student performance from the Literacy Instructional Facilitator. The team attributes the decline in percentages of Ds and Fs to effective instructional delivery.

**8th Grade: Of the 20 students enrolled, 10 are enrolled in Pre-AP, 8 are enrolled in Regular, and 2 are self-contained SPED. The 2 self-contained SPED students do not take the classroom unit assessments.**

The 1 grade reported for the quarter identified as a D or an F, represents a D. All students were tested on unit tests within each class. For the unit 4 test, only the Pre-AP English class was administered a 4<sup>th</sup> unit assessment during the quarter. The teacher of regular and Pre-AP English for grades 7-9 resigned at the beginning of 2<sup>nd</sup> quarter. The Curriculum Coordinator, a former middle school English teacher, was reassigned as the teacher for regular and Pre-AP 8<sup>th</sup> grade English. Similar to the 7<sup>th</sup> Grade English, the team attributes the decline in percentages of Ds and Fs to effective instructional delivery.

**9th Grade: Of the 26 students enrolled, 9 are enrolled in Pre-AP, 12 are enrolled in Regular, 3 are self-contained SPED student, and 2 students are assigned to ALE. The 3 self-contained SPED students and 2 ALE students do not take the classroom unit assessments.**

Of the 8 grades reported for the quarter identified as a D or an F, 6 were D's (3 from Regular English and 3 from Pre-AP English) and 2 were F's (both were ALE students). The students who were not administered the Unit 1 or Unit 2 assessments were enrolled in a Behavioral Health Facility during the assessment. They later re-enrolled in the district. When the teacher of regular and Pre-AP 9<sup>th</sup> Grade English resigned, the 12 students enrolled in Pre-AP 9<sup>th</sup> grade English joined the regular 10<sup>th</sup> grade English class. The grades presented in the chart reflected a mixture of abilities across two classrooms. The Literacy Instructional Facilitator and Curriculum Coordinator co-taught this class.

**10th Grade: Of the 21 students enrolled, 15 are enrolled in Pre-AP, 5 are enrolled in Regular, 2 are self-contained SPED students, 1 student is assigned to ALE, and 1 student is homeschooled for 10th grade English. The 3 self-contained SPED students, 1 ALE student, and 1 homeschooled student do not take the classroom unit assessments.**

Of the 7 grades reported for the quarter identified as a D or an F, 5 were D's (2 from Regular English and 3 from Pre-AP English) and 2 were F's (1 from Regular English and 1 from Pre-AP English). The Leadership Team recognizes that the instruction the 10<sup>th</sup> grades students receive is consistently rigorous. The Leadership Team notes that student performances on assessments accurately reflect student mastery quarterly.

(Optional)

**Do you have other data sources that support and/or identify that you are making gains in student outcomes (For example: Interim assessments such as ACT Aspire, TLI, etc.)?** *You may include a chart to describe your data.*

The chart below compares student performance on the ACT Aspire Interim I assessment, administered on February 22-23, 2016, to performance on the ACT Aspire Interim 2 Assessment, administered on April 7-8, 2016. The data was calculated based on the information presented in the following document shared by ACT Aspire: Linking ACT Aspire Interim I –III Assessment and Summative Assessments Using 2014-2015 Data. The document states that it uses, “data from students who took Interim I-III in the window of March 15 through June 30, 2015, and a corresponding summative assessment, equipercentile concordances were conducted to find the score on the different interim assessments that corresponded to the ACT Readiness Benchmark on the summative assessment.”

All grades in all areas showed an increase in performance. The largest gains were made in 8<sup>th</sup> Grade English and Reading, 7<sup>th</sup> Grade Reading, and 8<sup>th</sup> Grade Math.

English			
	Interim 1	Interim 2	% Gain
7th Grade	61%	70%	+9%
8th Grade	47%	72%	+25%
9th Grade	29%	30%	+1%
10th Grade	33%	50%	+17%

Reading			
	Interim 1	Interim 2	% Gain
7th Grade	14%	65%	+51%
8th Grade	26%	56%	+30%
9th Grade	4%	15%	+11%
10th Grade	0%	19%	+19%



Math				Science			
	Interim 1	Interim 2	% <i>Gain</i>		Interim 1	Interim 2	% <i>Gain</i>
7th Grade	19%	20%	<b>+1%</b>	7th Grade	14%	32%	<b>+18%</b>
8th Grade	0%	33%	<b>+33%</b>	8th Grade	21%	39%	<b>+18%</b>
9th Grade	4%	14%	<b>+10%</b>	9th Grade	4%	5%	<b>+1%</b>
10th Grade	5%	7%	<b>+2%</b>	10th Grade	11%	20%	<b>+9%</b>

The Academic Skill Attainment Report for Career and Technical Education (CTE) shows the district has made notable gains over the past two years. The score report states, “The academic attainment measure is based on the number of CTE concentrators who score proficient or advanced on the end-of-course Literacy and Geometry assessments. CTE Concentrators are those students who have completed at least three units from a program of study in grades 9-12 and are leaving the secondary education system during the reporting year.”

The largest gains were made in Literacy proficiency and CTE Skill attainment.

	2013-2014		2014-2015		<i>% Gain</i>
	% Proficient	District Target	% Proficient	District Target	
Literacy	46.15%	60%	100%	65%	+53.85%
Geometry	66.67%	78.31%	80%	78%	+13.33%
CTE Skill Attainment	28.57%	76%	80%	78%	+51.43%
Graduation	100%	85%	100%	90%	0%
Placement	84.62%	95%	100%	95%	+15.38%
Completion	100%	96%	100%	96%	0%

The following data represents the percent correct on TLI modules for two consecutive years. For each grade/ course represented, the data represents a different group of students for each year. However, the data can be used to review teacher growth for each module.

		Grade 7 Math			
		14-15	15-16	Difference	Conclusion
Module 1	MC	26.6	40.7	+14.1	The average growth for <b>7th Grade Math</b> for Multiple Choice was +4.72 and for Open Response was +2.12. The Leadership Team considers these gains a result of a new teacher being assigned to 7 <sup>th</sup> Grade Math.
	OR	21.2	11.2	-9.9	
Module 2	MC	24.8	30.6	+5.8	
	OR	26.8	33	+6.2	
Module 3	MC	28.2	32.3	+4.1	
	OR	9	21	+12	
Module 4	MC	31.7	29.8	-1.9	
	OR	0	18.5	+18.5	
Module 5	MC	30.2	31.7	+1.5	
	OR	42.2	26	-16.2	

		Algebra I			
		14-15	15-16	Difference	Conclusion
Module 1	MC	29.2	32.9	+3.7	The average decline for <b>Algebra I</b> for Multiple Choice was -2.00 and for Open Response was -.037. The Leadership Team considers this decline as a result of lack of prerequisite knowledge the
	OR	18.1	53.6	+35.5	
Module 2	MC	37.7	32.7	-5	
	OR	38.3	45	+6.7	
Module 3	MC	30	24.6	-5.4	
	OR	72.1	50	-22.1	
Module 4	MC	32	30.4	-1.6	
	OR	48.3	70.8	+22.5	
Module 5	MC	37.3	35.3	-2	
	OR	63.5	56.2	-7.3	
Module 6	MC	38	36.3	-1.7	

		Grade 8 Math			
		14-15	15-16	Difference	Conclusion
Module 1	MC	35.4	45	+9.6	The average growth for <b>8th Grade Math</b> for Multiple Choice was +12.02 and for Open Response was +35.33. The Leadership Team considers these gains a result of a new teacher being assigned to 8 <sup>th</sup> Grade Math.
	OR	28.8	65.5	+36.7	
Module 2	MC	25.5	37.4	+11.9	
	OR	13.6	47.2	+33.6	
Module 3	MC	25.8	32.5	+6.7	
	OR	35.7	51.2	+15.5	
Module 4	MC	28.1	40.7	+12.6	
	OR	18.8	54.8	+36	
Module 5	MC	35.2	50.8	+15.6	
	OR	14.4	70.8	+56.4	
Module 6	MC	28.5	44.2	+15.7	
	OR	12	45.8	+33.8	

	OR	87.5	50	-37.5	students gained the previous year.	
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		Algebra II			
		14-15	15-16	Difference	Conclusion
Module 1	MC	26.9	41.1	+14.2	The average growth for <b>Algebra II</b> for Multiple Choice was +2.05 and the average decline for Open Response was - 6.5. The Leadership Team considers this decline a result of the students receiving instruction from an experienced teacher during the 2014-2015 school year and a novice teacher during the current year.
	OR	37.5	42	+4.5	
Module 2	MC	26.8	32.4	+5.6	
	OR	75	52.4	-22.6	
Module 3	MC	39	36.4	-2.6	
	OR	62.5	59.5	-3	
Module 4	MC	30.5	32	+1.5	
	OR	50	45	-5	
Module 5	MC	31.1	27.4	-3.7	
	OR	50	53.6	+3.6	
Module 6	MC	33.8	31.1	-2.7	
	OR	72.1	55.6	-16.5	

		Geometry			
		14-15	15-16	Difference	Conclusion
Module 1	MC	28	33	+5	The average growth for
	OR	0	18.4	+18.4	

Module 2	MC	38	41.3	+3.3	<b>Geometry</b> for Multiple Choice was +.053 and for Open Response was +12.82. The Leadership Team considers these gains a result of a new teacher being assigned to Geometry.
	OR	8.8	42.1	+33.3	
Module 3	MC	33.3	32.6	-0.7	
	OR	2.2	22.4	+20.2	
Module 4	MC	31.2	37.8	+6.6	
	OR	7.3	46.7	+39.4	
Module 5	MC	43.5	38.7	-4.8	
	OR	17.4	5.4	-12	
Module 6	MC	35.2	29	-6.2	
	OR	42.4	20	-22.4	

After the ACT Aspire Interim 1 Assessment was administered, the Literacy Instructional Team made the decision to focus on incorporating remediation into instruction and chose not to administer the TLI Module 3 and Module 4 interim assessments.

		7 <sup>th</sup> Grade Reading			
		14-15	15-16	Difference	Conclusion
Module 1	MC	36.4	48.1	+11.7	The average growth for <b>7<sup>th</sup> Grade Reading</b> for Multiple Choice was +11.1 and for Open Response was +23.9. The Leadership Team considers these gains a result of a new teacher being assigned to 7 <sup>th</sup> Grade Reading.
	OR	19.5	43.8	+24.3	
Module 2	MC	34.3	44.8	+10.5	
	OR	66.1	89.6	+23.5	

		8 <sup>th</sup> Grade Reading			
		14-15	15-16	Difference	Conclusion
Module 1	MC	33.8	33.3	-0.5	The average growth for <b>8<sup>th</sup> Grade Reading</b> for Multiple Choice was +1.4 and for Open Response was +36.6. The Leadership Team considers these gains a result of a new teacher being assigned to 8 <sup>th</sup> Grade Reading.
	OR	6.8	59.7	+52.9	
Module 2	MC	52.3	55.6	+3.3	
	OR	53.3	73.6	+20.3	

		9 <sup>th</sup> Grade Reading			
		14-15	15-16	Difference	Conclusion
Module 1	MC	41.7	37.5	-4.2	The average growth for <b>9<sup>th</sup> Grade Reading</b> for Multiple Choice was +8.5 and for Open Response was +0.2. The Leadership Team considers these gains a result of a new teacher being assigned to 9 <sup>th</sup> Grade Reading.
	OR	46.3	42.1	-4.2	
Module 2	MC	40.7	61.9	+21.2	
	OR	60.7	65.3	+4.6	

		10 <sup>th</sup> Grade Reading			
		14-15	15-16	Difference	Conclusion
Module 1	MC	55	39.4	-15.6	The average growth for <b>10<sup>th</sup> Grade Reading</b> for Open Response was +35.9. The Leadership Team considers this gain a result of the teacher improving his/ her instructional practices from the previous year.
	OR	29.5	80.6	+51.1	
Module 2	MC	43.5	49.4	+5.9	
	OR	50.4	71.1	+20.7	

		11 <sup>th</sup> Grade Reading			
		14-15	15-16	Difference	Conclusion
Module 1	MC	40	59.1	+19.1	The average growth for <b>11<sup>th</sup> Grade Reading</b> for Multiple Choice was +13.7 and Open Response was +45.95.
	OR	32.1	80.2	+48.1	
Module 2	MC	41.7	50	+8.3	The Leadership Team considers these gains a result of the teacher improving his/ her instructional practices from the previous year.
	OR	37.4	81.2	+43.8	

		7 <sup>th</sup> Grade Science			
		14-15	15-16	Difference	Conclusion
Module 1	MC	35.9	53.9	+18	The average growth for 7 <sup>th</sup> Grade Science for Multiple Choice was +7.45 and Open Response was +8.03. The Leadership Team considers these gains a result of the teacher improving his/ her curriculum from the previous year.
	OR	41.7	34.7	-7	
Module 2	MC	43.9	46.2	+2.3	
	OR	17.6	26.8	+9.2	
Module 3	MC	49.8	50.7	+0.9	
	OR	33.7	42.3	+8.6	
Module 4	MC	37.3	45.9	+8.6	
	OR	15.7	37	+21.3	

		8 <sup>th</sup> Grade Science			
		14-15	15-16	Difference	Conclusion
Module 1	MC	34.4	48.5	+14.1	The average growth for 8 <sup>th</sup> Grade Science for Multiple Choice was +13.58 and Open Response was +10.48. The Leadership Team considers these gains a result of the teacher improving his/ her curriculum from the previous year.
	OR	13.5	61.9	+48.4	
Module 2	MC	42.3	44.8	+2.5	
	OR	27.1	11.8	-15.3	
Module 3	MC	33.3	34.7	+1.4	
	OR	25	26.3	+1.3	
Module 4	MC	34.8	56.1	+21.3	
	OR	38.8	NA	--	
Module 5	MC	31.7	60.3	+28.6	
	OR	17.5	25	+7.5	

		Biology			
		14-15	15-16	Difference	Conclusion
Module 1	MC	44.2	47.6	+3.4	The average growth Biology for Multiple Choice was +6.08 and Open Response was +24.08. The Leadership Team considers these gains a result of the teacher improving his/ her curriculum and instructional practice from the previous year.
	OR	59.7	85.5	+25.8	
Module 2	MC	36.4	38.8	+2.4	
	OR	46.6	78.8	+32.2	
Module 3	MC	39.7	55.2	+15.5	
	OR	35.3	75	+39.7	
Module 4	MC	40.4	50	+9.6	
	OR	49.3	70	+20.7	
Module 5	MC	55.8	55.3	-0.5	
	OR	67.7	69.7	+2	





**DISTRICT:** DOLLARWAY SCHOOL DISTRICT  
**SCHOOL:** DOLLARWAY HIGH SCHOOL  
**STATUS:** PRIORITY AND ACADEMIC DISTRESS  
**SITE-BASED SIS:** N/A

**SUPERINTENDENT:** BARBARA WARREN  
**PRINCIPAL:** JEFF SPALETTA

**EXTERNAL PROVIDER:** EDUCATOR CONSULTING SERVICE, INC.  
**ADE SCHOOL IMPROVEMENT SPECIALIST TEAM:** DR. RICHARD WILDE AND LASONIA JOHNSON

# End of Year Summary Report

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## FOURTH QUARTER

2015-2016 School Year



**IMO AREA 1: CHANGE IN TEACHER AND LEADER PRACTICE**
**Effective Practice within Category:**

Establishing a team structure with specific duties and time for instructional planning (ID01, ID04, ID07)

**Description of full implementation of the Effective Practice and/or Recommendation:**

District policy specifies the team structure for all schools which include a description of the team's' purposes and how they are constituted. New school leaders are apprised of this expectation and how the effectiveness of teams is determined. A common team structure for a school consists of (but not limited to) a Leadership Team (consisting of principal and teacher leaders), teacher Instructional Teams (teaching common subject area or grade level), student team (a diverse group of student leaders), management team (campus administrators and other personnel as needed) and a School Community Council (with a majority of members being parents (ID01). Each team has a specific purpose and scheduled time to meet and works from agendas and minutes (ID04).

The Leadership Team meets at least twice a month in regularly scheduled meetings of at least an hour (ID07). They serve as a conduit of communication to the faculty and staff in a way that enables the Leadership Team to receive input from the faculty and staff (ID08). The Leadership Team regularly looks at school performance data and aggregated classroom observation data and uses that data to make decisions about school improvement and professional development (ID10).

**Current reality of effective practice from the beginning of the year:**

The school leadership team is composed of the principal, counselor, teacher leaders, parent facilitator, student and parent. The school leadership team meets weekly for one hour. Modified team daily planning periods for content area instructional teams were developed. Content instructional teams meet daily to focus on five themes. Unit/lesson planning, data driven instruction, high yield learning strategies, student engagement/differentiation and literacy through content are discussed in team planning meetings.

**Current reality of effective practice:**

The school leadership team operates using a team charter. The school leadership team is composed of the principal, counselor, teacher leaders, and Title I parent facilitator. A school PTO organization, composed of the principal, parent facilitator, college/career coach and parents meets monthly. A school-community team was developed and meets monthly. A student council composed of the student leaders meets monthly

Weekly PLC's focus on instructional themes with non content area teams. A campus administration consists of the principal and two assistant principals; the campus administration meets daily for at least 10 minutes. A school PTO organization, composed of the principal, parent facilitator, college and career coach and parents meets monthly. All teams operate using agendas and minutes. Agendas are prepared in advance and emailed out to members in advance. All teams look at performance data, classroom observation data, and make decisions about school improvement and professional development. The teams use wise ways indicators to assist with their practices. The teams stay on task and provide minutes following the meetings. Incentive, ACSIP, department and handbook teams are established as needed.

and are reported to the school leadership team through their sponsor. Student voices are sampled and reported to the staff and leadership team. The school leadership team meets weekly for one hour. Content area teams meet multiple times per week during common planning times. Content instructional teams meet daily to focus on five themes. The instructional teams meet to plan units and lessons. The instructional teams analyze data to drive driven instruction. The instructional team discusses instruction and implementing high yield learning strategies. Instruction is modified based on pre-post test data discussed during instructional meetings. Student engagement strategies are presented as training during instructional team meetings. Weekly PLC's focus on instructional themes with elective class teams. A campus administration consists of the principal and two assistant principals; the campus administration meets daily for at least 30 minutes. All teams operate using agendas and minutes. Agendas are prepared in advance and emailed out to members in advance. Leadership and administrative teams look at performance data, classroom observation data, and make decisions about school improvement and professional development. The teams use wise ways indicators to assist with their practices. The teams stay on task and provide minutes following the meetings. Incentive, Arkansas Comprehensive School Improvement Plan (ACSIP), department and handbook teams are established as needed.

<b>IMO AREA 1: CHANGE IN TEACHER AND LEADER PRACTICE</b>	
<b>Effective Practice within Category:</b> Engaging teachers in assessing and monitoring student mastery (IIB02, IIB04)	
<b>Description of full implementation of the Effective Practice and/or Recommendation:</b> The Instructional Teams develop instructional units based on the curriculum standards and the local curriculum document. This unit typically encompasses three to six weeks of work and includes pre-/post tests administered at two to three week intervals (IIB01). The pre-test and post-test assess the same learning objectives and inform the Instructional Team members' (teachers) plans for differentiated instruction within the unit and/or re-teaching as necessary following the unit (IIB04).  The Instructional Team reviews the results of the pre- and post-tests and uses the information to guide efforts to assure that every student masters the instructional standards taught in the instructional unit (IIB03). The Instructional Team also uses the results from the pre-/post-test analysis to plan for professional development, inform subsequent instructional unit plans and/or make adjustments to the curriculum (IIB02, IIB05).	
<b>Current reality of effective practice from the beginning of the year:</b>	<b>Current reality of effective practice:</b>

<p>Staff members attended Summer professional development on unit planning. Content teams and PLC'S have developed instructional units based on the curriculum. An LDC team has developed instructional units. All teachers are administering pre and post tests every two to three weeks. The instructional teams review the pre and post test data. Results from the pre and post tests are used to guide instruction and plan for professional development.</p>	<p>Professional learning communities meet based on a common-planning period once per week. All certified staff members are members of a PLC. Each grade SLT was elected in the 1st quarter. The SLT meets monthly. Additional meetings are held as needed.</p> <p>The Instructional Teams meet to review the curriculum standards, however the level of discussion regarding curriculum implementation is subpar. This unit typically encompasses ten to fifteen days of work and includes pre/post tests. All teachers give a pre-test and post-test. The pre-test and post-test assess the same learning objectives and inform the teachers' plans for differentiated instruction within the unit and/or re-teaching as necessary following the unit.</p> <p>The expectations of the Instructional Team pertaining to reviewing the documentation and data from pre/posts tests to create a plan of action for each instructional unit have been inconsistent. In addition, a professional development plan has not been created to address the needs of students based on data from pre and post test results. Teachers are in the process of developing pre-post data walls in conjunction to the current TLI data walls, which are updated quarterly. Going forward, professional development will be provided based on student pre/post test results.</p>
<p><b>IMO AREA 3: STUDENT SAFETY AND DISCIPLINE</b></p>	

**Effective Practice within Category:**

Expecting and monitoring sound classroom management (IIC10)

**Description of full implementation of the Effective Practice and/or Recommendation:**

The faculty and staff develop a discipline management plan that guides student behavior throughout the school. Each teacher establishes rituals and routines within the classroom that produces an atmosphere conducive to learning. Each teacher consistently teaches the campus and classroom plans to all students. Each teacher consistently teaches the rules and procedures in their classroom. Each teacher consistently enforces the agreed upon rules and regulations (IIC10).

**Current reality of effective practice from the beginning of the year:**

A committee met to develop a discipline management plan. The teachers taught the classroom rules to students during the first week of school. Teachers were trained during PLC's on classroom procedures and classroom management. Additional trainings were offered for teachers to attend for classroom management. Teachers have developed rituals and routines in their classrooms. Focus walks were conducted to ensure that rules were posted and rules were in place.

**Current reality of effective practice:**

The faculty and staff develop a discipline management plan that guides student behavior throughout the school. Each teacher establishes rituals and routines within the classroom that produces an atmosphere conducive to learning. New teachers attended training on classroom management. Training was conducted on Domain 2 of TESS for all teachers. Additional training was provided for teachers that were identified as needing additional classroom assistance. Each teacher is progressing towards universal classroom procedures and routines. The Workshop model of instruction is being used in all classrooms.

**IMO AREA 4: FAMILY AND COMMUNITY ENGAGEMENT****Effective Practice within Category:**

Defining the purpose, policies, and practices of a school community (IVA01)

**Description of full implementation of the Effective Practice and/or Recommendation:**

<p>No Child Left Behind stipulates that each school in the Title I program develop an agreement, or “compact,” that outlines how parents, school staff, and students will share responsibility for improving academic achievement. Compacts describe how the school and parents can work together to help students achieve the state’s standards.</p>	
<p><b>Current reality of effective practice from the beginning of the year:</b></p> <p>A committee met and developed a parent-student-school compact agreement. The compact was given to all students and has been presented to parents. The compact outlines how everyone (student, parent and school) will share responsibility for improving academic achievement.</p>	<p><b>Current reality of effective practice:</b></p> <p>The school had an agreed upon compact that outlines shared responsibility for improving academic improvement. The compact describes how the school and parents can work together to help students achieve the state’s standards. The PTO held elections and holds meetings at least monthly. A school and community council was formed. The school and community council meets monthly. The leadership team has enforces using parents to deter the bad decisions of their students, resulting in more accountability of students of their behavior.</p>



IMO AREA 4: FAMILY AND COMMUNITY ENGAGEMENT	
<b>Effective Practice within Category:</b> Post-Secondary School Options (VA01)	
<p>The school has a guidance plan that includes options for students as they plan their college and career opportunities. The school routinely tracks their recent graduates' success at the next level as they pursue their college and career goals.</p> <p><b>ADE will monitor the following:</b></p> <ul style="list-style-type: none"> <li>• The guidance plan</li> <li>• The process of tracking recent graduates</li> </ul>	
<p><b>Current reality of effective practice from the beginning of the year:</b></p> <p>The guidance plan includes the following activities:</p> <ul style="list-style-type: none"> <li>· Resolve conflicts and complete all student schedules</li> <li>· Open House / Report to Public</li> <li>· Graduation Credit Checklist for seniors</li> <li>· ACT Registration, Information and Dates</li> <li>· College Applications and Scholarship Information</li> </ul>	<p><b>Current reality of effective practice:</b></p> <p>The guidance plan includes the following activities:</p> <ul style="list-style-type: none"> <li>· Academic Advisement and Final Graduation Checklist of Required Credits for Seniors</li> <li>· Post-Secondary Campus Visits, Admission Process, Scholarship Applications, Letters of Recommendation, Concurrent Credit</li> <li>· Post-Secondary Program Participation (Upward Bound, TRIO)</li> </ul>

<ul style="list-style-type: none"><li>· Career Outlook Plan</li><li>· Act Prep Workshops</li><li>· Concurrent Credit</li><li>· Post-Secondary Programs for High School Students (Concurrent Credit, Upward Bound, etc.)</li><li>· Transitional Courses for College and Career Readiness</li></ul>	<ul style="list-style-type: none"><li>· ACT Prep Workshops, Registration, Information and Dates</li><li>· Financial Aid &amp; Scholarship Applications</li><li>· Career Outlook Plan</li><li>· Act Prep Workshops</li><li>· Post-Secondary Recruitment Coordination (Colleges, Armed Services)</li><li>· On-Site Career Awareness and Exploration</li></ul>
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### **LEADERSHIP TEAM REFLECTION**

Thinking about meetings throughout the year, what have been the most meaningful decisions and actions made by the School Leadership Team this quarter? And what attributed to those changes?

The high school leadership team facilitated the creation of our school's new mission, vision, and beliefs statements into those which are based on multiple forms of data concerning student and teacher performance. The culture at the high school changed because of the expectations brought about by new leadership. The leadership team has led the school improvement plan committee in guarantying its' validity and compliance with ADE mandates. While ensuring those mandates, the leadership team guided our school culture into one of distributive leadership through the effective use of strong teacher, student, and community leaders. The leadership team set aside common meeting times so that the work of students, teachers, administrators, and shareholders could become more streamlined in our efforts to align school policies and procedures to the mission, vision, and expected results. Although the school leadership team had buy-in from the staff, there was little autonomy in the school decisions. Many of the school decisions were prescribed at the district level. The high school lacked the support and resources to support effective learning and student engagement.

If anything, what do you intend to change or modify for the year?



SCHOOL LEADERSHIP TEAM’S REPORT FOURTH QUARTER

STUDENT/ TEACHER DATA by Quarter IMO AREA 2: STUDENT PROGRESS AND ACHIEVEMENT

Grade Level	Number of students enrolled				Number of SWD enrolled as of October 1 <sup>st</sup> per grade level	Number of EL students enrolled as of October 1 <sup>st</sup> per grade level	Number of students with 5 or more referrals				Number of students who have been absent 10 or more days (20% absence rate)			
	1st	2nd	3rd	4th			1st	2nd	3rd	4th	1st	2nd	3rd	4th
9	93	108	101	102	10	na	3	8	11	1	12	22	14	24

10	66	77	78	78	8	na	0	1	4	0	5	5	6	14
11	91	103	96	96	8	na	0	0	1	0	8	7	6	10
12	85	88	89	90	8	na	0	0	0	0	6	2	8	20

**Comments/ Clarifications:**

Percent of core teachers (Math, Science, Social Studies, ELA) absent 5 or more days (10%)	Number of <i>ELEMENTARY</i> students that are 2 or more years below grade placement in Math as determined by	Number of <i>SECONDARY</i> students that are 3 or more years below grade placement in Math as determined by	Number of <i>ELEMENTARY</i> students that are 2 or more years below grade placement in ELA as determined by	Number of <i>SECONDARY</i> students that are 3 or more years below grade placement in ELA as determined by ___Star
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				_____ Test on _____/_____(Date)		_SMI_____ Test on _____(Date)		_____ Test on _____/_____(Date)		Reading Test____ Test on ____5____/____2____(Date)	
1st	2nd	3rd	4th	1st Quarter	4th Quarter	1st Quarter	4th Quarter	1st Quarter	4th Quarter	1st Quarter	4th Quarter
40%	40%	40%	80%								
0%	0%	20%	20%								
20%	20%	20%	40%								
40%	40%	20%	20%								

*Comments/ Clarifications:*

**MATH DATA by Quarter for Grades 3-10**

Grade Level	Number of students	Number of students	Number of students with D or F in Math class per quarter	Number of students assessed on each post-unit assessment for the current quarter	Total number of students assessed on the post-unit	Total number of students with D or F on unit	Percent of students with D or F on any unit tests in Math
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	that failed Math the previous year	enrolled this quarter	2015-2016								test for each grade level  (A)	tests in Math this quarter  (B)	(C)  (B/A) X 100 = C			
			1st	2nd	3rd	4th	Unit 1	Unit 2	Unit 3	Unit 4*			1st	2nd	3rd	4th
9	39	116	8	19	4	2	90	91	90	NA	173	52	20%	13%	19%	27 %
10	7	74	0	12	12	7	62	62	58	62	182	148	80%	67%	81%	80 %
11	17	108	89	23	11	4	82	88	83	51	253	108	76%	63%	43	66 %
12	0	112	9	11	10	1	106	75	74	14	255	143	33%	58%	56%	60 %
<b>Example</b>							100	90	95	N/A	285	57	20%			

Comments/ Clarifications:

**ELA DATA by Quarter for Grades 3-10**

Grade Level	Number of students that failed ELA the previous year	Number of students enrolled this quarter	Number of students with D or F in an ELA class per quarter 2015-2016				Number of students assessed on each post-unit assessment for the current quarter				Total number of students assessed on the post-unit test for each grade level  (A)	Total number of students with D or F on unit tests in ELA this quarter  (B)	Percent of students with D or F on any unit tests in ELA  (C)  (B/A) X 100 = C			
			1st	2nd	3rd	4th	Unit 1	Unit 2	Unit 3	Unit 4*			1st	2nd	3rd	4th
9	12	108	0	8	3		97				97	20	71%		21%	
						7										
10	30	77	2	10	32	16	90	71			161	32	21%	36%	20%	
11	7	103	3	32	9	7	3	1	83	64	87	na	60%	46%	59%	
12	3	88	1	21	1	0	88	45	39		172	22	13%	8%	13%	



	<i>Example</i>	<i>100</i>	<i>90</i>	<i>95</i>	<i>N/A</i>	<i>285</i>	<i>57</i>	<i>20%</i>			
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**Comments/ Clarifications:**

Some students who were classified as upperclassmen were assigned to lower classes.

*(Optional)*

**Do you have other data sources that support and/or identify that you are making gains in student outcomes (For example: Interim assessments such as ACT Aspire, TLI, etc.)? *You may include a chart to describe your data.***





ARKANSAS  
DEPARTMENT  
OF EDUCATION

**DISTRICT:** Dollarway School District

**SCHOOL:** Robert F. Morehead Middle School

**STATUS:** Priority

**SITE-BASED SIS:** TAMMI DOCKETT-WILSON

**EXTERNAL PROVIDER:** EDUCATORS CONSULTING SERVICES AND ARESC

**ADE SCHOOL IMPROVEMENT SPECIALIST TEAM:** Dr. Richard Wilde and Lasonia Johnson

**SUPERINTENDENT:** Barbara Warren

**PRINCIPAL:** Yolanda Prim

# 45-DAY PLAN

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Fourth Quarter

2015-2016 School Year

**IMO Area 1: Change in Teacher and Leader Practice****ADE Recommendation:** Not Applicable**Effective Practice within Category:**

Establishing a team structure with specific duties and time for instructional planning (ID01, ID04, ID07)

**Description of full implementation of the Effective Practice and/or Recommendation:**

District policy specifies the team structure for all schools which include a description of the teams' purposes and how they are constituted. New school leaders are apprised of this expectation and how the effectiveness of teams is determined. A common team structure for a school consists of (but not limited to) a Leadership Team (consisting of principal and teacher leaders), teacher Instructional Teams (teaching common subject area or grade level), student team (a diverse group of student leaders), management team (campus administrators and other personnel as needed) and a School Community Council (with a majority of members being parents (ID01). Each team has a specific purpose and scheduled time to meet and works from agendas and minutes (ID04).

The Leadership Team meets at least twice a month in regularly scheduled meetings of at least an hour (ID07). They serve as a conduit of communication to the faculty and staff in a way that enables the Leadership Team to receive input from the faculty and staff (ID08). The Leadership Team regularly looks at school performance data and aggregated classroom observation data and uses that data to make decisions about school improvement and professional development (ID10).

**Current reality of effective practice (Assess where we are): Teachers continue to meet on a regular basis to discuss student achievement. STEP 1 and 2: Our building has a well-established PLC meeting schedule and agenda template. The PLCs are habitual in submitting copies of agendas, minutes, and sign-in sheets to the Principal's Office.**

**Quarterly Objective:** To maintain an accurate and current record all meetings.

Tasks	Target Date	Completion Date	Person assigned	Met	Not Met	Evidence of Completion
1. The leadership team will meet bi-monthly for a minimum of two hours per hours.	01/04/2016	05/25/2016	Deloris Hawkins	x		Agendas, meeting minutes and data reports
2. Leadership team members will report information and data from the grade level and content team meeting to the leadership team.	01/04/2016	05/25/2016	R. Henard	x		Agendas, meeting minutes and data reports
3. Team meeting agendas template will include norms for cooperation and Dufour's questions to guide the work.	01/04/2016	05/25/2016	Vernice Meadows			

***Include additional task lines as needed.***

**STEP 3: Impactful decisions for 2015-2016:**

- \*school wide LDC and MDC
- \*continuation and enforcement of building wide Standard Rules
- \*increased awareness of the purpose of pre and post-tests; the results from the pre and post tests were used to guide data driven instruction
- \*creation and implementation of building wide TEACHING MODULES

**IMPACT ON STUDENT ACHIEVEMENT AND THE SCHOOL:** In reality student achievement did not increase; however, as a Leadership Team we saw substantial growth in teacher understanding of the effect of data driven instruction. The PLC conversations were centered on concrete data.

The review of the STANDARD RULES each nine weeks impacted student discipline and classroom management in a positive way.

Full implementation in Change in Teacher and Leader Practice ( ID01, ID04, ID07, IIB02, IIB04)

- ID01- The leadership team will continue to meet bi-monthly. Agendas, minutes, and sign-in sheets will be kept for evidence of progress and uploaded to Indistar. Agendas will also be made available to team members prior to meeting times via e-mail. Leadership team members will work to incorporate team structure into District policy. Present written document to district leadership team for approval and placement in district policy manual.
- ID04- There is a building wide agenda template used by all PLCs to ensure required information is discussed during each PLC.
- ID07- The Leadership team and other academic team meetings will have agendas, minutes, and sign-in sheets maintained in a notebook and/or uploaded to Indistar. The building leadership team will consist of the principal, counselors, academic coaches, and a representative from each grade level and discipline area. A team roster will be kept and meeting agendas, sign-in sheets, and minutes will be maintained.
- IIB02- All teachers are administering pre and post tests for units that are taught. This enables teachers to better equip students with what they need to know to meet and/or exceed expectations and academic growth. Evidence: Examples of pre and post tests , data from those tests, discussion of those items in team and PLCs meetings per agendas and minutes, lesson plans, CWT forms. Teachers will use teacher created test and district interim assessments.

- IIB04- Mastery of skills will be evident by student application of different strategies based on individual abilities of the learner. Differentiated instruction will be noted in lesson plans.

#### Student Safety and Discipline ( IIC10)

- When fully implemented, all classrooms will be effectively managed to maximize student achievements. School standard rules and classroom procedures will be posted in each classroom, there will be a decrease in office referrals as shown by discipline report, student signed acknowledgement of school standard rules and classroom procedures, and there will be classroom procedures review each nine weeks.

#### Family and Community Engagement (IVA01, VA01)

- IVA01- Majority of parents accessing HAC, increased visits to parent center, increased parent participation in parent/teacher conferences, Parental Advisory Committee increased membership and participation. Parents will have access to school computers to use to assist their child/children with the internet links for textbooks and the ACT aspire online practice information.
- VA01-Career Development classes use the Kuder program for students to self-assess their interests and match to career and college options. The high school career coach visits with these classes regularly to discuss college and careers and financial aid. RMMS has college awareness days throughout the school year that involve the students and the staff. Evidence: Kuder reports, Career Coach visit sign-in sheets and surveys, photos of E.A.S.T. lab projects, CTE posters

**IMO Area 1: Change in Teacher and Leader Practice****ADE Recommendation:** Not Applicable**Effective Practice within Category:**

Engaging teachers in assessing and monitoring student mastery (IIB02, IIB04)

**Description of full implementation of the Effective Practice and/or Recommendation:**

The Instructional Teams develop instructional units based on the curriculum standards and the local curriculum document. This unit typically encompasses three to six weeks of work and includes pre-/post tests administered at two to three week intervals (IIB01). The pre-test and post-test assess the same learning objectives and inform the Instructional Team members' (teachers) plans for differentiated instruction within the unit and/or re-teaching as necessary following the unit (IIB04).

The Instructional Team reviews the results of the pre- and post-tests and uses the information to guide efforts to assure that every student masters the instructional standards taught in the instructional unit (IIB03). The Instructional Team also uses the results from the pre-/post-test analysis to plan for professional development, inform subsequent instructional unit plans and/or make adjustments to the curriculum (IIB02, IIB05).

**Current reality of effective practice (Assess where we are):**

**Teachers continue to administer pre and post tests for units of study to accurately assess the student's prior knowledge and academic growth. By doing so teachers are setting student expectations and academic growth plans.**

**Quarterly Objective:**

**Teachers will utilize pre- and post-test for all units of study to drive their instruction and lesson planning.**

Tasks	Target Date	Completion Date	Person assigned	Met	Not Met	Evidence of Completion
1. Instructional leader, instructional coaches, team chairs and PLC's will reinforce the necessity, purpose, ad usefulness of pre and post-test in all units of study for each subject area	01/04/2016	05/28/2016	Yolanda Prim Robyn Porter Vernice Meadows			Grades and minutes from your meetings
2. Data from Pre and Post tests are used for discussion of the items not mastered in team weekly meetings.	01/10/2016	05/28/2016	Vernice Meadows			Agendas, minutes

*Include additional task lines as needed*

**IMO Area 3: Student Safety and Discipline****ADE Recommendation:** Not Applicable**Effective Practice within Category:**

Expecting and monitoring sound classroom management (IIIC10)

**Description of full implementation of the Effective Practice and/or Recommendation:**

The faculty and staff develop a discipline management plan that guides student behavior throughout the school. Each teacher establishes rituals and routines within the classroom that produces an atmosphere conducive to learning. Each teacher consistently teaches the campus and classroom plans to all students. Each teacher consistently teaches the rules and procedures in their classroom. Each teacher consistently enforces the agreed upon rules and regulations (IIIC10).

**Current reality of effective practice (Assess where we are):** Teachers continue to display and enforce the five standard building rules, along with their classroom rules.

**Quarterly Objective:** All classrooms will be effectively managed to maximize student achievements.

Tasks	Target Date	Completion Date	Person assigned	Met	Not Met	Evidence of Completion
1. Principal conduct CWT's with emphasis on TESS domain 2d: 2. Managing student behavior.	10/17/2015	05/28/2016	Yolanda Prim			School standard rules and classroom procedures posted in each classroom, decrease in office referrals. Documentation of CWT's
3. Create a form for teachers to distribute and have students sign each time the standard rules are reviewed.	10/17/2015	05/25/2016	Raymond Henard			The signed forms will be kept on file by the teacher.
4. Leadership team will review quarterly discipline reports.	10/17/2015	05/28/2016	Andrea Mixon			Discipline reports / data.

*Include additional task lines as needed*



**IMO Area 4: Family and Community Engagement****ADE Recommendation:** Not Applicable**Effective Practice within Category:**

Defining the purpose, policies, and practices of a school community (IVA01)

**Description of full implementation of the Effective Practice and/or Recommendation:**

No Child Left Behind stipulates that each school in the Title I program develop an agreement, or “compact,” that outlines how parents, school staff, and students will share responsibility for improving academic achievement. Compacts describe how the school and parents can work together to help students achieve the state’s standards.

**Current reality of effective practice (Assess where we are):**

Currently Ms. Armstrong is working with a group of advisory parents to help enhance the academic experience here.

**Quarterly Objective:** To increase parent involvement by 10% by the end of the quarter.

Tasks	Target Date	Completion Date	Person assigned	Met	Not Met	Evidence of Completion
1. Parent Teacher conference allows parents, student and teacher and opportunity to plan for student improvement.	03/15/2016	03/15/2016	Yolanda Prim			Sign in sheets
2. Thank you reception for the parents of honor roll and merit list students.	01/28/2016	01/28/2016	Kathryn Armstrong			Sign in sheets, agendas and minutes
3.						

*Include additional task lines as needed.*

**IMO Area 4: Family and Community Engagement****ADE Recommendation:** Not Applicable**Effective Practice within Category:**

Post-Secondary School Options (VA01)

The school has a guidance plan that includes options for students as they plan their college and career opportunities. The school routinely tracks their recent graduates' success at the next level as they pursue their college and career goals.

**ADE will monitor the following:**

- The guidance plan
- The process of tracking recent graduates

**Current reality of effective practice (Assess where we are):**

Currently, we provide college awareness days throughout the school year that involve the students and school staff.

**Quarterly Objective:** To assess student interest and match with career and college options.

Tasks	Target Date	Completion Date	Person assigned	Met	Not Met	Evidence of Completion
1. Choices which help with careers, setting goals and making decisions.	1/5/2016	03/15/2016	Joyce Wilkes	x		.sign sheets
2. Career Development teacher will schedule regular visits from the High School College and Career Coach so students on be exposed to as much college and career information.	3/09/2016	03/09/2016	Joyce Wilkes	x		Lesson plans and sign-in sheets

*Include additional task lines as needed.*

## PRINCIPAL'S REPORT SECOND QUARTER

Has there been a meeting with the District Leadership Team to review the school's needs and progress? **YES or NO** (*Please circle*)

Yes

If yes, what support have you received from the district? Yes, The district Leadership provides on going monitoring, supplies materials needed to meet the teacher and student needs, embedded professional development as needed. The district address school needs at each district meeting. The district is aware of the technology needs of the building and they along with the technology department is working to solve the problems.

Please describe the interventions your school is utilizing specific to closing the achievement gap (Focus) or for improving the outcomes for students basic and below basic (Priority). (Do not include general school wide efforts.)

Read and math 180, System 44. The scholastic programs are researched based programs that provide intensive remediation for students who are performing below grade level. The programs are designed to meet students' needs in several different ways, whole group which includes all students, small group which is teacher lead; instructional technology which starts students where they are and move them at their pace; modeled and independent reading which exposes student to a wide range of paperback and ebooks.

SMI and SRI to identify students working below grade level, The RTI process is designed for use when making decisions in both general education and special education, creating a well-integrated system of instruction and intervention guided by child outcome data. For RTI implementation to work well, the following essential components must be implemented with fidelity.

After school tutoring is scheduled three days week working with students on their homework, working skills that students have not mastered on assessments in math and literacy. Students are monitored through class activities and assessment.

Parent conferences are held more often to keep parents abreast on where students are.

Teachers are working more in small groups with students to ensure student needs are being met.

Monthly parent activities are held to help parents to understand skills that are being taught so that parents can help students at home.

What support(s) have you or your team received from the external provider, District SIS, and the ADE SIS Team? The SIS reviews assessments, have conversations about what is being done and how we can better improve student achievement. The ADE is working us to review and provide directions or recommend
What are the barriers, if any, in improving student outcomes? None at this time.
How is your leadership team monitoring student progress in the skill area of science? Weekly assessments, pre and post results, Classroom Walk Through's, weekly team meetings, observations, meeting with teachers individually to address strengths and weakness of teachers and students.
How is your leadership team monitoring student progress in the skill areas of math, reading, writing? How are you responding to the results? We are reviewing test data, meeting weekly with Professional Learning Community's, overserving classroom instruction and meeting with teachers individually to address strengths and weakness of the students and teachers.
What have been the most meaningful decisions and actions made by the School Leadership Team this quarter as documented in the minutes?
If anything, what do you intend to change or modify for the next quarter? We will increase remediation through the after school tutoring.

## SCHOOL LEADERSHIP TEAM'S REPORT Fourth QUARTER

**STUDENT/ TEACHER DATA by Quarter (IMO AREA 2: Student Progress and Achievement)**

Grade Level	Number of students enrolled				Number of SWD enrolled as of October 1 <sup>st</sup> per grade level	Number of EL students enrolled as of October 1 <sup>st</sup> per grade level	Number of students with 5 or more referrals				Number of students who have been absent 10 or more days (20% absence rate)			
	1st	2nd	3rd	4th			1st	2nd	3rd	4th	1st	2nd	3rd	4th
6 <sup>th</sup>	94	95	94	93	10	0	5	3	1	0	6	6	7	4
7 <sup>th</sup>	82	84	89	89	14	0	0	0	1	0	5	5	9	10
8 <sup>th</sup>	102	100	100	100	17	0	0	0	0	0	8	5	5	7

**Comments/ Clarifications:**

**Ongoing conversations are held to discuss the placement or the growth of the students from pre and posttest.**

Grade Level	Percent of core teachers (Math, Science, Social Studies, ELA, Special Education) absent 5 or more days (10%)				Number of <i>ELEMENTARY</i> students that are 2 or more years below grade placement in Math as determined by _____ (Month Determined)		Number of <i>SECONDARY</i> students that are 3 or more years below grade placement in Math as determined by _____ Scholastic Math Inventory _____ 10 / 18 (Month Determined)		Number of <i>ELEMENTARY</i> students that are 2 or more years below grade placement in ELA as determined by _____ / _____ (Month Determined)		Number of <i>SECONDARY</i> students that are 3 or more years below grade placement in ELA as determined by _____ SRI _____ 10 / 18 (Month Determined)	
	1st	2nd	3rd	4th	1st Quarter	4th Quarter	1st Quarter	4th Quarter	1st Quarter	4th Quarter	1st Quarter	4th Quarter
6 <sup>th</sup>	33.3%	25%	3.6%	25			85	82			84	77
7 <sup>th</sup>	0%	25%	.87%	0%			73	67			70	62
8 <sup>th</sup>	0%	25%	2%	0%			88	81			87	76

This report shows changes in student performance and growth on the Scholastic Math Inventory (SMI) over time. There were 263 students tested during the testing window, December 9-18, 2015. One hundred forty one students showed an average growth of 51%. 18 students transitioned from below basic to basic, 9 from basic to proficient and 1 from basic to advance.

The Scholastic Reading Inventory (SRI) identifies how much growth students have made between the first SRI test and the last SRI test in your chosen date range. Of the 247 students tested 126 showed an average growth of 47 Lexile points. The testing Window was November 18-20 and December 9-18, 2015. There were 17 students who went from below basic to basic, 6 from basic to proficient, and 1 from basic to advance.

The data is shared with the teachers and determination is made if a student should continue with the Math 180, Read 180, or System 44. This information is also used to monitor students enrolled in the RTI process.

## LEADERSHIP TEAM REPORT CONTINUED

### Comments/ Clarifications:

There are three teachers for each grade and 1 teacher per grade has missed the 5 days.

## LEADERSHIP TEAM REPORT CONTINUED

### MATH DATA by Quarter for Grades 3 - 10

Grade Level	Number of students that failed Math the previous year	Number of students enrolled this quarter	Number of students with D or F in Math class per quarter 2015-2016				Number of students assessed on each post-unit assessment for the current quarter				Total number of students assessed on the post-unit tests for each grade level (A)	Total number of students with D or F on unit tests in Math this quarter (B)	Percent of students with D or F on any unit tests in Math (C)  (B/A) X 100 = C			
			1st	2nd	3rd	4th	Unit 1	Unit 2	Unit 3	Unit 4*			1st	2nd	3rd	4th
6th	2	94	47	35	29	23	94	94	94	94	376	23	62%	25%	31%	24%
7th	5	84	21	15	20	28	68	63	73	89	293	28	74%	69%	27%	31%
8th	5	100	45	40	43	39	90	90	91	98	369	39	59%	49%	47%	40%
<b>Example</b>							248	90	95	225	225	77	65%	48%	35%	32%

**Comments/ Clarifications:** The number of students assessed on each post-unit assessment for the current quarter fluctuated due to students transferring in and out of the district.

Math 180, math lab, after school tutoring, small grouping, and Math Collaborative Design activities with formative assessments are interventions we are currently using to assist struggling learners. We will also utilize the TLI online review tool for individualized remediation.

Teachers create individualized lessons based on analyzed data from formative assessments.

Absenteeism during the winter quarter along with students transferring in and out of the district attributed to the fluctuating number of students assessed on each post-unit assessment for the current quarter;

Math 180, System 44, after school tutoring, Math Design Collaborative (MDC) formative assessments, and small grouping interventions are in place to support struggling students. These tools allow students to work at a slower pace to develop lower-level key skills that are necessary for success in math.

Math teachers are utilizing the TLI online review tool for individualized and group remediation. This remediation tool provides short video clips with instructions and is also available for home access. Students are also encouraged to use websites such as Khan Academy and Learn zillion for more instruction and practice

Teachers model with appropriate vocabulary and higher-level questioning and prompts to help students share their thoughts and to encourage critical thinking.

Key strategies will include targeted professional development developed by teachers, driven by data, and aligned with instructional focus.

Schoolwide Instructional Focus:

- Classroom setups that support instructional focus
- Resources used strategically to support instructional focus
- PLC and team meetings focused on teaching and learning

**It appears that the numbers may have been miscalculated in the second quarter report. We will take another look at the data and submit an updated report.**



## LEADERSHIP TEAM REPORT CONTINUED

### ELA DATA by Quarter for Grades 3 - 10

Grade Level	Number of students that failed ELA the previous year	Number of students enrolled this quarter	Number of students with D or F in ELA class per quarter 2015-2016				Number of students assessed on each post-unit assessment for the current quarter				Total number of students assessed on the post-unit tests for each grade level (A)	Total number of students with D or F on unit tests in ELA this quarter (B)	Percent of students with D or F on any unit tests in ELA (C)  (B/A) X 100 = C			
			1st	2nd	3rd	4th	Unit 1	Unit 2	Unit 3	Unit 4*			1st	2nd	3rd	4th
6th	2	94	69	42	49	8	82	65	83	66	296	106	77%	12.%	34%	12%
7th	5	89	53	33	46	11	75	80	74	84	291	33	69%	11.3%	46%	13%
8th	5	98	72	55	48	6	70	89	90	76	398	55	84%	13.8%	48%	8%
<b>Example</b>							100	90	95	N/A	285	57	76%	12%	43%	11%

**Comments/ Clarification:** The number of students assessed on each post-unit assessment for the current quarter fluctuated due

Absenteeism during the winter quarter along with students transferring into and out of the district attributed to the fluctuating number of students assessed on each posy-unit assessment for the current quarter.

Read 180, System 44, after school tutoring, Literacy Design Collaborative formative assessments, and small grouping are on-going interventions used to assist with struggling readers. TLI online review tool for individualized remediation is also being used as well as the ACT Aspire exemplars.

Readtheory.org, a tool that is being utilized by ELA teachers, assesses students' reading levels, provides Lexile scores, and provides individualized lessons that adapt to the students' responses. ELA teachers are able to narrow the scope of which CCSS require greater focus. This tool also allows ELA teachers to monitor their students' progress as they assess. Score reports and other resources are provided.

Mrs. Newton, a consultant with Education Consulting Services, and Mrs. Porter, RFMMS literacy coach, provide strategies and assistance to ELA teachers to reinforce what is currently being taught.

Teachers are continuing the use of higher order level questioning and prompts to hone the students' critical thinking skills. Both Instructional Facilitators collaborate with teachers on how to formulate questions that will address Bloom's Taxonomy. Feedback is given to teachers after the facilitators have conducted Classroom Walthroughs. Teachers share their modules with the Instructional Facilitators. The facilitators are able to monitor the types of questions that teachers are developing.

Future professional development will be targeted, data driven, and aligned with instructional focus.

There was a significant increase in the unit posttest scores between the 2<sup>nd</sup> and 3<sup>rd</sup> quarters. The Leadership Team has concluded that a factor may have been that no TLI scores were used as a posttest due to the fact that the TLI Module 4 was scheduled after grades were to be submitted.

There were high numbers of D's or F's on report cards compared to the unit test scores. Contributing factors may have been due to the lack of students submitting homework assignments, students failing to complete and/or do class assignments, or students failing to submit projects.

The Leadership Team will communicate the homework policy more efficiently, clarify the purpose of homework, ask students to use homework assignment sheets, and will ensure that teachers are providing timely and specific feedback on homework. Apathetic behavior is a major factor for the lack of student achievement. The Leadership Team has discussed using Root Cause Analysis to trace the origin of this problem and devise a behavior plan to correct the issue.

Schoolwide Instructional Focus:

Classroom setups that support instructional focus

Resources used strategically to support instructional focus

PLCs and team meetings focused on teaching and learning

### LEADERSHIP TEAM REPORT CONTINUED

**(Optional)**

**Do you have other data sources that support and/or identify that you are making gains in student outcomes (For example: Interim assessments such as ACT Aspire, TLI, etc.)? You may include a chart to describe your data.**

Key strategies include targeted professional development plans that are developed by teachers, driven by data, and aligned with instructional focus.

Schoolwide Instructional Focus:

- Classroom setups that support instructional focus

- Resources used strategically to support instructional focus

- PLC and team meetings focused on teaching and learning

- Analyze and chart the data to help focus instruction

Teachers use higher order level questioning and prompts to encourage students to share their thoughts and critical thinking.

DRAFT



ARKANSAS  
DEPARTMENT  
OF EDUCATION

**DISTRICT: EARLE SCHOOL DISTRICT**

**SCHOOL: EARLE HIGH SCHOOL**

**STATUS: PRIORITY**

**SITE-BASED SIS: REGINNIA WILLIAMS**

**EXTERNAL PROVIDER: N/A**

**ADE SCHOOL IMPROVEMENT SPECIALIST TEAM: JANIE HICKMAN, JUDY FOOT, DR. ROBERT BREWER**

**SUPERINTENDENT: RICKEY NICKS**

**PRINCIPAL: JUANITA A. BOHANON**

# End of Year Summary Report

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## FOURTH QUARTER

2015-2016 School Year

<b>IMO AREA 1: CHANGE IN TEACHER AND LEADER PRACTICE</b>	
<b>Effective Practice within Category:</b> Establishing a team structure with specific duties and time for instructional planning (ID01, ID04, ID07)	
<b>Description of full implementation of the Effective Practice and/or Recommendation:</b>  District policy specifies the team structure for all schools which include a description of the teams' purposes and how they are constituted. New school leaders are apprised of this expectation and how the effectiveness of teams is determined. A common team structure for a school consists of (but not limited to) a Leadership Team (consisting of principal and teacher leaders), teacher Instructional Teams (teaching common subject area or grade level), student team (a diverse group of student leaders), management team (campus administrators and other personnel as needed) and a School Community Council (with a majority of members being parents (ID01). Each team has a specific purpose and scheduled time to meet and works from agendas and minutes (ID04).  The Leadership Team meets at least twice a month in regularly scheduled meetings of at least an hour (ID07). They serve as a conduit of communication to the faculty and staff in a way that enables the Leadership Team to receive input from the faculty and staff (ID08). The Leadership Team regularly looks at school performance data and aggregated classroom observation data and uses that data to make decisions about school improvement and professional development (ID10).	
<b>Current reality of effective practice from the beginning of the year:</b>  Earle High School has established a building leadership team that meets at least twice a month on Mondays from 3:35 p.m. – 4:35 p.m. Members of this team include the building administrator, facilitators, support staff, and teachers from each of the content areas. Each Professional Learning Community (PLC) has representation on the team as well. The chairperson will disseminate information to their PLC.	<b>Current reality of effective practice:</b>  Earle High School Leadership Team (LT) consisted of the principal, instructional facilitator, district curriculum coordinator, dean of students, parental involvement coordinator, the locally hired school improvement specialist (SIS), and department chairs. The school leadership held at least three (3) meetings a month. The team set and monitored goals to support school improvement efforts. Evidence of these meetings will include, but are not limited to, the master schedule calendars, agendas, and minutes taken will reveal that the Leadership Team, as well as grade level/content

The leadership team examines data to determine areas of improvement. For example, through conversations during PLC meetings, during job embedded professional development, and after viewing assessment results, the team determined a need in math; 2 of the 3 math teachers need additional support to increase their effectiveness in the delivery of instruction. A calendar will be created to reflect meetings that will take place with the facilitators to reflect face-to-face meetings, dates designated for co-teaching, and reflection. Additional professional development is needed in constructing assessments and content; principal, facilitator, and curriculum director are working to ensure that this happens.

Professional Learning Communities (PLCs) were meeting to support these efforts. Although the PLC meetings were not as consistent in their focus, efforts by the Leadership Team were made to refocus on procedures and expectations as previously addressed. The Principal also presented the Leadership Team with the recommendation made by the SIS to restructure PLCs and refocus team meeting expectations. The leadership team is working to restructure team meetings so that data for the building is reviewed every meeting and that actions/next steps (including assigned duties) are more effectively communicated to the teams/PLCs and supported. It was also recommended that the master schedule be restructured, allowing PLC to consist of grade bands 7-8, 9-10, and 11-12 teachers so that these teams could meet weekly to discuss various forms of data (academic, behavioral, & attendance) and offer each other support in addressing student needs and ensuring that parental contact increases. The Leadership Team accepted the recommendations and steps are currently being taken to change the master schedule. Monitoring of the PLCs to ensure that remained focused on addressing issues based on the data collected declined some during the second quarter; however, after it was recognized that some PLCs were not operating as effective as others, the administrator and instructional support team immediately addressed the issue by attending some of those meetings and providing guidance. By promoting increased accountability, improvements in fostering a cooperative learning environment and school culture/climate at Earle High School are being realized.

In addition to the previously stated efforts to continue this work, a professional development calendar for the upcoming school year with standard scheduled PD days and embedded work-day sessions is in the process of being developed. Calendars outlining specific

	areas of support are in the process of being created for content area teachers as well; in addition, areas will be added as identified by data
<b>IMO AREA 1: CHANGE IN TEACHER AND LEADER PRACTICE</b>	
<b>Effective Practice within Category:</b> Engaging teachers in assessing and monitoring student mastery (IIB02, IIB04)	
<b>Description of full implementation of the Effective Practice and/or Recommendation:</b> The Instructional Teams develop instructional units based on the curriculum standards and the local curriculum document. This unit typically encompasses three to six weeks of work and includes pre-/post tests administered at two to three week intervals (IIB01). The pre-test and post-test assess the same learning objectives and inform the Instructional Team members' (teachers) plans for differentiated instruction within the unit and/or re-teaching as necessary following the unit (IIB04).  The Instructional Team reviews the results of the pre- and post-tests and uses the information to guide efforts to assure that every student masters the instructional standards taught in the instructional unit (IIB03). The Instructional Team also uses the results from the pre-/post-test analysis to plan for professional development, inform subsequent instructional unit plans and/or make adjustments to the curriculum (IIB02, IIB05).	
<b>Current reality of effective practice from the beginning of the year:</b>	<b>Current reality of effective practice:</b>



This is partially implemented; whereas some areas have developed instructional units for 36-weeks of instruction, based on the content standards, others have only created 2-3 units. We are presently evaluating our current unit plans against a unit plan rubric and checklist and are utilizing our job- embedded and other professional development time to continue to address curriculum needs. We also experienced a 50% turnover in teaching staff for this year, which greatly affected our ability to adhere to the calendar of professional development sessions that was created last year.

Pre- and post -tests were administered for unit one in most classes. Building principal has communicated the expectation of pre-and post- testing for each educational unit in all classes. A data template has been created in Google Drive for school wide use. Teachers are expected to upload their unit pre-and post-test data here, thus creating a virtual data wall and central location to maintain assessment results for viewing. From viewing assessment data (pre/post - tests, quizzes, formal assessments, TLI) teams will determine next steps.

Consistent progress has been made this year in regards to curriculum. However, this will continue to be an ongoing process; with revisions to pacing guides and unit plans occurring at designated intervals of time and increased monitoring. Based on data/evidence collected, teachers were consistently administering Post Assessments, but were not as diligent with Pre Assessments. At least four (4) units of instruction have been completed for our core areas and the system for evaluation has been restructured. Teachers have become more comfortable and proficient in utilizing Google to store their curriculum work and display student data as evident in the work collected from teachers and stored in Google Drive Folders. We are revising our assessment procedures and have implemented the data model which provides a systematic and comprehensive way to analyze the assessments. Through reviewing teacher assessments and assessment data, it was revealed that teachers still need support with creating authentic assessments that are both rigorous and completely aligned with the standards, as well as state testing formats. After reviewing the data for pre/post assessments for the units, the results were often inconclusive, indicating that the instructional team must increase their efforts in monitoring and supporting instruction more closely. As an added measure of accountability, the school improvement specialist worked with the curriculum coordinator, instructional facilitator, and principal to create a system ensuring documented evidence of monitoring curriculum materials for rigor and relevance. This system includes comparing pacing guides to state standards, review of Unit Assessments and Unit Plans, and providing feedback and assistance when needed. We will implement a building-wide schedule for assessments so that we may reduce the frequency of assessments while creating opportunities to thoroughly review results. The data from the assessments will be presented to the

	<p>Leadership and Instructional Teams using the data and reflection model within 72-hour of testing. The data and reflection model includes next steps to ensure that standards/skills significantly below the proficiency target will be re-taught. This decision was made in an effort to help us to refocus our instructional efforts and support our culture of data analysis, using the results to drive improvement.</p>
<b>IMO AREA 3: STUDENT SAFETY AND DISCIPLINE</b>	
<b>Effective Practice within Category:</b> Expecting and monitoring sound classroom management (IIIC10)	
<b>Description of full implementation of the Effective Practice and/or Recommendation:</b> The faculty and staff develop a discipline management plan that guides student behavior throughout the school. Each teacher establishes rituals and routines within the classroom that produces an atmosphere conducive to learning. Each teacher consistently teaches the campus and classroom plans to all students. Each teacher consistently teaches the rules and procedures in their classroom. Each teacher consistently enforces the agreed upon rules and regulations (IIIC10).	
<b>Current reality of effective practice from the beginning of the year:</b>	<b>Current reality of effective practice:</b>

All teachers are currently reinforcing the classroom rules and procedures in each classroom daily. We have also elected to continue the practice of teachers maintaining their own data regarding for student tardiness and the 15/15 rule where no students are to be excused from class for the first and last 15 minutes of each class period.

We continued to stress previously established, concrete expectations for classroom rules, procedures, and continued the 15/15 rule. The Principal and Leadership Team stressed reviewing the class rules and procedures, as a primary focus, with students the first two weeks of school and as needed thereafter. The Principal and Leadership Team also observed class rules posted in each class, as well as classroom management strategies used during observations. However, not all teachers remained consistent with these expectations. Data for student discipline was analyzed, targeted areas for support were identified, teachers were identified for support with classroom management strategies, and students were identified for behavioral support. This practice will continue for the upcoming school year.

Truancy and absenteeism became an issue; therefore, actions are being taken to create a solution that would address both teacher and student behaviors. One step in addressing the issue of truancy and absenteeism is requiring that this data is discussed and documented in the minutes taken during weekly team meetings.

IMO AREA 4: FAMILY AND COMMUNITY ENGAGEMENT	
<b>Effective Practice within Category:</b> Defining the purpose, policies, and practices of a school community (IVA01)	
<b>Description of full implementation of the Effective Practice and/or Recommendation:</b> No Child Left Behind stipulates that each school in the Title I program develop an agreement, or “compact,” that outlines how parents, school staff, and students will share responsibility for improving academic achievement. Compacts describe how the school and parents can work together to help students achieve the state’s standards.	
<b>Current reality of effective practice from the beginning of the year:</b>  Parents were provided the school compact during student registration this summer. They were completed and returned to the parent coordinator and she provided a copy to the teachers. All students, parents, and teachers read and sign the school Parent-Teacher compact. Located on this compact is the school’s mission statement and agreements between the school, students, and parents. Each member commits to upholding the expectation to communicate thoroughly and frequently throughout the school year about the progress towards academic and social goals.	<b>Current reality of effective practice:</b>  The school continues to strengthen its relationships with the community and build collaborative relationships with outside agencies. Student registration/orientation dates have been set for the upcoming school year. Collaborative work was completed to revise the building’s vision and mission statement. Efforts are being made to increase participation in the volunteer program as well. The Parent Coordinator has provided a copy of the revised the Volunteer Plan to faculty and staff, soliciting feedback. Our end of year awards ceremony was a definite success with the turnout exceeded expectations. In addition, efforts are being made to provide a comprehensive calendar of events to the entire learning community each semester for the upcoming school year. A newsletter will be

	provided to parents and guardians during registration this summer to highlight this year's successes and share future plans.
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## IMO AREA 4: FAMILY AND COMMUNITY ENGAGEMENT

### Effective Practice within Category:

Post-Secondary School Options (VA01)

The school has a guidance plan that includes options for students as they plan their college and career opportunities. The school routinely tracks their recent graduates' success at the next level as they pursue their college and career goals.

### ADE will monitor the following:

- The guidance plan
- The process of tracking recent graduates

### Current reality of effective practice from the beginning of the year:

We currently provide several opportunities and services to prepare our students for college and career readiness. These include but are not limited to Financial Aid night, parent nights covering various topics each quarter, the College Initiative program, LiveBinder for scholarships, Counseling Facebook Page and Newsletter, one-to-one sessions with school counselor, On-site transition counselor for students in need of special services, recruitment days for colleges and the various branches of the military, ACT prep online, PSAT testing, NCAA Clearinghouse for athletes, ACT registration orientation, ASVAB testing, and concurrent courses with Arkansas State University-Mid-South. School counselor also maintains a career development portfolio on all students.

### Current reality of effective practice:

We consistently provided opportunities and services to support our students in their quest for college and career readiness. Students continued to work with the school counselor, College Initiative staff, MSCC support staff, college recruiters and staff, and military staff. As a result of these combined efforts, over \$500,000 in scholarships was awarded to this year's graduating class of 54 students. The awards ceremony and banquet for the seniors was a huge success. Efforts are being made to provide a comprehensive calendar of events to the entire learning community each semester for the upcoming school year.

There are multiple methods used to track recent graduates. One method being the seniors completed a form titled *My Final Plan* which asks questions about their post-secondary pathway plan. The choices are university, community college, vocational/technical school, military and/or workforce. If a school is selected, the school's information is provided. Recent graduates are also tracked

by information provided during an exit interview conducted by the guidance counselor with additional questions related to their experience during high school and their future plans. This form also provides updated contact information (if necessary), so the guidance counselor can connect with them during the summer and fall to see how they are doing and determine if changes were made in what they decided to pursue. During the school year, the guidance counselor also collects information from the CTE director regarding completers and their post-secondary status. Another method used to track students' post-secondary status is word of mouth. This information is obtained while working with the students- emailing and calling the students, their parents, friends, the schools they indicated they would be attending, as well as reaching out to my military recruiters and browsing Facebook and other social media sites.

## LEADERSHIP TEAM REFLECTION

Thinking about meetings throughout the year, what have been the most meaningful decisions and actions made by the School Leadership Team this quarter? And what attributed to those changes?

Some of the most meaningful decisions and actions made by the building Leadership Team this quarter include those regarding data and teacher/leader practice. Identifying areas of need based on our observations, teacher reflection, and student data was very helpful in aligning the building expectations with classroom expectations and practices. In these efforts, we did realize that we must decrease the turnaround time for support and are working diligently to solidify this plan. Our decision to implement a school-wide data analysis model was instrumental in increasing teacher accountability, increasing conversations about our data, and targeting specific areas for improvement. Although this is an ongoing process, a foundation was formed this year so that we are able to build collectively, support teachers, target students for interventions, and provide other instructional support. This will also support our efforts to align data analysis and our instructional program. Increased monitoring and support of areas identified as having challenges with classroom management improved classroom climate; thus, decreasing the number of student infractions overall. We will continue to implement these practices that were successful, while restructuring to improve those that were not. We will continue to make necessary changes as our data reveals areas for improvement.



If anything, what do you intend to change or modify for the year?

For the upcoming school year, plans include but are not limited to:

- Restructuring the master schedule to include and promote team meeting times
- Establish team meeting calendars by semester to reflect school year (all areas)
- Broaden the team structure to fully support the student leadership team and school community council, where each team operates in its purpose as evidenced by a calendar, agenda, and minutes.
- Utilize the data analysis model in non-content areas
- Create and establish a building- wide assessment calendar
- Create and implement the use of an aligned lesson plan rubric with lesson plan template, providing feedback to teachers as needed
- Incorporation of ACT Aspire formatted assessments into the curriculum,
- Fully implement a classroom management support system for teachers identified as having issues with classroom management as identified by classroom observations and/or discipline data; create and establish a calendar to reflect meetings for follow-up, revision, etc.
- Fully implement behavior plans for students identified as frequent offenders; create and establish a calendar to reflect meetings for follow-up, revision, etc.
- Revisit organizational flow chart (building)
- Restructure new teacher orientation session(s) and follow-up sessions
- Restructure the advisory/mentoring period
- Utilize Edmentum suite for interventions
- Create and utilize timelines for monitoring systems

## SCHOOL LEADERSHIP TEAM'S REPORT FOURTH QUARTER

### STUDENT/ TEACHER DATA by Quarter IMO AREA 2: STUDENT PROGRESS AND ACHIEVEMENT

Grade Level	Number of students enrolled				Number of SWD enrolled as of October 1 <sup>st</sup> per grade level	Number of EL students enrolled as of October 1 <sup>st</sup> per grade level	Number of students with 5 or more referrals				Number of students who have been absent 10 or more days (20% absence rate)			
	1st	2nd	3rd	4th			1st	2nd	3rd	4th	1st	2nd	3rd	4th
7	44	45	45	44	N/A	N/A	3	0	0	0	1	2	2	4
8	52	54	53	53	N/A	N/A	4	0	0	0	0	3	3	3
9	65	65	62	62	N/A	N/A	7	0	0	0	0	7	4	13
10	47	47	43	40	N/A	N/A	4	0	0	0	2	5	2	7
11	56	56	49	48	N/A	N/A	2	0	0	0	0	9	4	9
12	55	53	56	55	N/A	N/A	3	0	0	0	0	2	7	15
total				302										

#### Comments/ Clarifications:

*The Leadership Team recognizes the substantially higher number of absences of 10 or more days in grades 9 and 12. We have received information based on student interviews as to reasons for the higher number of absences of 10 or more days in grades 9 and 12, however the results of those student interviews are too random to be considered significant evidence. Therefore, the Leadership Team has discussed possible ways to minimize this in the future, such as providing incentives for attendance.*

Percent of core teachers (Math, Science, Social Studies, ELA) absent 5 or more days (10%)				Number of <i>ELEMENTARY</i> students that are 2 or more years below grade placement in Math as determined by _____ Test on _____ / _____ (Date)		Number of <i>SECONDARY</i> students that are 3 or more years below grade placement in Math as determined by _____ Test on _____ / _____ (Date)		Number of <i>ELEMENTARY</i> students that are 2 or more years below grade placement in ELA as determined by _____ Test on _____ / _____ (Date)		Number of <i>SECONDARY</i> students that are 3 or more years below grade placement in ELA as determined by _____ Test on _____ / _____ (Date)	
1st	2nd	3rd	4th	1st Quarter	4th Quarter	1st Quarter	4th Quarter	1st Quarter	4th Quarter	1st Quarter	4th Quarter
Math			1	--	--	--	--	--	--	--	--
Science			0	--	--	--	--	--	--	--	--
SS			0	--	--	--	--	--	--	--	--
ELA			0	--	--	--	--	--	--	--	--
Fine Arts			1	--	--	--	--	--	--	--	--

1552

**Comments/ Clarifications:**

*After reviewing TLI data, it was determined that this source would not accurately identify students in the population that were three or more years behind in ELA and Mathematics. Research was conducted to identify a universal system that would assist in targeting this population. The building leadership team wanted a system that would closely resemble and support the efforts in remediation and interventions. The school decided to utilize Edmentum, which also supports the Credit Recovery program currently utilized. The Edmentum software provides a diagnostic for a grade equivalent and an individualized remediation plan to move towards proficiency.*

**MATH DATA by Quarter for Grades 3-10**

Grade Level	Number of students that failed Math the previous year	Number of students enrolled this quarter	Number of students with D or F in Math class per quarter 2015-2016				Number of students assessed on each post-unit assessment for the current quarter				Total number of students assessed on the post-unit test for each grade level	Total number of students with D or F on unit tests in Math this quarter	Percent of students with D or F on any unit tests in Math			
			1st	2nd	3rd	4th	Unit 1	Unit 2	Unit 3	Unit 4*	(A)	(B)	(C) $(B/A) \times 100 = C$			
7										40	40	25	--	--	--	63
8										45	45	19	--	--	--	43
9										55	55	50				91
10										39	39	28				72
11										50	50	46				92
12										12	12	7				58
<b>Example</b>							100	90	95	N/A	285	57	20%			

1553

**Comments/ Clarifications:** Recognizing the high number of students with D's and F's in Math and ELA, the Leadership Team is increasing monitoring of instruction and implementing a system that requires assessment to be reviewed by the instructional team prior to instruction.

**ELA DATA by Quarter for Grades 3-10**

Grade Level	Number of students that failed ELA the previous year	Number of students enrolled this quarter	Number of students with D or F in an ELA class per quarter 2015-2016				Number of students assessed on each post-unit assessment for the current quarter				Total number of students assessed on the post-unit test for each grade level  (A)	Total number of students with D or F on unit tests in ELA this quarter  (B)	Percent of students with D or F on any unit tests in ELA  (C)  (B/A) X 100 = C			
			1st	2nd	3rd	4th	Unit 1	Unit 2	Unit 3	Unit 4*			1st	2nd	3rd	4th
7										42	42	28				67
8										49	49	15				31
9										54	54	25				47
10										36	36	20				56
11										50	50	5				10
12										40	40	0				0
Example							100	90	95	N/A	285	57	20%			

**Comments/ Clarifications:**

***Recognizing the high number of students with D's and F's in Math and ELA, the Leadership Team is increasing monitoring of instruction and implementing a system that requires assessment to be reviewed by the instructional team prior to instruction.***

***(Optional)***

**Do you have other data sources that support and/or identify that you are making gains in student outcomes (For example: Interim assessments such as ACT Aspire, TLI, etc.)? *You may include a chart to describe your data.***





**DISTRICT: FORREST CITY SCHOOL DISTRICT**

**SCHOOL: FORREST CITY HIGH SCHOOL**

**STATUS: PRIORITY**

**SITE-BASED SIS: RENATA BRYANT**

**EXTERNAL PROVIDER: LARRY BUCK**

**ADE SCHOOL IMPROVEMENT SPECIALIST TEAM: JANIE HICKMAN**

**SUPERINTENDENT: DR. HARDRICK**

**PRINCIPAL: OSCEOLA HICKS**

# End of Year Summary Report

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## FOURTH QUARTER

2015-2016 School Year



<b>IMO AREA 1: CHANGE IN TEACHER AND LEADER PRACTICE</b>	
<b>Effective Practice within Category:</b> Establishing a team structure with specific duties and time for instructional planning (ID01, ID04, ID07)	
<b>Description of full implementation of the Effective Practice and/or Recommendation:</b>  District policy specifies the team structure for all schools which include a description of the team's' purposes and how they are constituted. New school leaders are apprised of this expectation and how the effectiveness of teams is determined. A common team structure for a school consists of (but not limited to) a Leadership Team (consisting of principal and teacher leaders), teacher Instructional Teams (teaching common subject area or grade level), student team (a diverse group of student leaders), management team (campus administrators and other personnel as needed) and a School Community Council (with a majority of members being parents (ID01). Each team has a specific purpose and scheduled time to meet and works from agendas and minutes (ID04).  The Leadership Team meets at least twice a month in regularly scheduled meetings of at least an hour (ID07). They serve as a conduit of communication to the faculty and staff in a way that enables the Leadership Team to receive input from the faculty and staff (ID08). The Leadership Team regularly looks at school performance data and aggregated classroom observation data and uses that data to make decisions about school improvement and professional development (ID10).	
<b>Current reality of effective practice from the beginning of the year:</b>  The district has in place a leadership team consisting of principals and other key administrative personnel. This team meets regularly to analyze data, assess growth and develop next steps to improve student achievement across the district. Principals disseminate relevant information to their individual schools. In addition, a district level instructional facilitators team meets periodically to analyze data, evaluate new programs, peer edit school level ACSIP plans, and address other student achievement areas. Instructional Facilitators act as a conduit between the administrative level and their individual school in areas of student achievement.	<b>Current reality of effective practice:</b>  The district has in place a leadership team consisting of principals and other key administrative personnel. This team meets regularly to analyze data, assess growth and develop next steps to improve student achievement across the district. The Leadership Team is headed by the principal and includes teachers and other staff. In order to facilitate communication and coordination among the grade levels and the departments of the school, a typical composition of the Leadership Team is the principal and team leaders from the Instructional teams.  The School Leadership Team meets twice each month for an hour each meeting. In addition , department heads along with teachers meet in teams periodically to analyze data, evaluate

	<p>new programs, peer edit school level ACSIP plans, and address other student achievement . The locally hired SIS serves as a conduit between the administrative level and their individual school in areas of student achievement.</p> <p>Effective teams operate with agendas, keep minutes, stay focused, and follow through with the plans they make.</p>
<b>IMO AREA 1: CHANGE IN TEACHER AND LEADER PRACTICE</b>	
<p><b>Effective Practice within Category:</b> Engaging teachers in assessing and monitoring student mastery (IIB02, IIB04)</p>	
<p><b>Description of full implementation of the Effective Practice and/or Recommendation:</b> The Instructional Teams develop instructional units based on the curriculum standards and the local curriculum document. This unit typically encompasses three to six weeks of work and includes pre-/post tests administered at two to three week intervals (IIB01). The pre-test and post-test assess the same learning objectives and inform the Instructional Team members' (teachers) plans for differentiated instruction within the unit and/or re-teaching as necessary following the unit (IIB04).</p> <p>The Instructional Team reviews the results of the pre- and post-tests and uses the information to guide efforts to assure that every student masters the instructional standards taught in the instructional unit (IIB03). The Instructional Team also uses the results from the pre-/post-test analysis to plan for professional development, inform subsequent instructional unit plans and/or make adjustments to the curriculum (IIB02, IIB05).</p>	
<p><b>Current reality of effective practice from the beginning of the year:</b></p> <p>Tested areas currently have pre and post testing in place. However, teachers of other classes need to document pre and post testing and have their tests on file. Further documentation will be included in lesson plans placed in the drop box. Pre and Post testing has become the norm in all Classes at FCHS along with the school's interim assessment regime for the Core subjects.</p>	<p><b>Current reality of effective practice:</b></p> <p>Currently pre and post unit assessments are not being implemented with fidelity. We are in the early stages of this process. We have restructured PLCs and provided support for teachers in every discipline except Science. We will be going through a process that will lead teachers into creating unit assessments.</p>

<b>IMO AREA 3: STUDENT SAFETY AND DISCIPLINE</b>	
<b>Effective Practice within Category:</b> Expecting and monitoring sound classroom management (IIIC10)	
<b>Description of full implementation of the Effective Practice and/or Recommendation:</b> The faculty and staff develop a discipline management plan that guides student behavior throughout the school. Each teacher establishes rituals and routines within the classroom that produces an atmosphere conducive to learning. Each teacher consistently teaches the campus and classroom plans to all students. Each teacher consistently teaches the rules and procedures in their classroom. Each teacher consistently enforces the agreed upon rules and regulations (IIIC10).	
<b>Current reality of effective practice from the beginning of the year:</b>  Teachers positively teach rules at the beginning of the year however as the year goes on some teachers become lax.	<b>Current reality of effective practice:</b>  Teachers have established and posted classroom rules and procedures. Students have been given instruction and reinforcement for understanding and following the rules and procedures. The administration has been intentional about conducting building sweeps to support teachers instructionally and behaviorally. The behavioral specialist has been designated to visit with behavioral issues. The high school has also added the program In-School Suspension to help students remain on site to receive instruction.
<b>IMO AREA 4: FAMILY AND COMMUNITY ENGAGEMENT</b>	
<b>Effective Practice within Category:</b> Defining the purpose, policies, and practices of a school community (IVA01)	
<b>Description of full implementation of the Effective Practice and/or Recommendation:</b> No Child Left Behind stipulates that each school in the Title I program develop an agreement, or “compact,” that outlines how parents, school staff, and students will share responsibility for improving academic achievement. Compacts describe how the school and parents can work together to help students achieve the state’s standards.	
<b>Current reality of effective practice from the beginning of the year:</b>	<b>Current reality of effective practice:</b>

<p>Students and parents have signed a parent/principal/and student compact in which they have agreed to accept responsibility for being academically successful. Through flyers, meetings, and personal phone calls from both staff and the automated announcement system, FCHS invites parents to meetings on topics with relevance to academic success. The high school staff will participate with parents in an educational summit. After the presentation, parents will break into groups according to their children's grade level. Teachers will share with each group tips they could use to help their children succeed in school. Therefore, the connection between the school and the home is essential to school improvement and school success.</p>	<p>The compact has been created, distributed, completed and returned signed by students and parents. The Parent Summit was a success. Parents received information on how to better support their children academically at home. They also have received a brochure to help give tips for the summer break on how to reinforce skills to prevent students from falling behind in comprehension skills.</p>
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<b>IMO AREA 4: FAMILY AND COMMUNITY ENGAGEMENT</b>	
<p><b>Effective Practice within Category:</b> Post-Secondary School Options (VA01)</p>	
<p>The school has a guidance plan that includes options for students as they plan their college and career opportunities. The school routinely tracks their recent graduates' success at the next level as they pursue their college and career goals.</p> <p><b>ADE will monitor the following:</b></p> <ul style="list-style-type: none"> <li>• The guidance plan</li> <li>• The process of tracking recent graduates</li> </ul>	
<p><b>Current reality of effective practice from the beginning of the year:</b></p>	<p><b>Current reality of effective practice:</b></p> <p>The FC high school guided, supported and engaged students in career exploration activities that provided hands-on</p>

Administration and staff are working to instill that all scholars believe they are capable of being successful both academically and socially. College Initiatives have been provided; AVID is also being utilized on campus to assist in guiding and supporting students for college.

experiences with a career or occupation. We also engaged parents in financial workshops to support a smooth transition to college and to assist with the applications that become stressful. We also held an HBCU Spring Tour for all schools in the surrounding area to participate to gather information for college and to receive scholarships on site.

## LEADERSHIP TEAM REFLECTION

Thinking about meetings throughout the year, what have been the most meaningful decisions and actions made by the School Leadership Team this quarter? And what attributed to those changes?

The data sharing by the team leaders after TLI assessments has added depth to the expectations for each department, for it made it visual to all. It also made everyone aware of what exactly was happening and that adds to each person's accountability. You can not deny what the data indicates, because you have been exposed to the process. The courageous conversations that were had among the team leaders that trickled down to the departments were very meaningful this school year. There was a single communication both up and down through administration to the performance coaches. This provided one voice for what is expected and needed to be accomplished.

The re-establishment of In-School Suspension was very impactful. It helped students remain in school to receive the instruction needed. It also made them accessible for support and for assessments. The high occurrences of disciplinary issues were the attribute to those changes being made, because so many students were being sent home due to not having another alternative.

The importance placed on rigor and attention being given to problems that are more real- world type problems that show more application than just giving students "naked problems" and having them memorize the process for procedural fluency was very meaningful. Students struggling on assessments and with programs that were put in place caused the change to occur. Teachers began to shift their focus from procedural fluency to having students use deeper levels of thinking to complete standards.

The information provided through the use of consultant and CCSS experts within the district was very meaningful. The TLI training was also very enjoyable. It was engaging professional development that provided teachers with strategies and tools that could be utilized in the classroom.

To provide more support for parents to become invested in their child's education at home has led to many meaningful decisions. The most important was the Parent Summit as well as the brochures that are being sent home for parents to gain knowledge about continuing to reinforce learning over the summer. This was attributed by a recommendation by the state site team in regards to providing additional academic engagement for parents.

If anything, what do you intend to change or modify for the year?

We will be more intentional with the depth of minutes being put into Indistar. We all also continue diligence in conducting the bi-monthly meetings. We will incorporate more Engage NY lessons into the curriculum with a focus on more real – world contextual problems for the standards being taught.



## SCHOOL LEADERSHIP TEAM'S REPORT FOURTH QUARTER

***STUDENT/ TEACHER DATA by Quarter IMO AREA 2: STUDENT PROGRESS AND ACHIEVEMENT***

Grade Level	Number of students enrolled				Number of SWD enrolled as of October 1 <sup>st</sup> per grade level	Number of EL students enrolled as of October 1 <sup>st</sup> per grade level	Number of students with 5 or more referrals				Number of students who have been absent 10 or more days (20% absence rate)			
	1st	2nd	3rd	4th			1st	2nd	3rd	4th	1st	2nd	3rd	4th
9	203	210	206	209	27	4	2	10	4	16	7	8	4	7
10	218	213	212	212	42	1	4	6	3	22	11	27	12	18
11	189	181	181	167	29	2	1	2	0	20	10	18	9	17
12	166	165	162	169	22	0	2	0	1	13	6	7	4	13

Comments/ Clarifications:



Percent of core teachers (Math, Science, Social Studies, ELA) absent 5 or more days (10%)				Number of <i>ELEMENTARY</i> students that are 2 or more years below grade placement in Math as determined by _____ Test on _____/_____(Date)		Number of <i>SECONDARY</i> students that are 3 or more years below grade placement in Math as determined by _____ Test on _____/_____(Date)		Number of <i>ELEMENTARY</i> students that are 2 or more years below grade placement in ELA as determined by _____ Test on _____/_____(Date)		Number of <i>SECONDARY</i> students that are 3 or more years below grade placement in ELA as determined by _____ Test on _____/_____(Date)	
1st	2nd	3rd	4th	1st Quarter	4th Quarter	1st Quarter	4th Quarter	1st Quarter	4th Quarter	1st Quarter	4th Quarter
1	3	4	2			0	0			0	0
1	5	1	3			0	0			0	0
0	5	0	4			8	0			0	0
0	2	1	2			5	0			1	0

*Comments/ Clarifications:*

*MATH DATA by Quarter for Grades 3-10*

Grade Level	Number of students that failed Math the previous year	Number of students enrolled this quarter	Number of students with D or F in Math class per quarter 2015-2016				Number of students assessed on each post-unit assessment for the current quarter				Total number of students assessed on the post-unit test for each grade level  (A)	Total number of students with D or F on unit tests in Math this quarter  (B)	Percent of students with D or F on any unit tests in Math  (C)  (B/A) X 100 = C			
			1st	2nd	3rd	4th	Unit 1	Unit 2	Unit 3	Unit 4*			1st	2nd	3rd	4th
Alg I		148	47	18	68	65	140	143	145	n/a	428	65	26	n/a	23	15
Geo	15	166	58	30	73	64	157	163	165	n/a	485	64	36	n/a	16	13
Alg II	2	164	54	65	30	38	161	164	164	n/a	489	38	19	n/a	68	8
Alg 3		100	14	22	13	13	97	99	100	n/a	296	13	44	n/a	58	4
Pre Cal		42	1	1	5	4	42	42	42	n/a	126	4	40	n/a	25	3
Cal		7	0	0	0	0	7	7	7	n/a	21	0	14	n/a	0	0
Stat		8	0	0	0	0	8	8	8	n/a	24	0	13	na/	0	0
<b>Example</b>							<b>100</b>	<b>90</b>	<b>95</b>	<b>N/A</b>	<b>285</b>	<b>57</b>	<b>20%</b>			

Comments/ Clarifications:

ELA DATA by Quarter for Grades 3-10

Grade Level	Number of students that failed ELA the previous year	Number of students enrolled this quarter	Number of students with D or F in an ELA class per quarter 2015-2016				Number of students assessed on each post-unit assessment for the current quarter				Total number of students assessed on the post-unit test for each grade level  (A)	Total number of students with D or F on unit tests in ELA this quarter  (B)	Percent of students with D or F on any unit tests in ELA  (C)  (B/A) X 100 = C			
			1st	2nd	3rd	4th	Unit 1	Unit 2	Unit 3	Unit 4*			1st	2nd	3rd	4th
9	NA	171	79	n/a	31	82	163	167	170	170	500	82	6.93	n/a	67	17
10	5	176	24	n/a	18	46	168	170	173	174	685	46	4.09	n/a	48	7
11	13	138	31	n/a	43	37	131	138			269	37	122	n/a	53	14
12	8	135	10	n/a	16	17	129	135			264	17	14.4	n/a	33	6
Example							100	90	95	N/A	285	57	20%			

**Comments/ Clarifications:**

**(Optional)**

**Do you have other data sources that support and/or identify that you are making gains in student outcomes (For example: Interim assessments such as ACT Aspire, TLI, etc.)? *You may include a chart to describe your data.***



ARKANSAS  
DEPARTMENT  
OF EDUCATION

**DISTRICT: FORREST CITY SCHOOL DISTRICT**  
**SCHOOL: FORREST CITY JUNIOR HIGH SCHOOL**  
**STATUS: PRIORITY YEAR 4**

**SITE-BASED SIS: MS. PHYLLIS MCDONALD**

**EXTERNAL PROVIDER: ANET, SANDERS GROUP, APSRC**

**ADE SCHOOL IMPROVEMENT SPECIALIST TEAM: MRS. JANIE HICKMAN AND DR. BOB BREWER**

**SUPERINTENDENT: DR. TIFFANY HARDRICK**  
**PRINCIPAL: MR. CARLOS FULLER**

# End of Year Summary Report

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## FOURTH QUARTER

2015-2016 School Year

<b>IMO AREA 1: CHANGE IN TEACHER AND LEADER PRACTICE</b>	
<b>Effective Practice within Category:</b> Establishing a team structure with specific duties and time for instructional planning (ID01, ID04, ID07)	
<b>Description of full implementation of the Effective Practice and/or Recommendation:</b>  District policy specifies the team structure for all schools which include a description of the teams' purposes and how they are constituted. New school leaders are apprised of this expectation and how the effectiveness of teams is determined. A common team structure for a school consists of (but not limited to) a Leadership Team (consisting of principal and teacher leaders), teacher Instructional Teams (teaching common subject area or grade level), student team (a diverse group of student leaders), management team (campus administrators and other personnel as needed) and a School Community Council (with a majority of members being parents (ID01). Each team has a specific purpose and scheduled time to meet and works from agendas and minutes (ID04).  The Leadership Team meets at least twice a month in regularly scheduled meetings of at least an hour (ID07). They serve as a conduit of communication to the faculty and staff in a way that enables the Leadership Team to receive input from the faculty and staff (ID08). The Leadership Team regularly looks at school performance data and aggregated classroom observation data and uses that data to make decisions about school improvement and professional development (ID10).	
<b>Current reality of effective practice from the beginning of the year:</b>  ID01) The leadership team will meet regularly to analyze school performance data, classroom walk through observations and other significant data. The team will use that data to drive instruction, determine professional development needs, and make decisions to enhance student achievement consistently. (ID04) Core Content Teams meet in weekly PLCs. 3rd Tuesdays of each month instructional teams will meet. Some teams are keeping minutes, agendas, and sign-in sheets. (ID07) We are revising our leadership team. We have a new principal and some new staff that are being added to the leadership team. The team is starting to meet weekly. A portion of the leadership team has discussed data.	<b>Current reality of effective practice:</b>  (ID01) The FCJHS Leadership Team creates agendas. The agendas are emailed ahead of time so that each member is prepared for the meetings. The secretary types the minutes in Indistar in real time during the meetings. The team follows through with the implementation of next steps. The meetings are consistency held twice a month for at least an hour. There is a time keeper to keep the meetings on target. The team discusses indicators, data, and related concerns. The team implements professional development from analyzing the data from the principal's walk-through observations and Interim Assessments. The team operates with agendas, keeps minutes, and follows through with the plans it makes to enhance effectiveness and drive

The Leadership Team reviews the principal's summary reports of classroom observations and takes them into account in planning professional development. The Administrative Team conducts observations together and debrief before meeting with teachers. It ensures that all administrators are on the same page with feedback. Teachers are given positive feedback as well as next steps after the team observations. The teachers are aware of what the administrative team is looking for each week. The principal provides that information in the Week at a Glance Newsletter. The objective should align with the standard and students should have conversations surrounding the objective. The Leadership Team reviews the principal's Observation Tracker to determine professional development needs. The district provides differentiated professional development to meet the specific needs of individual teachers. Professional development was conducted on January 4 and 5, 2016. (IF02) This objective is fully met when the administrators are trained in the implementation and observation feedback of teachers. The administrators have a common understanding of what good teaching looks like. The administrative team observes consistently and provides timely feedback. The teachers are becoming more self-reflective with teaching strategies and professional development needs. The implementation is more productive when working in groups with other teachers and principal and instructional coaches. Teachers in collaboration with the principal have completed professional development plans based on classroom observations and self-reflections. In addition, teachers are using the data and feedback from classroom walk-throughs to complete their Professional Growth Plans. (IF06). Teachers meet weekly by department/grades in PLC's to receive professional development in their content areas. (IF11). The FCJH school has the resources, such as textbooks, Engaged New York Curriculum, Achievement Network resources, Above and Beyond the Core materials that can be used to develop the units of instruction in Mathematics and Literacy. During the Professional

school improvement efforts.  
 (ID04) Teams meet weekly in Professional Learning Communities. Agendas, minutes, and sign-in sheets are created.  
 (ID07) The team is consistently meeting with buy-in from teachers, administrators, and key staff members. The team meets twice a month consistently.  
 (IFO2) The team reviews classroom observations from the instructional facilitator, school improvement specialist, and principal to determine effective practices are demonstrated to plan for professional development.  
 (IF06) The core leadership team made of administrators, curriculum specialist, and instructional facilitators conducted co-observations to norm good teaching. The school has a consistent shared definition of what good teaching looks like. In addition to that the core administrative team had a book study entitled: Leverage Leadership written by Paul Bambrick-Santoyo. We continue to have professional conversations to improve leadership and enhance leader and teacher practices. The teachers develop Professional Growth Plans to improve effective teaching and learning.  
 (IF11) The school provides high quality professional development that is on-going and job-embedded during PLC's and Faculty Meetings. The district offers differentiated professional development that is geared to the specific needs of the teacher and related to instructional practices to enhance craft knowledge and execution of lessons.

Learning Communities the teachers determine the principles and skills that will be covered within the unit. Pre-test and post-test are developed and administered to determine student mastery or the need for a reteach. The FCJH has implemented After-school tutoring for assisting students in Mathematics and Literacy struggling in instructional concepts. Students are given a pre-test and post-test assessment through Moby Max. The skill that the students are working on is updated according to their specific needs. The FCJH has implemented ZAP Saturdays (Zeros Aren't Permitted) are held for students that are referred by the teachers. These students have averages of 70% or below in any class. The teachers provide feedback to students for the work completed. The FCJH has implemented Saturday School which is held for students who need remediation in class work: especially Mathematics and Literacy. Teachers reinforce the standards for that were taught during the week.

## IMO AREA 1: CHANGE IN TEACHER AND LEADER PRACTICE

### **Effective Practice within Category:**

Engaging teachers in assessing and monitoring student mastery (IIB02, IIB04)

### **Description of full implementation of the Effective Practice and/or Recommendation:**

The Instructional Teams develop instructional units based on the curriculum standards and the local curriculum document. This unit typically encompasses three to six weeks of work and includes pre-/post tests administered at two to three week intervals (IIB01). The pre-test and post-test assess the same learning objectives and inform the Instructional Team members' (teachers) plans for differentiated instruction within the unit and/or re-teaching as necessary following the unit (IIB04).

The Instructional Team reviews the results of the pre- and post-tests and uses the information to guide efforts to assure that every student masters the instructional standards taught in the instructional unit (IIB03). The Instructional Team also uses the results from the



<p>pre-/post-test analysis to plan for professional development, inform subsequent instructional unit plans and/or make adjustments to the curriculum (IIB02, IIB05).</p>	
<p><b>Current reality of effective practice from the beginning of the year:</b></p> <p>(IIB02) The school is starting to develop unit pre and posttests. A schedule of unit pre and posttests has been created, published, and distributed to the Leadership Team and the Faculty. (IIB04) The school is creating pre and posttest in collaborative content teams during PLC's.</p> <p>(IID02) (IID06) Achievement Network (ANET) interim assessments are administered to all students at least three times a year. The Administrative Leadership reviews the results. Instructional teams and individual teachers review the results to provide support for individual students and group of students. Teachers make adjustments as needed to instructional plans. (IID02) (IID06)</p>	<p><b>Current reality of effective practice:</b></p> <p>(IIB02) Mathematics and Literacy Core Content Teachers develop unit pretest and posttest aligned with Arkansas Common Core State Standards to determine student mastery of objectives. Pretest are used to adjust instruction and differentiate assignments. Post-tests are used to assess the knowledge gained from the unit, to complete re-teaching and intervention plans for student achievement. Also the teacher reflects on the lesson to enhance professional practices and better differentiate instruction.</p> <p>(IIB04) Mathematics and Literacy Core Content Teachers analyze pretest data. The data is used to determine students needing additional support and/or enrichment as the unit is taught.</p> <p>(IIB05) Mathematics and Literacy Core Content Teachers analyze posttest data. The data is used to determine what needs to be re-taught and provide additional support and/or enrichment during the re-teach.</p> <p>(IID02) The school utilizes Achievement Network Interim Assessments to assess student mastery of Arkansas Common Core State Standards in Literacy and Mathematics. These assessments are administered four times a year. ANET provides additional support with planning and curriculum needs. In addition, the school administered the ACT Aspire Interim Assessments in Mathematics, Literacy, and Science.</p> <p>(IID06) The school utilizes Achievement Network schedule of assessed standards to pace instruction in Literacy and</p>

	<p>Mathematics. The school sets proficiency goals for Literacy and Mathematics using Interim Assessments to monitor student progress toward meeting those goals.</p>
<b>IMO AREA 3: STUDENT SAFETY AND DISCIPLINE</b>	
<b>Effective Practice within Category:</b> Expecting and monitoring sound classroom management (IIIC10)	
<b>Description of full implementation of the Effective Practice and/or Recommendation:</b> The faculty and staff develop a discipline management plan that guides student behavior throughout the school. Each teacher establishes rituals and routines within the classroom that produces an atmosphere conducive to learning. Each teacher consistently teaches the campus and classroom plans to all students. Each teacher consistently teaches the rules and procedures in their classroom. Each teacher consistently enforces the agreed upon rules and regulations (IIIC10).	
<b>Current reality of effective practice from the beginning of the year:</b>  (IIIC10) Teachers establish clear expectations for behavior and provide consequences for student behavior. The Forrest City Junior High Faculty and Staff implemented a discipline	<b>Current reality of effective practice:</b>  (IIIC10) Teachers are consistently teaching and reinforcing the rules in the classroom. Classroom rules are posted in each classroom. Students are held accountable for their behavior.

<p>management plan that guides student behavior. Every staff member establishes rituals and routines within the classroom. The teachers and principal review the rules with the students on a regular basis to continue an orderly school. Each teacher consistently teaches the classroom rules and procedures to all students. Each teacher consistently reviews the rules and procedures in their classroom. Most teachers consistently enforces the agreed upon rules and regulations (IIIC10).</p>	<p>Students may earn incentives for appropriate behavior and academic performance. Culture building assemblies are held at the beginning of each semester to encourage and remind students of the expected standards of behavior. The school established a plan to manage student transition throughout the building.</p>
<b>IMO AREA 4: FAMILY AND COMMUNITY ENGAGEMENT</b>	
<b>Effective Practice within Category:</b> Defining the purpose, policies, and practices of a school community (IVA01)	
<b>Description of full implementation of the Effective Practice and/or Recommendation:</b> No Child Left Behind stipulates that each school in the Title I program develop an agreement, or “compact,” that outlines how parents, school staff, and students will share responsibility for improving academic achievement. Compacts describe how the school and parents can work together to help students achieve the state’s standards.	

**Current reality of effective practice from the beginning of the year:**

(IVA01)The Forrest City Junior High conducts several parent meetings to discuss academic progress. The school involves parents to accelerate and enhance student performance in Mathematics and Literacy. Parents are distributed information to assist their child at home with content specific assignments. The school frequently communicates with parents about their achievement. Programs are planned and implemented to educate parents on the importance of being involved in their child's education. The District Parent Facilitator issued a compact that is given to students for students, parents, teachers and principal signatures.

**Current reality of effective practice:**

(IVA01) The Forrest City Junior High continues to conduct parent meetings to discuss academic support and progress. The school hosted a Parent Summit. The summit allowed parents to select classes from several topics related to academics. Some topics included: How to better prepare your child for the ACT Aspire Summative Assessment, ACT Aspire English Standards, and Math March Madness. The parents are and involvement with their child's/children's educational progress. Parent Compacts are implemented at the beginning of the school year which outlines how parents, staff, and students are responsible for academic achievement. Parents and the school work together all year to benefit student achievement and academic progress. The school held several informational parent meetings to involve parents in the ACT Prep classes, SEA Camp, Biz Town, Zoo Dissecting Field Learning Experiences, rubrics, and other parent involvement activities that involve academics. Agendas and sign-in sheets are created to document parent involvement activities.

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IMO AREA 4: FAMILY AND COMMUNITY ENGAGEMENT	
<b>Effective Practice within Category:</b> Post-Secondary School Options (VA01)	
The school has a guidance plan that includes options for students as they plan their college and career opportunities. The school routinely tracks their recent graduates' success at the next level as they pursue their college and career goals.	
<b>ADE will monitor the following:</b> <ul style="list-style-type: none"> <li>• The guidance plan</li> <li>• The process of tracking recent graduates</li> </ul>	
<b>Current reality of effective practice from the beginning of the year:</b>  (VA01)The Kuder test is administered to 8th grade students through the career development class and the counseling department. The FCJHS has a written guidance plan. The SIG Parent Coordinator is developing a plan for introducing parents and students to college and career goals. The school is providing all students with guidance and support to prepare them for college and careers. The Forrest City Junior High School is engaging students in career exploration activities that provide hands-on experience with career and college occupations. The counselor and parent facilitator help students learn about the skills, knowledge, and education needed for their area of interest and provide examples and tours of colleges that offer a degree in their	<b>Current reality of effective practice:</b>  (VA01) The Forrest City Junior High School engages students in career exploration activities that provide hands- on experience with college and career opportunities. The Kuder test is administered to 8 <sup>th</sup> grade students through the Career Development Classes and the Counseling Department. The Kuder helps students to identify what fields they are best interested in. 7 <sup>th</sup> and 8 <sup>th</sup> grade students were taken on college tours which included the University of Central Arkansas and the University of Memphis. They also visited the Clinton Presidential Library, Biz Town, and The Krock Center. The school has a state of the art Science Lab that students use for hands-on experience and identity with Biologist, Chemist, and other health science related careers. Several local professionals have been invited as guest speakers to educate students about their

area of interest.	career.
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**LEADERSHIP TEAM REFLECTION**

Thinking about meetings throughout the year, what have been the most meaningful decisions and actions made by the School Leadership Team this quarter? And what attributed to those changes? Implementing unit pretest and posttest have been instrumental in this quarter. Teachers are seeing the value of unit test data and are able to analyze the results as well as make adjustments in instructional practices. The decision to administer the ACT Aspire Interim Assessment was meaningful. The team discussed whether it would help the students and teachers to prepare for the ACT Aspire Summative Assessment. The 7<sup>th</sup> grade reading scores increased to 55% proficiency and therefore the school met its goal to STRIVE FOR 55 in Reading. Consistent and intentional meetings attributed to the school changes in structure and effectiveness. Additionally, meaningful constructive discussions during meetings were valuable to the collaborative school improvement effort.

If anything, what do you intend to change or modify for the year? The school plans to have a retreat to outline our academic year. During the retreat we want to organize and select our leadership team, create schedule and pacing for unit pretest and posttest, and The leadership team plans to analyze more student performance data from interim assessments and unit tests. The leadership team plans to implement more next steps and follow up on the implementation more consistently.



## SCHOOL LEADERSHIP TEAM'S REPORT FOURTH QUARTER

### STUDENT/ TEACHER DATA by Quarter IMO AREA 2: STUDENT PROGRESS AND ACHIEVEMENT

Grade Level	Number of students enrolled				Number of SWD enrolled as of October 1 <sup>st</sup> per grade level	Number of EL students enrolled as of October 1 <sup>st</sup> per grade level	Number of students with 5 or more referrals				Number of students who have been absent 10 or more days (20% absence rate)			
	1st	2nd	3rd	4th			1st	2nd	3rd	4th	1st	2nd	3rd	4th
6 <sup>th</sup>	3	3	3	3	3	0	0	0	0	0	0	0	1	0
7 <sup>th</sup>	179	175	176	178	18	0	9	0	7	6	0	0	2	3
8 <sup>th</sup>	198	189	196	191	30	0	5	0	4	10	0	0	1	3

Comments/ Clarifications:

Percent of core teachers (Math, Science, Social Studies, ELA) absent 5 or more days (10%)	Number of <i>ELEMENTARY</i> students that are 2 or more years below grade placement in Math as determined by _____ Test on _____ / _____ (Date)	Number of <i>SECONDARY</i> students that are 3 or more years below grade placement in Math as determined by Star Test on April 28, 2016	Number of <i>ELEMENTARY</i> students that are 2 or more years below grade placement in ELA as determined by _____ Test on _____ / _____ (Date)	Number of <i>SECONDARY</i> students that are 3 or more years below grade placement in ELA as determined by Star Test on May 5, 2016
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1st	2nd	3rd	4th	1st Quarter	4th Quarter	1st Quarter	4th Quarter	1st Quarter	4th Quarter	1st Quarter	4th Quarter
6 <sup>th</sup> 1	0	0	0			0	0			0	0
7 <sup>th</sup> 0	1	2	4			60	50			100	85
8 <sup>th</sup> 1	2	2	5			57	71			107	100

1582 **Comments/ Clarifications:**

Grade Level	Number of students that failed Math the previous year	Number of students enrolled this quarter	Number of students with D or F in Math class per quarter 2015-2016				Number of students assessed on each post-unit assessment for the current quarter				Total number of students assessed on the post-unit test for each grade level  (A)	Total number of students with D or F on unit tests in Math this quarter  (B)	Percent of students with D or F on any unit tests in Math  (C)  (B/A) X 100 = C			
			1st	2nd	3rd	4th	Unit 1	Unit 2	Unit 3	Unit 4*			1st	2nd	3rd	4th
6th	0	3	0	0	0	0	NA				NA	NA	NA	NA	NA	NA
7th	4	178	40	38	33	60	144				144	107	97.2	92.5	91.2	74.3
8 <sup>th</sup>	4	191	15	31	13	74	136				136	124	84.9	95	87.2	91.2

**Comments/ Clarifications:**

**ELA DATA by Quarter for Grades 3-10**

Grade Level	Number of students that failed ELA the previous year	Number of students enrolled this quarter	Number of students with D or F in an ELA class per quarter 2015-2016				Number of students assessed on each post-unit assessment for the current quarter				Total number of students assessed on the post-unit test for each grade level	Total number of students with D or F on unit tests in ELA this quarter	Percent of students with D or F on any unit tests in ELA (C)  (B/A) X 100 = C			
											(A)	(B)				
			1st	2nd	3rd	4th	Unit 1	Unit 2	Unit 3	Unit 4*			1st	2nd	3rd	4th
6th	0	3	NA	0	0	0	NA				NA	NA	NA	NA	NA	NA
7 <sup>th</sup>	4	178	18	38	36	22	136				136	110	67.6	80.4	68.6	80.9
8th	4	191	5	8	4	8	132				132	119	69.1	61.7	75.1	90.2

Comments/ Clarifications:

(Optional)

Do you have other data sources that support and/or identify that you are making gains in student outcomes (For example:

**Interim assessments such as ACT Aspire, TLI, etc.)? *You may include a chart to describe your data.***

**Forrest City Junior High School Highlights:**

- **Exceeded Growth (Summative Assessment Results for 2014-2015)**
- **Recognized for Top 5% of Growth in the State of Arkansas (2015-2016)**
- **Recognized as a Reward School**
- **Gained 37 Points on State Performance Report Card**
- **Enhanced State Performance Report Card Grade From F to D**





**DISTRICT: FORREST CITY SCHOOL DISTRICT**  
**SCHOOL: LINCOLN MIDDLE ACADEMY OF EXCELLENCE**  
**STATUS: PRIORITY/ACADEMIC DISTRESS**  
**SITE-BASED SIS: SUSAN BERRY**  
**EXTERNAL PROVIDER:**  
**ADE SCHOOL IMPROVEMENT SPECIALIST TEAM: JANIE HICKMAN, JUDY FOOT, AND DR. ROBERT BREWER**

**SUPERINTENDENT: DR. TIFFANY HARDRICK**  
**PRINCIPAL: JANA RICHEY**

# End of Year Summary Report

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**FOURTH QUARTER**

**2015-2016 School Year**

**IMO AREA 1: CHANGE IN TEACHER AND LEADER PRACTICE**
**Effective Practice within Category:**

Establishing a team structure with specific duties and time for instructional planning (ID01, ID04, ID07)

**Description of full implementation of the Effective Practice and/or Recommendation:**

District policy specifies the team structure for all schools which include a description of the teams' purposes and how they are constituted. New school leaders are apprised of this expectation and how the effectiveness of teams is determined. A common team structure for a school consists of (but not limited to) a Leadership Team (consisting of principal and teacher leaders), teacher Instructional Teams (teaching common subject area or grade level), student team (a diverse group of student leaders), management team (campus administrators and other personnel as needed) and a School Community Council (with a majority of members being parents (ID01). Each team has a specific purpose and scheduled time to meet and works from agendas and minutes (ID04).

The Leadership Team meets at least twice a month in regularly scheduled meetings of at least an hour (ID07). They serve as a conduit of communication to the faculty and staff in a way that enables the Leadership Team to receive input from the faculty and staff (ID08). The Leadership Team regularly looks at school performance data and aggregated classroom observation data and uses that data to make decisions about school improvement and professional development (ID10).

**Current reality of effective practice from the beginning of the year:**

We have a Leadership Team in place and Teacher Instructional Teams. We are in the early stages of implementing the School Management Team that will consist of the principal, cafeteria manager, office administrator, custodial representative, and a staff representative. We are in the process of establishing our Student Team with input from an outside consultant.

**Current reality of effective practice:**

The SLT met a minimum of twice per month to plan and discuss data, indicators, tasks, and goals that would lead to increased student achievement. The School Management Team met at 6:45 a.m. seven times during the school year to discuss school events, issues and/or concerns about the building. The SMT was a positive atmosphere for effective communication between cafeteria staff,

Instructional Facilitator develops agenda for Teacher Instructional Team Meetings with purpose being for discussion of data, lesson planning using data, addressing CCSS shifts in plans, and collaborating with other content teachers.

PLC agendas are developed by administrator/facilitator. Purpose is to address needs of teachers as determined by observations and walk throughs.

School Leadership Team agendas are developed for the next meeting at the conclusion of each Leadership Team meeting. The purpose of SLT is to discuss data and determine next steps, determine how we will address priority school indicators in order to move forward, and to be the communication bridge to the staff.

office personnel, janitorial staff, teachers and administrators. PLC meetings were held a minimum of twice per month on Tuesday after school. They were utilized for professional development, data analysis, TESS training, external consultants, staff celebrations, and teacher led sessions sharing best practices. The daily schedule was revised in order to accommodate Content Planning Sessions for Math/Science and Literacy/Social Studies during the school day. These sessions were led by the Instructional Facilitator and most times the principal and the on-site School Improvement Specialist were in attendance. These sessions gave teachers an opportunity to collaborate on plans and discuss data. Outside consultants, such as Delta STEM, GREC specialists, ANet, and Keith Sanders Group were also instrumental in providing instructional support.

## **IMO AREA 1: CHANGE IN TEACHER AND LEADER PRACTICE**

### **Effective Practice within Category:**

Engaging teachers in assessing and monitoring student mastery (IIB02, IIB04)

### **Description of full implementation of the Effective Practice and/or Recommendation:**

The Instructional Teams develop instructional units based on the curriculum standards and the local curriculum document. This unit typically encompasses three to six weeks of work and includes pre-/post tests administered at two to three week intervals (IIB01). The pre-test and post-test assess the same learning objectives and inform the Instructional Team members' (teachers) plans for differentiated instruction within the unit and/or re-teaching as necessary following the unit (IIB04).

The Instructional Team reviews the results of the pre- and post-tests and uses the information to guide efforts to assure that every student masters the instructional standards taught in the instructional unit (IIB03). The Instructional Team also uses the results from the



pre-/post-test analysis to plan for professional development, inform subsequent instructional unit plans and/or make adjustments to the curriculum (IIB02, IIB05).	
<p><b>Current reality of effective practice from the beginning of the year:</b></p> <p>Teachers are in the beginning stage of designing a backwards design lesson plan which consists of pre and post assessments. ANet and ACT resources are being utilized as models for wording of test questions. Mr. Keith Sanders is assisting with instructional coaching in lesson planning to ensure that rigorous test questions that address the entire common core standard are in place.</p>	<p><b>Current reality of effective practice:</b></p> <p>Teachers in all subject areas conducted pre-/post-tests in order to plan instruction. Data from Math and Literacy post-tests was discussed in team meetings and also recorded in the Quarterly 45 Day Plans. Social Studies teachers used Dimension 3 of the C3 Standard in Social Studies to develop compelling questions to engage students in more rigorous lessons. The Instructional Team used the results from the pre-/post-test analysis to plan for professional development such as Vaughn Thompson assisting with Mastery learning instruction, Keith Sanders assisting Social Studies teachers in developing standards based instruction, and Vanna O'Conner supporting Math teachers in analyzing data to adapt instruction to meet the needs of the students.</p>
<b>IMO AREA 3: STUDENT SAFETY AND DISCIPLINE</b>	
<p><b>Effective Practice within Category:</b> Expecting and monitoring sound classroom management (IIIC10)</p>	
<p><b>Description of full implementation of the Effective Practice and/or Recommendation:</b> The faculty and staff develop a discipline management plan that guides student behavior throughout the school. Each teacher establishes rituals and routines within the classroom that produces an atmosphere conducive to learning. Each teacher consistently teaches the campus and classroom plans to all students. Each teacher consistently teaches the rules and procedures in their classroom.</p>	

Each teacher consistently enforces the agreed upon rules and regulations (IIIC10).

**Current reality of effective practice from the beginning of the year:**

The faculty and staff are working together to develop a discipline management plan that guides student behavior throughout the building. Expectations of Behavior posters have been placed throughout the building. These include Cafeteria Expectations, Hallway Expectations, and Restroom Expectations. Teachers discussed classroom rituals and routines at the beginning of the year and these are posted in the classroom and evident throughout the building. Teachers are reinforcing these daily. Work is being done to improve the way classroom misbehavior is addressed and steps for addressing this will be implemented.

**Current reality of effective practice:**

We maintained a year long focus to reinforce rituals and routines throughout the school including the cafeteria, hallway, restroom, and classrooms. In addition, students were reminded daily of the high expectations of Lincoln scholars during student led town hall and morning meetings. Students received social and emotional learning lessons twice weekly during Advisory classes utilizing the Overcoming Obstacles curriculum. All teachers were expected to reach out to parents/guardians with positive communications about the students. Students were able to earn recognition on the Shout Out Board or the Read All About It bulletin board. Keith Sanders mentored a group of male students known as the Men of Lincoln and Catrice Davis mentored a group of female students known as First Class Ladies of Lincoln. These two groups of students were identified as frequent behavior referrals. We have tracked the students and found that referrals decreased somewhat as a result of the positive role models, lessons, and incentives provided. Flex Fridays were a huge hit with the students as this provided an opportunity for those students with zero office referrals for the week to participate in various activities offered during sixth period.

<b>IMO AREA 4: FAMILY AND COMMUNITY ENGAGEMENT</b>	
<b>Effective Practice within Category:</b> Defining the purpose, policies, and practices of a school community (IVA01)	
<b>Description of full implementation of the Effective Practice and/or Recommendation:</b> No Child Left Behind stipulates that each school in the Title I program develop an agreement, or “compact,” that outlines how parents, school staff, and students will share responsibility for improving academic achievement. Compacts describe how the school and parents can work together to help students achieve the state’s standards.	
<b>Current reality of effective practice from the beginning of the year:</b>  A school compact was developed to outline how all stakeholders will share responsibility for improving student achievement. This compact was available at Parent/Teacher Conferences and as teachers met with parents the parent, the child, and each child’s teacher signed the compact. We are currently working to get 100% of compacts signed.	<b>Current reality of effective practice:</b>  Parent involvement increased throughout the year due to multiple opportunities for parents/guardians to be involved through Math Night, Literacy Night, Parent Summit, Back to School Fair, transition programs, Gifted Talented orientation program, and student involvement in such programs. We also had parents/guardians volunteer to assist in planning and implementation as well. Winter Break homework packets were provided during the Christmas break in order to partner with parents and share responsibility for improving student achievement. In addition, a schoolwide nightly homework schedule was developed in order to provide parents with a consistent homework routine.

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<b>IMO AREA 4: FAMILY AND COMMUNITY ENGAGEMENT</b>	
<b>Effective Practice within Category:</b> Post-Secondary School Options (VA01)	
The school has a guidance plan that includes options for students as they plan their college and career opportunities. The school routinely tracks their recent graduates' success at the next level as they pursue their college and career goals.	
<b>ADE will monitor the following:</b> <ul style="list-style-type: none"> <li>• The guidance plan</li> <li>• The process of tracking recent graduates</li> </ul>	
<b>Current reality of effective practice from the beginning of the year:</b>  The staff at Lincoln Middle feels that the best way to support our students for college and careers is by embodying the growth mindset in our conversations with students. We are working to ensure that our students believe they are capable of success. We have had a motivational speaker come to address our male students. Teachers have attended a series of Efficacy trainings designed to explore the interconnectedness of mindsets and practices as it relates to student achievement. An outside consultant has been contracted to work with teachers and students on mindsets, student self-motivation and goal setting.	<b>Current reality of effective practice:</b>  We have continued the work on the growth mindset through our Efficacy professional development and carried this over with the students through Advisory curriculum and lessons. Vaughn Thompson supported teachers and staff throughout the year in engaging lessons to promote a positive culture and climate for our students and parents. Students were provided several instances to explore post-secondary opportunities through the Career Day held at Lincoln and numerous visits to East Arkansas Community College for a walking tour, participation in the County Spelling Bee, and to hear the University of Arkansas at Pine Bluff choir along

	with a speech given by the Admissions director promoting the opportunities at UAPB.
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### LEADERSHIP TEAM REFLECTION

Thinking about meetings throughout the year, what have been the most meaningful decisions and actions made by the School Leadership Team this quarter? And what attributed to those changes?

We decided as a team that we needed to recognize student achievement during Town Hall and morning meetings in order to motivate students to excel in all areas of academics. The Leadership Team also decided to offer incentives that students could earn during the ACT Aspire Summative testing week. These incentives were awarded based on daily attendance, effective effort, and stamina. Students knew about these incentives before the testing period began and teachers attested to the fact that students seemed to be more focused and attentive during the testing periods. Overall attendance for the ACT Aspire was well above the required amount and therefore few students had to do makeups. The SLT decided that we should include more community based activities with the students. Community stakeholders were brought in to assist with Flex Friday activities and Career Day.

If anything, what do you intend to change or modify for the year?

As a Leadership Team, we plan to be more intentional with our Mastery learning time and be more selective in providing prescriptive interventions for both Literacy and Math. The Leadership Team will look closely at the data to determine grouping of the students for intervention. We want to ensure that we address the gaps that may exist by examining effectiveness of instruction and monitoring

student progress. We will also be receiving ANet interim data from Stewart Elementary and will look at this data to inform instruction for the beginning of the year in both Literacy and Math. Our Science and Social Studies teachers have been supporting literacy in their classes, however we will be much more intentional next year. They will begin using Studies Weekly supplemental materials to incorporate the reading standards for literacy, such as citing textual evidence and analyzing relationships between primary and secondary sources. World History Studies Weekly consists of newspapers containing articles, discussion questions and other activities from ancient world history. Through Science Studies Weekly, students will be exposed to articles about noteworthy technology, current events, biographical spotlights, and labs which contain experiments that reinforce the scientific principles taught in the science curriculum.

As another support to the literacy and math curriculums, Lincoln Academy plans to have Chromebooks available for students to use in their classrooms. Literacy teachers have been trained and have used Google Classroom with students and we plan to offer this professional development to other content teachers as well. Teachers can create assignments for students in Google Classrooms, then have students complete those assignments and receive instant feedback from teachers. Student computer time is not only an engaging activity for students, but also provides an opportunity for students to practice much needed keyboarding skills as they complete writing assignments on the computers. Students are also able to revise, edit, and publish their writing. Assignments in any subject area can be individualized or given to small groups of students according to their own results on formative assessments. This allows teachers an opportunity to differentiate instruction for all learners based on data.

Literacy classes will be equipped with up to ten iPad mini readers. These readers will have novels downloaded and be available for student access as another way to engage students and encourage them to read. Data analysis indicates that vocabulary development is an area in which our students struggle. Research shows that vocabulary develops as students read. An increase in vocabulary development, coupled with conversation about the reading, should also lead to greater comprehension.

## SCHOOL LEADERSHIP TEAM'S REPORT FOURTH QUARTER

### STUDENT/ TEACHER DATA by Quarter IMO AREA 2: STUDENT PROGRESS AND ACHIEVEMENT

Grade Level	Number of students enrolled				Number of SWD enrolled as of October 1 <sup>st</sup> per grade level	Number of EL students enrolled as of October 1 <sup>st</sup> per grade level	Number of students with 5 or more referrals				Number of students who have been absent 10 or more days (20% absence rate)			
	1st	2nd	3rd	4th			1st	2nd	3rd	4th	1st	2nd	3rd	4th
6	176	178	176	170	35	1	2	1	0	0	1	4	4	2

1596

Comments/ Clarifications:

Percent of core teachers (Math, Science, Social Studies, ELA) absent 5 or more days (10%)				Number of <i>ELEMENTARY</i> students that are 2 or more years below grade placement in Math as determined by ANet Student Performance Over Time Report May 23 - 25, 2016		Number of <i>SECONDARY</i> students that are 3 or more years below grade placement in Math as determined by _____ Test on _____/_____(Date)		Number of <i>ELEMENTARY</i> students that are 2 or more years below grade placement in ELA as determined by STAR Test on May 23-25, 2016		Number of <i>SECONDARY</i> students that are 3 or more years below grade placement in ELA as determined by _____ Test on _____/_____(Date)	
1st	2nd	3rd	4th	1st Quarter	4th Quarter	1st Quarter	4th Quarter	1st Quarter	4th Quarter	1st Quarter	4th Quarter
0	30%	60%	30%		59%			58%	46%		

**Comments/ Clarifications:**



**MATH DATA by Quarter for Grades 3-10**

1598

Grade Level	Number of students that failed Math the previous year	Number of students enrolled this quarter	Number of students with D or F in Math class per quarter 2015-2016				Number of students assessed on each post-unit assessment for the current quarter				Total number of students assessed on the post-unit test for each grade level  (A)	Total number of students with D or F on unit tests in Math this quarter  (B)	Percent of students with D or F on any unit tests in Math  (C)  (B/A) X 100 = C			
			1st	2nd	3rd	4th	Unit 1	Unit 2	Unit 3	Unit 4*			1st	2nd	3rd	4th
6	25	176	82				159	161	N/A	N/A	320	166	52%			
6		178		37			149	149	149	151	598	245		41%		
6		176			76		155	155	150	157	1096	516			47%	
							Unit 5 158	Unit 6 160	Unit 7 161	N/A						
6		170				33	163	162	161	N/A	486	120				25%

Comments/ Clarifications:

ELA DATA by Quarter for Grades 3-10

Grade Level	Number of students that failed ELA the previous year	Number of students enrolled this quarter	Number of students with D or F in an ELA class per quarter 2015-2016				Number of students assessed on each post-unit assessment for the current quarter				Total number of students assessed on the post-unit test for each grade level	Total number of students with D or F on unit tests in ELA this quarter	Percent of students with D or F on any unit tests in ELA			
											(A)	(B)	(C) $(B/A) \times 100 = C$			
			1st	2nd	3rd	4th	Unit 1	Unit 2	Unit 3	Unit 4*			1st	2nd	3rd	4th
6	39	176	16				156	153	N/A	N/A	309	71	23%			
6		178		37			160	155	158	N/A	473	213		45%		
6		176			48		155	159	157	N/A	471	144			31%	
6		170				51	158	161	N/A	N/A	319	57				18%

<i>Example</i>	100	90	95	N/A	285	57	20%			
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*Comments/ Clarifications:*

*(Optional)*

1600

**Do you have other data sources that support and/or identify that you are making gains in student outcomes (For example: Interim assessments such as ACT Aspire, TLI, etc.)?** *You may include a chart to describe your data.*





**DISTRICT:** FORT SMITH PUBLIC SCHOOLS  
**SCHOOL:** BELLE POINT ALTERNATIVE HS  
**STATUS:** PRIORIT  
**SITE-BASED** SIS: DR. KELLIE COHEN  
**EXTERNAL PROVIDER:** N/A  
**ADE SCHOOL IMPROVEMENT SPECIALIST TEAM:** JOHN HARRIS

**SUPERINTENDENT:** DR. BENNY GOODEN  
**PRINCIPAL:** MARIA ARNOLD

# PRIORITY SCHOOL 45-DAY PLAN/QUARTERLY REPORT

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4th QUARTER

2015-2016 School Year

June 10, 2016

<b>IMO AREA 1-CHANGE IN TEACHER AND LEADER PRACTICE</b>
<b>ADE Recommendation:</b>
<b>Effective Practice within Category:</b> Aligning classroom observation with evaluation criteria and professional development (IF02, IF06, IF11)
<b>Description of full implementation of the Effective Practice and/or Recommendation:</b> <p>The LEA/School provides all staff high quality, ongoing, job-embedded, and differentiated professional development (IF11). Professional Development (PD) activities include whole faculty, small group and individual PD based on identified needs from observations (IF08). Teachers develop individual professional development plans based on classroom observations which inform the teachers' plans (IF06).</p> <p>The Leadership Team reviews the principal's summary reports of classroom observations and takes them into account in planning professional development (IF02).</p> <p>Putting all these pieces together depends upon first instituting standard practices and procedures that:</p> <ol style="list-style-type: none"> <li>1. Link the improvement plan to subsequent activities, such as professional development</li> <li>2. Maintain records of participation in trainings</li> <li>3. Gather participant evaluations of trainings</li> <li>4. Cite minutes from Instructional Team meetings show that teams carried the training into their discussions and plans</li> <li>5. Gather information from individual teachers on changed practices</li> <li>6. Determine the effectiveness of the changed practices</li> <li>7. Determine improvements in student learning that might result from particular changes in practice.</li> </ol>

<b>Current reality of effective practice</b> (Assess where we are): Belle Point administrators and LHSIS are observing classroom instruction, along with other school improvement data, to connect professional development that is data driven. PGP goals for 2015-16 were completed during 3 <sup>rd</sup> Quarter, and planning and setting goals for the 2016-17 school year are complete. Records of trainings, minutes of meetings, and monitoring of effectiveness of changed practices are in place. Student learning data is being used to amend and improve instruction.						
<b>Quarterly Objective:</b> The leadership team will complete a comprehensive needs assessment that includes review of instructional strategies, assessment benchmarks, parent-community engagement, student safety and discipline (school culture), from the point of view of increasing teacher efficacy and increasing student learning outcomes. Embedded and professional development venues will be used to improve in all areas of the school improvement process.						
Tasks	Target Date	Completion Date	Person assigned	Met	Not Met	Evidence of Completion
Implementing the New Tech initiative: Reflective Practice: Each teacher will complete a personal reflection on the building "New Tech" initiative as a method to progress monitor implementation. Due the last day of the 4 <sup>th</sup> quarter.	05/25/2016	05/19/2016	Instructional Team	x		➤ Personal Reflection Narratives ➤ Notes in PLC notebook. ➤ Surveys on New Tech techniques during 4 <sup>th</sup> Quarter.
All teachers will have completed the 2015-16 PGP goals and consultations will be completed and goals set for the 2016-17 school year.	05/25/2016	05/10/2016	Maria Arnold	x		➤ Classroom observations, consultations, and Larry Lock (consultant) notes.
All-Staff will attend New Tech teacher residency in South Carolina to participate in learning	05/019/2016	05/03/2016	2016-17 School staff and administrators	x		➤ Agenda, materials, project

key aspects of the New Tech instructional model and will implement the success strategies.						work, and travel documentation. ➤ Professional Development Calendar ➤ Professional Development Surveys
<b>Tasks</b>	<b>Target Date</b>	<b>Completion Date</b>	<b>Person assigned</b>	<b>Met</b>	<b>Not Met</b>	<b>Evidence of Completion</b>
Every Tuesday and Thursday, beginning in the 4 <sup>th</sup> Quarter, teachers will be required to create the first Problem-Based Learning or Project-Based Unit for the 2016-17 school year. LHSIS aided in this professional development.	05/25/2016	05/19/2016	Maria Arnold, Facilitators, and LHSIS	x		➤ Training certificates were given. ➤ Professional Development with staff documentation ➤ Collaborative work with staff using problem solving techniques.
The math facilitator will be used to co-teach Geometry with the new math teacher to provide instructional support, content knowledge, and aid in student assessments	05/25/2016	05/19/2016	Chadwick	x		➤ Lesson plans ➤ Instructional daily agenda ➤ Classroom materials and assessment planning documents



<p>Comprehensive Needs Assessment: The administrative team will conduct a comprehensive review of a proposed new process to progress monitor student behavior and academic planning—primarily due to the high mobility and lack of documentation for incoming students. With collaboration with the staff, the Behavioral and Academic Revamping Through Collaboration (BARC) electronic document will be created and piloted in the 4<sup>th</sup> Quarter. It is designed to follow the student from class to class-electronically-to provide real-time information for each teacher. It will be implemented in the 2016-17 school year.</p>	05/25/2016	05/19/2016	Leadership Team, Staff, and Teacher Leaders.	x		<ul style="list-style-type: none"> <li>➤ The electronic document,</li> <li>➤ Planning meetings</li> <li>➤ 2016-17 implementation</li> </ul>
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<b>IMO AREA 1-CHANGE IN TEACHER AND LEADER PRACTICE</b>
<b>ADE Recommendation:</b>
<p><b>Effective Practice within Category:</b> Assessing student learning frequently with standards-based assessments (IID02, IID06)</p>
<b>Description of full implementation of the Effective Practice and/or Recommendation:</b>

IID02- The schools administers interim assessments at least three times a year to all students (results are reviewed and drive instructional support and differentiate assignments and student levels of proficiency.

IID06- The Leadership Team sets annual goals for student learning outcomes (based on learning data). The goal needs to be reasonably rigorous. Whole school, grade levels, subject areas, and student subgroups.

These interim assessments are designed to measure students' progress toward year-end standards-based assessments. The assessments help teachers make adaptations in instruction and to identify students in need of additional assistance. Instructional Teams and individual teachers review the results to make the necessary adjustments. They also enable the school to see areas of strength and weakness in the curriculum and instructional plans. Leadership Teams review the results for the entire school and across grade levels and subject areas.

The Leadership Team sets annual goals for student learning outcomes. These goals are based on student learning data and are both reasonable and sufficiently challenging. The goals include goals for the whole school, grade levels, subject areas, and student subgroups (IIDO6).

**Current reality of effective practice (Assess where we are):** We are still in the beginning stages of implementation, however, New Tech instruction will incorporate Mini-Benchmarks which guide teacher instruction using CCSS standards in each unit for the 2016-2017 school year. Belle Point is using the TABE, San Diego Reading Test, Star Assessments as interim assessments to track student academic performance growth. Yearly learning goals have been set and results are being tracked for final year documentation.

**Quarterly Objective:** The instructional team will provide extensive training on developing the New Tech assessment process for the 2016-17 school year. The facilitators are monitoring all grade groups and providing additional one-on-one support on recognized areas of academic need. The Credit Recovery Program (GED) will provide students the support within the GED curriculum to pass the equivalency assessment for the GED certificate. Administer the TABE (Standards based), San Diego Quick Assessment and Word Recognition, and the Star Reading and Math assessments to finalize grade level growth goals for the 2015-16 school year.

Tasks	Target Date	Completion Date	Person assigned	Met	Not Met	Evidence of Completion
Professional development for all staff and administrators will be completed during the 4 <sup>th</sup> quarter	05/25/2016	05/02/2016		X		➤ Professional Development with

for 2016-17 school year implementation. New Tech uses an “Entry Doc” (pre-test) to determine the learning needs for the CCSS standard unit of study. Instruction is guided by “tasks” to develop mastery. This is assessed by two common exams, a project completion, and an oral presentation to complete each unit.						staff documentation <ul style="list-style-type: none"> <li>➤ Collaborative work with staff using problem solving techniques.</li> <li>➤ Sign in sheets for sessions and evidence of critical friends peer review.</li> </ul>
Administrative documentation of differentiated instruction within the classroom and monitoring the work of the instructional facilitators will be documented by the principal and dean of students. CWT notes and facilitator intervention records will be documented by facilitators to insure student learning needs are addressed during instructional and intervention times for the 4 <sup>th</sup> Quarter.	05/25/2016	05/02/2016		x		➤ CWT notes/observations <ul style="list-style-type: none"> <li>➤ Facilitator interventions notes</li> <li>➤ Sign-in sheets by students.</li> </ul>
The GED program will complete the 4 <sup>th</sup> quarter with 100% of students taking the GED assessment passing and obtaining their certificate.	05/25/2016	05/16/2016	Beckman	x		➤ Enrollment, course completion records and the record of passing test for GED certificate.

Seniors enrolled in the Credit Recovery Program (GradPoint) will complete coursework needs toward graduation requirements for the 2015-16 school year. It is projected that 3 of 7 seniors will complete the program for diploma.	05/10/2016	05/02/2016	Bell & Miller	x		<ul style="list-style-type: none"> <li>➤ Recovery credits acquired by students.</li> <li>➤ Teacher records</li> <li>➤ Graduation rate for participants in the program.</li> </ul>
Grade level group data will be collected and disaggregated from the interim assessments and the results will be included in the building data report for the 4 <sup>th</sup> quarter. The projection is that all students (100%) in grades 7-10 would increase one grade level in academic achievement level.	05/25/2016	5/19//2016	LHSIS & Instructional Team		x	<ul style="list-style-type: none"> <li>➤ Facilitator records</li> <li>➤ Testing documents</li> <li>➤ Disaggregation meeting minutes</li> <li>➤ Output Data</li> </ul>

<b>IMO AREA 3-STUDENT SAFETY AND DISCIPLINE</b>
<b>ADE Recommendation:</b>
<b>Effective Practice within Category:</b> Expecting and monitoring sound classroom management (IIC10)
<b>Description of full implementation of the Effective Practice and/or Recommendation:</b> The faculty and staff develop a discipline management plan that guides student behavior throughout the school. Each teacher establishes rituals and routines within the classroom that produces an atmosphere conducive to learning. Each teacher consistently teaches the campus and classroom plans to all students. Each teacher consistently teaches the rules and procedures in their classroom. Each teacher consistently enforces the agreed upon rules and regulations (IIC10).

**Current reality of effective practice (Assess where we are):** The Boys Town Behavioral Model is being implemented by all staff. Professional development for the model is needed to support new staff implementation. Data tracking of the success of the model to curtail referrals and decrease out-of-class occurrences are being kept by the Dean of Students. This information and data is presented at each leadership team meeting and is maintained as a standing agenda item. Periodic amendments to the model occur from team decisions. Parents are a vital part of the behavioral model and are part of the documentation of effort to insure the model meets the research-based practices it is designed to accomplish. All staff developed PGP goals directly tied to monitoring sound classroom management through the Boys Town Behavior Modification System in order to monitor progress.

**Quarterly Objective:** The leadership team (along with attending lead teachers at the Boys Town Institute) will lead team meetings (recalibrate and retrain) to deliver high quality professional development tailored to meet the needs of students (using the training they received in Omaha). 100% of staff will meet PGP goal tied directly to Boys Town (To respond to misbehavior with consistent established standards of conduct).

Tasks	Target Date	Completion Date	Person assigned	Met	Not Met	Evidence of Completion
Boys Town Model: Professional Development: Lead teachers and select administrators will attend the Boys Town Institute to become "Trainers of Trainers" for the purpose of supporting implementation and providing PD to classroom teachers.	05/25/2016	05/13/2016	Staff and Administration	x		<ul style="list-style-type: none"> <li>➤ Professional development participation documentation.</li> <li>➤ Professional Development documentation.</li> <li>➤ Observation data.</li> </ul>

Boys Town Model: Standing Agenda Item: The Dean of Students will report out at each leadership team meeting the data and results of disciplinary actions, along with implementation data from observations in the classrooms. Data-driven decisions will be made to amend and improve the discipline structure.	05/25/2016	05/12/2016	Michelle Shumate	X		<ul style="list-style-type: none"> <li>➤ Leadership Team meeting agenda and minutes</li> <li>➤ Collected data reports.</li> <li>➤ Changes to policy documentation</li> </ul>
Boys Town Model: Parents will be contacted for all offenses that need parental support. This notification is used to maintain parental engagement in the school improvement process.	05/25/2016	05/18/2016	Michelle Shumate	X		<ul style="list-style-type: none"> <li>➤ Office Referral Form</li> <li>➤ Documentation of parent responses.</li> <li>➤ APSCN</li> </ul>
Boys Town Model: The Dean of Students will offer professional development tailored to moving “Behavioral Bubble” students and choosing specific social skill sets for students to target.	05/25/2016	05/24/2016	Michelle Shumate	X		Point Cards Ratio Sheets Agenda
A final crisis meeting was scheduled due to an actual student crisis in order to provide information about counseling	05/15/2016	05/16/2016	Maria Arnold Michelle Shumate	x		<ul style="list-style-type: none"> <li>➤ Leadership Team meeting agenda and minutes</li> </ul>

services and mental health therapy to all students.						➤ Changes to policy documentation
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<b>IMO AREA 4-FAMILY AND COMMUNITY ENGAGEMENT</b>						
<b>ADE Recommendation:</b>						
<b>Effective Practice within Category:</b> Defining the purpose, policies, and practices of a school community (IVA01)						
<b>Description of full implementation of the Effective Practice and/or Recommendation:</b> No Child Left Behind stipulates that each school in the Title I program develop an agreement, or “compact,” that outlines how parents, school staff, and students will share responsibility for improving academic achievement. Compacts describe how the school and parents can work together to help students achieve the state's standards.						
<b>Current reality of effective practice (Assess where we are):</b> Belle Point has effectively promoted the school among all the student parent population this year. At least three parent/school events have been scheduled for each of the quarters this year. Plans are in place to continue this in the 4th Quarter. These events are designed to provide support and information to parents concerning school activities and academic practices that will encourage their support of Belle Point’s efforts to create a learning environment for the school.						
Quarterly Objective: Provide parental engagement events to bring parents to Belle Point to highlight school successes with students this year. Activities are designed to provide parents with information about the school, interact with staff, and connect students, parents, and teachers into a communicative, collaborative relationship to aid in building the climate and culture of learning and shared responsibility at Belle Point.						
<b>Tasks</b>	<b>Target Date</b>	<b>Completion Date</b>	<b>Person assigned</b>	<b>Met</b>	<b>Not Met</b>	<b>Evidence of Completion</b>

Parent Involvement Nights in 4th Quarter: Cake Walk, Senior Awards Banquet, Awards Ceremony, Spring Fling	05/25/2016	04/052016	Susan Holder	X		Sign ins Agenda Social Media Website
Family and Community Engagement is a standing agenda item on the Leadership Team calendar.	05/25/2016	05/12/2016	Susan Holder	x		Leadership Team meeting calendar. Minutes of meetings.

**IMO AREA 4-FAMILY AND COMMUNITY ENGAGEMENT**
**ADE Recommendation:**
**Effective Practice within Category:**

Post-Secondary School Options (VA01)

The school has a guidance plan that includes options for students as they plan their college and career opportunities. The school routinely tracks their recent graduates' success at the next level as they pursue their college and career goals.

**Current reality of effective practice (Assess where we are):** The school provides all students with guidance and supports (academic, financial, etc.) to prepare them for college and career.  
 Staff will offer FLEX courses on interviewing skills, oral and written communication for professional work once a semester  
 Students will be provided the opportunity to participate in a mentorship program, and will work with a mentor at least once a month on social skills that will develop their professional resume, as well as their personal interactions with peers.



<b>Quarterly Objective:</b> Prepare seniors for graduation and post-graduation events by providing introduction to career opportunities and knowledge base of requirements for work-related skills in real world environments. Include celebrations of academic achievements and events throughout the year.						
Tasks	Target Date	Completion Date	Person assigned	Met	Not Met	Evidence of Completion
FLEX courses during the 4th Quarter will schedule mentoring participation for students, fill out job applications and job shadowing visits will be made available to aid in the development of improved social skills and an introduction into the workplace environment.	05/25/2016	05/19/2016	FLEX Teachers	X		FLEX Schedule reflecting college & career ready options, Student work and project completion.
Seniors will receive letters of recommendation from staff	05/25/2016	05/20/2016	FLEX Teachers	X		Letters Email
Two job shadowing events will be scheduled for Seniors.	05/25/2016	04/08/2016 04/12/2016	Maria Arnold	X		Email Participation Forms
Students will participate in STEM Wars at the University of Arkansas Fort Smith	05/25/2016	05/17/2016	Melissa Trangmar	X		Event Flyer Awards STEM Projects
Students will participate in the Student Leadership Day at the State Capitol in Little Rock	05/25/2016	05/19/2016	Maria Arnold	X		Awards Banner Pictures from the Capitol



### PRINCIPAL'S REPORT FOURTH QUARTER

Has there been a meeting with the District Leadership Team to review the school's needs and progress? **YES** or NO (Please circle)

If yes, what support have you received from the district?

Before each district principal's meeting, a meeting is held for the focus and priority schools. During this meeting, members of the district such as the Superintendent, Deputy Superintendent, Human Resources, Finance, Supervisors of Instruction, and District ACSIP are present. I give these participants an update on the progress being made at Belle Point, and offer them a glimpse into what the needs might be. During the 4th quarter meeting, I debriefed the committee about the current IMO progress.

Please describe the interventions your school is utilizing specific to closing the achievement gap (Focus) or for improving the outcomes for students basic and below basic (Priority). (Do not include general school wide efforts.)

Priority: Our school is utilizing specific interventions to improve outcomes for students basic and below basic. Specifically, our school hired a new Math Interventionist/Instructional Facilitator to complement the already existing Literacy Interventionist/Instructional Facilitator in offering small group or one-on-one remediation for students who are basic or below basic. Math and Literacy Interventionists work to develop an Academic Improvement Plan (AIP) for students who meet criteria for remediation. Criteria is based off of multiple modes of data collection and streams (TABE, STAR, AR, Math iXL, DRA, San Diego, BASI, & Math Saxton Placement). Once a student has been identified, the math and literacy facilitators develop a schedule for student remediation. Based on need, students may receive weekly, or even (at best) daily remediation. Students are remediated during FLEX block, allowing them to receive an elective credit, and also ensuring that students do not miss their core credited courses.

During remediation, students:

Math and Literacy Interventions are planned according to the individual student needs. Interventions consist of working on classwork that students need help on and working on specific skills that the students need to master. Students also work in small groups to learn to collaborate together. Individual plans are created to scaffold learning and move students forward at individual paces. Improvement is measured by formative and quarterly assessments.

During 4th quarter, the staff visited a New Tech school site in South Carolina. During this training, we worked on the adult culture, norms, and rituals. It was determined during this training that our current system of AIP's (academic improvement plans), SAP's (student action plans), and informal conversations about Boys Town could be improved upon. The teacher leaders developed an electronic document called BARC (Behavior & Academic Revamping through Collaboration) to incorporate all these areas for progress monitoring into one live document for teachers and staff members to edit.

What support(s) have you or your team received from the external provider, internal SIS, and the ADE SIS Team?

We do not have an external provider.

Internal SIS: John Harris has provided supports with our IMOs, AMOs, Quarterly Reports, Indistar training, & updates from ADE

ADE SIS Team: Dr. Kellie Cohen has attended each Priority/Focus meeting before all principal's meetings. Agenda items that were discussed include our 45 day report, IMO progress, and pre/post testing. Dr. Cohen supports Belle Point in understanding our barriers and concern about specific indicators.

Internal SIS providers Kim Brown and Lucia Turner have attended leadership meetings this quarter.

What are the barriers, if any, in improving student outcomes?

1. **HIGHLY MOBILE:** The purpose of the program IS to be highly mobile.
  - a. August 17, 2015- enrollment 95
  - b. March 1, 2016- only 42 are still enrolled from the original 95
  - c. August 2015-present- 24 added
  - d. To date: 77 have left, and will not count toward our graduation rate and/or AMO target for school report card
  - e. 88% reported relocating homes once, 44% of those have moved homes 3x or more since kindergarten

2. TRUANCY, INCARCERATION, & RUNAWAY STATUS:

- a. 41 students were dropped due to this
- b. Of the juveniles in the detention center this month, 61% are Belle Point students
- c. 74 out of 88 students enrolled are currently on probation in Sebastian County. Each one has a probation officer they report to, and some have, additionally, a parole officer (called an after-care worker)

3. LIFE OUTSIDE THE SCHOOL DAY:

- a. 7 shootings since Spring of last year
- b. Drug use
  - i. 15 drug related suspensions to date (2015-2016 school year)
  - ii. 20% reported being chronically drunk or high at school
  - iii. 20% reported selling illegal drugs
  - iv. Every drug was reported as being used (meth, heroin, ecstasy, crack) but majority of drug use was of marijuana, with 35% reporting they chronically use marijuana (past 30 days 4x or more)
- c. 67% reported little to no parental supervision/involvement in the home (would not know if where they were if they did not come home) (no rules) (neither approve or disapprove of certain behaviors)
- d. 43% reported volatile home life (arguing, insults from adults, yelling)
- e. GANGS: 60% reported involvement

4. MENTAL ILLNESS:

- a. 117 referred for school based therapy
- b. 35% reported suffering from depression MOST days of the week (more often than not)
- c. Over 40% reported feeling like a failure or someone without worth

How is your leadership team monitoring student progress in the skill area of science?

Science teacher, Ms. Trangmar, has pushed the science department this year in STEM and has taken students to STEM Wars at the University of Arkansas Fort Smith. In addition, students took their STEM projects to Student Leadership Day to present to the participants. The students presented boats, hydroponics, and organic bath bombs.

How is your leadership team monitoring student progress in the skill areas of math, reading, writing? How are you responding to the results?

The leadership team is monitoring student progress in math by: Pre and Post TABE and BASI testing and will be using STAR Math for quarterly testing beginning in January.

We are still in the beginning stages of implementation, however, New Tech instruction will incorporate Mini-Benchmarks which guide teacher instruction using CCSS standards in each unit for the 2016-2017 school year. Belle Point is using the TABE, San Diego Reading Test, Star Assessments as interim assessments to track student academic performance growth. Yearly learning goals have been set and results are being tracked for final year documentation. See assessment data in the end of this report to see our growth success on yearly learning goals.

What have been the most meaningful decisions and actions made by the School Leadership Team this quarter as documented in the minutes?

1. BARC: This is the most meaningful decision that came out of this quarter.

If anything, what do you intend to change or modify for the next quarter?

I will conduct more walkthroughs using the new data collection tool and disseminate the information to staff more frequently. I will also begin placing Leadership meeting agenda and minutes on the new Belle Point staff help desk website, made available to all staff. New Tech implementation will begin next quarter, with each course being taught in PBL and PRBL format through the Echo platform.

## SCHOOL LEADERSHIP TEAM'S REPORT FOURTH QUARTER

### STUDENT/ TEACHER DATA by Quarter (IMO AREA 2-STUDENT PROGRESS AND ACHIEVEMENT)

Grade Level	Number of students enrolled				Number of SWD enrolled as of October 1 <sup>st</sup> per grade level	Number of EL students enrolled as of October 1 <sup>st</sup> per grade level	Number of students with 5 or more referrals				Number of students who have been absent 10 or more days (20% absence rate)			
	1st	2nd	3rd	4th			1st	2nd	3rd	4th	1st	2nd	3rd	4th
7	3	3	4	8	0	0	0	1	3	2	1	0	1	4
8	7	5	16	20	0	2	2	3	15	11	1	0	3	4
9	14	13	15	19	0	2	3	5	6	3	0	2	1	4
10	31	27	26	25	5	6	11	9	11	7	7	4	8	7
11	15	15	14	11	5	2	5	3	4	2	1	2	5	3
12	11	11	11	11	2	1	3	2	5	1	2	4	3	5

**Comments/ Clarifications:**

## LEADERSHIP TEAM REPORT CONTINUED

Grade Level	Percent of core teachers (Math, Science, Social Studies, ELA, Special Education) absent 5 or more days (10%)				Number of <i>ELEMENTARY</i> students that are 2 or more years below grade placement in Math as determined by _____/_____(Month Determined)		Number of <i>SECONDARY</i> students that are 3 or more years below grade placement in Math as determined by _____ _____SEPTEMBER (Month Determined)		Number of <i>ELEMENTARY</i> students that are 2 or more years below grade placement in ELA as determined by _____/_____(Month Determined)		Number of <i>SECONDARY</i> students that are 3 or more years below grade placement in ELA as determined by TABE, STAR, SAN DIEGO_OCTOBER_____/_____(Month Determined)	
	1st	2nd	3rd	4th	1st Quarter	4th Quarter	1st Quarter	4th Quarter	1st Quarter	4th Quarter	1st Quarter	4th Quarter
7	.09%	.09%	.152%	.112%			1	3			0	2
8							5	7			4	2
9							7	8			8	6
10							17	7			22	13
11							9	7			11	9
12							10	9			7	10
Total												

Comments/ Clarifications:

Illness, death, personal: 13 employees, 45 days= .058%

Illness, death, personal, **plus pd**: .112%

**LEADERSHIP TEAM REPORT CONTINUED**

**MATH DATA by Quarter for Grades 3 - 10**

Grade Level	Number of students that failed Math the previous year	Number of students enrolled this quarter	Number of students with D or F in Math class per quarter 2015-2016				Number of students assessed on each post-unit assessment for the current quarter				Total number of students assessed on the post-unit tests for each grade level (A)	Total number of students with D or F on unit tests in Math this quarter (B)	Percent of students with D or F on any unit tests in Math (C)  (B/A) X 100 = C			
			1st	2nd	3rd	4th	Unit 1	Unit 2	Unit 3	Unit 4*			1st	2nd	3rd	4th
7	2	4	2	1	2	7	4				NA	NA			50	NA
8	3	14	6	6	9	10	10				NA	NA			70	NA
9	3	14	3	5	6	11	13				11	4			15	36
10	18	31	14	17	15	11	12				23	8			58	34
11																
12																
<b>Example</b>							100	90	95	N/A	285	57	20%			





	previous year										(A)		(B/A) X 100 = C			
			1st	2nd	3rd	4th	Unit 1	Unit 2	Unit 3	Unit 4*			1st	2nd	3rd	4th
7	2	2	1	0	3	5	N/A				N/A	N/A			33%	N/A
8	3	8	6	7	10	10	N/A				N/A	N/A			43%	N/A
9	1	12	3	5	7	16	12				12	3			50%	25%
10	14	30	14	13	18	14	12				12	3			77%	25%
11				6												
12				5												
<b>Example</b>							100	90	95	N/A	285	57	20%			

**Comments/ Clarifications:**

The percentage of students that scored a D or F on any unit tests in ELA is shown above but this does not reflect the number of students that raised their scores from the pre to the post test.

80% of the 9th graders improved their scores, 90% of the 10th graders improved their scores.

Literacy data is collected from Pre and Post Assessments using the TABE, San Diego Word Assessment, and quarterly STAR Reading Assessment. The average of these scores is used to determine yearly growth. The following scores show yearly growth by subgroups and All students.

Literacy Average shown by grade equivalent:

AIP Students	Pre	Post	Yearly Growth
--------------	-----	------	---------------

7th	4.9	5.0	0.1
8th	5.4	6.9	1.5
9th	6.2	8.2	2.0
10th	5.4	5.9	0.5

Highly Mobile	Pre	Post	Yearly Growth
---------------	-----	------	---------------

7th	4.6	4.5	0
8th	5.4	6.6	1.1
9th	6.2	6.9	0.7
10th	5.6	5.8	0.2

Full Year	Pre	Post	Yearly Growth
-----------	-----	------	---------------

7th	6.3	7.7	1.4
8th	5.6	6.4	0.8
9th	5.1	7.1	2.0
10th	5.9	6.7	0.8

All Students	Pre	Post	Yearly Growth
--------------	-----	------	---------------

7th	4.9	5.0	0.1
8th	5.4	6.9	1.5
9th	6.2	8.2	2.0
10th	5.4	5.9	0.5

## LEADERSHIP TEAM REPORT CONTINUED

*(Optional)*

**Do you have other data sources that support and/or identify that you are making gains in student outcomes (For example: Interim assessments such as ACT Aspire, TLI, etc.)?** *You may include a chart to describe your data.*

**Literacy:** Of the students enrolled at Belle Point from August 2014-August 2015, 69% showed an improvement in literacy scores from the TABE exam.

**We do not have ACT Aspire testing scores back yet.**

Students who demonstrate a lack of interest in receiving one-on-one interventions when being pulled from the classroom is a concern.

Student discipline and behavior is always a concern (office referrals, in-school & out-of-school suspensions).

Truancy decreases the effectiveness of intervention efforts on a daily basis.

Differentiating interventions to address deficiencies in student grade level competencies are difficult because frequent administrative tasks detract from student intervention time.

Students are reading way below grade level (74% of all students grades 7-12 are reading three or more grade levels below)

High mobility & disruptions in enrollment producing learning gaps: students are continually enrolling, unenrolling, coming and going from JDC, residential facilities, homelessness, runaways, etc.

Students who are referred to Belle Point are very often so far behind:

- Grades (students enroll toward the end of a nine weeks or semester and have failing grades, too low to recover produces an “It doesn’t matter anyways” mentality)
- Credits (students may enroll who are 17 and only have 3 or 4 credits when it takes 23 to graduate)
- Knowledge of Content (students enroll with large gaps in learning or lack of basic foundational skills)

Add/Drop Report

### Third Quarter:

6 add/drops total

2 were added and dropped due to GED (they tested out)

4 were dropped for the following reasons:

- LG- dropped to WAYS (Western Arkansas Youth Shelter)
- EP- dropped to Denair High School, Denair, CA (student was sent to live with biological parent)
- JS- Picked up for a single day (We transitioned this student back to NHS in January. Then NHS decided to transfer this student back to BP after the break. It was decided that placement would stay NHS unless one more incident occurred.)
- JSA- moved back to Oklahoma, received request for records from Tulsa Public Schools

# of students added third quarter= 27

# of students dropped third quarter= 6

D/F Report (# of students by subject)

9-12 Literacy: 26

7-8 Literacy : 20

7-8 Math: 16

Music: 16

Special Ed: 6 (same kid failing all 6 courses)

9-12 Math: 12

7-8 Science: 40

9-12 Math & Oral Comm: 21

9-12 History: 20

9-12 Science: 25

9-12 PE/Health: 20

Total population: 95

Total population 7-8: 22

Total population 9-12: 73

### Focus Areas

Discipline- Office Referrals, OSS, ISS, Saturday School

OR:43

OSS:9

ISS:4

SS:6

JDC:13

Progress toward PBL/PRBL Implementation- each teacher is already working on their first unit for the start of next year. By May 26, all returning teachers will have done phase one and phase two of critical friends. Phase one is where teachers brainstorm out their idea for the project, standards, etc. phase two occurs once the project has been developed. Teachers present their unit to the staff, getting “I likes” and “I wonders” from their peers.

### Seniors at Risk & Interventions taking place

1. KJ- SPED, on the run
  - a. Social Worker has been looking, dealing with court, phone calls to mom every day from the school
2. FW- 2.5 credits short
  - a. We have enrolled him in gradpoint during 2 classes, pushing TBS
3. JW- 2 credits short

- a. We have enrolled him in gradpoint during FLEX block, pushing TBS
- 4. TS- only has 9.5/23 credits currently
  - a. GED tested, cannot make TABE cut-score

The leadership team is monitoring student progress in reading and writing by: Pre and Post testing on TABE, BASI and San Diego assessments and quarterly assessment using STAR Reading. Writing progress is monitored throughout the school year by completing Constructed Responses using multiple sources.

- 1. Test scores are not an accurate representation of the pool of students being taught at any given time. Our add/drop report consistently shows that we average approximately 250 students per year. 88% mobility rate
- 2. Instead, we use the following to measure academic growth/success:
  - a. TABE (Test of Adult Basic Education)
    - i. TABE has a direct correlation to Common Core SS (we use this crosswalk to review student deficits)
    - ii. 27/39 current students in intervention have shown adequate student growth
    - iii. Students **must** show improvement on TABE scores in order to EXIT Belle Point
    - iv.

Grade	Literacy	Math
7th	83% showed growth	100% showed growth
8th	89%	75%
9th	64%	67%
10th	50%	58%

- b. BASI (Basic Achievement Skills Inventory)
- c. Pre/Post Testing in all core classes for every unit
- d. GED (Pass rate 96%) (only for students age 17 or higher who lack too many credits)
- e. STAR Reading and Math assessment

3. Full-time MATH INTERVENTIONIST, Full time LITERACY INTERVENTIONIST: We offer (daily, bi-weekly, or weekly) Individualized Intervention services based on the above data collection deficiencies that students show
- a. Compass Learning
  - b. ELL reading interventions
  - c. Math and Language Arts IXL
  - d. STAR Reading and Math individualized lessons





ARKANSAS  
DEPARTMENT  
OF EDUCATION

DISTRICT: FORT SMITH PUBLIC SCHOOLS  
SCHOOL: TRUSTY ELEMENTARY SCHOOL  
STATUS: PRIORITY

SITE-BASED SIS: DR. KELLIE COHEN

EXTERNAL PROVIDER:

ADE SCHOOL IMPROVEMENT SPECIALIST TEAM: JOHN HARRIS

SUPERINTENDENT: DR. BENNY GOODEN

PRINCIPAL: DR. SHANTELE EDWARDS

# PRIORITY SCHOOL 45-DAY PLAN/QUARTERLY REPORT

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4th QUARTER

2015-2016 School Year

<b>IMO AREA 1-CHANGE IN TEACHER AND LEADER PRACTICE</b>						
<b>ADE Recommendation:</b>						
<b>Effective Practice within Category:</b> Aligning classroom observations with evaluation criteria and professional development (IF02, IF06, IF11)						
<b>Description of full implementation of the Effective Practice and/or Recommendation:</b> <b>Aligning classroom observations with evaluation criteria and professional development (IF02, IF06, IF11)</b> The LEA/School provides all staff high quality, ongoing, job-embedded, and differentiated professional development (IF11). Professional Development (PD) activities include whole faculty, small group and individual PD based on identified needs from observations (IF08). Teachers develop individual professional development plans based on classroom observations which inform the teachers' plans (IF06).  The Leadership Team reviews the principal's summary reports of classroom observations and takes them into account in planning professional development (IF02). Putting all these pieces together depends upon first instituting standard practices and procedures that: <ol style="list-style-type: none"> <li>1. Link the improvement plan to subsequent activities, such as professional development</li> <li>2. Maintain records of participation in trainings</li> <li>3. Gather participant evaluations of trainings</li> <li>4. Cite minutes from Instructional Team meetings show that teams carried the training into their discussions and plans</li> <li>5. Gather information from individual teachers on changed practices</li> <li>6. Determine the effectiveness of the changed practices</li> <li>7. Determine improvements in student learning that might result from particular changes in practice.</li> </ol>						
<b>Current reality of effective practice (Assess where we are):</b> Trusty administrators and LHSIS are observing classroom teachers, and other school improvement practices, in developing professional development that targets individuals, vertical team meetings and whole faculty meetings. Monitoring and evaluation of effort is documented.						
<b>Quarterly Objective:</b> Provide professional development based on needs determined from teacher input, evaluations, and student assessments. PGP goals will be developed for the upcoming 2016-17 school year for both individual goals and school-wide goal. A comprehensive needs evaluation was conducted in all school improvement areas, including federal and state expenditures, instructional practices, professional development needs, student assessment data, student discipline data, and parent involvement. Based on the results of this needs assessment, administrators are planning for 2016-2017 professional development for the staff and other changes.						
<b>Tasks</b>	<b>Target Date</b>	<b>Completion Date</b>	<b>Person assigned</b>	<b>Met</b>	<b>Not Met</b>	<b>Evidence of Completion</b>

Based on identified needs from teacher input and student assessment data, professional development will be offered to 3rd through 6th grade teachers on Fraction Sense.	05/25/2016	03/29/2016	Tracy Keifer	x		Sign in sheet from workshop; classroom observations
The principal will present data to be analyzed by the staff to determine school wide implementation goals for the 2016-2017 school year, professional development needs, and any instructional changes to be made.	05/25/2016	05/05/2016	Dr. Edwards Instructional Team Members	x		Sign in sheet, PowerPoint,
The teachers will develop an individual goal for their 2016-2017 PGP. Principal will suggest PD to meet this goal.	05/25/2016	05/13/2016	Dr. Edwards (review plans)	x		PGPs in Bloomboard
Instructional Facilitators will work with teachers vertically in grade bands (K-1, 2-3, 4-6) on a three week rotation to serve as resources to develop lessons and common assessments.	2-3 on 5/6/16 K/1 on 5/13/16 4/5/6 on 5/20/16	05/20/2016	Instructional Team Members LHSIS	x		Pre-Post assessment data, Intervention support data, STAR Reading & Math, ECAR data, DRA Scores; sign in sheets from vertical meetings
LHSIS will meet with an individual teacher to assist her with classroom management.	05/25/2016	04/01/2016	Instructional Team Members LHSIS	x		Lesson Plans; Observations; Informational and CWT.
Teachers will meet weekly for grade level meetings to align lessons, expectations, and form guiding questions.	05/25/2016	05/20/2016	Instructional Team Members	x		Lesson Plan; Observation; teacher Group-Individual consultations and student performance data; TESS; E-Mail. Grade Level meeting with agendas. PD focused on areas of improvement through Facilitators.
Based on teacher input and student assessment data, professional development will be conducted with individual grade levels on Number Sense Fluency.	05/25/2016	04/29/2016	Dr. Edwards Tracy Keifer	x		Sign in sheets;



<b>ADE Recommendation:</b>						
<b>Effective Practice within Category:</b> Expanded time for student learning and teacher collaboration. (IG01)						
<b>Description of full implementation of the Effective Practice and/or Recommendation:</b>  The campus will have procedures and practices in place that provides for extended time for student learning and teacher collaboration. An extended learning time plan is written and included in the campus teachers' handbook. The plan outlines the procedures used to identify the need for extended learning/collaboration time and how the school day schedule will be restructured to accommodate the needs of the plan. The procedures and practices utilized to identify the students who need the additional support provided by the extended time are written within the campus extended time plan. Teachers and other staff members who provide services within the extended day program are provided specific and targeted professional development training concerning the implementation of the extended time instruction. The plan includes the procedures and practices that will be used to monitor and evaluate the effectiveness of the extended time program on student achievement growth.						
<b>Current reality of effective practice</b> (Assess where we are): Students attend after school tutoring after parents sign a form to give permission for attendance. Students attend two days of reading tutoring, two days of math tutoring, or all four days if needed. In addition, intervention times are offered to students on a daily basis during the school day, during our STRIPES Intervention time.						
<b>Quarterly Objective:</b> Complete a needs assessment of the after-school tutoring programing. Complete a needs assessment of the "Stripes" intervention period. Teachers will complete a survey on the success of the program of the after-school tutoring program. Teachers will also offer input on suggestions to strengthen the STRIPES Intervention time.						
Tasks	Target Date	Completion Date	Person assigned	Met	Not Met	Evidence of Completion
A comprehensive needs assessment was completed. The identified barriers in the after-school program were: transportation, parent decisions not to participate, and student non-attendance.	05/25/2016	05/13/16	Dr. Edwards, Instructional Team Members	x		Survey data from EDLP Survey, student assessment data Comprehensive Needs Assessment data
A needs assessment will be completed of the "Stripes" intervention program. Discussions have been conducted for changes next year, to include, more focus on	05/25/2016	05/13/2016	Dr. Edwards, Instructional Team Members	x		Student assessment data, suggestions from Google Doc

upcoming 4 <sup>th</sup> grade students, as this group is our lowest performing. In addition, we are trying to work out the logistics of losing two interventionists.						
A teacher survey was conducted to obtain perceptual data about the after school tutoring program.	05/25/2016	05/13/2016	Dr. Edwards, EDLP teachers	x		Survey results from EDLP teachers
<b>Camp Explore, language skills-building camp, will be offered to ELL students with ELDA Levels of 1, 2, or 3, from July 25-29, 2016. Students will be offered this opportunity based on lowest ELDA levels first.</b>	05/20/2016	05/05/2016	Dr. Edwards, Camp Explore Staff	x		Camp Explore handouts, attendance, agenda Data from ELDA levels
<b>Chromebooks will be provide to 3rd and 4th grades as a district initiative for the 2016-2017 school year.</b>	05/20/2016	05/05/2016	Dr. Edwards	x		Chromebooks, lesson plans District planning allocations
<b>Per our comprehensive needs assessments, Chromebooks will be provided to 2nd, 5th, and 6th grade students, to expand their opportunities to have for the 2016-2017 school year. access to technology, due to high poverty and reported lack of home access.</b>	05/20/2016	05/05/2016	Dr. Edwards	x		Chromebooks, lesson plans Comprehensive Needs Assessment data

Per our comprehensive needs assessments, sets of 5-6 Chromebooks will be provided Kindergarten and 1st grade students, to expand their opportunities to have access to technology, due to high poverty and reported lack of home access.	05/20/2016	05/05/2016	Dr. Edwards	x		Chromebooks, lesson plans Comprehensive Needs Assessment data
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## IMO AREA 1-CHANGE IN TEACHER AND LEADER PRACTICE

### ADE Recommendation:

### Engaging Practice within Category:

Engaging teachers in assessing and monitoring student mastery (IIB02, IIB04)

### Description of full implementation of the Effective Practice and/or Recommendation:

The Instructional Teams develop instructional units based on the curriculum standards and the local curriculum document. This unit typically encompasses three to six weeks of work and includes pre-/post tests administered at two to three week intervals. The pretest and post-test assess the same learning objectives and inform the Instructional Team members' (teachers) plans for differentiated instruction within the unit and/or re-teaching as necessary following the unit.

The Instructional Team reviews the results of the pre- and post-tests and uses the information to guide efforts to assure that every student masters the instructional standards taught in the instructional unit. The Instructional Team also uses the results from the pre-/post-test analysis to plan for professional development, inform subsequent instructional unit plans and/or make adjustments to the curriculum.

### Current reality of effective practice (Assess where we are):

Data revealed a lack of alignment in the rigor of the pre-test assessments and post-test assessments. Plans are being made to re-align assessments at the school-level, so that growth or lack thereof can be shown. This will occur more in-depth next school year. District facilitators and LHSIS are checking future pre-tests and post-tests and revising past pre-tests and post-tests to assure that rigor is consistent for the remainder of the year.

**Quarterly Objective:** The leadership team will evaluate the common assessments and pre-post unit assessments in Mathematics to determine interventions to improve student achievement and decrease the number of "D's" and "F's" in all grade levels. The team also will evaluate instructional practices to improve the targeting of specific skills that students miss after pre-post assessments. Pre-testing for Literacy in the format of standardized assessment has been completed in 3<sup>rd</sup> quarter. Post-testing will occur this quarter.

Instructional teams will continue to use Google Docs to communicate with each other more in-depth analysis of the students' performance. Vertical meetings will continue to occur to focus on alignment of curriculum and assessments, as well as looking at student performance, this quarter. An overall needs assessment will be conducted to inform the necessary resources and changes for next year.

Indicator / Tasks	Target Date	Completion Date	Person assigned	Met	Not Met	Evidence of Completion
The teachers will pretest students on reading passages in January and posttest in March to begin implementation of the format of standardized testing.	05/25/2016	03/18/2016	Instructional Teams	x		Student Data, pre/post assessments, common assessments.
The team will plan to realign pre-assessments and post-assessments to accommodate differentiation for the 2016-17 school year.	05/25/2016	05/13/2016	Instructional Teams	x		Pre-assessments, post-assessments
The instructional team continue using Google Docs to share individual strengths and weaknesses on pre-post testing. These students will receive targeted interventions.	01/08/2016	05/20/2016	Instructional Teams	x		Google Docs data
Instructional team will use Google Docs for input to provide materials needed for the SIGa Grant. A meeting will be held to discuss results and to give any other input on needs.	05/25/2016	4/01/2016	Dr. Edwards, Instructional Team Members	x		Google Docs documentation; after school meeting sign-in and agenda
The Instructional Facilitator will provide "Basic Facts" PD (with materials provided) to promote student fluency in classroom instruction.	05/25/2016	04/22/2016	Tracy Keifer	x		Sign in sheets with agenda; lesson plans; common assessments;



Teachers will attend curriculum meetings at least two times in the 4th Quarter to discuss resources and receive professional development to assist them with lesson plans, common assessments, rigor of tests, and classroom management.	05/25/2016	05/20/2016	Instructional Team, Instructional Facilitators	x		Sign in sheets with agenda
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#### IMO AREA 1-CHANGE IN TEACHER AND LEADER PRACTICE

##### ADE Recommendation:

##### Effective Practice within Category:

Assessing student learning with standards-based assessments (IID02, IID06)

##### Description of full implementation of the Effective Practice and/or Recommendation:

Curriculum, Assessment, and Instructional Planning – Assessing student learning frequently with standards-based assessments (IID02, IID06)

The school administers interim assessments at least three times a year to all students. The Leadership Team reviews the results and provides supports to the Instructional Teams based on the analysis of results. The instructional teams and individual teachers systematically review the results to make adjustments in instructional plans and differentiate assignments and supports for individual students (IID02).

These interim assessments are designed to measure students' progress toward year-end standards-based assessments. The assessments help teachers make adaptations in instruction and to identify students in need of additional assistance. Instructional Teams and individual teachers review the results to make the necessary adjustments. They also enable the school to see areas of strength and weakness in the curriculum and instructional plans. Leadership Teams review the results for the entire school and across grade levels and subject areas.

The Leadership Team sets annual goals for student learning outcomes. These goals are based on student learning data and are both reasonable and sufficiently challenging. The goals include goals for the whole school, grade levels, subject areas, and student subgroups (IID06).

##### Current reality of effective practice (Assess where we are):

Teachers are assessing students by pre-testing and post-testing students to measure growth or lack thereof. Between these assessments, teachers are giving common assessments. Based on common assessment data, the students are being placed in flexible groups during Stripes time for intervention, sustaining proficiency, or advancing skills. All students are in various groups depending on data. The students are moved between groups after common assessments are given.

**Quarterly Objective:** Analyze data to determine student performance needs from the pre-post assessments. Evaluate intervention strategies to amend/adjust strategies. Determine if data shows that overall student growth is occurring so that yearly performance goals can be established. A comprehensive needs assessment will be conducted on the yearly data to determine strengths and weaknesses in school improvement areas.

Indicator / Tasks	Target Date	Completion Date	Person assigned	Met	Not Met	Evidence of Completion
During instructional team meetings, teachers will continue to analyze common assessment data to determine student deficiencies to differentiate instruction and revise intervention strategies.	5/25/2016	05/20/2016	Instructional Team	x		Common assessments, meeting minutes
Administrative team gathered data for comprehensive needs assessment to present to staff identifying strengths and weaknesses in school improvement areas, gather input from staff, and begin forward planning for 2016-2017.	5/25/2016	05/05/2016	Dr. Edwards Instructional Teams	x		Data from comprehensive needs assessment
Baseline data was set at the beginning of the school year using DRA and StarMath. This data will be used to project a goal of a one year of grade level growth for 80% of all students in the improvement of reading and math.	5/25/2016	05/20/16	Dr. Edwards Leadership Team		x	Data from DRA and StarMath assessments, data from comprehensive needs assessment
A root cause analysis revealed current 3rd grade students had the most highly concentrated group of students with Special Education needs. Next year, scheduling and allocation of human resources will	5/25/2016	05/20/16	Dr. Edwards	x		Data from comprehensive needs assessment

center around this group of students.						
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IMO AREA 3-STUDENT SAFETY AND DISCIPLINE						
<b>ADE Recommendation:</b>						
<b>Effective Practice within Category:</b> Expecting and monitoring sound classroom management (IIIC10)						
<b>Description of full implementation of the Effective Practice and/or Recommendation:</b> The faculty and staff develop a discipline management plan that guides student behavior throughout the school. Each teacher establishes rituals and routines within the classroom that produces an atmosphere conducive to learning. Each teacher consistently teaches the campus and classroom plans to all students. Each teacher consistently teaches the rules and procedures in their classroom. Each teacher consistently enforces the agreed upon rules and regulations (IIIC10).						
<b>Current reality of effective practice (Assess where we are):</b> The faculty and staff develop a discipline management plan with monitoring/feedback through Clip Up/Clip Down and DoJo, which is a computer reward system that guides student behavior throughout the school. Each teacher establishes rituals and routines within the classroom that produces an atmosphere conducive to learning. Each teacher consistently teaches the campus and classroom plans to all students. Each teacher consistently enforces the agreed upon rules and regulations.						
<b>Quarterly Objective:</b> The school will continue the Wellness Team, as a means to support student discipline and safety. The team will continue to use the community organization ARCBest to provide mentoring services for students within the school. Discipline and safety is a standing agenda item at all leadership team meetings in order to review data on a consistent basis. A comprehensive needs assessment will be conducted, including a survey will be conducted with parents to determine needs in the area of campus safety and discipline. (IIIC10).						
Tasks	Target Date	Completion Date	Person assigned	Met	Not Met	Evidence of Completion
Continue a Wellness Team including School Based Mental Health to address student needs that include discipline and safety of students. The team will meet every 2 weeks	05/25/2016	05/04/2016	Tracie Gipson Liz Kaylor	x		Agenda Minutes
Plans of Action were constructed for individual students every 2	05/20/2016	05/20/2016	Tracie Gipson Liz Kaylor	x		Plans of action, minutes



<b>Effective Practice within Category:</b> Defining the purpose, policies, and practices of a school community (IVA01)						
<b>Description of full implementation of the Effective Practice and/or Recommendation:</b> No Child Left Behind stipulates that each school in the Title I program develop an agreement, or “compact,” that outlines how parents, school staff, and students will share responsibility for improving academic achievement. Compacts describe how the school and parents can work together to help students achieve the state’s standards.						
<b>Current reality of effective practice (Assess where we are):</b> In all previous quarters, efforts have been made to involve parents in their students’ education, such as 100% signage of report cards and mid-terms and 100% at parent conferences. Communication logs are sent daily and newsletters are being sent weekly by most teachers.						
<b>Quarterly Objective:</b> The leadership team has made parent signatures of 4.5 week progress reports a benchmark for each grading period for the 2015-16 school year. PTA events will be monitored and used to support the school activities for parents and students during the 4th Quarter. Due to a variety of needs revealed, as well as success of “Bring Your Family to School Day” implemented this year, planning will occur to include more events of this nature next year. A parent survey will be conducted to reveal strengths and weaknesses and make any necessary changes due to parental input.						
Tasks	Target Date	Completion Date	Person assigned	Met	Not Met	Evidence of Completion
Parent Involvement will be a standing agenda item for the Leadership Team meetings.	05/25/2016	05/12/2016	Leadership Team	x		Leadership Team Agendas.
A comprehensive needs assessment revealed the need for changes in activity time and data, due to parent preference, for next year.	05/25/2016	05/20/2016	Dr. Edwards	x		Data from comprehensive needs assessment and parent survey
Continued 4.5 week progress reports will be returned at 100%.	05/25/2016	05/09/2016	Dr. Edwards	x		Signed progress reports.
A parent survey was conducted to highlight any strengths and weaknesses and make any changes due to parental input.	05/25/2016	05/20/2016	Dr. Edwards	x		Data from comprehensive needs assessment and parent survey
Due to needs revealed in the comprehensive needs assessment, including results of the parent survey, and success of the “Bring Your Family to School	05/25/2016	05/20/2016	Dr. Edwards	x		Trusty yearly events calendar

Day", plans are being made to include 4 of these types of events in 2016-2017 where parents observe in classrooms and then participate in Cafecitos (either English or Spanish) afterwards to discuss issues that need on-going communication.						
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IMO AREA 4-FAMILY AND COMMUNITY ENGAGEMENT						
<b>ADE Recommendation:</b>						
<b>Effective Practice within Category:</b> Post-Secondary School Options (VA01)						
The school has a guidance plan that includes options for students as they plan their college and career opportunities. The school routinely tracks their recent graduates' success at the next level as they pursue their college and career goals.						
<b>Current reality of effective practice (Assess where we are):</b> Trusty's counselor has been teaching career exposure lessons to students in all grade levels and will continue into next quarter. A Career Day for grades 5 and 6 will occur in the 4 <sup>th</sup> Quarter and planning has been conducted for that.						
<b>Quarterly Objective:</b> The school has a guidance plan that includes options for students as they plan their college and career opportunities. Smart Core papers will be signed by parents choosing the path for their student. Students will participate in transitions from elementary to junior high.						
Tasks	Target Date	Completion Date	Person assigned	Met	Not Met	Evidence of Completion
Counselor and teacher will hold Smart Core meetings with parents. Principal will counsel with any parents not choosing Smart Core to discuss college and career-ready options	5/25/2016	03/18/16	Tracie Gipson, Teachers, Dr. Edwards	x		Parent sign in sheets, Signed Smart Core sheets
Counselor will plan for transition day at Kimmons for the 6th grade students at the junior high.	5/25/2016	4/12/2016	Tracie Gipson	x		Emails with Jr. High school

Counselor will plan for transition day at Darby for the 6th grade students at the junior high.	5/25/2016	4/22/2016	Tracie Gipson	x		Emails with Jr. High school
Art & Diversity night will be on 04/19/16 to showcase the projects completed by students during Enrichment activities.	5/25/2016	4/19/2016	Liz Kaylor, Specialty Teachers	x		Sign-in sheets, schedule of activities
Career Day will be held on May 4 for 5th & 6th grade students allowing them to talk with members of the community that hold various careers.	05/25/16	5/04/16	Tracie Gipson, Liz Kaylor	x		Pictures, materials for student selection of careers

<b>IMO Area 1: Change in Teacher and Leader Practice</b>						
<b>ADE Recommendation:</b>						
<b>Effective Practice within Category:</b>						
<b>Ensuring High Quality Staff – Recruitment, Evaluation, and Retention (IH01)</b>						
The district in conjunction with the individual campuses has developed a written plan for the recruitment, evaluation, and retention of high quality employees for all employed categories within the district. The <b>plan for recruiting</b> high quality employees at sufficient quantities to meet district and campus needs includes time tables for recruitment activities and procedures for describing vacancies to be filled.						
<b>Current reality of effective practice (Assess where we are):</b>						
Trusty has a 1st grade, 4th grade, ELL paraprofessional, and media center positions open for the 2016-2017 school year.						
<b>Quarterly Objective:</b> Trusty's administration will be a part of the team to hire teachers and support staff.						
<b>Tasks</b>	<b>Target Date</b>	<b>Completion Date</b>	<b>Person assigned</b>	<b>Met</b>	<b>Not Met</b>	<b>Evidence of Completion</b>
Administration will attend ETip Review of Information on 04/12/16 for possible teacher hires for the upcoming 2016-2017 school year.	5/25/2016	04/12/2016	Dr. Edwards	x		Notes from meeting
Administrations will attend a mixer with possible teacher	5/25/2016	4/13/2016	Melissa Bridges	x		Agenda

candidates for the upcoming 2016-2017 school year.						
Administrators will interview candidates at the school site.	05/25/16	05/25/16 *may continue	Dr. Edwards	x		notes



### PRINCIPAL'S REPORT 4th QUARTER

1645	Has there been a meeting with the District Leadership Team to review the school's needs and progress? <b>YES or NO</b> <i>(Please circle)</i> If yes, what support have you received from the district? <b>Yes. The District Leadership team meets monthly with the Local SIS and building principal to visit the school needs and progress. Monthly meetings have been held in March &amp; May. Building principal supplies a report to the District Team of progress snapshots for the month. Although a meeting was not held in April, the principal supplied a report for that month as well through Google Docs for District Team review.</b>
	Please describe the interventions your school is utilizing <u>specific</u> to closing the achievement gap (Focus) or for improving the outcomes for students basic and below basic (Priority). (Do not include general school wide efforts.) <b>Interventionists are assigned to below basic students in Math and Literacy. Students are grouped for daily interventions based on performance. Below Basic and lower Basic students in grades 4-6 are offered after school tutoring.</b>
	What support(s) have you or your team received from the external provider, internal SIS, and the ADE SIS Team? <b>Internal SIS is working with individual teachers to improve practice, as well as providing professional development. ADE/SIS providing guidance and assistance reviewing data and ACSIP planning.</b>
	What are the barriers, if any, in improving student outcomes? <b>Generational poverty continues to be a barrier. Several new students have moved in this year with many behind grade level and mental health needs. Mobile students have been an issue this year, with 56 students moving into the school and 49 moving out. This is a total of 105 students, since September 1, 2015, a third of our overall population (326 students).</b>
	How is your leadership team monitoring student progress in the skill area of science? <b>An Instructional Facilitator assisted in STEM implementation. Teachers incorporated STEM projects and prepared students for STEM Wars (district competition). We had our STEM Wars at the school level. Several teams competed in the district-wide competition, with 2 teams placing. Plans are being made for deeper incorporation next year.</b>
	How is your leadership team monitoring student progress in the skill areas of math, reading, writing? How are you responding to the results?



**We are giving pre/tests, common assessments, and post/tests. We are reconfiguring our intervention groups on this data. When students have a weak area, based on the data, or teachers share a weakness in knowledge, professional development is provided to address that weakness, whether it be through modeling, coaching, providing resources and knowledge, etc. We have provided grade band teachers (K-1, 2-3, 4-6) time to work with instructional facilitators in vertical meetings. Professional development has been used to target teacher and student needs.**

What have been the most meaningful decisions and actions made by the School Leadership Team this quarter as documented in the minutes?

**This quarter, the most meaningful actions have been to provide professional development and “expert” resources to assist during meetings for teachers to utilize to inform their instruction. Teachers informed principal through vertical discussions of their needs. Principal found resources and training for teachers; and provided this training. (Ex: 100 Charts PD, Dyslexia interventions and assessment discussions, Stride data analysis training, and Math Fluency training) In addition, we have conducted a comprehensive needs assessment, analyzed the data, and made plans, as a staff, for next year. This includes our building-wide goal, continue implementation of Kagan, and hosting a behavioral consultant to add more “tools” to the teachers’ toolbelts.**

If anything, what do you intend to change or modify for the next quarter?

**A quicker response to data on incoming students-this is still a struggle due to getting information transferred from school to school. We began implementing common assessments in Literacy in the format of the standardized assessments, as well as a variety of other assessments, such as ECAR, DRA, and STAR. We plan to implement this next year, as well.**

## SCHOOL LEADERSHIP TEAM'S REPORT 4th QUARTER

### STUDENT/ TEACHER DATA by Quarter (IMO AREA 2-STUDENT PROGRESS AND ACHIEVEMENT)

Grade Level	Number of students enrolled				Number of SWD enrolled as of October 1 <sup>st</sup> per grade level	Number of EL students enrolled as of October 1 <sup>st</sup> per grade level	Number of students with 5 or more referrals				Number of students who have been absent 10 or more days (20% absence rate)			
	1st	2nd	3rd	4th			1st	2nd	3rd	4th	1st	2nd	3rd	4th
K	60	60	58	60	9	N/A (27)	0	0	0	0	1	0	4	3
1 <sup>st</sup>	50	49	50	47	3	30	0	0	0	0	1	0	0	1
2 <sup>nd</sup>	50	48	49	49	8	21	1	1	0	0	2	0	2	4
3 <sup>rd</sup>	50	48	47	48	7	23	1	0	1	0	2	2	1	2
4 <sup>th</sup>	51	50	49	49	3	22	0	0	2	0	0	0	1	3
5 <sup>th</sup>	28	28	27	28	1	23	0	0	1	0	0	0	1	1
6 <sup>th</sup>	45	45	46	46	6	28	1	1	3	3	1	0	1	3

**Comments/ Clarifications:**

## LEADERSHIP TEAM REPORT CONTINUED

Grade Level	Percent of core teachers (Math, Science, Social Studies, ELA, Special Education) absent 5 or more days (10%)				Number of <i>ELEMENTARY</i> students that are 2 or more years below grade placement in Math as determined by <u>STARMATH</u> / <u>September &amp; May</u> (Month Determined)		Number of <i>SECONDARY</i> students that are 3 or more years below grade placement in Math as determined by _____ / _____ (Month Determined)		Number of <i>ELEMENTARY</i> students that are 2 or more years below grade placement in ELA as determined by <u>STAR READING</u> / <u>September &amp; May</u> (Month Determined)		Number of <i>SECONDARY</i> students that are 3 or more years below grade placement in ELA as determined by _____ / _____ (Month Determined)	
	1st	2nd	3rd	4th	1st Quarter	4th Quarter	1st Quarter	4th Quarter	1st Quarter	4th Quarter	1st Quarter	4th Quarter
<b>K</b>	0	1	1	1	N/A	N/A			N/A	N/A		
<b>1<sup>st</sup></b>	0	0	1	1	N/A	N/A			N/A	N/A		
<b>2<sup>nd</sup></b>	0	1	0	0	N/A	N/A			N/A	N/A		
<b>3<sup>rd</sup></b>	0	0	0	1	0	6			1	11		
<b>4<sup>th</sup></b>	0	1	0	0	4	0			12	17		
<b>5<sup>th</sup></b>	0	0	0	0	4	5			3	14		
<b>6<sup>th</sup></b>	2	0	1	0	13	8			21	29		
<b>SPE D</b>	1	1	1	0								

*Comments/ Clarifications:*

### OF STUDENTS 2 YEARS OR MORE BELOW:

6th grade- Reading 3 students have been here < half a year; Math 1 student has been here < half a year.

5th grade- Reading 1 student has been here < half a year; Math 1 student has been here < half a year.

4th grade- Reading 4 student have been here < half a year.

3rd grade- Reading 2 student have been here < half a year; Math 2 students have been here < half a year.

## LEADERSHIP TEAM REPORT CONTINUED

### MATH DATA by Quarter for Grades 3 - 10

Grade Level	Number of students that failed Math the previous year	Number of students enrolled this quarter	Number of students with D or F in Math class per quarter 2015-2016				Number of students assessed on each post-unit assessment for the current quarter				Total number of students assessed on the post-unit tests for each grade level (A)	Total number of students with D or F on unit tests in Math this quarter (B)	Percent of students with D or F on any unit tests in Math (C)  (B/A) X 100 = C			
			1st	2nd	3rd	4th	Unit 1	Unit 2	Unit 3	Unit 4*			1st	2nd	3rd	4th
K	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
1 <sup>st</sup>	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2 <sup>nd</sup>	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
3 <sup>rd</sup>	4	48	7	8	10	4	47	44	46+44	44+44	88	18+15	51%	41%	40%	26%
4 <sup>th</sup>	2	49	6	10	4	6	50	50	49+50	49+50	99	12+2	52%	22%	11%	14%
5 <sup>th</sup>	1	28	13	4	7	7	28	28*2	27	27+27	54	14+5	68%	54%	66%	35%
6 <sup>th</sup>	20	46	24	9	17	26	44	44*2	44+42	46+47	93	8+35	76%	73%	38%	46%

#### Comments/ Clarifications:

All pre-tests and post-tests are standardized assessment rigor. This prevents some students from getting a proficient score, due to rigor. Students show better scores and growth on the STAR Math assessments. Please see these scores later in the report for growth purposes. In addition, the post-tests breakdown shows significant growth for even students whose post-tests fell in the D or F range. Many students began with little to no knowledge or ability to solve the problems at significant rigor, as on standardized assessments.

## **Scores Breakdown for Students with Ds or Fs on COMMON ASSESSMENTS**

### **Posttests**

#### **3rd grade Unit 5 Post-Tests**

<b>Scores on pre-test (out of 5 points)</b>	<b>0</b>	<b>1</b>	<b>2</b>
<b># of Students with 0, 1, or 2 on Pre-Test of 6 students with D and 12 students with F on post-test</b>	<b>3</b>	<b>6</b>	<b>2</b>

#### **3rd grade Unit 6 Post-Tests**

<b>Score on pre-test (out of 7 points)</b>	<b>0</b>	<b>1</b>	<b>2</b>
<b># of Students with 0, 1, or 2 on Pre-Test of 2 students with D and 3 students with F on post-test</b>	<b>1</b>	<b>2</b>	<b>1</b>

#### **4th grade Unit 5 Post-Tests**

<b>Score on pre-test (out of 10 points)</b>	<b>0</b>	<b>1</b>	<b>2</b>
<b># of Students with 0, 1, or 2 on Pre-Test of 6 students with D and 6 students with F on post-test</b>	<b>5</b>	<b>3</b>	<b>3</b>

#### **4th grade Unit 6 Post-Tests**

<b>Score on pre-test (out of 10 points)</b>	<b>0</b>	<b>1</b>	<b>2</b>
<b># of Students with 0, 1, or 2 on Pre-Test</b>	<b>2</b>	<b>0</b>	<b>0</b>

of 1 students with D and 1 students with F on post-test			
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5th grade Unit 5 Post-Tests

Score on pre-test (out of 10 points)	0	1	2
# of Students with 0, 1, 2 on Pre-Test Of 1 students with D and 13 students with F on post-test	11	3	0

5th grade Unit 6 Post-Tests

Score on pre-test (out of 10 points)	0	1	2
# of Students with 0, 1, 2 on Pre-Test Of 2 students with D and 3 students with F on post-test	1	3	1

6th grade Unit 5 Post-Tests

Score on pre-test (out of 10 points)	0	1	2	3
# of Students with 0, 1, 2 on Pre-Test	3	5	0	0

Of 3 students with D and 5 students with F on post-test				
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6th grade Unit 6 Post-Tests

Score on pre-test (out of 11 points)	0	1	2	3
# of Students with 0, 1, 2 on Pre-Test Of 6 students with D and 29 students with F on post-test	14	11	7	2

STAR MATH POST ASSESSMENTS

GRADE LEVEL	3 years below	2 years below	1 year below	Approaching level	At or above level
3rd	0	6	8	7	25

		<b>*all of these students are SPED students</b>	<b>*5 of these students are SPED students; 2 of the other students have only been in our school for the last quarter</b>	<b>*1 of these students has only been in our school for the last quarter</b>	
<b>4th</b>	<b>0</b>	<b>0</b>	<b>5</b> <b>*2 of these students have only been in our school for the last quarter; 1 other student has been in our school &lt; half of the year</b>	<b>4</b> <b>*1 of these students is a SPED student</b>	<b>38</b>
<b>5th</b>	<b>2</b> <b>*1 of these students is a SPED student; the other student has only been in our school for the last quarter</b>	<b>3</b>	<b>3</b> <b>*2 of these students have attendance issues</b>	<b>3</b>	<b>17</b>
<b>6th</b>	<b>1</b> <b>*This student is a SPED student</b>	<b>7</b> <b>*2 of these students are SPED students; 1 student has attendance issues; 1 student has low English skills; 1 student has been in our school less than half of the year</b>	<b>10</b> <b>*5 of these students are SPED students</b>	<b>11</b> <b>*1 student is a SPED student; 1 student has attendance issues</b>	<b>16</b>

### STAR MATH POST-TEST ASSESSMENTS

<b>GRADE LEVEL</b> <b>Students with pre-test &amp; post-test are included</b>	<b># of students making expected progress</b>	<b># of students close to making expected growth (+0.6 or more)</b>	<b># of students not making expected growth</b>	<b>% of students making a year's worth or more of growth</b>
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3rd #=44	25	8 *4 of these students are SPED students	9 *6 of these students are SPED students; 2 students have attendance issues	57% This grade level had an average of +0.9 out of 1.0 growth
4th #=46	42	2	2 *1 of these students has attendance issues	91% This grade level had an average of +1.9 out of 1.0 growth
5th #=27	19	2	5 *1 of these students is a SPED student; 1 of these students has attendance issues	70% This grade level had an average of +1.4 out of 1.0 growth
6th #=44	32	6	6 *1 of these students has attendance issues	73% This grade level had an average of +1.4 out of 1.0 growth
				School average= 73% Our school had an average of +1.4 out of 1.0 growth

### LEADERSHIP TEAM REPORT CONTINUED

*ELA DATA by Quarter for Grades 3 - 10*

Grade Level	Number of	Number of			Total number of students assesse d on the	Total number of students with D or F on	
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	students that failed ELA the previous year	students enrolled this quarter	Number of students with D or F in ELA class per quarter 2015-2016				Number of students assessed on each post-unit assessment for the current quarter				post-unit tests for each grade level (A)	unit tests in ELA this quarter (B)	Percent of students with D or F on any unit tests in ELA (C)  $(B/A) \times 100 = C$			
			1st	2nd	3rd	4th	Unit 1	Unit 2	Unit 3	Unit 4*			1st	2nd	3rd	4th
K	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
1 <sup>st</sup>	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2 <sup>nd</sup>	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
3 <sup>rd</sup>	7	48	1	7	4	0	49	48	48	44	44	10	37%	%	31%	23%
4 <sup>th</sup>	4	49	3	8	2	5	50	50	50	49	49	12	58%	%	76%	24%
5 <sup>th</sup>	8	28	14	6	5	7	28	14	28	28	28	9	46%	%	54%	32%
6 <sup>th</sup>	6	46	12	6	5	7	43	20	45	47	47	8	51%	%	75%	17%

To determine students in the D or F range for the 4th quarter, the DRA, ending assessment was used. For all other quarters, the STAR Reading assessments were used. STAR Reading assessments are not considered as valid for our students, as many of our 52% of ELL students test lower on this assessment than their true ability. The DRA is a more valid assessment for students in Reading. These assessments are included on the following page.

#### Developmental Reading Assessment “DRA” POST-TEST RESULTS

GRADE LEVELS	3 years below	2 years below	1 year below	On or above level
3rd	1 *this student is a SPED student and has only	9 *7 of these students are SPED students; 1 of	11 *1 of these students has only been here the	25

	been here for part of the last quarter	these students has only been here the last quarter	last quarter; 3 students are SPED students	
4th	1 *this student is SPED and will go into a self-contained classroom next year	2 *both of these students have been at our school less than half of the year & both have attendance issues	9 *3 of these students have only been here the last quarter; 1 student is a SPED student	37
5th	0	1 *this student is a SPED student	8 *1 student has only been here the last quarter; 1 student has attendance issues	19
6th	5 *3 of these students are SPED students; 1 of the other students just began in our in the 4th quarter	3 *2 of these students are SPED students; the other students began in our school at the beginning of the year with little English	0	39

### Developmental Reading Assessment “DRA” POST-TEST RESULTS

GRADE LEVEL Students with pre-test & post-test are included	# of students making expected progress	# of students close to making expected growth	# of students not making expected growth	% of students making a year's worth or more of growth
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<b>3rd</b> <b>#=46</b>	<b>33</b>	<b>3</b> <b>*2 of these students</b> <b>are SPED students</b>	<b>8</b> <b>*5 of these students are</b> <b>SPED students</b>	<b>72%</b>
<b>4th</b> <b>#=43</b>	<b>39</b>	<b>4</b> <b>*1 of these students is</b> <b>a SPED student</b>	<b>0</b>	<b>91%</b>
<b>5th</b> <b>#=27</b>	<b>26</b>	<b>1</b> <b>*this student is a SPED</b> <b>student</b>	<b>0</b>	<b>96%</b>
<b>6th</b> <b>#=43</b>	<b>39</b>	<b>2</b> <b>*1 student is a SPED</b> <b>student</b>	<b>2</b> <b>*both students are</b> <b>SPED students</b>	<b>91%</b>
				<b>School average</b> <b>=87.5%</b>

Students	Grade	Group	Attendance M/L #	Attendance M%/L%	Reading STAR change	DRA change	Math STAR change
DP	6	M & L	24/26	69%/74%	2.7-3.2*	30-50	2.8-4.7
CI-spced	6	M & L	31/34	89%/97%	2.8-2.7*	40-60	2.7-3.8
BM	6	M	32/	91%	6.7-4.8*	60-60+	3.5-5.2
QJ	6	M & L	22/16	63%/46%	2.5-2.6*	30-50	4.6-5.0*
AV	6	M	38/	100%	4.2-5.7	60-60+	4.1-4.6*
DT-spced	6	M & L	36/34	100%/97%	1.9-2.7*	18-24*	3.5-4.3
EC	6	M	31/	89%	3.1-4.2	60-60+	3.5-6.0
SB-spced	6	M & L	14/23	40%/66%	3.7-3.7*	40-60+	3.4-5.4
HM-atten	5	M	26/	74%	2.9-2.8*	30-40	4.2-4.7*
BJ	5	M & L	32/32	91%/91%	2.0-1.6*	34-40	3.2-3.4*
JG-spced	5	M	29/	83%	2.3-2.0*	20-30*	3.5-2.8*
JM	5	M	32/	91%	3.0-3.2*	34-40	3.0-6.2
AG	5	M	30/	86%	2.4-3.0*	40-50	3.7-6.5
EP	5	M	33/	94%	1.5-1.2*	38-50	3.0-4.0
IE-spced	4	M & L	21/30	60%/86%	2.3-2.5*	20-40	3.0-4.3
MM	4	M	30	86%	1.9-2.5*	20-34	2.5-5.0
SM	4	M	25/	71%	4.2-3.6*	30-50	3.8-5.4
JL	4	M & L	36/39	100%/100%	2.5-2.6*	20-40	3.9-5.3
XA	4	M & L	34/32	97%/91%	2.0-3.2	28-38	4.7-6.8

MM	4	M & L	32/24	91%/97%	1.6-1.8*	28-34*	3.3-6.7
KS	4	M	24/	69%	1.9-2.1*	30-44	4.0-5.5
AP	5	L	/36	/100%	2.3-2.3*	26-40	3.9-5.1
KE	4	L	/15	/43%	1.7-2.3*	24-38	3.3-4.6
KS	5	L	/35	/100%	3.4-4.5	40-50	5.2-8.0
KL-atten	5	L	/29	/83%	4.3-5.0*	38-50	2.4-4.3
DC	5	L	/36	/100%	4.0-4.7*	36-50	3.9-6.5

### Extended Day Learning Program (EDLP)

#### STAR MATH RESULTS FOR EDLP STUDENTS:

Most students show average or above average growth in Mathematics. Only 5 out of 26 students \* did not show expected yearly growth. Of these 5 students, 1 student has attendance issues at school, 1 student had attendance issues in EDLP, 1 student is a student receiving SPED services, and 1 student has unmedicated ADHD.

#### STAR READING RESULTS FOR EDLP STUDENTS:

Most students \* (22 out of 26) did not meet their growth marks for Reading, according to STAR Reading. However, it seems to be an invalid representation. This may be due to it being a timed tests or vocabulary issues, as many students are ELL students and normally receive extended time on tests. It has been our experience that our students do not perform as expected on this tests. Developmental Reading Assessment (DRA) scores seem to be a better indicator of true performance.

**DEVELOPMENTAL READING ASSESSMENT RESULTS FOR EDLP STUDENTS:**

Most students show average or above average growth in Reading, as assessed by the DRA. Only 3 out of 26 students \* did not meet a year’s worth of growth or more. 2 of these 3 students receive special education services.

**SUMMARY:**

For students who attend EDLP and have good attendance at school, the program appears to be successful. However, for students that have extra barriers (attendance, special needs, etc.) it seems to have little effect. In addition, the students listed above are students that attended the EDLP program. Other students needed to attend and did not. These students had a variety of issues.

**STUDENTS THAT DID NOT ATTEND EDLP AND THE REASONS**

STUDENT	GRADE	BENCHMARK MATH	BENCHMARK LITERACY	REASON FOR NON-ATTENDANCE
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LDT	6	BELOW	NA	Transportation-inconsistent parent/attendance
RW	6	BELOW	BASIC	Transportation-bus rider
CN	6	BELOW	BASIC	Parent refused
NS	6	BELOW	NA	Student refused, Parent allowed it
JR	6	BASIC	BELOW	Transportation-parent had no one to pick up
LS	6	BASIC	NA	Parent refused
LM	6	BASIC	NA	Transportation-bus rider
PA	6	NA	BASIC	Transportation-bus rider
RM	6	NA	BASIC	Student refused, Parent allowed it
RJ	6	BELOW	BASIC	Transportation-inconsistent parent/attendance
KV	5	BASIC	NA	Parent refused
KL	5	BASIC*	BASIC	*Student could only attend on the Literacy days.
HM	5	BELOW	NA	*Student could only attend on the Math days.
IR	4	NA	BASIC	Parent refused
TR	4	BELOW	BELOW	Transportation-inconsistent parent/attendance

Examining the reasons for non-attendance: 3 are due to inconsistencies in parent transportation, 3 are due to bus riders, 3 are due to parent refusals, 2 are due to student refusals (parents allowing), 1 student attendance issue, and 1 transportation issue with parent having no one to pick student up. Thus, several



students with severe academic issues (7 Below in Math and 2 Below in Literacy) did not receive the necessary extended learning time.

**Parent Survey Results**    **LOWEST TOTAL Percentages: (All other percentages were positively above 89%.)**

- 1.) Only 89% would like ways to help their child at home.;
- 2.) 89% of parents feel bullying is being taken seriously.;
- 3.) 91% of parents feel discipline is fair and consistent.

**\*\*The most parents indicate they would like events on Mondays and the timing to be around 5:00 p.m.**

#### **PARENT SURVEY DATA SPRING 2016**

<b>Questions (Most, unless indicated, were Yes or No choice responses.)</b>	<b>English % YES</b>	<b>Spanish % YES</b>	<b>COMBINED % YES</b>
<b>Student &amp; parents feel safe at Trusty.</b>	<b>99%</b>	<b>99%</b>	<b>99%</b>
<b>Discipline is consistent &amp; appropriate.</b>	<b>89%</b>	<b>94%</b>	<b>91%</b>
<b>Celebrations and rewards are used to motivate student behavior.</b>	<b>98%</b>	<b>93%</b>	<b>97%</b>
<b>Celebrations and rewards are used to motivate student achievement.</b>	<b>100%</b>	<b>96%</b>	<b>99%</b>
<b>Bullying is taken seriously by staff.</b>	<b>89%</b>	<b>90%</b>	<b>89%</b>
<b>Parents can participate in learning activities with their student at Trusty.</b>	<b>97%</b>	<b>100%</b>	<b>98%</b>
<b>Parents can participate in learning activities with their student at home.</b>	<b>97%</b>	<b>99%</b>	<b>98%</b>
<b>Parents feel welcome at Trusty.</b>	<b>98%</b>	<b>100%</b>	<b>99%</b>
<b>Parents are informed of upcoming events.</b>	<b>97%</b>	<b>100%</b>	<b>98%</b>
<b>Parents are informed of their student's progress.</b>	<b>95%</b>	<b>99%</b>	<b>97%</b>

Do you have good communication with your child's teacher?	95%	90%	93%
Do you have a computer at home?	55%	45%	51%
Do you have Internet access at home?	77%	72%	76%
Would you like to learn ways to help your child learn at home?	86%	96%	89%
Would you like to attend a class on learning English?	14%	78%	36%
			# RESPONSES
What day of the week is best for you to attend parent events? M, TU, TH			M=60 TU=39 TH=51 NONE=36 ALL=25
What time is best for you to attend parent events? 4:30, 5:00, 5:30, 6:00, 6:30			4:30=47 5:00=48 5:30=34 6:00=36 6:30=35 NONE=23 ALL=10
What suggestions do you have to improve our school? *Biggest concern, 9 responses, was improve traffic by making a one-way street in front. (This is something the police have told us we are not allowed to do.)			



**DISTRICT: HELENA-WEST HELENA**

**SCHOOL: CENTRAL HIGH**

**STATUS: PRIORITY**

**SITE-BASED SIS: DR. MARJORIE BASSA**

**EXTERNAL PROVIDER: FETTERMAN AND ASSOCIATES**

**ADE SCHOOL IMPROVEMENT SPECIALIST TEAM:**

**SUPERINTENDENT: JOHN HOY**

**PRINCIPAL: EARNEST SIMPSON, III**

# End of Year Summary Report

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FOURTH QUARTER

2015-2016 School Year



**IMO AREA 1: CHANGE IN TEACHER AND LEADER PRACTICE**
**Effective Practice within Category:**

Establishing a team structure with specific duties and time for instructional planning (ID01, ID04, ID07)

**Description of full implementation of the Effective Practice and/or Recommendation:**

District policy specifies the team structure for all schools which include a description of the teams' purposes and how they are constituted. New school leaders are apprised of this expectation and how the effectiveness of teams is determined. A common team structure for a school consists of (but not limited to) a Leadership Team (consisting of principal and teacher leaders), teacher Instructional Teams (teaching common subject area or grade level), student team (a diverse group of student leaders), management team (campus administrators and other personnel as needed) and a School Community Council (with a majority of members being parents (ID01). Each team has a specific purpose and scheduled time to meet and works from agendas and minutes (ID04).

The Leadership Team meets at least twice a month in regularly scheduled meetings of at least an hour (ID07). They serve as a conduit of communication to the faculty and staff in a way that enables the Leadership Team to receive input from the faculty and staff (ID08). The Leadership Team regularly looks at school performance data and aggregated classroom observation data and uses that data to make decisions about school improvement and professional development (ID10).

**Current reality of effective practice from the beginning of the year:**

We have established a leadership team that includes the principal, assistant principal, counselors, department heads, graduation coach, special education designees, parent facilitator, school improvement specialist, a teacher-at-large, and external providers when available. The team meets during the school day. Core subject departments meet once every other week to discuss data, which are also considered PLCs.

**Current reality of effective practice:**

The Leadership Team meets on a weekly basis for at least an hour. Departments/Teacher Instructional Teams meet weekly with it switching between PLCs and Department Meetings. The PTO/School Community Council meets on a monthly basis. Student Ambassadors and Student Council/Student Teams meet on a monthly basis, and more often when needed. We need to work on regularly looking at school performance data and classroom observation data, and in turn use that to drive decisions about school improvement and professional development. We do look and talk about data and try to figure out what professional development is needed, but not on a regular basis.

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## IMO AREA 1: CHANGE IN TEACHER AND LEADER PRACTICE

### Effective Practice within Category:

Engaging teachers in assessing and monitoring student mastery (IIB02, IIB04)

### Description of full implementation of the Effective Practice and/or Recommendation:

The Instructional Teams develop instructional units based on the curriculum standards and the local curriculum document. This unit typically encompasses three to six weeks of work and includes pre-/post tests administered at two to three week intervals (IIB01). The pre-test and post-test assess the same learning objectives and inform the Instructional Team members' (teachers) plans for differentiated instruction within the unit and/or re-teaching as necessary following the unit (IIB04).

The Instructional Team reviews the results of the pre- and post-tests and uses the information to guide efforts to assure that every student masters the instructional standards taught in the instructional unit (IIB03). The Instructional Team also uses the results from the pre-/post-test analysis to plan for professional development, inform subsequent instructional unit plans and/or make adjustments to the curriculum (IIB02, IIB05).

### Current reality of effective practice from the beginning of the year:

Teachers currently create teacher made diagnostic assessments to determine the strengths and weaknesses of the students during the first two weeks of school. Teachers give assessments at their own discretion throughout the nine weeks. The Learning Institute (TLI) assessments in English, Math, and Science, which are broken into 4 module assessments in English and Math; Science has 6 module assessment are given at the end of each nine weeks.

### Current reality of effective practice:

We finished out the year using TLI for interim assessments, but will be moving to the ACT Aspire Interim Assessments for the 2016-2017 School Year. We give Pre, Mid, and Post tests on a 9 week basis, however not on a formal level per unit of instruction. Instructional teams look at their data and collaborate to figure out how to teach weak SLEs.

1667

<b>IMO AREA 3: STUDENT SAFETY AND DISCIPLINE</b>	
<b>Effective Practice within Category:</b> Expecting and monitoring sound classroom management (IIIC10)	
<b>Description of full implementation of the Effective Practice and/or Recommendation:</b> The faculty and staff develop a discipline management plan that guides student behavior throughout the school. Each teacher establishes rituals and routines within the classroom that produces an atmosphere conducive to learning. Each teacher consistently teaches the campus and classroom plans to all students. Each teacher consistently teaches the rules and procedures in their classroom. Each teacher consistently enforces the agreed upon rules and regulations (IIIC10).	
<b>Current reality of effective practice from the beginning of the year:</b>  Teachers will utilize the school wide rules and procedures to reinforce classroom rules and procedures by positively teaching them.	<b>Current reality of effective practice:</b>  The handbook is the discipline management plan and it is covered during the first weeks of school and then reviewed in individual classrooms when we return for second semester. Faculty and staff do not consistently teach the rules and procedures, but refer to them often as necessary. Faculty and staff do not consistently enforce rules and regulations, it varies from person to person.

<b>IMO AREA 4: FAMILY AND COMMUNITY ENGAGEMENT</b>	
<b>Effective Practice within Category:</b> Defining the purpose, policies, and practices of a school community (IVA01)	
<b>Description of full implementation of the Effective Practice and/or Recommendation:</b> No Child Left Behind stipulates that each school in the Title I program develop an agreement, or “compact,” that outlines how parents, school staff, and students will share responsibility for improving academic achievement. Compacts describe how the school and parents can work together to help students achieve the state’s standards.	
<b>Current reality of effective practice from the beginning of the year:</b>  The parent facilitator has a skeleton of a parental involvement calendar for the 2015-2016 school year. Parent/Teacher/Student compacts have been created and approved for distributing. eSchool Home Access Center logins are available for all parents and students. Each teacher is required to keep a log of any parent contact they make throughout the school year. We have the iPads for a one-to-one for grades 7th, 8th and 9th, but are working to get the procedures in place to get the iPads into student hands.	<b>Current reality of effective practice:</b>  Compacts were created and distributed throughout parental involvement activities during the year, however they were not returned in great numbers.



#### IMO AREA 4: FAMILY AND COMMUNITY ENGAGEMENT

##### Effective Practice within Category:

Post-Secondary School Options (VA01)

The school has a guidance plan that includes options for students as they plan their college and career opportunities. The school routinely tracks their recent graduates' success at the next level as they pursue their college and career goals.

##### ADE will monitor the following:

- The guidance plan
- The process of tracking recent graduates

##### Current reality of effective practice from the beginning of the year:

We have a Graduation Coach and 2 College Advisors who meet with Juniors and Seniors regularly to discuss future plans and the college application process. We also have the Jobs for Arkansas Graduates (JAG) program which teaches students the ins and outs of the job market. The Central Career Action Plan (C-CAP) is in place to help in the process of registering for classes.

##### Current reality of effective practice:

C-CAP class choice sheets were used again to help in the student planning and class registration process. Student transcript audit sheets were also updated to reflect the new grades as a semester ended to ensure that students were in necessary classes. Students review their audit sheet and sign off that they have seen and understand what is necessary for graduation.

It continues to prove difficult to track recent graduates due to changing of contact information. We are able to keep track of those students who reach out to us and ask for assistance and can get unconfirmed updates on graduates from their classmates. Do to FERPA regulations it is not possible to contact the individual schools students attend to check on status/enrollment, we have to rely on what the graduates tell us.





## LEADERSHIP TEAM REFLECTION

Thinking about meetings throughout the year, what have been the most meaningful decisions and actions made by the School Leadership Team this quarter? And what attributed to those changes?

- Summer School was planned to allow students in grades 7-12 to recover credit in classes they failed.
- The Achieve 3000 Reading program will be piloted on our campus during the summer. This program will be evaluated during the summer to gauge reading level growth of students. If the program provides significant gains in reading, the school will seek to continue the program during the 2016-2017 school year.
- The leadership team decided on ways to utilize funds from the 1003 a grant. The grant funds will be used to provide field trips, student incentives and supplies, professional development, teacher web pages, and Chromebook.
- The leadership team encouraged faculty members to enroll in student engagement professional development during the summer. This professional development will be presented by members of our leadership team and other HWHSD employees. Several teachers have enrolled in the PD. Student engagement will be the primary instructional focus during the 2016-2017 school year in the HWHSD.
- The leadership team developed a RTI team.
- Enrichment summer packets were created by the English Department to distribute to students. Purpose is to keep students engaged and lessen the depletion of learned skills from previous year.

- If anything, what do you intend to change or modify for the year?
- Central High School will operate on a seven period day instead of eight periods next school year. This will allow more class time in each period and fewer transitions throughout the day.
  - No classes will be double blocked. Seventh and eighth grade students will be remediated in the Success Maker labs.
  - An ACT prep class is being added to the course offerings for students in grades 10-12.
  - We intend to hire at least one instructional facilitator to assist teachers with instructional practices, provide ongoing professional development (PLC's), conduct walk throughs, and model instruction.



ARKANSAS  
DEPARTMENT  
OF EDUCATION

### SCHOOL LEADERSHIP TEAM'S REPORT FOURTH QUARTER

#### STUDENT/ TEACHER DATA by Quarter IMO AREA 2: STUDENT PROGRESS AND ACHIEVEMENT

Grade Level	Number of students enrolled				Number of SWD enrolled as of October 1 <sup>st</sup> per grade level	Number of EL students enrolled as of October 1 <sup>st</sup> per grade level	Number of students with 5 or more referrals				Number of students who have been absent 10 or more days (20% absence rate)			
	1st	2nd	3rd	4th			1st	2nd	3rd	4th	1st	2nd	3rd	4th

7	125	100	100	102	10	0	3	3	11	12	5	7	12	17
8	91	106	112	112	14	0	13	4	8	9	0	7	13	19
9	113	115	112	109	12	0	10	5	9	10	4	15	20	21
10	100	102	107	109	12	0	0	1	7	7	6	11	18	20
11	107	99	105	105	7	0	1	0	5	6	1	8	11	12
12	108	106	105	104	10	0	0	0	2	2	3	8	9	11
SS	1	1	1	1		0	0	0	0	0	0	0	0	0

**Comments/ Clarifications:**

1674

Grade Level	Percent of core teachers (Math, Science, Social Studies, ELA) absent 5 or more days (10%)				Number of <i>ELEMENTARY</i> students that are 2 or more years below grade placement in Math as determined by _____ Test on _____/_____(Date)		Number of <i>SECONDARY</i> students that are 3 or more years below grade placement in Math as determined by _____ Test on _____/_____(Date)		Number of <i>ELEMENTARY</i> students that are 2 or more years below grade placement in ELA as determined by _____ Test on _____/_____(Date)		Number of <i>SECONDARY</i> students that are 3 or more years below grade placement in ELA as determined by _Star Reader Test on _May/_11_2016_(Date)	
	1st	2nd	3rd	4th	1st Quarter	4th Quarter	1st Quarter	4th Quarter	1st Quarter	4th Quarter	1st Quarter	4th Quarter
7	0	16%	16%	0			6th Math 28				27	41

<b>8</b>	16%	20%	16%	16%			7th Math 22				<b>53</b>	<b>52</b>
<b>9</b>	0	0%	16%	16%			8th Math 41				<b>76</b>	<b>78</b>
<b>10</b>	20%	25%	25%	0%			Alg 1 36				<b>71</b>	<b>70</b>
<b>11</b>	25%	0%	0%	0%			Geom 29				<b>70</b>	<b>65</b>
<b>12</b>	43%	0%	16%	16%			Alg 2 61				<b>82</b>	<b>75</b>
<b>SS</b>	0	0%	0%									

**Comments/ Clarifications: STAR Math system has not been installed.**

1675

**MATH DATA by Quarter for Grades 3-10**

Grade Level	Number of students that failed Math the previous year	Number of students enrolled this quarter	Number of students with D or F in Math class per quarter 2015-2016	Number of students assessed on each post-unit assessment for the current quarter	Total number of students assessed on the post-unit test for each grade level  (A)	Total number of students with D or F on unit tests in Math this quarter  (B)	Percent of students with D or F on any unit tests in Math  (C)  (B/A) X 100 = C
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			<b>1st</b>	<b>2nd</b>	<b>3rd</b>	<b>4th</b>	<b>Unit 1</b>	<b>Unit 2</b>	<b>Unit 3</b>	<b>Unit 4*</b>			<b>1st</b>	<b>2nd</b>	<b>3rd</b>	<b>4th</b>
7	21	102	42	22	25	31	81	84			<b>165</b>	<b>64</b>		49%	53%	<b>39%</b>
8	24	112	34	27	22	29	103	108			<b>211</b>	<b>61</b>		59%	65%	<b>29%</b>
9	36	109	20	7	13	7	72	70			<b>142</b>	<b>20</b>		25%	60%	<b>14%</b>
10	23	109	47	30	27	37	105	109			<b>214</b>	<b>77</b>		94%	58%	<b>36%</b>
11	10	105	15	26	19	19	86	89			<b>175</b>	<b>36</b>		37%	17%	<b>21%</b>
12	0	104	28	3	3	3	89	88			<b>177</b>	<b>22</b>		85%	10%	<b>12%</b>
SS	0	1		0	0	0										
<b>Example</b>							<b>100</b>	<b>90</b>	<b>95</b>	<b>N/A</b>	<b>285</b>	<b>57</b>	<b>20%</b>			

**Comments/ Clarifications:** The math department gave two unit tests this 9 weeks, because the first 3 weeks of the quarter were spent on ACT practice.

**ELA DATA by Quarter for Grades 3-10**

Grade Level	Number of students that failed ELA the previous year	Number of students enrolled this quarter	Number of students with D or F in an ELA class per quarter 2015-2016				Number of students assessed on each post-unit assessment for the current quarter				Total number of students assessed on the post-unit test for each grade level	Total number of students with D or F on unit tests in ELA this quarter	Percent of students with D or F on any unit tests in ELA  (C)  (B/A) X 100 = C			
											(A)	(B)				
			1st	2nd	3rd	4th	Unit 1	Unit 2	Unit 3	Unit 4*			1st	2nd	3rd	4th
7	24	102	23	34	27	28	85	84	86	85	340	156		78	58	45
8	11	112	17	11	8	12	83	87	86	85	341	144		53	53	42
9	13	109	16	20	17	18	77	67	81	75	300	141		86	65	47
10	19	109	3	6	4	4	84	67	81	77	309	166		92	60	53
11	11	105	25	27	22	24	82	93	96	89	360	190		96	69	53
12	2	104	38	20	16	24	76	74	75	74	299	131		69	56	44
SS	0	1	0	0	0	0										
Example							487	472	505	485	1949	928		79	60	47

Comments/ Clarifications:



*(Optional)*

**Do you have other data sources that support and/or identify that you are making gains in student outcomes (For example: Interim assessments such as ACT Aspire, TLI, etc.)?** *You may include a chart to describe your data.*



ARKANSAS  
DEPARTMENT  
OF EDUCATION

**DISTRICT:** HOT SPRINGS SCHOOL DISTRICT

**SCHOOL:** SUMMIT SCHOOL

**STATUS:** NEEDS IMPROVEMENT - PRIORITY

**SITE-BASED SIS:** DR. STEPHANIE NEHUS

**EXTERNAL PROVIDER:** TONI LOCKHART, ELBOW 2 ELBOW

**ADE SCHOOL IMPROVEMENT SPECIALIST TEAM:** TIAH FRAZIER, LISA KNOEDL

**SUPERINTENDENT:** DR. MIKE HERNANDEZ

**PRINCIPAL:** KELLEY DEARDORFF

# End of Year Summary Report

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## FOURTH QUARTER

2015-2016 School Year

<b>IMO AREA 1: CHANGE IN TEACHER AND LEADER PRACTICE</b>	
<b>Effective Practice within Category:</b> Establishing a team structure with specific duties and time for instructional planning (ID01, ID04, ID07)	
<b>Description of full implementation of the Effective Practice and/or Recommendation:</b>  District policy specifies the team structure for all schools which include a description of the teams' purposes and how they are constituted. New school leaders are apprised of this expectation and how the effectiveness of teams is determined. A common team structure for a school consists of (but not limited to) a Leadership Team (consisting of principal and teacher leaders), teacher Instructional Teams (teaching common subject area or grade level), student team (a diverse group of student leaders), management team (campus administrators and other personnel as needed) and a School Community Council (with a majority of members being parents (ID01). Each team has a specific purpose and scheduled time to meet and works from agendas and minutes (ID04).  The Leadership Team meets at least twice a month in regularly scheduled meetings of at least an hour (ID07). They serve as a conduit of communication to the faculty and staff in a way that enables the Leadership Team to receive input from the faculty and staff (ID08). The Leadership Team regularly looks at school performance data and aggregated classroom observation data and uses that data to make decisions about school improvement and professional development (ID10).	
<b>Current reality of effective practice from the beginning of the year:</b>  ID01 – LIMITED IMPLEMENTATION - Teachers and Administrators have been assigned to Leadership Teams. We have also created an overall Leadership Team of 10 members to guide the progress of the 4 Teams which are: Data, School Culture, Scheduling, and Instruction. ID04 – LIMITED IMPLEMENTATION - All teams currently create agendas for meetings and require sign-in sheets. ID07 – LIMITED IMPLEMENTATION - Meetings are held twice a month for no less than an hour. Representatives from elementary from mid-level and high school attend the meetings. [This indicator's task was completed, moving this to FULLY IMPLEMENTED status.]	<b>Current reality of effective practice:</b>  <b>ID01-Teams were established at the start of school and meetings were held throughout the school year with agendas and sign in sheets utilized.</b>  <b>ID04-See ID01 response.</b>  <b>ID07-This has been marked fully implemented as the tasks were all completed.</b>

<b>IMO AREA 1: CHANGE IN TEACHER AND LEADER PRACTICE</b>	
<b>Effective Practice within Category:</b> Engaging teachers in assessing and monitoring student mastery (IIB02, IIB04)	
<b>Description of full implementation of the Effective Practice and/or Recommendation:</b> The Instructional Teams develop instructional units based on the curriculum standards and the local curriculum document. This unit typically encompasses three to six weeks of work and includes pre-/post tests administered at two to three week intervals (IIB01). The pre-test and post-test assess the same learning objectives and inform the Instructional Team members' (teachers) plans for differentiated instruction within the unit and/or re-teaching as necessary following the unit (IIB04).  The Instructional Team reviews the results of the pre- and post-tests and uses the information to guide efforts to assure that every student masters the instructional standards taught in the instructional unit (IIB03). The Instructional Team also uses the results from the pre-/post-test analysis to plan for professional development, inform subsequent instructional unit plans and/or make adjustments to the curriculum (IIB02, IIB05).	
<b>Current reality of effective practice from the beginning of the year:</b>  IIB02 – LIMITED IMPLEMENTATION - Teachers at Summit School currently offer a variety of pre-tests to assess prior knowledge for units of instruction. These assessments are available in classrooms and teacher will be asked to provide specific examples of tests/questions for oral exams and projects required of students. The process of formative assessments takes many forms and changes as needed. The process is in place, but is a living process. IIB04 – LIMITED IMPLEMENTATION – Teachers currently give pre/post assessments to indicate progress and needs.	<b>Current reality of effective practice:</b>  <b>IIB02-These tasks were completed throughout the school year.</b>  <b>IIB04-These tasks were followed and completed until the last assessment was given.</b>

<b>IMO AREA 3: STUDENT SAFETY AND DISCIPLINE</b>	
<b>Effective Practice within Category:</b> Expecting and monitoring sound classroom management (IIIC10)	
<b>Description of full implementation of the Effective Practice and/or Recommendation:</b> The faculty and staff develop a discipline management plan that guides student behavior throughout the school. Each teacher establishes rituals and routines within the classroom that produces an atmosphere conducive to learning. Each teacher consistently teaches the campus and classroom plans to all students. Each teacher consistently teaches the rules and procedures in their classroom. Each teacher consistently enforces the agreed upon rules and regulations (IIIC10).	
<b>Current reality of effective practice from the beginning of the year:</b>  IIIC10 – LIMITED IMPLEMENTATION - Procedures and routines were agreed upon in pre-school in-service after reviewing the Needs Assessment.	<b>Current reality of effective practice:</b>  <b>IIIC10-This task was followed throughout the school year with review coming back from breaks and new student placement conferences.</b>

<b>IMO AREA 4: FAMILY AND COMMUNITY ENGAGEMENT</b>	
<b>Effective Practice within Category:</b> Defining the purpose, policies, and practices of a school community (IVA01)	
<b>Description of full implementation of the Effective Practice and/or Recommendation:</b> No Child Left Behind stipulates that each school in the Title I program develop an agreement, or “compact,” that outlines how parents, school staff, and students will share responsibility for improving academic achievement. Compacts describe how the school and parents can work together to help students achieve the state’s standards.	
<b>Current reality of effective practice from the beginning of the year:</b>  IVA01 – LIMITED IMPLEMENTATION - Placement meetings include discussion of academic and curriculum. Literacy Family Night is being planned. One District One Book district and community initiative provided a book and letter for parents to read to their children and discuss.	<b>Current reality of effective practice:</b>  IVA01-Placement meetings were held each time a new student was referred to Summit School. Literacy Night was held at the local library. Students in grades K-6 read two books and held discussions with staff and family members; one each semester.

<b>IMO AREA 4: FAMILY AND COMMUNITY ENGAGEMENT</b>	
<b>Effective Practice within Category:</b> Post-Secondary School Options (VA01)	
The school has a guidance plan that includes options for students as they plan their college and career opportunities. The school routinely tracks their recent graduates' success at the next level as they pursue their college and career goals.	
<b>ADE will monitor the following:</b> <ul style="list-style-type: none"><li>• The guidance plan</li><li>• The process of tracking recent graduates</li></ul>	
<b>Current reality of effective practice from the beginning of the year:</b>  VA01 – LIMITED IMPLEMENTATION - The counselor oversees development of career and college support and guidance through multiple meetings with student and parents. Transition plans includes discussion of the students current interests and strengths. Students are given interest inventories that help guide them to discover their appropriate career and college paths.	<b>Current reality of effective practice:</b>  VA01-Career exploration was conducted through classroom guidance with grades K-12.

### LEADERSHIP TEAM REFLECTION

Thinking about meetings throughout the year, what have been the most meaningful decisions and actions made by the School Leadership Team this quarter? And what attributed to those changes?

The decisions to continue the activities, strategies, interventions, school based mental health services, and all things associated with and required of ALEs. The buy in of all staff members including SBMH workers.

If anything, what do you intend to change or modify for the year?

With the closing of the Summit School, we will continue what has been utilized in the past and will monitor and adjust to the new ALE environments located in campus buildings.



## SCHOOL LEADERSHIP TEAM'S REPORT FOURTH QUARTER

### STUDENT/ TEACHER DATA by Quarter IMO AREA 2: STUDENT PROGRESS AND ACHIEVEMENT

Grade Level	Number of students enrolled				Number of SWD enrolled as of October 1 <sup>st</sup> per grade level	Number of EL students enrolled as of October 1 <sup>st</sup> per grade level	Number of students with 5 or more referrals				Number of students who have been absent 10 or more days (20% absence rate)			
	1st	2nd	3rd	4th			1st	2nd	3rd	4th	1st	2nd	3rd	4th
K	2	6	5	6	0	0	0	0	0		0	0	0	1
1	4	4	4	4	0	0	0	0	0		1	1	1	1
2	3	6	6	7	2	0	0	0	0		0	0	0	1
3	3	3	4	4	1	0	0	0	0		0	0	0	1
4	3	5	6	6	1	0	0	0	0		0	0	1	2
5	1	1	3	3	0	0	0	0	0		0	0	1	1
6	3	3	3	3	2	0	0	0	0		0	0	0	0
7	4	5	4	4	3	0	0	0	0		0	0	2	1
8	1	3	2	2	1	0	0	1	0		0	1	0	0
9	1	2	6	7	0	0	0	0	0		0	0	2	4
10	0	8	12	14	0	0	0	1	0		0	3	5	9
11	5	4	9	12	2	0	0	0	0		3	1	5	6
12	5	3	1	1	1	0	0	0	0		5	2	1	0

**Comments/ Clarifications:** Students enrolled are only incorporating those that are physically attending Summit School.

Grade Level	Percent of core teachers (Math, Science, Social Studies, ELA) absent 5 or more days (10%)				Number of <i>ELEMENTARY</i> students that are 2 or more years below grade placement in Math as determined by NWEA Test on October 2015/ May 2016 (Date)		Number of <i>SECONDARY</i> students that are 3 or more years below grade placement in Math as determined by NWEA Test on October 2015/ May 2016 (Date)		Number of <i>ELEMENTARY</i> students that are 2 or more years below grade placement in ELA as determined by NWEA Test on October 2015/ May 2016 (Date)		Number of <i>SECONDARY</i> students that are 3 or more years below grade placement in ELA as determined by NWEA Test on October 2015/ May 2016 (Date)	
	1st	2nd	3rd	4th	1st Quarter	4th Quarter	1st Quarter	4th Quarter	1st Quarter	4th Quarter	1st Quarter	4th Quarter
K	0%	50%	50%	50%	N/A	2	N/A	N/A	N/A	0	N/A	N/A
1	0%	50%	50%	50%	N/A	1	N/A	N/A	N/A	0	N/A	N/A
2	0%	50%	50%	100%	2	3	N/A	N/A	3	2	N/A	N/A
3	0%	50%	50%	100%	1	1	N/A	N/A	N/A	1	N/A	N/A
4	0%	50%	0	100%	0	2	N/A	N/A	2	1	N/A	N/A
5	0%	50%	0	100%	1	2	N/A	N/A	1	1	N/A	N/A
6	0%	0%	0	100%	2	1	N/A	N/A	3	1	N/A	N/A
7	0%	0%	0	100%	N/A	N/A	2	1	N/A	N/A	3	1
8	0%	0%	0	100%	N/A	N/A	1	1	N/A	N/A	1	1
9	0%	0%	14%	29%	N/A	N/A	N/A	2	N/A	N/A	N/A	2
10	0%	0%	14%	29%	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
11	0%	0%	14%	29%	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
12	0%	0%	14%	29%	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A

*Comments/ Clarifications: The absence reflected in this data is skewed due to the small number of teachers per grade level and in the building as a whole.*

**MATH DATA by Quarter for Grades 3-10**

Grade Level	Number of students that failed Math the previous year	Number of students enrolled this quarter	Number of students with D or F in Math class per quarter 2015-2016				Number of students assessed on each post-unit assessment for the current quarter				Total number of students assessed on the post-unit test for each grade level  (A)	Total number of students with D or F on unit tests in Math this quarter  (B)	Percent of students with D or F on any unit tests in Math  (C)  (B/A) X 100 = C			
			1st	2nd	3rd	4th	Unit 1	Unit 2	Unit 3	Unit 4*			1st	2nd	3rd	4th
3	0	4	0	1	0	0	3	3	3	3	12	2	0%	17%	0%	17%
4	0	6	0	2	2	2	5	4	5	6	20	4	50%	13%	33%	45%
5	0	3	0	0	0	2	2	3	2	4	11	3	0%	0%	0%	27%
6	1	3	0	0	1	0	2	2	2	2	8	0	0%	25%	0%	0%
7	0	4	0	2	0	0	2	2	2	2	8	0	0%	38%	0%	0%
8	2	2	0	1	2	0	1	1	1	0	3	0	0%	73%	0%	0%
9	0	6	1	1	6	5	2	2	2	2	8	2	0%	0%	100%	25%
10	0	12	0	2	8	9	7	7	1	0	15	8	N/A	6%	75%	53%
Example							0	14	95	N/A	285	57	20%			

**Comments/ Clarifications:**

ELA DATA by Quarter for Grades 3-10

Grade Level	Number of students that failed ELA the previous year	Number of students enrolled this quarter	Number of students with D or F in an ELA class per quarter 2015-2016				Number of students assessed on each post-unit assessment for the current quarter				Total number of students assessed on the post-unit test for each grade level (A)	Total number of students with D or F on unit tests in ELA this quarter (B)	Percent of students with D or F on any unit tests in ELA (C)  (B/A) X 100 = C			
			1st	2nd	3rd	4th	Unit 1	Unit 2	Unit 3	Unit 4*			1st	2nd	3rd	4th
3	0	4	0	1		3	3	3	2	3	12	1	0%	17%	0%	8%
4	0	6	0	2		2	5	6	5	6	22	10	100%	31%	0%	45%
5	0	3	0	0		2	2	3	2	4	11	3	100%	0%	0%	27%
6	1	3	0	0		0	1	1	1	1	4	0	0%	0%	0%	0%
7	0	4	1	2		0	2	2	2	2	8	0	0%	38%	0%	0%
8	0	2	0	1		0	0	0	1	1	2	0	0%	25%	100%	0%
9	0	6	1	2		0	3	3	4	0	10	16	0%	22%	100%	63%
10	8	12	0	7		0	4	3	4	0	11	17	N/A	47%	47%	65%
Example							100	90	95	N/A	285	57	20%			

Comments/ Clarifications: Not sure how, but we did not record the 3<sup>rd</sup> nine weeks students with D's or F's.

***(Optional)***

**Do you have other data sources that support and/or identify that you are making gains in student outcomes (For example: Interim assessments such as ACT Aspire, TLI, etc.)?** *You may include a chart to describe your data.*

We did utilize TLI and ACT Aspire interim assessments. There were no significant gains shown in those assessments. We will not utilize TLI next year.





ARKANSAS  
DEPARTMENT  
OF EDUCATION

**DISTRICT: LEE COUNTY SCHOOL DISTRICT**  
**SCHOOL: ANNA STRONG LEARNING ACADEMY/WHITTEN**  
**STATUS: PRIORITY**  
**SITE-BASED SIS: JOHN JONES, III**  
**EXTERNAL PROVIDER: FETTERMAN & ASSOCIATES**  
**ADE SCHOOL IMPROVEMENT SPECIALIST TEAM: JANIE HICKMAN, JUDY FOOTE, AND BOB BREWER**

**SUPERINTENDENT: WILLIE MURDOCK**  
**PRINCIPAL: MARY HAYDEN**

# End of Year Summary Report

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FOURTH QUARTER

2015-2016 School Year

<b>IMO AREA 1: CHANGE IN TEACHER AND LEADER PRACTICE</b>	
<b>Effective Practice within Category:</b> Establishing a team structure with specific duties and time for instructional planning (ID01, ID04, ID07)	
<b>Description of full implementation of the Effective Practice and/or Recommendation:</b>  District policy specifies the team structure for all schools which include a description of the teams' purposes and how they are constituted. New school leaders are apprised of this expectation and how the effectiveness of teams is determined. A common team structure for a school consists of (but not limited to) a Leadership Team (consisting of principal and teacher leaders), teacher Instructional Teams (teaching common subject area or grade level), student team (a diverse group of student leaders), management team (campus administrators and other personnel as needed) and a School Community Council (with a majority of members being parents (ID01). Each team has a specific purpose and scheduled time to meet and works from agendas and minutes (ID04).  The Leadership Team meets at least twice a month in regularly scheduled meetings of at least an hour (ID07). They serve as a conduit of communication to the faculty and staff in a way that enables the Leadership Team to receive input from the faculty and staff (ID08). The Leadership Team regularly looks at school performance data and aggregated classroom observation data and uses that data to make decisions about school improvement and professional development (ID10).	
<b>Current reality of effective practice from the beginning of the year:</b>  <b>School Leadership Team and Executive Leadership Teams were established. The Executive Leadership Team serves as the Management Team. Grade Level Professional Learning Community meets as an instructional team 4-times a week. The Leadership Team met twice per month, of which one meeting per month was dedicated to data review. The School-wide PLC for all grade levels met once per month to discuss instructional planning, curriculum alignment, and data assessment.</b>  <b>A site Parent Facilitator been has been since the beginning of the school year.</b>	<b>Current reality of effective practice:</b>  <b>The District now has a board adopted leadership team policy. The ASLA School-wide Leadership Team meets weekly. The Executive Leadership Team (Management Team) meets also on a weekly basis with daily debriefings. Grade level PLC (Instructional Team) also meets on a weekly basis to review data and design instructional plans.</b>  <b>A new parent facilitator was appointed per workload demands. A Student Council will be organized for the forthcoming school year.</b>



<b>IMO AREA 1: CHANGE IN TEACHER AND LEADER PRACTICE</b>	
<b>Effective Practice within Category:</b> Engaging teachers in assessing and monitoring student mastery (IIB02, IIB04)	
<b>Description of full implementation of the Effective Practice and/or Recommendation:</b> The Instructional Teams develop instructional units based on the curriculum standards and the local curriculum document. This unit typically encompasses three to six weeks of work and includes pre-/post tests administered at two to three week intervals (IIB01). The pre-test and post-test assess the same learning objectives and inform the Instructional Team members' (teachers) plans for differentiated instruction within the unit and/or re-teaching as necessary following the unit (IIB04).  The Instructional Team reviews the results of the pre- and post-tests and uses the information to guide efforts to assure that every student masters the instructional standards taught in the instructional unit (IIB03). The Instructional Team also uses the results from the pre-/post-test analysis to plan for professional development, inform subsequent instructional unit plans and/or make adjustments to the curriculum (IIB02, IIB05).	
<b>Current reality of effective practice from the beginning of the year:</b>  At the onset of the school year, teachers administered one summative test per TLI module. Module tests were considered as unit tests. K-6 teachers administered individual teacher-made quizzes and tests. K-2 instructional staff administered pre/post-tests for math.	<b>Current reality of effective practice:</b>  Teachers administer one summative test per TLI module. Instructional module assessments include 3-4 unit tests, and a summative test. Other tests administered include weekly teacher made tests, focus skills tests, and pre/post-tests.  Students also take an initial placement test in MyLexia. Thereafter the students are engaged in individualized progressive instruction and assessment. Pre/post-tests are given in Classworks with differentiated student achievement supports.  Focus skills and unit tests are now created collaboratively. K-6 teachers administer pre/post-tests in math and literacy.

<b>IMO AREA 3: STUDENT SAFETY AND DISCIPLINE</b>	
<b>Effective Practice within Category:</b> Expecting and monitoring sound classroom management (IIIC10)	
<b>Description of full implementation of the Effective Practice and/or Recommendation:</b> The faculty and staff develop a discipline management plan that guides student behavior throughout the school. Each teacher establishes rituals and routines within the classroom that produces an atmosphere conducive to learning. Each teacher consistently teaches the campus and classroom plans to all students. Each teacher consistently teaches the rules and procedures in their classroom. Each teacher consistently enforces the agreed upon rules and regulations (IIIC10).	
<b>Current reality of effective practice from the beginning of the year:</b>  Teachers revised the behavior expectations from the previous year. The students were taught the routines and procedures. Some teachers posted classroom rules and consequences.  Classdojo.com was used to track points instead of giving Strong Bucks (the previous year's behavior incentive) to monitor student behavior.  Some teachers used Classdojo points on a more consistent basis than others.	<b>Current reality of effective practice:</b>  All teachers now have classroom routines and procedures posted. The majority of teachers have consequences posted, as well. In addition, hallway, gym/assembly, and cafeteria procedures have also been posted. Rituals & routines, along with classroom expectations are enforced on a regular basis.  Classdojo.com is used to record Dojo Dollars (formerly points). Present teacher use of Classdojo dollars are now recorded more consistently than from the beginning of the school year.

IMO AREA 4: FAMILY AND COMMUNITY ENGAGEMENT	
<b>Effective Practice within Category:</b> Defining the purpose, policies, and practices of a school community (IVA01)	
<b>Description of full implementation of the Effective Practice and/or Recommendation:</b> No Child Left Behind stipulates that each school in the Title I program develop an agreement, or “compact,” that outlines how parents, school staff, and students will share responsibility for improving academic achievement. Compacts describe how the school and parents can work together to help students achieve the state’s standards.	
<b>Current reality of effective practice from the beginning of the year:</b>  <b>A 1003(a) Grant funded a 300 Conference: Battling the Barriers to Education Head On ( a Strategy for Equal Access to Higher Education). Conference convened for five (5) days during the 2015-16 school year to heighten the involvement of parents and community in cultural diversity concerns. Conference convened for (3 days) during the summer with two (2) follow-up days during the fall.</b>  <b>An annual LCSD staff “Get on the Bus” tour to invite parents to increase more participation in their child’s school.</b>  <b>Parent orientation is held at the beginning of each school year. Orientation includes school-parent-community relations, student registration, and the issuance. At this time, a parent compact is issued with the student handbook. The compact is then signed by the parent and returned to the school counselor. Smart Core Policy information is also included in the parent orientation packet.</b>  <b>Parent-teacher conferences are held during nine-week report card issuance. Teachers are encouraged to maintain parent contact logs. Math &amp; Literacy nights are held each semester.</b>	<b>Current reality of effective practice:</b>  <b>A 1003(a) Grant funded a 300 Conference: Battling the Barriers to Education Head On ( a Strategy for Equal Access to Higher Education). Conference convened for five (5) days during the 2015-16 school year to heighten the involvement of parents and community in cultural diversity concerns. Conference convened for (3 days) during the summer with two (2) follow-up days during the fall.</b>  <b>LCSD staff “Get on the Bus” tour to prompt parents to better recognize our desire to involve them in the operation of ASLA.</b>  <b>Parent orientation has been expanded to include information on Smart Core Policy held first semester, whereas, it is more extensively at the Title I parent meeting held during the first semester. A Parent Compact is issued with Student Handbook. The compact is then signed, returned, and kept on file by the school counselor.</b>  <b>Parent-teacher conferences are held on both a scheduled, as well as, unscheduled basis. Teachers are required to submit their logs to the principal for monitoring, periodically.</b>

	<p><b>ASLA presents a Math &amp; Literacy night in each semester to involve parents and inform them of hands-on activities and homework supports that they can provide their child.</b></p> <p><b>Other activities to engage parents and community include an annual Read Across America Dr. Seuss Night, Honors Banquet, Spring Festival, Pre-K, Kindergarten and Sixth Grade graduation exercises.</b></p> <p><b>The district's Connect 5 communication system is utilized as a means to cause the parents and community to be well-informed about various school information and events. A marquee is also located on the front lawn of the school campus that is used to post current school information, announcements, and events. Flyers and notices are sent home to parents by students, as needed.</b></p> <p><b>The school's Priority Improvement Plan has also been displayed in the gymnasium vestibule as to relate school improvement goals for 2015-2017 to the school and community.</b></p>
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<b>IMO AREA 4: FAMILY AND COMMUNITY ENGAGEMENT</b>	
<b>Effective Practice within Category:</b> Post-Secondary School Options (VA01)	
The school has a guidance plan that includes options for students as they plan their college and career opportunities. The school routinely tracks their recent graduates' success at the next level as they pursue their college and career goals.	
<b>ADE will monitor the following:</b> <ul style="list-style-type: none"> <li>• The guidance plan</li> <li>• The process of tracking recent graduates</li> </ul>	
<b>Current reality of effective practice from the beginning of the year:</b>  As a means to heighten student exposure and interest in pursuing post-secondary college and careers, various College banners posted in hallway, as well as, staff members have posted their credentials in office areas and classrooms.  Career Fair planning is spearheaded by the school counselor.  Smart Core curriculum is presented to parents and community members at the beginning of the school year	<b>Current reality of effective practice:</b>  As a means to heighten student exposure and interest in pursuing post-secondary college and careers, various College banners posted in hallway, as well as, staff members have posted their credentials in office areas and classrooms.  Smart Core curriculum is presented to parents and community members at the beginning of the school year. ASLA students have the opportunity to master the same skills as other students throughout the country, to become prepared for success in high school, and to be placed on a path to college and/or career readiness. The counselor's office coordinates and hosts a school Career Fair for each year. The Career Fair is held for students to explore and consider college and career opportunities.  The ACT Aspire Assessment, in alignment with the Common Core Curriculum and as a pre-cursor to the ACT Assessment for high school students, is administered in preparation for grades 3-10 students to become familiar with the ACT test

format which is normally taken by high school students for college entrance. The ACT Aspire was administered to ASLA 3-6 grade students during the 2015-2016 school year.

A Transition Day is held for Pre-K, 1<sup>st</sup> and 6<sup>th</sup> grade students to tour the building of the next grade level.

## LEADERSHIP TEAM REFLECTION

Thinking about meetings throughout the year, what have been the most meaningful decisions and actions made by the School Leadership Team this quarter? And what attributed to those changes?

### **Most meaningful decisions:**

The most meaningful decisions throughout the year entailed a changed focus of classroom walk-throughs. The team and staff gave close scrutiny in the review and development of designated Priority School Indistar Indicators. Based on ID01, the Leadership Team structure was officially incorporated into the school governance policy. Thus, the pathway was given to clearly defining the variously related components and forward movement with regard to implementing procedures for testing and using data more appropriately.

Planning and development of the master schedule focused on the maximizing of staffing, teacher/student ratios, and instruction as to gain higher levels of student achievement.

### **Most meaningful actions:**

The ASLA Leadership Team focused on what was actually needed in 45 Day Plan. The collection and sharing of data created next-steps based on data results. The following of agendas, collaborative decision-making and consistency with scheduled meetings led to higher levels of attendance, participation, and productivity.

Master schedule includes time for interventions during the school day. Site school Indicators were also completed.

**Attributions to changes:**

Leadership decisions and actions were based on current data, team findings and recommendations. Leadership team policy was approved by the board of directors. Unit tests were built-in as to monitor student mastery in literacy and math. Heightened support and accountability for staff and student related practices and assessments.

**If anything, what do you intend to change or modify for the year?**

We will revisit leadership team norms to ensure timely meetings. Celebrations should be limited to one concise statement. There is also a need to be more conscience of time in progressing through meetings more effectively. Our comments need to be focused, concise and brief as to allow time for further discussion. Roles must also be specified for each team member. And each team member must be held accountable for their respective positions and/ roles. Professional development, team building, and collaboration will be the focal points of ALSA leadership as to provided further ensure growth.



## SCHOOL LEADERSHIP TEAM'S REPORT FOURTH QUARTER

### STUDENT/ TEACHER DATA by Quarter IMO AREA 2: STUDENT PROGRESS AND ACHIEVEMENT

Grade Level	Number of students enrolled				Number of SWD enrolled as of October 1 <sup>st</sup> per grade level	Number of EL students enrolled as of October 1 <sup>st</sup> per grade level	Number of students with 5 or more referrals				Number of students who have been absent 10 or more days (20% absence rate)			
	1st	2nd	3rd	4th			1st	2nd	3rd	4th	1st	2nd	3rd	4th
K	53	50	51	54	11	0	0	1	3	1	0	0	3	4
1	70	70	70	71	7	0	1	2	5	4	0	1	6	4
2	78	78	73	77	18	0	2	2	10	5	3	1	1	5
3	73	70	71	74	15	0	12	5	14	4	1	0	2	1
4	54	52	51	50	12	0	8	4	6	3	0	0	1	1
5	38	41	37	37	6	0	3	4	5	2	0	1	2	0
6	42	46	41	45	12	0	5	4	7	4	1	0	2	4

Comments/ Clarifications:

Percent of core teachers (Math, Science, Social Studies, ELA) absent 5 or more days (10%)				Number of <i>ELEMENTARY</i> students that are 2 or more years below grade placement in Math as determined by <u>TenMarks/Classworks</u> Test on <u>09/2015-05/2016</u> (Date)		Number of <i>SECONDARY</i> students that are 3 or more years below grade placement in Math as determined by _____ Test on _____ / _____ (Date)		Number of <i>ELEMENTARY</i> students that are 2 or more years below grade placement in ELA as determined by <u>DRA</u> Test on <u>09/2015 - 05/2016</u> (Date)		Number of <i>SECONDARY</i> students that are 3 or more years below grade placement in ELA as determined by _____ Test on _____ / _____ (Date)	
1st	2nd	3rd	4th	1st Quarter	4th Quarter	1st Quarter	4th Quarter	1st Quarter	4th Quarter	1st Quarter	4th Quarter
K-0%	0%	9%	0%	n/a	n/a			n/a	18		
1 <sup>st</sup> -0%	0%	0%	25%	35	n/a			16	34		
2 <sup>nd</sup> -75%	25%	25%	50%	38	10			46	43		
3 <sup>rd</sup> -0%	0%	0%	25%	30	2			39	54		
4 <sup>th</sup> -0%	0%	0%	0%	29	12			12	n/a		
5 <sup>th</sup> -0%	0%	0%	0%	21	17			6	n/a		
6 <sup>th</sup> -0%	0%	25%	0%	20	16			12	n/a		

**Comments/ Clarifications:**

*TenMarks was discontinued and replaced with ClassWorks at the beginning of the second semester during the 2015-16 school year math assessments.*

*ACTAspire assessment results will not be available until July 2016.*

*Second (2<sup>nd</sup>) grade teachers experienced either severe family illness or severe personal illness.*

*Kindergarten teachers did administer the DRA during the 1<sup>st</sup> semester, and grades 4-6 teachers did not administer a spring DRA.*

**MATH DATA by Quarter for Grades 3-10**

Grade Level	Number of students that failed Math the previous year	Number of students enrolled this quarter	Number of students with D or F in Math class per quarter 2015-2016				Number of students assessed on each post-unit assessment for the current quarter				Total number of students assessed on the post-unit test for each grade level  (A)	Total number of students with D or F on unit tests in Math this quarter  (B)	Percent of students with D or F on any unit tests in Math  (C)  (B/A) X 100 = C			
			1st	2nd	3rd	4th	Unit 1	Unit 2	Unit 3	Unit 4*			1st	2nd	3rd	4th
3	0	74	14	15	16	9	62	62	63	66	253	54	62%	33%	52%	21%
4	1	50	7	10	8	7	46	46	45	16	153	90	43%	27%	67%	59%
5	0	37	5	5	3	2	33	34	34	35	136	15	22%	31%	34%	11%
6	0	45	24	19	19	19	40	40	39	41	160	81	98%	41%	37%	51%
<b>Example</b>							<b>100</b>	<b>90</b>	<b>95</b>	<b>N/A</b>	<b>285</b>	<b>57</b>	<b>20%</b>			

**Comments/ Clarifications:**

ELA DATA by Quarter for Grades 3-10

Grade Level	Number of students that failed ELA the previous year	Number of students enrolled this quarter	Number of students with D or F in an ELA class per quarter 2015-2016				Number of students assessed on each post-unit assessment for the current quarter				Total number of students assessed on the post-unit test for each grade level  (A)	Total number of students with D or F on unit tests in ELA this quarter  (B)	Percent of students with D or F on any unit tests in ELA  (C)  (B/A) X 100 = C			
			1st	2nd	3rd	4th	Unit 1	Unit 2	Unit 3	Unit 4*			1st	2nd	3rd	4th
3	0	71	15	16	26	23	64	65	48	66	243	80	77%	54%	53%	33%
4	1	51	15	9	24	7	50	50	50	48	198	55	71%	56%	63%	25%
5	0	37	7	0	2	3	30	30	30	35	90	12	58%	58%	10%	13%
6	0	41	3	2	0	4	41	40	40	41	162	9	85%	51%	.05%	6%
Example							100	90	95	N/A	285	57	20%			

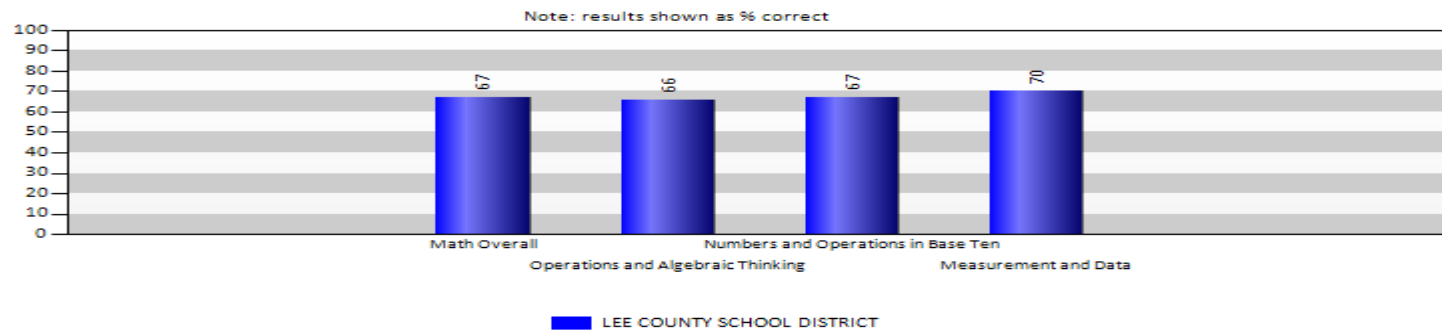
Comments/ Clarifications:

(Optional)

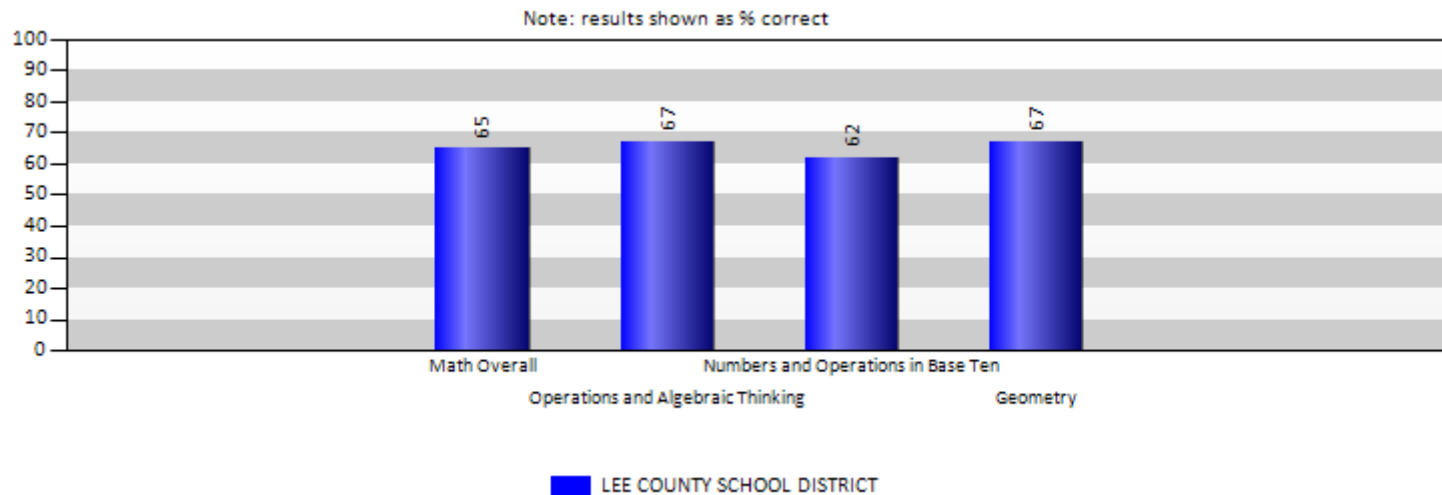
Do you have other data sources that support and/or identify that you are making gains in student outcomes (For example: Interim assessments such as ACT Aspire, TLI, etc.)? You may include a chart to describe your data.

TLI does not offer reading for 1<sup>st</sup> grade.

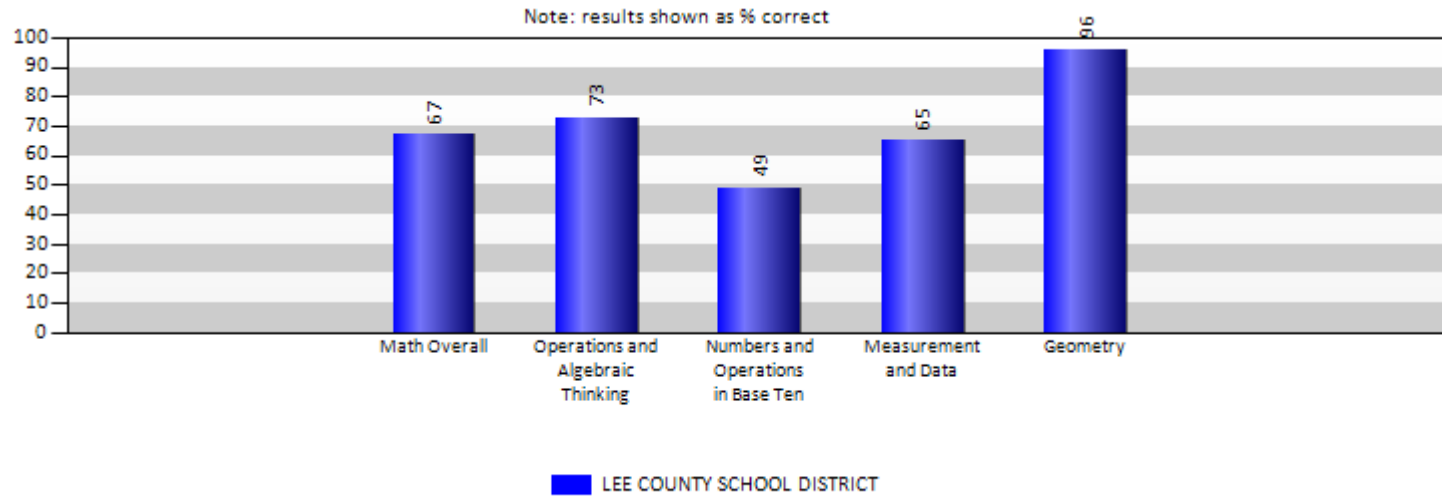
Grade 1 Math TLI Module 3 – Percent Correct



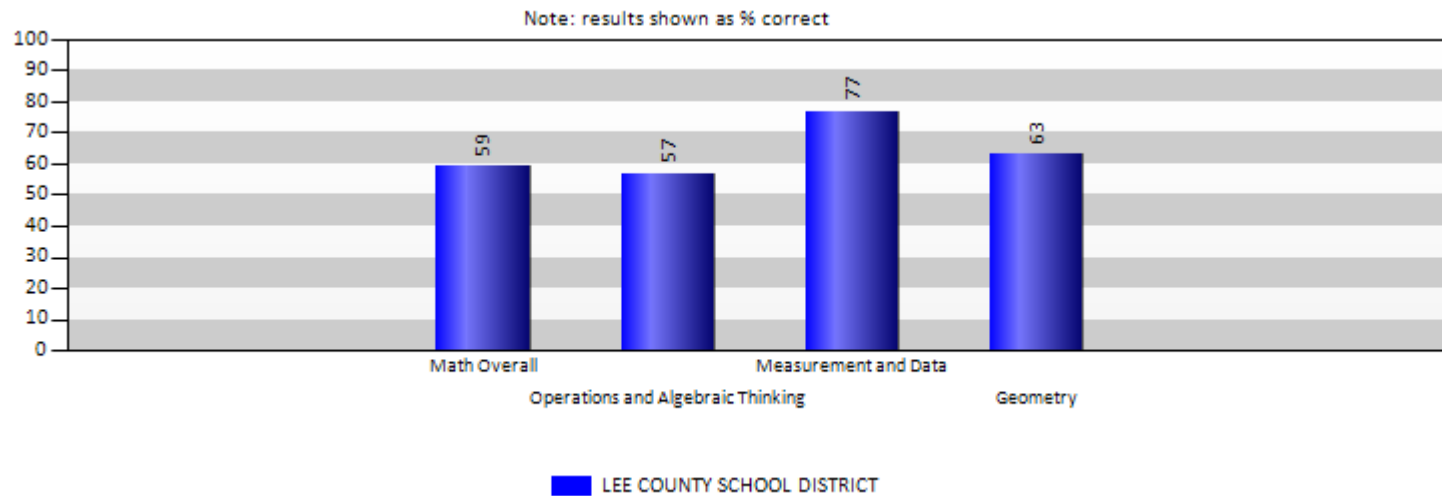
Grade 1 Math TLI Module 4 – Percent Correct



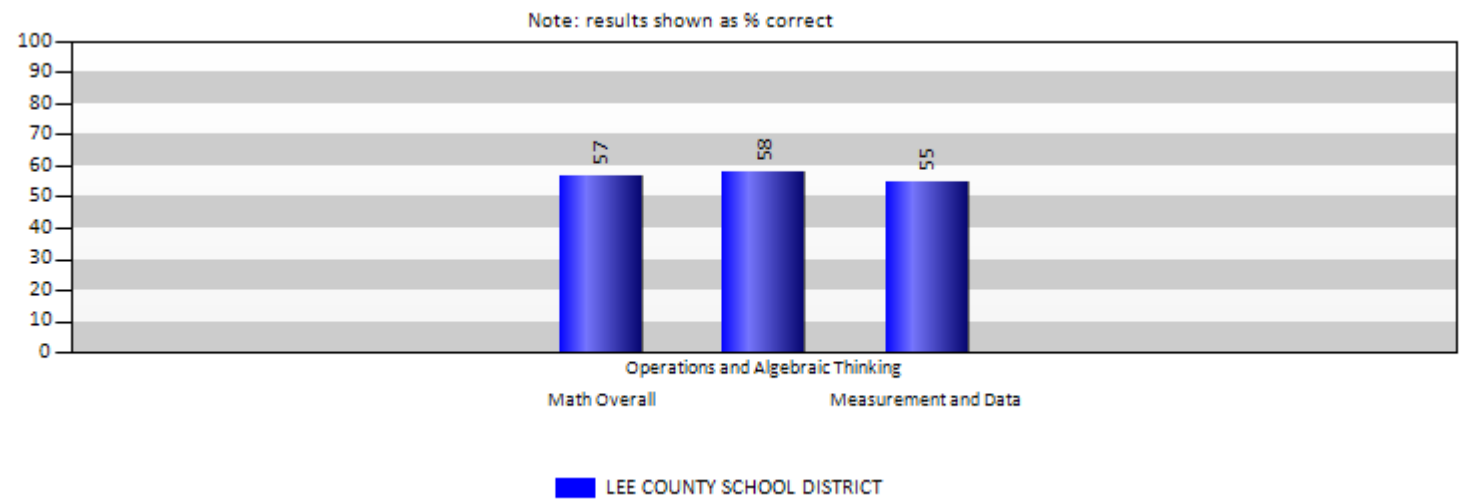
**Grade 2 Math TLI Module 3 – Percent Correct**



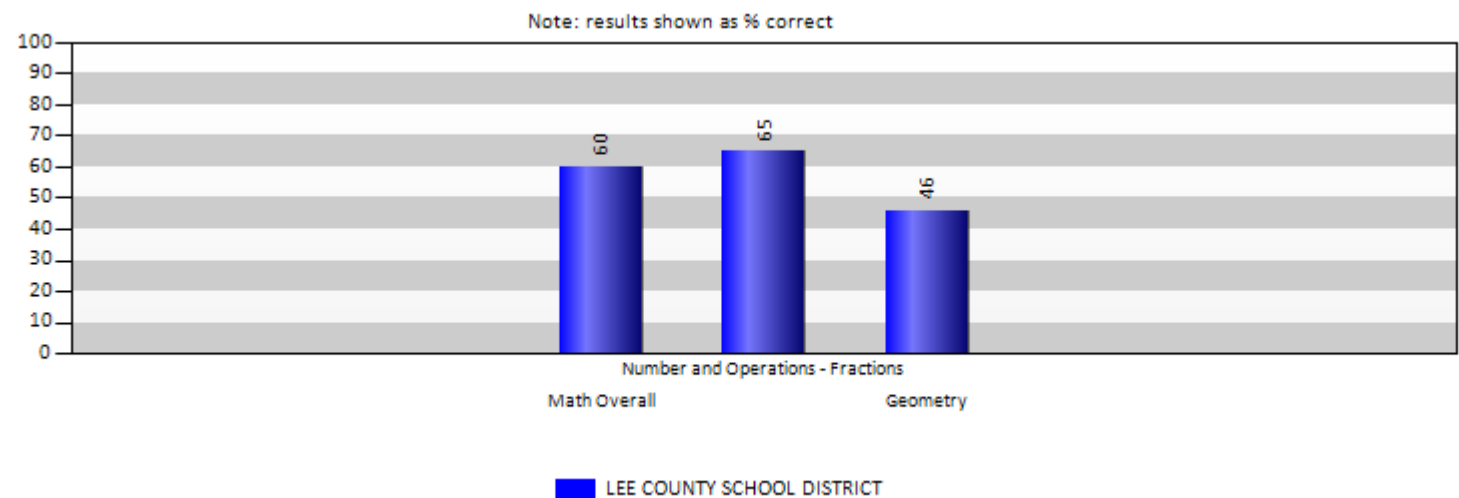
**Grade 2 Math TLI Module 4 – Percent Correct**



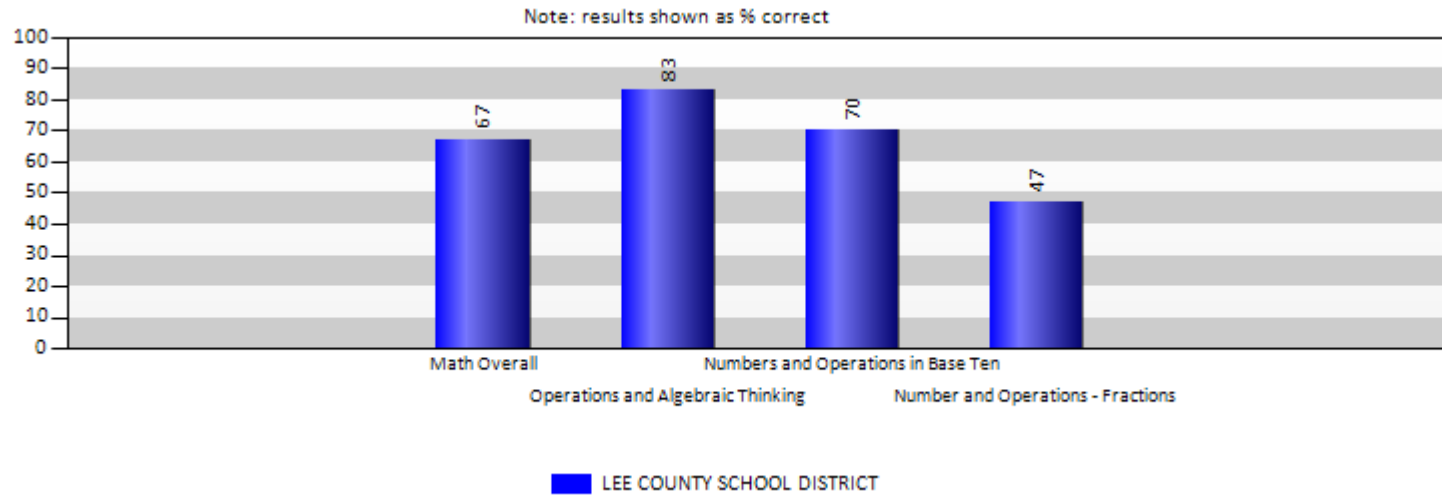
Grade 3 Math TLI Module 3 – Percent Correct



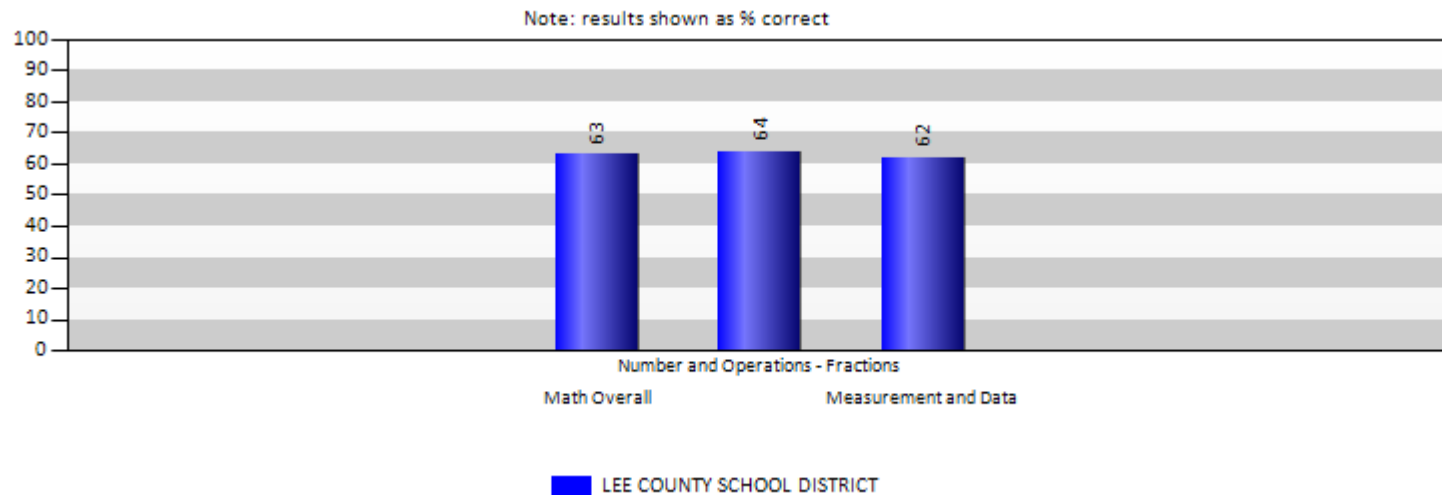
Grade 3 Math TLI Module 4 – Percent Correct



**Grade 4 Math TLI Module 3 – Percent Correct**

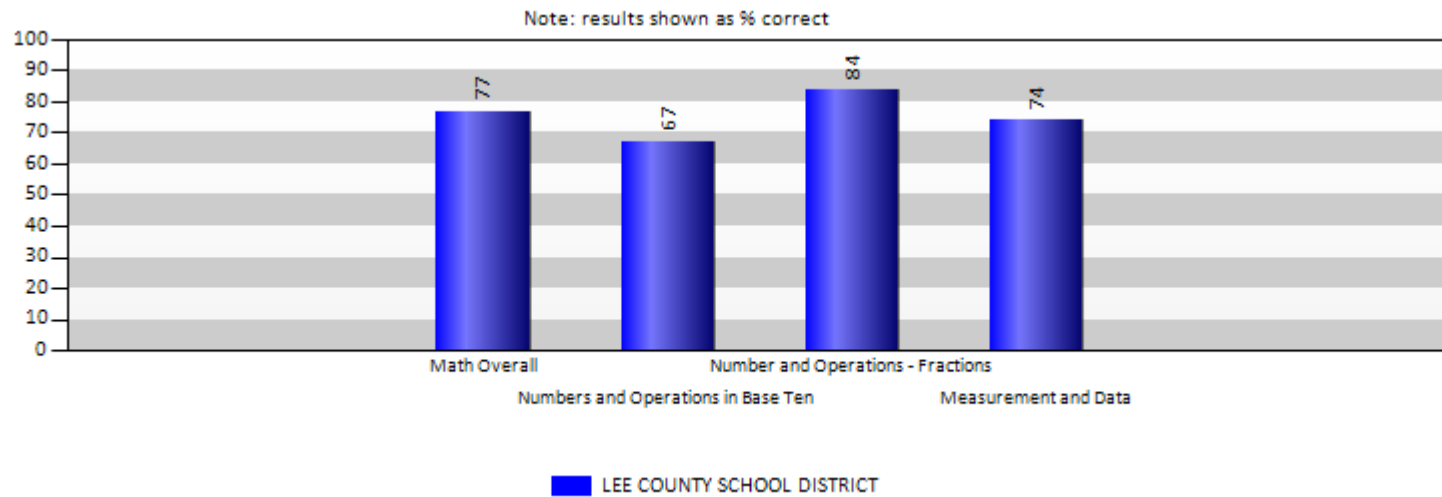


**Grade 4 Math TLI Module 4 – Percent Correct**

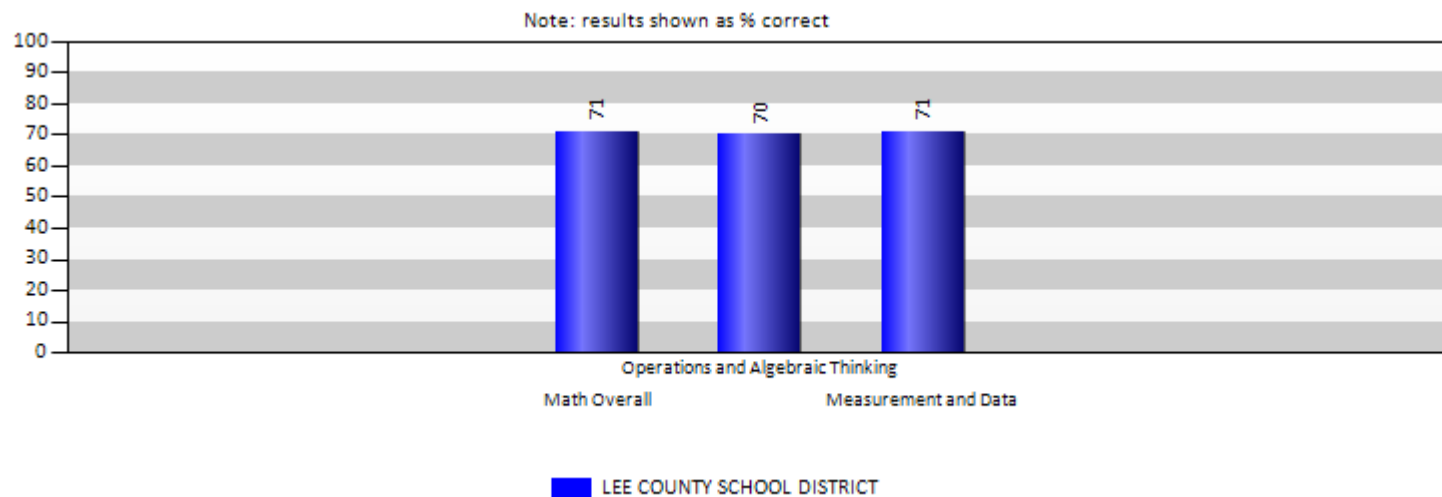




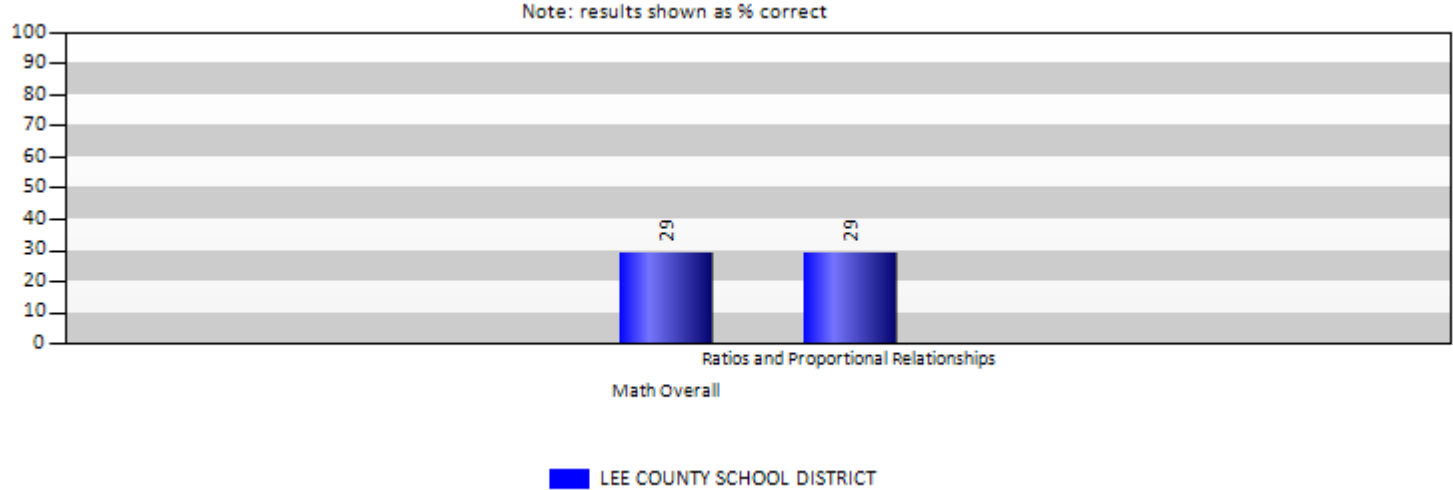
**Grade 5 Math TLI Module 3 – Percent Correct**



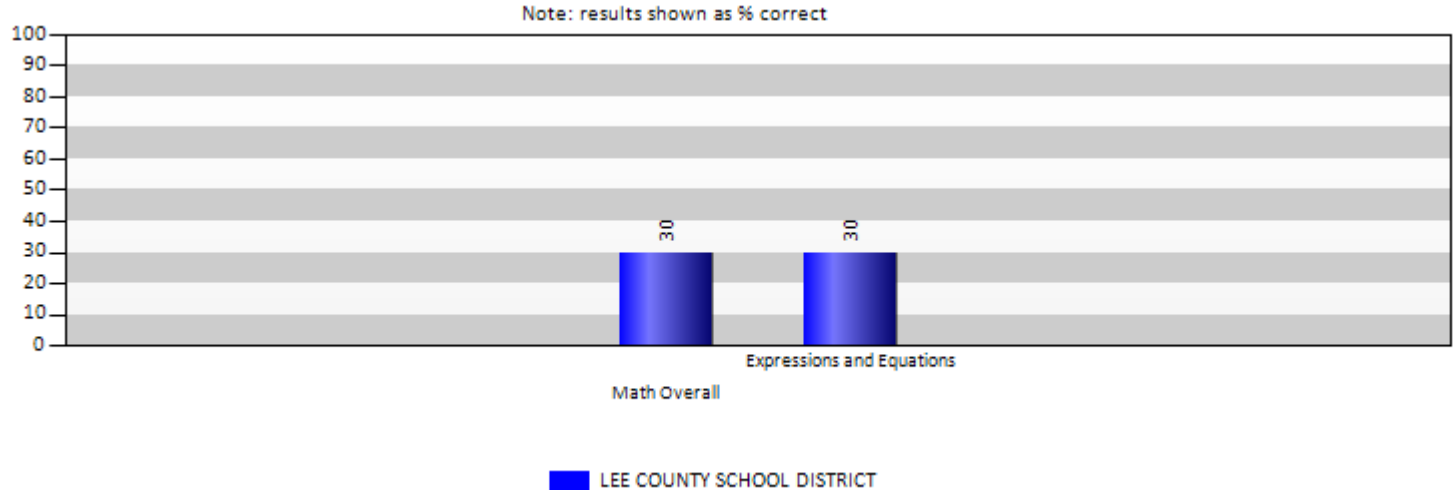
**Grade 5 Math TLI Module 4 – Percent Correct**



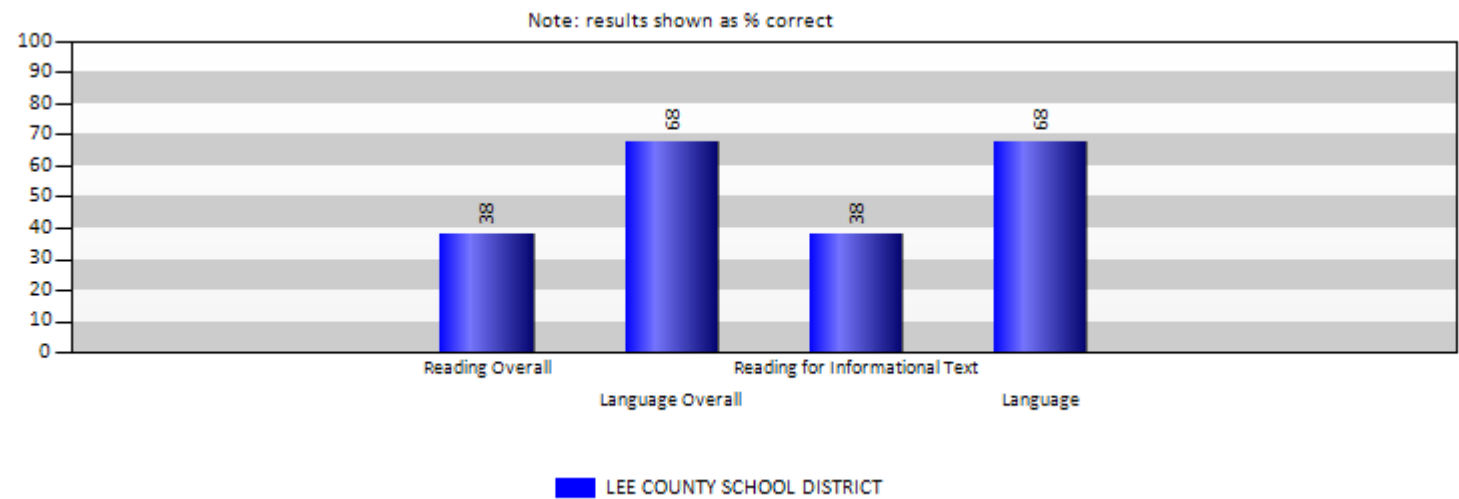
Grade 6 Math TLI Module 3 – Percent Correct



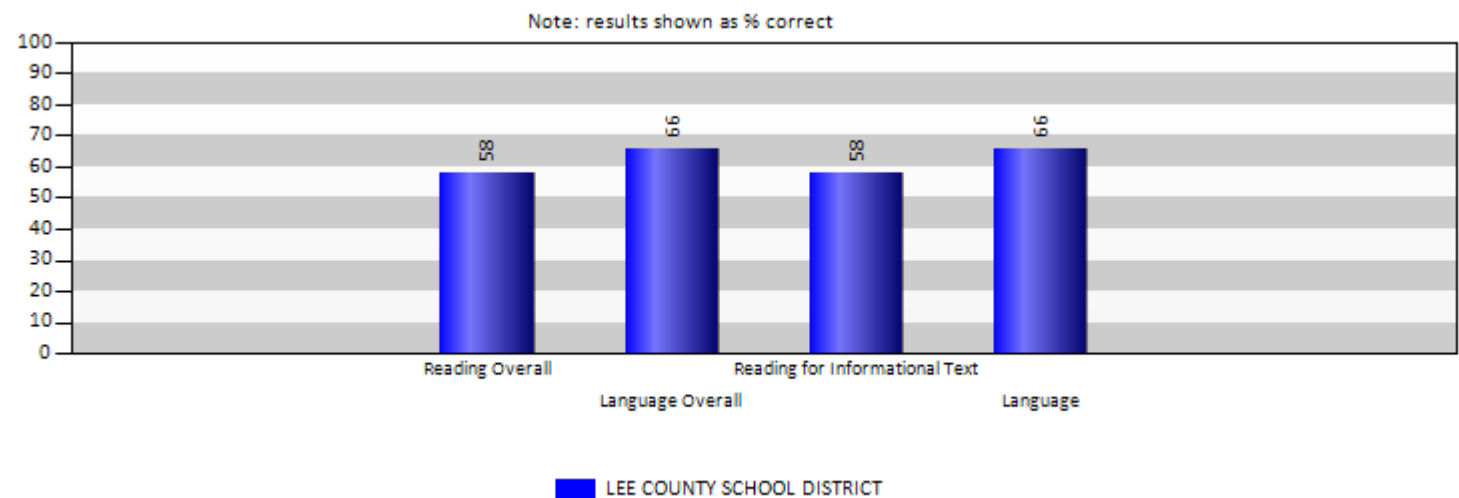
1711 Grade 6 Math TLI Module 4 – Percent Correct



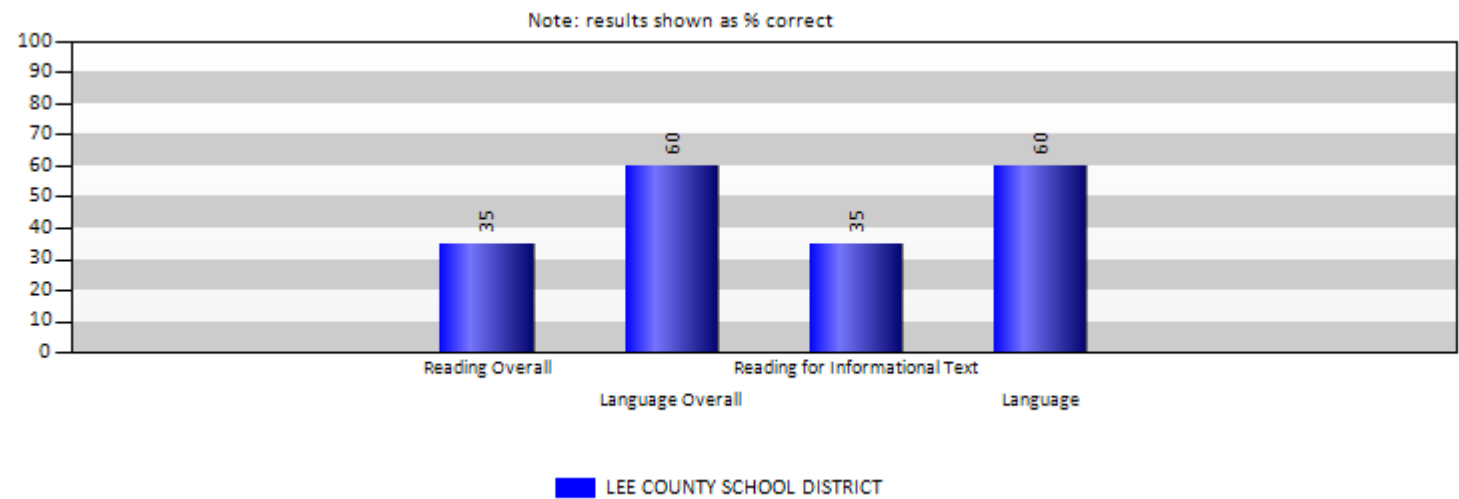
Grade 2 ELA TLI Module 3 – Percent Correct



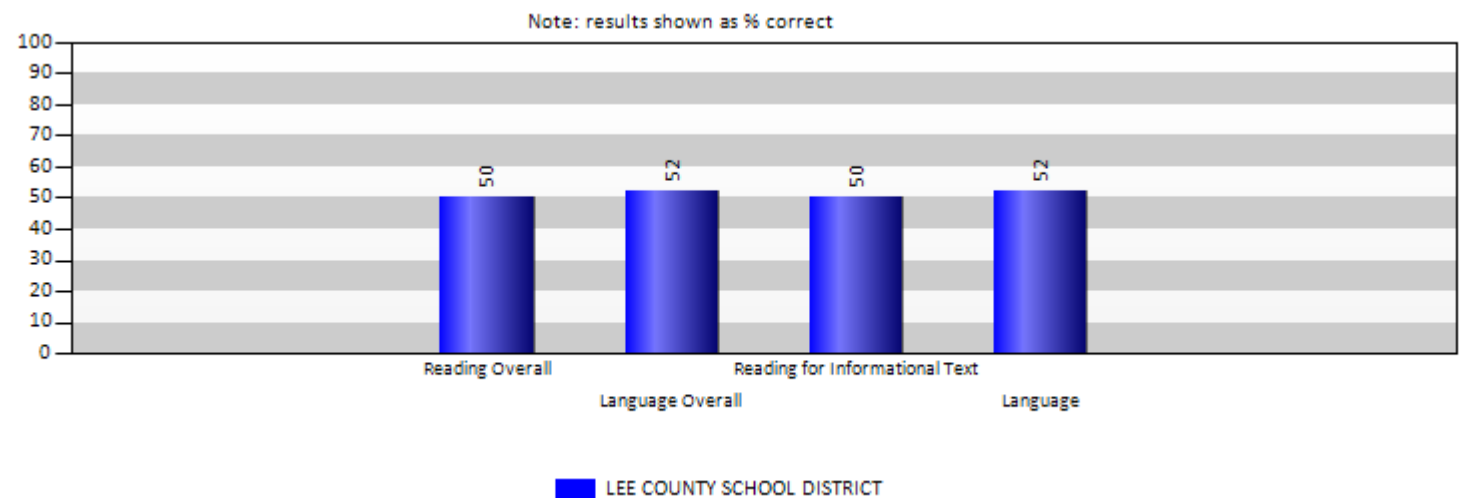
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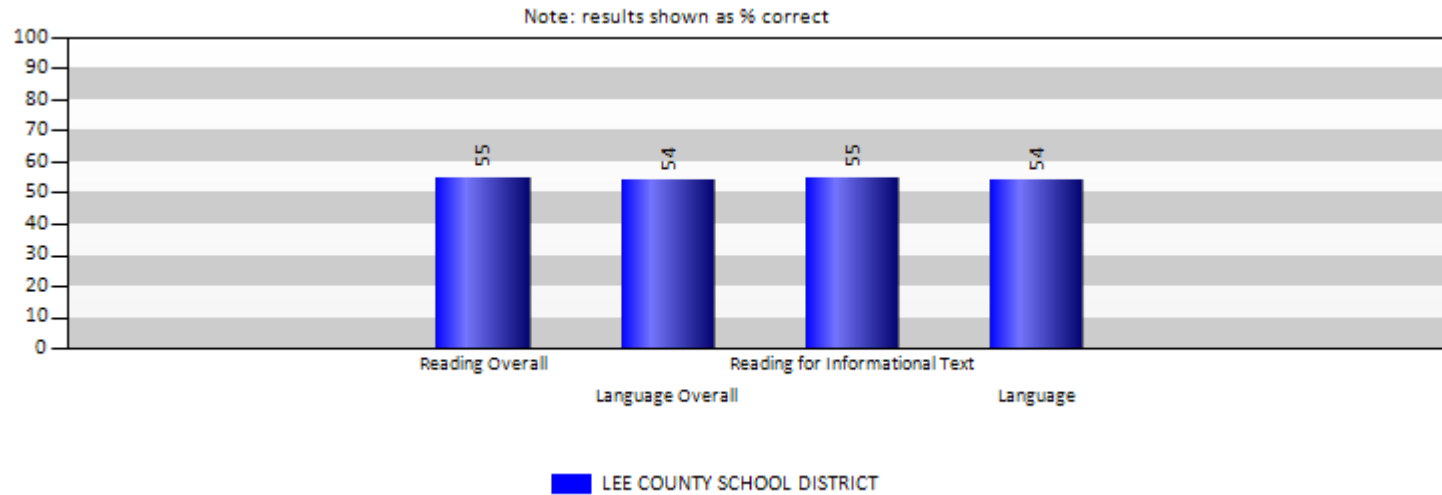
Grade 3 ELA TLI Module 3 – Percent Correct



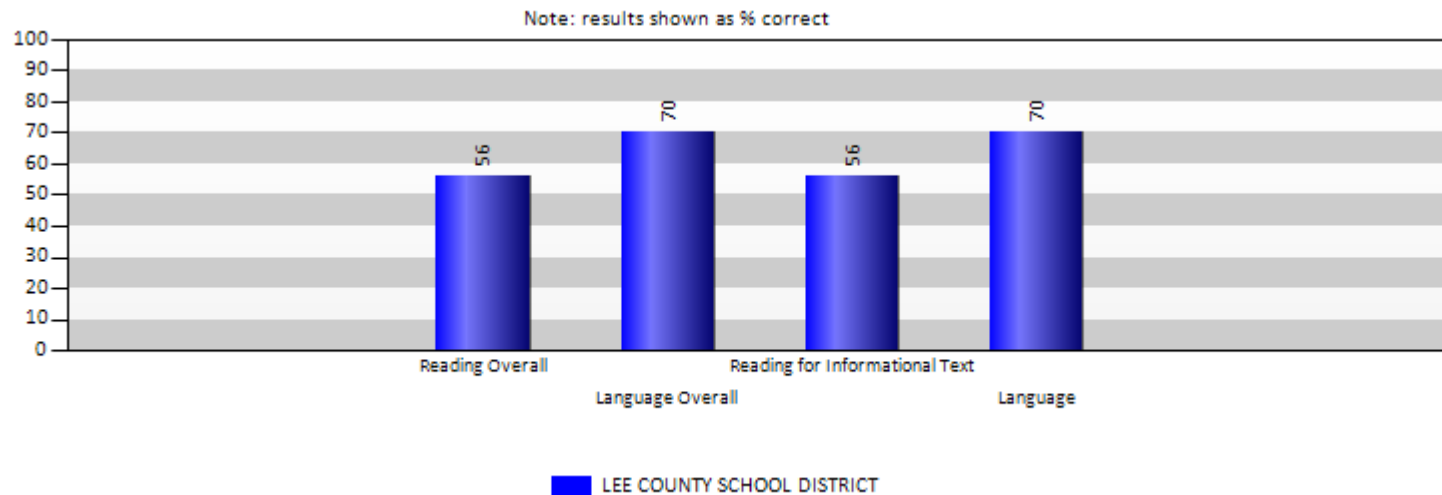
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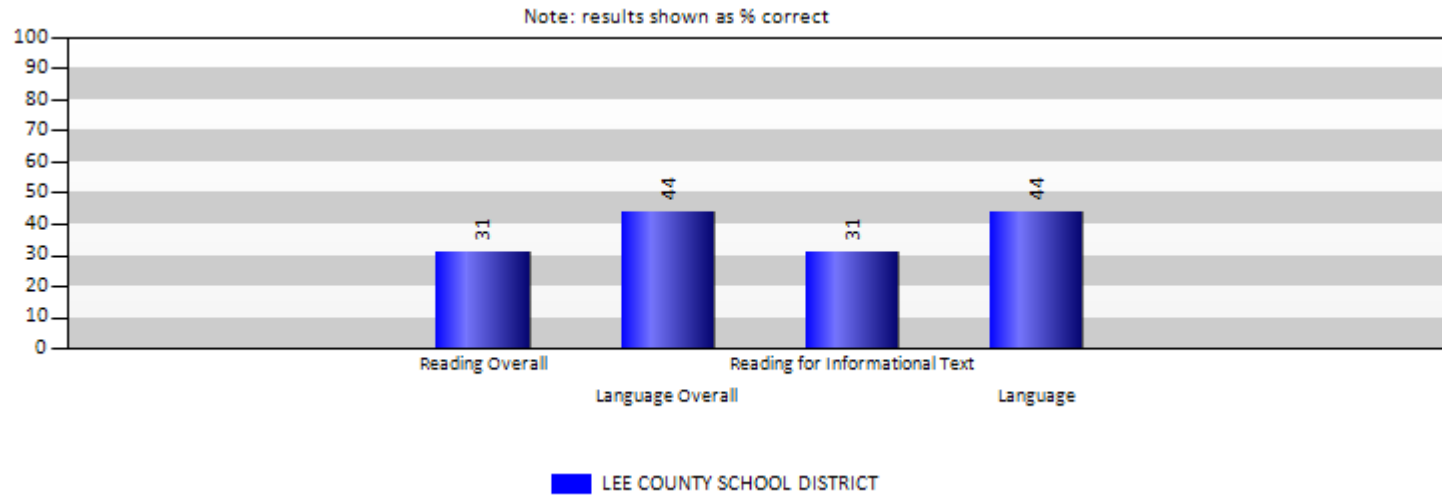
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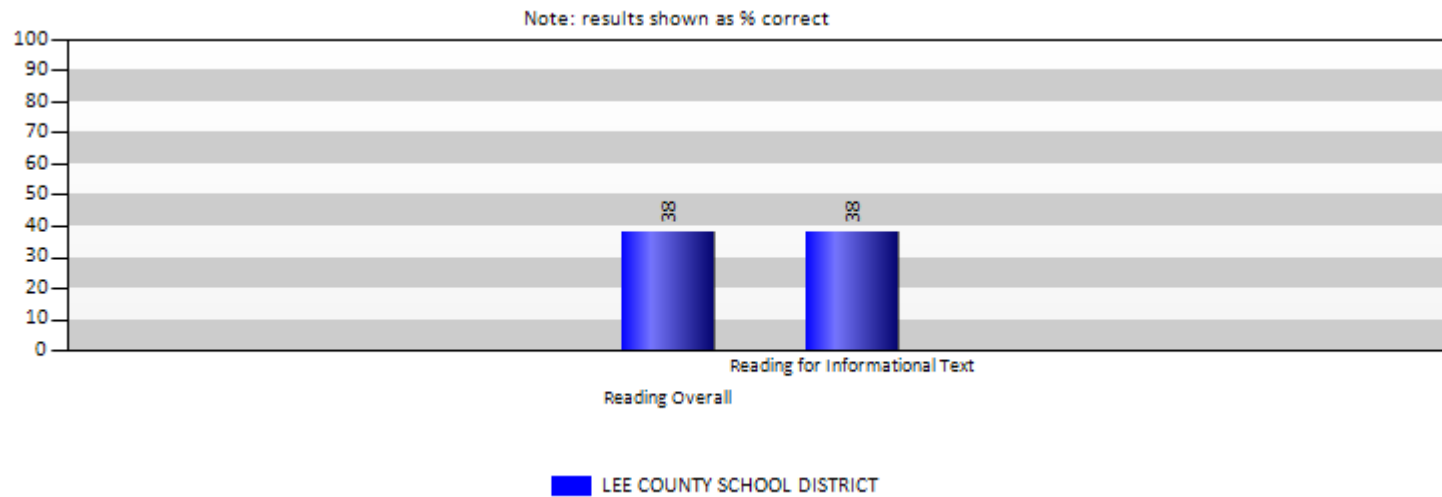
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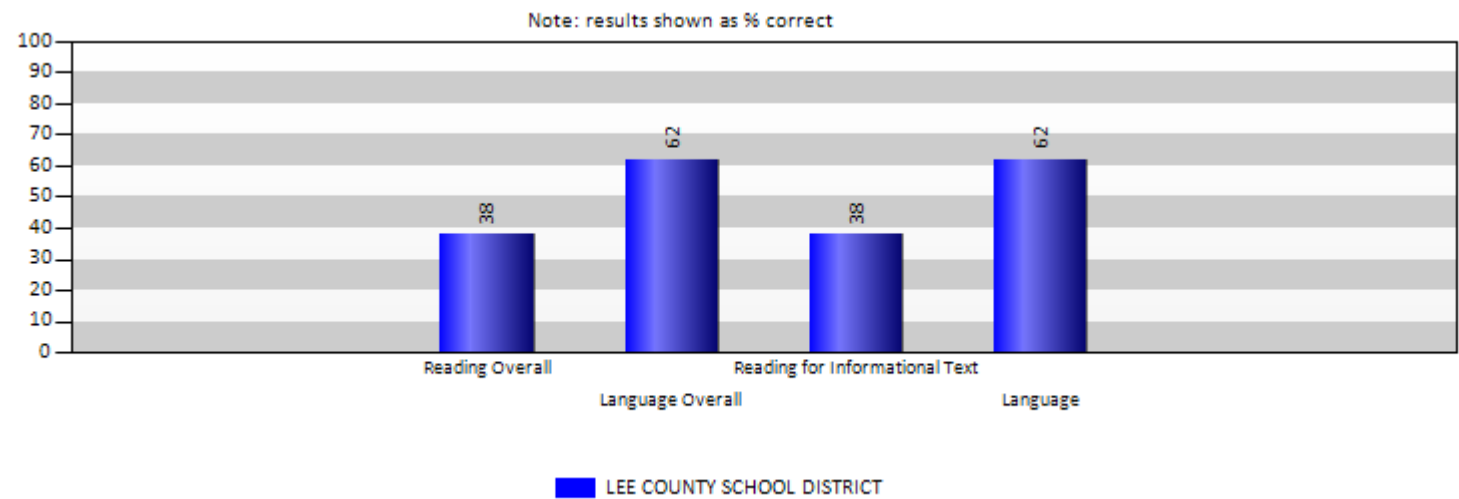
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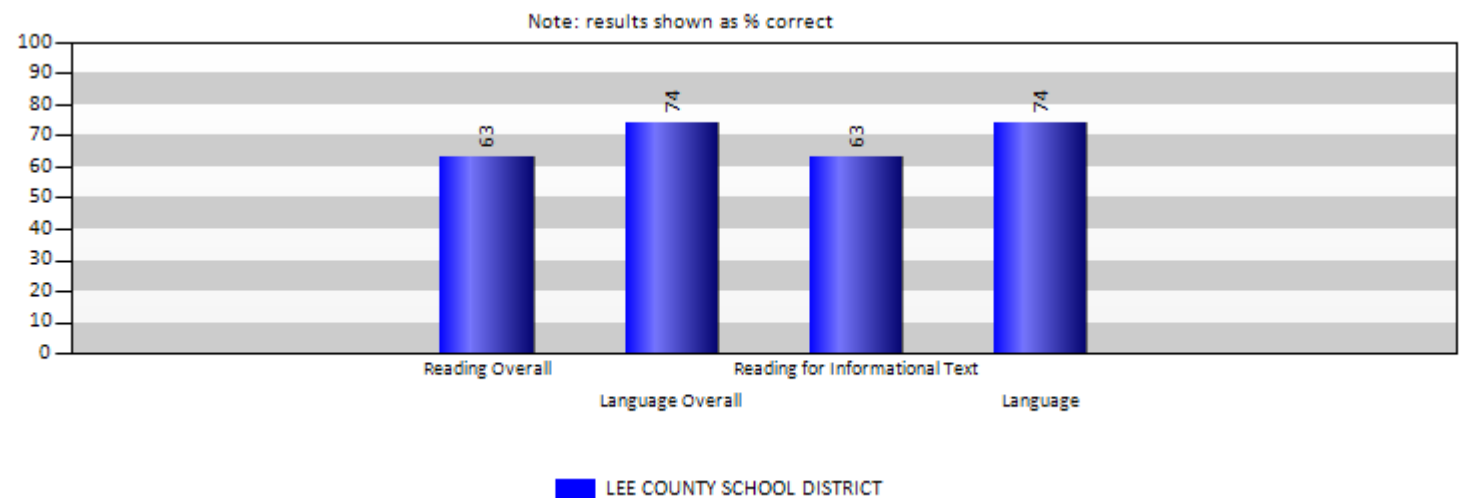
**Grade 5 ELA TLI Module 4 – Percent Correct**



Grade 6 ELA TLI Module 3 – Percent Correct



Grade 6 ELA TLI Module 4 – Percent Correct





ARKANSAS  
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**DISTRICT: LEE COUNTY**  
**SCHOOL: LEE SENIOR HIGH**  
**STATUS: PRIORITY**

**SUPERINTENDENT: MRS. WILLIE MURDOCK**  
**PRINCIPAL: MRS. PHYLISTIA F. STANLEY**

**SITE-BASED SIS: MS. SHIRLEY TAYLOR**

**EXTERNAL PROVIDER: FETTERMAN AND ASSOCIATES**

**ADE SCHOOL IMPROVEMENT SPECIALIST TEAM: MRS. JANIE HICKMAN, MRS. JUDY FOOT, DR. ROBERT BREWER**

# End of Year Summary Report

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## FOURTH QUARTER

2015-2016 School Year



<b>IMO AREA 1: CHANGE IN TEACHER AND LEADER PRACTICE</b>	
<b>Effective Practice within Category:</b> Establishing a team structure with specific duties and time for instructional planning (ID01, ID04, ID07)	
<b>Description of full implementation of the Effective Practice and/or Recommendation:</b>  District policy specifies the team structure for all schools which include a description of the teams' purposes and how they are constituted. New school leaders are apprised of this expectation and how the effectiveness of teams is determined. A common team structure for a school consists of (but not limited to) a Leadership Team (consisting of principal and teacher leaders), teacher Instructional Teams (teaching common subject area or grade level), student team (a diverse group of student leaders), management team (campus administrators and other personnel as needed) and a School Community Council (with a majority of members being parents (ID01). Each team has a specific purpose and scheduled time to meet and works from agendas and minutes (ID04).  The Leadership Team meets at least twice a month in regularly scheduled meetings of at least an hour (ID07). They serve as a conduit of communication to the faculty and staff in a way that enables the Leadership Team to receive input from the faculty and staff (ID08). The Leadership Team regularly looks at school performance data and aggregated classroom observation data and uses that data to make decisions about school improvement and professional development (ID10).	
<b>Current reality of effective practice from the beginning of the year:</b>  <b>ID01 and AdvancEd Standards 1.3 and 2.5</b> <b>Lee High School has the following teams in place for the 2015-2016 school year:</b> <ol style="list-style-type: none"> <li><b>School Leadership Team</b> <ul style="list-style-type: none"> <li>Comprised of principal, instructional facilitators, cross the content teachers, nurse, counselor, media specialist, parents, scholars, parent facilitators, and community partners</li> <li>Meets twice a month for at least one hour</li> <li>Assesses, plans and monitors indicators</li> <li>Discusses other school business, as needed</li> </ul> </li> <li><b>Instructional Leadership Team</b></li> </ol>	<b>Current reality of effective practice:</b>  <b>Lee High School has maintained the following teams throughout the year of 2015-2016.</b> <ol style="list-style-type: none"> <li><b>School Leadership Team</b> <ul style="list-style-type: none"> <li>Comprised of principal, instructional facilitators, cross the content teachers, nurse, counselor, media specialist, parents, scholars, parent facilitators, and community partners</li> <li>Meets twice a month for at least one hour</li> <li>Assesses, plans and monitors indicators</li> <li>Discusses other school business, as needed</li> </ul> </li> <li><b>Instructional Leadership Team</b> Comprised of principal, instructional facilitators,</li> </ol>

- Comprised of principal, instructional facilitators, counselor, and support by external providers (Dr. Paul and Dr. Goodwin)
- Meets every Monday during 1st period
- Reviews lesson plans based on The Workshop Model
  - \*Essential Questions
  - \*Research Based Strategies
  - \*Inclusion of technology

### 3. Professional Learning Communities

- Comprised of instructional facilitators and teachers
- ELA/Cross Content
- Math
- Career & Technical Education
- Meet weekly to discuss educational issues
  - \*Week 1 – Data Analysis
  - \*Week 2 – Student Work
  - \*Week 3 – Professional Literature
  - \*Week 4 – Instructional Strategies

### 4. Academic Jeopardy Committee

- Comprised of teachers and counselor
- Meets regularly
- Reviews students with grades below 70%
- Parent Notification thru written communication

### 5. Handbook Committee

- Comprised of teachers
- Scholars Volunteers had been recruited (to no avail)
- Meets as needed to review handbooks

- counselor, and support by external providers (Dr. Paul and Mrs. Bobbie Fingers served the school for the fourth quarter. )
- Meets every Monday during 1st period
- Reviews lesson plans based on The Workshop Model
  - \*Essential Questions
  - \*Research Based Strategies
  - \*Inclusion of technology

### 3. Professional Learning Communities

- Comprised of instructional facilitators and teachers
- ELA/Cross Content
- Math
- Career & Technical Education
- Meet weekly to discuss educational issues
  - \*The PLC meetings addresses each of these weekly topics during meetings, but not on specific weeks.

### 4. Academic Retention Committee

- Comprised of a teacher leader, teachers, and counselor
- Meet at least twice a month
- Reviews students with grades below 70%
- Parent Notification thru written communication

### 5. Handbook Committee

- Comprised of teachers
- Scholars Volunteers had been recruited
- Meets as needed to review the handbook

<p><b>6. Parent Advisory Committee</b></p> <ul style="list-style-type: none"> <li>• Comprised of parent coordinator, parent facilitator and parents</li> <li>• Meets quarterly</li> </ul>	<p><b>6. Parent Advisory Committee</b></p> <ul style="list-style-type: none"> <li>• Comprised of parent coordinator, parent facilitator and parents</li> <li>• Meets quarterly</li> </ul> <p>The local SIS has been added to the school leadership, instructional leadership, and professional learning community teams.</p>
<p><b>IMO AREA 1: CHANGE IN TEACHER AND LEADER PRACTICE</b></p>	
<p><b>Effective Practice within Category:</b> Engaging teachers in assessing and monitoring student mastery (IIB02, IIB04)</p>	
<p><b>Description of full implementation of the Effective Practice and/or Recommendation:</b> The Instructional Teams develop instructional units based on the curriculum standards and the local curriculum document. This unit typically encompasses three to six weeks of work and includes pre-/post tests administered at two to three week intervals (IIB01). The pre-test and post-test assess the same learning objectives and inform the Instructional Team members' (teachers) plans for differentiated instruction within the unit and/or re-teaching as necessary following the unit (IIB04).</p> <p>The Instructional Team reviews the results of the pre- and post-tests and uses the information to guide efforts to assure that every student masters the instructional standards taught in the instructional unit (IIB03). The Instructional Team also uses the results from the pre-/post-test analysis to plan for professional development, inform subsequent instructional unit plans and/or make adjustments to the curriculum (IIB02, IIB05).</p>	
<p><b>Current reality of effective practice from the beginning of the year:</b></p> <p>Data from assessments is analyzed in PLCs, in one-on-one professional development sessions, and faculty meetings. Areas of improvements are identified to guide instruction for the following unit. Post-assessments are created by teachers and TLI to show growth in the identified skills.</p> <p>IIB04 and AdvancEd Standard 3.2</p>	<p><b>Current reality of effective practice:</b></p> <p><b>Some teachers are using pre-test data to adjust units of instruction. After post tests are administered to students, results are shared during PLC meetings. Standards not mastered are identified. Professional development is provided for the teachers in that subject area. Some teachers make adjustments to the curriculum after the results are analyzed. They are asked to bring that information to the next PLC meeting. The instructional teams have developed units based</b></p>

<p>Some teachers are using pre-test data to adjust units of instruction to meet the needs of the majority of scholars.</p>	<p><b>on the curriculum standards and the local curriculum document.</b></p>
<p><b>IMO AREA 3: STUDENT SAFETY AND DISCIPLINE</b></p>	
<p><b>Effective Practice within Category:</b> Expecting and monitoring sound classroom management (IIIC10)</p>	
<p><b>Description of full implementation of the Effective Practice and/or Recommendation:</b> The faculty and staff develop a discipline management plan that guides student behavior throughout the school. Each teacher establishes rituals and routines within the classroom that produces an atmosphere conducive to learning. Each teacher consistently teaches the campus and classroom plans to all students. Each teacher consistently teaches the rules and procedures in their classroom. Each teacher consistently enforces the agreed upon rules and regulations (IIIC10).</p>	
<p><b>Current reality of effective practice from the beginning of the year:</b> All staff members were involved in identifying "Trojan Traits" that are meant to guide classroom procedures and establish scholarly behavioral expectations. "Trojan Traits" are 1. Be Ready, 2. Be Responsible, 3. Be Respectful. At the start of the 2015-2016 school year, teachers, along with their scholars, charged with developing</p>	<p><b>Current reality of effective practice:</b> <b>Our current reality is that rituals and routines are posted in every classroom. Trojan Traits are posted and announced each morning. The Trojan Motto is posted. The reality is that most teachers consistently reinforce the campus and classroom rules. Most teachers consistently teach rules and procedures in their classroom. Most teachers consistently</b></p>

classroom rules and procedures based on these "Trojan Traits." These traits are stated each day during morning announcements. They are posted throughout the building.

**enforced the agreed upon rules and regulations. We need to move from most and all. Most of LHS discipline referrals come from the 7<sup>th</sup> and 8<sup>th</sup> grade levels. We have developed behavior intervention plans for addressing students who have frequent referrals.**

**IMO AREA 4: FAMILY AND COMMUNITY ENGAGEMENT**

**Effective Practice within Category:**  
Defining the purpose, policies, and practices of a school community (IVA01)

**Description of full implementation of the Effective Practice and/or Recommendation:**

No Child Left Behind stipulates that each school in the Title I program develop an agreement, or “compact,” that outlines how parents, school staff, and students will share responsibility for improving academic achievement. Compacts describe how the school and parents can work together to help students achieve the state’s standards.

**Current reality of effective practice from the beginning of the year:**

Lee High School faculty and staff expect all parents to sign this compact during registration at the beginning of the school year. Copies are on file with the Parent Coordinator.

**Current reality of effective practice:**

**Parent compacts have been distributed and collected. Parents have been informed of school events through phone, written, and verbal messages. Events have been created to allow parents an opportunity to share the school successes. Periodic academic reporting has taken place utilizing progress reports and report cards. Parent teacher conferences were held twice this year. The parent facilitator and parent coordinator host quarterly meetings to discuss concerns of our parents. Educational events such as ACT Aspire Hype Night, a chili supper, and a School Letter Grade celebration have been held to involve parents in school activities. An honor’s banquet and graduation ceremony were held and parents were great in attending.**

IMO AREA 4: FAMILY AND COMMUNITY ENGAGEMENT	
<b>Effective Practice within Category:</b> Post-Secondary School Options (VA01)	
The school has a guidance plan that includes options for students as they plan their college and career opportunities. The school routinely tracks their recent graduates' success at the next level as they pursue their college and career goals.	
<b>ADE will monitor the following:</b> <ul style="list-style-type: none"> <li>• The guidance plan</li> <li>• The process of tracking recent graduates</li> </ul>	
<b>Current reality of effective practice from the beginning of the year:</b>  Lee County High School Guidance Counselor: <ol style="list-style-type: none"> <li>1. meets with scholars during Advisory to discuss graduation requirements, class choices, and etc</li> <li>2. provides one-on-one one guidance to refine class schedules</li> <li>3. conduct individualized transcripts audit</li> <li>4. participates on the Academic Jeopardy Committee</li> <li>5. notifies parents/guardians of students at risk of failing</li> <li>6. works collaboratively with College and Career Advisor</li> </ol> Lee High School has a College and Career Advisor who works with 11th and 12th grade scholars and performs the following tasks: <ol style="list-style-type: none"> <li>1. meets with scholars on a regular basis</li> <li>2. assists in registering for ACT, SAT, and etc.</li> <li>3. assists in completing FAFSA</li> <li>4. schedules opportunities to meet with college recruiters</li> </ol>	<b>Current reality of effective practice:</b> The school has a guidance plan that allows for students taking concurrent courses and credit recovery to assist with graduation needs. Students are encouraged and required to take the ACT. Students are encouraged to visit college campuses and speakers are utilized to allow students to hear of actual experiences from former graduates. The career coach has been responsible for making sure that students attend these college visits. We currently do not have a formal plan that tracks them two or more years after graduating.

5. provides support with college applications and essays	
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### LEADERSHIP TEAM REFLECTION

Thinking about meetings throughout the year, what have been the most meaningful decisions and actions made by the School Leadership Team this quarter? And what attributed to those changes?

After reviewing interim TLI assessments, quarterly “D” and “F” report, and ACT Aspire interim data, our focus coming into the 2016-2017 school year will be to make sure that all teachers are utilizing pre test data to plan for differentiation in the classroom. A data day has been provided for the first quarter for teachers to analyze data to guide instruction. Using the data, gave the leadership team a clear picture of how our school is looking academically.

Professional learning community protocols have been revised to include specific goals toward issuing pre-test for all core subject areas. Then we will utilize that data in planning lessons for mastery. Post tests will be given and the data reviewed to measure growth. Data notebooks will be maintained by each teacher. When having talks with the teachers at the end of year in professional learning community meetings, it was evident that some were not utilizing pre and post test data in differentiating instruction in their classrooms. This attributed to the changes LHS will make for the next school year.



If anything, what do you intend to change or modify for the year?

Next year, we will work on using the data to improve instruction. We have added a professional development day earlier so that the school will be able to disaggregate data and use the findings to individualize/guide instruction. Weekly teacher assessments will be given to students to monitor progress on mastering weekly standards. After test results are reviewed, individual teacher data meetings will be held by the instructional team.

Individual data talks will be held with the students quarterly. The students will develop goals for themselves and reflect on achieving those goals. These will be academic and behavioral goals.

All PLCs will focus on instructional objectives and data. We want to have a total focus of looking at several pieces of data. ACT Aspire interim assessments, Classworks, TLI, and teacher weekly assessments. The teachers will have data notebooks that will be monitored by the instructional team.

Professional development during ELA PLCs will also focus on the Social Studies C3 Frameworks. The C3 Frameworks will be utilized by band, P.E., art, music, math, and ELA teachers to show the correlation of using the C3 Frameworks in other disciplines.

Cross curricular staff will be given professional development on how to incorporate remedial standards into their weekly lessons.

Students will be taught the school rules weekly in grades 7-12. In grade 7 and 8, weekly team meetings will be held to provide extra guidance on academics and behaviors.

Monthly celebrations will be held school wide for students and staff to celebrate successes.

Student celebrations will be planned periodically throughout the school year to celebrate academics and behavior.

Staff celebrations will be planned periodically throughout the school year to celebrate academics and/or following building procedures (i.e. perfect attendance, etc.)

Written procedures and protocols will be distributed to all staff at the beginning of the year.

We will continue the use of the behavior intervention plans with 7<sup>th</sup> and 8<sup>th</sup> graders.

We will implement a plan for decreasing tardies.

We will schedule more educational parental involvement events.

We will hold weekly check point meetings to make sure we are on target for daily and weekly activity goals



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### SCHOOL LEADERSHIP TEAM'S REPORT FOURTH QUARTER

#### STUDENT/ TEACHER DATA by Quarter IMO AREA 2: STUDENT PROGRESS AND ACHIEVEMENT

Grade Level	Number of students enrolled				Number of SWD enrolled as of October 1 <sup>st</sup> per grade level	Number of EL students enrolled as of October 1 <sup>st</sup> per grade level	Number of students with 5 or more referrals				Number of students who have been absent 10 or more days (20% absence rate)			
	1st	2nd	3rd	4th			1st	2nd	3rd	4th	1st	2nd	3rd	4th
7	69	69	70	71	14	0	19	4	27	11	7	8	8	10
8	55	53	57	58	8	0	2	2	11	3	2	2	3	5
9	62	57	58	57	8	0	0	1	3	0	3	3	6	2
10	54	55	56	54	7	0	0	0	0	0	1	5	5	4
11	72	69	66	64	4	0	0	0	1	0	3	6	4	3
12	46	45	49	51	6	0	0	0	2	0	2	1	4	3

Comments/ Clarifications:

Percent of core teachers (Math, Science, Social Studies, ELA) absent 5 or more days (10%)				Number of <i>ELEMENTARY</i> students that are 2 or more years below grade placement in Math as determined by _____ Test on _____/_____(Date)		Number of <i>SECONDARY</i> students that are 3 or more years below grade placement in Math as determined by _____ Test on _____/_____(Date)		Number of <i>ELEMENTARY</i> students that are 2 or more years below grade placement in ELA as determined by _____ Test on _____/_____(Date)		Number of <i>SECONDARY</i> students that are 3 or more years below grade placement in ELA as determined by _____ Test on _____/_____(Date)	
1st	2nd	3rd	4th	1st Quarter	4th Quarter	1st Quarter	4th Quarter	1st Quarter	4th Quarter	1st Quarter	4th Quarter
25%	25%	33%	33%			15	25			13	34
50%	25%	20%	0%			12	26			11	31
50%	25%	20%	0%			8	N/A			11	N/A
25%	25%	40%	20%			8	N/A			11	N/A
25%	25%	40%	20%			5	N/A			11	N/A
25%	25%	60%	20%			8	N/A			11	N/A

**Comments/ Clarifications:** *At the beginning of the year, a different instrument was used to provide 1<sup>st</sup> quarter data. During mid-year, Lee High began using Classworks. The other instrument was discontinued. Classworks was utilized in literacy and math for the 7<sup>th</sup> and 8<sup>th</sup> graders to provide extra support in reading/language arts and math. The results shown above for the 4<sup>th</sup> quarter reflect data from end of the year testing using Classworks.*

*Lee High will use this data as a baseline to focus on in the 2016-2017 school year. Beginning of the year testing will be completed for all students in literacy and math. We plan to monitor the use of Classworks to make sure it carried out with fidelity. Professional development is already planned for the beginning of the year and will be provided by the Classworks consultant.*

**MATH DATA by Quarter for Grades 3-10**

Grade Level	Number of students that failed Math the previous year	Number of students enrolled this quarter	Number of students with D or F in Math class per quarter 2015-2016				Number of students assessed on each post-unit assessment for the current quarter				Total number of students assessed on the post-unit test for each grade level  (A)	Total number of students with D or F on unit tests in Math this quarter  (B)	Percent of students with D or F on any unit tests in Math  (C)  (B/A) X 100 = C			
			1st	2nd	3rd	4th	Unit 1	Unit 2	Unit 3	Unit 4*			1st	2nd	3rd	4th
7	9	71	17	21	26	29	58	59	55	51	51	21	41%	35%	40%	41%
8	10	57	13	16	9	12	40	44	50	50	50	6	43%	39%	28%	12%
9	9	58	13	12	16	17	54	49	44	45	45	21	29.6%	22%	32%	46%
10	10	56	9	11	16	16	53	51	46	49	49	20	26%	27%	22%	41%
11																
12																
Alg III	8	49	4	8	8	4	39	39	39	39	39	5	38%	23%	23%	13%
<b>Example</b>							100	90	95	N/A	285	57	20%			

**Comments/ Clarifications:**

**ELA DATA by Quarter for Grades 3-10**

Grade Level	Number of students that failed ELA the previous year	Number of students enrolled this quarter	Number of students with D or F in an ELA class per quarter 2015-2016				Number of students assessed on each post-unit assessment for the current quarter				Total number of students assessed on the post-unit test for each grade level	Total number of students with D or F on unit tests in ELA this quarter	Percent of students with D or F on any unit tests in ELA  (C)  (B/A) X 100 = C			
											(A)	(B)				
			1st	2nd	3rd	4th	Unit 1	Unit 2	Unit 3	Unit 4*			1st	2nd	3rd	4th
7	6	71	10	12	10	16	63	58	61	56	56	15	17.2%	20%	16%	26.9%
8	7	51	4	2	29	7	47	47	47	47	47	10	15%	6.4%	47%	21.4
9	14	54	41	27	32	22	56	54	52	52	52	14	79%	17%	50%	27%
10	7	42	11	24	16	17	37	38	40	42	42	13	46%	26%	25%	31%
11	2	56	4	2	4	11	54	61	30	52	52	6	20.5%	3.29%	16.7%	11%
12	7	41	8	8	8	5	40	41	42	41	41	8	25%	5%	21%	20%
Example							100	90	95	N/A	285	57	20%			

**Comments/ Clarifications:**

*(Optional)*

**Do you have other data sources that support and/or identify that you are making gains in student outcomes (For example: Interim assessments such as ACT Aspire, TLI, etc.)?** *You may include a chart to describe your data.*

**ACT Aspire summative assessments will be released in July. Our beginning of the year Priority Improvement Plan will focus on this data as our baseline.**

1731



ARKANSAS  
DEPARTMENT  
OF EDUCATION

**DISTRICT: LITTLE ROCK PREPARATORY ACADEMY**

**SCHOOL: LITTLE ROCK PREPARATORY ACADEMY(MS)**

**STATUS: 1<sup>ST</sup> YEAR, 2<sup>ND</sup> SEMESTER PRIORITY SCHOOL**

**SITE-BASED SIS: CHRISTINA LONG, 1<sup>ST</sup> YEAR 2<sup>ND</sup> SEMESTER PRIORITY SCHOOL**

**EXTERNAL PROVIDER:**

**ADE SCHOOL IMPROVEMENT SPECIALIST TEAM: DR. ROBERT TONEY**

**SUPERINTENDENT: CHRISTINA LONG**

**INTERIM PRINCIPAL: ANITRA ROGERS**

# End of Year Summary Report

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## FOURTH QUARTER

2015-2016 School Year

<b>IMO AREA 1: CHANGE IN TEACHER AND LEADER PRACTICE</b>	
<b>Effective Practice within Category:</b> Establishing a team structure with specific duties and time for instructional planning (ID01, ID04, ID07)	
<b>Description of full implementation of the Effective Practice and/or Recommendation:</b>  District policy specifies the team structure for all schools which include a description of the teams' purposes and how they are constituted. New school leaders are apprised of this expectation and how the effectiveness of teams is determined. A common team structure for a school consists of (but not limited to) a Leadership Team (consisting of principal and teacher leaders), teacher Instructional Teams (teaching common subject area or grade level), student team (a diverse group of student leaders), management team (campus administrators and other personnel as needed) and a School Community Council (with a majority of members being parents (ID01). Each team has a specific purpose and scheduled time to meet and works from agendas and minutes (ID04).  The Leadership Team meets at least twice a month in regularly scheduled meetings of at least an hour (ID07). They serve as a conduit of communication to the faculty and staff in a way that enables the Leadership Team to receive input from the faculty and staff (ID08). The Leadership Team regularly looks at school performance data and aggregated classroom observation data and uses that data to make decisions about school improvement and professional development (ID10).	
<b>Current reality of effective practice from the beginning of the year:</b>  <b>Leadership Team:</b> The Leadership team reviews student achievement, school performance, and classroom observation data. This data is used to make informed decisions about school improvement and teacher professional development. These decisions are communicated to the faculty during weekly professional development. The team meets every Tuesday morning between 8:15 and 9:30 am. Members of this team include: <ul style="list-style-type: none"> <li>• Aaron Mickens, English Teacher, English Department Chair, and Director of Curriculum &amp; Instruction</li> <li>• Raven Washington, Teacher and Math Department Chair</li> </ul>	<b>Current reality of effective practice:</b>  There has been a change in the Leadership team for the fourth quarter. The leadership team members include: <ul style="list-style-type: none"> <li>• Raven Washington, Teacher and Math Department Chair</li> <li>• Bruce Battles, Special Education Teacher</li> <li>• Tia Townsend, Learning Pass Coordinator</li> <li>• Canny Beasley, Office Manager</li> <li>• Anitra Rogers, Interim Principal</li> <li>• Tina Long, Superintendent</li> <li>• P. Christian Yarberry, Director of Performance Evaluation</li> </ul> The Leadership team has continued to meet weekly to review student achievement, school performance, classroom observation data, recruitment tools, student retention, enrollment, tardies, and



<ul style="list-style-type: none"> <li>• Bruce Battles, Special Education Teacher</li> <li>• Anitra Rogers, Interim Principal</li> </ul>	<p>special education accommodations and modifications for Special Education students. This data is used to make informed decisions about school improvement and teacher professional development. These decisions are communicated to the faculty during weekly professional development every Wednesday. The leadership team has been able to address academic deficiencies in a timely manner.</p>
<b>IMO AREA 1: CHANGE IN TEACHER AND LEADER PRACTICE</b>	
<b>Effective Practice within Category:</b> Engaging teachers in assessing and monitoring student mastery (IIB02, IIB04)	
<b>Description of full implementation of the Effective Practice and/or Recommendation:</b> <p>The Instructional Teams develop instructional units based on the curriculum standards and the local curriculum document. This unit typically encompasses three to six weeks of work and includes pre-/post tests administered at two to three week intervals (IIB01). The pre-test and post-test assess the same learning objectives and inform the Instructional Team members' (teachers) plans for differentiated instruction within the unit and/or re-teaching as necessary following the unit (IIB04).</p> <p>The Instructional Team reviews the results of the pre- and post-tests and uses the information to guide efforts to assure that every student masters the instructional standards taught in the instructional unit (IIB03). The Instructional Team also uses the results from the pre-/post-test analysis to plan for professional development, inform subsequent instructional unit plans and/or make adjustments to the curriculum (IIB02, IIB05).</p>	
<b>Current reality of effective practice from the beginning of the year:</b> <b>Instructional team:</b> An Instructional Team has been established and meets on Wednesdays at 3:00 pm. This Team reviews and analyzes student achievement data, including formative and summative assessments and grades. Student data is used to monitor student mastery of the state college and career readiness standards. The Instructional Team's recommendations are used to identify instructional priorities, guide weekly professional development, and prioritize necessary curriculum changes. Members of this team include: <ul style="list-style-type: none"> <li>• Aaron Mickens, English Teacher, English Department</li> </ul>	<b>Current reality of effective practice:</b> <p>The instructional team convenes every Wednesday at 3:00 pm to review and analyze student achievement data which is compiled of formative and summative assessments and grades. The instructional team consists of the following:</p> <ul style="list-style-type: none"> <li>• Raven Washington, Teacher and Math Department Chair</li> <li>• Bruce Battles, Teacher and Special Education Coordinator</li> <li>• Anitra Rogers, Interim Principal</li> </ul> <p>The Instructional team analyzed results collected from the student data are used to monitor student mastery of the state college and</p>

<p>Chair and Director of Curriculum &amp; Instruction</p> <ul style="list-style-type: none"> <li>• Raven Washington, Teacher and Math Department Chair</li> <li>• Bruce Battles, Teacher and Special Education Coordinator</li> </ul>	<p>career readiness standards, thereby guiding instruction in the classroom. In addition, the instructional team's recommendations are used to prioritize instructional approaches, guide weekly professional development, and identify the necessary curriculum changes needed to demonstrate student growth.</p> <p>Students have also been grouped according to his/her RIT group to help master standards so teachers can focus more on the individualized instruction. This is done through three 20 minute rotations. One group will have small group instruction with the teacher, the next group will be independent practice, and the last group of the 20 minute rotation is computer based instruction based on the student's RIT score as well. This method has been beneficial to teachers and students, but it also assures teachers that students have mastered of college and career standards are being met.</p>
<b>IMO AREA 3: STUDENT SAFETY AND DISCIPLINE</b>	
<b>Effective Practice within Category:</b> Expecting and monitoring sound classroom management (IIIC10)	
<b>Description of full implementation of the Effective Practice and/or Recommendation:</b> The faculty and staff develop a discipline management plan that guides student behavior throughout the school. Each teacher establishes rituals and routines within the classroom that produces an atmosphere conducive to learning. Each teacher consistently teaches the campus and classroom plans to all students. Each teacher consistently teaches the rules and procedures in their classroom. Each teacher consistently enforces the agreed upon rules and regulations (IIIC10).	
<b>Current reality of effective practice from the beginning of the year:</b>  The LRPA MS behavior management plan is system-based and focused on the idea that appropriate behavior is a major aspect of academic success. The behavior plan focuses on creating and sustaining school-wide, classroom, and individual systems	<b>Current reality of effective practice:</b>  The Character Development curriculum is not based on a formal survey, but the instruction is based on informal feedback provided by the parents, teachers, and students. The Character Development program continues to be an area of growth. It is an extensive plan to further develop our behavior model to help

<p>of support, which improve lifestyle results for all LRPA students. The Core Values, Essential 55 Rules and 6 Steps to Positive Behavior are the frameworks that LRPA Middle School has implemented to govern student behavior. These frameworks were carefully selected based upon contemporary scientifically-proven theories of educational psychology, and implemented to reinforce, reward, and exemplify positive student behaviors while, as mandated by our mission, placing a minimal emphasis on the practice of 'punishment'.</p> <p>Behavior practices are reviewed daily during advisory class. A character development curriculum, which focuses on a revolving topic within the Essential 55 Rules, is presented twice weekly during a scheduled allotment of instructional minutes. In addition to school-wide policies and procedures promulgated and utilized by the LRPA Middle School faculty, teachers – with the direction and approval of the administration – have developed their own unique classroom policies and procedures, with which students are expected to comply.</p>	<p>enhance our enrichment program that we have tied to our behavior program. The material is adjusted accordingly in consideration of such feedback. LRPA strives to teach students self-discipline and awareness, and respect for others through redirection with the use of the positive behavior system. We also teach the importance of making wise choices in order to be productive citizens throughout the community.</p> <p>LRPA also has a Learning Pass Program where students who are excelling academically will have the opportunity to go off campus for experiential learning within the community. The goal is to open more seats in this program to give more students the opportunity to participate in the program.</p>
<b>IMO AREA 4: FAMILY AND COMMUNITY ENGAGEMENT</b>	
<b>Effective Practice within Category:</b> Defining the purpose, policies, and practices of a school community (IVA01)	
<b>Description of full implementation of the Effective Practice and/or Recommendation:</b> No Child Left Behind stipulates that each school in the Title I program develop an agreement, or “compact,” that outlines how parents, school staff, and students will share responsibility for improving academic achievement. Compacts describe how the school and parents can work together to help students achieve the state’s standards.	
<b>Current reality of effective practice from the beginning of the year:</b>  During the parent orientation night at the start of the year,	<b>Current reality of effective practice:</b>  LRPA will be changing the name from school covenant to a school compact. We will be updating the covenant to meet all state

<p>each parent and student signs a school covenant, which sets the expectations for the school-parent-student-teacher relationship. The covenant can only be successful in achieving the mission if students learn the key behaviors that are required to succeed in high school, college, career and society.</p> <p>LRPA Middle School's academic improvement plan (AIP) details supplemental and remedial interventions for each student in Math, English Language Arts and Science to ensure that students are proficient in all academic areas. The AIP is a live document that teachers update periodically to ensure that all goals are met and action steps are taken. The AIP includes student formative, summative and state test results, as well as information on the types of instructional support services that will be utilized in the classroom and action steps for the student, parent and teacher.</p> <p>This document is completed, reviewed and signed by the parent, teacher, and principal during student-led conferences, which take place at the end of each academic quarter. During each conference, teachers will review the student achievement data and the progress that was made between the conferences.</p>	<p>recommendations. We will be holding two mandatory meetings with parents to go over the changes. LRPA has maintained the parent –student-teacher relationships by ensuring that AIP's are updated and correspondence is provided to parents in a timely manner. Student Led Conferences are held three times a year to ensure that parents are made aware of academic progress, and school updates.</p>
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#### IMO AREA 4: FAMILY AND COMMUNITY ENGAGEMENT

##### Effective Practice within Category:

Post-Secondary School Options (VA01)

The school has a guidance plan that includes options for students as they plan their college and career opportunities. The school routinely tracks their recent graduates' success at the next level as they pursue their college and career goals.

<b>ADE will monitor the following:</b> <ul style="list-style-type: none"><li>• The guidance plan</li><li>• The process of tracking recent graduates</li></ul>	
<b>Current reality of effective practice from the beginning of the year:</b> <p>The Capstone Course is an intensive, yearlong course required of all 8<sup>th</sup> grade students at Little Rock Preparatory Academy. Through the Capstone experience, students will follow a concentrated course of study that is specifically designed to deepen the Liberal Arts education that they received in earlier grades and prepare them for the rigorous requirements of high school, college, and competitive job markets. All students will participate in both experiential and service learning activities that educate them on what is expected of scholars, professionals and business-people in real-world settings.</p>	<b>Current reality of effective practice:</b> <p>The current 8<sup>th</sup> grade class will report which high schools they have been accepted to for the 2016-17 school year. The next tracking report will be completed around the second week in September 2016.</p> <p>Some students have greatly benefitted from our experiential learning program, The Learning Pass, throughout the community. One student was feature in <u>Life in Chenal</u> magazine, and other students have been featured in newsletters for other businesses. Striving to make our students productive citizens throughout the community has been one of our main focuses of LRPA. All of our 8<sup>th</sup> grade students completed 30 hours of community service as one of the requirements for 8<sup>th</sup> grade promotion. LRPA will be holding the following end of the year events:</p> <p>8<sup>th</sup> week Talent show Field day Awards Day Program</p>

## LEADERSHIP TEAM REFLECTION

Thinking about meetings throughout the year, what have been the most meaningful decisions and actions made by the School Leadership Team this quarter? And what attributed to those changes?

The most meaning decisions that the Leadership team made this year was ensuring that teachers understood how to utilize data to assess which standards are/are not being met, adding acceleration to the end of the day and instituting tutoring for students. Some students needed some additional hands-on tutoring to ensure mastery of the state college and career readiness standards. Students kept a data tracking notebook which they updated periodically after testing. This notebook allowed students to track his/her standards progress.

Another meaning decision that the Leadership team made was to cross curriculum collaboration with Global Studies and Science teachers to help reinforce standards identified by the data for additional review in English and Math. Global Studies teachers partnered with the English teachers to help reiterate standards being taught in the English classrooms through various activities such as Kahoot, Jeopardy, and Language Art games. Science teachers partnered with Math teachers to help reiterate Math standards being taught in the classroom through various activities such as Kahoot and Jeopardy.

If anything, what do you intend to change or modify for the year?

LRPA plans to have an Enrichment Program at the end of the day to help enforce the expectations of our positive behavior model. If students are not complainant with the expectations, then he/she will not be able to participate for the day in the enrichment program- instead, that student will have a study hall period. Implementing this change, will help LRPA shape the school culture and help maintain the retention throughout the year and forthcoming years.

## SCHOOL LEADERSHIP TEAM'S REPORT FOURTH QUARTER

### STUDENT/ TEACHER DATA by Quarter IMO AREA 2: STUDENT PROGRESS AND ACHIEVEMENT

Grade Level	Number of students enrolled				Number of SWD enrolled as of October 1 <sup>st</sup> per grade level	Number of EL students enrolled as of October 1 <sup>st</sup> per grade level	Number of students with 5 or more referrals				Number of students who have been absent 10 or more days (20% absence rate)			
	1st	2nd	3rd	4th			1st	2 <sup>nd</sup>	3rd	4th	1st	2nd	3rd	4th
6th	N/A	45	43	43	7 as of Oct 1	4	N/A	4	3	1	N/A	3	0	0
					8 as of June 1									
7th	N/A	40	37	35	2 as of Oct 1	1	N/A	8	5	0	N/A	2	1	0
					4 as of June 1									
8th	N/A	34	35	34	11 as of Oct 1	0	N/A	0	1	0	N/A	0	0	0
					8 as of June 1									

Comments/ Clarification

Grade Level	Percent of core teachers (Math, Science, Social Studies, ELA) absent 5 or more days (10%)				Number of <i>ELEMENTARY</i> students that are 2 or more years below grade placement in Math as determined by _____ Test on _____ - / _____ (Date)		Number of <i>SECONDARY</i> students that are 3 or more years below grade placement in Math as determined by _____ Test on _____ / _____ (Date)		Number of <i>ELEMENTARY</i> students that are 2 or more years below grade placement in ELA as determined by _____ Test on _____ - / _____ (Date)		Number of <i>SECONDARY</i> students that are 3 or more years below grade placement in ELA as determined by _____ Test on _____ / _____ (Date)	
					1st Quarter	4th Quarter	1st Quarter	4th Quarter	1st Quarter	4th Quarter	1st Quarter	4th Quarter
6	N/A	0%	0%	0%	N/A	N/A	33	26	N/A	N/A	28	26
7	N/A	0%	0%	0%	N/A	N/A	24	19	N/A	N/A	25	12
8	N/A	0%	0%	0%	N/A	N/A	13	12	N/A	N/A	14	15

### Comments/ Clarifications:

LRPA Middle School uses the Northwest Evaluation Association (NWEA) Measures of Academic Progress (MAP) three times a year to measure student growth over time based on the college and career readiness standards. LRPA MS also uses this tool to assess students that are lower than their grade-level peers nationally. The NWEA MAP scoring scale includes low, low average, average, high average, and high.

The NWEA MAP mathematics assessment assesses the following areas: operations and algebraic thinking, the real and complex number systems, geometry, and statistics & probability. The reading assessment assesses the following areas: literature, informational text, and vocabulary acquisition & usage. In developing the figures above, we counted the students that overall performed low and low average depicting that they are behind their peers nationally.



**MATH DATA by Quarter for Grades 3-10**

Grade Level	Number of students that failed Math the previous year	Number of students enrolled this quarter	Number of students with D or F in Math class per quarter 2015-2016				Number of students assessed on each post-unit assessment for the current quarter				Total number of students assessed on the post-unit test for each grade level  (A)	Total number of students with D or F on unit tests in Math this quarter  (B)	Percent of students with D or F on any unit tests in Math  (C)  (B/A) X 100 = C			
			1st	2nd	3rd	4th	Unit 1	Unit 2	Unit 3	Unit 4*			1st	2nd	3rd	4th
6 <sup>th</sup>	11	43	N/A	5	8	8	26	37	N/A	N/A	82	63	N/A	61%	77%	N/A
7 <sup>th</sup>	10	35	N/A	3	14	9	33	16	N/A	N/A	63	49	N/A	76%	78%	N/A
8 <sup>th</sup>	5	34	N/A	6	6	6	23	23	N/A	N/A	68	46	N/A	83%	68%	N/A
<b>Example</b>							<b>100</b>	<b>90</b>	<b>95</b>	<b>N/A</b>	<b>213</b>	<b>158</b>	<b>74%</b>			

**Comments/ Clarification:**

The data seen here is derived from the Illuminate formative assessments (details on pages 14-15) that are given every 5-6 weeks. We have observed that there is an inconsistency in the data. The data shows that over 70% of the students are earning either a D or F on the assessments, but the number of students with D's or F's in math classes is fewer than 10 per grade. The next steps are to hold mathematics instructional team meetings to help identify the issue and develop a plan to prevent this from occurring again. During the math instructional team meetings, the teachers will review a report of the number of students with D's or F's, review the grading policy, analyze unit assessment data, and discuss strategies for improvement.

**ELA DATA by Quarter for Grades 3-10**

Grade Level	Number of students that failed ELA the previous year	Number of students enrolled this quarter	Number of students with D or F in an ELA class per quarter 2015-2016				Number of students assessed on each post-unit assessment for the current quarter				Total number of students assessed on the post-unit test for each grade level	Total number of students with D or F on unit tests in ELA this quarter	Percent of students with D or F on any unit tests in ELA  (C)  (B/A) X 100 = C			
			1st	2nd	3rd	4th	Unit 1	Unit 2	Unit 3	Unit 4*			1st	2nd	3rd	4th
6 <sup>th</sup>	8	43	N/A	6	6	6	28	22	N/A	N/A	79	50	N/A	58%	63%	N/A
7 <sup>th</sup>	12	35	N/A	1	7	7	15	12	N/A	N/A	68	27	N/A	39%	40%	N/A
8 <sup>th</sup>	1	34	N/A	0	1	2	9	11	N/A	N/A	67	20	N/A	19%	30%	N/A
Example							100	90	95	N/A	214	97	45%			

**Comments/ Clarifications:**

The data seen here is derived from the Illuminate formative assessments (details on pages 14-15) that are given every 5-6 weeks. We have observed that there is an inconsistency in the data. The data shows that 45% of the students are earning either a D or an F on the Assessments, but the numbers of students with D's or F's in ELA classes are fewer than 10 per grade. The next steps are to hold ELA Instructional team meetings to help identify the issue and develop a plan to prevent this from occurring again. During the English Language Arts instructional team meetings, the teachers will review a report of the number of students with D's or F's, review the grading policy, analyze unit assessment data, and discuss strategies for improvement

(Optional)

**Do you have other data sources that support and/or identify that you are making gains in student outcomes (For example: Interim assessments such as ACT Aspire, TLI, etc.)?** *You may include a chart to describe your data.*

**LRPA Middle School  
2015-16 Illuminate Benchmark Testing**

The six administrations of the Illuminate formative tests for the 2015-16 year are below. The tests are administered every 5-6 weeks to assess the percent of students scoring at different levels of proficiency in Mathematics and Reading relative to the Arkansas college and career readiness standards.

Each test evaluates student proficiency relative to a different interval of standards. All grade-level standards are tested over the course of the year. A linear progression from test to test is not expected because each test examines a unique set of concepts and skills (which vary in difficulty level). However, over the course of the year, it is expected that students will migrate from low bands of proficiency towards high bands of proficiency as the school's instructional team becomes increasingly effective and students benefit from the academic programs.

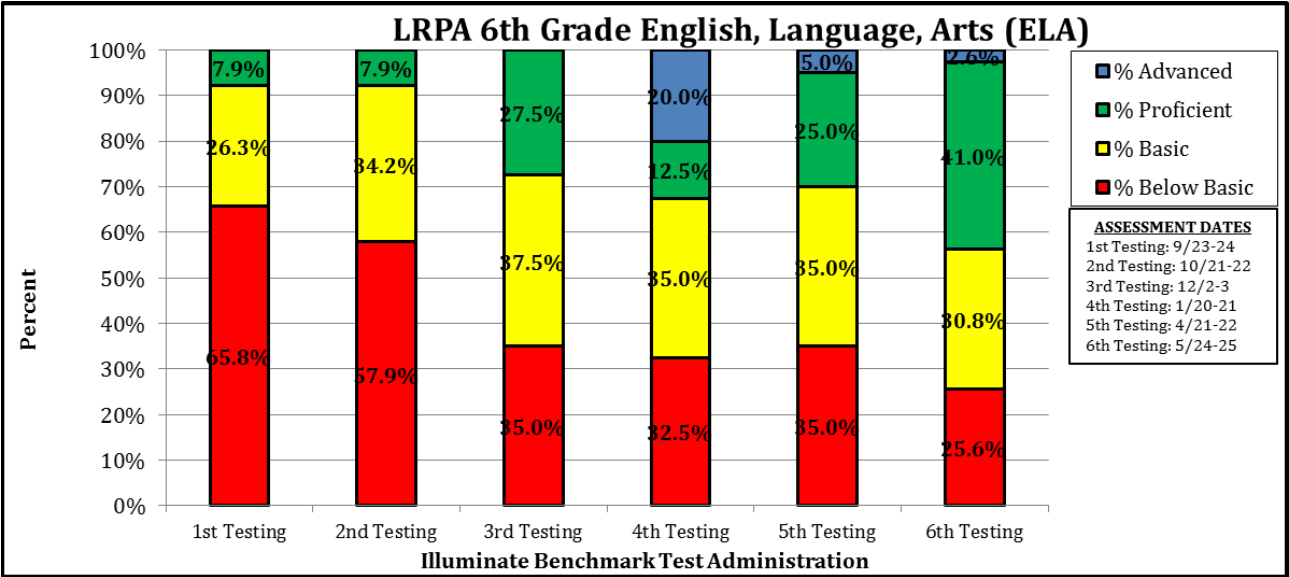
The purpose of Illuminate benchmark testing is to closely monitor student mastery of the standards across the year in the effort to:

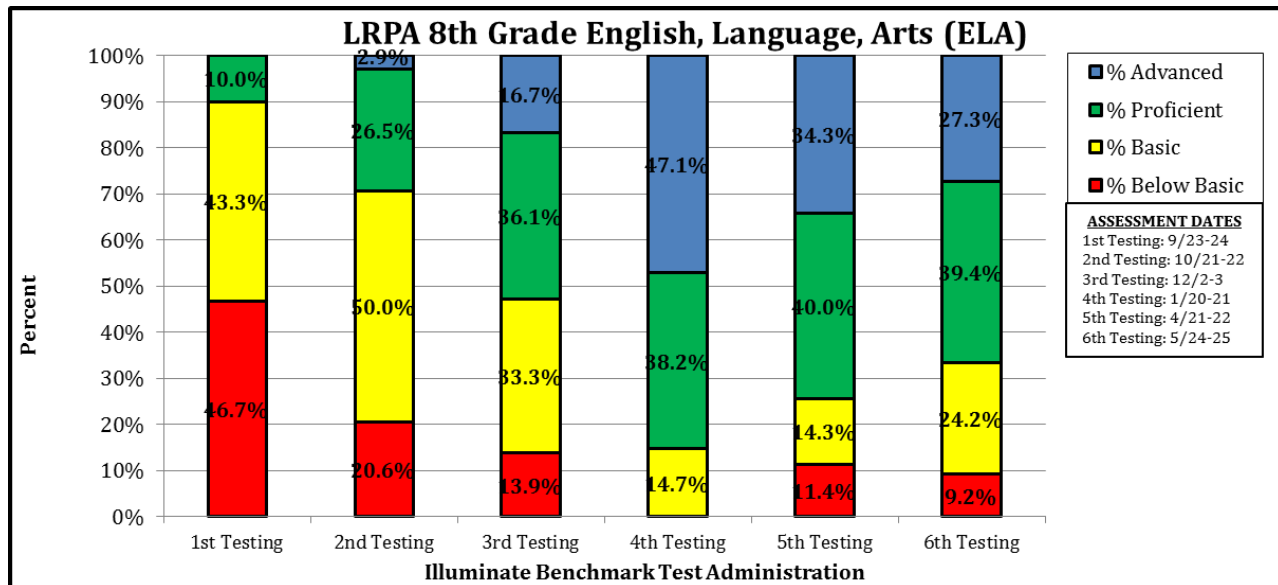
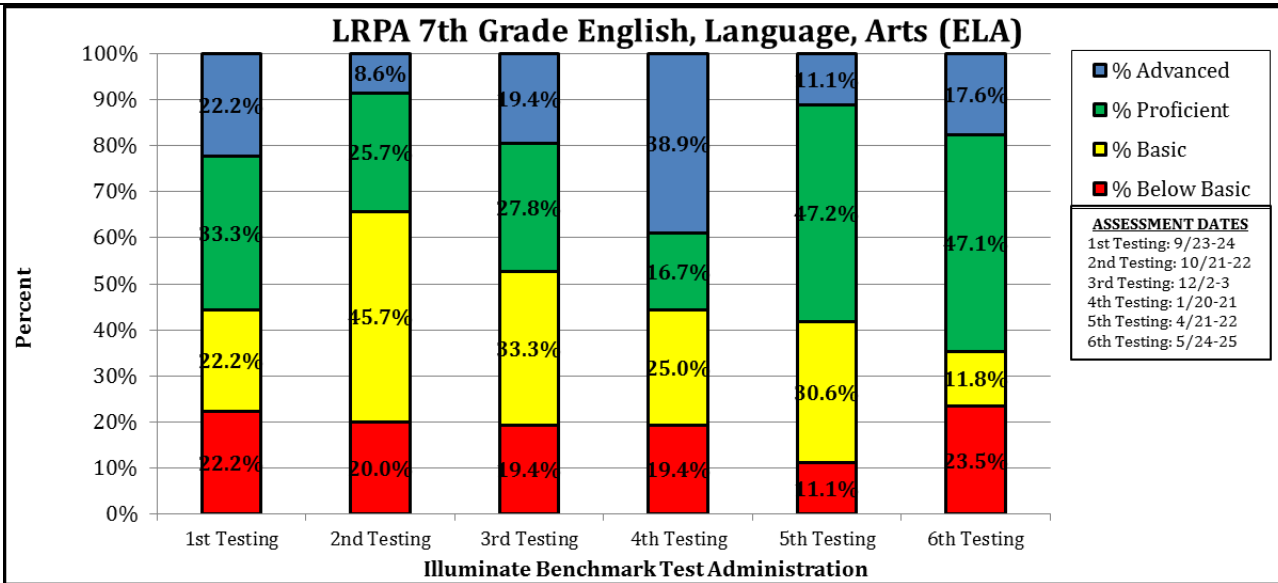
- (1) Focus on growth in student achievement versus taking a "static" or "absolute" view of student proficiency;
- (2) Elevate administrator and teacher awareness of and responsiveness to student performance;
- (3) Equip administrators and teachers with the data to understand what students are mastering and what they are not so that immediate improvements can be made; and
- (4) Evaluate whether or not – and to what extent – the Middle School is getting better at improving the learning of all students overtime.

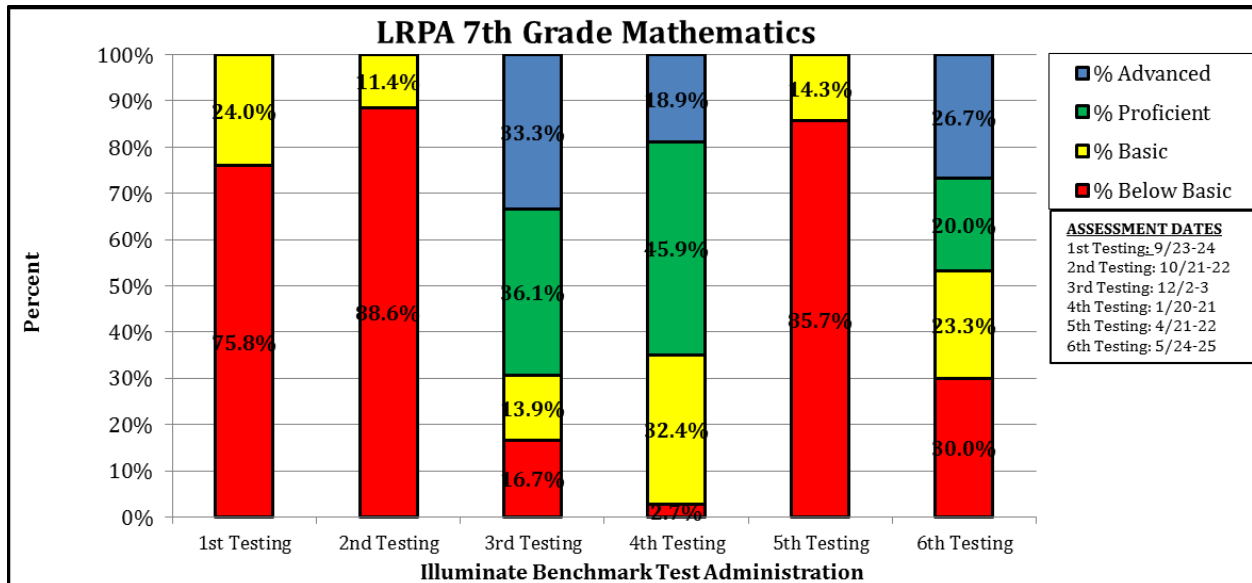
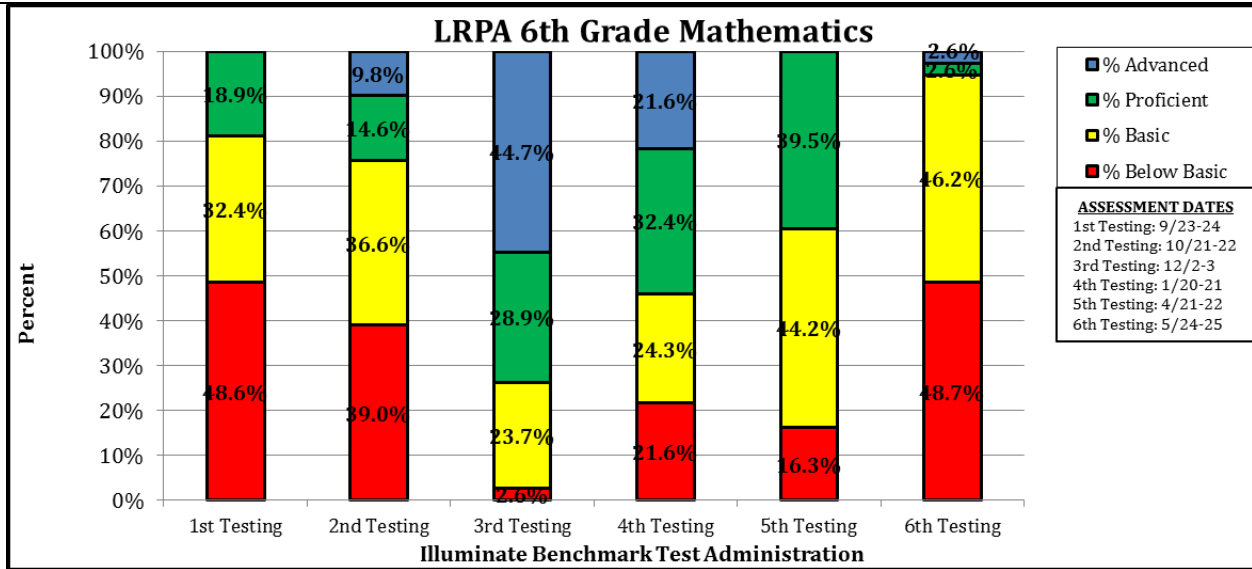
Typically, the first 3 test administrations of the academic year reflect a "norming period" – when school staff is getting grounded in where students are and devising initial strategies to improve their mastery of the standards. Over the remaining 4-6 administrations of the year, more consistent, widespread gains become evident as school staff become increasingly effective at implementing sound teaching-and-learning strategies.

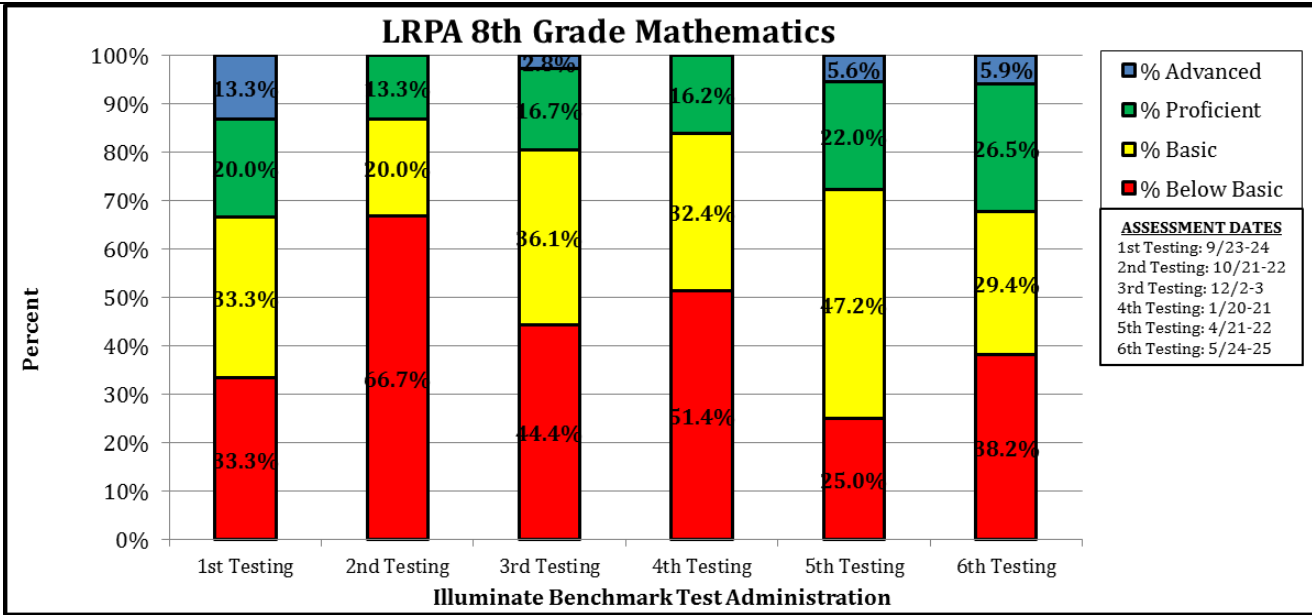
In the Reading charts for grades 6-8, it is evident that students made progress in 3 of 3 grade levels. In the Mathematics charts for grades 6-8, it is evident that students made moderate progress in 2 of 3 grade levels. In Mathematics, the 6<sup>th</sup>, 7<sup>th</sup>, & 8<sup>th</sup> grade students made progress, the improvement trend appears to be strong. In Reading, the 6<sup>th</sup>, 7<sup>th</sup>, & 8<sup>th</sup> grade students made progress, the improvement trend appears to be moderate. For Mathematics & Reading, modifications will be made in all grades in response to the finding that proficiency gains are unsatisfactory.

The Illuminate benchmark testing system was first implemented at the LRPA Middle School in the 2013-14 year. Our team is finding it to be a powerful “early warning system” in that it allows us to identify when there are deficiencies or gaps in student achievement growth as early in the academic year as possible so that improvements can be made. The Middle School has become increasingly adept at using the Illuminate testing system to drive growth in student achievement.











ARKANSAS  
DEPARTMENT  
OF EDUCATION

**DISTRICT: LITTLE ROCK**  
**SCHOOL: BASELINE ACADEMY**  
**STATUS: PRIORITY ELEMENTARY SCHOOL**  
**SITE-BASED SIS: LISA K MACK**  
**EXTERNAL PROVIDER: NA**

**SUPERINTENDENT: BAKER KURRUS**  
**PRINCIPAL: JONATHAN CROSSLEY**

**ADE SCHOOL IMPROVEMENT SPECIALIST TEAM: MISTY PITMAN AND SHARESIA WHITE**

# End of Year Summary Report

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## FOURTH QUARTER

2015-2016 School Year



## IMO AREA 1: CHANGE IN TEACHER AND LEADER PRACTICE

### Effective Practice within Category:

Establishing a team structure with specific duties and time for instructional planning (ID01, ID04, ID07)

### Description of full implementation of the Effective Practice and/or Recommendation:

District policy specifies the team structure for all schools which include a description of the teams' purposes and how they are constituted. New school leaders are apprised of this expectation and how the effectiveness of teams is determined. A common team structure for a school consists of (but not limited to) a Leadership Team (consisting of principal and teacher leaders), teacher Instructional Teams (teaching common subject area or grade level), student team (a diverse group of student leaders), management team (campus administrators and other personnel as needed) and a School Community Council (with a majority of members being parents (ID01). Each team has a specific purpose and scheduled time to meet and works from agendas and minutes (ID04).

The Leadership Team meets at least twice a month in regularly scheduled meetings of at least an hour (ID07). They serve as a conduit of communication to the faculty and staff in a way that enables the Leadership Team to receive input from the faculty and staff (ID08). The Leadership Team regularly looks at school performance data and aggregated classroom observation data and uses that data to make decisions about school improvement and professional development (ID10).

### Current reality of effective practice from the beginning of the year:

#### Quarter 1

- Members have been chosen for the Leadership Team: Jonathan Crossley (principal), Pamela Freeman (assistant principal), Lisa Mack (local school improvement specialist), Pamela Criss (literacy facilitator), Michael Henderson (math facilitator), Paula Vasquez (language acquisition facilitator), Paula Ramsey (counselor), Tamika Jordan (third grade teacher), and Ruth Harnish (first year, kindergarten teacher).
- Meetings have been scheduled to meet in the conference room at Baseline Academy from 1:00-2:30 twice monthly for the 2014-2015 school year.

### Current reality of effective practice:

#### Quarter 4

*District policy specifies the team structure for all schools which include a description of the teams' purposes and how they are constituted. New school leaders are apprised of this expectation and how the effectiveness of teams is determined. A common team structure for a school consists of (but not limited to) a Leadership Team (consisting of principal and teacher leaders), teacher Instructional Teams (teaching common subject area or grade level), student team (a diverse group of student leaders), management team (campus administrators and other personnel as needed) and a School Community Council (with a majority of members being parents (ID01).*

<ul style="list-style-type: none"> <li>• The team is currently working on team structure, organization, and bylaws.</li> <li>• Team is learning how to assess indicators and how to make an action plan.</li> </ul>	<ul style="list-style-type: none"> <li>• Baseline has an established a Leadership Team, Instructional Team, Professional Learning Communities, and Parent Teacher Organization with regular meeting dates and times.</li> <li>• We have a document that identifies other teams' purposes, members, and meeting dates</li> <li>• A plan for a Student Advisory Council has been formed and the inaugural meeting has occurred.</li> </ul> <p><i>Each team has a specific purpose and scheduled time to meet and works from agendas and minutes <b>(ID04)</b>.</i></p> <ul style="list-style-type: none"> <li>• The three major teams have an identified purpose and work from agendas and keep minutes.( Leadership Team, Instructional Teams/PLCs, and PTA)</li> </ul> <p><i>The Leadership Team meets at least twice a month in regularly scheduled meetings of at least an hour <b>(ID07)</b>.</i></p> <ul style="list-style-type: none"> <li>• The Leadership Team meets twice monthly and has a calendar displaying meeting dates for 2015-2016.</li> </ul> <p><i>The Leadership Team regularly looks at school performance data and aggregated classroom observation data and uses that data to make decisions about school improvement and professional development <b>(ID10)</b>.</i></p> <p><i>The Leadership Team supports our teachers by analyzing data and determining professional development opportunities based on the student data and teacher and student survey data.</i></p> <ul style="list-style-type: none"> <li>• <b>After analyzing the data from the most current teacher survey at Reflection Night, it has been determined that the Leadership Team needs to improve incoming and outgoing communication. A plan will be devised during the Summer Leadership Retreat for improving communication. This plan will be implemented at the beginning of the 2016-2017 school year.</b></li> </ul>
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<b>IMO AREA 1: CHANGE IN TEACHER AND LEADER PRACTICE</b>	
<b>Effective Practice within Category:</b> Engaging teachers in assessing and monitoring student mastery (IIB02, IIB04)	
<b>Description of full implementation of the Effective Practice and/or Recommendation:</b> The Instructional Teams develop instructional units based on the curriculum standards and the local curriculum document. This unit typically encompasses three to six weeks of work and includes pre-/post tests administered at two to three week intervals (IIB01). The pre-test and post-test assess the same learning objectives and inform the Instructional Team members' (teachers) plans for differentiated instruction within the unit and/or re-teaching as necessary following the unit (IIB04).  The Instructional Team reviews the results of the pre- and post-tests and uses the information to guide efforts to assure that every student masters the instructional standards taught in the instructional unit (IIB03). The Instructional Team also uses the results from the pre-/post-test analysis to plan for professional development, inform subsequent instructional unit plans and/or make adjustments to the curriculum (IIB02, IIB05).	
<b>Current reality of effective practice from the beginning of the year:</b> <b>Quarter 1</b> <ul style="list-style-type: none"> <li>• A team of facilitators and teachers have completed the district CFA training.</li> <li>• Grade level Instructional Teams have started creating/selecting questions for posttests.</li> <li>• Grade level Instructional Teams have started creating/selecting questions for pretests.</li> <li>• Grade level Instructional Teams have started analyzing work to guide instruction.</li> <li>• Forms are being developed to archive data and to analyze data</li> </ul>	<b>Current reality of effective practice:</b>  <b>Quarter 4</b> <ul style="list-style-type: none"> <li>• ELL and SPED students participation and assessment with Common Formative Assessments have been developed for review and implementation in the 2016-2017 school year.</li> <li>• Test creation is a combination of facilitator and teacher developed tests.</li> <li>• Based on data from our most current teacher survey and discussion with the Instructional Team and Leadership Team, professional development sessions are being developed for teachers based on their needs for understanding the rigor of the state standards (Unpacking the Standards) and creation of CFAs in order to create</li> </ul>

	<p>stronger pre/post tests and to promote rigor in the classrooms.</p> <ul style="list-style-type: none"> <li>• Clear pretest analysis expectations have been set.</li> <li>• Data Nights have continued.</li> </ul>
<b>IMO AREA 3: STUDENT SAFETY AND DISCIPLINE</b>	
<b>Effective Practice within Category:</b> Expecting and monitoring sound classroom management (IIIC10)	
<b>Description of full implementation of the Effective Practice and/or Recommendation:</b> The faculty and staff develop a discipline management plan that guides student behavior throughout the school. Each teacher establishes rituals and routines within the classroom that produces an atmosphere conducive to learning. Each teacher consistently teaches the campus and classroom plans to all students. Each teacher consistently teaches the rules and procedures in their classroom. Each teacher consistently enforces the agreed upon rules and regulations (IIIC10).	
<b>Current reality of effective practice from the beginning of the year:</b> <b>Quarter 1</b> <ul style="list-style-type: none"> <li>• Teachers have established classroom rules and norms with the class.</li> </ul> <p>Rituals and Routines have been established the first 2 weeks of school.</p> <ul style="list-style-type: none"> <li>• Teachers are not consistent and always positive about expectations.</li> <li>• Individual behavior plans are starting to be made and implemented by the team consisting of the teacher, counselor, behavior specialist, resource teacher, and mental health worker.</li> <li>• Gentlemen and Ladies clubs are being established for a targeted group of students.</li> <li>• The faculty has begun to assess our current practice of behavior management and are starting create a schoolwide plan</li> <li>• A schoolwide incentive system is being established.</li> </ul>	<b>Current reality of effective practice:</b> <b>Quarter 4</b> <ul style="list-style-type: none"> <li>• Based on analysis of our behavior data and teacher survey results, the Leadership Team has created a plan to revise our current school behavior management system.             <ul style="list-style-type: none"> <li>○ Set a Schoolwide behavior goal</li> <li>○ Align the behavior goal with classroom management professional development sessions for teachers and staff</li> <li>○ 5:1 positive/negative response focus</li> <li>○ Conflict Resolution training and implementation for staff</li> <li>○ Revise morning meetings to include Conflict Resolution and Character Development</li> <li>○ Consider positive discipline referrals and the idea of reverse suspension</li> <li>○ Research PBIS (Positive Behavioral Interventions and Supports) and consider if this classroom</li> </ul> </li> </ul>

<ul style="list-style-type: none"> <li>• A schoolwide discipline plan is being established.</li> </ul>	<p>management plan would be beneficial to Baseline Academy or create a similar system</p> <ul style="list-style-type: none"> <li>○ Align the school compact to our behavior system and goals</li> </ul>
<b>IMO AREA 4: FAMILY AND COMMUNITY ENGAGEMENT</b>	
<b>Effective Practice within Category:</b> Defining the purpose, policies, and practices of a school community (IVA01)	
<b>Description of full implementation of the Effective Practice and/or Recommendation:</b> No Child Left Behind stipulates that each school in the Title I program develop an agreement, or “compact,” that outlines how parents, school staff, and students will share responsibility for improving academic achievement. Compacts describe how the school and parents can work together to help students achieve the state’s standards.	
<b>Current reality of effective practice from the beginning of the year:</b> <b>Quarter 1</b> For the 2015-16 school year, Baseline Academy chose to use the LRSD Title I compact that outlines how parents, school staff, and students can work together. Compacts will be signed by principal, student, teachers, and parent and will be placed in the student’s permanent record file at Baseline.	<b>Current reality of effective practice:</b> <b>Quarter 4</b> <ul style="list-style-type: none"> <li>• A school based team of has been established to look at exemplars of elementary school compacts.</li> <li>• The Compact Team will use the exemplars and Wise Ways to create a compact for Baseline Academy that will be aligned with the core values.</li> <li>• A draft of the new compact will be shared with the staff and the staff will give input in order to develop a compact that will be effective for outlining how parents, school staff, and students will share responsibility for improving academic achievement and state standards.</li> <li>• The Compact Team will also discuss ways to effectively involve parents in the compact process.</li> </ul>

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#### IMO AREA 4: FAMILY AND COMMUNITY ENGAGEMENT

##### Effective Practice within Category:

Post-Secondary School Options (VA01)

The school has a guidance plan that includes options for students as they plan their college and career opportunities. The school routinely tracks their recent graduates' success at the next level as they pursue their college and career goals.

##### ADE will monitor the following:

- The guidance plan
- The process of tracking recent graduates

##### Current reality of effective practice from the beginning of the year:

###### Quarter 2

In the spring, Baseline Academy will reach out to the district preschools in Southwest Little Rock (Chicot, Mabelvale, Dodd, Wakefield, Geyer Springs, and Meadowcliff). The counselor and homeschool advisors will coordinate a day for the preschool students and parents to visit Baseline Academy. We will also conduct a Kindergarten Round Up in the spring to register and assess incoming Kindergarten students. Flyers will be sent home to current students in English and Spanish communicating the process of registering younger siblings for the upcoming school year.

In the spring, the counselor will collaborate with Cloverdale Middle School and Horace Mann Arts and Science Magnet Middle School to register students and assist with schedules. They will schedule a day for our students to visit the middle schools. The counselor and

##### Current reality of effective practice:

###### Quarter 4

- A school based team has met to organize Kindergarten Round Up. To accommodate parents, the Round Up was scheduled for 4:00-5:00 on June 2. Parents received a tour of the school and staff shared expectations for kindergarten students. Parents were also informed about Kindergarten Assessments Days.
- Two half days (June 6 and June 8, 2016) were scheduled for Kindergarten Assessments. The Instructional Team assessed the children for math and literacy skills. This was done to expedite BOY assessments and to allow teachers to do some relative pre-planning for the 2016-2017 school year.

GT teacher will ensure that student placement data is provided to the middle schools. All pertinent records, to include RTI data, will be shared with the appropriate school. Baseline Academy will coordinate with the middle schools and share the middle school expectations for parents and students.



### LEADERSHIP TEAM REFLECTION

**Thinking about meetings throughout the year, what have been the most meaningful decisions and actions made by the School Leadership Team this quarter? And what attributed to those changes?**

As a year 1 Turn Around Elementary School, Baseline Academy made collective decisions from day one in order to contribute to each IMO area. Wise Ways and ADE recommendations were considered in every indicator plan which guided the changes in an organized and structured way. The Leadership Team created and used the Diagnostic Analysis to determine the most meaningful actions made this school year:

- The Baseline faculty and staff collectively created the Baseline Core Values: Family, Leadership, Empowerment, Progress, and Student Centered. Keeping these core values in mind, a School Vision Statement was also created collaboratively. Each morning the entire school assembled in the cafeteria for our school meeting, Wake-Up Baseline, where the core values were discussed daily by administration, teachers, and students.
- The Leadership Team and other major teams were created and a common structure was established to promote organization, and purpose for the meetings. All major teams are expected to work from an agenda and to keep minutes. We believe that we are fully implemented in this area.
- Baseline Academy bases most major decisions on data. We have created a Data Wall and developed goals and expectations on how to use the Data Wall. Once a month PLCs meet after school to analyze unit data for literacy and math. Teachers, with the support of Instructional Facilitators, make lesson plans and interventions based on this data. Behavior Data is collected in order for us to monitor how behavior is impacting the classroom and to try to be proactive in handling sound classroom management. Teacher Survey Data was analyzed during the end of the year Reflection Academy in order to make improvements/set goals for next year and to plan professional development for teachers and staff.

- Two ESL Transition classrooms (K-2 and 3-5) were implemented to provide intervention for students who were brand new to the country and students with very little English language.
- PLCs meet at least once per week to plan and monitor instruction. Facilitators provide support as needed.

If anything, what do you intend to change or modify for the year?

The Leadership Team used the Diagnostic Analysis to make a Priority Improvement Plan that will guide the team over the next few years. This plan will be the focus of the Leadership Team Retreat, which is planned for the summer of 2016.

School Culture (All IMO Area Specifically 3 and 4)	Organizational Structure (All IMO Areas Specifically IMO Area1)	Accountability Systems (IMO Areas 1 and 2)	Instructional Program and Teacher Effectiveness (IMO Areas 1 and 2)
<ul style="list-style-type: none"> <li>• Baseline Academy set up a positive incentive system for the 2015-2016 school year (Blue Jay Bucks). This system will be improved for the 2016-2017 school year by providing teachers and staff with professional development to ensure consistency.</li> <li>• Baseline Academy used the LRSD Title I compact for the 2015-2016 school year. For the 2016-2017 school year, a Title I compact will be created based on</li> </ul>	<ul style="list-style-type: none"> <li>• Along with the positive incentive system that was created and implemented for the 2015-2016 school year, Baseline Academy collected behavior data. This behavior data collection system will be improved by researching data collection systems and choosing or creating one that will be easy to use and meet the needs of Baseline.</li> <li>• By the beginning of the 2016-2017 school year, a plan will be created to streamline information to</li> </ul>	<ul style="list-style-type: none"> <li>• For the 2015-2016 school year, Baseline Academy created three units of instruction for each quarter with a pretest and posttest. Data Night was a time outside of the school day for teachers and facilitators to analyze data and collaborate about instructional needs of students based on the data. The post test data was used to identify students who needed intervention (tier 2 and tier 3) and to set unit goals for tier 1</li> </ul>	<ul style="list-style-type: none"> <li>• The Leadership Team will be trained on how to implement Classroom Walkthroughs. Data will be collected and analyzed by the Leadership Team. This information will be shared with the faculty and staff in order to improve classroom instruction.</li> <li>• Classroom Walkthrough data, Behavior data, and Needs surveys will be analyzed regularly by the Leadership Team. Professional development sessions</li> </ul>



<p>the Baseline Core Values; Family, Leadership, Empowerment, Progress, Student Centered. This plan will also include a way to support teachers and monitor progress.</p>	<p>all stake holders. This plan will include a yearly calendar with all activities, team meeting times, and special events that will be shared with faculty, staff, parents, students, and community.</p>	<p>instruction. For the 2016-17 school year, Baseline wants to be more focused on letting the pretest data drive the instruction.</p> <ul style="list-style-type: none"> <li>• For the 2015-2016 school year, a plan was created to share and communicate data in order to measure progress toward schoolwide goals. Data folders were set up in Google Drive for sharing data among grades 3-5. For the 2016-2017 school year, Google Drive folders will be set up for grade K-2 and teachers will be trained on how to upload their information.</li> </ul>	<p>will be planned and implemented based on this data.</p>
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# **SCHOOL LEADERSHIP TEAM’S REPORT FOURTH QUARTER**

## **STUDENT/ TEACHER DATA by Quarter IMO AREA 2: STUDENT PROGRESS AND ACHIEVEMENT**

Grade Level	Number of students enrolled				Number of SWD enrolled as of October 1 <sup>st</sup> per grade level	Number of EL students enrolled as of October 1 <sup>st</sup> per grade level	Number of students with 5 or more referrals				Number of students who have been absent 10 or more days (20% absence rate)			
	1st	2nd	3rd	4th			1st	2nd	3rd	4th	1st	2nd	3rd	4th
K	60	60	60	60	6	30	0	0	0	0	0	0	6	3
1	60	63	61	61	8	37	1	0	0	0	0	0	2	3
2	50	50	49	48	9	25	0	0	0	1	0	1	2	3
3	48	47	47	47	5	27	3	0	0	0	0	0	2	2
4	40	39	38	39	4	22	1	0	0	0	0	0	2	2
5	45	46	45	47	9	20	0	0	0	0	1	0	2	2

### **Comments/ Clarifications:**

We have students that have been referred to the office but the district data base tracks *only* suspensions via AS400. Four students were suspended this quarter. This includes the one student with 5 or more referrals. Individual Behavior Plans are being created for students who need alternative plans in order to be successful in the classrooms. Baseline has created a Behavior Tracker that provides behavior data that can be analyzed to determine who, what, when, and where behavior is problematic so that staff can be preventive as opposed to punitive (See the optional data section at the end of this report.)

Of the total number of students who have been absent 10 or more days, 26.66% are due to suspensions. Most of the other students' absences are being reported as Personal Illness. Two students had a death in the immediate family.

Grade Level	Percent of core teachers (Math, Science, Social Studies, ELA) absent 5 or more days (10%)				Number of <i>ELEMENTARY</i> students that are 2 or more years below grade placement in Math as determined by <u>Scholastic Math Inventory (SMI)</u> September, 2015 May, 2016		Number of <i>SECONDARY</i> students that are 3 or more years below grade placement in Math as determined by _____ Test on _____/_____(Date)		Number of <i>ELEMENTARY</i> students that are 2 or more years below grade placement in ELA as determined by <u>BOY Reading Assessment (WRAP)</u> August/2015 May, 2016		Number of <i>SECONDARY</i> students that are 3 or more years below grade placement in ELA as determined by _____ Test on _____/_____(Date)	
	1st	2nd	3rd	4th	1st Quarter	4th Quarter	1st Quarter	4th Quarter	1st Quarter	4th Quarter	1st Quarter	4th Quarter
K	0	0	0	66.66%								
1	0	0	0	0								
2	0	0	50.00%	0	65%	19%			26%	7%		
3	33.33%	33.33%	66.67%	0	42%	34%			27%	19%		
4	0	50.00%	50.00%	0	80%	59%			28%	29%		
5	0	33.33%	0	0	76%	63%			44%	38%		

**Comments/ Clarifications:**

Teacher absentee rate improved this last quarter with the exception of Kindergarten. Two of the three Kindergarten teachers had extenuating circumstances this quarter (death in the family and first trimester of pregnancy).

There was a substantial reduction in the number of students who were two or more years below grade level at the beginning of the year compared to the number of students who were two or more years below grade level at the end of the year. Literacy saw an overall

reduction in grades 2-5 of 8.00%, with the most reduction in second grade (19%). Math saw an overall reduction of 22.0% in grades 2-5, with the most significant reduction in second grade (46%).

**MATH DATA by Quarter for Grades 3-10**

Grade Level	Number of students that failed Math the previous year	Number of students enrolled this quarter	Number of students with D or F in Math class per quarter 2015-2016				Number of students assessed on each post-unit assessment for the current quarter				Total number of students assessed on the post-unit test for each grade level	Total number of students with D or F on unit tests in Math this quarter	Percent of students with D or F on any unit tests in Math			
											(A)	(B)	(C)  (B/A) X 100 = C			
			1st	2nd	3rd	4th	Unit 1	Unit 2	Unit 3	Unit 4*			1st	2nd	3rd	4th
K	0		0													
1	0		7													
2	0		3													
3	0	47	1	1	5	6	48	43	44		91	54	29%	52.71 %	34.29 %	59.34%
4	3	39	9	10	11	8	36	34	30		100	80	59%	71.81 %	69.61 %	80.00%
5	5	47	11	10	12	17	45	43	33		121	105	64%	84.00 %	63.28 %	86.78%

							100	90	95	N/A	285	57	20%			
Example																

**Comments/ Clarifications:**

Although students who are 2 or more years behind in math has declined significantly since the beginning of the year, Baseline still has a large number of students 1 year below grade level in grades 3-5 ( **30%** ). Since unit pre and post tests are aligned to the rigor of the standards, there are still a substantial number of students with Ds and Fs on the unit post tests. However, the overall growth per grade level from pretest to post test in Quarter 4 has been noteworthy; **Third Grade-33.49%, Fourth Grade-20.76%, and Fifth Grade 18.72%.**

**ELA DATA by Quarter for Grades 3-10**

Grade Level	Number of students that failed ELA the previous year	Number of students enrolled this quarter	Number of students with D or F in an ELA class per quarter 2015-2016				Number of students assessed on each post-unit assessment for the current quarter				Total number of students assessed on the post-unit test for each grade level	Total number of students with D or F on unit tests in ELA this quarter	Percent of students with D or F on any unit tests in ELA (C)  (B/A) X 100 = C			
			1st	2nd	3rd	4th	Unit 1	Unit 2	Unit 3	Unit 4*	(A)	(B)	1st	2nd	3rd	4th
K	0		0													
1	0		5													
2	0		14													
3	8	47	10	4	9	4	48	44	44		136	60	41%	51.88 %	49.63 %	44.12%

4	5	39	16	19	10	6	34	36	29		99	34	29%	57.27%	60.38%	34.34%
5	6	47	5	16	25	16	43	43	44		130	58	69%	74.80%	60.32%	44.62%
<b>Example</b>							<b>100</b>	<b>90</b>	<b>95</b>	<b>N/A</b>	<b>285</b>	<b>57</b>	<b>20%</b>			

**Comments/ Clarifications:**

Although students who are 2 or more years behind in literacy has declined significantly since the beginning of the year, Baseline still has a large number of students in grades 3-5 who are 1 year below grade level (**14 %**). Since unit pre and post tests are aligned to the rigor of the standards, there are still a substantial number of students with Ds and Fs on the unit post tests. However, the overall growth per grade level from pretest to post test in Quarter 4 has been noteworthy; **Third Grade-19.89%, Fourth Grade-14.95%, and Fifth Grade 21.67%.**

**(Optional)**

**Do you have other data sources that support and/or identify that you are making gains in student outcomes (For example: Interim assessments such as ACT Aspire, TLI, etc.)? You may include a chart to describe your data.**

➤ **Iowa Test of Basic Skills (ITBS)**

**Math**

There were substantial gains in both first and second grade in math based on the ITBS scores. Math test scores show a schoolwide average percentage gain of 28.5% from 2015 to 2016.

**TBS Scores by Grade by Proficiency Category (Math 2016)**

Grade	Advanced	Proficient	Basic	Below Basic	Total Percent Passing
<b>1<sup>st</sup></b>	7%	41%	28%	24%	48%

<b>2<sup>nd</sup></b>	29%	23%	48%	6%	52%

### ITBS Passing Percentage by Year (Math)

Grade	Percent Passing 2015-2016 EOY	Percent Passing 2014-2015 EOY	Percent Change
<b>1<sup>st</sup></b>	48%	13%	+35%
<b>2<sup>nd</sup></b>	52%	30%	+22%

### Literacy

- The majority of the students who are reading on or above grade level expectation scored advanced or proficient on the ITBS assessment. 21% of the students in first grade and 20% in second grade who scored basic were 1-5 points away from scoring proficient.  
A significant number of first grade students (33/61) and second grade students (25/48) participated in a targeted reading group with Reading Specialists. 66% of first grade reading intervention students and 40% of second grade reading intervention students made 1.25 years or more of growth. Administration expects reading level deficits to be significantly closed in the 2016-2017 school year. A reasonable expectation is 75% grade level reading for rising second and third grade students by the end of the 2016-2017 school year.

### ITBS Scores by Grade by Proficiency Category (Literacy 2016)

Grade	Advanced	Proficient	Basic	Below Basic	Total Percent Passing
<b>1<sup>st</sup></b>	4%	27%	46%	23%	31%
<b>2<sup>nd</sup></b>	16%	16%	34%	34%	32%

➤ **ELL**

- **SCHOOLWIDE LEP READING PROGRESS DATA:** Based on BOY reading level data, **92 of our 131** current 1<sup>st</sup> – 5<sup>th</sup> graders or **70%** began the year **BELOW** grade level in reading. Currently **63/131** are below grade level or **48%**. That is a **22% increase in Limited English Proficient students reading on grade level**. Another 10 students are just on the cusp of achieving grade level reading.

Grade	BOY TOTAL 1st -5th grade LEP reading on grade level	# of LEP reading on grade level at BOY who regressed to reading below level at EOY	# of LEP reading below level at BOY who advanced to reading on grade level or above at EOY	EOY TOTAL 1st -5th grade LEP reading on grade level	GROWTH
1st	9/38 or 24%	-2	+4	11/38 or 29%	2 or 5%
2nd	9/24 or 37.5%	-0	+7	16/24 or 67%	7 or 29.5%
3rd	6/25 or 24%	-0	+14	20/25 or 80%	14 or 56%
4th	7/22 or 32%	-0	+3	10/22 or 46%	3 or 14%
5th	8/22 or 36%	-0	+3	11/22 or 50%	3 or 14%
Totals	39/131 or 30%	-2	+31	68/131 or 52%	29 or 22%



- **ESL TARGETED MATH INTERVENTION DATA:** In Q3 & Q4, **10** 2<sup>nd</sup> grade English Learners participated in two groups of Targeted Math intervention in Q3 & Q4.
  - 1 scored Advanced and 3 scored Proficient in this year's ITBS Math assessment.
  - All but 1 advanced at least one achievement level on the ITBS compared to their last year's score.
  - 3 of these students progressed 2 achievement levels.

➤ **Mathematics**

**Trends (BOY/EOY)**

- There was a large increase in percent passing compared to 2014-2015 school year as measured by ITBS and SMI data.
- ITBS and SMI data also shows first and second grades with the strongest growth in the percent of students who are passing, which aligns with the Common Formative Assessments Data.
- All grades showed strong growth, with the majority of students making more than 1.5 years growth as measured by SMI.
- Incoming classes are more prepared for their new grade level than the previous year.

**SMI End of the Year Summary**

Grades	Advanced	Proficient	Basic	Below Basic	Yearly Quantile Point Growth
<b>2nd</b>	8% (4/48)	29% (14/48)	44% (21/48)	19% (9/48)	346
<b>3rd</b>	4% (2/47)	34% (16/47)	28% (13/47)	34% (16/47)	477
<b>4th</b>	3% (1/39)	10% (4/39)	28% (11/39)	59% (23/39)	475
<b>5th</b>	0% (0/47)	19% (9/47)	17% (8/47)	63% (30/47)	549

**SMI Percent Passing - Comparison to 2014-2015 Results**

Grade	2016 EOY Passing	2015 EOY Passing	Change
2 <sup>nd</sup>	37%	15%	+22%
3 <sup>rd</sup>	38%	14%	+14%
4 <sup>th</sup>	13%	8%	+5%
5 <sup>th</sup>	19%		

### SMI Comparison to 2015 BOY (Quantile Point Growth)

Grade	2016-2017 Class	2015-2016 BOY (Current Grade)	Change
3 <sup>rd</sup>	346	202	+142
4 <sup>th</sup>	477	293	+184
5 <sup>th</sup>	475	386	+89

### ➤ Literacy

#### Trends (BOY/EOY)

- All grades showed growth with the majority of students making 1.5 years or more growth.
- Second and third grade had the highest percentage increase in reading.
- The majority of the students who are reading on or above grade level expectation scored advanced or proficient on the ITBS assessment. The students, who did not, missed the proficiency score by 1 to 5 points.

#### **BOY Reading Assessment (WRAP) (September/2015)**

2nd Grade: 12/47 (26%)

3rd Grade: 13/46 (27%)

4th Grade: 10/36 (28%)

5th Grade: 20/45 (44%)

#### **EOY Reading Assessment Running Records/Unfamiliar Reads (May/2016)**

Number of students 2 years or more below grade level at EOY:

2nd Grade: 3/46 (7%)

3rd Grade: 10/48 (21%)

4th Grade: 11/39 (28%)

5th Grade: 15/44 (34%)

Number of students 1 year below grade level at EOY:

2<sup>nd</sup> Grade: 4/46 (9%)

3<sup>rd</sup> Grade: 5/48 (10%)

4<sup>th</sup> Grade: 7/39 (18%)

5<sup>th</sup> Grade: 6/44 (14%)

**Notes:** All grade levels, except 4<sup>th</sup> grade, saw a reduction in the percentage of students who are reading 2 years or more below grade level. The percentage of 4<sup>th</sup> grade students reading two or more years behind stayed the same. This factor could be attributed to the fact the reading gap is harder to close as a student progresses through grades. Next year to close this gap, small group instruction and reading intervention will start promptly at the BOY. Phonics will be the primary focus for these students.

### Reading Summaries:

**2<sup>nd</sup> Grade:** At the beginning of the year, thirty-seven percent (37%) of our second grade students entered reading on or above grade level expectations. Sixty-seven percent of our second grade students are met or exceeded the end of the year grade level expectations.

**3<sup>rd</sup> Grade:** At the beginning of the year, twenty percent (20%) of our third grade students entered reading on or above grade level expectations. Seventy-one percent (71%) of our third grade students are met or exceeded the end of the year grade level expectations.

**4<sup>th</sup> Grade:** At the beginning of the year, forty-five percent (45%) of our fourth grade students entered reading on or above grade level expectations. Fifty-eight percent (58%) of our fourth grade students are met or exceeded the end of the year grade level expectations.

**5<sup>th</sup> Grade:** At the beginning of the year forty-one percent (41%) of our fifth grade students entered reading on or above grade level expectations. Fifty-two percent (52%) of our fifth grade students are met or exceeded the end of the year grade level expectations.

### **Targeted Reading Program**

- **Overall Growth**  
41/68 or 60% of the targeted students showed accelerated growth of 1.25 or more years
- **First Grade**  
22/33 or 66% of the targeted students showed accelerated growth of 1.25 or more years
- **Second Grade**  
10/25 or 40% of the targeted students showed accelerated growth of 1.25 or more years
- **Third Grade**  
8/9 or 88% of the targeted students showed accelerated growth of 1.25 or more years

### ➤ **Quarter 4 Behavior Tracker Data Summary**

- There were 53 major infractions that resulted in an administrative consequence.
- There were 26 minor infractions that resulted in an administrative consequence.
- Only 3.8% of administrative consequences resulted in out- of- school suspension and 9.3% resulted in in-school suspension.
- 50% of all behavior infractions are from second grade. The Counselor, Behavior Specialist, and Day Springs, our mental health provider, work with many of the second grade students regularly. Individual Behavior Plans have been created and implemented for use with these students.
- The primary behavior infractions that result in a referral are insubordination/defiance (27.6%) and physical aggression (22.8%).
- Parents are contacted for all major infractions and repeat minor infractions.



ARKANSAS  
DEPARTMENT  
OF EDUCATION

**DISTRICT:** Little Rock School District

**SCHOOL:** Cloverdale Middle School

**STATUS:** Priority and Academic Distress

**SITE-BASED SIS:** Michael Anthony

**EXTERNAL PROVIDER:** N/A

**ADE SCHOOL IMPROVEMENT SPECIALIST TEAM:** Misty Pitman and Sharesa White

**SUPERINTENDENT:** Baker Kurrus

**PRINCIPAL:** Wanda Ruffins

# 45-DAY PLAN

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## FOURTH QUARTER

2015-2016 School Year

<b>IMO Area 1:</b> Change in Teacher and Leader Practice
<b>ADE Recommendation:</b> The Leadership Team should focus directly on student achievement by reviewing grade level formative assessments to determine needed classroom instructional support.
<b>Effective Practice within Category:</b> Establishing a team structure with specific duties and time for instructional planning (ID01, ID04, ID07)
<b>Description of full implementation of the Effective Practice and/or Recommendation:</b> District policy specifies the team structure for all schools which include a description of the teams' purposes and how they are constituted. New school leaders are apprised of this expectation and how the effectiveness of teams is determined. A common team structure for a school consists of (but not limited to) a Leadership Team (consisting of principal and teacher leaders), teacher Instructional Teams (teaching common subject area or grade level), student team (a diverse group of student leaders), management team (campus administrators and other personnel as needed) and a School Community Council (with a majority of members being parents (ID01). Each team has a specific purpose and scheduled time to meet and works from agendas and minutes (ID04).  The Leadership Team meets at least twice a month in regularly scheduled meetings of at least an hour (ID07). They serve as a conduit of communication to the faculty and staff in a way that enables the Leadership Team to receive input from the faculty and staff (ID08). The Leadership Team regularly looks at school performance data and aggregated classroom observation data and uses that data to make decisions about school improvement and professional development (ID10).
<b>Current reality of effective practice (Assess where we are):</b> The leadership team continues to utilize the instructional analysis tool to make decisions regarding student performance on multiple assessments. The data analysis determines which students need enrichment outside the classroom to address academic deficits in literacy and math. Communication between the core instructional teams and the leadership team has increased.  The ESL Coordinator position has been posted and interviews will be conducted during the summer. We are working with the district in an attempt to hire a Spanish interpreter/paraprofessional to work with our ESL parents and students.
<b>Quarterly Objective:</b> Increase the resources available to parents and students with an emphasis on the ESL population.

Tasks	Target Date	Completion Date	Person assigned	Met	Not Met	Evidence of Completion
1. In an effort to increase our focus on science, representatives from the science department will be invited to a leadership team meeting to discuss ways the team can help improve science scores (i.e. reasoning skills PD...). (ID10)	4/4/16	4/4/16	Anthony			Leadership Sign In and Minutes
2. Host a parent center open house (Pastries for Parents) that will survey parents on ways we can help then to help their kids and encourage active engagement in academics. (ID10)	4/21/16	4/21/16	Smothers			Agenda Sign In Sheets Completed Surveys
3. Make a request with justifications to hire a full-time certified, bilingual compliance person to assist with teacher support and training.(ID10)	6/2/16	5/12/16	Ruffins			Request Forms Email Correspondence
4. Make a request with justifications to hire a non-certified interpreter/paraprofessional in an effort to increase resources	6/2/16	<i>The principal has been in contact with the district director of the English for Speakers of Other Languages</i>	Ruffins			Request Forms Email Correspondence

for our growing ESL population. (ID10)		(ESOL) department regarding funding for this position.				
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*Include additional task lines as needed.*



**IMO Area 1: Change in Teacher and Leader Practice**
**ADE Recommendation 1:**

The ADE Review Team recommends the development of a systemic data collection and analysis process to include formative assessments and instructional units to individualize instruction based on pre/posttests.

**ADE Recommendation 2:**

The School Leadership Team should give specific attention to progress of both, Special Education and ELL Students in specific classrooms.

**ADE Recommendation 3:**

Progress of these students should also be monitored and assessed.

**Effective Practice within Category:**

Engaging teachers in assessing and monitoring student mastery (IIB02, IIB04)

**Description of full implementation of the Effective Practice and/or Recommendation:**

The Instructional Teams develop instructional units based on the curriculum standards and the local curriculum document. This unit typically encompasses three to six weeks of work and includes pre-/post tests administered at two to three week intervals (IIB01). The pre-test and post-test assess the same learning objectives and inform the Instructional Team members' (teachers) plans for differentiated instruction within the unit and/or re-teaching as necessary following the unit (IIB04).

The Instructional Team reviews the results of the pre- and post-tests and uses the information to guide efforts to assure that every student masters the instructional standards taught in the instructional unit (IIB03). The Instructional Team also uses the results from the pre-/post-test analysis to plan for professional development, inform subsequent instructional unit plans and/or make adjustments to the curriculum (IIB02, IIB05).

**Current reality of effective practice (Assess where we are):**

Instructional units and pre/posttests are now used throughout all content areas. Consistency is still needed in some non-core areas. Core teachers are analyzing data and using the data to develop remediation, differentiation and enrichment plans. Teachers also use the data to address gaps in curriculum. Some non-core teachers are still struggling to figure how to use data to inform instruction; however, they are looking at their data and working to resolve this issue. Teachers in a variety of content areas are using Criterion Writing in an effort to increase the use of writing in content areas other than English Language Arts.

**Quarterly Objective:**

Increase opportunities to use data to guide instruction.						
Tasks	Target Date	Completion Date	Person assigned	Met	Not Met	Evidence of Completion
1. 4 <sup>th</sup> quarter pre-/post assessments will be developed in all content areas. (IIB02)	6/2/16	6/2/16	Anthony			Pre-/Post Assessments Collaboration and Team Minutes Observation Notes
2. Using Criterion Writing, teachers will assess student writing for grammar, style, mechanics, and usage while providing immediate feedback to students. (IIB04)	6/2/16	6/2/16	Braswell			Reports from Criterion Writing

*Include additional task lines as needed.*

<b>IMO Area 3: Student Safety and Discipline</b>						
<b>ADE Recommendation:</b> Not Applicable						
<b>Effective Practice within Category:</b> Expecting and monitoring sound classroom management (IIIC10)						
<b>Description of full implementation of the Effective Practice and/or Recommendation:</b> The faculty and staff develop a discipline management plan that guides student behavior throughout the school. Each teacher establishes rituals and routines within the classroom that produces an atmosphere conducive to learning. Each teacher consistently teaches the campus and classroom plans to all students. Each teacher consistently teaches the rules and procedures in their classroom. Each teacher consistently enforces the agreed upon rules and regulations (IIIC10).						
<b>Current reality of effective practice (Assess where we are):</b> The targeted attendance group began meeting on a regular basis. Students appeared to make a significant effort to improve their attendance. The data is still incomplete at this time. We are still working to decrease the number of tardies, particularly during transition times between classes.						
<b>Quarterly Objective:</b> Get clarity and revise the way we address behavior and attendance issues.						
Tasks	Target Date	Completion Date	Person assigned	Met	Not Met	Evidence of Completion
1. The targeted attendance group and their attendance coaches will meet together once a month with a counselor providing workshops on the importance of good attendance. (IIIC10)	5/31/16	5/20/16	McCollum			Agenda Sign in sheets
2. Request technical assistance/professional development in the form of a	5/27/16	<i>We are still attempting to schedule a date for this PLC. We</i>				

PLC from the district student services department regarding the SBIT process to improve tier 1, 2 and 3 discipline interventions. (IIC10)		<i>will try again at the beginning of the 2016-2017 school year.</i>				
3. Revisit due process with the staff as it relates to the tardy policy. (IIC10)	5/3/16	5/3/16	Bernard			
4. Revisit schoolwide and classroom rituals and routines during collaboration using a reflection form. (IIC10)	6/3/16	<i>We were unable to complete this task due to the many end-of-year activities that occurred. This will occur prior to the arrival of students at the beginning of the 2016-2017 school year.</i>	Anthony			

***Include additional task lines as needed.***

<b>IMO Area 4:</b> Family and Community Engagement						
<b>ADE Recommendation:</b> Not Applicable						
<b>Effective Practice within Category:</b> Defining the purpose, policies, and practices of a school community (IVA01)						
<b>Description of full implementation of the Effective Practice and/or Recommendation:</b> No Child Left Behind stipulates that each school in the Title I program develop an agreement, or “compact,” that outlines how parents, school staff, and students will share responsibility for improving academic achievement. Compacts describe how the school and parents can work together to help students achieve the state’s standards.						
<b>Current reality of effective practice (Assess where we are):</b> The revised home/school compact was reviewed with parents and staff members and has been posted so that it is available to all parties.						
<b>Quarterly Objective:</b> Make the Home/School Parent Compact available to all parents, students and staff.						
Tasks	Target Date	Completion Date	Person assigned	Met	Not Met	Evidence of Completion
1. Post the updated compact to the website, Cloverdale staff folder and EdLine. (IVA01)	5/20/16	5/20/16	Larry			
2. Review compact at PTSA and faculty meetings. (IVA01)	5/5/16	5/3/16	Bernard			

*Include additional task lines as needed.*

<b>IMO Area 4: Family and Community Engagement</b>						
<b>ADE Recommendation:</b> Not Applicable						
<b>Effective Practice within Category:</b> Post-Secondary School Options (VA01)						
The school has a guidance plan that includes options for students as they plan their college and career opportunities. The school routinely tracks their recent graduates' success at the next level as they pursue their college and career goals.						
<b>ADE will monitor the following:</b> <ul style="list-style-type: none"> <li>• The guidance plan</li> <li>• The process of tracking recent graduates</li> </ul>						
<b>Current reality of effective practice (Assess where we are):</b> Students from our three main feeder schools came to Cloverdale and met with the administrators, toured the campus, met some of the sixth grade staff members and received information regarding the adjustment to a middle school schedule... Communication has been established between the instructional facilitators at Cloverdale and our feeder high school regarding transitioning to Read 180 and Math 180 classes at the high school level so that there is no gap or repeat of instruction.						
<b>Quarterly Objective:</b> Implement strategies to prepare students, parents and staff for the transition from elementary to middle school and from middle school to high school.						
Tasks	Target Date	Completion Date	Person assigned	Met	Not Met	Evidence of Completion
1. Extend an invitation to Watson, Wakefield and Baseline Elementary Schools for 5 <sup>th</sup> grade students assigned to Cloverdale next year (and their parents) to attend a Cloverdale Informational Meeting. Students	5/10/16	5/10/16	Baylark			

will receive a gift bag and a Cloverdale fact sheet to take home with them. (VA01)						
2. The Cloverdale instructional facilitators will meet with the McClellan instructional facilitators to ensure a smooth transition of Read/Math 180 and System 44 students to high school. (VA01)	6/1/16	6/1/16	Braswell			

*Include additional task lines as needed.*

### PRINCIPAL'S REPORT FOURTH QUARTER

Has there been a meeting with the District Leadership Team to review the school's needs and progress?

**YES** or NO (*Please circle*)

If yes, what support have you received from the district?

- Weekly reports submitted and comments made
- Bi-weekly meetings with school-based school improvement specialists
- Communication from ADE forwarded

Please describe the interventions your school is utilizing specific to closing the achievement gap (Focus) or for improving the outcomes for students basic and below basic (Priority). (Do not include general school wide efforts.)

- Math and READ 180/System 44 were implemented at the beginning of the school year. We have identified the students who need to continue in phase 2. Some students were able to exit based on their lexile/quantile scores and teacher recommendations. This includes students who will be enrolled in these classes at the high school level this year. Student placement is currently being determined based on SMI/SRI scores from the 2015-2016 school year.
- In our efforts to address the needs of our ELL students, English Language Development (ELD) classes were created for students who scored L1R1W1S1 on the LAS or ELDA. Students will exit the ELD class intervention based on spring 2016 ELPA21 scores.
- A full-time on-site School Improvement Specialist was put in place. He provided professional development and worked with instructional teams, collaboration groups, the leadership team, and the building principal. He brought transparency to some of our barriers. He served as a liaison between the local team, the district team and the state as well as a conduit between content teams and the leadership team. Actions from leadership put in place in classrooms because of communication from the SIS. We will continue to have this position as long as we are a priority school.
- City Year focus groups were established due to weaknesses in academics, behavior and attendance. They fill the gap for students who needed both Read180 and Math180, but are only able to take one of those classes. In addition, they counseled students who struggled with behavior and social issues. Criteria for City Year include high poverty and test scores. They served as a resource for both staff and students.
- Achieve3000 began as a pilot program in the ELD classes in November 2015. The students participating in Achieve3000 nearly doubled their Lexile score from an average of 123L in November to an average of 230L in May.



What support(s) have you or your team received from the external provider, internal SIS, and the ADE SIS Team?

Internal SIS:

- Disseminates information
- Works with process manager to input information into Indistar
- Participates and provides input in district leadership and instructional team meetings
- Attends trainings and conferences
- Provides job-embedded professional development
- Monitors tasks for completion
- Submits weekly report on school's progress to state and district

ADE SIS Team:

- Provides professional development
- Provides feedback and recommendations
- Monitors 45-day plan
- Provides technical assistance
- Onsite visit

What are the barriers, if any, in improving student outcomes?

- Teacher absences – We have been brainstorming ways to repair this issue, but have so far been unable to
- Students not in class due to level 3 and 4 sanctions – Classroom rituals and routines will be reviewed and revised prior to the beginning of the 2016-2017 school year
- Lack of resources to meet the needs of LEP students with limited exposure to the English language outside of the school setting – An ESL Coordinator will be hired over the summer and the number of ELD classes will be increased for the next school year
- Inability to communicate effectively with non-English speaking parents – We are working to create a position for an interpreter/paraprofessional to work with both parents and students
- Apathy from some parents – Our new parent coordinator is working positively with parents to decrease this concern

How is your leadership team monitoring student progress in the skill area of science?

- Assessments – formative, summative, performance based
- Student Academic Improvement Plans
- Analyzing data from online textbook assessments
- Pre/posttest data and reflections submitted by all science teachers
- Science portion of the ACT Aspire

How is your leadership team monitoring student progress in the skill areas of math, reading, writing? How are you responding to the results?

- Pre/posttest results
- Math Inventory/Reading Inventory/Phonics Inventory results with programming based on these results
- Instructional analysis tool
- Interim assessments
- Reflection Tool
- Criterion Writing
- Achieve3000

How are you responding to the results?

- Designed appropriate reflection tools
- Planning appropriate professional development
- Data analysis with teachers
- Additional support for teachers
- Curriculum gap analysis
- Identify weak areas and facilitate student reflection
- Collaborative planning
- Schoolwide push for vocabulary building
- Program decision to keep SRI/SMI assessments

What have been the most meaningful decisions and actions made by the School Leadership Team this quarter as documented in the minutes?

- Making connections with high school and elementary school instructional facilitators
- Celebrating student growth
- Collaboration with science teachers
- Posting position for an ESL coordinator
- Parent Center open house

If anything, what do you intend to change or modify for the next quarter?

- Continue to increase focus on science
- Increase push for student organization skills
- Develop parent workshops that will encourage active engagement in academics
- Early detection of high-priority students, based on attendance, academic and discipline trend data, for prevention and intervention strategies
- Additional time spent on pull-ins and push-outs for ELL students
- Expand awareness of resources available to the ELL population

**SCHOOL LEADERSHIP TEAM'S REPORT FOURTH QUARTER**  
**STUDENT/ TEACHER DATA by Quarter (IMO AREA 2: Student Progress and Achievement)**

Grade Level	Number of students enrolled				Number of SWD enrolled as of October 1 <sup>st</sup> per grade level	Number of EL students enrolled as of October 1 <sup>st</sup> per grade level	Number of students with 5 or more referrals				Number of students who have been absent 10 or more days (20% absence rate)			
	1st	2nd	3rd	4th			1st	2nd	3rd	4th	1st	2nd	3rd	4th
6	218	222	221	224	27	63	1	1	0	1	6	10	17	17
7	183	182	177	180	27	46	6	5	5	0	12	21	26	27
8	186	191	199	200	23	43	3	6	4	3	11	17	25	25

**Comments/ Clarifications:**

We developed a mentoring program earlier in the year, but realized that we are not truly equipped to mentor. We need to monitor this program and make decisions before assigning student next year. We will continue to track students with a large number of absences on data dashboard.

The reported discipline data accurately depicts the school climate. Very few of our students have 5 or more discipline referrals. Most referrals are category 1 offenses.

Cloverdale has a pretty high attendance rate. The majority of attendance issues are related to student tardies. The parents of students with a large number of absences are mailed letters warning them of this issue. Phone calls are automatically generated each time a student is absent. Court referrals are made by the attendance clerk on a regular basis.

## LEADERSHIP TEAM REPORT CONTINUED

Grade Level	Percent of core teachers (Math, Science, Social Studies, ELA, Special Education) absent 5 or more days (10%)				Number of <i>ELEMENTARY</i> students that are 2 or more years below grade placement in Math as determined by _____ / _____ (Month Determined)		Number of <i>SECONDARY</i> students that are 3 or more years below grade placement in Math as determined by _____ <u>Scholastic Math Inventory</u> September / 2015 May / 2016 (Month Determined)		Number of <i>ELEMENTARY</i> students that are 2 or more years below grade placement in ELA as determined by _____ / _____ (Month Determined)		Number of <i>SECONDARY</i> students that are 3 or more years below grade placement in ELA as determined by _____ <u>Scholastic Reading Inventory</u> September / 2015 May / 2016 (Month Determined)	
	1st	2nd	3rd	4th	1st Quarter	4th Quarter	1st Quarter	4th Quarter	1st Quarter	4th Quarter	1st Quarter	4th Quarter
6	23.08	23.08	53.85	53.85			126	120			82	75
7	27.27	9.09	38.46	46.15			133	82			87	91
8	20.00	30.00	87.50	37.50			123	118			74	112

### **Comments/ Clarifications:**

There is no system in place at this time to encourage positive teacher attendance. We tried a monetary reward a few years ago system through the SIG grant, but there was little to no improvement.

There were several long-term teacher absences that occurred this past year. Several other teachers missed more than 5 days as well. Most of these absences was related to teacher illness/sick leave. Some was due to professional development, but not an excessive amount. The leadership team is concerned about teacher absences and has talked about ways to decrease the number of teacher absences. This is definitely an area that we would like to improve on.

The leadership team is concerned about the increase in students that are 3 or more years below grade placement in ELA in the 7<sup>th</sup> and 8<sup>th</sup> grades. This will be addressed at the beginning of next school year.

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## LEADERSHIP TEAM REPORT CONTINUED

### ELA DATA by Quarter for Grades 3 – 10

Grade Level	Number of students that failed ELA the previous year	Number of students enrolled this quarter	Number of students with D or F in ELA class per quarter 2015-2016				Number of students assessed on each post-unit assessment for the current quarter				Total number of students assessed on the post-unit tests for each grade level (A)	Total number of students with D or F on unit tests in ELA this quarter (B)	Percent of students with D or F on any unit tests in ELA (C)  (B/A) X 100 = C			
			1st	2nd	3rd	4th	Unit 1	Unit 2	Unit 3	Unit 4*			1st	2nd	3rd	4th
6	21	224	6	20	21	38	222	193	207		622	10	33	10	3	2
7	48	180	27	37	59	62	159	159	153		471	102	53	52	52	22
8	38	200	34	7	14	48	139	165	160		464	90	47	51	50	19
<b>Example</b>							<b>100</b>	<b>90</b>	<b>95</b>	<b>N/A</b>	<b>285</b>	<b>57</b>	<b>20%</b>			

#### Comments/ Clarifications:

Teachers are asked to reflect on pretest/posttest results and determine a differentiation plan/remediation plan respectively. Teachers are asked to examine the standards that were not mastered by the majority of the students. The standard is taught using a different approach or strategy. Teachers are free to choose their plans to best meet the needs of their students. Teachers are also asked to use their collaboration to discuss strategies such as AVID Critical Reading/AVID Weekly Skill, Step-Up to Writing, and technology to reinforce/reteach/enrich learning for students. Teachers have also used flex grouping to remediate/enrich students. With flex-grouping, students who need to revisit or enrich a particular skill will be matched with a teacher who has past success with teaching that skill according to the data. During collaborations, teachers are engaged in collegial conversations with each other or the Literacy IF in order to build capacity across the department.

Teachers and students have expressed concern with test exhaustion. There are a greater number of D/F's on the posttests. There has been some discussion in the leadership team on how to alleviate some of the testing tension in classrooms.

**LEADERSHIP TEAM REPORT CONTINUED**

*(Optional)*

**Do you have other data sources that support and/or identify that you are making gains in student outcomes (For example: Interim assessments such as ACT Aspire, TLI, etc.)?** *You may include a chart to describe your data.*





ARKANSAS  
DEPARTMENT  
OF EDUCATION

**DISTRICT:** LITTLE ROCK SCHOOL DISTRICT

**SCHOOL:** GEYER SPRINGS GIFTED AND TALENTED ACADEMY

**PRINCIPAL:** CYNTHIA COLLINS

**STATUS:** PRIORITY

**SITE-BASED SIS:** ELIZABETH CLIFFORD

**EXTERNAL PROVIDER:**

**ADE SCHOOL IMPROVEMENT SPECIALIST TEAM:** DR. RICHARD WILDE AND MISTY PITMAN

**SUPERINTENDENT:** BAKER KURRUS

# End of Year Summary Report

## FOURTH QUARTER

2015-2016 School Year

<b>IMO AREA 1: CHANGE IN TEACHER AND LEADER PRACTICE</b>	
<b>Effective Practice within Category:</b> Establishing a team structure with specific duties and time for instructional planning (ID01, ID04, ID07)	
<b>Description of full implementation of the Effective Practice and/or Recommendation:</b>  District policy specifies the team structure for all schools, which include a description of the teams' purposes, and how they are constituted. New school leaders are apprised of this expectation and how the effectiveness of teams is determined. A common team structure for a school consists of (but not limited to) a Leadership Team (consisting of principal and teacher leaders), teacher Instructional Teams (teaching common subject area or grade level), student team (a diverse group of student leaders), management team (campus administrators and other personnel as needed) and a School Community Council (with a majority of members being parents (ID01). Each team has a specific purpose and scheduled time to meet and works from agendas and minutes (ID04).  The Leadership Team meets at least twice a month in regularly scheduled meetings of at least an hour (ID07). They serve as a conduit of communication to the faculty and staff in a way that enables the Leadership Team to receive input from the faculty and staff (ID08). The Leadership Team regularly looks at school performance data and aggregated classroom observation data and uses that data to make decisions about school improvement and professional development (ID10).	
<b>Current reality of effective practice from the beginning of the year:</b> <ul style="list-style-type: none"> <li>• GSGTA's Leadership team was established and met regularly last year. (2014-15)</li> <li>• Agendas and minutes of the meeting were kept and disseminated to staff through email.</li> <li>• Bylaws were created.</li> <li>• The Indistar school improvement process is new to all staff.</li> <li>• Instructional teams will continue to have agendas and recorded minutes of their meetings.</li> <li>• There is limited or no participation by PTA at the end of last year.</li> </ul>	<b>Current reality of effective practice:</b> Established GSGTA teams: school leadership team (SLT), instructional teams, and a now defunct school community council. (PTA was active at the beginning of the year but parents disengaged once the closing of the school was announced.) The teams were supported by district policy and have bylaws, which describe their purpose and govern their membership and operation. The SLT met biweekly (or twice a month), the instructional teams usually met once a week, and the school community council met monthly. Most teams worked from agendas and recorded minutes of the meetings. By the middle of the year, the SLT team became much more data focused in determining actions to be taken. The SLT analyzed data to assess, plan, monitor and develop improvement plans (tasks) to address needs revealed by the data; some instructional teams were proficient in analyzing their own data and determining next steps for instruction.

<b>IMO AREA 1: CHANGE IN TEACHER AND LEADER PRACTICE</b>	
<b>Effective Practice within Category:</b> Engaging teachers in assessing and monitoring student mastery (IIB02, IIB04)	
<b>Description of full implementation of the Effective Practice and/or Recommendation:</b> <p>The Instructional Teams develop instructional units based on the curriculum standards and the local curriculum document. This unit typically encompasses three to six weeks of work and includes pre-/post tests administered at two to three week intervals (IIB01). The pre-test and post-test assess the same learning objectives and inform the Instructional Team members' (teachers) plans for differentiated instruction within the unit and/or re-teaching as necessary following the unit (IIB04).</p> <p>The Instructional Team reviews the results of the pre- and post-tests and uses the information to guide efforts to assure that every student masters the instructional standards taught in the instructional unit (IIB03). The Instructional Team also uses the results from the pre-/post-test analysis to plan for professional development, inform subsequent instructional unit plans and/or make adjustments to the curriculum (IIB02, IIB05).</p>	
<b>Current reality of effective practice from the beginning of the year:</b> <ul style="list-style-type: none"> <li>• Instructional teams meet and plan for instruction weekly.</li> <li>• Some teachers are administering unit pre- and post-tests.</li> <li>• Some teachers are using pretest data to differentiate instruction.</li> <li>• The administrator observes instruction regularly and provides feedback to teachers in emails or through conference. Feedback is also given to some students.</li> </ul>	<b>Current reality of effective practice:</b> Most grade level instructional teams met at least once a week to plan units of instruction and to develop unit assessments that were used as pre- and post-tests. The goal was to assess three times per quarter. Most instructional teams became more proficient with reviewing pre-/post-test data for the purpose of differentiating instruction, re-teaching, and providing extra help for students. The instructional team members were reflective in their data review. Some students needed intense intervention instruction for foundational deficits. Some students received this opportunity, others did not due to time constraints and staffing issues. One main ways teachers differentiated instruction in the classroom was by flexibly pairing and grouping students based on their learning needs. Students groups rotated between a small teacher groups and other prescribed workstations that were developed to help address the varying needs of students. Teachers felt pinched for time to pre- and post-test students in all areas, and student motivation to take tests was sometimes a challenge. Professional growth by teachers included rich learning activities such as lesson study and STEM classes through the UALR JAVITS grant.

**IMO AREA 3: STUDENT SAFETY AND DISCIPLINE**

**Effective Practice within Category:**

Expecting and monitoring sound classroom management (IIC10)

**Description of full implementation of the Effective Practice and/or Recommendation:**

The faculty and staff develop a discipline management plan that guides student behavior throughout the school. Each teacher establishes rituals and routines within the classroom that produces an atmosphere conducive to learning. Each teacher consistently teaches the campus and classroom plans to all students. Each teacher consistently teaches the rules and procedures in their classroom. Each teacher consistently enforces the agreed upon rules and regulations (IIC10).

**Current reality of effective practice from the beginning of the year:**

- Responsive classroom strategies are in place in most classrooms and professional development is ongoing.
- Norms, expectations, and procedures are reviewed daily.
- A school-wide behavior plan is in place.
- Team building is an integral part of daily school life. It is a very intentional goal of GSGTA to build the learning community every day.
- Community Helpers lead daily morning activities and serve as leaders in our school.
- Students participate in multi-age classrooms during Imaginoons and clubs.
- These strategies have greatly influenced our students' confidence in learning that is impacting achievement.

**Current reality of effective practice:**

"Responsive Classroom" strategies were utilized to build community and structure for classroom management. The principal established a process for behavior management. Clear, consistent, positive classroom management protocols and classroom rituals and routines were developed and executed by most teachers. These procedures were taught and reinforced daily with the students. A system for collecting behavior data was established and implemented. Collected behavior data was analyzed by SLT and used to help reduce disruptions to instruction. Intense support was given to some new teachers to help with consistent classroom management practices. Growth in their proficiency with classroom management increased. Individual behavior plans were made for students who required more structure and incentive for acceptable and improved behavior.

<b>IMO AREA 4: FAMILY AND COMMUNITY ENGAGEMENT</b>	
<b>Effective Practice within Category:</b> Defining the purpose, policies, and practices of a school community (IVA01)	
<b>Description of full implementation of the Effective Practice and/or Recommendation:</b> No Child Left Behind stipulates that each school in the Title I program develop an agreement, or “compact,” that outlines how parents, school staff, and students will share responsibility for improving academic achievement. Compacts describe how the school and parents can work together to help students achieve the state’s standards.	
<b>Current reality of effective practice from the beginning of the year:</b>  Many parents have signed the school's Title I Compact.	<b>Current reality of effective practice:</b>  The school closed. Many parents were supportive through the end.

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#### IMO AREA 4: FAMILY AND COMMUNITY ENGAGEMENT

##### Effective Practice within Category:

Post-Secondary School Options (VA01)

The school has a guidance plan that includes options for students as they plan their college and career opportunities. The school routinely tracks their recent graduates' success at the next level as they pursue their college and career goals.

##### ADE will monitor the following:

- The guidance plan
- The process of tracking recent graduates

##### Current reality of effective practice from the beginning of the year:

Third through fifth grade teachers are participating in a three year commitment with the JAVITS grant STEM program to ensure they have full understanding of the careers and colleges to better equip students for the future.

##### Current reality of effective practice:

Students enrolled in SLUFY, SPARK, and EXXON Mobil Engineering Camp summer programs. Students were excited to be apart of these programs.

## LEADERSHIP TEAM REFLECTION

Thinking about meetings throughout the year, what have been the most meaningful decisions and actions made by the School Leadership Team this quarter? And what attributed to those changes?

By committing ourselves to using the Indistar process with fidelity, we steadily improved our school learning community throughout the year. The process helped us keep a pulse on what was occurring in our school and to give teacher and student support where it was most needed.

We changed the format of our leadership meeting. We began to analyze various data at the beginning of each meeting before ever starting any discussions. This information drove our discussions and made the tasks we created much more meaningful. Also, we changed to only creating tasks that could be completed in two weeks. This was doable both in terms of completing the tasks, for the actual monitoring of the tasks, and for enabling us to consistently improve our school process. Tasks didn't get "swept under the rug". Tasks that were not getting accomplished were re-evaluated for their usefulness. New tasks were created as old tasks were completed.

The decision to hold a vertical planning session (3-5 teachers) after the ASPIRE interim tests proved very valuable. Teachers analyzed ASPIRE interim assessments and discussed next steps for instruction and test-taking skills. The session provided an opportunity for teachers to collaborate across grade levels sharing strategies that work in their classroom. This decision was implemented after it was apparent teachers needed more opportunities to share effective instructional strategies, especially with regards to preparing students to optimally perform on high-stakes tests. The diversity of grade levels and backgrounds yielded rich, quality discussions which teachers greatly appreciated. More opportunities for meaningful vertical collaboration need to occur.

Using lesson study as a vehicle for teacher learning has (once again) proven to be very valuable. Vertical groups of teachers are empowered by this dynamic learning process because they are planning and observing students in an actual lesson they created. Individual and group reflection on the data collected on the students' response to the lesson provides rich sources for discussion on content and effective instructional practices.

If anything, what do you intend to change or modify for the year? The school is closed.

## SCHOOL LEADERSHIP TEAM'S REPORT FOURTH QUARTER

### STUDENT/ TEACHER DATA by Quarter IMO AREA 2: STUDENT PROGRESS AND ACHIEVEMENT

Grade Level	Number of students enrolled				Number of SWD enrolled as of October 1 <sup>st</sup> per grade level	Number of EL students enrolled as of October 1 <sup>st</sup> per grade level	Number of students with 5 or more referrals				Number of students who have been absent 10 or more days (20% absence rate)			
	1st	2nd	3rd	4th			1st	2nd	3rd	4th	1st	2nd	3rd	4th
Pre-k	57	57	57	54	0	0	0	0	0	0	5	16	NA	NA
2 <sup>nd</sup>	33	34	33	34	1	8	0	0	0	0	1	2	1	1
3 <sup>rd</sup>	39	38	38	37	3	3	0	0	0	0	0	2	1	2
4 <sup>th</sup>	49	48	48	48	2	5	0	0	0	0	0	1	0	2
5 <sup>th</sup>	46	45	44	44	4	6	0	0	0	0	1	3	1	1

Comments/ Clarifications:



Percent of core teachers (Math, Science, Social Studies, ELA) absent 5 or more days (10%)				Number of <i>ELEMENTARY</i> students that are 2 or more years below grade placement in Math as determined by _____ Test on _____/_____(Date)		Number of <i>SECONDARY</i> students that are 3 or more years below grade placement in Math as determined by _____ Test on _____/_____(Date)		Number of <i>ELEMENTARY</i> students that are 2 or more years below grade placement in ELA as determined by _____ Test on _____/_____(Date)		Number of <i>SECONDARY</i> students that are 3 or more years below grade placement in ELA as determined by _____ Test on _____/_____(Date)	
1st	2nd	3rd	4th	1st Quarter	4th Quarter	1st Quarter	4th Quarter	1st Quarter	4th Quarter	1st Quarter	4th Quarter
Pre-K	0	0	0	0	na	na			na	na	
2 <sup>nd</sup>	0	0	0	1	2	0			1	0	
3 <sup>rd</sup>	0	0	0	0	2	2			5	3	
4 <sup>th</sup>	1	0	0	0	11	5			14	1	
5 <sup>th</sup>	0	0	1	0	15	8			9	3	

**Comments/ Clarifications:**

**MATH DATA by Quarter for Grades 3-10**

Grade Level	Number of students that failed Math the previous year	Number of students enrolled this quarter	Number of students with D or F in Math class per quarter 2015-2016				Number of students assessed on each post-unit assessment for the current quarter				Total number of students assessed on the post-unit test for each grade level  (A)	Total number of students with D or F on unit tests in Math this quarter  (B)	Percent of students with D or F on any unit tests in Math  (C)  (B/A) X 100 = C			
			1st	2nd	3rd	4th	Unit 1	Unit 2	Unit 3	Unit 4*			1st	2nd	3rd	4th
2 <sup>nd</sup>	0	33	4	6	2	5	0	0	0	0	0	0	0	0	0	0
3 <sup>rd</sup>	0	38	3	0	4	3	31	34	33	71	169	60	56%	40%	43%	36%
4 <sup>th</sup>	1	48	6	16	14	6	48	48	48	48	192	34	23%	30%	17%	18%
5 <sup>th</sup>	0	44	10	0	0	0	46	45	43	43	177	67	88%	27%	34%	38%
Pre-K	NA	NA	NA	NA	NA		NA	NA	NA	NA	0	0	0	0	0	0
Example							100	90	95	N/A	285	57	20%			

**Comments/ Clarifications:**

**ELA DATA by Quarter for Grades 3-10**

Grade Level	Number of students that failed ELA the previous year	Number of students enrolled this quarter	Number of students with D or F in an ELA class per quarter 2015-2016				Number of students assessed on each post-unit assessment for the current quarter				Total number of students assessed on the post-unit test for each grade level	Total number of students with D or F on unit tests in ELA this quarter	Percent of students with D or F on any unit tests in ELA  (C)  (B/A) X 100 = C			
			1st	2nd	3rd	4th	Unit 1	Unit 2	Unit 3	Unit 4*			1st	2nd	3rd	4th
2 <sup>nd</sup>	0	33	6	2	3	8	0	0	0	0	0	0	0	0	0	0
3 <sup>rd</sup>	5	38	2	0	2	1	30	36	36	74	176	47	27%	31%	33%	26%
4 <sup>th</sup>	1	48	3	11	1	7	48	48	48	48	192	20	24%	19%	8%	10%
5 <sup>th</sup>	0	44	3	1	4	1	44	45	44	44	177	20	62%	18%	9%	11%
Pre-K	0	57	NA	NA	NA	NA	NA	NA	NA	NA	0	0	0	0	0	0
Example							100	90	95	N/A	285	57	20%			

**Comments/ Clarifications:**

The high numbers of Ds and Fs in second grade are due to one teacher's heavy emphasis on completing lots of paperwork for grades. Some students were not able or were unwilling to do this work.

(Optional)

Do you have other data sources that support and/or identify that you are making gains in student outcomes (For example: Interim assessments such as ACT Aspire, TLI, etc.)? You may include a chart to describe your data.

National Percentile Rank - IOWA ASSESSMENT											
	ELA				MATH				Core Composite		
SCHOOL	2015	2016	+/-		2015	2016	+/-		2015	2016	+/-
GSGTA - 2nd Grade	44	61	+17		39	64	+25		40	60	+20

This is the most current data we have on our second grade students whose average score was much higher than the previous year's second grade students.





ARKANSAS  
DEPARTMENT  
OF EDUCATION

**DISTRICT: LITTLE ROCK**  
**SCHOOL: HALL HIGH**  
**STATUS: PRIORITY & ACADEMIC DISTRESS**  
**SITE-BASED SIS: ROXIE BROWNING**  
**EXTERNAL PROVIDER: N/A**  
**ADE SCHOOL IMPROVEMENT SPECIALIST TEAM: MISTY PITMAN & SHARESIA WHITE**

**SUPERINTENDENT: BAKER KURRUS**  
**PRINCIPAL: LARRY SCHLEICHER**

# End of Year Summary Report

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FOURTH QUARTER

2015-2016 School Year

## IMO AREA 1: CHANGE IN TEACHER AND LEADER PRACTICE

### Effective Practice within Category:

Establishing a team structure with specific duties and time for instructional planning (ID01, ID04, ID07)

### Description of full implementation of the Effective Practice and/or Recommendation:

District policy specifies the team structure for all schools which include a description of the teams' purposes and how they are constituted. New school leaders are apprised of this expectation and how the effectiveness of teams is determined. A common team structure for a school consists of (but not limited to) a Leadership Team (consisting of principal and teacher leaders), teacher Instructional Teams (teaching common subject area or grade level), student team (a diverse group of student leaders), management team (campus administrators and other personnel as needed) and a School Community Council (with a majority of members being parents (ID01). Each team has a specific purpose and scheduled time to meet and works from agendas and minutes (ID04).

The Leadership Team meets at least twice a month in regularly scheduled meetings of at least an hour (ID07). They serve as a conduit of communication to the faculty and staff in a way that enables the Leadership Team to receive input from the faculty and staff (ID08). The Leadership Team regularly looks at school performance data and aggregated classroom observation data and uses that data to make decisions about school improvement and professional development (ID10).

### Current reality of effective practice from the beginning of the year:

- Leadership Team bylaws have been established.
- The Leadership Team needs to establish a subcommittee that meets every two weeks to analyze math and literacy data that is used to determine professional development and identify resources for teachers.
- Leadership Team and Instructional Teams established and meet with agendas and minutes.
- No Student Team, Management Team, or School Community Council has been established.
- A plan established for 2 –way communication.
- SRI, SMI, and CFA data is being discussed at team meetings.

### Current reality of effective practice:

#### Fourth Quarter

1. **School Leadership Team meets twice a month. Agendas and minutes are posted in Indistar and shared with faculty members via email and a common drive.**
2. **Instructional/Collaboration Teams (common subject) meet at least twice per week during 52 minute collaboration periods. Minutes and agendas (Collaboration Logs) are uploaded to a common drive.**
3. **Management/Administrative Team meet each Tuesday morning with agendas and minutes kept on file electronically.**
4. **School Leadership Team is reviewing school performance data to determine school improvement and professional development needs.**

	<p>5. Students are providing their input as it relates to school improvement in a variety of formats.</p> <p>6. Each team has a specific purpose and scheduled time to meet. Teams work from agendas and minutes.</p>
<b>IMO AREA 1: CHANGE IN TEACHER AND LEADER PRACTICE</b>	
<p><b>Effective Practice within Category:</b> Engaging teachers in assessing and monitoring student mastery (IIB02, IIB04)</p>	
<p><b>Description of full implementation of the Effective Practice and/or Recommendation:</b> The Instructional Teams develop instructional units based on the curriculum standards and the local curriculum document. This unit typically encompasses three to six weeks of work and includes pre-/post tests administered at two to three week intervals (IIB01). The pre-test and post-test assess the same learning objectives and inform the Instructional Team members' (teachers) plans for differentiated instruction within the unit and/or re-teaching as necessary following the unit (IIB04).</p> <p>The Instructional Team reviews the results of the pre- and post-tests and uses the information to guide efforts to assure that every student masters the instructional standards taught in the instructional unit (IIB03). The Instructional Team also uses the results from the pre-/post-test analysis to plan for professional development, inform subsequent instructional unit plans and/or make adjustments to the curriculum (IIB02, IIB05).</p>	
<p><b>Current reality of effective practice from the beginning of the year:</b></p> <ul style="list-style-type: none"> <li>• Instructional Teams are meeting twice a week to develop instructional units based on curriculum standards and documents.</li> <li>• 9<sup>th</sup> Grade Instructional Teams are meeting but still need to focus on disaggregating the data and planning to address the deficits.</li> <li>• Pre and post tests are being administered at 3-4 week intervals.</li> </ul>	<p><b>Current reality of effective practice:</b></p> <p><b>Fourth Quarter</b></p> <ol style="list-style-type: none"> <li>1. Literacy and math Instructional (Collaboration) Teams develop instructional units based on the curriculum standards and the LRSD curriculum document.</li> <li>2. Teachers use an instructional "unit-based" progress monitoring and response system in math and literacy courses via pre/post-tests at two to three week intervals which encompasses three to six weeks of work.</li> <li>3. The pre-test and post-test assess the same learning objectives and inform the Instructional Team members' (teachers) plans.</li> </ol>



<b>IMO AREA 3: STUDENT SAFETY AND DISCIPLINE</b>	
<b>Effective Practice within Category:</b> Expecting and monitoring sound classroom management (IIIC10)	
<b>Description of full implementation of the Effective Practice and/or Recommendation:</b> The faculty and staff develop a discipline management plan that guides student behavior throughout the school. Each teacher establishes rituals and routines within the classroom that produces an atmosphere conducive to learning. Each teacher consistently teaches the campus and classroom plans to all students. Each teacher consistently teaches the rules and procedures in their classroom. Each teacher consistently enforces the agreed upon rules and regulations (IIIC10).	
<b>Current reality of effective practice from the beginning of the year:</b> <ul style="list-style-type: none"> <li>• There is no faculty/staff developed discipline management plan.</li> <li>• There is no evidence that all teachers establish rituals and routines.</li> <li>• There is no evidence that all teachers teach the rules and procedures in their classrooms.</li> <li>• There is no evidence that all teachers are consistent with enforcing agreed-upon rules and regulations.</li> <li>• There has been no analysis of discipline reports to determine areas of improvement.</li> </ul>	<b>Current reality of effective practice:</b>  <b>Fourth Quarter</b> <ol style="list-style-type: none"> <li>1. The faculty has developed a discipline management plan that guides student behavior throughout the school via a list of school wide rituals and routines to be implemented next school year.</li> </ol>

**IMO AREA 4: FAMILY AND COMMUNITY ENGAGEMENT**

**Effective Practice within Category:**

Defining the purpose, policies, and practices of a school community (IVA01)

**Description of full implementation of the Effective Practice and/or Recommendation:**

No Child Left Behind stipulates that each school in the Title I program develop an agreement, or “compact,” that outlines how parents, school staff, and students will share responsibility for improving academic achievement. Compacts describe how the school and parents can work together to help students achieve the state’s standards.

**Current reality of effective practice from the beginning of the year:**

- Compact exists.
- Parents, staff, and students are not aware of it.

**Current reality of effective practice:**

**Fourth Quarter:**

- **Hall’s Parent Compact** outlines how parents, school staff, and students will share responsibility for improving academic achievement.
- The compacts describes how the school and parents can work together to help students achieve the state’s standards.

<b>IMO AREA 4: FAMILY AND COMMUNITY ENGAGEMENT</b>	
<b>Effective Practice within Category:</b> Post-Secondary School Options (VA01)	
The school has a guidance plan that includes options for students as they plan their college and career opportunities. The school routinely tracks their recent graduates' success at the next level as they pursue their college and career goals.	
<b>ADE will monitor the following:</b> <ul style="list-style-type: none"> <li>• The guidance plan</li> <li>• The process of tracking recent graduates</li> </ul>	
<b>Current reality of effective practice from the beginning of the year:</b> <ul style="list-style-type: none"> <li>• A guidance plan exists.</li> <li>• Recent graduates are tracked.</li> </ul>	<b>Current reality of effective practice:</b>  <b>Fourth Quarter:</b> <ul style="list-style-type: none"> <li>• Hall's Counselors, AVID Coordinator, and Career Coach work to provide students in 9<sup>th</sup>-12<sup>th</sup> with opportunities to explore their career options and plan for career or college after high school.</li> <li>• Counselors maintain contact with recent graduates, and are updating records to track their post-secondary activities.</li> <li>• A data base has been developed to gather the recent graduate information.</li> <li>• Advertisement of opportunities for summer enrichment programs, ACT preparation classes, college visits to campus, and other career and college related activities are ongoing.</li> </ul>

## LEADERSHIP TEAM REFLECTION

Thinking about meetings throughout the year, what have been the most meaningful decisions and actions made by the School Leadership Team this quarter? And what attributed to those changes?

The decision to be more open with communication with the staff regarding the school improvement efforts, SLT meetings, and professional development plans.

We can attribute the changes to the overwhelming feeling of not getting much accomplished in the way that we've worked in the past. In an effort to make a difference in our outcome, we recognized that we needed to make a change in the way that we operate as an SLT.

If anything, what do you intend to change or modify for the year?

- Implement meaningful, necessary changes in regards to school climate. We would like for our team to be able to discuss changes that will make a major impact in our school. If we're going to look at data, there must be some follow-through in terms of support and accountability with the teachers in regards to that data.
- There will be a school wide initiative to implement AVID (Achievement Via Individual Determination) instructional strategies which are best teaching practices.
- Implement meaningful professional development opportunities that meet the teaching and learning needs.
- Provide ongoing support and accountability when implementing professional development to the instructional staff.
- Redesigning the 9<sup>th</sup> Grade Academy.

## SCHOOL LEADERSHIP TEAM'S REPORT FOURTH QUARTER

### STUDENT/ TEACHER DATA by Quarter IMO AREA 2: STUDENT PROGRESS AND ACHIEVEMENT

Grade Level	Number of students enrolled				Number of SWD enrolled as of October 1 <sup>st</sup> per grade level	Number of EL students enrolled as of October 1 <sup>st</sup> per grade level	Number of students with 5 or more referrals				Number of students who have been absent 10 or more days (20% absence rate)			
	1st	2nd	3rd	4th			1st	2nd	3rd	4th	1st	2nd	3rd	4th
9	329	326	323	309	40	84	19	8	5	37	32	46	81	37
10	278	296	286	282	45	72	14	10	9	26	31	33	47	26
11	242	241	233	227	34	58	9	2	3	18	18	10	33	18
12	225	224	205	200	31	52	2	3	3	7	12	8	25	7

**Comments/ Clarifications:** There was an influx of EL students that enrolled into the school during the 2<sup>nd</sup> semester. More referrals were actually documented within the AS400 system during the 4<sup>th</sup> quarter. As a result of noticing from previous quarters' data, the assistant principals entered more referrals into the system during the 4<sup>th</sup> quarter. As we prepared for the testing cycle, we identified students who were on attendance rosters as absent for multiple days and contacted parents/guardians. Several students were then removed from the teacher rosters. It has been discovered that many students are not following the proper protocols to un-enroll from school. This has prompted discussions to determine a better system for supporting student enrollment and disenrollment.

Percent of core teachers (Math, Science, Social Studies, ELA) absent 5 or more days (10%)				Number of <i>ELEMENTARY</i> students that are 2 or more years below grade placement in Math as determined by _____ Test on _____ / _____ (Date)		Number of <i>SECONDARY</i> students that are 3 or more years below grade placement in Math as determined by Scholastic Math Inventory (SMI) Test on _____ / _____ (Date)		Number of <i>ELEMENTARY</i> students that are 2 or more years below grade placement in ELA as determined by _____ Test on _____ / _____ (Date)		Number of <i>SECONDARY</i> students that are 3 or more years below grade placement in ELA as determined by Scholastic Reading Inventory Test on _____ / _____ (Date)	
1st	2nd	3rd	4th	1st Quarter	4th Quarter	1st Quarter	4th Quarter	1st Quarter	4th Quarter	1st Quarter	4th Quarter
27.59	62.07	44.83	32.00			147/170	212/217			175/274	271/335
21.43	28.57	38.46	23.08			128/136	58/61			123/195	198/243
14.29	64.29	61.54	30.00							122/197	
66.67	33.33	50.00	10.00							68/116	

**Comments/ Clarifications:** It was not required by the district to conduct a second and third SMI or SRI assessment. Some math and literacy teachers chose to conduct a second and a third while the vast majority did not. The percentage of teacher absences went down in the 4<sup>th</sup> quarter. We feel that we can attribute this to more conversations being held regarding the importance of being in the classroom. Additionally, the school spirit and morale was boosted with successful spring sports and other student activities.

**MATH DATA by Quarter for Grades 3-10**

Grade Level	Number of students that failed Math the previous year	Number of students enrolled this quarter	Number of students with D or F in Math class per quarter 2015-2016				Number of students assessed on each post-unit assessment for the current quarter				Total number of students assessed on the post-unit test for each grade level	Total number of students with D or F on unit tests in Math this quarter	Percent of students with D or F on any unit tests in Math			
											(A)	(B)	(C)  (B/A) X 100 = C			
			1st	2nd	3rd	4th	Unit 1	Unit 2	Unit 3	Unit 4			1st	2nd	3rd	4th
9	201	260	129	157	187	168							53			
10	144	183	91	119	147	150							82			
Algebra	164	257	159	195	221	164	267	317	263	*	847	589		69.5%	69.5%	*
Geometry	116	178	81	106	115	116	218	196	216	*	630	326		50%	51.7%	*
Example							100	90	95	N/A	285	57	20%			

**Comments/ Clarifications:** \*Percent of students with D or F on any unit tests and number of students tested were not reported in part due to the following: *The math and literacy teachers chose to take the option of utilizing the semester exam rather than conducting a 3<sup>rd</sup> pre/post exam. Several*

math and literacy teachers voluntarily conducted a 3<sup>rd</sup> pre/post assessment and shared their analysis of those results with the local SIS due to the timing of when the SLT met in addition to graduation, AP exams, and other end of year requirements, the semester exam results were not analyzed by the entire SLT. Members from the SLT have reviewed the semester exam results and determined that next school year more emphasis will be placed on providing training and development in the purpose, planning, effective implementation, and data analysis for instructional use of Pre/Post tests. Please see the semester exam charts located in the “other data” category.

#### ELA DATA by Quarter for Grades 3-10

Grade Level	Number of students that failed ELA the previous year	Number of students enrolled this quarter	Number of students with D or F in an ELA class per quarter 2015-2016				Number of students assessed on each post-unit assessment for the current quarter				Total number of students assessed on the post-unit test for each grade level	Total number of students with D or F on unit tests in ELA this quarter	Percent of students with D or F on any unit tests in ELA  (C)  (B/A) X 100 = C				
											(A)	(B)					
			1st	2nd	3rd	4th	Unit 1	Unit 2	Unit 3	Unit 4*			1st	2nd	3rd	4th	
9	133	230	53	105	94	113	241	259	205	*	705	328	17%	74%	46.5%	*	
10	109	155	59	119	32	34	215	194	76	*	485	285	61%	65%	58.76%	*	
Example							100	90	95	N/A	285	57	20%				



**Comments/ Clarifications:** \*Percent of students with D or F on any unit tests and number of students tested were not reported in part due to the following: *The math and literacy teachers chose to take the option of utilizing the semester exam rather than conducting a 3<sup>rd</sup> pre/post exam. Several math and literacy teachers voluntarily conducted a 3<sup>rd</sup> pre/post assessment and shared their analysis of those results with the local SIS due to the timing of when the SLT met in addition to graduation, AP exams, and other end of year requirements, the semester exam results were not analyzed by the entire SLT. Members from the SLT have reviewed the semester exam results and determined that next school year more emphasis will be placed on providing training and development in the purpose, planning, effective implementation, and data analysis for instructional use of Pre/Post tests. Please see the semester exam charts located in the “other data” category.*

**(Optional)**

**Do you have other data sources that support and/or identify that you are making gains in student outcomes (For example: Interim assessments such as ACT Aspire, TLI, etc.)?** *You may include a chart to describe your data.*

**The semester exam class averages were not analyzed by the SLT due to the timing of when tests were given and the end of teacher contracts ending.**

DRAFT



ARKANSAS  
DEPARTMENT  
OF EDUCATION

**District:** Little Rock School District

**School:** Henderson Middle School

**Status:** Priority and Academic Distress

**Site-based sis:** Jimmy Smith, Jr.

**EXTERNAL Provider:** N/A

**ADE School Improvement Specialist Team:** Dr. Richard Wilde and Misty Pittman

**Superintendent:** Baker Kurrus

**Principal:** Frank Williams

# End of Year Summary Report

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## FOURTH QUARTER

2015-2016 School Year

## IMO AREA 1: CHANGE IN TEACHER AND LEADER PRACTICE

### Effective Practice within Category:

Establishing a team structure with specific duties and time for instructional planning (ID01, ID04, ID07)

### Description of full implementation of the Effective Practice and/or Recommendation:

District policy specifies the team structure for all schools which include a description of the teams' purposes and how they are constituted. New school leaders are apprised of this expectation and how the effectiveness of teams is determined. A common team structure for a school consists of (but not limited to) a Leadership Team (consisting of principal and teacher leaders), teacher Instructional Teams (teaching common subject area or grade level), student team (a diverse group of student leaders), management team (campus administrators and other personnel as needed) and a School Community Council (with a majority of members being parents (ID01). Each team has a specific purpose and scheduled time to meet and works from agendas and minutes (ID04).

The Leadership Team meets at least twice a month in regularly scheduled meetings of at least an hour (ID07). They serve as a conduit of communication to the faculty and staff in a way that enables the Leadership Team to receive input from the faculty and staff (ID08). The Leadership Team regularly looks at school performance data and aggregated classroom observation data and uses that data to make decisions about school improvement and professional development (ID10).

### Current reality of effective practice from the beginning of the year:

The School Leadership Team consists of the building principal, one assistant principal, three instructional facilitators, one school improvement specialist, and five teachers. The leadership team meets twice a month at 4:00 P.M. for at least an hour to discuss continuous school improvement. The School Improvement Specialist will begin to send leadership meeting agendas via email to the team members in advance along with minutes from the previous meeting. Leadership minutes will be shared with the staff via email communication. Staff members are encouraged to ask questions, comment, and make suggestions, to the leadership team. Grade level instructional teams meet each Monday, Wednesday, and Friday during their common planning period. Grade level teams meet each Tuesday and Thursday during their

### Current reality of effective practice:

The School Leadership Team consists of the building principal, one assistant principal, three instructional facilitators, one school improvement specialist, and five teachers. The leadership team meets twice a month at 4:00 P.M. for at least an hour to discuss continuous school improvement. Henderson Middle School staff members receive the leadership meeting minutes via email. Grade level instructional teams meet each Monday, Wednesday, and Friday during their common planning period. Grade level teams meet each Tuesday and Thursday during their common planning period. The Leadership Team inconsistently looks at school performance data and aggregated classroom observation data. Some decisions made during the leadership meeting concern the general operation of the school and its continuous improvement

<p>common planning period. The leadership team has developed a structure to effectively utilize collaboration time to develop units of instruction, design and differentiate classroom lesson plans, design intervention strategies, guide implementation of the structure, and provide essential professional development for teachers.</p>	
<b>IMO AREA 1: CHANGE IN TEACHER AND LEADER PRACTICE</b>	
<b>Effective Practice within Category:</b> Engaging teachers in assessing and monitoring student mastery (IIB02, IIB04)	
<b>Description of full implementation of the Effective Practice and/or Recommendation:</b> <p>The Instructional Teams develop instructional units based on the curriculum standards and the local curriculum document. This unit typically encompasses three to six weeks of work and includes pre-/post tests administered at two to three week intervals (IIB01). The pre-test and post-test assess the same learning objectives and inform the Instructional Team members' (teachers) plans for differentiated instruction within the unit and/or re-teaching as necessary following the unit (IIB04).</p> <p>The Instructional Team reviews the results of the pre- and post-tests and uses the information to guide efforts to assure that every student masters the instructional standards taught in the instructional unit (IIB03). The Instructional Team also uses the results from the pre-/post-test analysis to plan for professional development, inform subsequent instructional unit plans and/or make adjustments to the curriculum (IIB02, IIB05).</p>	
<b>Current reality of effective practice from the beginning of the year:</b> <p>Instructional Units, Differentiated Lesson Plans, and Pre-/Post tests are developed during departmental collaborations. Results from pre/post tests will be used in English and Math classes to guide instruction. Science and Social Studies will also develop pre/posts tests to support instruction in core content areas. The Instructional Team reviews the results of the pre- and post-tests, and more</p>	<b>Current reality of effective practice:</b> <p>Instructional Units, Differentiated Lesson Plans, and Pre-/Post tests are developed during departmental collaborations. Results from pre/post tests are used to plan and differentiate units of instruction. All core content areas develop pre- and post-tests. The fine arts department is also developing pre- and post-tests during collaboration periods. The leadership team is active in summer professional development to utilize the results from the pre-/post-</p>

training is needed to differentiate instruction based on pre-and post-tests results.	test analysis to plan for professional development, inform subsequent instructional unit plans and/or make adjustments to the curriculum.
<b>IMO AREA 3: STUDENT SAFETY AND DISCIPLINE</b>	
<b>Effective Practice within Category:</b> Expecting and monitoring sound classroom management (IIIC10)	
<b>Description of full implementation of the Effective Practice and/or Recommendation:</b> The faculty and staff develop a discipline management plan that guides student behavior throughout the school. Each teacher establishes rituals and routines within the classroom that produces an atmosphere conducive to learning. Each teacher consistently teaches the campus and classroom plans to all students. Each teacher consistently teaches the rules and procedures in their classroom. Each teacher consistently enforces the agreed upon rules and regulations (IIIC10).	
<b>Current reality of effective practice from the beginning of the year:</b>  Teachers taught schoolwide and classroom rituals/routines and rules for the first 3 weeks of the school year. All administrators and teachers follow the due process expectation outlined in the Little Rock School District Handbook for category I offenses.	<b>Current reality of effective practice:</b>  A discipline committee has been formed in an attempt to reduce category one infractions. All administrators and teachers follow the due process expectation outlined in the Little Rock School District Handbook for category I offenses. Some teachers consistently teach the rules and procedures while others are inconsistent in their reinforcement of classroom rules.
<b>IMO AREA 4: FAMILY AND COMMUNITY ENGAGEMENT</b>	
<b>Effective Practice within Category:</b> Defining the purpose, policies, and practices of a school community (IVA01)	

<b>Description of full implementation of the Effective Practice and/or Recommendation:</b> No Child Left Behind stipulates that each school in the Title I program develop an agreement, or “compact,” that outlines how parents, school staff, and students will share responsibility for improving academic achievement. Compacts describe how the school and parents can work together to help students achieve the state’s standards.	
<b>Current reality of effective practice from the beginning of the year:</b>  Henderson Middle School Learning compact has been developed for distribution to parents being served.	<b>Current reality of effective practice:</b>  Henderson Middle School Learning compact has been developed for distribution to parents being served. The learning compact will be modified during the summer for redistribution for the 2016-2017 school year.

<b>IMO AREA 4: FAMILY AND COMMUNITY ENGAGEMENT</b>
<b>Effective Practice within Category:</b> Post-Secondary School Options (VA01)
The school has a guidance plan that includes options for students as they plan their college and career opportunities. The school routinely tracks their recent graduates’ success at the next level as they pursue their college and career goals.
<b>ADE will monitor the following:</b> <ul style="list-style-type: none"> <li>• The guidance plan</li> <li>• The process of tracking recent graduates</li> </ul>

**Current reality of effective practice from the beginning of the year:**

**Current reality of effective practice:**

N/A



## LEADERSHIP TEAM REFLECTION

Thinking about meetings throughout the year, what have been the most meaningful decisions and actions made by the School Leadership Team this quarter? And what attributed to those changes?

1. Decision to implement math and literacy intervention
  - SRI and SMI data determined that these programs will benefit student growth
2. Resurrection of National Junior Honor Society and Beta Club
  - To meet the need of honoring students' academic success as well as promote peer tutoring within the building for 2016-2017 school year.
3. Formation of a discipline committee to be implemented during the 2016-2017 school year.
  - This will reinforce school wide ritual and routines as well as obtain buy in from stakeholders on the development of a new discipline policy.

If anything, what do you intend to change or modify for the year?

- Create a calendar of events to outline academic incentives as well as behavior incentives
- Create a calendar that outlines various data sources that the leadership team will review at leadership team meetings.
- Start of the leadership team meeting with an "ice breaker" or activity to create excitement about leadership meeting.

## SCHOOL LEADERSHIP TEAM'S REPORT FOURTH QUARTER

**STUDENT/ TEACHER DATA by Quarter (IMO AREA 2: Student Progress and Achievement)**

Grade Level	Number of students enrolled				Number of SWD enrolled as of October 1 <sup>st</sup> per grade level	Number of EL students enrolled as of October 1 <sup>st</sup> per grade level	Number of students with 5 or more referrals				Number of students who have been absent 10 or more days (20% absence rate)			
	1st	2nd	3rd	4th			1st	2nd	3rd	4th	1st	2nd	3rd	4th
6	275	270	257	258	40	28	0	2	4	3	18	15	25	26
7	226	234	239	240	37	19	3	6	11	8	13	26	50	39
8	275	271	265	271	45	32	6	9	10	5	22	30	46	44

**Comments/ Clarifications:**

## LEADERSHIP TEAM REPORT CONTINUED

Grade Level	Percent of core teachers (Math, Science, Social Studies, ELA, Special Education) absent 5 or more days (10%)				Number of <i>ELEMENTARY</i> students that are 2 or more years below grade placement in Math as determined by  _____ _____/_____ (Month Determined)		Number of <i>SECONDARY</i> students that are 3 or more years below grade placement in Math as determined by <u>Scholastic Math Inventory</u> <u>September / 2015</u> (Month Determined)		Number of <i>ELEMENTARY</i> students that are 2 or more years below grade placement in ELA as determined by  _____ _____/_____ (Month Determined)		Number of <i>SECONDARY</i> students that are 3 or more years below grade placement in ELA as determined by <u>Scholastic Reading Inventory</u> <u>September / 2015</u> (Month Determined)	
	1st	2nd	3rd	4th	1st Quarter	4th Quarter	1st Quarter	4th Quarter	1st Quarter	4th Quarter	1st Quarter	4th Quarter
6	14.29	21.43	7.14	50.00			102	136			167	133
7	16.67	41.67	16.67	33.33			154	161			54	107
8	9.09	36.36	18.18	27.27			88	158			79	111

**Comments/ Clarifications:**

**MATH DATA by Quarter for Grades 3-10**

Grade Level	Number of students that failed Math the previous year	Number of students enrolled this quarter	Number of students with D or F in Math class per quarter 2015-2016				Number of students assessed on each post-unit assessment for the current quarter				Total number of students assessed on the post-unit test for each grade level  (A)	Total number of students with D or F on unit tests in Math this quarter  (B)	Percent of students with D or F on any unit tests in Math  (C)  (B/A) X 100 = C			
			1st	2nd	3rd	4th	Unit 1	Unit 2	Unit 3	Unit 4*			1st	2nd	3rd	4th
6	49	258	56	73	90	67	231	228	219		678	438	0	46.49	67.74	64.60
7	77	240	41	57	88	85	185	171	177		533	421	0	97.11	90.44	78.98
8	74	271	69	64	92	100	232	239	234		705	541	0	80.55	79.21	76.73
<b>Example</b>							<b>100</b>	<b>90</b>	<b>95</b>	<b>N/A</b>	<b>285</b>	<b>57</b>	<b>20 %</b>			

**Comments/ Clarifications:**

ELA DATA by Quarter for Grades 3-10

Grade Level	Number of students that failed ELA the previous year	Number of students enrolled this quarter	Number of students with D or F in an ELA class per quarter 2015-2016				Number of students assessed on each post-unit assessment for the current quarter				Total number of students assessed on the post-unit test for each grade level	Total number of students with D or F on unit tests in ELA this quarter	Percent of students with D or F on any unit tests in ELA  (C)  (B/A) X 100 = C			
											(A)	(B)				
			1st	2nd	3rd	4th	Unit 1	Unit 2	Unit 3	Unit 4*			1st	2nd	3rd	4th
6	42	258	60	68	50	71	305	309	281		895	268	0	39.43	37.96	29.94
7	50	240	63	87	84	54	92	80	87		259	101	0	60.13	47.27	38.99
8	79	271	19	15	33	19	208	225	200		633	231	0	45.25	38.92	36.49
Example							100	90	95	N/A	285	57	20%			

Comments/ Clarifications:

(Optional)

**Do you have other data sources that support and/or identify that you are making gains in student outcomes (For example: Interim assessments such as ACT Aspire, TLI, etc.)?** *You may include a chart to describe your data.*

Interpretation of the 4<sup>th</sup> Quarter SRI Data, there were 249 sixth graders that were tested:

1. 13 students scored Advanced in the Year-End Proficiency Range for 6<sup>th</sup> Grade
2. 31 students scored Proficient in the Year-End Proficiency Range for 6<sup>th</sup> Grade
3. 72 students scored Basic in the Year-End Proficiency Range for 6<sup>th</sup> Grade
4. 133 students scored Below Basic in the Year-End Proficiency Range for 6<sup>th</sup> Grade

Interpretation of the 4<sup>th</sup> Quarter SRI Data, there were 222 seventh graders that were tested:

1. 14 students scored Advanced in the Year-End Proficiency Range for 7<sup>th</sup> Grade
2. 37 students scored Proficient in the Year-End Proficiency Range for 7<sup>th</sup> Grade
3. 64 students scored Basic in the Year-End Proficiency Range for 7<sup>th</sup> Grade
4. 107 students scored Below Basic in the Year-End Proficiency Range for 7<sup>th</sup> Grade

Interpretation of the 4<sup>th</sup> Quarter SRI Data, there were 281 eighth graders that were tested:

1. 24 students scored Advanced in the Year-End Proficiency Range for 8<sup>th</sup> Grade
2. 60 students scored Proficient in the Year-End Proficiency Range for 8<sup>th</sup> Grade
3. 86 students scored Basic in the Year-End Proficiency Range for 8<sup>th</sup> Grade
4. 111 students scored Below Basic in the Year-End Proficiency Range for 8<sup>th</sup> Grade

Interpretation of the 4<sup>th</sup> Quarter SMI Data, there were 293 sixth graders that were tested:

1. 201 of them completed the SMI assessment; 92 of them currently have an IT (Incomplete Test)
2. 2 students scored Advanced in the Year-End Proficiency Range for 6<sup>th</sup> Grade
3. 17 students scored Proficient in the Year-End Proficiency Range for 6<sup>th</sup> Grade
4. 46 students scored Basic in the Year-End Proficiency Range for 6<sup>th</sup> Grade
5. 136 students scored Below Basic in the Year-End Proficiency Range for 6<sup>th</sup> Grade

Interpretation of the 4<sup>th</sup> Quarter SMI Data, there were 257 seventh graders that were tested:

1. 222 of them completed the SMI assessment; 35 of them currently have an IT (incomplete test)
2. 1 student scored Advanced in the Year-End Proficiency Range for 7<sup>th</sup> Grade
3. 17 students scored Proficient in the Year-End Proficiency Range for 7<sup>th</sup> Grade
4. 43 students scored Basic in the Year-End Proficiency Range for 7<sup>th</sup> Grade
5. 161 students scored Below Basic in the Year-End Proficiency Range for 7<sup>th</sup> Grade

Interpretation of the 4<sup>th</sup> Quarter SMI Data, there were 205 eighth graders that were tested:

1. 119 of them completed the SMI assessment; 86 of them currently have an IT (incomplete test)
2. 1 student scored Advanced in the Year-End Proficiency Range for 8<sup>th</sup> Grade
3. 9 students scored Proficient in the Year-End Proficiency Range for 8<sup>th</sup> Grade
4. 43 students scored Basic in the Year-End Proficiency Range for 8<sup>th</sup> Grade
5. 158 students scored Below Basic in the Year-End Proficiency Range for 8<sup>th</sup> Grade







ARKANSAS  
DEPARTMENT  
OF EDUCATION

**DISTRICT: LITTLE ROCK**

**SCHOOL: JA FAIR**

**STATUS: PRIORITY**

**SITE-BASED SIS: DIONNE BRITTON**

**EXTERNAL PROVIDER: N/A**

**ADE SCHOOL IMPROVEMENT SPECIALIST TEAM: MISTY PITMAN AND SHARESIA WHITE**

**SUPERINTENDENT: BAKER KURRUS**

**PRINCIPAL: LAGAIL BIGGS**

# End of Year Summary Report

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FOURTH QUARTER

2015-2016 School Year

## IMO AREA 1: CHANGE IN TEACHER AND LEADER PRACTICE

### Effective Practice within Category:

Establishing a team structure with specific duties and time for instructional planning (ID01, ID04, ID07)

### Description of full implementation of the Effective Practice and/or Recommendation:

District policy specifies the team structure for all schools which include a description of the teams' purposes and how they are constituted. New school leaders are apprised of this expectation and how the effectiveness of teams is determined. A common team structure for a school consists of (but not limited to) a Leadership Team (consisting of principal and teacher leaders), teacher Instructional Teams (teaching common subject area or grade level), student team (a diverse group of student leaders), management team (campus administrators and other personnel as needed) and a School Community Council (with a majority of members being parents (ID01). Each team has a specific purpose and scheduled time to meet and works from agendas and minutes (ID04).

The Leadership Team meets at least twice a month in regularly scheduled meetings of at least an hour (ID07). They serve as a conduit of communication to the faculty and staff in a way that enables the Leadership Team to receive input from the faculty and staff (ID08). The Leadership Team regularly looks at school performance data and aggregated classroom observation data and uses that data to make decisions about school improvement and professional development (ID10).

### Current reality of effective practice from the beginning of the year:

1st Quarter

1. School Leadership Team: Literacy and Math Lead Teachers, Literacy and Math Instructional Facilitators, 9th grade Academy Lead Teacher, City Year Project Manager, Counselor, District Math Lead Teacher, Principal, Assistant Principals.
  2. Campus Leadership Team: All Instructional department chairs, Parent Involvement Coordinator, Instructional Technology Specialist, Guidance counselor, Parent, Student representative, Principal and Assistant Principal.
  3. School Community Council: Selected Parents for our student body.
  4. Student Government Association: Elected student officers from each grade level
  5. Collaboration Teams: Common content teachers meet 3 times a week to create CFA's, analyze data, lesson planning.
- The School Leadership Team meets on the 1st and 3rd Wednesday of every month. Campus Leadership meets the 2nd Wednesday of every month,

### Current reality of effective practice:

4<sup>th</sup> Quarter:

1. The School Leadership Team continues to meet twice monthly. We have continued to share minutes via email of the meetings with staff. We have received comments that this has helped staff's understanding of work that the SLT is doing. We continue to encourage feedback from staff. We added the SLT minutes on the faculty agenda as a standing item to elicit more in-depth feedback from all staff members. We surveyed our staff to determine the SLT's effectiveness; 69% of teachers surveyed feel that the SLT has a plan to increase student achievement.
2. The Campus Leadership Team continues to meet monthly on the 2nd Wednesday of each month. This team continues to discuss management and building level issues. They also are briefed on the SLT minutes. The SLT has the bylaws in electronic format for review by the new administration.
3. The Instructional Leadership Team has a standing, weekly meeting. This quarter the focus of our meetings has been on plans for the 2016-17 school year, which has been challenging since a new administration will be in place.

<p>Student Government meets daily during their Leadership Class Period, The School Community Council meets on the 3rd Wednesday of every month. Each committee has an agenda and minutes for each meeting.</p> <p>The School Leadership looks at and disaggregates various forms of data, SMI/SRI data, CFA data, Soar Data, grade distributions, discipline reports, attendance reports. After looking at the data the team determines the next steps and/or intervention strategies. This information is shared with the Campus Leadership team, which then is shared in the department meeting and collaboration meetings. Feedback from the various teams drives the instruction and professional development.</p>	<p>4. Grade Level Teams continue to meet on scheduled Collaboration Days. Digital copies of bylaws/protocols have been provided.</p> <p>5. Student Council meets daily during their Leadership class to discuss and plan student projects and activities.</p> <p>6. The School Community Council meets on a monthly basis to elicit parent input.</p> <p><u>Continued and Ongoing</u></p> <p>Agendas for all collaboration meetings are submitted via google forms or to Principal Biggs.</p> <p>Teachers and staff will continue to obtain professional development on submitting forms using Google Docs.</p> <p>Agendas and minutes are kept for the School Leadership Team Meetings, Department Meetings, Campus Leadership Meetings, School Community Council Meetings</p> <p>The 9th and 10th grade teachers are organized into academies. Career academies are being established. These teams along with the Algebra I teachers and the Geometry teachers have a common planning period.</p>
<b>IMO AREA 1: CHANGE IN TEACHER AND LEADER PRACTICE</b>	
<b>Effective Practice within Category:</b> Engaging teachers in assessing and monitoring student mastery (IIB02, IIB04)	
<b>Description of full implementation of the Effective Practice and/or Recommendation:</b> <p>The Instructional Teams develop instructional units based on the curriculum standards and the local curriculum document. This unit typically encompasses three to six weeks of work and includes pre-/post tests administered at two to three week intervals (IIB01). The pre-test and post-test assess the same learning objectives and inform the Instructional Team members' (teachers) plans for differentiated instruction within the unit and/or re-teaching as necessary following the unit (IIB04).</p> <p>The Instructional Team reviews the results of the pre- and post-tests and uses the information to guide efforts to assure that every student masters the instructional standards taught in the instructional unit (IIB03). The Instructional Team also uses the results from the pre-/post-test analysis to plan for professional development, inform subsequent instructional unit plans and/or make adjustments to the curriculum (IIB02, IIB05).</p>	

**Current reality of effective practice from the beginning of the year:**

1st Quarter

The teachers at JA Fair are divided into common content teams. The content teams meet three times a week. During these meetings teachers will determine the unit of study, identify matching priority standards, unwrap the matching priority standards, write essential questions, write selected response items, write constructed response items and create scoring guides. Each team will administer a CFA for each unit. The same test will be administered as a post test to determine growth and/or remediation. Faculty was provided training on designing pre/post test. Teachers were also given training on how to disaggregate data. All pre/post test are uploaded and shared to Google Drive. Administration monitors the progress of the delivery of pre/post test via Google Docs and shared folders.

**Current reality of effective practice:**

4<sup>th</sup> Quarter

This quarter we continued using the shared schedule and timeline to administer pre-post tests. The Grade Level Teams and administrators appreciated this schedule, which allowed everyone to know what to expect and to more effectively monitor progress; however, 4<sup>th</sup> Quarter Testing interfered with our schedule. Therefore, a request was made to ADE to give only two pre-post tests and the Semester test average as an option. We will look to see how district and state tests affect our pre-post testing schedule for the 2016017 school year. Now that we have an established timeline, we are discussing the alignment of our unit tests to content being taught, the instructional methods used to address student deficiencies based on pre-test results, and interventions needed to assist struggling learners. We rewrote our description of full implementation in this area to include creating a 9 week comprehensive test and dividing that test into three segments, ensuring alignment. We have proposed summer training to the district to address the above topics with teachers.

Continued and Ongoing

- Currently all teachers have received initial professional development on pre/post test and data analysis.
- During collaboration team time, teachers are discussing pre/post test data and analysis and providing next steps and interventions that will address student needs.
- Teachers complete a 5-step data analysis for all student data discussed but we feel that this needs to be reviewed. We need to look at software to help teachers with analysis of data.

**IMO AREA 3: STUDENT SAFETY AND DISCIPLINE**

**Effective Practice within Category:**

Expecting and monitoring sound classroom management (IIIC10)

**Description of full implementation of the Effective Practice and/or Recommendation:**

The faculty and staff develop a discipline management plan that guides student behavior throughout the school. Each teacher establishes rituals and routines within the classroom that produces an atmosphere conducive to learning. Each teacher consistently teaches the campus and classroom plans to all students. Each teacher consistently teaches the rules and procedures in their classroom. Each teacher consistently enforces the agreed upon rules and regulations (IIIC10).

**Current reality of effective practice from the beginning of the year:**

1<sup>st</sup> Quarter:

The Campus Leadership Team has initiated a school-wide discipline plan to address minor classroom infractions.

The 9th grade academy has implemented a discipline plan to address minor classroom infractions. All teachers have developed rituals and routines and they're posted in each classroom. Teachers taught their rituals and routines to their classes. Campus Leadership team is in the process of reviewing school-wide rituals and routines that will be shared with all stakeholders and posted school-wide.

**Current reality of effective practice:**

4<sup>th</sup> Quarter:

The 9th grade academy continues to operate with a Category One discipline plan. The Campus Leadership team meets and discusses school-wide discipline initiatives. We will review classroom rituals and routines and discuss the need to consistently teach the rules to students throughout the year. Reviewing Category I Offences is an area listed on the Needs Assessment. Student Council provides student input for building level policies. The Administration is currently implementing all student safety compliance drills to ensure student safety in the event of an actual crisis.

**IMO AREA 4: FAMILY AND COMMUNITY ENGAGEMENT**

**Effective Practice within Category:**

Defining the purpose, policies, and practices of a school community (IVA01)

<b>Description of full implementation of the Effective Practice and/or Recommendation:</b> No Child Left Behind stipulates that each school in the Title I program develop an agreement, or “compact,” that outlines how parents, school staff, and students will share responsibility for improving academic achievement. Compacts describe how the school and parents can work together to help students achieve the state’s standards.	
<b>Current reality of effective practice from the beginning of the year:</b> 1st Quarter The Parent Facilitator Team has been established. The team consists of the Parent Involvement Coordinator, Parent Facilitator, parent representative from each grade level and the Principal. The team has created a parental involvement plan. The team meets during the summer to discuss back to school, provide feedback regarding Title 1, school data, family/curriculum nights, parent link, school community council, parent teacher conferences, information packets, surveys, best communication practices for parents, workshops, volunteer workshop opportunities, email distributions, and PTSA meetings	<b>Current reality of effective practice:</b>  4 <sup>th</sup> Quarter This quarter we began reflecting on our plan from the previous school year. Parental involvement doubled from the previous year. The guidance counselor is reflecting on the Passport to 10th Grade Program. We held activities in the area of math and literacy while informing parents of their students’ progress. The guidance department along with the Career Coach conducted a Parent Workshop for seniors and their parents. A monthly newsletter is sent to our parents, which include tips for academic success. The Guidance office continues to participate in monthly meetings and assists Administration.  <u>Ongoing</u> The team has created a parental involvement plan. The team meets during the summer to discuss back to school, provide feedback regarding Title 1, school data, family/curriculum nights, parent link, school community council, parent teacher conferences, information packets, surveys, best communication practices for parents, workshops, volunteer workshop opportunities, email distributions, and PTSA meetings

<b>IMO AREA 4: FAMILY AND COMMUNITY ENGAGEMENT</b>
<b>Effective Practice within Category:</b> Post-Secondary School Options (VA01)
The school has a guidance plan that includes options for students as they plan their college and career opportunities. The school routinely tracks their recent graduates’ success at the next level as they pursue their college and career goals.

<b>ADE will monitor the following:</b> <ul style="list-style-type: none"><li>• The guidance plan</li><li>• The process of tracking recent graduates</li></ul>	
<b>Current reality of effective practice from the beginning of the year:</b> <p>1st Quarter</p> <p>The guidance department has implemented a senior mentoring program to assist all seniors with their college and career transition.</p> <p>Students are counseled regarding their current readiness to graduate, apply for post-secondary opportunities and/or vocational career options. FAFSA financial planning night is held for all parents and seniors. Counselors visit all classrooms to discuss college/career options.</p> <p><u>Ongoing Yearly Activities</u></p> <p>We offer a Career/Transition Fair for all students.</p> <p>All seniors are paired with a caring mentor in the building that will assist the student with college or career decisions.</p> <p>City Year has added Adopt A Senior. Corp members meet with the students to discuss college and career options during lunch and assist with their needs.</p> <p>All math club students will qualify for a grant if they decide to work in the educational field upon college graduation. Incentive for students that are currently in the club.</p> <p>We offer three Career Academies: IT, Sports Medicine and Environmental Science</p> <p>All 9th grade students take the Kudor Assessment that will assist them with choosing a career academy.</p> <p>Financial Aid Workshop for all seniors and their parents.</p> <p>We have a Career Coach-offer the COMPASS test in house to our students</p>	<b>Current reality of effective practice:</b> <p>4th Quarter</p> <p>The Guidance Department completes a Post Secondary District Report each year that tracks students through their Freshman Year in College. Based on this report, approximately 46% of our students enter college. This is determined by the annual follow up report that is conducted each fall. The counselors schedule Senior Exit Surveys with Seniors during the third quarter. JA Fair received 2.7 million dollars in scholarship money for Seniors.</p> <p><u>Ongoing Yearly Activities</u></p> <p>We offer a Career/Transition Fair for all students.</p> <p>All seniors are paired with a caring mentor in the building that will assist the student with college or career decisions.</p> <p>City Year has added Adopt A Senior. Corp members meet with the students to discuss college and career options during lunch and assist with their needs.</p> <p>All math club students will qualify for a grant if they decide to work in the educational field upon college graduation. Incentive for students that are currently in the club.</p> <p>We offer three Career Academies: IT, Sports Medicine and Environmental Science</p> <p>All 9th grade students take the Kudor Assessment that will assist them with choosing a career academy.</p> <p>Financial Aid Workshop for all seniors and their parents.</p> <p>We have a Career Coach-offer the COMPASS test in house to our students</p>

## LEADERSHIP TEAM REFLECTION

Thinking about meetings throughout the year, what have been the most meaningful decisions and actions made by the School Leadership Team this quarter? And what attributed to those changes?

- Streamlining the pre/post test process
- Creating the submission of data scheduled for teachers
- Reviewing the data and deciding on the next professional development needed for staff
- Looking at teacher survey results and making professional development decisions
- Sharing SLT minutes with staff, conducting SLT PLC and adding SLT to staff meeting agendas

If anything, what do you intend to change or modify for the year?

- Continue to utilize data to make decisions while filtering the information down to Campus Leadership
- Build on the work we have done with Common Formative Assessments



## SCHOOL LEADERSHIP TEAM'S REPORT FOURTH QUARTER

### STUDENT/ TEACHER DATA by Quarter IMO AREA 2: STUDENT PROGRESS AND ACHIEVEMENT

Grade Level	Number of students enrolled				Number of SWD enrolled as of October 1 <sup>st</sup> per grade level	Number of EL students enrolled as of October 1 <sup>st</sup> per grade level	Number of students with 5 or more referrals				Number of students who have been absent 10 or more days (20% absence rate)			
	1st	2nd	3rd	4th			1st	2nd	3rd	4th	1st	2nd	3rd	4th
9th	259	262	249	246	28	18	10	42	62	39	20	25	33	28
10th	250	250	236	230	29	13	18	40	70	26	15	14	28	23
11th	166	169	157	151	23	6	9	18	40	21	10	6	9	11
12th	183	176	163	165	36	3	2	11	14	5	5	7	8	4

#### Comments/ Clarifications:

The school utilizes progressive discipline. Referrals were decreased from third quarter. Student absences also decreased in all grade levels; except grade 11 from third quarter. The administration discussed the 3<sup>rd</sup> Quarter data with the Student Behavior Intervention Team and Campus Leadership Team, which led to a decrease in referrals and absences.

# LEADERSHIP TEAM REPORT CONTINUED

Percent of core teachers (Math, Science, Social Studies, ELA) absent 5 or more days (10%)				Number of <i>ELEMENTARY</i> students that are 2 or more years below grade placement in Math as determined by _____ Test on _____/_____(Date)		Number of <i>SECONDARY</i> students that are 3 or more years below grade placement in Math as determined by _____ Test on _____/_____(Date)		Number of <i>ELEMENTARY</i> students that are 2 or more years below grade placement in ELA as determined by _____ Test on _____/_____(Date)		Number of <i>SECONDARY</i> students that are 3 or more years below grade placement in ELA as determined by _____ Test on _____/_____(Date)	
1st	2nd	3rd	4th	1st Quarter	4th Quarter	1st Quarter	4th Quarter	1st Quarter	4th Quarter	1st Quarter	4th Quarter
20%	20%	56%	22%			456	377			271	240
25%	25%	45%	27%								
0%	33%	67%	50%								
20%	40%	60%	20%								

## Comments/ Clarifications:

Teacher absences decreased in each grade level from the third quarter to the fourth quarter. The Building Administration implemented the “Letters of Concern” system, which notifies teachers of their absences and allows administrators to express concern and brainstorm strategies for decreasing absences with individual teachers.

**MATH DATA by Quarter for Grades 3-10**

Grade Level	Number of students that failed Math the previous year	Number of students enrolled this quarter	Number of students with D or F in Math class per quarter 2015-2016				Number of students assessed on each post-unit assessment for the current quarter				Total number of students assessed on the post-unit test for each grade level	Total number of students with D or F on unit tests in Math this quarter	Percent of students with D or F on any unit tests in Math			
											(A)	(B)	(C) $(B/A) \times 100 = C$			
			1st	2nd	3rd	4th	Unit 1	Unit 2	Unit 3	Unit 4*			1st	2nd	3rd	4th
9	89	201	13	87	105	98	0	74	0		74	70	82%	94%	69%	95%
10	111	195	104	106	127	119	179	153	191		523	236	49%	90%	65%	45%
<b>Example</b>							100	90	95	N/A	285	57	20%			

**Comments/ Clarifications:**

In 9<sup>th</sup> Grade 95% of students earned D/F on 4th Quarter pre-post tests, but 49% earned D/F for the nine weeks. We will discuss this data during our summer workshop to ensure that daily assignments are aligned to pre-post tests and to ensure that proper planning is in place so that state tests and pre-post assessments are given consistently during the 4<sup>th</sup> Quarter. In 10<sup>th</sup> Grade 45% of students earned D/F on pre-post tests, while 61% earned D/F for the nine weeks. The School Leadership Team is hosting a summer workshop to address re-teaching and remediation of concepts that is preventing

student mastery. The District Leadership Team is providing funding for the summer training and will discuss funding options to allow for blocks of time during the summer or during school time to plan and create pre-post tests and Data Days to analyze data. Ongoing Professional development will be provided to assist teachers in planning and creating aligned pre-post tests to curriculum standards and to ensure student mastery.

**ELA DATA by Quarter for Grades 3-10**

Grade Level	Number of students that failed ELA the previous year	Number of students enrolled this quarter	Number of students with D or F in an ELA class per quarter 2015-2016				Number of students assessed on each post-unit assessment for the current quarter				Total number of students assessed on the post-unit test for each grade level	Total number of students with D or F on unit tests in ELA this quarter	Percent of students with D or F on any unit tests in ELA  (C)  (B/A) X 100 = C			
			1st	2nd	3rd	4th	Unit 1	Unit 2	Unit 3	Unit 4*	(A)	(B)	1st	2nd	3rd	4th
9	131	246	83	133	106	103	179	0	79		258	138	67%	45%	24%	53%
10	21	230	97	105	43	47	86	132	100		318	99	69%	72%	50%	31%
Example							100	90	95	N/A	285	57	20%			

**Comments/ Clarifications:**

In 9<sup>th</sup> Grade 53% of students earned D/F on pre-post tests but 42% earned D/F for nine weeks. In 10<sup>th</sup> Grade 31% earned D/F on pre-post tests and 20% earned D/F for nine weeks. The District Leadership Team provided funding for summer workshop and will discuss funding to allow for blocks of time

during school time to plan and create aligned pre-post tests. Ongoing Professional development will be provided to assist teachers in planning and creating aligned pre-post tests to curriculum.

*(Optional)*

**Do you have other data sources that support and/or identify that you are making gains in student outcomes (For example: Interim assessments such as ACT Aspire, TLI, etc.)?** *You may include a chart to describe your data.*

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**DISTRICT: LITTLE ROCK SCHOOL DISTRICT**

**SCHOOL: MABELVALE**

**STATUS: PRIORITY**

**SITE-BASED SIS: JENNIFER NELSON**

**EXTERNAL PROVIDER: N/A**

**ADE SCHOOL IMPROVEMENT SPECIALIST TEAM: MISTY PITMAN AND SHARESIA WHITE**

**SUPERINTENDENT: BAKER KURRUS**

**PRINCIPAL: RHONDA HALL**

# End of Year Summary Report

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## FOURTH QUARTER

2015-2016 School Year

Jennifer.Nelson

<b>IMO AREA 1: CHANGE IN TEACHER AND LEADER PRACTICE</b>	
<b>Effective Practice within Category:</b> Establishing a team structure with specific duties and time for instructional planning (ID01, ID04, ID07)	
<b>Description of full implementation of the Effective Practice and/or Recommendation:</b>  District policy specifies the team structure for all schools which include a description of the teams' purposes and how they are constituted. New school leaders are apprised of this expectation and how the effectiveness of teams is determined. A common team structure for a school consists of (but not limited to) a Leadership Team (consisting of principal and teacher leaders), teacher Instructional Teams (teaching common subject area or grade level), student team (a diverse group of student leaders), management team (campus administrators and other personnel as needed) and a School Community Council (with a majority of members being parents (ID01). Each team has a specific purpose and scheduled time to meet and works from agendas and minutes (ID04).  The Leadership Team meets at least twice a month in regularly scheduled meetings of at least an hour (ID07). They serve as a conduit of communication to the faculty and staff in a way that enables the Leadership Team to receive input from the faculty and staff (ID08). The Leadership Team regularly looks at school performance data and aggregated classroom observation data and uses that data to make decisions about school improvement and professional development (ID10).	
<b>Current reality of effective practice from the beginning of the year:</b>  The School Leadership Team meets weekly for 45 minutes during 7 <sup>th</sup> period. There was not enough time to complete tasks during that time frame. Attendance is not regular because some of the members have classes during this time. Agendas are made and minutes are taken but they are distributed to staff. There is currently no active School Community Council, but there is information given to parents at check-in on ways to be involved at the school.	<b>Current reality of effective practice:</b> The School Leadership Team consists of building level administrators, district level administrators, specialists, teachers, and instructional facilitators. The team meets every other Wednesday from 4:00-5:00 PM. These meeting times were changed in order to allow more members to be consistently present. The meetings include discussing indicators, disaggregating SOAR data, and coming up with innovative ways to engage students while increasing student achievement. The School Improvement Specialist has begun to send the agenda out via email 48 hours before each team meeting. The building principal shares the team minutes with the entire staff within 48 hours of each meeting. The staff is given an opportunity and encouraged to provide feedback to the



	<p>leadership team. The School Improvement Specialist has set up a standing weekly meeting with the administrative leadership team. The School Community Council has been established and bylaws created and published. The School Community Council currently has more staff than parents. The Mabelvale Leadership Team has created a new staff handbook that outlines expectations, procedures, and a directory for common information that may be needed.</p>
<b>IMO AREA 1: CHANGE IN TEACHER AND LEADER PRACTICE</b>	
<b>Effective Practice within Category:</b> Engaging teachers in assessing and monitoring student mastery (IIB02, IIB04)	
<b>Description of full implementation of the Effective Practice and/or Recommendation:</b> The Instructional Teams develop instructional units based on the curriculum standards and the local curriculum document. This unit typically encompasses three to six weeks of work and includes pre-/post tests administered at two to three week intervals (IIB01). The pre-test and post-test assess the same learning objectives and inform the Instructional Team members' (teachers) plans for differentiated instruction within the unit and/or re-teaching as necessary following the unit (IIB04).	

The Instructional Team reviews the results of the pre- and post-tests and uses the information to guide efforts to assure that every student masters the instructional standards taught in the instructional unit (IIB03). The Instructional Team also uses the results from the pre-/post-test analysis to plan for professional development, inform subsequent instructional unit plans and/or make adjustments to the curriculum (IIB02, IIB05).

**Current reality of effective practice from the beginning of the year:**  
Instructional Units and Pre/Post tests are beginning to be developed in all Core areas. Most teachers have been consistently administering Pre/Post tests. However, they have not been uniform across grade level content areas. The data has not always been documented to show how instruction is being differentiated based on pre test results. Mabelvale is currently working towards all grade level content areas teachers collaborating on a grade level pre test to be administered to all students prior to beginning a unit. The same type assessment questions will be given at the end of the unit. The data from these assessments will be reviewed by the facilitator and teachers to plan instructional units. Individual student results and class period results will also be used to guide instruction.

**Current reality of effective practice:**  
Instructional Units and Pre/Post tests have been given in all content areas. All teachers have consistently administered Pre/Post tests this quarter. The data has not always been documented to show how instruction is being differentiated based on pre test results, however; it is being documented more consistently on data analysis forms. The School Improvement Specialist and the building principal met with all teachers to go over the expectations dealing with pre/post assessments, data, and differentiating instruction. A data analysis form was revised and made available to all teachers. The SIS led a PLC to explain and demonstrate the expectations when utilizing this form. The expectation is that this form will be used to analyze pre/post test data and to guide the discussion on instructional practices. The Instructional Facilitators and SIS will analyze data with the teachers using the forms. We are working towards the facilitators bringing back the data and instructional discussion to the leadership team in order to make instructional decisions for the school.

<b>IMO AREA 3: STUDENT SAFETY AND DISCIPLINE</b>	
<b>Effective Practice within Category:</b> Expecting and monitoring sound classroom management (IIIC10)	
<b>Description of full implementation of the Effective Practice and/or Recommendation:</b> The faculty and staff develop a discipline management plan that guides student behavior throughout the school. Each teacher establishes rituals and routines within the classroom that produces an atmosphere conducive to learning. Each teacher consistently teaches the campus and classroom plans to all students. Each teacher consistently teaches the rules and procedures in their classroom. Each teacher consistently enforces the agreed upon rules and regulations (IIIC10).	
<b>Current reality of effective practice from the beginning of the year:</b> Teachers taught the school wide rituals and routines at the beginning of the year. They continue to review these throughout the school year. They also taught and reviewed classroom rituals and routines. Some teachers follow the due process procedure for most offenses. Mabelvale administration will continue to remind and encourage teachers to send referrals with students when they are sent out of class.	<b>Current reality of effective practice:</b> The discipline management plan was reviewed with faculty and staff members through grade level team meetings. Teachers were prompted to reflect on successes, challenges, and the overall effectiveness of the plan. School wide rituals and routines have been posted in each classroom and hallway. Teachers were directed to re-teach school wide and classroom rituals and routines each Monday during the opening of their daily lesson. Leadership team reviewed discipline data and found trends in the time of day and type of offense. Administrators met with individual teachers in need of additional support. These teachers were identified through discipline data and classroom walk through data. Administrators continue to monitor teacher referrals and classroom observations to ensure that each teacher consistently enforces the discipline management plan.

<b>IMO AREA 4: FAMILY AND COMMUNITY ENGAGEMENT</b>	
<b>Effective Practice within Category:</b> Defining the purpose, policies, and practices of a school community (IVA01)	
<b>Description of full implementation of the Effective Practice and/or Recommendation:</b> No Child Left Behind stipulates that each school in the Title I program develop an agreement, or “compact,” that outlines how parents, school staff, and students will share responsibility for improving academic achievement. Compacts describe how the school and parents can work together to help students achieve the state’s standards.	
<b>Current reality of effective practice from the beginning of the year:</b>	<b>Current reality of effective practice:</b>  Mabelvale has developed a Parental Involvement Plan/ Community Kit. This kit contains the “compact” that outlines how all stakeholders can work together to improve the academic

Mabelvale has developed a Parental Involvement Plan/Community Kit. This kit contains the “compact” that outlines how all stakeholders can work together to improve the academic achievement of all students at Mabelvale Middle. This is distributed to parents at check-in before school starts each year.

achievement of all students at Mabelvale Middle. This is distributed to parents at check-in before school starts each year. A School Community Council has been set up and meets regularly. The updated bylaws for this team are included in the parental involvement kit. Meeting dates have been determined for 2016-2017 school year and staff members have volunteered to serve on the committee. Meetings will be held the 2<sup>nd</sup> Monday of each month immediately preceding athletic events. Revised kits with updated calendars will be distributed at check-in August 1 and 2.

**IMO AREA 4: FAMILY AND COMMUNITY ENGAGEMENT**

**Effective Practice within Category:**  
Post-Secondary School Options (VA01)

The school has a guidance plan that includes options for students as they plan their college and career opportunities. The school routinely tracks their recent graduates' success at the next level as they pursue their college and career goals.

**ADE will monitor the following:**

- The guidance plan
- The process of tracking recent graduates

**Current reality of effective practice from the beginning of the year:**

Mabelvale has a guidance plan referred to as CAP. CAP stands for Career Action Plan. Students meet with counselors, AVID coordinators, and Career teachers to plan for future goals. Mabelvale is currently in the process of planning ongoing college and career opportunities. There is currently not a process for tracking recent graduates

**Current reality of effective practice:**

Mabelvale has a guidance plan referred to as CAP. CAP stands for Career Action Plan. Students meet with counselors, AVID coordinators, and Career teachers to plan for future goals. Students take the Kuder in their career orientation class. Mabelvale is currently in the process of planning ongoing college and career opportunities. There is currently not a process for tracking recent graduates. A Career Day event took place in April 2016. Each Friday staff is encouraged to wear their college paraphernalia.

### LEADERSHIP TEAM REFLECTION

Thinking about meetings throughout the year, what have been the most meaningful decisions and actions made by the School Leadership Team this quarter? And what attributed to those changes?

The lack of regular teacher attendance prompted the Leadership Team to come up with incentives for the staff. A member of the team contacted local businesses to get donations for the staff. Teacher attendance increased by double digits in all grade levels from the second to the third quarters. Teacher attendance also improved from the third to the fourth quarters.

Teachers were not consistently reporting pre and post data. We began sending out reminders to teachers with due dates for assessment data.

The Leadership Team also decided to include all content areas in pre-post assessing. We began with English and Math and then added Science and Social Studies. By the end of the year, all content areas were giving pre and post test.

If anything, what do you intend to change or modify for the year?

Teachers will not tell students that the pre-test do not count as a grade. We feel that students do not try their best when they know the grade is not going to count. The Leadership Team expects to see an increase in pre-test score averages next year.

All teachers will also have students do an analysis of pre and post assessments. This will allow students to track their growth and take ownership of their learning.

We are planning to have leadership meeting during the school day for next year if it can be worked into the schedule. We believe that attendance will be more consistent without teachers having to stay after school.

A tentative schedule of due dates for pre and post test will be available for teachers at the pre- school meetings. This will allow teachers to effectively plan for assessments and units.



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## SCHOOL LEADERSHIP TEAM'S REPORT FOURTH QUARTER

### STUDENT/ TEACHER DATA by Quarter (IMO AREA 2-STUDENT PROGRESS AND ACHIEVEMENT)

Grade Level	Number of students enrolled				Number of SWD enrolled as of October 1 <sup>st</sup> per grade level	Number of EL students enrolled as of October 1 <sup>st</sup> per grade level	Number of students with 5 or more referrals				Number of students who have been absent 10 or more days (20% absence rate)			
	1st	2nd	3rd	4th			1st	2nd	3rd	4th	1st	2nd	3rd	4th
6	199	202	185	183	29	26	11	3	1	0	9	7	15	23
7	199	203	202	201	27	30	1	1	1	0	7	9	15	16
8	234	230	227	229	26	28	4	4	3	1	9	9	21	19

#### Comments/ Clarifications:

##### 2<sup>nd</sup> Quarter

- The numbers at 8<sup>th</sup> grade a declining due to students leaving to attend Mann Magnet.
- The numbers given to us by the Crystal report do not match the numbers we have at our school. We have our enrollment as follows: 6<sup>th</sup>- 193, 7<sup>th</sup>-193, 8<sup>th</sup>- 225
- The number of students with 5 or more referrals looks to have drastically declined at 6<sup>th</sup> grade. The referral process is not uniform and these numbers do not depict an accurate representation of the student/administrator interaction or the class time being missed because of being out of class.
- The referral process and a discipline management plan will be discussed among the administrative team and then presented to the leadership team.
- There are several students that have more than 1 referral but less than 5
- We will look deeper into the students who have been absent 10 or more days to see if they are the same students from quarter to quarter.

##### 3<sup>rd</sup> Quarter

- All grade levels have declining enrollment from the previous quarter according to Crystal Reports

- The number of students with 5 or more referrals went down in 6<sup>th</sup> and 8<sup>th</sup> grade and remained the same in 7<sup>th</sup> grade.
- There is a chart with the number of students with 1, 2, 3, and 4 referrals.
- There is a chart with the number of students with 5,6,7,8, and 9 absences.
- The number of students with 10 or more absences increased drastically
- Some of the absences are for long term suspension and/ or ALE
- 15 students have suspensions of at least 10 days

**Referrals:**

	ONE	TWO	THREE	FOUR
6 <sup>th</sup> GRADERS	36	17	6	5
7 <sup>th</sup> GRADERS	42	15	5	9
8 <sup>th</sup> GRADERS	47	19	8	8

**Absences:**

	FIVE	SIX	SEVEN	EIGHT	NINE
6 <sup>th</sup> GRADERS	11	5	7	8	5

7 <sup>th</sup> GRADERS	11	9	4	1	3
8 <sup>th</sup> GRADERS	9	6	3	6	5

#### 4<sup>th</sup> Quarter

- There were 335 absences in the 4<sup>th</sup> quarter that had no reason reported with them
- There were 252 absences in the 4<sup>th</sup> quarter because of suspension
- Many of the students that were repeatedly in trouble, were sent to alternative school

Grade Level	Percent of core teachers (Math, Science, Social Studies, ELA, Special Education) absent 5 or more days (10%)				Number of <i>ELEMENTARY</i> students that are 2 or more years below grade placement in Math as determined by _____ - / _____ (Month Determined)		Number of <i>SECONDARY</i> students that are 3 or more years below grade placement in Math as determined by <i>Scholastic Math Inventory</i> 04/2016		Number of <i>ELEMENTARY</i> students that are 2 or more years below grade placement in ELA as determined by _____ - / _____ (Month Determined)		Number of <i>SECONDARY</i> students that are 3 or more years below grade placement in ELA as determined by <i>Scholastic Reading Inventory</i> 02/2016	
	1st	2nd	3rd	4th	1st Quarter	4th Quarter	1st Quarter	4th Quarter	1st Quarter	4th Quarter	1st Quarter	4th Quarter
6	16.67	58.33	25	0	N/A	N/A	130	114	N/A	N/A		86
7	20	40	22.22	0	N/A	N/A	141	119	N/A	N/A		102
8	9.09	45.45	25	18.18	N/A	N/A	169	141	N/A	N/A		99

**Comments/ Clarifications:**

**2<sup>nd</sup> Quarter**

- *All students have not completed SMI. There have been multiple problems with internet connections and technology availability.*
- *SMI will be completed on the 1 week of February.*
- *The numbers for students that are at least 3 grade levels behind based on SMI results include students that did not complete the assessment.*
- *Of the results reported 64% of 6<sup>th</sup> graders, 69% of 7<sup>th</sup> graders, and 73% of 8<sup>th</sup> graders are at least 3 grade levels behind in math. Some of these students have been identified and placed in before and after school tutoring.*
- *SRI has not begun. Subscription was lost and was just recently reinstated. Mabelvale will begin as soon as SMI is complete. The person responsible for SRI has requested a username and password in order to administer and currently still waiting.*
- *MYON subscription for literacy will be recommended. SIS will research the price for the subscription.*
- *All grade level core teachers' absences have at least doubled. We will discuss this at leadership and recommend some type of incentive program for teacher attendance.*
- *Some of the absences include teachers that are attending professional development workshops. There were also two teachers that were out due to injury.*

**3<sup>rd</sup> Quarter**

- *All students completed the SMI and SRI*
- *85% of 6<sup>th</sup> grade students are basic or below basic on the SRI (86/136 tested students are 3 or more grade levels behind)*
- *82% of 7<sup>th</sup> grade students are basic or below basic on the SRI (102/162 tested students are 3 or more grade levels behind)*
- *71 % of 8<sup>th</sup> grade students are basic or below basic on the SRI (99/175 tested students are 3 or more grade levels behind)*
- *Teacher attendance improved in each grade level*
- *24 combined personal days were used in the 3<sup>rd</sup> quarter by teachers*
- *131 combined sick days were used in the 3<sup>rd</sup> quarter by teachers*
- *Monthly incentives were given at staff meetings to teachers who were present each day*

**4<sup>th</sup> Quarter**

- *Teacher attendance improved across the board*
- *Incentives were given to all teachers who were present each day instead of just having their names in a drawing*
- *Each grade level improved in SMI*
- *6<sup>th</sup> grade had 16 less students that were 3 or more grade levels behind.*
- *7<sup>th</sup> grade had 22 less students that were 3 or more grade levels behind.*

- 8<sup>th</sup> grade had 28 less students that were 3 or more grade levels behind.

#### MATH DATA by Quarter for Grades 3 - 10

Grade Level	Number of students that failed Math the previous year	Number of students enrolled this quarter	Number of students with D or F in Math class per quarter 2015-2016				Number of students assessed on each post-unit assessment for the current quarter				Total number of students assessed on the post-unit tests for each grade level	Total number of students with D or F on unit tests in Math this quarter	Percent of students with D or F on any unit tests in Math  (C)  (B/A) X 100 = C			
											(A)	(B)				
			1st	2nd	3rd	4th	Unit 1	Unit 2	Unit 3	Unit 4*			1st	2nd	3rd	4th
6	15	183	15	22	21	14	172	167	161	n/a	500	25		37.04%	57.72%	5%
7	42	201	53	80	93	58	178	167	177	n/a	522	76		15.47%	48.17%	14.55%
8	59	229	51	77	66	61	217	114	202	n/a	533	166		10.45%	46.76%	31.14%
Example							100	90	95	N/A	285	57	20%			

Comments/ Clarifications:

### **2<sup>nd</sup> Quarter**

- *The numbers are low in grades 6 and 7 because all students were not given post assessments or teachers didn't turn in data on time.*
  - *The numbers also seem low because of a discrepancy in the enrollment.*
  - *The numbers given to us by the Crystal report do not match the numbers we have at our school. We have our enrollment as follows: 6<sup>th</sup>- 193, 7<sup>th</sup>-193, 8<sup>th</sup>- 225*
  - *There was one teacher that lost her unit 2 post test assessments.*
  - *The D/F count for math is not accurate. There was not a uniform data collection tool utilized . The information was not available for all students.*
  - *We will work on creating a tool to collect the specified data in order to have more accurate results*
- 3<sup>rd</sup> Quarter**

### **3<sup>rd</sup> Quarter**

- **The D/F count increased because there was a uniform tool used to collect the data. It is more accurate than before.**

### **4<sup>th</sup> Quarter**

- **The D/F count decreased because teachers were allowed to strike standards that were not taught on the post test.**

**ELA DATA by Quarter for Grades 3 - 10**

Grade Level	Number of students that failed ELA the previous year	Number of students enrolled this quarter	Number of students with D or F in ELA class per quarter 2015-2016				Number of students assessed on each post-unit assessment for the current quarter				Total number of students assessed on the post-unit tests for each grade level	Total number of students with D or F on unit tests in ELA this quarter	Percent of students with D or F on any unit tests in ELA  (C)  (B/A) X 100 = C			
											(A)	(B)				
			1st	2nd	3rd	4th	Unit 1	Unit 2	Unit 3	Unit 4*			1st	2nd	3rd	4th
6	32	183	37	67	47	39	174	162	147	n/a	483	62		22.96	64.20	12.83
7	43	201	44	41	37	33	183	181	167	n/a	531	54		5.5	36.54	10.16
8	54	229	54	64	61	48	199	194	159	n/a	552	48		37.2	41.40	8.69

<b>Example</b>	<b>100</b>	<b>90</b>	<b>95</b>	<b>N/A</b>	<b>285</b>	<b>57</b>	<b>20%</b>			
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**Comments/ Clarifications:**

**2<sup>nd</sup> Quarter**

- **Teachers are becoming more familiar with pre/post assessment requirements.**
- **Unit 2 post test assessments increased from unit 1.**
- **The assessments were divided into language and reading.**
- **Some students didn't take the post test because they were absent**

**3<sup>rd</sup> Quarter**

- **Literacy test were created as one test**
- **The D/F count increased because there was a uniform tool used to collect the data. It is more accurate than before.**

**4<sup>th</sup> Quarter**

- **Many students were absent for post tests in the last unit**
- **The D/F count decreased because teachers were allowed to strike standards that were not taught on the post test**

**(Optional)**

Do you have other data sources that support and/or identify that you are making gains in student outcomes (For example: Interim assessments such as ACT Aspire, TLI, etc.)? You may include a chart to describe your data.







ARKANSAS  
DEPARTMENT  
OF EDUCATION

**DISTRICT: LITTLE ROCK SCHOOL DISTRICT**

**SCHOOL: MCCLELLAN HIGH SCHOOL**

**STATUS: PRIORITY**

**SITE-BASED SIS: ZORETTA FINLEY**

**EXTERNAL PROVIDER: FETTERMAN**

**ADE SCHOOL IMPROVEMENT SPECIALIST TEAM: MISTY PITMAN AND SHARESIA WHITE**

**SUPERINTENDENT: BAKER KURRUS**

**PRINCIPAL: HENRY ANDERSON**

# End of Year Summary Report

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FOURTH QUARTER

2015-2016 School Year

<b>IMO AREA 1: CHANGE IN TEACHER AND LEADER PRACTICE</b>	
<b>Effective Practice within Category:</b> Establishing a team structure with specific duties and time for instructional planning (ID01, ID04, ID07)	
<b>Description of full implementation of the Effective Practice and/or Recommendation:</b> District policy specifies the team structure for all schools which include a description of the teams' purposes and how they are constituted. New school leaders are apprised of this expectation and how the effectiveness of teams is determined. A common team structure for a school consists of (but not limited to) a Leadership Team (consisting of principal and teacher leaders), teacher Instructional Teams (teaching common subject area or grade level), student team (a diverse group of student leaders), management team (campus administrators and other personnel as needed) and a School Community Council (with a majority of members being parents (ID01). Each team has a specific purpose and scheduled time to meet and works from agendas and minutes (ID04).  The Leadership Team meets at least twice a month in regularly scheduled meetings of at least an hour (ID07). They serve as a conduit of communication to the faculty and staff in a way that enables the Leadership Team to receive input from the faculty and staff (ID08). The Leadership Team regularly looks at school performance data and aggregated classroom observation data and uses that data to make decisions about school improvement and professional development (ID10).	
<b>Current reality of effective practice from the beginning of the year:</b> McClellan has an Interdisciplinary Leadership Team that is meeting regularly (every two weeks) and addressing various instructional aspects surrounding the various departments of the school. This team looks at scores from SMI, SRI, ACT, Explore, PLAN, attendance data, etc. The Interdisciplinary Team and Leadership team have met in conjunction since July 2015 and have now began to meet separately. The Leadership Team has met and reviewed ASCIP action recommendations and is now working to look at incoming data from TLI. The Leadership team has four new members but is working to bring everyone up to speed on the work completed last year.	<b>Current reality of effective practice:</b> The Interdisciplinary Team will now become known as the School Leadership Team, it will continue to meet every other Wednesday from 4 – 5pm. The building management team and the School Climate & Student Discipline Team will meet regularly with more fidelity next school year. The Student Advisory Council has been solidified and those students have started meeting. They have elected officers, created their by-laws, and reviewed data from the Student Climate Survey. They also approved the School Learning Compact. The next task is to begin drafting a building wide Homework policy to share with the School Leadership Team. We are still in the process of creating a School Community Council. We have reached out to members of the community who have agreed to participate. We are currently seeking out parents to participate. We will host a Partner in Education luncheon in August for recruitment purposes.

	Each team is creating an agenda and sign-in sheet, and taking minutes at every meeting.
<b>IMO AREA 1: CHANGE IN TEACHER AND LEADER PRACTICE</b>	
<b>Effective Practice within Category:</b> Engaging teachers in assessing and monitoring student mastery (IIB02, IIB04)	
<b>Description of full implementation of the Effective Practice and/or Recommendation:</b> The Instructional Teams develop instructional units based on the curriculum standards and the local curriculum document. This unit typically encompasses three to six weeks of work and includes pre-/post tests administered at two to three week intervals (IIB01). The pre-test and post-test assess the same learning objectives and inform the Instructional Team members' (teachers) plans for differentiated instruction within the unit and/or re-teaching as necessary following the unit (IIB04).  The Instructional Team reviews the results of the pre- and post-tests and uses the information to guide efforts to assure that every student masters the instructional standards taught in the instructional unit (IIB03). The Instructional Team also uses the results from the pre-/post-test analysis to plan for professional development, inform subsequent instructional unit plans and/or make adjustments to the curriculum (IIB02, IIB05).	
<b>Current reality of effective practice from the beginning of the year:</b>  McClellan High School Teachers have collaboration periods embedded into their daily schedules. Within this time period, subject and grade-level alike teachers have been working to build units of study and common formative assessments (CFAs) that include differentiation. The results of pre-and post-test data are being recorded and some work has gone into how to let these results drive instruction.	<b>Current reality of effective practice:</b>  The teachers meet by content area and departments during their collaboration period. All departments are administering pre and posttests. The teachers still need assistance with data disaggregation, how that affects their lesson plans, and creating next steps.  Student attendance is also an issue. It is not uncommon for 5 to 6 students in a class to miss pretest but be present for the posttest or vice versa. During the collaboration times we decided that if a student shows up for class after the pretest date the teacher is to immediately give it upon their return. For this reason our data is ever changing. We have also made plans to use our 1003a grant money to pay for select teachers to come in during the summer to create the content area pre and posttest for next school year before classes start.

**IMO AREA 3: STUDENT SAFETY AND DISCIPLINE**

**Effective Practice within Category:**

Expecting and monitoring sound classroom management (IIIC10)

**Description of full implementation of the Effective Practice and/or Recommendation:**

The faculty and staff develop a discipline management plan that guides student behavior throughout the school. Each teacher establishes rituals and routines within the classroom that produces an atmosphere conducive to learning. Each teacher consistently teaches the campus and classroom plans to all students. Each teacher consistently teaches the rules and procedures in their classroom. Each teacher consistently enforces the agreed upon rules and regulations (IIIC10).

**Current reality of effective practice from the beginning of the year:**

The entire campus has worked on compliance with the tardy policy and hall pass policy. These are posted in every classroom and can be found throughout the building. Teachers are using the hall pass policy to safeguard instructional time. Teachers have worked individually and within their departments to establish routines and rituals that are assisting in cultivating the classroom atmosphere into one that holds learning as the standard.

**Current reality of effective practice:**

The teachers have implemented the hall pass policy with fidelity. Students are aware of the rituals and routines for being in the hallway. The tardy policy has been listed and is posted throughout the building; however, tardies and skipping still seem to be an issue for a small population of our students. This behavior is being addressed through an emergency removal process.

The principals have made sure that teachers have their classroom rules and rituals and routines posted in their rooms. Teachers have also started sending emails when they notice that a student is present at school but missing from their class. Mr. Anderson and the security team have also started doing afternoon roundups and addressing students who are either sitting out in front of the building or hanging out at the stadium instead of going to class.

<b>IMO AREA 4: FAMILY AND COMMUNITY ENGAGEMENT</b>	
<b>Effective Practice within Category:</b> Defining the purpose, policies, and practices of a school community (IVA01)	
<b>Description of full implementation of the Effective Practice and/or Recommendation:</b> No Child Left Behind stipulates that each school in the Title I program develop an agreement, or “compact,” that outlines how parents, school staff, and students will share responsibility for improving academic achievement. Compacts describe how the school and parents can work together to help students achieve the state’s standards.	
<b>Current reality of effective practice from the beginning of the year:</b>  McClellan has a Title I compact that is utilized. There is a need for the compact to be more aligned with our current reality and the direction that we will take to improve our school.	<b>Current reality of effective practice:</b>  The School Leadership Team, the building management team, and the staff worked together to draft a School Learning Compact that addressed the specific needs of our campus. The Learning Compact was then vetted to the newly created Student Advisory Council, who voted for it unanimously. The plan is to make the Learning Compact part of the check-in process during student registration in early August. The compact will also be shared with our Partners in Education during the Partners in Education luncheon in August. The Student Advisory Council is also beginning work on a school homework policy and a school handbook during their second meeting in May.

IMO AREA 4: FAMILY AND COMMUNITY ENGAGEMENT	
<b>Effective Practice within Category:</b> Post-Secondary School Options (VA01)	
The school has a guidance plan that includes options for students as they plan their college and career opportunities. The school routinely tracks their recent graduates' success at the next level as they pursue their college and career goals.	
<b>ADE will monitor the following:</b> <ul style="list-style-type: none"> <li>• The guidance plan</li> <li>• The process of tracking recent graduates</li> </ul>	
<b>Current reality of effective practice from the beginning of the year:</b>  We have yet to officially address this IMO. Currently, the counseling department works with students as they plan for college and military careers. The AVID Program works diligently with its students regarding college opportunities and selection. The SPED Department works with transition opportunities and programs for its students. Although these actions are taking place, there is not a truly articulated plan that addresses this IMO.	<b>Current reality of effective practice:</b>  The Career Coach and the AVID Coordinator provide the students with the opportunity to visit different college campuses such as: University of Central Arkansas, University of Arkansas at Pine Bluff, the University of Arkansas at Little Rock, Philander Smith College, Pulaski Technical College, and Henderson State University. The Career and Technical Education (CTE) department also hosted a college fair on campus for the students as well. The CTE department also promotes the Jobs After Graduation program where students are connected with employers now and can request to leave school early to go to work. We also have a Marketing program with its own co-op that allows students to leave early to go work and receive real-world work experience. We have a functioning bank here on campus that functions during both lunches and the 9 <sup>th</sup> grade Economics students are encouraged to open an account.  The counselors go through the English classes to provide the upper level students with a hard copy of the scholarship lists every 9 weeks. The students can come to the counselors to request copies of the applications.

## LEADERSHIP TEAM REFLECTION

Thinking about meetings throughout the year, what have been the most meaningful decisions and actions made by the School Leadership Team this quarter? And what attributed to those changes?

- Adopted a set of bylaws by which to be governed.
- Assigned roles to members of SLT.
- Assisted teachers in crafting a school learning compact for the 16-17 school year.
- Created a Student Advisory Council that meets twice a month for two hours.
- Starting recruiting parents to participate in the School Community Council.
- Used the Indicators in Action modules with some of the instructional teams.
- Continued (all teams) to create agendas, keep minutes and sign-in sheets for each meeting.
- Continue to have a collaboration period during the school day for instructional teams to meet.
- Worked diligently with the staff to create a School Learning Compact.
- Established a binder system for the Instructional Teams to keep all of their documents (sign-in sheets, agendas, minutes, and test data) on hand.

If anything, what do you intend to change or modify for the year?

- The Interdisciplinary team will be replaced by a school leadership team.
- The School Leadership Team will have fewer members; 10 max.
- We have members who had agreed to serve on the School Community Council for next school year.
- The Student Advisory Council will continue to meet and serve as ambassadors to the school.
- Start the year off with Indicators in Action Leadership modules for the Leadership Team.
- Use the Indicators in Action School Community Modules to train the School Community Council.



## SCHOOL LEADERSHIP TEAM'S REPORT FOURTH QUARTER

### STUDENT/ TEACHER DATA by Quarter IMO AREA 2: STUDENT PROGRESS AND ACHIEVEMENT

Grade Level	Number of students enrolled				Number of SWD enrolled as of October 1 <sup>st</sup> per grade level	Number of EL students enrolled as of October 1 <sup>st</sup> per grade level	Number of students with 5 or more referrals				Number of students who have been absent 10 or more days (20% absence rate)			
	1st	2nd	3rd	4th			1st	2nd	3rd	4th	1st	2nd	3rd	4th
9	230	243	235	230	37	20	9	4	9	12	14	19	27	40
10	198	209	202	205	28	10	8	4	2	6	9	17	28	25
11	187	186	162	160	31	7	3	0	1	0	7	6	19	14
12	176	179	166	167	20	7	0	0	0	0	5	6	10	5
Algebra I	153	171	193	196										
Geometr y	159	169	179	179										
Algebra II	137	137	143	140										

#### Comments/ Clarifications:

In looking at the data we notice a trend of absences growing throughout the school year. The 9<sup>th</sup> and 10<sup>th</sup> grade students seem to have more absences than any other grades. These students continue to struggle with making the transition to high school. On the middle school level students are only required to pass math, English, science or social studies to move forward while every class counts starting 9<sup>th</sup> grade because the students begin to earn credits. This process is a difficult shift for the students and they have a hard time understanding that they need to earn a certain amount of credits to be classified a 10<sup>th</sup> or 11<sup>th</sup> grader.

For the 4<sup>th</sup> quarter there were 36 students who received Out-of-School Suspensions. There were 84 students who were absent with no reason provided. Eighteen students were absent due to illness. Seventeen students checked out early. Ten students were absent due extenuating circumstances. Eleven students had medical appointments.

There were 14 referrals from 8 students for refusal to follow reasonable directives. Another thirty-one referrals for 16 students for repeated violations of Category I offenses. There were ten referrals for 7 students who had disorderly conduct. There were eight referrals for 5 students who cut class, six referrals for 4 students who were verbally abusive and/or using fighting words. Five students had referrals for being tardy. There were five referrals for 4 students who used profanity

towards a staff member. There was 1 referral for theft and 1 referral for breaking and entering. There were 3 referrals for Category 2 offenses, 1 for use/possession of drugs, 4 referrals for gambling and 2 for fighting.

Percent of core teachers (Math, Science, Social Studies, ELA) absent 5 or more days (10%)				Number of <i>ELEMENTARY</i> students that are 2 or more years below grade placement in Math as determined by _____ Test on _____ - / _____ (Date)		Number of <i>SECONDARY</i> students that are 3 or more years below grade placement in Math as determined by ____ SMI ____ Test on __10__ / __15__ (Date)		Number of <i>ELEMENTARY</i> students that are 2 or more years below grade placement in ELA as determined by _____ Test on ____ / ____ (Date)		Number of <i>SECONDARY</i> students that are 3 or more years below grade placement in ELA as determined by ____ SRI ____ Test on __10__ / __15__ (Date)	
1st	2nd	3rd	4th	1st Quarter	4th Quarter	1st Quarter	4th Quarter	1st Quarter	4th Quarter	1st Quarter	4th Quarter
35.71	35.71	17.6 5	47.06			37				157	
0	14.29	50	50			45				105	
20	20	33.3 3	11.11							82	
14.29	57.14	33.3 3	33.33							75	

**Comments/ Clarifications:**

**Teacher Absences** – 42 days were for professional leave by 12 teachers, 62 sick days were used by 15 teachers, and 7 personal days were used by 6 teachers and 1 teacher was out for jury duty. These numbers include 8 ninth grade core teachers, 4 tenth grade core teachers, 1 eleventh grade teacher and two 12<sup>th</sup> grade core teachers. One teacher is retiring and used 15 sick days by themselves. The policy as it is currently written requires a teacher to take a ½ absence at minimum. Going forward next year next teachers will be able to take time off in hour increments to go to the doctor and come back to work rather than miss a ½ or whole day of work.

**Students below grade level** - No SMI or SRI testing were done at the end of the school year.

**MATH DATA by Quarter for Grades 3-10**

Grade Level	Number of students that failed Math the previous year	Number of students enrolled this quarter	Number of students with D or F in Math class per quarter 2015-2016				Number of students assessed on each post-unit assessment for the current quarter				Total number of students assessed on the post-unit test for each grade level  (A)	Total number of students with D or F on unit tests in Math this quarter  (B)	Percent of students with D or F on any unit tests in Math  (C)  (B/A) X 100 = C			
			1st	2nd	3rd	4th	Unit 1	Unit 2	Unit 3	Unit 4*			1st	2nd	3rd	4th
9	170	230	93	110	119	136										
10	88	205	56	92	113	98										
11	0	160														
12	0	167														
Algebra I	153	196	83	80	92	112	169	177	25		371	303	83%	78%	80%	82 %
Geometry	81	179	54	90	104	90	180	163	0		343	162	51%	31%	54%	47 %
Algebra II	22	140	75	71	93	66	114	110	32		256	124			66%	48 %
<b>Example</b>							100	90	95	N/A	285	57	20%			

**Comments/ Clarifications:**

**Algebra I – 9<sup>th</sup> grade** – 51 students earned Ds and 53 students earned a F.

**Geometry – 9<sup>th</sup> grade** – 2 students earned Ds and 12 students earned a F.

**Mathematics – 9<sup>th</sup> grade** – 61 students earned Ds and 75 students earned a F.

**Geometry – 10<sup>th</sup> grade** – 36 students earned Ds and 40 students earned a F.

**Mathematics – 10<sup>th</sup> grade** – 48 students earned a D and 50 students earned Fs.

*ELA DATA by Quarter for Grades 3-10*

Grade Level	Number of students that failed ELA the previous year	Number of students enrolled this quarter	Number of students with D or F in an ELA class per quarter 2015-2016				Number of students assessed on each post-unit assessment for the current quarter				Total number of students assessed on the post-unit test for each grade level  (A)	Total number of students with D or F on unit tests in ELA this quarter  (B)	Percent of students with D or F on any unit tests in ELA  (C)  (B/A) X 100 = C			
			1st	2nd	3rd	4th	Unit 1	Unit 2	Unit 3	Unit 4*			1st	2nd	3rd	4th
9	98	230	62	68	58	50	14	159	0		173	146	77%	55%	48%	84%
10	28	205	39	59	26	34	70	0	0		70	60	91%	51%	44%	86%
11	0	160														
12	0	167														
Example							100	90	95	N/A	285	57	20%			

*Comments/ Clarifications:*

**9<sup>th</sup> grade English** – 19 students earned a D and 31 students earned Fs.

**10<sup>th</sup> grade English** – 10 students earned a D and 24 students earned Fs.

The ACT Aspire and 11<sup>th</sup> grade ACT assessments were given all on line this year. This new testing protocol was a shift for our staff and listed as a barrier for completing the pre and posttests assessments for the 4<sup>th</sup> quarter.

*(Optional)*

**Do you have other data sources that support and/or identify that you are making gains in student outcomes (For example: Interim assessments such as ACT Aspire, TLI, etc.)?** *You may include a chart to describe your data.*





ARKANSAS  
DEPARTMENT  
OF EDUCATION

**DISTRICT: MARVELL-ELAINE**  
**SCHOOL: MARVELL-ELAINE HIGH SCHOOL**  
**STATUS: PRIORITY**  
**SITE-BASED SIS: RONALD LAURENT**  
**EXTERNAL PROVIDER:**  
**ADE SCHOOL IMPROVEMENT SPECIALIST TEAM: JANIE HICKMAN, JUDY FOOT, BOB BREWER**

**SUPERINTENDENT: DR. JOYCE COTTOMS**  
**PRINCIPAL: MS. SYLVIA MOORE**

# End of Year Summary Report

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FOURTH QUARTER

2015-2016 School Year

## IMO AREA 1: CHANGE IN TEACHER AND LEADER PRACTICE

### Effective Practice within Category:

Establishing a team structure with specific duties and time for instructional planning (ID01, ID04, ID07)

### Description of full implementation of the Effective Practice and/or Recommendation:

District policy specifies the team structure for all schools which include a description of the teams' purposes and how they are constituted. New school leaders are apprised of this expectation and how the effectiveness of teams is determined. A common team structure for a school consists of (but not limited to) a Leadership Team (consisting of principal and teacher leaders), teacher Instructional Teams (teaching common subject area or grade level), student team (a diverse group of student leaders), management team (campus administrators and other personnel as needed) and a School Community Council (with a majority of members being parents (ID01). Each team has a specific purpose and scheduled time to meet and works from agendas and minutes (ID04).

The Leadership Team meets at least twice a month in regularly scheduled meetings of at least an hour (ID07). They serve as a conduit of communication to the faculty and staff in a way that enables the Leadership Team to receive input from the faculty and staff (ID08). The Leadership Team regularly looks at school performance data and aggregated classroom observation data and uses that data to make decisions about school improvement and professional development (ID10).

### Current reality of effective practice from the beginning of the year:

(ID01) A leadership team exists. Teacher instructional teams (PLCs) already exist and will be modified. A School Community Council will be established.  
 (ID04) Agendas are prepared prior to meetings. Details of the agenda are followed. Minutes will be kept during the meetings. The minutes will be uploaded into Indistar and housed in a binder in the SIS's office (will be readily available to team members, faculty, and all stakeholders).  
 (ID07) The leadership team has been established. A scheduled date and time for meetings has been established. The meeting schedule is in the process of being followed.

### Current reality of effective practice:

All of the effective practices from the beginning of the year, with the exception of consistent PLC meetings, are occurring.

Due to the inconsistency of PLC meetings, we have not shared the LT's goals and visions with the faculty. As a result, there are gaps in sound delivery of instruction in all classrooms.



**IMO AREA 1: CHANGE IN TEACHER AND LEADER PRACTICE**
**Effective Practice within Category:**

Engaging teachers in assessing and monitoring student mastery (IIB02, IIB04)

**Description of full implementation of the Effective Practice and/or Recommendation:**

The Instructional Teams develop instructional units based on the curriculum standards and the local curriculum document. This unit typically encompasses three to six weeks of work and includes pre-/post tests administered at two to three week intervals (IIB01). The pre-test and post-test assess the same learning objectives and inform the Instructional Team members' (teachers) plans for differentiated instruction within the unit and/or re-teaching as necessary following the unit (IIB04).

The Instructional Team reviews the results of the pre- and post-tests and uses the information to guide efforts to assure that every student masters the instructional standards taught in the instructional unit (IIB03). The Instructional Team also uses the results from the pre-/post-test analysis to plan for professional development, inform subsequent instructional unit plans and/or make adjustments to the curriculum (IIB02, IIB05).

**Current reality of effective practice from the beginning of the year:**

(IIB02) Pre/Post tests are administered in English, math, and science.

(IIB04) Students are currently being provided with support and enhanced learning opportunities according to analysis of pre-test results. Teachers use pre-test data to determine pre-requisite skills which the student possesses or does not possess. If a student lacks some of the required skill(s) areas the teachers provides instruction with regard to those skills. In addition to intervening in the core classroom (math and literacy), the pre-test data is shared with the interventionist for students with non-mastery of Student Learning Expectations. The interventionist then works with the student for mastery.

**Current reality of effective practice:**

Pre/Post unit tests are not being administered consistently in English, math, or science. Teachers stopped administering TLI modular assessments in December because the school was shifting to the administration of ACT Aspire Periodic Assessments (Interim and Classroom). However teachers did not complete the required ACT Aspire training modules to be eligible to administer ACT Aspire Periodic Assessments. For the upcoming school year, the training will be scheduled and completed by September 2016 so that the school can take full advantage of the ACT Aspire Periodic Assessments.

As a result of not consistently completing IIB02, students have not been provided appropriate support to address areas of deficiencies.

**IMO AREA 3: STUDENT SAFETY AND DISCIPLINE**

**Effective Practice within Category:**

Expecting and monitoring sound classroom management (IIIC10)

**Description of full implementation of the Effective Practice and/or Recommendation:**

The faculty and staff develop a discipline management plan that guides student behavior throughout the school. Each teacher establishes rituals and routines within the classroom that produces an atmosphere conducive to learning. Each teacher consistently teaches the campus and classroom plans to all students. Each teacher consistently teaches the rules and procedures in their classroom. Each teacher consistently enforces the agreed upon rules and regulations (IIIC10).

**Current reality of effective practice from the beginning of the year:**

IIIC10 Based on the increased number of discipline referrals, positively teaching students has not been a school-wide practice. All teachers do not display the characteristics of teachers who elicit strong achievement scores.

**Current reality of effective practice:**

School-wide rules and expectations were established and conveyed. Grade level meetings have been held to inform the students and teachers of the expected rules and procedures which should be adhered to in all classrooms. Posters have been placed in all classrooms. Teachers have received training in Effective Classroom Management. CWTs, formal observations, and informal observations have been conducted to monitor the implementation and collection of evidence in regards to sound classroom management practices.

**IMO AREA 4: FAMILY AND COMMUNITY ENGAGEMENT**

**Effective Practice within Category:**

Defining the purpose, policies, and practices of a school community (IVA01)

**Description of full implementation of the Effective Practice and/or Recommendation:**

No Child Left Behind stipulates that each school in the Title I program develop an agreement, or “compact,” that outlines how parents, school staff, and students will share responsibility for improving academic achievement. Compacts describe how the school and parents can work together to help students achieve the state’s standards.

**Current reality of effective practice from the beginning of the year:**

**IVA01** MEHS's Title I Compact has been developed and distributed to parents. However, not all parents have signed and returned the compact.

**Current reality of effective practice:**

Compacts have been signed by all parents/guardians. As a part of the enrollment process for new/transfer students' parents/guardians sign the compact. They are maintained in a binder with administration.

<b>Effective Practice within Category:</b> Post-Secondary School Options (VA01)	
The school has a guidance plan that includes options for students as they plan their college and career opportunities. The school routinely tracks their recent graduates' success at the next level as they pursue their college and career goals.	
<b>ADE will monitor the following:</b> <ul style="list-style-type: none"> <li>• The guidance plan</li> <li>• The process of tracking recent graduates</li> </ul>	
<b>Current reality of effective practice from the beginning of the year:</b>  VA01 MEHS has planned and held onsite college and career fairs. Representatives from various colleges/universities, the military, government agencies, and businesses attended the fairs. They distributed information and counseled with the students in regards to opportunities with the organization they represented. Photos, sign in sheets, and flyers announcing the fair are on file. The counselor meets with students and their parents in regards to college and career opportunities. She discusses FAFSA, the ACT Test, transcripts/schedules, and GPA to insure that the students and their parents are aware of the requirements for graduation and college/career opportunities. Agendas and sign-in sheets are on file. The counselor brings in outside representatives and speakers to address and meet with the students.	<b>Current reality of effective practice:</b>  The principal and counselor conducted student orientation with each grade level on August 17. A meeting for the parents of juniors and seniors was held to discuss graduation requirements, ACT Test, financial aid, college application process, and college/career readiness. The ASVAB was administered to all juniors and seniors.  Representatives from U of A met and advised students on January 14 and 15, 2016. Students attended Career/College Day at PCC/U of A on April 22. The counselor took four (4) seniors to College Day at UAPB on April 29. Fifteen seniors went to PCC/U of A on April 27 and took the Compass Exam.  An ACT Boot Camp was held during January and February.  The ACT Test was administered to all juniors in March.  Four seniors received full scholarships to college. Other students received the Lottery Scholarship and/or private scholarships.

## LEADERSHIP TEAM REFLECTION

Thinking about meetings throughout the year, what have been the most meaningful decisions and actions made by the School Leadership Team this quarter? And what attributed to those changes?

**IMO AREA 1: CHANGE IN TEACHER AND LEADER PRACTICE** – A Professional Development (PD) Needs Assessment Survey was developed and administered to the teachers. As a result, a second semester PD plan was implemented. The Leadership Team acquired a better understanding of the requirements and expectations for assessing, planning, and monitoring the quarterly indicators.

**IMO AREA 3: STUDENT SAFETY AND DISCIPLINE** – Rules and expectations for the classrooms were established and conveyed. Teachers received training in Effective Classroom Management and using the handbook to write discipline referrals. As a result, the most severe disciplinary infractions have been reduced.

**IMO AREA 4: FAMILY AND COMMUNITY ENGAGEMENT** – A Parent-Community Advisory Council was developed. The council meets monthly to address school culture and assists with getting the parents and community involved in school activities. We have also held parent-community meetings at venues away from the school. An ACT Boot Camp was held and the average ACT scores have increased over last year's scores.

If anything, what do you intend to change or modify for the year?

- Hire a new High School Principal
- Replace appropriate faculty and staff
- Improved communication with parents and the community
- Implement ACT Interim and Classroom Assessments
- Track student progress on AIPs and make adjustments
- Implement Differentiated Professional Development
- Implement Co-Teaching Model in English Language Arts Classrooms
- Conduct Curriculum Re-Alignment
- Conduct Data Disaggregation

## SCHOOL LEADERSHIP TEAM'S REPORT FOURTH QUARTER

### STUDENT/ TEACHER DATA by Quarter IMO AREA 2: STUDENT PROGRESS AND ACHIEVEMENT

Grade Level	Number of students enrolled				Number of SWD enrolled as of October 1 <sup>st</sup> per grade level	Number of EL students enrolled as of October 1 <sup>st</sup> per grade level	Number of students with 5 or more referrals				Number of students who have been absent 10 or more days (20% absence rate)			
	1st	2nd	3rd	4th			1st	2nd	3rd	4th	1st	2nd	3rd	4th
7 <sup>th</sup>	32	32	32	32	6	0	0	0	0	0	1	0	2	0
8 <sup>th</sup>	27	26	26	26	4	0	0	0	0	0	1	4	0	3
9 <sup>th</sup>	26	26	27	27	5	0	0	0	0	0	0	1	2	0
10 <sup>th</sup>	39	39	39	33	10	0	0	0	0	0	5	3	6	2
11 <sup>th</sup>	26	26	23	22	6	0	0	0	0	0	1	6	3	1
12 <sup>th</sup>	23	23	24	23	7	0	0	0	0	0	0	1	0	0

*Comments/ Clarifications: Our discipline referrals really decreased during the 4<sup>th</sup> quarter. Our efforts to be vigilant is paying off.*

*We are also working to decrease the number of absences.*

Percent of core teachers (Math, Science, Social Studies, ELA) absent 5 or more days (10%)				Number of <i>ELEMENTARY</i> students that are 2 or more years below grade placement in Math as determined by _____ Test on _____ / _____ (Date)		Number of <i>SECONDARY</i> students that are 3 or more years below grade placement in Math as determined by <u>STAR Math</u> Test on <u>05/04/16</u> (Date)		Number of <i>ELEMENTARY</i> students that are 2 or more years below grade placement in ELA as determined by _____ Test on _____ - _____ / _____ (Date)		Number of <i>SECONDARY</i> students that are 3 or more years below grade placement in ELA as determined by <u>STAR Reading</u> Test on <u>05/04/16</u> (Date)	
1st	2nd	3rd	4th	1st Quarter	4th Quarter	2 <sup>nd</sup> Quarter	4th Quarter	1st Quarter	4th Quarter	1st Quarter	4th Quarter
0	1	0	7 <sup>th</sup> – 1	N/A	N/A	6	12	N/A	N/A	18	21
0	1	0	8 <sup>th</sup> – 1	N/A	N/A	10	10	N/A	N/A	19	14
0	0	0	9 <sup>th</sup> – 1	N/A	N/A	13	11	N/A	N/A	18	21
0	0	1	10 <sup>th</sup> – 2	N/A	N/A	18	16	N/A	N/A	21	27
0	0	1	11 <sup>th</sup> – 2	N/A	N/A	11	12	N/A	N/A	18	22
0	0	1	12 <sup>th</sup> – 2	N/A	N/A	10	19	N/A	N/A	18	21

**Comments/ Clarifications:** One of the teachers who was absent for 5 or more days was out due to the death of his father. He taught all grades. The other teacher was out due to the birth of a child.

Our students did not put forth a serious effort on the STAR Reading or STAR Math assessments given during the fourth quarter. They voiced an attitude that “the test did not matter.”

**MATH DATA by Quarter for Grades 3-10**

Grade Level	Number of students that failed Math the previous year	Number of students enrolled this quarter	Number of students with D or F in Math class per quarter 2015-2016				Number of students assessed on each post-unit assessment for the current quarter				Total number of students assessed on the post-unit test for each grade level  (A)	Total number of students with D or F on unit tests in Math this quarter  (B)	Percent of students with D or F on any unit tests in Math  (C)  (B/A) X 100 = C			
			1st	2nd	3rd	4th	Unit 1	Unit 2	Unit 3	Unit 4*			1st	2nd	3rd	4th
7 <sup>th</sup>		32	15	10	7	1	30	N/A	N/A	N/A	30	0				0
8 <sup>th</sup>		26	17	8	3	3	25	N/A	N/A	N/A	25	2				8%
9 <sup>th</sup>		27	15	10	10	6	24	N/A	N/A	N/A	24	7				29%
10 <sup>th</sup>		33	17	11	13	13	36	N/A	N/A	N/A	36	8				22%
11 <sup>th</sup>		22	15	5	8	8	31	N/A	N/A	N/A	31	8				26%
12 <sup>th</sup>		23	5	5	4	4	23	N/A	N/A	N/A	23	2				9%
<b>Example</b>							169			N/A	169	27				16

**Comments/ Clarifications:** In grades, 7, 8, and 9, some students had unexcused absences and could not test. In grades 10 and 11, students were taking multiple math courses.

During my observation of unit and semester examinations, many of our students did not put forth a serious effort on the exams.



**ELA DATA by Quarter for Grades 3-10**

Grade Level	Number of students that failed ELA the previous year	Number of students enrolled this quarter	Number of students with D or F in an ELA class per quarter 2015-2016				Number of students assessed on each post-unit assessment for the current quarter				Total number of students assessed on the post-unit test for each grade level	Total number of students with D or F on unit tests in ELA this quarter	Percent of students with D or F on any unit tests in ELA (C)  (B/A) X 100 = C			
			1st	2nd	3rd	4th	Unit 1	Unit 2	Unit 3	Unit 4*	(A)	(B)	1st	2nd	3rd	4th
7 <sup>th</sup>		32	15	17	21	21	24	24	28	N/A	76	31				41
8 <sup>th</sup>		26	16	17	13	16	23	20	20	N/A	63	21				33
9 <sup>th</sup>		27	4	13	5	2	23	N/A	N/A	N/A	23	1				4
10 <sup>th</sup>		33	14	16	9	28	43	N/A	N/A	N/A	43	22				51
11 <sup>th</sup>		22	11	11	4	12	25	N/A	N/A	N/A	25	9				36
12 <sup>th</sup>		23	8	7	1	0	23	N/A	N/A	N/A	23	0				0
<b>Example</b>							<b>161</b>	<b>44</b>	<b>48</b>	<b>N/A</b>	<b>253</b>	<b>84</b>				<b>33</b>

**Comments/ Clarifications:** In grades, 7, 8, and 9, some students had unexcused absences and could not test. In grades 10 and 11, students were taking multiple English courses.

During my observation of unit and semester examinations, many of our students did not put forth a serious effort on the exams.

***(Optional)***

**Do you have other data sources that support and/or identify that you are making gains in student outcomes (For example: Interim assessments such as ACT Aspire, TLI, etc.)?** *You may include a chart to describe your data.*

**None**

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DISTRICT: OSCEOLA #1  
SCHOOL: OSCEOLA HIGH SCHOOL  
STATUS: PRIORITY

SUPERINTENDENT: MICHAEL COX  
PRINCIPAL: TIFFANY MORGAN

SITE-BASED SIS: TOSHIBA PUGH  
EXTERNAL PROVIDER: GENERATION READY, ARKANSAS LEADERSHIP ACADEMY  
ADE SCHOOL IMPROVEMENT SPECIALIST TEAM: DR. ROBERT TONEY

# End of Year Summary Report

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## FOURTH QUARTER

2015-2016 School Year

<b>IMO AREA 1: CHANGE IN TEACHER AND LEADER PRACTICE</b>	
<b>Effective Practice within Category:</b> Establishing a team structure with specific duties and time for instructional planning (ID01, ID04, ID07)	
<b>Description of full implementation of the Effective Practice and/or Recommendation:</b>  District policy specifies the team structure for all schools which include a description of the teams' purposes and how they are constituted. New school leaders are apprised of this expectation and how the effectiveness of teams is determined. A common team structure for a school consists of (but not limited to) a Leadership Team (consisting of principal and teacher leaders), teacher Instructional Teams (teaching common subject area or grade level), student team (a diverse group of student leaders), management team (campus administrators and other personnel as needed) and a School Community Council (with a majority of members being parents (ID01). Each team has a specific purpose and scheduled time to meet and works from agendas and minutes (ID04).  The Leadership Team meets at least twice a month in regularly scheduled meetings of at least an hour (ID07). They serve as a conduit of communication to the faculty and staff in a way that enables the Leadership Team to receive input from the faculty and staff (ID08). The Leadership Team regularly looks at school performance data and aggregated classroom observation data and uses that data to make decisions about school improvement and professional development (ID10).	
<b>Current reality of effective practice from the beginning of the year:</b>  We currently have a leadership team that includes our principal, instructional facilitators, community liaison and lead teachers from each department as well as input from our student leadership team. We meet twice a month for about an hour and have an agenda that is created within Indistar by the principal and the SIS. Our purpose is to improve our communication from district administrators to all stakeholders about school performance data and aggregated classroom observation data.  Teacher instructional teams (PLC) meet weekly to communicate information from the district and campus leadership meetings, analyze performance and classroom data and use it to drive instruction. Although some teachers/departments meet to plan according to our common focus, we feel there is a need to improve upon the alignment in certain areas.	<b>Current reality of effective practice:</b>  The campus leadership team met consistently once a month to receive information from the district leadership team. The second monthly meeting took place only 45% of the time. December's meeting did not take place due to semester break. March's meeting did not take place due to spring break. April's meeting did not take place due to testing. May was an extremely busy month with graduation and end-of-year activities. It is our hope to have quarterly monthly calendars next year to avoid interference with our monthly meetings.  The management team has been dormant since the last non-academic activity was homecoming which took place in the fall. Prom was handled by the 11 <sup>th</sup> grade class. Going forward, we plan to invite alumni to be a part of this process.  The STAMP committee has made great strides this year with attendance alone. More of our parents are involved that ever before (over 200% increase). These

The management team has been established and consists of three veteran teachers and our media specialist. This team will manage all non-academic entities that lend themselves to the culture and climate of our campus. We feel that including district alumni on this team will greatly enhance the effectiveness of this team's purpose.

Our students, teachers and motivated parents (S.T.A.M. P.) committee meet monthly with our district parent coordinator and the campus community liaison. We currently need to develop a common communication structure that will incorporate our family and community stakeholders into our current process.

parents became more involved with happenings on the campus, thus further improving our climate and culture.

<b>IMO AREA 1: CHANGE IN TEACHER AND LEADER PRACTICE</b>	
<b>Effective Practice within Category:</b> Engaging teachers in assessing and monitoring student mastery (IIB02, IIB04)	
<b>Description of full implementation of the Effective Practice and/or Recommendation:</b> <p>The Instructional Teams develop instructional units based on the curriculum standards and the local curriculum document. This unit typically encompasses three to six weeks of work and includes pre-/post tests administered at two to three week intervals (IIB01). The pre-test and post-test assess the same learning objectives and inform the Instructional Team members' (teachers) plans for differentiated instruction within the unit and/or re-teaching as necessary following the unit (IIB04).</p> <p>The Instructional Team reviews the results of the pre- and post-tests and uses the information to guide efforts to assure that every student masters the instructional standards taught in the instructional unit (IIB03). The Instructional Team also uses the results from the pre-/post-test analysis to plan for professional development, inform subsequent instructional unit plans and/or make adjustments to the curriculum (IIB02, IIB05).</p>	
<b>Current reality of effective practice from the beginning of the year:</b>  <u>Math</u>  In 2 of the 4 math disciplines, post-tests have been utilized to assess mastery of common core math standards. In Algebra I and Algebra II, post-tests are used to differentiate and re-teach based on student mastery of the standards. In Geometry and Pre-Cal/Trig, the teacher resigned and was replaced with a new teacher and no assessments have taken place as of yet. The leadership team is providing ongoing support to fill the gaps that this situation has caused for our students.  <u>Literacy</u>  All grade levels have administered at least 1 unit post-test. The results of the post-test are analyzed and the data is used to restructure the instruction either by extending the standards taught in a current unit or by re-teaching the non-mastered portion of the standards.	<b>Current reality of effective practice:</b>  <u>Math</u>  <i>Algebra I</i> students had an average performance year in the classroom. TLI scores show major deficiencies in that the CCSS in math were not mastered for any module. The implementation of a new curriculum, lack of adequate re-teaching/interventions and a great number of teacher absences contributed to the low scores. <i>Geometry</i> students probably performed the lowest overall. The trend of yearly increasing gaps in the expected and actual basic skills knowledge of the students has further amplified the low achievement. Administering and correct usage of pre/posttest in both disciplines continues to be a struggle. Since the curriculum for Algebra II and Advanced Math Topics comes from Virtual Arkansas, we had very little control over the pace or rigor in these classes. Students were not receptive to the digital learning environment in these classes at the beginning, but the push-back waned near the end of the year.  <u>Literacy</u>  Since the beginning of the school year, we observed that we had major deficiencies in grammar at all grade levels. The current curriculum did not include

	<p>any grammar instruction. We adjusted our teaching schedule to accommodate for planning and teaching grammar. Next year we will implement a supplemental grammar curriculum to fill these gaps. Due to the intensity and rigor of the current curriculum and the lack of familiarity of the staff with it, we found that we did not have enough time in the school year to complete it in its entirety. Going forward we will use backwards mapping to remedy this problem.</p>
<b>IMO AREA 3: STUDENT SAFETY AND DISCIPLINE</b>	
<b>Effective Practice within Category:</b> Expecting and monitoring sound classroom management (IIIC10)	
<b>Description of full implementation of the Effective Practice and/or Recommendation:</b> The faculty and staff develop a discipline management plan that guides student behavior throughout the school. Each teacher establishes rituals and routines within the classroom that produces an atmosphere conducive to learning. Each teacher consistently teaches the campus and classroom plans to all students. Each teacher consistently teaches the rules and procedures in their classroom. Each teacher consistently enforces the agreed upon rules and regulations (IIIC10).	
<b>Current reality of effective practice from the beginning of the year:</b>  The school leadership team was proactive in this area for the 2015-2016 school year by providing intense back to school professional development for all staff. The school utilized the newly awarded SIG 1003g funds to provide supplemental training in the areas of engaging lesson planning, classroom rules and procedures, school wide expectations and research based instructional strategies. The faculty and staff were involved in the development of the discipline management plan along with behavior intervention guides. A part time behavior interventionist was hired to work with students at risk. Each teacher established rituals and routines within the classroom that is consistent with a learning atmosphere. These routines and procedures were taught throughout the first week of school and follow up is provided as needed. Each teacher was held accountable to teach the campus and classroom plans to all students. Osceola High School observed each teacher consistently teaching the rules and procedures in their classroom. Each teacher is	<b>Current reality of effective practice:</b>  Although we were proactive in our approach to solving previous classroom management issues, the struggle that some teachers were having at the beginning of the school year almost became insurmountable by April. Other factors that contributed to the ineffectiveness of the original plan include but are not limited to: having one dean for the majority of the school year, inconsistent consequences in the classroom, inconsistent consequences issued by the dean, not following the handbook for certain punishments, high teacher absenteeism and teachers feeling the lack of support from the dean. Our faculty has already suggested changes that they feel need to be made to the handbook to better serve the students at OHS.



<p>currently responsible to consistently enforce the agreed upon rules and regulations.</p> <p>Currently, the goal is to be consistent with rules and procedures to continue to build on the excellent foundation set forth at the beginning of the year. Current reality is some teachers continue to struggle with enforcing consistent classroom procedures. Principal, Dean of students, Academic coaches and external providers continue to work with these teachers to help build better learning environments.</p>	
<b>IMO AREA 4: FAMILY AND COMMUNITY ENGAGEMENT</b>	
<b>Effective Practice within Category:</b> Defining the purpose, policies, and practices of a school community (IVA01)	
<b>Description of full implementation of the Effective Practice and/or Recommendation:</b> No Child Left Behind stipulates that each school in the Title I program develop an agreement, or “compact,” that outlines how parents, school staff, and students will share responsibility for improving academic achievement. Compacts describe how the school and parents can work together to help students achieve the state’s standards.	
<b>Current reality of effective practice from the beginning of the year:</b>  The Title I program has reviewed and refined the current parent compact which outlines how parents, school staff, and students can be a part of the academic achievement of Osceola High School. The compact currently describes how the school and parents can work together to help students achieve the state’s standards. In addition, Osceola High School utilizes a full-time community liaison along with the parent coordinator to coordinate these activities. The weakness of this area is the common vision and goals for parental and community support. The Osceola High School has a supportive group of parents, much like the elementary schools, but common meetings are minimal. Examples of positive involvement is the abundance of business and industry	<b>Current reality of effective practice:</b>  The communication plan for Osceola High School has been completed which includes consistent monthly calendars, digital sign announcements, School Messenger calls and a student newsletter created in journalism. The STAMP (Students, Teachers and Motivated Parents) have met five times this year. The Parent Facilitator was replaced mid-year with the literacy coach who is a local citizen and has more ties to the community. Public relations remains an area of interest as the local newspaper has been supportive in helping Osceola High School promote a positive culture and climate.  In addition, our social media is an additional area for communication, as of 5/27/2016, the Official Osceola School District Facebook page has 1,106 followers. During the week of May 20-26, 4,816 people were reached with our post, which includes likes, comments and shares. Osceola High School will continue to utilize social media, along with School Messenger to reach parents and community members.

support from the City of Osceola, American Greetings, DENSO corporation, Arkansas Northeastern College and other small businesses. However, the facilitation of these stakeholders is sporadic in meeting the specific objective for our students.	All parents and guardians are provided the Right to Know letter which outlines the information concerning the law for Title 1, Part A programs. Title 1 meetings are held twice a year with which includes a feedback form for parents to comment in their recommendations for utilization of Title 1 funds. The results indicate, additional support in the classroom, along with summer school and after school tutoring as an area of request from parents. All of these areas are currently being funded by Title 1.
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IMO AREA 4: FAMILY AND COMMUNITY ENGAGEMENT	
<b>Effective Practice within Category:</b> Post-Secondary School Options (VA01)	
The school has a guidance plan that includes options for students as they plan their college and career opportunities. The school routinely tracks their recent graduates' success at the next level as they pursue their college and career goals.	
<b>ADE will monitor the following:</b> <ul style="list-style-type: none"> <li>• The guidance plan</li> <li>• The process of tracking recent graduates</li> </ul>	
<b>Current reality of effective practice from the beginning of the year:</b>  Osceola High School has a strong career and technical program and provides a guidance plan that includes options for students as they plan their college and career opportunities. The school routinely tracks their recent graduates' success with follow up completer reports. The current transition from middle level takes place in the Career Orientation classroom with a 9th grade step up day in the spring. Currently the middle level counselor is attending Career Development Facilitator training to aid the high school in the process. In addition, the high school currently utilizes four additional certified Career Development Facilitators (Stefanie Lewallen, OHS counselor, Melissa Aldridge, ANC Career	<b>Current reality of effective practice:</b>  Osceola High School students have been assessed in the National Career Readiness Certification (NCRC) which is a nationwide credential for work readiness created by ACT to assess work skill levels, with 11 students completing the CRC with 1 Gold, 7 Silver and 3 Bronze.

Coach, Lauren Meeks, ANC Career Coach and Shantele Raper, CTE coordinator who is a Global Career Development Facilitator Instructor) In addition, the high school has access to a current CDF participant Jeremy Cooper, the Career Readiness instructor from ANC. Through this team, along with the Career Technical Educators (A. Landry, A. James, N. Weintz, S. Simeon, S. Cooper, and B. Ivey) the students have access to career programs of study that go above the minimum requirements. Current programs of students include, Theatre Performance, JROTC, Business Management and Finance, Entrepreneurship, Family and Consumer Science, Pre-Engineering Computerized Integrated Manufacturing, EAST Lab and Digital Communications. Our current weakness is the loss of our agricultural instructor and our need to transition to a skilled and technical program to utilize our well stocked shop. Another positive component within this area is the success of the Career Readiness Certification with a high number of students assessing and passing the CRC.

Osceola School District has officially partnered with East Arkansas Planning and Development District (EAPDD), Arkansas Northeastern College, Department of Workforce Services, Great River Economic Development Foundation and Delta Regional Authority (DRA) to support the Mississippi County ACT Work Ready Communities initiative. This includes an official commitment as an "ARKANSAS EMPLOYER IN MISSISSIPPI COUNTY RECOGNIZING THE ACT NCRC IN SUPPORT OF The COUNTY ACHIEVING ITS WRC GOALS". Currently 84% of the county goals have been attained.

It is important to note, Osceola High School has been proactive in the approach to a Work Ready Community for several years waiting on the initiative to reach our county level.

In addition, Osceola High School has been approved for two new programs of study for 2016-2017, Advanced Manufacturing with an emphasis in Introduction to Mechatronics and Jobs for Arkansas Graduates (JAG). Both of these programs are aligned to our local industry needs and correlate with Local Market Information (LMI). Osceola High School has intent to hire letters from two new Career and Technical teachers, both with experience in the workforce. This includes an experienced Agriculture teacher who will help develop a program which is aligned to the interest of our students and local industry needs.

In addition, all Osceola High School Career and Technical Education (CTE) teachers participate in local and regional advisory meetings. They are scheduled to attend CTE Regional Advisory meeting hosted by Crowley's Ridge Coop in Jonesboro, AR on June 2<sup>nd</sup>. In addition, teachers are scheduled for summer training and certification, including Keystone which is the high school transition program, Jobs for Arkansas Graduates, Principals of Engineering and Introduction to Engineering Process at Northwestern State University in Louisiana, along with EAST Facilitator training and others.

Sixty-six Osceola High School students attended the ANC Completers Banquet with 62 Completion of Program of study awards in the following areas: Pre-engineering, Digital Communications, Power Structural, JROTC, Aviation, Business finance, Medical Professions, Agriculture Plan Systems, Welding, Criminal Justice, Family and Consumer Science, Office Administration, Entrepreneurship and Theatre

	<p>Also, Osceola High School pays for additional purchased service of Career Coaches from Arkansas Northeastern College with objectives of:</p> <p>*Improve the effectiveness of postsecondary advice given to middle/high school students(grades 8-12) and their families</p> <p>*Provide middle/high school students with information about career opportunities in Arkansas and the level of education and skills required in order to be successful in various career fields.</p> <p>*Encourage individuals to learn about, prepare for, and finance a postsecondary education.</p> <p>The Performance Measures for the Career Coaches are listed below:  90% of Program Students served during each school year will be participate in at least one career awareness program, services and/or activity each academic year, which shall include completion of their college and career plan through the on-line planning tool.  75% of Program Students served during each school year will be classified as a Program Participant by the end of each academic year and have reviewed their college and career plan  The following measures will have an expected growth of 2% each year through a four year time  PERFORMANCE MEASURE 1: Increase the percent of students who participate in work-based learning  PERFORMANCE MEASURE 2: Increase the percent of students who receive an industry-recognized certification by their twelfth year and ninth month.  PERFORMANCE MEASURE 3: Increase the percent of students exposed to CTE nontraditional careers.  PERFORMANCE MEASURE 4: Increase the percent of eligible seniors who submit a financial aid  PERFORMANCE MEASURE 5: Increase the percent of students placed in postsecondary education or workforce (includes military) by the end of the 2nd quarter immediately following their high school  PERFORMANCE MEASURE 6: Increase the percent of students enrolled in a program of postsecondary education by the fall semester immediately following high school graduation who successfully completes the first academic year and enrolls for the fall term of the second academic year.</p>
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	<p>Lastly, with the help of the 1003G School Improvement Grant, OHS staff will have an opportunity to support the Career Coach Performance Measures with the newly implemented School Organization Sponsor Criteria which includes the following duties:</p> <ul style="list-style-type: none"><li>• Coordinate and supervise school student council activities.</li><li>• Act as a liaison to students and parents regarding student organization activities.</li><li>• Organize the election of student organization officers.</li><li>• Organize and promote student and school pride activities.</li><li>• Guide the organization during student meetings with officers and members.</li><li>• Organize and create activities that promote student leadership and a positive school environment.</li><li>• Monitor financial records and fund-raising efforts.</li><li>• Facilitate communication among the staff, students, and parents.</li><li>• Organize community service projects.</li><li>• Provide industry certification opportunities to students.</li><li>• Assist in transitioning students from middle school to a high school environment.</li><li>• Ensure safety precautions are observed during all activities.</li><li>• Communicate effectively with all members of the school district and community.</li><li>• Be responsible for the advertisement and publicity of all activities and events related to student council.</li><li>• Organize events, competitions and fund raisers.</li></ul>
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## LEADERSHIP TEAM REFLECTION

Thinking about meetings throughout the year, what have been the most meaningful decisions and actions made by the School Leadership Team this quarter? And what attributed to those changes?

- The most meaningful decisions include:
- Addressing the climate and culture of Osceola High School by investing in a team/family atmosphere.
- Adding grammar to instruction based on data review.
- Setting the expectations for research papers in all literacy classes.
- Streamlining our book list to alleviate overlap
- Beginning the Pre, post and Interim assessments to drive instruction in literacy and math.

If anything, what do you intend to change or modify for the year?

- Continuing our work on mapping the Arkansas State Standards with Engage NY curriculum.
- Investing in professional development on the use and purpose of assessments.
- Introduce appropriate intervention process
- Provide additional training on classroom management
- Block schedule 9th grade literacy and math.
- Set higher expectations for Pre-AP coursework.

## SCHOOL LEADERSHIP TEAM'S REPORT FOURTH QUARTER

### STUDENT/ TEACHER DATA by Quarter IMO AREA 2: STUDENT PROGRESS AND ACHIEVEMENT

Grade Level	Number of students enrolled				Number of SWD enrolled as of October 1 <sup>st</sup> per grade level	Number of EL students enrolled as of October 1 <sup>st</sup> per grade level	Number of students with 5 or more referrals				Number of students who have been absent 10 or more days (20% absence rate)			
	1st	2nd	3rd	4th			1st	2nd	3rd	4th	1st	2nd	3rd	4th
9	90	91	88	86	11	0	0	0	2	12	2	2	9	4
10	89	86	86	85	10	0	0	1	5	9	1	1	6	7
11	81	79	70	73	11	0	0	4	3	8	1	3	8	15
12	87	82	86	84	10	0	0	2	3	2	4	0	12	9

#### Comments/ Clarifications:

1 11th grade student has a medical condition requiring frequent absences.

<b>Grade Level</b>	<b>Percent of core teachers (Math, Science, Social Studies, ELA) absent 5 or more days (10%)</b>	<b>Number of SECONDARY students that are 3 or more years below grade placement in Math as determined by _____ MAP _____ Test on _____ 5 ____ / ____ 24 (Date)</b>		<b>Number of SECONDARY students that are 3 or more years below grade placement in ELA as determined by _____ MAP _____ Test on _____ 5 ____ / ____ 24 (Date)</b>	
	<b>4th Quarter</b>	<b>1st Quarter</b>	<b>4th Quarter</b>	<b>1st Quarter</b>	<b>4th Quarter</b>
<b>9</b>	<b>2</b>	<b>50</b>	<b>44</b>	<b>53</b>	<b>39</b>
<b>10</b>	<b>1</b>	<b>56</b>	<b>53</b>	<b>55</b>	<b>52</b>
<b>11</b>	<b>0</b>	<b>33</b>	<b>34</b>	<b>29</b>	<b>34</b>
<b>12</b>	<b>0</b>	<b>28</b>	<b>27</b>	<b>25</b>	<b>34</b>

**Comments/ Clarifications:**

**Only seniors enrolled in a math class were MAP tested.**



**MATH DATA by Quarter for Grades 3-10**

Grade Level	Number of students that failed Math the previous year	Number of students enrolled this quarter	Number of students with D or F in Math class per quarter 2015-2016				Number of students assessed on each post-unit assessment for the current quarter				Total number of students assessed on the post-unit test for each grade level  (A)	Total number of students with D or F on unit tests in Math this quarter  (B)	Percent of students with D or F on any unit tests in Math  (C)  (B/A) X 100 = C			
			1st	2nd	3rd	4th	Unit 1	Unit 2	Unit 3	Unit 4*			1st	2nd	3rd	4th
9	0	87				35	79	65			144	90				63 %
10	3	80				25	63	63	62	63	251	141				56 %
11	1	72				16	63	49	59		171	76				44 %
12	7	55				19	28	27			55	40				73 %
<b>Example</b>							100	90	95	N/A	285	57	20%			

**Comments/ Clarifications:**

**Several students had already completed their 4 math credits and did not need a math course this year. Total senior enrollment 80, but only 55 enrolled in a math class.**

ELA DATA by Quarter for Grades 3-10

Grade Level	Number of students that failed ELA the previous year	Number of students enrolled this quarter	Number of students with D or F in an ELA class per quarter 2015-2016				Number of students assessed on each post-unit assessment for the current quarter				Total number of students assessed on the post-unit test for each grade level	Total number of students with D or F on unit tests in ELA this quarter	Percent of students with D or F on any unit tests in ELA  (C)  (B/A) X 100 = C			
											(A)	(B)				
			1st	2nd	3rd	4th	Unit 1	Unit 2	Unit 3	Unit 4*			1st	2nd	3rd	4th
9	0	83				29	76	55	25	26	182	56				31 %
10	0	84				41	59	60			119	46				39 %
11	1	73				24	63	58	19	18	158	61				39 %
12	0	78				1	51	51	51	51	204	2				1%
Example							100	90	95	N/A	285	57	20%			

Comments/ Clarifications:

*(Optional)*

**Do you have other data sources that support and/or identify that you are making gains in student outcomes (For example: Interim assessments such as ACT Aspire, TLI, etc.)?** *You may include a chart to describe your data.*

1904





ARKANSAS  
DEPARTMENT  
OF EDUCATION

**DISTRICT: OSCEOLA**  
**SCHOOL: OSCEOLA STEM ACADEMY**  
**STATUS: PRIORITY**  
**SITE-BASED SIS: CHARLES WEBSTER**  
**EXTERNAL PROVIDER: GENERATION READY**  
**ADE SCHOOL IMPROVEMENT SPECIALIST TEAM: DR. TONEY**

**SUPERINTENDENT: MIKE COX**  
**PRINCIPAL: CHRISTEL SMITH**

# End of Year Summary Report

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FOURTH QUARTER

2015-2016 School Year



<b>IMO AREA 1: CHANGE IN TEACHER AND LEADER PRACTICE</b>	
<b>Effective Practice within Category:</b> Establishing a team structure with specific duties and time for instructional planning (ID01, ID04, ID07)	
<b>Description of full implementation of the Effective Practice and/or Recommendation:</b>  District policy specifies the team structure for all schools which include a description of the teams' purposes and how they are constituted. New school leaders are apprised of this expectation and how the effectiveness of teams is determined. A common team structure for a school consists of (but not limited to) a Leadership Team (consisting of principal and teacher leaders), teacher Instructional Teams (teaching common subject area or grade level), student team (a diverse group of student leaders), management team (campus administrators and other personnel as needed) and a School Community Council (with a majority of members being parents (ID01). Each team has a specific purpose and scheduled time to meet and works from agendas and minutes (ID04).  The Leadership Team meets at least twice a month in regularly scheduled meetings of at least an hour (ID07). They serve as a conduit of communication to the faculty and staff in a way that enables the Leadership Team to receive input from the faculty and staff (ID08). The Leadership Team regularly looks at school performance data and aggregated classroom observation data and uses that data to make decisions about school improvement and professional development (ID10).	
<b>Current reality of effective practice from the beginning of the year:</b> <b>At the start of the year the district, had implemented a communication system (Chain) starting with the district Leadership team to the Campus Leadership team and etc. STEM Academy created a Leadership team comprised of their Arkansas Leadership team and several lead teachers.</b> <ul style="list-style-type: none"> <li>• The district leadership team met once a month and this information was conveyed to the Campus Leadership team who met twice a month. The lead teachers took the information to the grade level teams to ensure everyone in the building was being informed.</li> <li>• The team met to discuss instructional practices, professional development needs and data.</li> </ul>	<b>Current reality of effective practice:</b>  <b>By the end of the year, the team structure and communication system was consistently embedded. Teachers felt better about knowing what was going on at district level and campus level. They felt like their campus had some input by the representation of their camp leadership team which was comprised of lead teachers. The role of the leadership team became more vital as the year progressed. The team met twice a month and discussed the curriculum changes and professional development needs based on data. This was both a growing and learning experience for STEM leadership team. They had to disaggregate the data and present the information to the staff. We also had to adjust our instructional strategies once we found out the curriculum had essential skills missing that are</b>

	vital to our student's success on the test. The instructional facilitator had to assist teachers by modeling in the classrooms where needed.
<b>IMO AREA 1: CHANGE IN TEACHER AND LEADER PRACTICE</b>	
<b>Effective Practice within Category:</b> Engaging teachers in assessing and monitoring student mastery (IIB02, IIB04)	
<b>Description of full implementation of the Effective Practice and/or Recommendation:</b> The Instructional Teams develop instructional units based on the curriculum standards and the local curriculum document. This unit typically encompasses three to six weeks of work and includes pre-/post tests administered at two to three week intervals (IIB01). The pre-test and post-test assess the same learning objectives and inform the Instructional Team members' (teachers) plans for differentiated instruction within the unit and/or re-teaching as necessary following the unit (IIB04).  The Instructional Team reviews the results of the pre- and post-tests and uses the information to guide efforts to assure that every student masters the instructional standards taught in the instructional unit (IIB03). The Instructional Team also uses the results from the pre-/post-test analysis to plan for professional development, inform subsequent instructional unit plans and/or make adjustments to the curriculum (IIB02, IIB05).	
<b>Current reality of effective practice from the beginning of the year:</b>  At the start of the year, the departmental teams developed pre & posttest to be administered at two to three week intervals. STEM utilizes the Engage NY Curriculum for both math and Literacy and the content is broken up into modules. We took the module standards and divided it into three sections every quarter. We assessed the students at shorter increments of time and analyzed the data to check for mastery.  Once the post test data of each section was analyzed the teachers either provided Intervention (Tier 2) for students	<b>Current reality of effective practice:</b>  By the end of the year, teachers were consistently developing their interval assessments and analyzing the data. There were a few concerns with the rigor of these assessments and whether or not teachers were using differentiated instruction to meet all students' needs. The departmental teams continued to meet and discuss their pre and post data in meetings. These discussions led to great things such as: <ul style="list-style-type: none"> <li>Standards based intervention with individualized stations.</li> </ul>



<p>needing extra support or Re-taught (Tier 1) standards that majority of the class didn't master.</p> <p>The data from the pre &amp; posttest was used to set up intervention or make adjustments in instruction. Each teacher had to turn in a progress monitoring chart of student mastery at the end of each quarter.</p> <p>By mid-year, the leadership team found that teachers were not using the progress monitoring data to drive their instruction or intervention. The Principal provided PD on progress monitoring and RTI to giving a more thorough understanding of the purpose of the pre and posttests. We needed to emphasize the importance of student meeting mastery in order to be successful on the spring state assessment.</p>	<ul style="list-style-type: none"> <li>• Teachers were doing peer-observations to see how other teachers set up intervention.</li> <li>• Leadership team monitoring intervention and modeling for teachers who needed further assistance.</li> <li>• Tier 2 instruction that provided individualized instruction.</li> <li>• Data-driven instruction</li> <li>• Data led our student growth conversation</li> </ul>
<b>IMO AREA 3: STUDENT SAFETY AND DISCIPLINE</b>	
<b>Effective Practice within Category:</b> Expecting and monitoring sound classroom management (IIIC10)	
<b>Description of full implementation of the Effective Practice and/or Recommendation:</b> The faculty and staff develop a discipline management plan that guides student behavior throughout the school. Each teacher establishes rituals and routines within the classroom that produces an atmosphere conducive to learning. Each teacher consistently teaches the campus and classroom plans to all students. Each teacher consistently teaches the rules and procedures in their classroom. Each teacher consistently enforces the agreed upon rules and regulations (IIIC10).	
<b>Current reality of effective practice from the beginning of the year:</b> At the start of the year, each teachers are given two weeks to establish their rules and procedures but modeling and	<b>Current reality of effective practice:</b> At the start of second semester there was a high number of office referrals. I analyzed the data and look at specific

enforcing the rules. During early PD, the teachers all agreed upon 3 basic classroom rules that every class would implement to provide unity and consistency across the campus.

The teachers were provided an office referral procedure form that provides a discipline management system that is consistent across the campus. *(They are provided PD on this system a week before the kids start school)* This system gives our teachers some autonomy with assigning consequences such as lunch detention, After-school detention, parent conferences and etc..

We had 25% of our 16 core teachers who were struggling with classroom management by the end of the 1<sup>st</sup> quarter. There were very little instruction and the atmosphere wasn't conducive to learning. The teachers struggling with management were assigned peer observations in well managed classrooms. The mentors assigned to the new teachers modeled and met with them once a week to reflect and discuss best practices. The principal analyzed discipline and observation data met with these individuals and made suggestions.

teachers, time of day, group of students and etc. I went into classrooms and observed the atmosphere and felt there was a need to call a faculty meeting. I addressed the issue of low student engagement and inconsistency in enforcing rules. By the end of the year, most teachers were consistently enforcing rules and procedure and providing their students a learning environment.

The Leadership team and mentors supported our teacher with low management by modeling and making suggestions. We tried to meet with these teachers once a week and have reflective conversation on what was working or wasn't working. Even after all the support, I had two first year teachers that were still of great concern in management and they were placed on Intensive Growth Plan (IGP) for the next upcoming school year. This plan will consist of extra support off campus from our local Co-Op.

**IMO AREA 4: FAMILY AND COMMUNITY ENGAGEMENT**

**Effective Practice within Category:**

Defining the purpose, policies, and practices of a school community (IVA01)

**Description of full implementation of the Effective Practice and/or Recommendation:**

No Child Left Behind stipulates that each school in the Title I program develop an agreement, or “compact,” that outlines how parents, school staff, and students will share responsibility for improving academic achievement. Compacts describe how the school and parents can work together to help students achieve the state’s standards.

**Current reality of effective practice from the beginning of the year:**

At the start of the year, we did a parental perception survey on campus and it provided valuable data that I parents didn’t feel welcome or included. STEM has very low parental involvement so we decided to restructure our S.T.A.M.P. (Parent organization) meetings and guidelines. This organization was nothing but merely a compliance piece of paper. I wasn’t even aware my campus had a parent organization. We developed a yearly calendar with dates and established an agenda for all meetings. We invited Parents to our monthly DLT meetings and to all school events on campus. Our first event was an angel tree at Christmas for our needy students and it went extremely well. The Committee did this project collaboratively with the community and STEM students and faculty. The committee decided in January to do a Parent appreciation event every month for the remainder of the school year. This Parental involvement initiative has been a huge success.

**Current reality of effective practice:**

In December, the leadership team decided to do an action research project on parental involvement. We took this information to the S.T.A.M.P. committee who collaboratively worked with STEM in creating these parent appreciation events to increase parental involvement.

The number of parental involvement increased in assemblies, banquets and all school events.

By the end of the year, we had increased parent involvement tremendously. Parents became more involved in assemblies, banquets and all school events.

We even have parents volunteering on campus and helping students in the classrooms.

Examples of positive involvement is the abundance of business and industry support from the City of Osceola, American Greeting, DENSO Corporation, Arkansas Northeastern College and other small businesses. However, the facilitation of these stakeholders is sporadic in meeting the specific objective for our students. *(we still working on it)*

<b>IMO AREA 4: FAMILY AND COMMUNITY ENGAGEMENT</b>	
<b>Effective Practice within Category:</b> Post-Secondary School Options (VA01)	
The school has a guidance plan that includes options for students as they plan their college and career opportunities. The school routinely tracks their recent graduates' success at the next level as they pursue their college and career goals.	
<b>ADE will monitor the following:</b> <ul style="list-style-type: none"> <li>• The guidance plan</li> <li>• The process of tracking recent graduates</li> </ul>	
<b>Current reality of effective practice from the beginning of the year:</b>  <b>Osceola STEM Academy has a strong career and technical program and provides a guidance plan that includes options for students as they plan their college and career opportunities. The school routinely tracks their recent graduates' success with follow up complete reports. The current transition from middle level takes place in the Career Orientation class with a 9<sup>th</sup> grade step up day in the spring.</b>  <b>Osceola STEM Counselor has a comprehensive school counseling program to address the academic, personal/social and career needs of all our students. She enters into classrooms monthly and performs guidance activities with all students.</b>  <b>STEM Academy requires all students to take 4 years of Pre-Engineering program of study and provides 4 years of</b>	<b>Current reality of effective practice:</b>  <b>Our school builds the foundation for the career classes (electives) that are offered in High School. We have aligned our instruction and standards to teach those prerequisite skills that are necessary for them to be successful in HS.</b>  <b>We attended the STEM festival and competed with hundreds of other students in the state of Arkansas. We also took 75 students to the STEM Expo to view and participate in the exhibits.</b>  <b>We collaborated with the 3 local industries and conducted a local Gateway to Technology &amp; PLTW STEM Showcase. We had many parents and community people attend the event.</b>  <b>We attended the Regional Science Fair at Arkansas State and had (3) first place winners, (2) second place winners, and several third place winners. We had an 8<sup>th</sup> grade student who got runner-up to Overall 1<sup>st</sup> place in Bio-chemistry.</b>

technology, which includes Career Development. In addition, The middle level students are exposed to exploratory instruction to align interest with career electives at the high school, which include career programs of study which go above the minimum requirements. Current high school programs of study include, Pre-Engineering Computerized Integrated Manufacturing, Theatre Performance, JROTC, Business Management and Finance, Entrepreneurship, Family and Consumer Science, EAST Lab and Digital Communications. Osceola STEM Academy has access to a career coach who is also certified as a Career Development Facilitator. The career coach works with students on career plans, college and career information and exploration of scholarship information.

In the spring the 8<sup>th</sup> graders attended the HS transition day, students were exposed the variety of programs of study at the high school.



## LEADERSHIP TEAM REFLECTION

<p>Thinking about meetings throughout the year, what have been the most meaningful decisions and actions made by the School Leadership Team this quarter? And what attributed to those changes?</p> <p>The decision to increase Parental Involvement by implementing monthly parent appreciation nights has been the most impacting decisions made this quarter. We knew we had to reach out to parents instead of waiting for them to be involved because of their perception. We needed our parents to feel appreciated for allowing our school to be a part of their child education. There have been several positive changes that have occurred since this Parent Involvement Initiative such as:</p> <ul style="list-style-type: none"> <li>• Increase in parents attendance at school events</li> <li>• More parents involved on campus</li> <li>• Parents feeling more informed and welcomed</li> <li>• Teachers interacting more with parents</li> <li>• Parents more positive about their child school</li> <li>• Parents supporting the school more</li> </ul>
<p>If anything, what do you intend to change or modify for the year?</p> <ul style="list-style-type: none"> <li>• I plan to reach out more to community stakeholders and try to influence them more to attend STAMP meeting.</li> <li>• Send home a weekly newsletter and place information on school website so parents are informed of events starting at the beginning of the school year.</li> <li>• Provide more Classroom management PD throughout the school year</li> <li>• Possibly, move some teachers around to break up some negativity and complacement.</li> </ul>

## SCHOOL LEADERSHIP TEAM'S REPORT FOURTH QUARTER

### STUDENT/ TEACHER DATA by Quarter IMO AREA 2: STUDENT PROGRESS AND ACHIEVEMENT

Grade Level	Number of students enrolled				Number of SWD enrolled as of October 1 <sup>st</sup> per grade level	Number of EL students enrolled as of October 1 <sup>st</sup> per grade level	Number of students with 5 or more referrals				Number of students who have been absent 10 or more days (20% absence rate)			
	1st	2nd	3rd	4th			1st	2nd	3rd	4th	1st	2nd	3rd	4th
5 <sup>th</sup>	85	84	83	84	11	3	3	1	3	0	0	4	1	4
6 <sup>th</sup>	103	102	99	99	7	1	3	3	8	3	1	3	6	7
7 <sup>th</sup>	94	95	92	93	8	1	4	4	15	5	0	0	5	5
8 <sup>th</sup>	94	94	92	91	15	0	0	3	1	1	0	4	9	12

Comments/ Clarifications:

Percent of core teachers (Math, Science, Social Studies, ELA) absent 5 or more days (10%)					Number of <i>ELEMENTARY</i> students that are 2 or more years below grade placement in Math as determined by ____NWEA MAP__Test on ____May_3_ / ____2016____		Number of <i>SECONDARY</i> students that are 3 or more years below grade placement in Math as determined by ____NWEA MAP__Test on ____5/3/2016		Number of <i>ELEMENTARY</i> students that are 2 or more years below grade placement in ELA as determined by ____NWEA MAP Test on 5/3/16		Number of <i>SECONDARY</i> students that are 3 or more years below grade placement in ELA as determined by ____NWEA MAP Test on 5/3/16	
	1st	2nd	3rd	4th	1st Quarter	4th Quarter	1st Quarter	4th Quarter	1st Quarter	4th Quarter	1st Quarter	4th Quarter
5 <sup>th</sup>	12 %	0%	25% 1/4	50% 2/4	32	25			32	38		
6 <sup>th</sup>	12 %	6%	0%	50% 2/4			47	18			53	24
7 <sup>th</sup>	0%	19%	50% 2/4	25% 1/4			50	32			49	30
8 <sup>th</sup>	0%	6%	25% 1/4	0%			52	52			45	45
Sped		67%	0%	0%								

**Comments/ Clarifications:**



**MATH DATA by Quarter for Grades 3-10**

Grade Level	Number of students that failed Math the previous year	Number of students enrolled this quarter	Number of students with D or F in Math class per quarter 2015-2016				Number of students assessed on each post-unit assessment for the current quarter				Total number of students assessed on the post-unit test for each grade level  (A)	Total number of students with D or F on unit tests in Math this quarter  (B)	Percent of students with D or F on any unit tests in Math  (C)  (B/A) X 100 = C			
			1st	2nd	3rd	4th	Unit 1	Unit 2	Unit 3	Unit 4*			1st	2nd	3rd	4th
5 <sup>th</sup>	9 8 1	84	12	12	13	15	83		81	83	247	44	25%	20%	17%	18%
6 <sup>th</sup>		99	5	21	12		93		89	93	275	29	7%	4%	36%	11%
7 <sup>th</sup>		93	18	13	19		78	84		89	251	44		53%	47%	18%
8 <sup>th</sup>		91	2	1	6		88		90		178	4	20%	1%	12%	2%
<b>Example</b>							<b>100</b>	<b>90</b>	<b>95</b>	<b>N/A</b>	<b>285</b>	<b>57</b>	<b>20%</b>			

**Comments/ Clarifications:**

**ELA DATA by Quarter for Grades 3-10**

Grade Level	Number of students that failed ELA the previous year	Number of students enrolled this quarter	Number of students with D or F in an ELA class per quarter 2015-2016				Number of students assessed on each post-unit assessment for the current quarter				Total number of students assessed on the post-unit test for each grade level  (A)	Total number of students with D or F on unit tests in ELA this quarter  (B)	Percent of students with D or F on any unit tests in ELA  (C)  (B/A) X 100 = C			
			1st	2nd	3rd	4th	Unit 1	Unit 2	Unit 3	Unit 4*			1st	2nd	3rd	4th
5 <sup>th</sup>		84	20	15	13		84		84	84	252	40	66%	57%	31%	16%
6 <sup>th</sup>	10	99	12	21	31		99	99	99		297	81	16%	50%	27%	27%
7 <sup>th</sup>	8	93	16	13	25		93		88	85	266	62	11%	29%	13%	23%
8 <sup>th</sup>	8	91	8	5	5		84	89		86	259	40	18%	8%	40%	15%
Example							100	90	95	N/A	285	57	20%			

**Comments/ Clarifications:**

(Optional)

Do you have other data sources that support and/or identify that you are making gains in student outcomes (For example: Interim assessments such as ACT Aspire, TLI, etc.)? *You may include a chart to describe your data.*

## ACHIEVEMENT STATUS AND GROWTH SUMMARY REPORT – (MATH) MAP

8<sup>th</sup> GRADE MS. GORE - 5/26/2016

(comparing Fall to Winter and Fall to Spring growth)

Group	Percentage of Students who Met or Exceeded their Projected RIT		Percent of Projected Growth Met		Count of Students with Growth Projection Available and Valid Beginning and Ending Term Scores		Count of Students who Met or Exceeded their Projected RIT		Median Conditional Growth Percentile	
	Winter/16	Spring/16	Winter/16	Spring/16	Winter/16	Spring/16	Winter/16	Spring/16	Winter/16	Spring/16
Summary for All Groups	44.9%	36.4%	55.3%	65.6%	69	77	31	28	40	39
Female	38.9%	33.3%	25.4%	52.7%	36	45	14	15	31	32
Male	51.5%	40.6%	83.2%	83.5%	33	32	17	13	51	41
Black	43.8%	34.3%	53.1%	60.9%	64	70	28	24	38	38
White	60.0%	57.1%	74.1%	115.2%	5	7	3	4	52	76

**ACHIEVEMENT STATUS AND GROWTH SUMMARY REPORT – (MATH) MAP**  
**7th GRADE MR. SHIRLEY - 5/26/2016**  
**(comparing Fall to Winter and Fall to Spring growth)**

Group	Percentage of Students who Met or Exceeded their Projected RIT		Percent of Projected Growth Met		Count of Students with Growth Projection Available and Valid Beginning and Ending Term Scores		Count of Students who Met or Exceeded their Projected RIT		Median Conditional Growth Percentile	
	Winter/16	Spring/16	Winter/16	Spring/16	Winter/16	Spring/16	Winter/16	Spring/16	Winter/16	Spring/16
<b>Summary for All Groups</b>	46.2%	39.0%	52.0%	70.1%	65	82	30	32	40	35
<b>Female</b>	43.8%	44.7%	41.5%	77.0%	32	47	14	21	33	38
<b>Male</b>	48.5%	31.4%	63.1%	61.0%	33	35	16	11	44	33
<b>Black</b>	39.6%	40.0%	39.1%	67.4%	48	65	19	26	34	37
<b>White</b>	68.8%	31.3%	110.0%	79.2%	16	16	11	5	58	33

**ACHIEVEMENT STATUS AND GROWTH SUMMARY REPORT – (MATH) MAP**  
**5<sup>TH</sup> GRADE MS. BRASHER - 5/26/2016**  
**(comparing Fall to Winter and Fall to Spring growth)**

Group	Percentage of Students who Met or Exceeded their Projected RIT		Percent of Projected Growth Met		Count of Students with Growth Projection Available and Valid Beginning and Ending Term Scores		Count of Students who Met or Exceeded their Projected RIT		Median Conditional Growth Percentile	
	Winter/16	Spring/16	Winter/16	Spring/16	Winter/16	Spring/16	Winter/16	Spring/16	Winter/16	Spring/16
<b>Summary for All Groups</b>	69.0%	86..3%	163.8%	166.4%	71	73	49	63	71	82
<b>Female</b>	67.6%	80.0%	169.0%	166.5%	34	40	23	32	76	82
<b>Male</b>	70.3%	93.9%	158.9%	166.3%	37	33	26	31	67	85
<b>Black</b>	70.7%	90.0%	167.4%	168.1%	58	60	41	54	69	85
<b>White</b>	61.5%	69.2%	148.3%	158.5%	13	13	8	9	79	82

**ACHIEVEMENT STATUS AND GROWTH SUMMARY REPORT – (MATH) MAP**  
**6<sup>th</sup> GRADE MS. MOORE -5/26/2016**  
**(comparing Fall to Winter and Fall to Spring growth)**

Group	Percentage of Students who Met or Exceeded their Projected RIT		Percent of Projected Growth Met		Count of Students with Growth Projection Available and Valid Beginning and Ending Term Scores		Count of Students who Met or Exceeded their Projected RIT		Median Conditional Growth Percentile	
	Winter/16	Spring/16	Winter/16	Spring/16	Winter/16	Spring/16	Winter/16	Spring/16	Winter/16	Spring/16
<b>Summary for All Groups</b>	55.%.3%	69.6%	113.8%	143.6%	85	81	48	56	58	73
<b>Female</b>	54.5%	73.9%	111.2%	176.3%	44	46	24	34	61	87
<b>Male</b>	58.5%	62.9%	116.5%	100.7%	41	35	24	22	58	57
<b>Black</b>	55.7%	65.7%	110.4%	137.3%	70	67	39	44	56	69
<b>White</b>	53.8%	83.3%	111.0%	168.8%	13	12	7	10	58	82

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ARKANSAS  
DEPARTMENT  
OF EDUCATION

**DISTRICT: PULASKI COUNTY SPECIAL SCHOOL DISTRICT**

**SUPERINTENDENT: DR. JERRY GUESS**

**SCHOOL: HARRIS ELEMENTARY**

**PRINCIPAL: DR. DARNELL BELL**

**STATUS: PRIORITY**

**SITE-BASED SIS: DR. ROBERT CLOWERS, DR. JOHN MCCRANEY**

**EXTERNAL PROVIDER: ARKANSAS LEADERSHIP ACADEMY, MARIE PARKER**

**ADE SCHOOL IMPROVEMENT SPECIALIST TEAM: TIAH FRAZIER, LISA KNOEDL**

# End of Year Summary Report

FOURTH QUARTER

2015-2016 School Year



<b>IMO AREA 1: CHANGE IN TEACHER AND LEADER PRACTICE</b>	
<b>Effective Practice within Category:</b>  Establishing a team structure with specific duties and time for instructional planning (ID01, ID04, ID07)	
<b>Description of full implementation of the Effective Practice and/or Recommendation:</b>  District policy specifies the team structure for all schools which include a description of the team's purposes and how they are constituted. New school leaders are apprised of this expectation and how the effectiveness of teams is determined. A common team structure for a school consists of (but not limited to) a Leadership Team (consisting of principal and teacher leaders), teacher Instructional Teams (teaching common subject area or grade level), student team (a diverse group of student leaders), management team (campus administrators and other personnel as needed) and a School Community Council (with a majority of members being parents (ID01). Each team has a specific purpose and scheduled time to meet and works from agendas and minutes (ID04).	

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<p>The Leadership Team meets at least twice a month in regularly scheduled meetings of at least an hour (ID07). They serve as a conduit of communication to the faculty and staff in a way that enables the Leadership Team to receive input from the faculty and staff (ID08). The Leadership Team regularly looks at school performance data and aggregated classroom observation data and uses that data to make decisions about school improvement and professional development (ID10).</p>	
<p><b>Current reality of effective practice from the beginning of the year:</b></p> <p><b>ID01</b></p> <p>Vision statement for Leadership team was written May 2012 and revised August 2014. School Mission Statement revised by all staff June 2012 and revised August 2014. Leadership team revised and updated at building level August 2014.</p> <p>Leadership team consist of 7 staff members plus external support such as Marie Parker, Arkansas Leadership Academy Building Capacity Leader, Tiah Frazer, ADE School Improvement Advisor, and District-Level Personnel.</p> <p>Harris team structure consists of a leadership team, instructional team, school community council, and Grade level teams with each knowing their purpose. The student council is in the formation period. The master calendar has been created for the year with scheduled times to meet.</p>	<p><b>Current reality of effective practice:</b></p> <p><b>ID01</b></p> <p>Some of the history from previous years for ID01 is kept in this document to note the evolving process of this indicator.</p> <p>Some personnel changes were made to the Leadership Team composition for the 2015-16 school. Those changes suggest a more cohesive Leadership Team with increased candidness and self-motivation. The Leadership Team continues to meet twice a month, and meetings generally last well over an hour. The team has reviewed high-stakes data results along with diagnostic results. Professional development needs of the faculty and problematic areas (such as lack of the use of technology and classroom management) have been have been put on the table.</p> <p><b>ID04</b></p>

<p>Vision statement for Leadership Team reviewed and/or revised on 9/3/15.</p> <p>School Mission Statement reviewed by all staff on 8/26/15.</p> <p>Leadership team revised and updated at the building level on 8/19/15.</p> <p>School Community Council revised and updates on 9/28/15</p> <p><b>ID04</b></p> <p>Some teams are meeting with agendas and minutes. To further assist with the implementation of this objective, grade level teams will be given binders to document grade level meetings. Minutes, agendas, and sign-ins will be kept as documentation. 2015 All teams are meeting with agendas and minutes. Minutes, agendas, and sign-ins are being kept in binders and documentation containers in the administrators' and facilitators' offices. Leadership team agenda and minutes are entered and kept in the Indistar platform. Community meeting agendas and other pertinent information are being kept by the administrator and counselor.</p> <p><b>ID07</b></p> <p>Leadership team has been established that consist of 8 staff members and external support such as Jerry Vaughn, AR Leadership Academy Building Capacity Leader, Camilla Wyley, ADE School Improvement Advisor, and District-level personnel. Monthly meetings have been scheduled. 2015 Leadership team is</p>	<p>Teams maintain agendas minutes, and sign-in sheets. Leadership team agendas and minutes are maintained in Indistar. Counselor maintains agendas and relevant information.</p> <p>Meeting times of the Leadership Team meeting may vary depending on circumstances, such as testing or district called meetings.</p> <p><b>ID07</b></p> <p>The composition of the Leadership Team was changed some at the start of the school year and is comprised of the following individuals with title in parenthesis: Dr. Darnell Bell (principal), Dr. Janice Warren (Central Office), Marie Parker (Arkansas Leadership Academy), Dr. Robert Clowers (SIS/Central Office), Dr. John McCraney (SIS/Central Office, who joined the team at mid-year), Nikki Stolzer (Instructional Facilitator/Literacy), Michele Pickett (Instructional Facilitator/Math) Whitney Abdullah (P.E. Coach), Gloria Loring (Faculty Member). Shawna Blet (Faculty Member), LeAnn Jones-Myers (School Counselor).</p>
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<p>scheduled and meeting twice per month from 8:30 am to 11:00 am. The team consists of Administrator, Arkansas Leadership Academy Building Capacity Leader, School Improvement Specialist, Literacy and Math Facilitators, Classroom Teachers, Counselor, and P.E.teacher.</p>	
<p><b>ID01</b></p> <p>Teams will have structure in accordance with newly developed district policy.</p> <p><b>ID04</b></p> <p>A system will be put in place to monitor and guide all teams to full requisite implementation.</p> <p><b>ID07</b></p> <p>The Leadership Team will continue to meet bi-monthly for a minimum of one hour. Additional meetings will be called if needed.</p>	
<p><b>IMO AREA 1: CHANGE IN TEACHER AND LEADER PRACTICE</b></p>	

<b>Effective Practice within Category:</b>  Engaging teachers in assessing and monitoring student mastery (IIB02, IIB04)	
<b>Description of full implementation of the Effective Practice and/or Recommendation:</b>  The Instructional Teams develop instructional units based on the curriculum standards and the local curriculum document. This unit typically encompasses three to six weeks of work and includes pre-/post tests administered at two to three week intervals (IIB01). The pre-test and post-test assess the same learning objectives and inform the Instructional Team members' (teachers) plans for differentiated instruction within the unit and/or re-teaching as necessary following the unit (IIB04).  The Instructional Team reviews the results of the pre- and post-tests and uses the information to guide efforts to assure that every student masters the instructional standards taught in the instructional unit (IIB03). The Instructional Team also uses the results from the pre-/post-test analysis to plan for professional development, inform subsequent instructional unit plans and/or make adjustments to the curriculum (IIB02, IIB05).	
<b>Current reality of effective practice from the beginning of the year:</b>  <b>IIB02</b>	<b>Current reality of effective practice:</b>  <b>IIB02</b>

<p>Grade level instructional teams develop units of instruction of two to three weeks in both math and literacy. Pre and post assessments are based on the objectives in these unit plans and are administered at the beginning and end of each unit. Data are analyzed in PLCs, but teacher use of data to differentiate is limited.</p> <p><b>IIB04</b></p> <p>Teachers currently administer screening pre-tests at the beginning of the school year such as DIBELS, DRA, STAR reading, DSA, Calendar Math pretest, and Houghton Mifflin Pretest. The Learning Institute module tests are given 4 times a year in math grades 1-5 and literacy grades 2-5. These tests are used to check for mastery and to plan for intervention and remediation for individual students. Along with TLI tests, progress monitoring of DIBELS, DRA, and DSA are given throughout the year. End of the year post testing includes DIBELS, DRA, STAR reading, DSA, Calendar Math, and Houghton Mifflin Post-test. A system has been put in place for pre and post formative assessments on each math and literacy two/three week unit.</p>	<p>This indicator remains essentially the same. Teacher use of data to differentiate instruction continues to be limited.</p> <p><b>IIB04</b></p> <p>STAR Math and STAR Literacy have transitioned this school year from administering three times during the school year to monthly.</p> <p>ACT Aspire has been incorporated for the 2016-17 school year. This will necessitate some changes in the coming school year. Other diagnostics remain in place to check for mastery and to plan for intervention and remediation. The rigor to which these diagnostics are used vary from faculty to faculty member.</p>
<p><b>IIB02</b></p>	

Curriculum mapping shall be completed prior to pre- and post-test assessments.

Prior to pre- and post-test assessment administration, copies of the pre- and post-test assessments shall be provided to the Instructional Team no less than one week prior to their administration.

**IIB04**

Review and revise the current system in order to monitor the assessment wall (data cards) and report findings to the leadership team for intervention and remediation recommendations and/or changes.

<b>IMO AREA 3: STUDENT SAFETY AND DISCIPLINE</b>	
<b>Effective Practice within Category:</b> Expecting and monitoring sound classroom management (IIIC10)	
<b>Description of full implementation of the Effective Practice and/or Recommendation:</b>  The faculty and staff develop a discipline management plan that guides student behavior throughout the school. Each teacher establishes rituals and routines within the classroom that produces an atmosphere conducive to learning. Each teacher consistently teaches the campus and classroom plans to all students. Each teacher consistently teaches the rules and procedures in their classroom. Each teacher consistently enforces the agreed upon rules and regulations (IIIC10).	
<b>Current reality of effective practice from the beginning of the year:</b>  <b>IIIC10</b>  Current reality of effective practice (Assess where we are):  District and school procedure manual. distributed. Developed school wide-policy, expectations, and classroom procedures. Developed disciplinary system that is to be implemented and followed by both students and teachers. School-wide expectations and classroom procedures and disciplinary system discussed/reviewed weekly by teachers with their students.  School environment appears orderly.	<b>Current reality of effective practice:</b>  <b>IIIC10</b>  The momentum of relaying school-wide and classroom expectations regarding the disciplinary system seems to have plateaued rather than grown throughout the school year.



<p><b>IIIC10</b></p> <p>Create an accountability system with emphasis on classroom management.</p> <p>Provide opportunities for teachers to observe teacher leaders incorporating classroom management strategies that are provided by district sponsored professional development sessions.</p>	
<p><b>IMO AREA 4: FAMILY AND COMMUNITY ENGAGEMENT</b></p>	
<p><b>Effective Practice within Category:</b></p>	

Defining the purpose, policies, and practices of a school community (IVA01)	
<b>Description of full implementation of the Effective Practice and/or Recommendation:</b>  No Child Left Behind stipulates that each school in the Title I program develop an agreement, or “compact,” that outlines how parents, school staff, and students will share responsibility for improving academic achievement. Compacts describe how the school and parents can work together to help students achieve the state’s standards.	
<b>Current reality of effective practice from the beginning of the year:</b>  <b>IVA01</b>  School has a compact and is discussed in parent meetings. Family meetings are scheduled. Survey data are collected at the beginning of the school year. Math and literacy family nights are scheduled. Parent-teacher conferences are scheduled.	<b>Current reality of effective practice:</b>  <b>IVA01</b>  Parents were surveyed at the “Back to School Bash” held on August 13, 2015. The results were reviewed i the family/community involvement meetings on September 28, 2015. The survey results were limited but suggested that teachers were disconnected from the community and that only a few teachers participated in after-school events.  Math and Literacy Family Nights along with Parent-Teacher Conferences were held successfully throughout the school year.
<b>IVA01</b>	

Provide incentives(s) to encourage teachers to attend after-hours school functions in order to develop a sustained relationship between the family/community and the school faculty.	
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<b>IMO AREA 4: FAMILY AND COMMUNITY ENGAGEMENT</b>	
<b>Effective Practice within Category:</b> Post-Secondary School Options (VA01)	
<p>The school has a guidance plan that includes options for students as they plan their college and career opportunities. The school routinely tracks their recent graduates' success at the next level as they pursue their college and career goals.</p> <p><b>ADE will monitor the following:</b></p> <ul style="list-style-type: none"> <li>• The guidance plan</li> <li>• The process of tracking recent graduates</li> </ul>	

<p><b>Current reality of effective practice from the beginning of the year:</b></p> <p><b>VA01</b></p> <p>The school counselor is communicating with the feeder pattern middle school and planning activities for career and college readiness along with activities for students transitioning to middle school.</p>	<p><b>Current reality of effective practice:</b></p> <p><b>VA01</b></p> <p><b>The guidance plan:</b></p> <p>A Sylvan Hills Middle School counselor visited Harris Elementary on February 9, 2016 to discuss course/class selections.</p> <p>Due to constraints of spring testing and end-of-year, unforeseen circumstances at both schools, the 5th grade students were unable to visit the middle school.</p> <p><b>Tracking recent graduates:</b></p> <p>The mechanisms are not available to track Harris Elementary students following graduation from high school or college. What we did, however, was to pull Triand transcripts on 22 students (a cohort) that had matriculated from Harris to their Middle School within their feeder pattern.</p> <p>A comparison was made of their ACTAAP and PARCC results in Mathematics and Literacy, respectively. For the 2015-16 school year, these were students that started their school year as a seventh grader at their middle school. Doing this provided us with</p>
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their PARCC results as 6th graders (at their middle school) that could be compared to their ACTAAP results from Harris as 5th graders.	
A summary of those comparisons are of interest and are provided below. These are purposefully not listed in alphabetical order. Additionally, there were too few majority students to provide a majority/minority achievement gap. PARCC results are from Spring 2015 (as a sixth grader). ACTAAP results are from Spring 2014 (as a fifth grader). This may be thought of as graduating from elementary school to middle school.	
<b>5th Grade 2014</b>	<b>6th Grade 2015</b>
<b>ACTAAP Literacy/Math</b>	<b>PARCC Literacy/Math</b>
Basic/Basic	Partially Met/Not Yet Meet
Basic/Basic	Partially Met/Partially Met
Advanced/Proficient	N/A            N/A
Advanced/Proficient	Met Expect / Approach Expect
Proficient/Below	Partially Met/Not Yet Met
Proficient/Below	Partially Met/Partially Met
Proficient/Proficient	Approach Expect/Approach Expect
Basic/Below	Not Yet Meet/Partially Met

	Basic/Below	Partially Met/Partially Met
	Basic Below	Partially Met/Partially Met
	Basic/Below	Partially Met/Partially Met
	Basic/Proficient	Partially Met/Partially Met
	Proficient/Proficient	Partially Met/Approach Expect
	Proficient/Basic	Partially Met/Partially Met
	Proficient/Proficient	Approach Expect/Partially Met
	Basic/Below	Not Yet Meet/Not Yet Meet
	Basic/Below	N/A          Not Yet Meet
	Proficient/Basic	Partially Met/Partially Met
	Proficient/Basic	Approach Expect/Partially Met
	Below/Below	Not Yet Meet/Not Yet Meet
	Basic/Basic	Partially Met/Partially Met
	Advanced/Proficient	Met Expect/Partially Met
	<b><u>Summary of 22 Student Cohort Group: 2014 to 2015</u></b>	
	<b>ACTAAP 5th Grade Literacy: Proficient or Higher: 50%</b>	
	<b>PARCC 6th Grade Literacy: Met Expectations or Higher: 10%</b>	
	<b>ACTAAP 5th Grade Math: Proficient or Higher: 32%</b>	
	<b>PARCC 6th Grade Math: Met Expectations or Higher: 0%</b>	

**VA01**

Identify key stakeholders at each middle school (to which a 5th grader will matriculate) to take 5th grade students on a mock school day at the middle school they will attend in their 6th grade.

Host a Career Day for 4th and 5th grade students.

Have 6th grade students who attended Harris as a 5th grader to come speak to the current 5th graders at Harris relating the transition from elementary to middle school.

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## LEADERSHIP TEAM REFLECTION

Thinking about meetings throughout the year, what have been the most meaningful decisions and actions made by the School Leadership Team this quarter? And what attributed to those changes?

The School Leadership Team created a School Improvement Process Journey PowerPoint that reflected the Arkansas Leadership Academy Performance Standards (Setting Clear and Compelling Direction, Shaping Culture for Learning, Leading and Managing Change, Transforming Teaching and Learning, and Managing Accountability Systems) and Indistar Indicators based upon the ADE Quarterly 45-Day Plans.

It allowed the team to reflect upon the beginning steps/stages of the process, the status of our growth ("Where are we today?") and future ("where do we want to be in the future?").

The results of the Scholastic Audit of 2012 and being identified as a Priority School required the implementation of tools/strategies and systems that impact teaching and learning.

Being a participants of ALA, this was culminating product (the "School Journey") for the program.

Additionally, the Leadership Team recognizes how the behaviors of the adult learners (i.e., teachers) have an impact on student achievement and discipline and may drive professional development.

If anything, what do you intend to change or modify for the year?



A possible change in the composition of the ALA Deep Knowledge Team.



SCHOOL LEADERSHIP TEAM’S REPORT FOURTH QUARTER

STUDENT/ TEACHER DATA by Quarter IMO AREA 2: STUDENT PROGRESS AND ACHIEVEMENT

Grade Level	Number of students enrolled				Number of SWD enrolled as of October 1 <sup>st</sup> per grade level	Number of EL students enrolled as of October 1 <sup>st</sup> per grade level	Number of students with 5 or more referrals				Number of students who have been absent 10 or more days (20% or more)			

											nce rate)			
	1st	2nd	3rd	4th			1st	2nd	3rd	4th	1st	2nd	3rd	4th
K	43	41	42	42	6	2	0	1	0	0	0	1	7	7
1	39	43	48	47	9	1	0	0	0	0	0	0	2	2
2	49	47	49	49	12	1	1	0	0	0	1	0	6	11
3	39	45	46	42	5	0	0	0	0	0	0	0	0	0
4	45	46	47	47	12	0	2	1	0	0	1	3	4	3
5	38	37	35	34	8	2	2	1	0	0	0	0	7	3

Comments/ Clarifications:

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	Perc ent of core teach ers (Math , Scien ce, Socia l Studi es,				Number of <i>ELEME NTARY</i> student s that are <u>2</u> or more years below grade placeme nt in <u>Math</u> as			Number of <i>ELEMENTA RY</i> students that are <u>2</u> or more years below grade placement in <u>ELA</u> as determined by <u>Star</u> Reading_ <u>Te</u> st on <u>May</u> / <u>  </u>		
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	ELA) absent 5 or more days (10%)				determi ned by ____ Sta r Math____ Test on ____ May/ ____ 2016 ____(Date)			____2016____(D ate)		
	1st	2nd	3rd	4th	1st Quarter	4th Quarter		1st Quarter	4th Quarter	
<b>K</b>	0%	100%	100%	100%	19	2		20	5	
<b>1</b>	50%	0%	0%	0%	3	8		4	7	
<b>2</b>	0%	50%	100%	100%	1	10		3	0	
<b>3</b>	50%	50%	50%	50%	7	14		14	15	
<b>4</b>	0%	50%	33%	0%	17	18		27	23	
<b>5</b>	0%	50%	0%	50%	13	8		18	14	

**Comments/ Clarifications:**

MATH DATA by Quarter for Grades 3-10

Grade Level	Number of students that failed Math the previous year	Number of students enrolled this quarter	Number of students with D or F in Math classes per quarter  2015 - 2016				Number of students assessed on each post-unit assessment for the current quarter				Total number of students assessed on the post-unit test for each grade level  (A)	Total number of students with D or F on unit tests in Math this quarter  (B)	Percent of students with D or F on any unit tests in Math  (C)			
													(B/A) X			

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													100 = C			
			1st	2nd	3rd	4th	Unit 1	Unit 2	Unit 3	Unit 4*			1st	2nd	3rd	4th
3	3	42	8	2	3	1	40	40	40		120	100	96%	70%	88%	83%
4	1	47	3	16	9	5	46	46	46		138	134	89%	92%	100%	97%
5	0	34	14	8	4	5	33	33	33		99	88	72%	55%	93%	88%
Example							100	90	95	N/A	285	57	20%			

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Comments/ Clarifications:

ELA DATA by Quarter for Grades 3-10

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Grade Level	Number of students that failed ELA the previous year	Number of students enrolled this quarter	Number of students with D or F in an ELA class per quarter 2015-2016				Number of students assessed on each post-unit assessment for the <u>current quarter</u>				Total number of students assessed on the post-unit test for each grade level  (A)	Total number of students with D or F on unit tests in ELA this quarter  (B)	Percent of students with D or F on any unit tests in ELA  (C)  $(B/A) \times 100 = C$			
			1st	2nd	3rd	4th	Unit 1	Unit 2	Unit 3	Unit 4*			1st	2nd	3rd	4th
3	1	42	1	2	3	2	40	40	40		120	49	35%	49%	49%	41%
4	4	47	4	6	1	1	46	46	46		138	26	38%	43%	7%	19%

5	0	34	6	6	1	3	33	33	33		99	5	42%	13%	18%	5%
Exam ple							100	90	95	N/A	285	57	20%			

Comments/ Clarifications:

(Optional)

Do you have other data sources that support and/or identify that you are making gains in student outcomes (For example: Interim assessments such as ACT Aspire, TLI, etc.)? You may include a chart to describe your data.

STAR Math and Reading

Spring Testing (May 1-15)

Averaged Changes in Student Scaled Score From Sept/Oct to May

STAR Math

Teacher	Grade	Winter Scores Change from Sept/Oct testing	Spring Scores Change from Sept/Oct testing
Blet	K (Early Literacy-Numeracy)	+25	+25
Holloway	K (Early Literacy-Numeracy)	+13	+27
Ake	1	+78	+134
Anderson	1	+63	+96
Haynes	2	+39	+49
Gulley	2	+30	+52
Cantu	3	+24	-16
White	3	+65	+59



Osborne	4	+1	+51
Sims	4	+32	+52
Loring	4	+26	+25
Holton	5	+21	+48
Johnson	5	+44	+62
SCHOOL		+33	+51.08

STAR Reading

Teacher	Grade	Winter Scores Change from Sept/Oct testing	Spring Scores Change from Sept/Oct testing
Blet	K (Early Literacy)	+142	+142
Holloway	K (Early Literacy)	+75	+160

Ake	1 (Early Literacy)	+94	+131
Anderson	1 (Early Literacy)	+86	+106
Haynes	2	+38	+31
Gulley	2	+53	+73
Cantu	3	+12	-8
White	3	+40	+42
Osborne	4	+14	+42
Sims	4	+36	+46
Loring	4	+47	+28
Holton	5	+50	+84
Johnson	5	+90	+53
SCHOOL		+57	+71.54



ARKANSAS  
DEPARTMENT  
OF EDUCATION

**DISTRICT: PULASKI COUNTY SPECIAL SCHOOL**

**SCHOOL: JACKSONVILLE HIGH**

**STATUS: PRIORITY**

**SITE-BASED SIS: PAM BLACK**

**EXTERNAL PROVIDER: ARKANSAS LEADERSHIP ACADEMY**

**ADE SCHOOL IMPROVEMENT SPECIALIST TEAM: TIAH FRAZIER AND LISA KNOEDL**

**SUPERINTENDENT: DR. JERRY GUESS**

**PRINCIPAL: JACOB SMITH**

# End of Year Summary Report

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FOURTH QUARTER

2015-2016 School Year

<b>IMO AREA 1: CHANGE IN TEACHER AND LEADER PRACTICE</b>	
<b>Effective Practice within Category:</b> Establishing a team structure with specific duties and time for instructional planning (ID01, ID04, ID07)	
<b>Description of full implementation of the Effective Practice and/or Recommendation:</b>  District policy specifies the team structure for all schools which include a description of the teams' purposes and how they are constituted. New school leaders are apprised of this expectation and how the effectiveness of teams is determined. A common team structure for a school consists of (but not limited to) a Leadership Team (consisting of principal and teacher leaders), teacher Instructional Teams (teaching common subject area or grade level), student team (a diverse group of student leaders), management team (campus administrators and other personnel as needed) and a School Community Council (with a majority of members being parents (ID01). Each team has a specific purpose and scheduled time to meet and works from agendas and minutes (ID04).  The Leadership Team meets at least twice a month in regularly scheduled meetings of at least an hour (ID07). They serve as a conduit of communication to the faculty and staff in a way that enables the Leadership Team to receive input from the faculty and staff (ID08). The Leadership Team regularly looks at school performance data and aggregated classroom observation data and uses that data to make decisions about school improvement and professional development (ID10).	
<b>Current reality of effective practice from the beginning of the year:</b>  <b>ID01:</b> An Administrative team is in place consisting of the principal and his assistants. The Leadership team is led by the principal and includes department chairmen, instructional facilitators. Department teams and Professional Learning Communities have become one in the same being led by instructional facilitators or department chairmen, and teachers. The Deep Knowledge team participates in Arkansas Leadership Academy activities. Lastly, there is a Jacksonville Feeder Pattern team involving administration and others from all schools within the Jacksonville and North Pulaski areas. The only concern is a lack of, or limited, School Community Council.	<b>Current reality of effective practice:</b>  <b>ID01:</b> Pulaski County Special School District does have a Board policy which addresses the team structure(s) expected for all schools within the district. As a new principal, Mr. Smith did meet with the district administration concerning those expectations and the needs of Jacksonville High School. A Leadership Team, Professional Learning Communities, Student Government, Administrative Team, Feeder Pattern Team, Jacksonville Educational Foundation, Multicultural Committee, ----, and a Transition Committee were in place upon Mr. Smith's entry onto the job. He did restructure the Leadership Team to include members that represented all departments and put in place rotating roles of facilitator, recorder, and time keeper. Professional Learning Communities are then lead by the appropriate person(s) from the

**ID04:** All teams create agendas and maintain minutes and sign in sheets for their meetings. These items will remain located with the appropriate team member and may be requested at any time.

**ID07:** A Leadership team will be structured to include the principal and key professional staff. They will meet at a minimum of twice monthly for at least of 1 1/2 hours using a structured agenda. The Leadership team will set and monitor annual learning goals and will monitor progress by reviewing various types of data. Communication of the team's work will be shared with other staff members via departmental meetings and PLCs.

Leadership Team ensuring that information can be passed through that person to the rest of the staff. The only concern that has been expressed is that there needs to be improvement with open and ongoing communication with the public, allowing the community an insight to what the school is accomplishing and begin to repair and improve our image with the public.

**ID04:** All teams create and keep agendas, minutes, and sign-in sheets for their Professional Learning Community meetings which are held a minimum of monthly. A google drive folder was created to house documentation of these meetings however not all departments are utilizing it so documentation of those not there can be requested from the department chairmen.

**ID07:** The Leadership team is structured with administration and representation from each department. The meetings are twice a month, lasting at least an hour. Information that is reviewed by the Leadership Team and shared with various Departments can be found in Agendas and Minutes from Department Meetings, but probably should be more clearly marked in the minutes. For instance, the Social Studies Department regularly meets to disseminate information from the Leadership Team but it would be clearer if a section on the Agenda/Minutes was labeled "Leadership Team Updates" or something similar.

<b>IMO AREA 1: CHANGE IN TEACHER AND LEADER PRACTICE</b>	
<b>Effective Practice within Category:</b> Engaging teachers in assessing and monitoring student mastery (IIB02, IIB04)	
<b>Description of full implementation of the Effective Practice and/or Recommendation:</b> The Instructional Teams develop instructional units based on the curriculum standards and the local curriculum document. This unit typically encompasses three to six weeks of work and includes pre-/post tests administered at two to three week intervals (IIB01). The pre-test and post-test assess the same learning objectives and inform the Instructional Team members' (teachers) plans for differentiated instruction within the unit and/or re-teaching as necessary following the unit (IIB04).  The Instructional Team reviews the results of the pre- and post-tests and uses the information to guide efforts to assure that every student masters the instructional standards taught in the instructional unit (IIB03). The Instructional Team also uses the results from the pre-/post-test analysis to plan for professional development, inform subsequent instructional unit plans and/or make adjustments to the curriculum (IIB02, IIB05).	
<b>Current reality of effective practice from the beginning of the year:</b>  <b>IIB02:</b> Pre/post-test are being implemented in some courses. We are working on implementing their use in all courses, with specific attention to core areas (excluding mathematics) measuring ELA standards.  <b>IIB04:</b> Units of instruction have a pre/post-test through various evaluation methods as well as learning activities aligned to the objective. Weekly lesson plans are driven by the curriculum maps and results of pre and post-tests.	<b>Current reality of effective practice:</b>  <b>IIB02:</b> Pre and post-tests have been implemented in all departments to varying degrees. Some areas use Renaissance or The Learning Institute, while still others use teacher made assessments. Whatever the method the information learned from these was used to differentiate and drive instruction.  <b>IIB04:</b> In areas where there are multiple teachers teaching the same level and content those teachers work together through Professional Learning Communities to assess student knowledge and gain a baseline perception prior to lesson planning with the information gained from pre-tests while using the post-test data to determine what, if any, of the concepts introduced needed to be revisited using a different method of delivery. Those teachers with singleton classes did much the same but instead of planning with another teacher their discussions centered around different methods of differentiating instruction and what was working for different teachers. The Career and Technical Education

	department utilized a spreadsheet to input pre and post-test data in order to compare and evaluate results for individualized instruction and re-teaching moments.
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<b>IMO AREA 3: STUDENT SAFETY AND DISCIPLINE</b>	
<b>Effective Practice within Category:</b> Expecting and monitoring sound classroom management (IIIC10)	
<b>Description of full implementation of the Effective Practice and/or Recommendation:</b> The faculty and staff develop a discipline management plan that guides student behavior throughout the school. Each teacher establishes rituals and routines within the classroom that produces an atmosphere conducive to learning. Each teacher consistently teaches the campus and classroom plans to all students. Each teacher consistently teaches the rules and procedures in their classroom. Each teacher consistently enforces the agreed upon rules and regulations (IIIC10).	
<b>Current reality of effective practice from the beginning of the year:</b>  <b>IIIC10:</b> Although all teachers begin the school year setting and teaching the rules and procedures of the school and their class not all teachers uniformly reinforce those as the year progresses. Additionally, there are semester courses that are just beginning so teachers will need to establish their classroom rituals and routines. We have developed a common set of expectations that all students, teachers, administrators, and staff will consistently follow throughout the year.	<b>Current reality of effective practice:</b>  <b>IIIC10:</b> Rituals and procedures are an ongoing task for all staff members due to the number of students being added and/or dropped as late as the week before semester exams. These rituals and procedures are often reviewed and revised by staff and administration depending on their effectiveness and relevancy to the needs of our school and individual classrooms. It seems that some rules have fallen by the wayside as the year progressed due to the difficulty of enforcement.
<b>IMO AREA 4: FAMILY AND COMMUNITY ENGAGEMENT</b>	
<b>Effective Practice within Category:</b> Defining the purpose, policies, and practices of a school community (IVA01)	
<b>Description of full implementation of the Effective Practice and/or Recommendation:</b> No Child Left Behind stipulates that each school in the Title I program develop an agreement, or “compact,” that outlines how parents, school staff, and students will share responsibility for improving academic achievement. Compacts describe how the school and parents can work together to help students achieve the state’s standards.	
<b>Current reality of effective practice from the beginning of the year:</b>  <b>IVA01:</b> Although we do have a Parent Community Liaison on campus that does an outstanding job and a Parental Involvement	<b>Current reality of effective practice:</b>  <b>IVA01:</b> Jacksonville High School does have a Parental Involvement Plan that was established in collaboration with parents



Committee we do not have an active School Community Committee that is truly representative of Jacksonville and Jacksonville High School.

that includes programs, activities, and resources that enhance parental involvement and reflects the specific needs of students and their families. Some of these are as follows:

- Open House
- Teacher/Parent Conferences
- Parent Center
- Technology and internet access
- Print and Video resources
- Communications through online and local newspapers, callouts, school marquee
- Home Access Center (HAC)
- Teacher e-mail
- Business Partners
- People Assisting Local Schools (PALS)
- Remind 101 which allows for communication with parents through texting
- Group reminders that can be sent out to parents depending on course and section numbers (allowing you to target a specific group)

Additionally, the value placed on parental involvement can be seen when viewing the mission, vision, and core beliefs of Jacksonville High School.

IMO AREA 4: FAMILY AND COMMUNITY ENGAGEMENT	
<b>Effective Practice within Category:</b> Post-Secondary School Options (VA01)	
The school has a guidance plan that includes options for students as they plan their college and career opportunities. The school routinely tracks their recent graduates' success at the next level as they pursue their college and career goals.	
<b>ADE will monitor the following:</b> <ul style="list-style-type: none"><li>• The guidance plan</li><li>• The process of tracking recent graduates</li></ul>	
<b>Current reality of effective practice from the beginning of the year:</b>  <b>VA01:</b> Jacksonville High School counseling department and teachers do offer college and career guidance to students and parents; however, we realize that we can and should do a better job. We begin by helping students and parents develop a six year plan in the eighth grade, planning classes that students need to take in order to reach their goals. These plans are revisited and updated each year during registration for the following year. The counseling department visits classrooms for lessons on various topics, visits with seniors to verify that they are on track for graduation, hosts college fairs, hold financial planning sessions, assist in completing college applications, arrange military and college recruiting visits, etc... throughout the year. Our teachers, specifically encore, cover job opportunities within their specific content areas and Career Education teachers do track their completers and JAG students after graduation.	<b>Current reality of effective practice:</b>  <b>VA01:</b> Jacksonville High School counseling department and teachers do offer college and career guidance to students and parents; however, we realize that we can and should do a better job. We begin by helping students and parents develop a six year plan in the eighth grade, planning classes that students need to take in order to reach their goals. These plans are revisited and updated each year during registration for the following year. The counseling department visits classrooms for lessons on various topics, visits with seniors to verify that they are on track for graduation, hosts college fairs, hold financial planning sessions, assist in completing college applications, arrange military and college recruiting visits, etc... throughout the year. Some of the specific programs that they offer to assist parents and students include Upward Bound, Next Step, Donaldson Scholarship, ASVAB testing, and Trio. Our teachers, specifically encore, cover job opportunities within their specific content areas and Career Education teachers do track their completers and JAG students after graduation.

## LEADERSHIP TEAM REFLECTION

Thinking about meetings throughout the year, what have been the most meaningful decisions and actions made by the School Leadership Team this quarter? And what attributed to those changes?

Jacksonville High School's progress could be described as slow and sure. We started off the school year with a new principal, Jacob Smith, who was assigned to Jacksonville from North Pulaski the first day that teachers reported back for pre-school in-services. Once all the staff was in place the Leadership Team was reorganized to be inclusive of all departments, instructional facilitators, administration, and a school improvement specialist.

The first order of business was to see what needed to be done and focus on bell to bell instruction, getting every minute out of every day. The Leadership Team helped to create consistent routines and expectations for the students and teachers which allowed teachers and students to better communicate expectations and maintain accountability. Next a sense of commitment and ownership was instilled into the members of the Leadership Team as the three key positions (facilitator, secretary, and timekeeper) were rotated quarterly allowing, eventually, everyone to practice those leadership skills and tools that can be utilized in the Professional Learning Communities and classrooms.

Through some of the work done during our Leadership Team meetings the staff at Jacksonville High School was able to easily recognize team structures, develop an awareness of student reading levels and implement strategies to address the deficiencies, increase the amount of bell-to-bell instruction, increase student engagement within classrooms, decrease the number of discipline issues from the previous year, and focus on authentic real time assessment of student learning that could drive instruction. The last thing that was accomplished was by our Deep Knowledge Team which is a group within the Leadership Team, finished three years of work with the Arkansas Leadership Academy. They were able to present to us the work and the path that Jacksonville High School has taken over that time noting all the positive gains that have been made along with some of the challenges that had been overcome.

If anything, what do you intend to change or modify for the year?

Jacksonville High School is in a situation that is new to everyone involved; they will be combining with another local high school, North Pulaski, in addition to that challenge half of their administrative team is new to either of the schools. It will be imperative that the principal engage both existing and new staff members to identify the teacher leaders to serve on the Leadership Team. They will be

starting fresh and must develop an infrastructure and systems that will allow the school to discover and develop their mission, vision, and core beliefs. These must and will drive the work to be done by the Leadership Team in order to effect practice within the areas of instruction, student safety and discipline, and family and community engagement.

## SCHOOL LEADERSHIP TEAM'S REPORT FOURTH QUARTER

### STUDENT/ TEACHER DATA by Quarter IMO AREA 2: STUDENT PROGRESS AND ACHIEVEMENT

Grade Level	Number of students enrolled				Number of SWD enrolled as of October 1 <sup>st</sup> per grade level	Number of EL students enrolled as of October 1 <sup>st</sup> per grade level	Number of students with 5 or more referrals				Number of students who have been absent 10 or more days (20% absence rate)			
	1st	2nd	3rd	4th			1st	2nd	3rd	4th	1st	2nd	3rd	4th
9	275	282	259	274	38	7	7	11	3	2	20	8	24	19
10	208	207	193	197	35	3	4	5	2	2	5	2	14	11
11	185	196	173	177	26	3	0	1	1	0	9	2	8	12
12	174	176	168	167	25	3	0	1	1	0	0	2	10	4

#### Comments/ Clarifications:

All information is inclusive of ALC students.

Percent of core teachers (Math, Science, Social Studies, ELA) absent 5 or more days (10%)				<u>Percent</u> of <i>SECONDARY</i> students that are 3 or more years below grade placement in Math as determined by <u>Renaissance Learning STAR 360 Math Assessment in 2015-2016</u>		Number of <i>SECONDARY</i> students that are 3 or more years below grade placement in Math as determined by <u>Benchmark Exam given to these students in 2013-2014</u>		<u>Percent</u> of <i>SECONDARY</i> students that are 3 or more years below grade placement in ELA as determined by <u>Renaissance Learning STAR 360 Reading Assessment in 2015-2016</u>		Number of <i>SECONDARY</i> students that are 3 or more years below grade placement in ELA as determined by <u>Benchmark Exam given to these students in 2013-2014</u>	
1st	2nd	3rd	4th	2 <sup>nd</sup> Quarter	4 <sup>th</sup> Quarter	1st Quarter	4 <sup>th</sup> Quarter	2 <sup>nd</sup> Quarter	4 <sup>th</sup> Quarter	1st Quarter	4 <sup>th</sup> Quarter
18.5	12.9	37	27.7	48	55	89		67	67	21	
18.5	12.9	37	27.7	30	41	68		64	76	28	

**Comments/ Clarifications:**

*Teacher absence was determined using teaching staff only. Since the majority of our teachers teach across multiple grade levels the school wide percentage was used (15/54 teachers) and reported the same under both grade levels.*

1<sup>st</sup> Semester: 187 of our 9<sup>th</sup> grade students were tested to determine their grade equivalency in mathematics at or near the end of the first semester and of those that were tested 90 are three or more grade levels below. 2<sup>nd</sup> Semester: 184 students were tested and 102 are three or more grade levels below where they should be.

1<sup>st</sup> Semester: 149 of our 10<sup>th</sup> grade students were tested to determine their grade equivalency in mathematics at or near the end of the first semester and of those that were tested 44 are three or more grade levels below. 2<sup>nd</sup> Semester: 154 students were tested and 63 are three or more grade levels below where they should be.

1<sup>st</sup> Semester: 195 of our 9<sup>th</sup> grade students were tested to determine their grade equivalency in reading at or near the end of the first semester and of those that were tested 130 are three or more grade levels below. 2<sup>nd</sup> Semester: 209 students were tested and 140 are three or more grade levels below where they should be.

1<sup>st</sup> Semester: 121 of our 10<sup>th</sup> grade students were tested to determine their grade equivalency in reading at or near the end of the first semester and of those that were tested 77 are three or more grade levels below. 2<sup>nd</sup> Semester: 150 students were tested and 114 are three or more grade levels below where they should be.

**MATH DATA by Quarter for Grades 3-10**

Grade Level	Number of students that failed Math the previous year	Number of students enrolled this quarter	Number of students with D or F in Math class per quarter 2015-2016				Number of students assessed on each post-unit assessment for the current quarter				Total number of students assessed on the post-unit test for each grade level	Total number of students with D or F on unit tests in Math this quarter	Percent of students with D or F on any unit tests in Math (C)  (B/A) X 100 = C			
			1st	2nd	3rd	4th	Unit 10	Unit 11	Unit 12	Unit 4*			1st	2nd	3rd	4th
9	63	286	88	96	103	75	213	131	66		410	93		90%	30%	23%
10	47	225	79	72	106	79	198	200	145		543	310		94%	59%	57%
<b>Example</b>							100	90	95	N/A	285	57	20%			

**Comments/ Clarifications:**

	9 <sup>th</sup> D	9 <sup>th</sup> F	10 <sup>th</sup> D	10 <sup>th</sup> F
<b>Second Part Algebra I</b>	0	3	N/A	N/A
<b>Algebra I</b>	17	4	1	1
<b>Geometry</b>	3	22	14	30
<b>Pre-AP Geometry</b>	8	6	2	2
<b>Algebra II</b>	0	1	5	6
<b>Pre-AP Algebra II</b>	N/A	N/A	7	8
<b>Bridge to Algebra</b>	0	4	0	1
<b>Math</b>	7	0	2	0
<b>Totals</b>	35	40	31	48

*The previous chart does not include students marked as inactive.*

*Of these students the more interesting numbers are those who did not receive credit due to attendance (NC) or failing a class. There were 54 9<sup>th</sup> grade students who did not receive credit for the 1<sup>st</sup> semester of math; 54 due to failure and – due to no credit. That number dropped to 41 for the 2<sup>nd</sup> semester, 41 failures and – no credits. Additionally only 18 of those students received an F for both semesters. The 10<sup>th</sup> grade numbers for the 1<sup>st</sup> semester were 32 students receiving an F and – no credits for a total of --. Numbers increased over the 2<sup>nd</sup> semester to --, 47 Fs and – no credits. There were only 16 students who failed both the first and second semesters.*



ELA DATA by Quarter for Grades 3-10

Grade Level	Number of students that failed ELA the previous year	Number of students enrolled this quarter	Number of students with D or F in an ELA class per quarter 2015-2016				Number of students assessed on each post-unit assessment for the current quarter				Total number of students assessed on the post-unit test for each grade level	Total number of students with D or F on unit tests in ELA this quarter	Percent of students with D or F on any unit tests in ELA  (C)  (B/A) X 100 = C			
											(A)	(B)				
											1st	2nd				
9	69	287	119	115	134	95	196	191	3	3	393	92		67%		23%
10	34	211	59	49	82	49	90	89	2	2	183	51		56%		28%
Example							100	90	95	N/A	285	57	20%			

Comments/ Clarifications:

	9 <sup>th</sup> D	9 <sup>th</sup> F	10 <sup>th</sup> D	10 <sup>th</sup> F
English I	22	31	3	3
Pre-AP English I	8	6	N/A	N/A
English II	5	12	16	11
Pre-AP English II	0	0	1	1
English III	0	4	4	5
English	2	5	2	3
Totals	37	58	26	23

The chart above does not include students marked as inactive.

*Of these students the more interesting numbers are those who did not receive credit due to attendance (NC) or failing a class. There were -- 9<sup>th</sup> grade students who did not receive credit for the 1<sup>st</sup> semester of math; 85 due to failure and -- due to no credit. That number dropped to -- for the 2<sup>nd</sup> semester, 67 failures and -- no credits. Additionally 32 of those students received an F for both semesters. The 10<sup>th</sup> grade numbers for the 1<sup>st</sup> semester were 25 students receiving an F and -- no credits for a total of --. Numbers increased over the 2<sup>nd</sup> semester to --, 41 Fs and -- no credits. There were only 8 students who failed both the first and second semesters.*

**(Optional)**

**Do you have other data sources that support and/or identify that you are making gains in student outcomes (For example: Interim assessments such as ACT Aspire, TLI, etc.)?** *You may include a chart to describe your data.*



ARKANSAS  
DEPARTMENT  
OF EDUCATION

**DISTRICT: PULASKI CO SPEC SCH DISTRICT**

**SCHOOL: JACKSONVILLE MIDDLE SCHOOL**

**STATUS: PRIORITY, ACADEMIC DISTRESS**

**SITE-BASED SIS: MELANIE CHURCHILL, JO ANN KOEHLER**

**EXTERNAL PROVIDER:**

**ADE SCHOOL IMPROVEMENT SPECIALIST TEAM: TIA FRAZIER, LISA KNOEDLE**

**SUPERINTENDENT: DR. JERRY GUESS**

**PRINCIPAL: MIKE HUDGEONS**

# End of Year Summary Report

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## FOURTH QUARTER

2015-2016 School Year



<b>IMO AREA 1: CHANGE IN TEACHER AND LEADER PRACTICE</b>	
<b>Effective Practice within Category:</b> Establishing a team structure with specific duties and time for instructional planning (ID01, ID04, ID07)	
<b>Description of full implementation of the Effective Practice and/or Recommendation:</b>  District policy specifies the team structure for all schools which include a description of the teams' purposes and how they are constituted. New school leaders are apprised of this expectation and how the effectiveness of teams is determined. A common team structure for a school consists of (but not limited to) a Leadership Team (consisting of principal and teacher leaders), teacher Instructional Teams (teaching common subject area or grade level), student team (a diverse group of student leaders), management team (campus administrators and other personnel as needed) and a School Community Council (with a majority of members being parents (ID01). Each team has a specific purpose and scheduled time to meet and works from agendas and minutes (ID04).  The Leadership Team meets at least twice a month in regularly scheduled meetings of at least an hour (ID07). They serve as a conduit of communication to the faculty and staff in a way that enables the Leadership Team to receive input from the faculty and staff (ID08). The Leadership Team regularly looks at school performance data and aggregated classroom observation data and uses that data to make decisions about school improvement and professional development (ID10).	
<b>Current reality of effective practice from the beginning of the year:</b>  ID01: The District has no existing policy to address team structures as indicated in Wise Ways. Jacksonville Middle School has limited development and implementation of a school leadership team. School leadership members have been selected and the first meeting was conducted on 9/01/2015. The school is working on the development of roles and responsibilities for the school	<b>Current reality of effective practice:</b>  ID01: The District has adopted the Arkansas Board Association policy 5.4 School Improvement Teams as established by the State law. ID04: The Leadership Team has established a meeting schedule of twice per month after school for 1.5 hours. Agendas are established and minutes are recorded. The Leadership Team meets on the second and fourth Tuesday of every month. The

leadership team. Instructional teams (PLCs) have been established and meet weekly. Minutes and agendas are filed and kept by each PLC. The District has assigned two SIS to the school to assist in the school improvement process. Mission, vision, and core belief statements were reviewed and revised September 29 by the school leadership team and on October 06, 2015 by the faculty. A leadership charter was developed by the SLT and shared with the faculty on October 06, 2015 during an after-school faculty meeting. ID04: Currently, agendas and minutes are being kept for school leadership team and instructional team meetings. Agendas and minutes are filed and kept by each instructional leadership team chairperson. There is no systematic process for time-keeping or for monitoring the effectiveness of instructional teams. Members of the SCC have been selected by the principal, but the team has not yet met so there are no agendas or minutes for the Council. ID07: The school leadership team met several times during the month of September to develop meeting times, processes, roles and responsibilities of members, and goals. The SLT has 12 members consisting of department chairs from math, science, English, social studies, and special education. Also on the team are two guidance counselors, three administrators, two SIS, and the band director. The SLT will meet the 2nd and 4th Tuesday of each month for 1 1/2 to 2 hours each meeting.

student council was established, but never functional. The parent/community council was selected, but never functional. Plans for implementation of both of these groups are in place for next year, the first year of the JNPSD. Many community members have been hesitant to participate in the PCSSD Jacksonville Middle School, but have expressed interest in being more involved once the separation is complete. ID07: The Leadership Team meets for at least 1.5 hours, often longer. ID08: The Leadership Team serves as a conduit of communication between the school faculty and the administration. Input is gathered and communication is dispersed through the meetings of the Instructional Leadership Teams (PLCs). In addition, the Leadership Team has conducted several google surveys to gather teacher and student input. ID10: The Leadership team has gathered perceptual data as well as achievement and discipline data to conclude the professional development needs of the faculty. This information was presented to the faculty in such a way that they were able to come to their own conclusions about the greatest professional development needs. They were in line with the needs assessed by the Leadership Team: student discipline management and increased student engagement.

<b>IMO AREA 1: CHANGE IN TEACHER AND LEADER PRACTICE</b>	
<b>Effective Practice within Category:</b> Engaging teachers in assessing and monitoring student mastery (IIB02, IIB04)	
<b>Description of full implementation of the Effective Practice and/or Recommendation:</b>  <p>The Instructional Teams develop instructional units based on the curriculum standards and the local curriculum document. This unit typically encompasses three to six weeks of work and includes pre-/post tests administered at two to three week intervals (IIB01). The pre-test and post-test assess the same learning objectives and inform the Instructional Team members' (teachers) plans for differentiated instruction within the unit and/or re-teaching as necessary following the unit (IIB04).</p> <p>The Instructional Team reviews the results of the pre- and post-tests and uses the information to guide efforts to assure that every student masters the instructional standards taught in the instructional unit (IIB03). The Instructional Team also uses the results from the pre-/post-test analysis to plan for professional development, inform subsequent instructional unit plans and/or make adjustments to the curriculum (IIB02, IIB05).</p>	
<b>Current reality of effective practice from the beginning of the year:</b> IIB02: The use of pre-and post-assessments is limited at Jacksonville Middle School. Teachers currently generate student performance data from assessments aligned with publisher-generated materials, district pacing guides, and teacher-made assessments. The school has also been using student grades, The Learning Institute (TLI) assessments, and state assessments to determine performance levels. In mathematics, two pre- and	<b>Current reality of effective practice:</b>  IIB01: The use pre- and post-assessments has greatly increased at Jacksonville Middle School. Teachers used the TLI testing this year to ensure the tested material was the taught material. In addition, teachers used the TLI to become more proficient at analyzing the data generated and re-teaching the material as needed to be sure the material was learned. IIB04: Teachers used teacher generated pre- and post-



post-assessments have been administered for grades 6-8. Those assessments were based on modules aligned with the standards. In Science, one pre- and post-assessment, based on units developed by teachers has been administered to seventh and eighth grade students. Sixth grade Science teachers have administered one post-assessment. Sixth and eighth grade English teachers have administered one pre-assessment based on units aligned with district pacing guides. Seventh grade English teachers have not administered pre- and post-assessments at this juncture. Sixth and eighth grade social studies teachers have administered one pre- and post-assessment based on pacing in textbooks. The special education department is currently working on the development of pre- and post-assessments in mathematics aligned to students learning objectives. Sixty percent of JMS staff are new to the school and many of them are new to the profession. Professional development on unit and assessment development will be critical to effective implementation of this indicator.

IIB04: Pre- and post-assessment data are not being used to differentiate teaching and learning or remediate. Currently, department chairs in core areas are working in PLCs to develop unit assessments and establish protocols for the administration of those assessments, collection of the data, and use of data to inform instructional practice. Some pre- and post-assessment data have been collected in Science, Mathematics, and English. Those data have not been reviewed to determine students' needs for differentiation and remediation.

assessments to put this cycle into place. In preparation for the state visit in May, all instructional teams presented sample lesson cycles to demonstrate use of this cycle: pre-test to see what is known, preparation to teach what must be learned, post-assessment to see what has been learned, analysis and re-teaching as necessary.

IIB02: The Math PLC has been the most advanced in using the data to undergo job-embedded pd on improving the instruction to grow the students' achievement. This is in large part due to the Instructional Facilitator in Math. She has monitored and put into practice the most effective PLC in terms of using data to improve instruction. Because the Literacy facilitator was only here for approximately 12 weeks, we did not see the same growth in her PLC. As JNPSD prepares to use only 1 School Improvement Specialist for their district, it will be imperative that Jacksonville Middle School has two highly qualified and motivated Instructional Facilitators.

There will be a need for additional professional development on this process as JNPSD hires new teachers for the new district. Those teachers who are remaining from this year will be invaluable in getting this process in place.

<b>IMO AREA 3: STUDENT SAFETY AND DISCIPLINE</b>	
<b>Effective Practice within Category:</b>  Expecting and monitoring sound classroom management (IIIC10)	
<b>Description of full implementation of the Effective Practice and/or Recommendation:</b>  The faculty and staff develop a discipline management plan that guides student behavior throughout the school. Each teacher establishes rituals and routines within the classroom that produces an atmosphere conducive to learning. Each teacher consistently teaches the campus and classroom plans to all students. Each teacher consistently teaches the rules and procedures in their classroom. Each teacher consistently enforces the agreed upon rules and regulations (IIIC10).	
<b>Current reality of effective practice from the beginning of the year:</b>  IIIC10: There is no systemic process to ensure that rules, procedures, rituals, and routines are effectively modeled and taught. The SLT has worked to establish common times for team meetings and faculty meetings to ensure open and clear communication and dialogue. In general, disciplinary issues are addressed by teachers and administration when they occur.	<b>Current reality of effective practice:</b>  IIIC10: The greatest change in classroom discipline and management can be attributed to the presence of the administration in the halls daily. Though the fourth nine weeks brought its typical end of the year silliness for middle school students, it also brought some very hopeful signs of success. Students who worked diligently during the ACT testing were given

School leadership has worked to reduce student tardiness to classes and disciplinary issues by being present in the hallways during class transitions. There is inconsistency of teacher supervision in hallways during class transitions. School leadership is working with the district to ensure that students are aware of expectations. Additional security personnel have been assigned to Jacksonville Middle School to ensure close supervision of students. District administration from the Jacksonville North Pulaski School District and the Pulaski County Special School District met on October 13, 2015 to discuss concerns and solutions related to student disciplinary issues. The school leadership team has expressed concerns about the school's culture and has worked to build a positive climate by setting a positive tone at faculty meetings. Door prizes were given to faculty members at the last meeting. An additional ALC classroom will be added for nontraditional learners. A paraprofessional will be added to coordinate ALC activities.

a dance and the celebration went very well. Students were able to happily engage with each other as well as faculty in celebrating their work. In addition, the band held an awards banquet that was attended by many students and parents. Both of these events were positive events that could not have occurred at the beginning of the year. Mr. Hudgeons, Ms. Parker, Dr. Dallarosa, and Mr. Parker have built relationships with the students and their parents that have yielded an overall improvement in climate at the school. Students have a better understanding of appropriate hallway as well as classroom behavior.

There is hopefulness within the leadership team that next year will yield even more positive change in the climate. This is because for the first time in several years, the same Principal and Vice Principal will return. That means two thirds of the students will know and be known by the administration and will understand the behavior expectations. Additional parent participation is also in the forecast as JNPSD begins its own district. Much of the community bears a grudge against PCSSD and have indicated that they will become more involved in the JNPSD.

As indicated in the data portion of this document, at risk students who have 5 or more referrals has dropped during the 4<sup>th</sup> quarter. At JMS the number of students who had 5 or more referrals fell from 43 in the third quarter to only 14.

<b>IMO AREA 4: FAMILY AND COMMUNITY ENGAGEMENT</b>	
<b>Effective Practice within Category:</b>	
Defining the purpose, policies, and practices of a school community (IVA01)	
<b>Description of full implementation of the Effective Practice and/or Recommendation:</b>	
No Child Left Behind stipulates that each school in the Title I program develop an agreement, or “compact,” that outlines how parents, school staff, and students will share responsibility for improving academic achievement. Compacts describe how the school and parents can work together to help students achieve the state’s standards.	
<b>Current reality of effective practice from the beginning of the year:</b>	<b>Current reality of effective practice:</b>
IVA01: JMS has School - Parent - Student Contracts. These contracts detail exactly what kind of behavior is expected. This document defines school responsibilities, parent responsibilities, and student responsibilities. They have not yet been distributed, but they will be distributed to all students.	IVA01: JMS developed the state required parent involvement agreement that is accessible through the JMS website and PCSSD. This will change on June 6, 2016 when the JNPSD begins using its own server. As the JNPSD opens its own district, there will still be the state requirement for the parent contract and parent involvement policy and that will be met. In addition, the Leadership Team believes there will be much greater parent support for the JMS when it is part of the JNPSD. The movement to the North Pulaski building will also be more conducive to community involvement. North Pulaski is located more central to the city of Jacksonville and the recently remodeled auditorium (due to the tornado of 2011) is a better venue for community gatherings.

#### IMO AREA 4: FAMILY AND COMMUNITY ENGAGEMENT

##### **Effective Practice within Category:**

Post-Secondary School Options (VA01)

The school has a guidance plan that includes options for students as they plan their college and career opportunities. The school routinely tracks their recent graduates' success at the next level as they pursue their college and career goals.

##### **ADE will monitor the following:**

- The guidance plan
- The process of tracking recent graduates

##### **Current reality of effective practice from the beginning of the year:**

VA01: Four-year plans are developed for eighth grade students based on information from EXPLORE test results. Information about paying for a college education is distributed to all students at beginning of each year. JMS hosts a career day inviting community leaders and professionals to speak to students. JMS also hosts a Go College Week in which college recruiters are invited to visit classrooms and speak to students. Students write reports about college interests. College night will be integrated into Literacy for parent's night.

##### **Current reality of effective practice:**

VA01: Four-year plans were developed for eighth grade students by the counselors in collaboration with the students and parents. Information about possible college and technical school funding has been covered in the Career Orientation class as well as in various electives that may bring scholarship money. The Leadership Team plans to make sure the Go College Week occurs next year. Plans for a parent evening that include information about colleges and technical schools are being made by the Leadership Team.

## LEADERSHIP TEAM REFLECTION

Thinking about meetings throughout the year, what have been the most meaningful decisions and actions made by the School Leadership Team this quarter? And what attributed to those changes?

The most meaningful decisions made by the Leadership Team this quarter revolve around the transition to the JNPSD. As teachers have been hired, more ownership of the school improvement and future plans has been taken by the Leadership Team. These teachers know they are returning and indicated meaningful investment in preparing for the ADE visit in May. Teachers continued to bring samples of their lesson units and pre and post assessments. This demonstrates a major change from the first of the year. Members of the Leadership Team also looked at survey results of the teachers in terms of what they feel their needs are and what they will need for the future of JMS. As the Leadership Team prepares to go to the School Improvement Conference this summer, they are focused on opening the new JMS with success. There is a definite sense of urgency present in the Leadership Team to make JMS successful.

This change is largely contributed to the leadership of Mike Hudgeons and the excitement generated by becoming a new district. As the JNPSD begins its first year, members of the Leadership Team are preparing to help with orientation and meet the needs of the new employees as well as their students.

If anything, what do you intend to change or modify for the year?

The Leadership Team itself will change. While the members attending the School Improvement Conference will remain in place for 2016-17, there is sure to be some change in the membership as well. The building will change and with that comes the teaming concept in which the instructional teams will be the teams of core teachers that work with a group. This is a change from this year. This year the instructional teams were organized by content matter, i.e. Math team, ELA team. Next year the instructional teams will be organized by grade level pods. This will allow the discussions to focus on the students instead of the content. The expectation here is

that the team can better individualize instruction and intervention.  
As the Leadership Team has gotten used to the meeting schedule and using agendas and minutes, we believe this will remain the same.



## SCHOOL LEADERSHIP TEAM'S REPORT FOURTH QUARTER

### STUDENT/ TEACHER DATA by Quarter IMO AREA 2: STUDENT PROGRESS AND ACHIEVEMENT

Grade Level	Number of students enrolled				Number of SWD enrolled as of October 1 <sup>st</sup> per grade level	Number of EL students enrolled as of October 1 <sup>st</sup> per grade level	Number of students with 5 or more referrals				Number of students who have been absent 10 or more days (20% absence rate)			
	1st	2nd	3rd	4th			1st	2nd	3rd	4th	1st	2nd	3rd	4th
6	226	217	225	221	39	6	11	13	20	4	12	10	19	34
7	251	238	258	252	46	7	10	9	16	9	14	15	9	45
8	220	204	220	215	51	4	10	0	7	1	19	28	15	53

**Comments/ Clarifications:**

As previously noted, with the highly mobile population in Jacksonville, the enrollment numbers change daily.

1981

Percent of core teachers (Math, Science, Social Studies, ELA) absent 5 or more days (10%)				Number of <i>ELEMENTARY</i> students that are 2 or more years below grade placement in Math as determined by _____ Test on _____/_____(Da te)		Number of <i>SECONDARY</i> students that are 3 or more years below grade placement in Math as determined by _____ Test on _____/_____(D ate)		Number of <i>ELEMENTARY</i> students that are 2 or more years below grade placement in ELA as determined by _____ Test on _____/_____(Da te)		Number of <i>SECONDARY</i> students that are 3 or more years below grade placement in ELA as determined by _____ Test on _____/_____(Da te)	
1st	2nd	3rd	4th	1st Quarter	4th Quarter	1st Quarter	4th Quarter	1st Quarter	4th Quarter	1st Quarter	4th Quarter
16	17	33	66			25	22			42	56
16	50	33	66			48	71			76	87
0	17	17	17			84	90			84	113
0	17	17	17								



12	63	50	100								

**Comments/ Clarifications:**

***In the teacher absence chart, Row 1 is Math, Row 2 is Science, Row 3 is ELA, Row 4 is Social Studies and the bottom row is Special Education.***

***The data for determining the number of students that are 3 or more years below grade placement in Math and in ELA for the 1st quarter, as mentioned in a previous report, is incomplete. Only a sampling of students were actually STAR tested in the first quarter. The data for the 4th quarter does reflect nearly all students, even though the numbers of students “not tested” range from 23 for the 6th Math to 51 on the 7th Math administration. These numbers are taken from the Screening Report. The Screening Report breaks the data into four categories, Exceeding, Ready, Close and Needs Support. The numbers listed on this report do not follow those same categories. For this report, the numbers reflect the Grade Equivalency scores that are equal to or less than three years of the end of each grade, i.e. 6th graders that were listed at or below 3.9 in the GE column of the report. It is interesting to note that in some cases, these numbers are less than the number categorized as “Need Support” and in some cases they are higher. For example, on the 8th grade Math Screening Report, students with a GE of 5.9 fell into their category of “Close”. That particular report only listed 88 students as “Needs Support” and we are reporting 113 as 3 years or more below grade placement. In 7th grade math, just the opposite situation occurs, with the Screening Report showing 115 students in the “Needs Support” category, but only 71 students are reported with a GE of less than or equal to 4.9.***

**MATH DATA by Quarter for Grades 3-10**

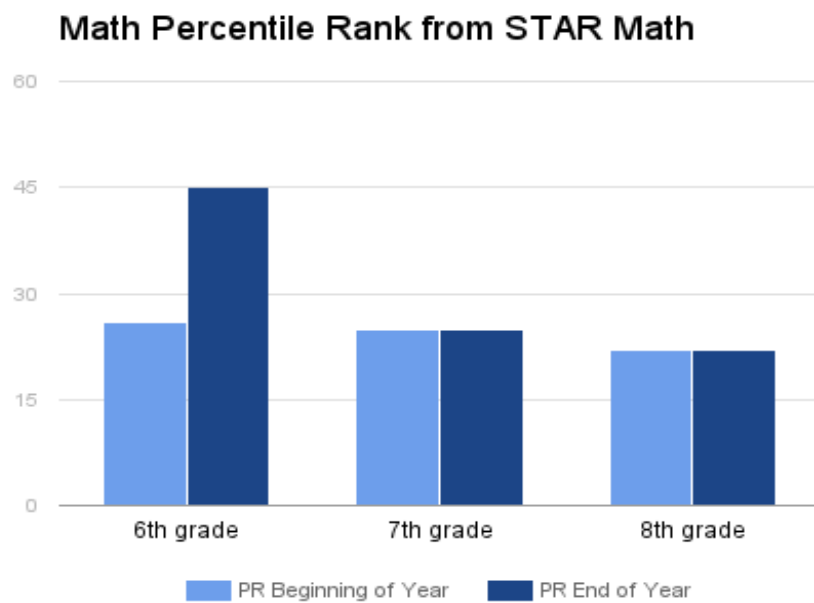
Grade Level	Number of students that failed Math the previous year	Number of students enrolled this quarter	Number of students with D or F in Math class per quarter 2015-2016				Number of students assessed on each post-unit assessment for the current quarter				Total number of students assessed on the post-unit test for each grade level  (A)	Total number of students with D or F on unit tests in Math this quarter  (B)	Percent of students with D or F on any unit tests in Math  (C)  $(B/A) \times 100 = C$			
			1st	2nd	3rd	4th	Unit 1	Unit 2	Unit 3	Unit 4*			1st	2nd	3rd	4th
6	14	226	84	66	53	45	176	177	84		437	149	24	20	42	34
7	4	251	78	78	84	78	198	203	193		594	284	35	42	47	48
8	0	220	77	62	34	83	189	207	39		411	234		55	73	57
Example							100	90	95	N/A	285	57	20%			

Comments/ Clarifications:

**ELA DATA by Quarter for Grades 3-10**

Grade Level	Number of students that failed ELA the previous year	Number of students enrolled this quarter	Number of students with D or F in an ELA class per quarter 2015-2016				Number of students assessed on each post-unit assessment for the current quarter				Total number of students assessed on the post-unit test for each grade level  (A)	Total number of students with D or F on unit tests in ELA this quarter  (B)	Percent of students with D or F on any unit tests in ELA  (C)  (B/A) X 100 = C			
			1st	2nd	3rd	4th	Unit 1	Unit 2	Unit 3	Unit 4*			1st	2nd	3rd	4th
3																
4																
5																
6	9	226	21	41	51	51	197	198	199	84	678	115	11	13	31	17
7	4	228	37	20	1	39	194	203	106		503	99	27	9	30	20
8	0	183	81	45	73	80	168	170	165		503	245	47	34	47	49
Example							100	90	95	N/A	285	57	20%			

**Comments/ Clarifications:**



**Do you have other data sources that support and/or identify that you are making gains in student outcomes (For example: Interim assessments such as ACT Aspire, TLI, etc.)?** *You may include a chart to describe your data.*

**Sixth grade was the only grade to have at risk students double blocked in Math. Selected students had an additional “Enrichment Math” class. The teacher for the Enrichment class used the Renaissance Math 360 program for individualized instruction and the Math Instructional Facilitator worked closely with the teacher in monitoring the implementation.**



ARKANSAS  
DEPARTMENT  
OF EDUCATION

**DISTRICT: PULASKI COUNTY SPECIAL SCHOOL DISTRICT**

**SCHOOL: MILLS UNIVERSITY STUDIES HIGH SCHOOL**

**STATUS: PRIORITY**

**SITE-BASED SIS: MS. LAURA SHIRLEY**

**EXTERNAL PROVIDER: MRS. BRENDA TASH**

**ADE SCHOOL IMPROVEMENT SPECIALIST TEAM: TIAH FRAZIER, MRS. LISA KNOEDL**

**SUPERINTENDENT: DR. JERRY GUESS**

**PRINCIPAL: MR. DUANE CLAYTON**

# End of Year Summary Report

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FOURTH QUARTER

2015-2016 School Year

**IMO AREA 1: CHANGE IN TEACHER AND LEADER PRACTICE**

**Effective Practice within Category:**

Establishing a team structure with specific duties and time for instructional planning (ID01, ID04, ID07)

**Description of full implementation of the Effective Practice and/or Recommendation:**

District policy specifies the team structure for all schools which include a description of the teams' purposes and how they are constituted. New school leaders are apprised of this expectation and how the effectiveness of teams is determined. A common team structure for a school consists of (but not limited to) a Leadership Team (consisting of principal and teacher leaders), teacher Instructional Teams (teaching common subject area or grade level), student team (a diverse group of student leaders), management team (campus administrators and other personnel as needed) and a School Community Council (with a majority of members being parents (ID01). Each team has a specific purpose and scheduled time to meet and works from agendas and minutes (ID04).

The Leadership Team meets at least twice a month in regularly scheduled meetings of at least an hour (ID07). They serve as a conduit of communication to the faculty and staff in a way that enables the Leadership Team to receive input from the faculty and staff (ID08). The Leadership Team regularly looks at school performance data and aggregated classroom observation data and uses that data to make decisions about school improvement and professional development (ID10).

**Current reality of effective practice from the beginning of the year:**

Transition to Indistar has been progressing very well.

(ID01): The Mills High School Leadership Team consists of Department Heads, and other key teacher leaders throughout the building. Instructional teams consist of teachers who teach within the same subject area and cross –curricular teams. A Student Team consists of a diverse group of student leaders, A management team consist of campus administrators and other personnel as needed. A School Community Council (PTO) consists of a majority of parents and other key people as needed.

(ID04): All school teams meet at regularly scheduled times

**Current reality of effective practice:**

School Leadership Team, Instructional/Departmental, Student (Link Crew), SWAG (Students with a Goal), PTO and administrative Teams are in place and meet at least twice monthly. The Parental Involvement Team (PTO) had two parent representative groups, a Community Group PTO), and a Senior Moms and Supporters. Both groups were surveyed about school and parental concerns and possible solutions.

The SLT consists of department chairs and key members/staff of the local community. Indistar is the focus of every SLT meeting. The SLT continues to meet to create, monitor, and assess school improvement tasks and plan. The structure and practice of the SLT welcomes and encourages participation and input of all staff members as all staff are invited to the SLT

with a specific purpose and agenda items to be discussed and follow-up as needed.

(ID07): The School Leadership Team meets twice a month with a regularly scheduled time for at least an hour.

In addition to required indicators for first quarter, the following indicators were assessed: IMO AREA 1-CHANGE IN TEACHER AND LEADER PRACTICE

(ID08): The School Leadership Team regularly communicates to the faculty and staff to give and receive input from the faculty and staff. Minutes and agendas are emailed to staff. Information is shared during department meetings (content area group) and PLC's. Calendar of events/meetings scheduled and available for all teams. The principal publishes a weekly WAAG Report (Week-At-A-Glance)

(ID10): The Leadership Team regularly looks at performance data and aggregated classroom observation data and uses that data to make decisions about school improvement and professional development. The SLT looks at instructional rounds data to inform progress with indicators and decisions made during team meetings that impact school achievement.

meetings. SLT needs to communicate more regularly goals and progress better to staff members with specific details. Teams meet on a regular basis using agendas with intended results in mind. A focus on achievement data (i.e. Star 360, TLI, Pre/Post Tests, CWT's, ACT/Aspire) needs to be continued and enhanced with clear decisions made by the SLT. The SLT communicates to the staff, but there needs to be a way so that staff can submit items for the SLT agenda relevant to the student and staff's needs. Principal publishes a Week-At-A-Glance that contains pertinent information for staff and students.

All Faculty has access to Indistar, and minutes and sign in sheets are available. Attendance and minutes for each SLT meeting were recorded in Indistar. Information from SLT meetings are shared during PLC's and department meetings. The SLT used data from school walk-throughs and teacher suggestions to determine PD specific to the school's needs. The Deep Knowledge Team utilized strategies from the Arkansas Leadership Academy to address school change and PD.

SLT time needs to be more focused on recommendations and how school needs can be met. SLT needs to communicate better about achievement data throughout the year.

Make meeting notes more specific and document results of plans (i.e. accomplished, denied by District Office). The team shall dig deeper to identify the number of students needed to be proficient on accountability exams.



IMO AREA 1: CHANGE IN TEACHER AND LEADER PRACTICE	
<b>Effective Practice within Category:</b> Engaging teachers in assessing and monitoring student mastery (IIB02, IIB04)	
<b>Description of full implementation of the Effective Practice and/or Recommendation:</b> The Instructional Teams develop instructional units based on the curriculum standards and the local curriculum document. This unit typically encompasses three to six weeks of work and includes pre-/post tests administered at two to three week intervals (IIB01). The pre-test and post-test assess the same learning objectives and inform the Instructional Team members' (teachers) plans for differentiated instruction within the unit and/or re-teaching as necessary following the unit (IIB04).  The Instructional Team reviews the results of the pre- and post-tests and uses the information to guide efforts to assure that every student masters the instructional standards taught in the instructional unit (IIB03). The Instructional Team also uses the results from the pre-/post-test analysis to plan for professional development, inform subsequent instructional unit plans and/or make adjustments to the curriculum (IIB02, IIB05).	
<b>Current reality of effective practice from the beginning of the year:</b>  (IIB01): Mills Instructional Teams have developed and implemented instructional units based on the curriculum, common core standards, and local curriculum documents (TLI Trend Data). Pre-Test and Post-Test have been given to all students and data charts are posted with the results. The unit typically encompasses three to six weeks of work and includes pre-/post tests administered at two to three week intervals. (IIB02 and IIB05): The Instructional Teams are learning how to use the results from the pre-/post-test analysis to plan for professional development, inform subsequent instructional unit plans and/or make adjustments to the curriculum. Data from unit exams is reviewed by the school leadership team to determine levels of support to be provided to individual teachers. The Instructional Teams are taking ownership of the results with assistance from Principal, Assistant Principals, Instructional Facilitators, SIS/PM and Learning Services --	<b>Current reality of effective practice:</b>  <u>English/Language Arts Department:</u> Teachers within disciplines have created units based on common core standards and standards outline from TLI. The District currently does not have a curriculum guide for Language Arts, though it is being worked on this year. Pre/Post Test have been given to most students and follow a stated timeline. Some classrooms post data charts with Pre/Post data results. The instructional teams are learning how to use the results of Pre/Post Tests to inform subsequent instruction and make adjustments to the curriculum. The SLT team needs to look more closely at Pre/Post data by department. Progress is being made in Instructional Teams taking ownership of the results of the data with assistance from other leaders; however, Literacy has not had an Instructional Facilitator in place for most of the 2015-2016 school year. The Instructional Team for Literacy has collectively examined the Pre/Post data together, and individual teachers assess the data for their classes to determine re-teaching and intervention. The

District Office.

In addition to the required quarterly indicators the following were assessed for IMO AREA 1-CHANGE IN TEACHER AND LEADER PRACTICE:

(IIB04): The pre-test and post-test assess the same learning objectives and inform the Instructional Team member teachers on how to plan for differentiated instruction within the unit and/or provide opportunities for re-teaching/intervention and enrichment as needed before, during and after the unit.

(IIB03): The Instructional Teams are learning how to review the results of the pre- and post-tests in order to use the information to guide efforts to assure that every student has an opportunity to master the instructional standards taught in the instructional unit. Data from unit exams will be reviewed by the school leadership team to determine levels of support to be provided to individual teachers. The Instructional Teams are taking ownership of the results with assistance from Principal, Assistant Principals, Instructional Facilitators, SIS/PM and Learning Services—District Office.

Instructional Teams are learning how to use the results of the Pre/Post Test to provide all students the opportunity for mastery of the skill tested as well as spend more time on the students' areas of need. The SLT needs to review the unit exam data.

**Math Department:** Units have been established in Math. Pre/Post Tests were created and given; however, not all data was posted in 3<sup>rd</sup> and 4<sup>th</sup> quarter on the wall. Pre/Post Tests do assess the same learning objectives in Math. Instructional Teams have done very little to plan for differentiated instruction. Each teacher has looked at their own Pre/Post Test data to determine mostly whole group instruction on objectives. Instructional teams are learning how to review the results. Teachers are using strategies to address the needs, such as re-teaching and re-testing. Data from Unit exams needs to be reviewed by SLT. Instructional Teams are taking some ownership. Math teachers will benefit from scheduled common prep time for planning collaboratively next school year so that they have designated time to discuss Pre/Post Tests, student performance, and strategies for improvement. Teachers need help with differentiation.

**Social Studies Department:** Social Studies have been focusing on writing instruction, use writing assessments as Pre/Post Tests and have collected data throughout the year. Individual teachers are responsible for adapting instructional strategies to improve student written responses. A common rubric needs to be created to determine levels of proficiency. Data from Unit exams are examined by Departmental Instructional Teams who have expertise to draw conclusions about them. The SLT needs to be examined Unit exams data in detail.

**Science Department:** The Science Department Instructional Team created and implemented Pre/Post Tests to monitor student progress. PD was provided by department members concerning different strategies used in the classroom to address student achievement school wide.

**Elective Departments:** Each Elective Instructional Team has their own Portfolio and/or Pre/Post Tests. Documents are submitted to show student Growth, Progress and Performance. It will be beneficial for the Elective Teams to have access to the English Language Arts and Math data so that they can identify and incorporate strategies that are specific to the needs of low performing students.

It has been noted that data walls should indicate bubble and low level students.

Data walls should indicate Bubble and Low level students. PD needed to analyze Pre/Post Data and provide differentiation methods in the classroom.

Teacher need to make recommendations to the School Leadership Team.

Staff needs PD for Dyslexia, Rtl, and Academic Effects of Malnutrition.

IMO AREA 3: STUDENT SAFETY AND DISCIPLINE	
<b>Effective Practice within Category:</b> Expecting and monitoring sound classroom management (IIIC10)	
<b>Description of full implementation of the Effective Practice and/or Recommendation:</b> The faculty and staff develop a discipline management plan that guides student behavior throughout the school. Each teacher establishes rituals and routines within the classroom that produces an atmosphere conducive to learning. Each teacher consistently teaches the campus and classroom plans to all students. Each teacher consistently teaches the rules and procedures in their classroom. Each teacher consistently enforces the agreed upon rules and regulations (IIIC10).	
<b>Current reality of effective practice from the beginning of the year:</b>  (IIIC10): The faculty and staff have been trained and are encouraged to follow the district and local school (DMP) Discipline Management Plan that guides student behavior throughout the school. The DMP / Classroom rules are printed and posted in each classroom. Each teacher is encouraged to establish classroom rules, rituals and routines within their respective classroom. Teachers are encouraged to teach the DMP to all students. Some teachers consistently enforce the agreed upon rules and regulations.	<b>Current reality of effective practice:</b>  Every year the faculty and staff are trained and are directed to teach the DMP policy to students the first week of school and are encouraged to follow the district and local school DMP Discipline Management Plan that guides student behavior throughout the school. Teachers discuss classroom rules, rituals, in faculty meetings and department meetings. Teachers are frequently reminded to follow the rules of the plan. A DMP form is included in the PCSSD handbook. Large size DMP posters are printed and posted in all classrooms. Every teacher is encouraged to establish classroom rules and procedures. Some teachers consistently enforce the agreed upon DMP rules and regulations. Could be more effective as staffs are able to collaborate in August about Non-Negotiable offenses that warrant DMP.

**IMO AREA 4: FAMILY AND COMMUNITY ENGAGEMENT**

**Effective Practice within Category:**

Defining the purpose, policies, and practices of a school community (IVA01)

**Description of full implementation of the Effective Practice and/or Recommendation:**

No Child Left Behind stipulates that each school in the Title I program develop an agreement, or “compact,” that outlines how parents, school staff, and students will share responsibility for improving academic achievement. Compacts describe how the school and parents can work together to help students achieve the state’s standards.

**Current reality of effective practice from the beginning of the year:**

(IVA01): A Parental Involvement Plan has been written that outlines how parents, school staff, and students will share responsibility for improving academic achievement. The plan outlines all aspects of how the school and parents can work together to help students achieve state standards. A survey is available on the Mills website for parents. A brochure has been completed to inform parents of how they can get involved with school and how can share responsibilities for improving academic achievement.

**Current reality of effective practice:**

A PTO exists and a Parental Involvement Plan has been written that outlines how parents, school staff, and students will share responsibility for improving academic achievement. The Plan was completed, approved and uploaded to the school’s site. A survey is available to parents, and a link to the survey is on the school website. A similar, but brief survey was printed and distributed to parents at certain after school events. A brochure was created to summarize the plan; identify the roles and responsibilities of parents, students, and staff; and to identify opportunities for parental involvement within the school. The brochure has not been translated to Spanish. The brochure could be handed out at the beginning of school year requesting feedback with all other beginning of the school year paperwork. The Scholars Program has a Parent handbook and also conducts annual Parent Meetings by grade level to provide additional support for parents and special student needs at each grade level of high school. Parents are also involved in special education meetings, IEP meetings, annual reviews, discipline intervention meetings, and parent teacher conferences.

IMO AREA 4: FAMILY AND COMMUNITY ENGAGEMENT	
<b>Effective Practice within Category:</b> Post-Secondary School Options (VA01)	
The school has a guidance plan that includes options for students as they plan their college and career opportunities. The school routinely tracks their recent graduates' success at the next level as they pursue their college and career goals.	
<b>ADE will monitor the following:</b> <ul style="list-style-type: none"> <li>• The guidance plan</li> <li>• The process of tracking recent graduates</li> </ul>	
<b>Current reality of effective practice from the beginning of the year:</b>  Mills has a guidance plan that includes options for students as they plan for college and career opportunities. The school's counseling department plans year-long activities for all students.	<b>Current reality of effective practice:</b>  Mills has a Guidance Plan that includes options for students as they plan for college and career opportunities. The school's counseling department plans year-long activities for all students like the College Fair, Financial Aid Night, and Field Trips to Colleges/Universities. In addition, college recruiters are invited to meet with students during lunch periods. The Counseling Department's Master Calendar is placed in the Mills Faculty Handbook. Freshmen complete a four year plan that guides their course selections in college preparation. A College Seminar for juniors and seniors was held to help students plan for college or career choices after graduation. A Financial Aid night was presented to the parents in preparation for college. It would benefit our students to have a Graduation Coach to help track student progress. The counseling department keeps an active binder of scholarship opportunities and applications for all students.



## LEADERSHIP TEAM REFLECTION

**Thinking about meetings throughout the year, what have been the most meaningful decisions and actions made by the School Leadership Team this quarter? And what attributed to those changes?**

- New formal Intervention/Remediation schedule for students below grade level and ACT preparation.
- Transition Camp for upcoming 9<sup>th</sup> graders
- Seeing the needs for Professional Development and needs for next school year programs.
- Viewing student data: Math and Literacy
- Discussions during PLC's and Department Meetings on how to grow students.
- Interventionist
- Credit Recovery
- PGP – Bloomboard
- Use of Pre/Post Test
- Team input: ways to serve students better
- Star 360 as a part of our comprehensive data analysis to determine growth of our students.
- The semester test schedule
- Discussion of using beginning of the year PD to meet specific school needs as determined by the SLT.

**If anything, what do you intend to change or modify for the year?**

- Looking at Indistar ratings and ranking where we were and what implementations we needed to focus on. We will create more effective plans and actions.
- Accelerate the SLT purpose and procedures
- Build capacity of SLT
- Solicit more SLT members
- Interventions for Math based upon performance data
- Ask for faculty items to be placed on the Agenda.
- Improve lesson planning.
- Focus on helping teachers develop yearly lesson plans with a break down into units and infusion of critical thinking.
- More discussion about how we can make an impact – Action Plans.
- Training to properly implement DMP
- Incentives for students (i.e. good behavior, All A's, A's and B's) Fall and Spring.
- Special Education training on modifications – include the law requirements.
- Dyslexia training and strategies.
- Training to improve awareness of malnutrition and how it affects the brain/student performance.
- Expand RtI training.

**What were the most impactful and/or meaningful decisions made by the leadership team?**

- Professional Development Needs identified
- Math Interventions were created
- Credit Recovery was held after school
- PTO involvement with rewards and student celebrations. The college readiness workshop was a success.
- CWT's data reviewed related to PLC's
- Team structure with specific duties
- Analyzing student learning results
- Collaborate, plan, implement instructional needs
- Transition camp plan and implementation in place for July 2016.



- PLC's focusing on enhancing teacher skills
- The PIP
- Knowing the indicators in Indistar helps to see the areas we have to focus on to provide means for student achievement.
- Having a formal schedule that includes intervention and remediation will give teachers and students time to designate specifically for students to work on skills they need and teachers sole purpose of assisting them.

**Describe how this decision impacted the school and/or increased student achievement.**

- Knowing the indicators in Indistar helps to see the areas we have to focus on to provide means for student achievement.
- Having a formal schedule that includes intervention and remediation will give teachers and students time to designate specifically for students to work on skills they need and teachers sole purpose of assisting them.
- If teachers implement the strategies presented in the Social Studies PLC, writing should improve.
- Student achievement will rise in Math and English Language Arts.
- Professional development based on student learning.
- PGP's measured by recent classroom results and growth in student achievement.
- Analyzed classroom data reports.
- Identified needs for student learning.
- Funds were spent for learning time (before and after-school tutoring programs).

**Describe what plans will be put in place to achieve full implementation in the following:**

**1. Change in Teacher and Leader Practice (ID01, ID04, ID07)**

- Accountability for PLC attendance.
- Sub-committees to work on focused issues and problems.
- Department chair meeting once a month to create policy and procedures for a variety of issues in the school.
- Student team needs to be more diverse.
- Focus on data analysis and reduce other business to memos if possible.
- Have other teams meet such as Implementation (Deep Knowledge -- Mountain Team) to identify resources needed for staff, students and PD.
- Request meeting time with PCSSD District Team to address needs and barriers (Strengths and Weaknesses)
- Continue with SLT meetings with a focus on procedure and purpose.

## **2. Change in Teacher and Leader Practice (IIB02, IIB04)**

- Tracking student progress based on testing resources
- Pull-out Math students based on performance data
- Pre/Post Test to see what students already know
- Common Prep time for math department
- PGP goals monitored using Bloomboard and TESS evaluations
- DMP's posted in all classrooms Pre/Post Test: Math and English Language Arts to see what students already know.

## **3. Student Safety and Discipline (IIIC10)**

- PD provided to improve rules and regulations
- Place on Agenda at beginning of school year – August PD.
- Meet with feeder school –
- Assistant principals will create and monitor programs that will fulfill the students' needs and foster positive climate and accountability
- Student voice suggestion box
- Student grade level meetings during homeroom time to address concerns and celebrate successes.

## **4. Family and Community Engagement (IVA01, VA01).**

- Brochure outlining the Parental Involvement plan will be printed and mailed to the home of each student.
- The PIP brochure will be translated into required languages for all ESL and ELL students and mailed with the Standard PIP brochure.
- Learning opportunities including HAC training, Bullying Prevention, College Seminar, and Character Education will be offered to the parents. Announcements will be placed in the school website, and call outs will be made to parents to inform them of all learning opportunities.
- Scholars Program will continue to provide support via phone calls, meetings, printed materials. Etc.
- Hand out compact at beginning of school year.
- Monitor recent graduates success as they move to the next level
- Monitor transcripts from Colleges/Universities.
- Workforce Career Education teachers do follow-up on all students who were completers in the CTE Program.

## SCHOOL LEADERSHIP TEAM'S REPORT FOURTH QUARTER

### STUDENT/ TEACHER DATA by Quarter IMO AREA 2: STUDENT PROGRESS AND ACHIEVEMENT

4<sup>th</sup> Quarter

Grade Level	Number of students enrolled				Number of SWD enrolled as of October 1 <sup>st</sup> per grade level	Number of EL students enrolled as of October 1 <sup>st</sup> per grade level	Number of students with 5 or more referrals				Number of students who have been absent 10 or more days (20% absence rate)			
	1st	2nd	3rd	4th			1st	2nd	3rd	4th	1st	2nd	3rd	4th
9 <sup>th</sup>	156	155	149	149	19	8	10	16	14	19	10	10	23	29
10 <sup>th</sup>	184	181	179	177	17	15	7	11	4	12	6	12	20	

Comments/ Clarifications:



Core Teacher Attendance and Number of Students Tested Below Grade Level

4<sup>th</sup> Quarter

Percent of core teachers Math, Science, Social Studies, ELA) absent 5 or more days (10%)				Number of <b>ELEMENTARY</b> students that are 2 or more years below grade placement in Math as determined by		Number of <b>SECONDARY</b> students that are 3 or more years below grade placement in Math as determined by <u>1<sup>st</sup> Quarter:</u> <u>Benchmark Exams:</u> <u>Basic/Below Basic</u> <u>4<sup>th</sup> Quarter:</u> <u>Star- 360</u> <u>6/13/16</u>		Number of <b>ELEMENTARY</b> students that are 2 or more years below grade placement in ELA as determined by		Number of <b>SECONDARY</b> students that are 3 or more years below grade placement in ELA as determined by <u>1<sup>st</sup> Quarter:</u> <u>Benchmark Exams:</u> <u>Basic/Below Basic</u> <u>4<sup>th</sup> Quarter:</u> <u>Star- 360</u> <u>6/13/16</u>	
1st	2nd	3rd	4th	1st Quarter	4 <sup>th</sup> Quarter	1st Quarter	4th Quarter	1st Quarter	4th Quarter	1st Quarter	4th Quarter
.023%	57%	41%	43%	N/A	N/A	62	79	N/A	N/A	57	79
1 of 44	25 of 44	18 of 44	19 of 44	N/A	N/A	79	92	N/A	N/A	65	101

Comments/ Clarifications:

*First Quarter data for students that are 3 or more years below grade placement in Math and Reading were determined by Benchmark Exams: Basic/Below Basic.*

*Fourth Quarter data for students that are 3 or more years below grade placement in Reading were determined by Star- 360. As we transitioned into the 2<sup>nd</sup> Quarter teachers were more equipped to utilize Star – 360 which gave us a more accurate picture of below grade level placement data.*

**MATH DATA by Quarter for Grades 3-10**

**4<sup>th</sup> Quarter**

Grade Level	Number of students that failed Math the previous year	Number of students enrolled this quarter	Number of students with D or F in Math class per quarter 2015-2016				Number of students assessed on each post-unit assessment for the current quarter				Total number of students assessed on the post-unit test for each grade level	Total number of students with D or F on unit tests in Math this quarter	Percent of students with D or F on any unit tests in Math			
											(A)	(B)	(C) (B/A) X 100 = C			
			1st	2nd	3rd	4th	Unit 1	Unit 2	Unit 3	Unit 4*			1st	2nd	3rd	4th
9 <sup>th</sup>	17	149	64	96	82	81	58	98	59	66	281	162	54%	43%	54%	58%
10 <sup>th</sup>	61	177	65	114	88	85	107	108	26	15	256	214	72%	29%	45%	84%
<b>Example</b>							<b>100</b>	<b>90</b>	<b>95</b>	<b>N/A</b>	<b>285</b>	<b>57</b>	<b>20%</b>			

**Comments/ Clarifications:**



ELA DATA by Quarter for Grades 3-10

4<sup>th</sup> Quarter

Grade Level	Number of students that failed ELA the previous year	Number of students enrolled this quarter	Number of students with D or F in an ELA class per quarter 2015-2016				Number of students assessed on each post-unit assessment for the current quarter				Total number of students assessed on the post-unit test for each grade level	Total number of students with D or F on unit tests in ELA this quarter	Percent of students with D or F on any unit tests in ELA  (C)  (B/A) X 100 = C			
											(A)	(B)				
			1st	2nd	3rd	4th	Unit 1	Unit 2	Unit 3	Unit 4*			1st	2nd	3rd	4th
9 <sup>th</sup>	15	149	53	89	84	102	141	146	135	0	422	147	20%	87%	66%	35%
10 <sup>th</sup>	51	177	27	101	86	109	192	198	184	110	684	188	8%	16%	32%	27%
Example							100	90	95	N/A	285	57	20%			

Comments/ Clarifications:



(Optional)

4<sup>th</sup> Quarter

Do you have other data sources that support and/or identify that you are making gains in student outcomes (For example: Interim assessments such as ACT Aspire, TLI, etc.)? *You may include a chart to describe your data.*



ARKANSAS  
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**DISTRICT: LIGHTHOUSE ACADEMIES OF ARKANSAS**

**SUPERINTENDENT: LENISHA BROADWAY**

**SCHOOL: PINE BLUFF LIGHTHOUSE LOWER ACADEMY**

**PRINCIPAL: QUAWANA BRYANT (INTERIM PRINCIPAL)**

**STATUS: PRIORITY**

**SITE-BASED SIS: AMANDA CROWDER**

**EXTERNAL PROVIDER: N/A**

**ADE SCHOOL IMPROVEMENT SPECIALIST TEAM: DR. RICHARD WILDE AND LASONIA JOHNSON**

# End of Year Summary Report

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## FOURTH QUARTER

2015-2016 School Year





**IMO AREA 1: CHANGE IN TEACHER AND LEADER PRACTICE**
**Effective Practice within Category:**

Establishing a team structure with specific duties and time for instructional planning (ID01, ID04, ID07)

**Description of full implementation of the Effective Practice and/or Recommendation:**

District policy specifies the team structure for all schools which include a description of the teams' purposes and how they are constituted. New school leaders are apprised of this expectation and how the effectiveness of teams is determined. A common team structure for a school consists of (but not limited to) a Leadership Team (consisting of principal and teacher leaders), teacher Instructional Teams (teaching common subject area or grade level), student team (a diverse group of student leaders), management team (campus administrators and other personnel as needed) and a School Community Council (with a majority of members being parents (ID01). Each team has a specific purpose and scheduled time to meet and works from agendas and minutes (ID04).

The Leadership Team meets at least twice a month in regularly scheduled meetings of at least an hour (ID07). They serve as a conduit of communication to the faculty and staff in a way that enables the Leadership Team to receive input from the faculty and staff (ID08). The Leadership Team regularly looks at school performance data and aggregated classroom observation data and uses that data to make decisions about school improvement and professional development (ID10).

**Current reality of effective practice from the beginning of the year:**

PBLCS has a school leadership team that consists of the School Principal, Directors of Teacher Leadership (2), Special Education Director, Teacher Leader Fellows (2), School Culture Coordinator, and our School Operations Manager. The leadership team meets weekly in regularly scheduled meetings at least an hour (ID07). They serve as a conduit of communication to the faculty and staff in a way that enables the Leadership Team to receive input from the faculty and staff (ID08). The Leadership Team regularly looks at school performance data and aggregated classroom observations data and uses data to make decisions about school improvement and professional development (ID10).

**Current reality of effective practice:**

PBLCS Leadership team has evolved to include the following personnel; Interim Principal, School Improvement Coordinator, Special Education Director, GT/ELL coordinator, Teacher Leader Fellows, SHINE coordinator, and School Operations manager.

Team meetings and agenda are posted to Indistar as well as kept in the Professional Development Binder.

SLT meet at least once a month to discuss academic data, attendance data, as well as discipline data. Student support team meetings are held as needed based on the information from the data and teacher recommendations.

The School Leadership Team agenda/minutes are logged into Indistar. All staff members have easy access to this information via a local SharePoint on LHA Connect. The guest login for Indistar has also been shared with the staff, local school board, and parents via the school newsletter. Staff members are encouraged to ask questions, comment, make suggestions, etc. to the leadership team.

Grade Level Collaboration groups meet each biweekly during a common planning period or after school. Departmental teams will begin to meet monthly to develop units of instruction, design, and differentiate classroom lesson plans, design interventions strategies, guide implementation of the structure, and provide essential professional development for teachers.

We also have a School Based Management Team (SBMT) that meets monthly. The SBMT is a committee comprised of representatives from each of the school stakeholder groups- school leaders, parent representing the Light Keepers organization, Teacher Leader Fellows, a paraprofessional, a student and a community member. The key charge of the SBMT is to seek broad-based agreement among all the school stakeholders on activities, practices, or policies that significantly impact and improve student achievement. The SBMT is also the group that must ultimately sign off on the ACSIP. The number of educational issues that the SBMT address from year to year is extensive.

The school leaders will be receiving Restorative Practices training on June 9<sup>th</sup> and 10<sup>th</sup>. This training will provided the staff with effective way to handle discipline.

School Leadership team information is delivered to the other staff members via grade level meetings, as well as the information is on the local SharePoint on LHA Connect and Indistar. All stakeholders have been provided the guest login in via school newsletters and webpage.

<b>IMO AREA 1: CHANGE IN TEACHER AND LEADER PRACTICE</b>	
<b>Effective Practice within Category:</b> Engaging teachers in assessing and monitoring student mastery (IIB02, IIB04)	
<b>Description of full implementation of the Effective Practice and/or Recommendation:</b> The Instructional Teams develop instructional units based on the curriculum standards and the local curriculum document. This unit typically encompasses three to six weeks of work and includes pre-/post tests administered at two to three week intervals (IIB01). The pre-test and post-test assess the same learning objectives and inform the Instructional Team members' (teachers) plans for differentiated instruction within the unit and/or re-teaching as necessary following the unit (IIB04).  The Instructional Team reviews the results of the pre- and post-tests and uses the information to guide efforts to assure that every student masters the instructional standards taught in the instructional unit (IIB03). The Instructional Team also uses the results from the pre-/post-test analysis to plan for professional development, inform subsequent instructional unit plans and/or make adjustments to the curriculum (IIB02, IIB05).	
<b>Current reality of effective practice from the beginning of the year:</b>  <b>Lesson Plans</b> are uploaded weekly and teachers are given feedback before the lessons are taught. PBLCS uses LinkIT for quarterly assessments. The assessments are reviewed by the DTL and teacher before the content is taught. Pre/Post tests are being developed during grade level meetings for all 3-8 Math/ELA classes. These Pre/Post are then entered into a tracker. The standards that are not mastered are then retaught by the classroom teacher before the interim assessment is given.  Results will be used in English and Math classes to guide instruction, interventionist will also push into the classrooms to support instruction. The process has been refined to ensure fidelity of the Unit method of instruction, Pre/Post assessment expectation is accurately communicated and adhered to, and daily data drives student instruction in Lesson Planning.	<b>Current reality of effective practice:</b>  The data from the LinkIT interim assessments, pre/post test, and NWEA data are analyzed in grade level meetings as well as SLT meetings. The data results are used to guide classroom instruction, provide focus to the interventionist as they push into the Math and ELA classrooms, and update the groups for RTI throughout the school. Each day students meet with assigned RTI groups to reteach standards that students are not mastering in the classroom or to provide enrichment to the scholars that are achieving mastery. The groups change throughout the year based on the data.  The teachers track and monitor each students pre/post test, interim assessment data, and NWEA data. The teachers work with the DTL/interim Principal to analyze each student's progress. The trackers are then also presented at the SLT meetings.

	Teachers receive feedback on lesson plans to ensure the focus is on data to drive the instruction.
<b>IMO AREA 3: STUDENT SAFETY AND DISCIPLINE</b>	
<b>Effective Practice within Category:</b> Expecting and monitoring sound classroom management (IIIC10)	
<b>Description of full implementation of the Effective Practice and/or Recommendation:</b> The faculty and staff develop a discipline management plan that guides student behavior throughout the school. Each teacher establishes rituals and routines within the classroom that produces an atmosphere conducive to learning. Each teacher consistently teaches the campus and classroom plans to all students. Each teacher consistently teaches the rules and procedures in their classroom. Each teacher consistently enforces the agreed upon rules and regulations (IIIC10).	
<b>Current reality of effective practice from the beginning of the year:</b>  All PBLCS teachers taught school wide and classroom rituals/routines and rules for the first ten days of school. The entire staff at PBLCS follows the due process defined in the PBLCS Scholar and Family Handbook.	<b>Current reality of effective practice:</b>  All PBLCS teachers taught school wide and classroom rituals/routines. Student incentives are held for students that have exhibited appropriate behavior throughout the quarter.  PBLCS leaders and staff members will receiving training on Restorative Practices (June 9 <sup>th</sup> and 10 <sup>th</sup> )

<b>IMO AREA 4: FAMILY AND COMMUNITY ENGAGEMENT</b>	
<b>Effective Practice within Category:</b> Defining the purpose, policies, and practices of a school community (IVA01)	
<b>Description of full implementation of the Effective Practice and/or Recommendation:</b> No Child Left Behind stipulates that each school in the Title I program develop an agreement, or “compact,” that outlines how parents, school staff, and students will share responsibility for improving academic achievement. Compacts describe how the school and parents can work together to help students achieve the state’s standards.	
<b>Current reality of effective practice from the beginning of the year:</b>  <b>PBLCS has a School Compact Agreement that is signed and returned by each family. The contract can found on page 8 of the 2015-2016 PBLCS Scholar and Family Handbook.</b>	<b>Current reality of effective practice:</b>  <b>PBLCS has a School Compact Agreement that is signed and returned by each family. The contract can be found on page 8 of the 2015-2016 PBLCS Scholar and Family Handbook.</b>

IMO AREA 4: FAMILY AND COMMUNITY ENGAGEMENT	
<b>Effective Practice within Category:</b> Post-Secondary School Options (VA01)	
The school has a guidance plan that includes options for students as they plan their college and career opportunities. The school routinely tracks their recent graduates' success at the next level as they pursue their college and career goals.	
<b>ADE will monitor the following:</b> <ul style="list-style-type: none"> <li>• The guidance plan</li> <li>• The process of tracking recent graduates</li> </ul>	
<b>Current reality of effective practice from the beginning of the year:</b>  PBLCS exposes 7 <sup>th</sup> and 8 <sup>th</sup> grade scholars to college tours each semester. During advisory, all 7 <sup>th</sup> /8 <sup>th</sup> graders create a PowerPoint on the college they would like to attend. The University of Arkansas at Pine Bluff comes to the school yearly to pass out information about college enrollment and financial aid. College banners are hanging in each hallway and school pods are named after college mascots. Every classroom teacher is required to have a college wall. WE have weekly town hall meetings that discuss the importance of college. The students are also allowed to wear college paraphernalia every Thursday. All 8 <sup>th</sup> grade take a college aptitude test via Naviance to determine appropriate career clusters and SMART goals.	<b>Current reality of effective practice:</b>  During the Spring Semester, all scholars received a visit and hands on interaction from the UAPB girls soccer captain. She spoke to the students about her experience as a college student athlete, her major, and the steps she took to apply for college. She also organized the students to play a soccer game.  The students ended the year with their annual college spirit day, wearing their college paraphernalia.

## LEADERSHIP TEAM REFLECTION

Thinking about meetings throughout the year, what have been the most meaningful decisions and actions made by the School Leadership Team this quarter? And what attributed to those changes

- We have restructured our Leadership Team for the 2016.2017 school year to include: Co-Principals, School Operations Manager, School Culture Coordinator (new hire).
- We have designed our master schedule for the 2016.2017 school year to include: extended time for ELA/Math (80-90min.) grades 3-8. Small group push in and pull-out.
- We have also designated a classroom for intervention
- We have planned out our 2016.2017 school calendar to include: Parent nights, student activities, etc.
- We have submitted a 21<sup>st</sup> century grant, that will be the basis for our after school program

If anything, what do you intend to change or modify for the year?

PBLCS is using the turn-around model to restart/revamp the school. All PBLCS staff members had to re-apply for their positions as PBLCS. The school (along with the network) held many recruitment events around the state. The school will have co-principals for



the 2016-2017 school year. One principal will be over Kindergarten thru 3rd grade. The other principal will be over 4<sup>th</sup> grade thru 8<sup>th</sup> grade. The school has applied for the 21<sup>st</sup> century grant. This grant will provide many additional opportunities for the scholars in Pine Bluff. The school's schedule will be modified during the 2016-2017 school year to provide more instructional time for all grade levels on English Language Arts and Mathematics. Restorative Practices will be fully implemented in the 2016-2017 school year. The school has embedded data days into their school year in conjunction with the surrounding Lighthouse schools. The school will be able to meet together to share instructional practices throughout the year.



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### SCHOOL LEADERSHIP TEAM'S REPORT FOURTH QUARTER

#### STUDENT/ TEACHER DATA by Quarter IMO AREA 2: STUDENT PROGRESS AND ACHIEVEMENT

Grade Level	Number of students enrolled				Number of SWD enrolled as of October 1 <sup>st</sup> per grade level	Number of EL students enrolled as of October 1 <sup>st</sup> per grade level	Number of students with 5 or more referrals				Number of students who have been absent 10 or more days (20% absence rate)			
	1st	2nd	3rd	4th			1st	2nd	3rd	4th	1st	2nd	3rd	4th
Kinder garten	43	43	41	41	1	2	0	0	0	0	1	0	1	0
1 <sup>st</sup>	53	52	48	48	1	0	0	0	0	0	0	0	1	2
2 <sup>nd</sup>	47	45	41	41	9	0	0	0	0	0	0	1	0	3
3 <sup>rd</sup>	51	48	46	46	2	3	0	0	0	0	0	0	0	3
4 <sup>th</sup>	52	49	45	46	5	0	1	1	1	2	0	0	0	1

**Comments/ Clarifications:**

- Attendance letters have been sent to all scholars with excessive absences
- Referrals overall are lower this year due to Restorative Justice

2015

Grade Level	Percent of core teachers (Math, Science, Social Studies, ELA) absent 5 or more days (10%)				Number of <i>ELEMENTARY</i> students that are 2 or more years below grade placement in Math as determined by NWEA End of the year score student status norms September 2015(1 <sup>st</sup> Qtr.); June 2016 (4 <sup>th</sup> Qtr.)		Number of <i>SECONDARY</i> students that are 3 or more years below grade placement in Math as determined by _____ Test on _____/_____( Date)		Number of <i>ELEMENTARY</i> students that are 2 or more years below grade placement in ELA as determined by NWEA End of the year score student status norms September 2015(1 <sup>st</sup> Qtr.); June 2016 (4 <sup>th</sup> Qtr.)		Number of <i>SECONDARY</i> students that are 3 or more years below grade placement in ELA as determined by _____ Test on _____/_____( Date)	
	1st	2nd	3rd	4th	1st Quarter	4th Quarter	1st Quarter	4th Quarter	1st Quarter	4th Quarter	1st Quarter	4th Quarter
K	0	0	0	0								
1	0	1	0	0								
2	0	0	0	0								
3	0	0	0	0	24	6			28	13		
4	0	0	0	0	30	18			13	12		

Comments/ Clarifications:

2016

**MATH DATA by Quarter for Grades 3-10**

Grade Level	Number of students that failed Math the previous year	Number of students enrolled this quarter	Number of students with D or F in Math class per quarter 2015-2016				Number of students assessed on each post-unit assessment for the current quarter				Total number of students assessed on the post-unit test for each grade level  (A)	Total number of students with D or F on unit tests in Math this quarter  (B)	Percent of students with D or F on any unit tests in Math  (C)  (B/A) X 100 = C			
			1st	2nd	3rd	4th	Unit 1	Unit 2	Unit 3	Unit 4*			1st	2nd	3rd	4th
3	0	46	6		6	2	51		46	44	44	26		53%	52%	59%
4	0	46	0		1	1	52		45	45	45	28		67%	55%	62%

<b>Example</b>							<b>100</b>	<b>90</b>	<b>95</b>	<b>N/A</b>	<b>285</b>	<b>57</b>	<b>20%</b>			

**Comments/ Clarifications:**

**ELA DATA by Quarter for Grades 3-10**

Grade Level	Number of students that failed ELA the previous year	Number of students enrolled this quarter	Number of students with D or F in an ELA class per quarter 2015-2016				Number of students assessed on each post-unit assessment for the current quarter				Total number of students assessed on the post-unit test for each grade level  (A)	Total number of students with D or F on unit tests in ELA this quarter  (B)	Percent of students with D or F on any unit tests in ELA  (C)  (B/A) X 100 = C			
			1st	2nd	3rd	4th	Unit 1	Unit 2	Unit 3	Unit 4*			1st	2nd	3rd	4th
3	0	46	12		4	0	51		46	44	46	27		92%	46%	48%
4	0	46	1		5	0	52		45	45	45	26		44%	44%	57%







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**DISTRICT:** PINE BLUFF  
**SCHOOL:** BELAIR MIDDLE SCHOOL  
**STATUS:** PRIORITY  
**SITE-BASED SIS:** STEPHANEY BENNETT  
**EXTERNAL PROVIDER:**

**SUPERINTENDENT:** DR. MICHAEL ROBINSON  
**PRINCIPAL:** DR. SUZETTE BLOODMAN

**ADE SCHOOL IMPROVEMENT SPECIALIST TEAM:** MS. LASONIA JOHNSON, DR. RICHARD WILDE

# End of Year Summary Report

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## FOURTH QUARTER

2015-2016 School Year

## IMO AREA 1: CHANGE IN TEACHER AND LEADER PRACTICE

### Effective Practice within Category:

Establishing a team structure with specific duties and time for instructional planning (ID01, ID04, ID07)

### Description of full implementation of the Effective Practice and/or Recommendation:

District policy specifies the team structure for all schools which include a description of the teams' purposes and how they are constituted. New school leaders are apprised of this expectation and how the effectiveness of teams is determined. A common team structure for a school consists of (but not limited to) a Leadership Team (consisting of principal and teacher leaders), teacher Instructional Teams (teaching common subject area or grade level), student team (a diverse group of student leaders), management team (campus administrators and other personnel as needed) and a School Community Council (with a majority of members being parents (ID01). Each team has a specific purpose and scheduled time to meet and works from agendas and minutes (ID04).

The Leadership Team meets at least twice a month in regularly scheduled meetings of at least an hour (ID07). They serve as a conduit of communication to the faculty and staff in a way that enables the Leadership Team to receive input from the faculty and staff (ID08). The Leadership Team regularly looks at school performance data and aggregated classroom observation data and uses that data to make decisions about school improvement and professional development (ID10).

### Current reality of effective practice from the beginning of the year:

**Leadership Team:** Met twice monthly for at least an hour.

**Instructional Team:** Met weekly as an interdisciplinary team.

**Student Team:** Did not exist

**Management Team:** Met weekly

**School community Council:** Did not exist.

### Current reality of effective practice:

**Leadership Team:** Team met twice monthly for at least an hour.  
Decisions

**Instructional Team:** Restructured mid-year. Met by content with Instructional Facilitators (Math and ELA). Made instructional adjustments and decisions based on disaggregated data.

**Student Team:** Was formed mid-year. Met sporadically.

**Management Team:** Met weekly.

**School community Council:** Was not formed.



<b>IMO AREA 1: CHANGE IN TEACHER AND LEADER PRACTICE</b>	
<b>Effective Practice within Category:</b> Engaging teachers in assessing and monitoring student mastery (IIB02, IIB04)	
<b>Description of full implementation of the Effective Practice and/or Recommendation:</b> The Instructional Teams develop instructional units based on the curriculum standards and the local curriculum document. This unit typically encompasses three to six weeks of work and includes pre-/post tests administered at two to three week intervals (IIB01). The pre-test and post-test assess the same learning objectives and inform the Instructional Team members' (teachers) plans for differentiated instruction within the unit and/or re-teaching as necessary following the unit (IIB04).  The Instructional Team reviews the results of the pre- and post-tests and uses the information to guide efforts to assure that every student masters the instructional standards taught in the instructional unit (IIB03). The Instructional Team also uses the results from the pre-/post-test analysis to plan for professional development, inform subsequent instructional unit plans and/or make adjustments to the curriculum (IIB02, IIB05).	
<b>Current reality of effective practice from the beginning of the year:</b> <ol style="list-style-type: none"> <li>1. Instructional Teams &amp; Instructional Facilitators (Math &amp; ELA) met weekly to ensure horizontal alignment and to discuss instructional strategies.</li> <li>2. All had input in the development of common assessments.</li> <li>3. Assessments were administered every 2 -3 weeks.</li> <li>4. Team meetings were held weekly to discuss disaggregated data.</li> <li>5. Lessons were differentiated to address student needs.</li> <li>6. Professional development was provided regarding preparing for the ACT Aspire, use of data, and differentiated lessons.</li> </ol>	<b>Current reality of effective practice:</b> <ol style="list-style-type: none"> <li>1. This practice continued throughout the school year.</li> <li>2. This practice continued throughout the school year.</li> <li>3. This practice continued throughout the school year.</li> <li>4. This practice became problematic in that it was not reported timely and/or consistently from all teachers; thereby skewing the data. Incomplete data had a negative impact on the decision making process.</li> <li>5. The use of "boot camp" , grouping, and Academic support classes intended to address specific needs of students. Academic goals were not set by all teachers.</li> <li>6. No professional development was provided during the last quarter.</li> </ol>

**IMO AREA 3: STUDENT SAFETY AND DISCIPLINE**

**Effective Practice within Category:**

Expecting and monitoring sound classroom management (IIIC10)

**Description of full implementation of the Effective Practice and/or Recommendation:**

The faculty and staff develop a discipline management plan that guides student behavior throughout the school. Each teacher establishes rituals and routines within the classroom that produces an atmosphere conducive to learning. Each teacher consistently teaches the campus and classroom plans to all students. Each teacher consistently teaches the rules and procedures in their classroom. Each teacher consistently enforces the agreed upon rules and regulations (IIIC10).

**Current reality of effective practice from the beginning of the year:**

**Teachers Discipline Management**

Inconsistent implementation of effective practices

**School-wide Discipline Management Practices**

Inconsistent implementation of effective practices

**Current reality of effective practice:**

**Teachers Discipline Management**

Inconsistent implementation of effective practices

**School-wide Discipline Management Practices**

A school-wide protocol was established with input from all stakeholders. However, the failure to revisit, monitor, and adjust the plan resulted in inconsistent implementation of effective practices.

**IMO AREA 4: FAMILY AND COMMUNITY ENGAGEMENT**

**Effective Practice within Category:**

Defining the purpose, policies, and practices of a school community (IVA01)

**Description of full implementation of the Effective Practice and/or Recommendation:**

No Child Left Behind stipulates that each school in the Title I program develop an agreement, or “compact,” that outlines how parents, school staff, and students will share responsibility for improving academic achievement. Compacts describe how the school and parents can work together to help students achieve the state’s standards.

**Current reality of effective practice from the beginning of the year:**

The standard PBSO written compact will distributed to parents at an annual Title I meeting and events such as a back to school carnival, holiday dinners, Saturday School support, parent information nights\events, and a parent center were established.

**Current reality of effective practice:**

Little parent participation, inactive PTSO.

**IMO AREA 4: FAMILY AND COMMUNITY ENGAGEMENT**

**Effective Practice within Category:**  
Post-Secondary School Options (VA01)

The school has a guidance plan that includes options for students as they plan their college and career opportunities. The school routinely tracks their recent graduates' success at the next level as they pursue their college and career goals.

**ADE will monitor the following:**

- The guidance plan
- The process of tracking recent graduates

**Current reality of effective practice from the beginning of the year:**

Non-existent

**Current reality of effective practice:**

Non-existent

## LEADERSHIP TEAM REFLECTION

Thinking about meetings throughout the year, what have been the most meaningful decisions and actions made by the School Leadership Team this quarter? And what attributed to those changes?

No decisions were made this quarter this quarter.

If anything, what do you intend to change or modify for the year?

The structure of the Leadership Team. Will include representative of all core teachers and paraprofessionals. Rather than discuss items, the team will address items and take action swiftly. The team will have the critical discussion and make the tough decisions. The minutes will reflect the actions taken.

The team will work collaboratively on Assessing Indicators, the 45 Day Plan, and update it after each meeting with next steps. The Leadership Team will ensure that all indicators are implemented according to the Wise Ways rubric.

## SCHOOL LEADERSHIP TEAM'S REPORT FOURTH QUARTER

### STUDENT/ TEACHER DATA by Quarter IMO AREA 2: STUDENT PROGRESS AND ACHIEVEMENT

Grade Level	Number of students enrolled				Number of SWD enrolled as of October 1 <sup>st</sup> per grade level	Number of EL students enrolled as of October 1 <sup>st</sup> per grade level	Number of students with 5 or more referrals				Number of students who have been absent 10 or more days (20% absence rate)			
	1st	2nd	3rd	4th			1st	2nd	3rd	4th	1 <sup>st</sup>	2nd	3rd	4th
5	279	280	258	265	30	2	108	139	7	50	3	3	3	2
6	257	258	241	269	26	4	96	89	5	38	0	6	0	0

Comments/ Clarifications:

Percent of core teachers (Math, Science, Social Studies, ELA) absent 5 or more days (10%)				Number of <i>ELEMENTARY</i> students that are 2 or more years below grade placement in Math as determined by STAR Test on May 1-18, 2016 (Date)		Number of <i>SECONDARY</i> students that are 3 or more years below grade placement in Math as determined by Test on / (Date)		Number of <i>ELEMENTARY</i> students that are 2 or more years below grade placement in ELA as determined by STAR Test on May 1-18, 2016 Date)		Number of <i>SECONDARY</i> students that are 3 or more years below grade placement in ELA as determined by Test on / (Date)	
1st	2nd	3rd	4th	1st Quarter	4th Quarter	1st Quarter	4th Quarter	1st Quarter	4th Quarter	1st Quarter	4th Quarter
3%	32%	53%	43%	43%	24*			43%	81*		
0	11%	58%	40%	37%	91**			37%	99**		

**\*5th Grade Students tested**                      **\* 168/265 in math**                      **\*232/265 ELA**

**\*\*6th Grade Students tested**                      **\*260/269 in math**                      **\*\*206/269**

**Comments/ Clarifications:**

**MATH DATA by Quarter for Grades 3-10**

2029

Grade Level	Number of students that failed Math the previous year	Number of students enrolled this quarter	Number of students with D or F in Math class per quarter 2015-2016				Number of students assessed on each post-unit assessment for the current quarter						Total number of students assessed on the post-unit test for each grade level (A)	Total number of students with D or F on unit tests in Math this quarter (B)	Percent of students with D or F on any unit tests in Math (C) $(B/A) \times 100 = C$					
			1st	2nd	3rd	4th	Unit 1	Unit 2	Unit 3	Unit 4*	Unit 5	Unit 6			1st	2nd	3rd	4th	5th	6th
5	11	265	32	25	26	39	256	256	224	230	221	N/A	1187	740	81	77	71	35	44	N/A
6	0	269	22	31	31	11	244	241	235	223	227	214	1384	994	75	82	85	96	43	50
<b>Example</b>							100	90	95	N/A			285	57	20 %					

**5<sup>th</sup> Grade:** More students earned a 70% or higher on the fraction posttest. Only 23% of students earned a C or higher on the pretest given on 4-29-16. Posttest data shows that 65% of the students scored 70% or higher. Students worked in small groups and had daily practice of the skill through bell ringers.

**6<sup>th</sup> Grade:** Based on posttest data, over half of the students in sixth grade scored 70% or higher on the test focusing on the distributive property. This is a huge increase compared to the pretest where only 30% of the students scored 70% or higher. As with 5<sup>th</sup> grade, sixth grade students worked in small groups and had daily practice of the skill through bell ringers. Students struggled on the TLI exam (pretest). One main reason noted by teachers was due to not having geometric formulas memorized.



**ELA DATA by Quarter for Grades 3-10**

Grade Level	Number of students that failed ELA the previous year	Number of students enrolled this quarter	Number of students with D or F in an ELA class per quarter 2015-2016				Number of students assessed on each post-unit assessment for the current quarter				Total number of students assessed on the post-unit test for each grade level	Total number of students with D or F on unit tests in ELA this quarter	Percent of students with D or F on any unit tests in ELA  (C)  (B/A) X 100 = C			
			1st	2nd	3rd	4th	Unit 1	Unit 2	Unit 3	Unit 4*			1st	2nd	3rd	4th
5	14	265	52	23	21	13	257	241	240	231	969	304	33	28	45	43
6	0	269	43	69	40	105	236	228	198	201	863	254	24	32	38	25
Example							100	90	95	N/A	285	57	20%			

**Comments/ Clarifications:** Teachers attend weekly grade level/content meetings with their Instructional Facilitators (IF) to analyze the data. Data is used to drive instruction in small, individualized, and whole group settings. Instructional Facilitators provide teachers with individualized coaching sessions specific to their individual strengths and weaknesses to improve instruction. The IF provided professional development related to teaching to the standards.

*(Optional)*

**Do you have other data sources that support and/or identify that you are making gains in student outcomes (For example: Interim assessments such as ACT Aspire, TLI, etc.)?** *You may include a chart to describe your data.*

2031



**DISTRICT:** Pine Bluff School District  
**SCHOOL:** Jack Robey Jr. High School  
**STATUS:** Priority  
Reform  
O  
Officer

**EXTERNAL PROVIDER:** KEITH SANDERS GROUP  
UNIVERSITY OF VIRGINIA

**ADE SCHOOL IMPROVEMENT SPECIALIST TEAM:** Dr. Richard Wilde and Lasonia Johnson

**SUPERINTENDENT:** Dr. Michael Robinson  
**PRINCIPAL:** Donald Booth  
**DISTRICT SIS:** Alesia Smith, Chief School

**BUILDING SIS:** Dianna Bradshaw

# 45-Day Plan

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## FOURTH QUARTER

Dianna Bradshaw

<b>IMO Area 1:</b> Change in Teacher and Leader Practice
<b>ADE Recommendation:</b> Not Applicable
<b>Effective Practice within Category:</b> Establishing a team structure with specific duties and time for instructional planning (ID01, ID04, ID07)
<b>Description of full implementation of the Effective Practice and/or Recommendation:</b> District policy specifies the team structure for all schools which include a description of the teams' purposes and how they are constituted. New school leaders are apprised of this expectation and how the effectiveness of teams is determined. A common team structure for a school consists of (but not limited to) a Leadership Team (consisting of principal and teacher leaders), teacher Instructional Teams (teaching common subject area or grade level), student team (a diverse group of student leaders), management team (campus administrators and other personnel as needed) and a School Community Council (with a majority of members being parents (ID01). Each team has a specific purpose and scheduled time to meet and works from agendas and minutes (ID04).  The Leadership Team meets at least twice a month in regularly scheduled meetings of at least an hour (ID07). They serve as a conduit of communication to the faculty and staff in a way that enables the Leadership Team to receive input from the faculty and staff (ID08). The Leadership Team regularly looks at school performance data and aggregated classroom observation data and uses that data to make decisions about school improvement and professional development (ID10).
<b>First Quarter reality of effective practice (Assess where we were):</b> <ul style="list-style-type: none"> <li>• <b>Professional Learning Communities (PLC)</b> – The Professional Learning Communities at Jack Robey Junior High School are conducted on a weekly basis through common planning periods of English Language Arts and math teachers and are designed to provide a collaborative forum for administration and teachers to analyze the most recent data, share in decision-making concerning instruction and professional development, and articulate clear next steps for faculty and staff implementation. Jack Robey Junior High School's PLCs provide accountability through data gathered from classroom walkthroughs, focus walks and consistent feedback to teachers and devise innovative ways to increase student achievement.</li> <li>• <b>Departmental Meetings</b> – Jack Robey Junior High School's departmental meetings are conducted weekly by Science and Social Studies teachers to collaborate and work in conjunction with the English Language Arts and math departments to act as a support system to reinforce literacy and math standards through their course contents.</li> </ul>

- ***Building Leadership Team*** – The Building Leadership Team consists of school administration, literacy and math facilitators, counselors, the Special Education coordinator, and three teachers. The meetings are scheduled for the first and third Tuesday of each month. The purpose of the Building Leadership Team is to analyze data, construct systems to build capacity and positively impact the quality of instruction, and communicate clear next steps to the faculty and staff. The team uses the 45-Day Plan, the University of Virginia (UVA) 90-Day Action Plan, and Indistar Indicators to address the “Big Rocks” for Jack Robey that affect school turnaround. The “Big Rocks” are School Leadership, Teacher Effectiveness, School Climate/Culture, and Data-Driven Instruction.
- ***Instructional Leadership Team*** – The Instructional Leadership Team consists of administration, literacy and math facilitators, and department chairpersons from core and elective disciplines. The meetings are held every second Tuesday of each month. The purpose of the Instructional Leadership Team is to provide cross-curricular insight on the implementation of instructional strategies that address the “Big Rocks” that emanate from the Building Leadership Team, Professional Learning Communities, and Departmental meetings. The team targets specific performance standards for vertical and horizontal alignment and progression of skills as they relate to the Common Core State Standards for the various content areas and create real-world connections within the curriculum.
- ***Teacher Advisory Committee (TAC)*** – The Teacher Advisory Committee convenes once a month and/or as needed. The purpose of the Teacher Advisory Committee is to act as a “mouthpiece” between the teachers and building administration. The TAC committee assists in cultivating a positive school culture by espousing teacher morale, teacher professionalism, teacher efficacy, and community involvement.
- ***Bloomboard*** – Jack Robey Junior High School administrators and teachers utilize Bloomboard as an effective communication tool between school administration and teachers concerning professional growth and professional development that supports teachers in meeting their professional growth goals. Bloomboard is used as a prescriptive supplement to objectively evaluate teachers and instructional facilitators under the monitoring of the Arkansas Department of Education.

### **Is this an accurate description of our school at that time?**

Based on my observations, beginning December 1, and subsequent conversations with the staff, this is an accurate depiction of Jack Robey Junior High School during the first quarter.

### **What is our current reality for fourth quarter?**

- ***Professional Learning Communities (PLC)*** – The Professional Learning Communities at Jack Robey Junior High School are conducted on a weekly basis through common planning periods of all four core disciplines. Departments are writing their own

common assessments and gathering data to drive instruction in a two- to three-week unit. Distractor information is aggregated and analyzed by the English department to determine common teaching gaps or best instructional practices for specific skills or standards. Department employees then guide or mentor others through the intervention tasks to maximize student achievement. Accountability for Jack Robey Junior High School's PLCs is provided through data gathered from cross-curricular PLC attendance, classroom walkthroughs, focus walks and consistent feedback to teachers to devise innovative ways to increase student achievement.

- ***Departmental Meetings*** – As the efficacy of Jack Robey Junior High School's PLCs increased, the need for departmental meetings decreased. Teachers became more cognizant of their time together and handled all administrative issues during the weekly PLC. Cross-curricular PLCs were introduced between math and language arts teachers to discuss specific students and best collaborative exercises. Science and Social Studies teachers began to collaborate and work in conjunction with the English Language Arts and math departments to act as a support system to reinforce literacy and math standards through their course contents.
- ***Building Leadership Team*** – The Building Leadership Team consists of school administration, literacy and math facilitators, counselors, the Special Education coordinator, and three teachers. The meetings are scheduled for the first and third Tuesdays of each month. The purpose of the Building Leadership Team is to analyze data, construct systems to build capacity and positively impact the quality of instruction, and communicate clear next steps to the faculty and staff. The team uses the 45-Day Plan, the University of Virginia (UVA) 90-Day Action Plan, and Indistar Indicators to address the “Big Rocks” for Jack Robey that affect school turnaround. The “Big Rocks” are School Leadership, Teacher Effectiveness, School Climate/Culture, and Data-Driven Instruction.
- ***Instructional Leadership Team*** – The Instructional Leadership Teams consists of an administrator, literacy or math facilitator, the department chairperson and all instructional personnel involved in the discipline. The meetings are held weekly in conjunction with the PLC meeting.
- ***Teacher Advisory Committee (TAC)*** – The Teacher Advisory Committee convenes once a month and/or as needed. As with the Instruction Leadership Team meetings, as PLCs became more efficient, TAC meetings became less frequent. Overall communication was improved through PLC and monthly staff meetings. Teacher Advisory Committee meetings were still held to address the occasional odd issue in keeping with a positive school culture and transparency in communication. TAC Committee

members continue to assist in cultivating a positive school culture by espousing teacher morale, teacher professionalism, teacher efficacy, and community involvement.

- ***Bloomboard*** – Jack Robey Junior High School administrators and teachers utilize Bloomboard as an effective communication tool between school administration and teachers concerning professional growth and professional development that supports teachers in meeting their professional growth goals. Bloomboard is used as a prescriptive supplement to objectively evaluate teachers and instructional facilitators under the monitoring of the Arkansas Department of Education.

### **How have we progressed as a school?**

Professional Learning Community meetings have become much more effective in addressing the specific learning needs of students and/or groups of students as we become intentional with our intervention and remediation strategies. Additionally, departments take advantage of this time to address administrative or planning tasks or staff issues.

### **What were the most impactful or meaningful decisions made by the leadership team?**

During the winter conference at the University of Virginia, the team made a decision to be specific and intentional with our professional development in our efforts to increase the leadership capacity of the Jack Robey Junior High School staff.

### **How has this decision impacted the school or increased student achievement?**

Several teachers are taking a stronger leadership role and sharing the vision of administration in building a better educational experience for our students.

### **What plans will be put in place to achieve full implementation in Change in Teacher and Leader Practice (ID01, ID04, ID07)?**

The School Instructional Specialist will attend the ASCD Summer Conference in Hot Springs and gather information on Google and its many benefits in an educational setting, differentiation in practice, and the Response to Intervention process in preparation for the coming school year. A team of five will attend the School Improvement Conference, including the principal, School Improvement Specialist, and teachers representing language arts, mathematics, and social studies. In July, a team of six, including the School Improvement Specialist, both instructional facilitators, and teachers from language arts, science, and history will attend the Differentiated Instruction Conference in Las Vegas. Returning to the building, training will be given to the rest of the staff

as we prepare to meet the specific goals and needs of all learners at Jack Robey Junior High School. With several trainers in the building for each initiative, support can be embedded and ongoing.

<b>IMO Area 1:</b> Change in Teacher and Leader Practice
<b>ADE Recommendation:</b> Not Applicable
<b>Effective Practice within Category:</b> Engaging teachers in assessing and monitoring student mastery (IIB02, IIB04)
<b>Description of full implementation of the Effective Practice and/or Recommendation:</b> The Instructional Teams develop instructional units based on the curriculum standards and the local curriculum document. This unit typically encompasses three to six weeks of work and includes pre-/post tests administered at two to three week intervals (IIB01). The pre-test and post-test assess the same learning objectives and inform the Instructional Team members' (teachers) plans for differentiated instruction within the unit and/or re-teaching as necessary following the unit (IIB04).  The Instructional Team reviews the results of the pre- and post-tests and uses the information to guide efforts to assure that every student masters the instructional standards taught in the instructional unit (IIB03). The Instructional Team also uses the results from the pre-/post-test analysis to plan for professional development, inform subsequent instructional unit plans and/or make adjustments to the curriculum (IIB02, IIB05).
<b>First Quarter reality of effective practice (Assess where we are):</b>  Teachers are in the process of creating Unit Pre-Tests and Post-Tests based on the curriculum map skills that will be assessed every three (3) to four (4) weeks. The resources that will be utilized to develop assessments will be TLI Quiz Builder, ACT Aspire released items, Common Core aligned texts, internet resources, and TLI curriculum maps. As a result, teachers are required to complete Teacher Action Plans to identify specific students and their deficient skills. The pre-tests are designed to tailor instruction, and the post-tests are used to gauge teacher efficacy with instruction and target deficit skills for remediation.

**Is this an accurate description of our school at that time?**



Based on my observations, beginning December 1, and subsequent conversations with the staff, this is an accurate depiction of Jack Robey Junior High School during the first quarter.

### **What is our current reality for fourth quarter?**

Curriculum maps have been updated, providing teachers with the most current view of curriculum, aligned to ASPIRE testing. Teachers will disaggregate data from the 2016 ASPIRE and plan instruction for the first nine weeks. Pre-tests and post-tests will be created to guide instruction and provide target data as we review program effectiveness and content mastery. Teachers will be required to complete Teacher Action Plans after each interim assessment to identify specific student needs and common skill/content intervention targets for the group.

### **How have we progressed as a school?**

We have learned to target specific skills and utilize the entire instructional staff to reach achievement goals.

### **What were the most impactful or meaningful decisions made by the leadership team?**

Social studies teachers targeted specific reading strategies, science teachers taught geometry lessons during the first twenty minutes of their class each day, and all teachers reinforced citing evidence and finding main idea.

### **How has this decision impacted the school or increased student achievement?**

TLI scores and STAR Reading and STAR Math scores increased across the building. From an instructional perspective, all teachers feel a part of the students' learning, increasing accountability.

### **What plans will be put in place to achieve full implementation in Change in Teacher and Leader Practice (IIB02, IIB04)?**

All teachers will share in the data disaggregation and work collaboratively to target specific deficits, working as a team to cover all instructional gaps, facilitating even greater achievement growth.

**ADE Recommendation:** Not Applicable

**Effective Practice within Category:**

Expecting and monitoring sound classroom management (IIIC10)

**Description of full implementation of the Effective Practice and/or Recommendation:**

The faculty and staff develop a discipline management plan that guides student behavior throughout the school. Each teacher establishes rituals and routines within the classroom that produces an atmosphere conducive to learning. Each teacher consistently teaches the campus and classroom plans to all students. Each teacher consistently teaches the rules and procedures in their classroom. Each teacher consistently enforces the agreed upon rules and regulations (IIIC10).

**First Quarter reality of effective practice (Assess where we are):**

- ***Classroom Walk-throughs*** – Jack Robey Junior High School has provided School-wide Expectations to all teachers throughout the building for the purpose of establishing rules as a common baseline for the school. Each classroom teacher spends the first week of each quarter (nine weeks) discussing these expectations. Classroom Walk-throughs are essential to monitoring school-wide rituals and routines that have been put in place and gauging the effectiveness of said expectations.
- ***Focus Walks*** – Jack Robey Junior High School administration and math and literacy facilitators conduct focus walks to monitor specific aspects of the classroom environment to ensure teachers are enforcing rules and procedures in the classroom that create an atmosphere that is conducive to learning.
- ***School-wide Expectations*** – The School-wide Expectations are rules that govern students' behaviors throughout the building and campus to ensure consistency of conduct of the agreed upon rules and regulations.
- ***Cooperative Learning (Kagan)*** – Jack Robey Junior High School is a Kagan school. That recognition acknowledges that Kagan structures are a part of the regular curriculum. These research-based structures are designed around routines and rituals for lessons that espouse cooperative learning and foster classroom environments that facilitate student engagement.
- ***Classroom routines*** – Each teacher at Jack Robey Junior High School not only promotes the School-wide expectations but also models expected behaviors of the individual teacher's classroom routines.

**Is this an accurate description of our school at that time?**

Based on my observations, beginning December 1, and subsequent conversations with the staff, this is an accurate depiction of Jack Robey Junior High School during the first quarter.

**What is our current reality for fourth quarter?**

- ***Classroom Walk-throughs*** – Jack Robey Junior High School has provided School-wide Expectations to all teachers throughout the building for the purpose of establishing rules as a common baseline for the school. Classroom teachers reinforced the rules as needed and schoolwide morning announcements highlighted a rule. Classroom Walk-throughs routinely verified rules were posted and enforced in each classroom. Data is gathered on a quarterly basis to gauge the effectiveness of the procedural expectations.
- ***Focus Walks*** – Jack Robey Junior High School administration and math and literacy facilitators conduct focus walks to monitor specific aspects of the classroom environment to ensure teachers are enforcing rules and procedures in the classroom that create an atmosphere that is conducive to learning.
- ***School-wide Expectations*** – The School-wide Expectations are rules that govern students’ behaviors throughout the building and campus areas to ensure consistency of conduct. A disciplinary team was assembled and developed an assertive discipline plan and the necessary forms to accompany it, including counseling and parent notifications. Level one referrals decreased during the fourth quarter.
- ***Cooperative Learning (Kagan)*** – Jack Robey Junior High School is a Kagan school. However, the program was not implemented with fidelity schoolwide. Even teachers that readily modeled new strategies failed to include them on a regular basis. However, going forward, the School Improvement Specialist and instructional facilitators have access to Kagan, Marzano, and other cooperative learning strategies and will provide embedded professional development when needed to bolster student engagement.
- ***Classroom routines*** – Each teacher at Jack Robey Junior High School not only promotes the School-wide expectations but also models expected behaviors for their own classroom routines.

### **How have we progressed as a school?**

The schoolwide expectations have become a part of the Jack Robey Junior High School culture. Students have expressed that they no longer fear coming to school.

### **What were the most impactful or meaningful decisions made by the leadership team?**

The adoption of a schoolwide assertive discipline plan helped students be aware of rules and consistent behavioral expectations.

### **How has this decision impacted the school or increased student achievement?**

The consistency with which expectations are implemented has given teachers more control over students than previously experienced. Their knowing that colleagues share in the expectations for student behaviors has also decreased some of the frustrations experienced by staff.

**What plans will be put in place to achieve full implementation in Student Safety and Discipline (IIC10)?**

Jack Robey Junior High School will be implementing Positive Behavioral Interventions and Supports during the coming school year.

<b>IMO Area 4:</b> Family and Community Engagement
<b>ADE Recommendation:</b> Not Applicable
<b>Effective Practice within Category:</b> Defining the purpose, policies, and practices of a school community (IVA01)
<b>Description of full implementation of the Effective Practice and/or Recommendation:</b> No Child Left Behind stipulates that each school in the Title I program develop an agreement, or “compact,” that outlines how parents, school staff, and students will share responsibility for improving academic achievement. Compacts describe how the school and parents can work together to help students achieve the state’s standards.
<b>First Quarter reality of effective practice (Assess where we are):</b> <ul style="list-style-type: none"><li>• Title I Compact</li><li>• Parent Liaison (Marchelle Knight) has communicated with parents to participate on the Parent-Teacher Organization</li><li>• Remind Me 101, digital caller, parent newsletters, emails, text message numbers to build contact database</li></ul>

**Is this an accurate description of our school at that time?**

Based on my observations, beginning December 1, and subsequent conversations with the staff, this is an accurate depiction of Jack Robey Junior High School during the first quarter.

**What is our current reality for fourth quarter?**

Although the Title I Compact was distributed at the beginning of the school year, communication with parents was ineffective throughout the school year. Sporadic use of contact medium and a non-existent PTO stymied communications.

**How have we progressed as a school?**

Although several modes of parent and community contact existed, there was no clear communication plan. Mr. Cegers has agreed to take over as parent facilitator and develop an effective plan that can be facilitated with regularity and consistency.

**What were the most impactful or meaningful decisions made by the leadership team?**

“No data is data”. The acknowledgement of the lack of a meaningful communication plan and the sincere intent to improve it going forward are our greatest gains.

**How has this decision impacted the school or increased student achievement?**

There is no data on parent contact at this point. Our new plan will contain measurable goals for each medium and the implementation of an active Parent Teacher Organization.

**What plans will be put in place to achieve full implementation in Family and Community Engagement (IVA01)?**

A new parent facilitator has been chosen and is developing a comprehensive communication plan covering all modes of communication, situational schemas, and parent/volunteer involvement.

<b>IMO Area 4:</b> Family and Community Engagement
<b>ADE Recommendation:</b> Not Applicable
<b>Effective Practice within Category:</b> Post-Secondary School Options (VA01)

The school has a guidance plan that includes options for students as they plan their college and career opportunities. The school routinely tracks their recent graduates' success at the next level as they pursue their college and career goals.

**ADE will monitor the following:**

- The guidance plan
- The process of tracking recent graduates

**First Quarter reality of effective practice (Assess where we are):**

- ***Conferenced with students and parents about Smart Core curriculum*** – Jack Robey Junior High School sponsored Transition Meetings/Grade-Level Orientation in response to the reconfiguration of the school. The meetings were held on separate days by grade level to distribute information concerning student schedules, Smart Core, and an overall introduction to the Jack Robey Junior High School environment.
- ***Monthly Newsletter*** – The guidance office generates a monthly newsletter designed to inform students, teachers, and parents/community about upcoming school activities/events as well as school, college, and career information.
- ***ACT Prep Workshop*** – Jack Robey Junior High School, in conjunction with the University of Arkansas, hosts ACT workshops to orient students on test-taking strategies to improve their performance on the national exam.
- ***Youth Advisory Council (YAC)*** – The Jack Robey Junior High School Youth Advisory Council is a group of students who participate in a larger conglomerate with other students in Jefferson County. The students are empowered to be positive role models for other youth at the school and in the community. The students serve as philanthropists to their peers as assess and report the needs of the local youth.
- ***Career Coach Student Forum*** – Jack Robey Junior High School, in conjunction with Pine Bluff High School, features a student forum held each semester where the college career coach, Dedrick Jones, provides information about coursework that will be a foundation for career choices.

**Is this an accurate description of our school at that time?**

Based on my observations, beginning December 1, and subsequent conversations with the staff, this is an accurate depiction of Jack Robey Junior High School during the first quarter.

**What is our current reality for fourth quarter?**

- ***Conferenced with students and parents about Smart Core curriculum*** – Jack Robey Junior High School sponsored Transition Meetings/Grade-Level Orientation for rising 7<sup>th</sup> and 9<sup>th</sup> grade students. The meetings were held on separate days by grade level to distribute information concerning student schedules, Smart Core, and an overall introduction to the Jack Robey Junior High School or Pine Bluff High School environment.
- ***Monthly Newsletter*** – The guidance office is still in the planning stage for a newsletter.
- ***ACT Prep Workshop*** – The University of Arkansas is hosting ACT workshops to orient students to test-taking strategies to improve their performance on the national exam. Qualified students were able to apply for fifty slots in the summer program. Students that were chosen will travel to Fayetteville and stay on campus for the week of intense training this summer.
- ***Youth Advisory Council (YAC)*** – The Jack Robey Junior High School Youth Advisory Council is a group of students who participate in a larger conglomerate with other students in Jefferson County. The students are empowered to be positive role models for other youth at the school and in the community.
- ***Career Coach Student Forum*** – Jack Robey Junior High School, in conjunction with Pine Bluff High School, features a student forum held each semester where the college career coach, Dedrick Jones, provides information about coursework that will be a foundation for career choices.

### **How have we progressed as a school?**

Based on my observations, beginning December 1, and subsequent conversations with the staff, this is an accurate depiction of Jack Robey Junior High School during the first quarter.

### **What were the most impactful or meaningful decisions made by the leadership team?**

The University of Arkansas selected 50 scholars to participate in a one week college experience workshop to improve ACT test-taking skills this summer and to familiarize students with aspects of campus life, and encourage them to pursue a post-secondary education without fear or reservation.

### **How has this decision impacted the school or increased student achievement?**

As the selection process was competitive in nature, students dressed professionally, wrote narratives, and addressed the selection panel with enthusiasm to gain a spot in the program.

### **What plans will be put in place to achieve full implementation in Family and Community Engagement (VA01)?**

Still in the planning stages, our new Parent Facilitator will be holding committee meetings to assess the needs of the parental and community units. Plans will then be developed based on the data.



### SCHOOL LEADERSHIP TEAM’S REPORT FOURTH QUARTER

*STUDENT/ TEACHER DATA by Quarter (IMO AREA 2: Student Progress and Achievement)*

Grade Level	Number of students enrolled				Number of SWD enrolled as of October 1 <sup>st</sup> per grade level	Number of ESL students enrolled as of October 1 <sup>st</sup> per grade level	Number of students with 5 or more referrals				Number of students who have been absent 10 or more days (20% absence rate)			
	1st	2nd	3rd	4th			1st	2nd	3rd	4th	1st	2nd	3rd	4th
7 <sup>th</sup>	320	313	303	303	63	1	38	28	26		39	12	31	
8 <sup>th</sup>	323	323	326	326	48	2	12	10	7		8	9	36	

*Comments/ Clarifications:*

In reference to the absences, 7<sup>th</sup> and 8<sup>th</sup> students were removed from school due to lack of up-to-date immunization records, as per state mandate. It is also important to note that referrals are steadily decreasing with the systems that have been put in place (i.e., lunch detention, student peer court).



# LEADERSHIP TEAM REPORT CONTINUED

Grade Level	Percent of core teachers (Math, Science, Social Studies, ELA, Special Education) absent 5 or more days (10%)  (14 Teachers)				Number of <i>ELEMENTARY</i> students that are 2 or more years below grade placement in Math as determined by _____ / _____  (Month Determined)		Number of <i>SECONDARY</i> students that are 3 or more years below grade placement in Math as determined by _____ <u>Star Testing</u> _____ <u>September / 2015</u>  (Month Determined)		Number of <i>ELEMENTARY</i> students that are 2 or more years below grade placement in ELA as determined by _____ - _____ / _____  (Month Determined)		Number of <i>SECONDARY</i> students that are 3 or more years below grade placement in ELA as determined by _____ <u>Star Testing</u> _____ <u>September / 2015</u>  (Month Determined)	
	1st	2nd	3rd	4th	1st Quarter	4th Quarter	1st Quarter	4th Quarter	1st Quarter	4th Quarter	1st Quarter	4th Quarter
7 <sup>th</sup>	14%	5 (21%)	8 (36%)				100				113	
8 <sup>th</sup>	23%	5 (21%)	6 (27%)				90				173	

*Comments/ Clarifications:*

Two seventh grade teachers were excessively absent due to bereavement; inclement weather and family emergencies contributed to teacher absences for the third quarter.

# LEADERSHIP TEAM REPORT CONTINUED

## MATH DATA by Quarter for Grades 3 - 10

Grade Level	Number of students that failed Math the previous year	Number of students enrolled this quarter	Number of students with D or F in Math class per quarter 2015-2016				Number of students assessed on each post-unit assessment for the current quarter				Total number of students assessed on the post-unit tests for each grade level (A)	Total number of students with D or F on unit tests in Math this quarter (B)	Percent of students with D or F on any unit tests in Math (C)  (B/A) X 100 = C			
			1st	2nd	3rd	4th	Unit 1	Unit 2	Unit 3	Unit 4*			1st	2nd	3rd	4th
7 <sup>TH</sup>	85	303	83	12	65		281	281	278		278	203	47.3%	4.5%	73%	
8 <sup>TH</sup>	69	206	59	30	53		159	199	180		180	113	71.1%	15.1%	63%	
8 <sup>th</sup> (Alg.)		120					97	96	88		99	78	88.2%		95%	
Example							100	90	95	N/A	285	57	20%			

### Comments/ Clarifications:

Many students at Jack Robey Junior High School do not have prerequisite skills in the four math foundational functions (addition, subtraction, multiplication, and division) to perform proficiently in grade level math. Students who have skill deficiencies in math are currently enrolled in math intervention class. Additionally, science teachers are addressing the skill deficits from the geometry strand identified in mathematics formative assessments. The first twenty (20) minutes of each science instructional block is dedicated to supplemental math instruction. After-school tutoring classes focus on real-time intervention in fractions.

# LEADERSHIP TEAM REPORT CONTINUED

ELA DATA by Quarter for Grades 3 - 10

Grade Level	Number of students that failed ELA the previous year	Number of students enrolled this quarter	Number of students with D or F in ELA class per quarter 2015-2016				Number of students assessed on each post-unit assessment for the current quarter				Total number of students assessed on the post-unit tests for each grade level (A)	Total number of students with D or F on unit tests in ELA this quarter (B)	Percent of students with D or F on any unit tests in ELA (C)  (B/A) X 100 = C (Below Basic)			
			1st	2nd	3rd	4th	Unit 1	Unit 2	Unit 3	Unit 4*			1st	2nd	3rd	4th
7 <sup>TH</sup>	1	303	84	13	92		285	279	259		259	176	41%	38%	68%	
8 <sup>TH</sup>	5	326	79	30	36		279	284	277		277	250	68%	41%	90%	
Example							100	90	95	N/A	285	57	20%			

Comments/ Clarifications:

According to Star Reading, Common Assessment, and TLI data, reading comprehension school-wide is not commensurate to grade equivalency. Students demonstrating skill deficiencies have been enrolled in reading intervention classes to gain foundational support to increase student performance in the area of reading.

## LEADERSHIP TEAM REPORT CONTINUED

(Optional)

**Do you have other data sources that support and/or identify that you are making gains in student outcomes (For example: Interim assessments such as ACT Aspire, TLI, etc.)?** *You may include a chart to describe your data.*

End of year STAR Math testing showed all general education classes gaining an average of 44 scale score points, which is significantly above the 35 point target established by RenLearning. Similarly, end of year STAR Reading tests showed the average general education student gaining 61 scale score points.

### Additional Comments:

In accordance with the most recent data, Jack Robey Junior High School is continuously working to put systems in place to positively affect overall school improvement. **Common Assessments** were conducted during the first week of school for literacy and math to establish baseline data this year from which to work. Based on the data from the assessments, **Student Data Portfolios** were created so that English Language Arts and math teachers could explain the data to the students, and the students would take ownership of their data by graphing and understanding their academic progress in literacy and math classes. These portfolios are updated after each unit assessment. The teachers are utilizing **Teacher Action Plans** to document assessment progress by class and identify those students who need remediation for deficient skills from the assessments. The teachers then construct a plan of how the skills will be reinforced through instruction. During Professional Learning Community Meetings, teachers disaggregate common assessment data to identify student learning expectations in which more than 40% of the students selected the same wrong answer. Distractor information was explored to identify and correct gaps in the learning. Likewise, teachers highlighted those classes in which 70% or more of the students selected the right answer. Instructional strategies were identified in hopes of replicating the success in those classes not faring as well. Jack Robey Junior High School has also created **Reading Intervention and Math Intervention** classes for enrollment of students according their entry data. These students are primarily those who have Below Basic performance levels in literacy and/or

math. Jack Robey Junior High School, in conjunction with **Renaissance Learning** and **Compass Learning**, conducted the **Star Reading** and **Star Math** assessments during the months of September, January, and May. That data was used to quantify academic growth through the **Accelerated Reading** and **Accelerated Math** (Math Facts in a Flash) programs and build reading comprehension and math skills for all students. **After-school tutoring** focused on data manipulation involving fractions. To further bolster reading skills, English Language Arts teachers use **Scope/Action**, **Scholastic**, and **NewsELA** reading materials in classes. The reading materials from these resources provide a grade-level reading component for various articles so students may receive content articles on their reading levels, according to Star Reading data. The same reading article can be computer-generated on individual reading levels so students can comprehend the information on their reading levels. Beginning in January, all ELA classes received trade books to go with the **X-Books** instructional program. Jack Robey Junior High School became a Kagan school in 2014. **Kagan Cooperative Learning Structures** and **Plickers** formative assessments are a regular part of instructional practices throughout the school building in all classes. Many teachers use the **Flocabulary** program and its collection of short videos to bolster student engagement. The Building Management Team also selects a **Kagan Strategy** to be implemented in instructional practices each month, and the teachers present the lessons and student artifacts during faculty meetings. These research-based best practices are enacted to build instructional capacity and provide options for differentiated instruction. Administrators conduct weekly **classroom walk-throughs** and **focus walks** to monitor the implementation of programs and systems and gauge teacher effectiveness in the instructional cycle. **Classroom observations** are conducted on a regular basis by leadership members, and timely, specific feedback is given to teachers concerning “glows” and “grows”, instructional directives are provided, and a follow-up visit is scheduled with the teacher within 48 hours of the initial observation. Jack Robey Junior High School has established a re-structured **Building Leadership Team**, **Instructional Leadership Team**, and a **Teacher Advisory Committee**. These cohorts were designed to establish effective, clear, and timely communication among school administration, teachers, staff, student, parents and community, and relative stakeholders, in an effort to build bridges between all entities and work collaboratively to increase student achievement at the school. Jack Robey Junior High School is working diligently to ensure that intended outcomes are realized to positively impact school improvement and student success. Finally, prior to state testing more than 100 students were selected to participate in the Saturday Scholars Initiative, in which supplemental instruction was provided in the grade-level standards showing greatest need for improvement. Students were engaged and exhibited more than a 10% increase in correct responses.



ARKANSAS  
DEPARTMENT  
OF EDUCATION

**DISTRICT:** Pine Bluff School District

**SCHOOL:** Pine Bluff High School

**STATUS:** Priority

**DISTRICT SIS:** Alesia Smith

**SITE-BASED SIS:** Dr. Laura Strickland

**EXTERNAL PROVIDER:**

**ADE SCHOOL IMPROVEMENT SPECIALIST TEAM:** Dr. Richard Wilde and Lasonia Johnson

**SUPERINTENDENT:** Dr. Michael Robinson

**PRINCIPAL:** Dr. Michael Nellums

# End of Year Summary Report

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## FOURTH QUARTER

2015-2016 School Year

<b>IMO AREA 1: CHANGE IN TEACHER AND LEADER PRACTICE</b>	
<b>Effective Practice within Category:</b> Establishing a team structure with specific duties and time for instructional planning (ID01, ID04, ID07)	
<b>Description of full implementation of the Effective Practice and/or Recommendation:</b>  District policy specifies the team structure for all schools which include a description of the teams' purposes and how they are constituted. New school leaders are apprised of this expectation and how the effectiveness of teams is determined. A common team structure for a school consists of (but not limited to) a Leadership Team (consisting of principal and teacher leaders), teacher Instructional Teams (teaching common subject area or grade level), student team (a diverse group of student leaders), management team (campus administrators and other personnel as needed) and a School Community Council (with a majority of members being parents (ID01). Each team has a specific purpose and scheduled time to meet and works from agendas and minutes (ID04).  The Leadership Team meets at least twice a month in regularly scheduled meetings of at least an hour (ID07). They serve as a conduit of communication to the faculty and staff in a way that enables the Leadership Team to receive input from the faculty and staff (ID08). The Leadership Team regularly looks at school performance data and aggregated classroom observation data and uses that data to make decisions about school improvement and professional development (ID10).	
<b>Current reality of effective practice from the beginning of the year:</b> <ul style="list-style-type: none"> <li>Professional Learning Communities (PLC) – Our PLCs meet weekly during teachers' common planning periods and other designated times. Our focus is in 9<sup>th</sup> and 10<sup>th</sup> grade math, literacy, and biology. The 10<sup>th</sup> grade Geometry PLC meets every Wednesday. The Biology PLC meets every Wednesday. The 10<sup>th</sup> grade literacy PLC meets every Tuesday. The 9<sup>th</sup> grade literacy PLC meets every Thursday. The 11<sup>th</sup> grade literacy PLC meets the first Wednesday of each month. The 12<sup>th</sup> grade literacy PLC meets the first Wednesday of each month. The Algebra I PLC meets every Tuesday and Algebra II meets every Wednesday. The advanced math PLC meets every Wednesday. During these PLCs, the teams discuss and share best practices, review and disaggregate</li> </ul>	<b>Current reality of effective practice:</b>  We have a Leadership Team in place and Curriculum Teams. We are in the process of establishing our Student Team with the support of the District SIS. Instructional Facilitator develops agenda for PLC Meetings with the purpose being for discussion of data, lesson planning using data, addressing state standards, shifts in plans, and collaborating with other content teachers. PLC agendas are developed by the facilitator. The purpose is to address needs of teachers as determined by observations and walk throughs. Building Leadership Team agendas are developed for the next meeting at the conclusion of each Leadership Team meeting. The purpose of the BLT is to discuss data and determine next steps, determine how we will address priority school indicators in order to move forward, and to be the communication bridge to the staff. The Building Leadership Team meets weekly with an agenda, minutes, and attendance recorded in Indistar as documentation. Principal, Counselor, Facilitator, Assistant

<p>data, plan and pace lessons, and make instructional decisions based on data.</p> <ul style="list-style-type: none"> <li>• Cross-Curricular PLC – Each team comprises teachers who share the same prep period. All teachers with second period prep will meet first, all teachers with third period prep will meet next, etc. All of the teams meet on the second and fourth Tuesday of each month. Each team was asked to select a committee chair and a record keeper among themselves. The high school is having issues around the following: too many student referrals, student discipline, and student attendance. We asked each team to select one of the following issues to work on starting Oct. 13, 2015. The teams will research and discuss their selected issue and make recommendations to the administration during their first meeting in November.</li> <li>• Departmental Meeting – This team is comprised of fine arts, business, foreign language, career technical education teachers, and other similar content areas. This team meets monthly to discuss instructional needs, current events, deadlines, professional development and school wide initiatives to improve instruction.</li> <li>• Building Leadership Team – This team comprises the school principal, assistant principals, instructional facilitators, parents, students and department chairs. This team meets monthly after school to discuss school culture and climate, discipline, safety, attendance (student and faculty), incentives, data analysis, teacher evaluation process (Bloomboard/TESS), community partnerships, and parental involvement.</li> <li>• Instructional Leadership Team – This team comprises the school principal, assistant principals, and instructional facilitators. This team meets weekly to discuss instructional strategies to be</li> </ul>	<p>Principals, District SIS and Internal SIS are members of the Building Leadership Team.</p> <p>A request has been submitted to the district to formally recognize the building's leadership team, instructional team, and family community support team.</p> <p>A survey for teachers and staff to access the effectiveness of the team is now being developed and will be given when we return in August.</p>
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<p>implemented in classrooms, disaggregate data provided by instructional facilitators, update ACSIP plan, assess and plan indicators, create agendas for staff meetings, update IMOs, discuss upcoming events to be placed on weekly bulletin, school wide initiative, incentives, CWT and focus walk data, and discuss School Improvement Specialist/UVA mandates.</p>	
<b>IMO AREA 1: CHANGE IN TEACHER AND LEADER PRACTICE</b>	
<b>Effective Practice within Category:</b> Engaging teachers in assessing and monitoring student mastery (IIB02, IIB04)	
<b>Description of full implementation of the Effective Practice and/or Recommendation:</b> <p>The Instructional Teams develop instructional units based on the curriculum standards and the local curriculum document. This unit typically encompasses three to six weeks of work and includes pre-/post tests administered at two to three week intervals (IIB01). The pre-test and post-test assess the same learning objectives and inform the Instructional Team members' (teachers) plans for differentiated instruction within the unit and/or re-teaching as necessary following the unit (IIB04).</p> <p>The Instructional Team reviews the results of the pre- and post-tests and uses the information to guide efforts to assure that every student masters the instructional standards taught in the instructional unit (IIB03). The Instructional Team also uses the results from the pre-/post-test analysis to plan for professional development, inform subsequent instructional unit plans and/or make adjustments to the curriculum (IIB02, IIB05).</p>	
<b>Current reality of effective practice from the beginning of the year:</b> <b>Current reality of effective practice (Assess where we are):</b> <p>Teachers are in the process of creating Unit Pre-Tests and Post-Tests based on the curriculum map skills that will be assessed. The resources that will be utilized to develop assessments will be TLI Quiz Builder, ACT Aspire released items, Common Core aligned texts, internet resources, and TLI curriculum maps. As a result, teachers are required to</p>	<b>Current reality of effective practice:</b> <p>The Pine Bluff High Instructional Teams create Mathematics and Literacy Units based on the State Standards. The units are three to four weeks of instructional units and include pre-/posttests (IIB01). The pre-test and post-test assess the same learning objectives and the teachers plan for differentiation and re-teaching that is documented in lesson plans (IIB04). The PBSH school Instructional Teams reviews the results of the pre- and post-tests and uses the data to guide instruction for all student mastery</p>

complete Teacher Action Plans to identify specific students and their deficient skills. Instructional Facilitators are used as department heads and act as a liaison between administrators and teachers to distribute data. Facilitators lead the PLCs to discuss data analysis and the root cause of student deficiencies. The facilitators present the data reports during Instructional Team meetings. Administrators monitor best practices and high yield strategies, and then provide feedback regarding instructional strategies in order to address student deficiencies. The Instructional Team plans research-based professional development, and then adjusts the curriculum accordingly to ensure student growth. The Instructional Team reviews the data from TLI Unit and Interim assessments to determine areas of need and to inform decision-making. After a review of the data from the current Unit/Interim Assessment in literacy, the team determined that there was a need to examine the data through more than one lens. The team wanted to discover more than the percent of students scoring advanced, proficient, basic, and below basic at each grade level. They also wanted to know ***why teachers were getting the results they were getting.*** At first glance of the data below, it may appear that one teacher was superior to another. However, the team realized that other factors contributed to the results of the data. During the data review of the Unit Assessment results for grades nine and ten in literacy, team members began to ponder why the teachers were getting the results they were getting. Through conversations about the data, the team began to dialogue about underlying causes. Some of these variables included the following: the number of students the teachers tested, the disproportion of student teacher ratios in particular class periods both within across the grade levels, and the number of Pre and AP students in the classes. The team determined that some of their short-term tasks will include identifying teachers in need of support and directing resources to support them. Teachers are required to create teacher action plans based on student data. Therefore, students who did not meet their learning targets on the assessments will receive support with a Tier II or Tier III interventions. In addition, we are in the process of implementing school-wide initiatives in literacy.

(IIB03). Professional Development is implemented as the data is interpreted with instructional rigor and relevance. (IIB02, IIB05). Current reality of effective practice (Assess where we are): (IIB02)  
 . A schedule of unit pre and posttests has been created, published, and distributed to the Leadership Team and the Faculty. (IIB04) The school is creating pre and posttest in collaborative content teams during PLC's. (IID02) (IID06)The Learning Institute (TLI) interim assessments are administered to all students at least four times a year. The Administrative Leadership reviews the results. Instructional teams and individual teachers review the results to provide support for individual students and group of students. Teachers make adjustments as needed to instructional plans.

<b>IMO AREA 3: STUDENT SAFETY AND DISCIPLINE</b>	
<b>Effective Practice within Category:</b> Expecting and monitoring sound classroom management (IIIC10)	
<b>Description of full implementation of the Effective Practice and/or Recommendation:</b> The faculty and staff develop a discipline management plan that guides student behavior throughout the school. Each teacher establishes rituals and routines within the classroom that produces an atmosphere conducive to learning. Each teacher consistently teaches the campus and classroom plans to all students. Each teacher consistently teaches the rules and procedures in their classroom. Each teacher consistently enforces the agreed upon rules and regulations (IIIC10).	
<b>Current reality of effective practice from the beginning of the year:</b> Pine Bluff High School has implemented school-wide expectations that are posted throughout every building, hallway, and classroom. These expectations are monitored by teachers through schedule or routines and procedures and cooperative learning throughout the lessons (Kagan). Teachers provide parent contact log and student samples of strategies utilized within the lessons. Administrators ensure that each classroom is conducive to learning by monitoring the school-wide expectations through classroom walk-throughs, focus walks and office referrals. The Building Leadership Team meets monthly to review and disaggregate discipline data and make recommendations.  BLT reflective narrative on First Quarter Current Reality( Thursday, May 26, 2016 at 2:30)  Pine Bluff High School has implemented school-wide expectations that are posted throughout every building, hallway, and classroom. These expectations are monitored by teachers through schedule or routines and procedures and cooperative learning throughout the lessons	<b>Current reality of effective practice:</b>  PBHS has moved from posting school-wide expectations to experiencing student success in adherence to the rules and regulations of the school. Students are more compliant in classrooms and as a result, the school has experienced a higher level of attendance at school celebrations for students who are not violating student behavior policies.  The staff at PBHS has a heightened sense of awareness about the priority status of the school. Through the work of the math and English PLCs, there has been a laser focus on the disaggregation of data to drive instruction. The teaching staff has evolved from recipients of information to active participants in data analysis.

<p>(Kagan). Teachers provide parent contact log and student samples of strategies utilized within the lessons. Administrators ensure that each classroom is conducive to learning by monitoring the school-wide expectations through classroom walk-throughs, focus walks and office referrals. The Building Leadership Team meets monthly to review and disaggregate discipline data and make recommendations.</p>	
<b>IMO AREA 4: FAMILY AND COMMUNITY ENGAGEMENT</b>	
<b>Effective Practice within Category:</b> Defining the purpose, policies, and practices of a school community (IVA01)	
<b>Description of full implementation of the Effective Practice and/or Recommendation:</b> No Child Left Behind stipulates that each school in the Title I program develop an agreement, or “compact,” that outlines how parents, school staff, and students will share responsibility for improving academic achievement. Compacts describe how the school and parents can work together to help students achieve the state’s standards.	
<b>Current reality of effective practice from the beginning of the year:</b> Pine Bluff High School conducted orientation for each grade level. During orientations, parents and students received an overview of Title I Program and requirements. During Open House, parents participated in revising the PBHS Title I Compact. Parent Facilitators presented information about Parent Teacher Organization, resources on campus, location of the Title I Parent Center, and provided handouts on test taking strategies and homework tips. Parents completed Climate Surveys. Community partners presented information to parents and students about the resources they	<b>Current reality of effective practice:</b> <b>Parent Involvement</b> We have an active PTO that sponsors numerous events for the professional staff, including school-wide breakfast, teacher appreciation, ninth grade spring activity, etc.  PBHS hosted literacy and math night. We had parent night for special needs students addressing independent living and resources for careers. We held Gradpoint parent nights each semester. We combined PTO activities with Honor Society and Beta Club inductions. Parents were

provide, such as, ACT prep seminars, college awareness, scholarship opportunities, and mentoring.

Pine Bluff High School will strengthen the home-school connection through the following: Remind101, digital caller, parent newsletters, emails, text message and school web page.

given tips at each event. The PTO worked with the parents and Career Coaches to host a Career Fair. The PTO hosted an Easter Egg hunt and a Clean Water Project for the Flint Water Crisis.

This indicator has been the true shining star of our work this year. The PTO has become an integral part of the culture and climate of the school. It has become the bridge between teachers, students and parents relationships at both the school and district level.

IMO AREA 4: FAMILY AND COMMUNITY ENGAGEMENT	
<b>Effective Practice within Category:</b> Post-Secondary School Options (VA01)	
The school has a guidance plan that includes options for students as they plan their college and career opportunities. The school routinely tracks their recent graduates' success at the next level as they pursue their college and career goals.	
<b>ADE will monitor the following:</b> <ul style="list-style-type: none"> <li>• The guidance plan</li> <li>• The process of tracking recent graduates</li> </ul>	
<b>Current reality of effective practice from the beginning of the year:</b>  Pine Bluff High School guidance counselors hold Senior class quarterly meetings and individual conferences with 2015-16 Seniors and Juniors to discuss graduation requirements, credit checklist, college and career readiness, credit recovery, testing and tips for student success. Counselors held Freshmen and Sophomore assemblies to discuss required credits towards graduation. The counselors encourage students to measure their progress towards student achievement.  Pine Bluff High School tracks recent graduates who attend one of the two local universities within the city to monitor their academic progress. These students attend the University of Arkansas at Pine Bluff. The University of Arkansas at Pine Bluff is one of the high schools business partners. Our intent is to monitor the number of former graduates who matriculate and stay within Jefferson County area. It is our hope that these students will graduate, gain active employment, and contribute to the local economy. In the class of 2015, of the 288 Seniors, 84 enrolled at UAPB. Of the 84 Seniors enrolled at UAPB, 34 received academic scholarships. In the class of 2014, of the 259 Seniors, 63 enrolled at UAPB. Of the 63 enrolled at UAPB, 28 received academic scholarships.	<b>Current reality of effective practice:</b>  Students are given support as they prepare to transition from high school to post-secondary education. While our on staff career coaches is our main venue for assisting students with the financial-aid process, college applications, and accompanying essays, students also benefit from the support of campus mentors who track and guide them through the college application process as well as provide them with ACT Preparation. Also the counseling department has offered dedicated time to provide graduation audits. A process for tracking students after graduation is currently being established at the high school.

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### LEADERSHIP TEAM REFLECTION

2060

Thinking about meetings throughout the year, what have been the most meaningful decisions and actions made by the School Leadership Team this quarter? And what attributed to those changes?

- Master scheduling for next year
- Transition camp for 8<sup>th</sup> graders
- Development of the behavior committee including all stakeholders
- Teacher and student incentives/celebrations
- Job embedded professional development
- Reinstate curriculum team meetings afterschool

The numbers increased for participation in the behavior celebrations. Teacher non absences were celebrated on a monthly basis and it decreased teacher absences.

Change in Teacher Leader Practice

All professional growth plans consisted of at least one goal that was aligned to math, literacy, or science achievement. Teachers, through PLC growth, have become data driven decision makers as a result of continuous and consistent data exposure and analysis. In addition, teachers

facilitate PLCs in literacy. Through the Curriculum PLCs, department chairs collaborate and share with teachers within their departments. Teachers engaged in differentiated instruction using the following strategies: Kagan strategies, MDC activities and hands-on instructional programs. With the Carnegie materials, the teachers created online lesson modules to better prepare students for the assessments. Teachers engaged in common assessment dissemination, and as a result teachers conducted data analysis sessions to identify deficit areas. As a result, teachers selected standards to focus on for remediation. Teacher Action Plans were updated based on deficit skill areas for students in need of interventions.

### **(IIIC10) Student safety and discipline**

A school-wide emergency plan was formulated with the assistance of the Pine Bluff Fire Dept. and then shared with the professional staff. Active shooter drills were conducted with security staff and the Jefferson County Sheriff's Office. The school has proposed to the administration the idea of fencing off the perimeter of the physical buildings from Olive to Poplar and from 11<sup>th</sup> to 8<sup>th</sup> streets. Jefferson County and Pine Bluff police agencies have been asked to continuously patrol the perimeter of campus.

Upon review of the first and second quarter discipline report, the leadership team under the direction of Assistant Principal Claudette White established the Discipline Management Committee. The leadership team researched Positive Behavior Intervention Systems (PBIS) to evaluate its potential use within our discipline structure. Discipline data was examined by the leadership team and a reward/incentive program was adopted for students who received no disciplinary infractions for the previous quarter. Student participation in this program increased which provides a clear indicator of an increase in positive student behavior.

The school leadership team made several suggestions in the form of requests for additional personnel assistance, including a school-court liaison to deal with the inordinate number of students who have active cases in the juvenile justice system. That request was denied. A Saturday School program was developed by assistant principal Lee that was non punitive in nature. This program provided for instructional assistance and social development opportunities for the student, including conflict resolution. This program was revised and resubmitted on multiple occasions to the director of federal programs, yet it was never approved for operational and implementation purposes. This program will be resubmitted for the 2016-2017 school year to be implemented at the beginning of the school year.

### **Family and Community Engagement**

We have an active PTO that sponsors numerous events for the professional staff, including school-wide breakfast, teacher appreciation, ninth grade spring activity, etc. PBHS hosted literacy and math night. We had parent night for special needs students addressing independent living and resources for careers. We held Gradpoint parent nights each semester. We combined PTO with Honor Society and Beta Club inductions. Parents were given tips at each event. The PTO worked with the parents and Career Coaches to host a Career Fair. The PTO hosted an Easter Egg Hunt and a Clean Water Project for the Flint Water Crisis.



Dr. Nellums received a letter from the Office of Education Policy congratulating the school on its testing achievement among high poverty schools. They compare all high poverty schools within the same region. In central AR, PBHS ranked #2 on PARCC Literacy.

If anything, what do you intend to change or modify for the year?

As we begin the transition into the work for next year, the focus will be on building a culture and climate in which there is a sense of urgency about the work that has to be done to continue the progress that has been made in teaching and learning at the school.

There will be a laser like focus on building systems of assessment, accountability and student teacher engagement to meet the needs of all students.

We will review the discipline policies and procedures to develop and implement a PBIS system that provides structured, differentiated support to those students in need.

Implementation of the district wide systems of meetings and data disaggregation through Data Wise and Meeting Wise.

Create strong instructional team who will support the BLT in the work.

Realign the Building Leadership Team to :

- Make decisions and develop solutions
- Support Individual teachers and students
- Discuss what they can do differently to support/ reach students rather than only reporting the data
- Survey the staff to gain evidence on what the staff perceives as the current effectiveness of the leadership in the following areas.
  1. Teacher support
  2. Communications

3. Meeting the needs of teachers and students

- The continuous and timely review of student data to make instructional decisions about teaching and learning.



ARKANSAS  
DEPARTMENT  
OF EDUCATION

SCHOOL LEADERSHIP TEAM'S REPORT FOURTH QUARTER

STUDENT/ TEACHER DATA by Quarter IMO AREA 2: STUDENT PROGRESS AND ACHIEVEMENT

Grade Level	Number of students enrolled				Number of SWD enrolled as of October 1 <sup>st</sup> per grade level	Number of EL students enrolled as of October 1 <sup>st</sup> per grade level	Number of students with 5 or more referrals				Number of students who have been absent 10 or more days (20% absence rate)			
	1st	2nd	3rd	4th			1st	2nd	3rd	4th	1st	2nd	3rd	4th
9	289	281	274	274	40	0	31	38	67	61	12	18	15	22
10	340	329	337	337	31	2	49	42	81	61	22	19	23	37

Comments/ Clarifications:

Percent of core teachers (Math, Science, Social Studies, ELA) absent 5 or more days (10%)				Number of <i>ELEMENTARY</i> students that are 2 or more years below grade placement in Math as determined by _____ Test on _____/_____(Date)		Number of <i>SECONDARY</i> students that are 3 or more years below grade placement in Math as determined by <u>STAR MATH Assessment</u> <u>October/2015</u> (Month Determined)		Number of <i>ELEMENTARY</i> students that are 2 or more years below grade placement in ELA as determined by _____ Test on _____/_____(Date)		Number of <i>SECONDARY</i> students that are 3 or more years below grade placement in ELA as determined by <u>STAR READING</u> <u>Assessment</u> <u>September/2015</u> (Month Determined)	
1st	2nd	3rd	4th	1st Quarter	4th Quarter	1st Quarter	4th Quarter	1st Quarter	4th Quarter	1st Quarter	4th Quarter
45%	54%	38%	80%			57	NA			142	NA
33%	38%	21%	33%			144	NA			184	NA

**Comments/ Clarifications:**

**MATH DATA by Quarter for Grades 3-10**

Grade Level	Number of students that failed Math the previous year	Number of students enrolled this quarter	Number of students with D or F in Math class per quarter 2015-2016				Number of students assessed on each post-unit assessment for the current quarter				Total number of students assessed on the post-unit test for each grade level	Total number of students with D or F on unit tests in Math this quarter	Percent of students with D or F on any unit tests in Math			
			1st	2nd	3rd	4th	Unit 1	Unit 2	Unit 3	Unit 4*	(A)	(B)	(C) (B/A) X 100 = C			
9th	37	274	113	96	101	46	171	65	147		383	145	38%	24%	56%	39 %
10th	13	337	124	132	117	98	289	204	297		790	347	42%	30%		
<b>Example</b>							100	90	95	N/A	285	57	20%			

### **Comments/ Clarifications:**

The Instructional Leadership Team reviews the data report from Post Unit Assessments for Algebra I and Geometry to analyze the data to determine student needs and discuss action plans for math interventions. In Mathematics, the student population for Grade 9 consists of 219 Algebra I and 70 Pre-AP Geometry students.

9<sup>th</sup> and 10<sup>th</sup> Grade mathematics teachers administered three common assessments aligned with the common core standards in mathematics fourth quarter. The 9<sup>th</sup> Grade PreAP Geometry teacher administered four in the second quarter. After administering these assessments, the teachers and facilitators met weekly during their PLC to make data-driven decisions about determining students' instructional needs, setting learning targets for students, providing enrichments/interventions, and tracking and monitoring progress. Teachers also administered the Spring STAR Math Assessment and STAR Math Facts in a Flash to determine students' levels of understanding and inform instructional decisions. Teachers, along with the instructional facilitator, disaggregate and analyze the data during Professional Learning Community meetings and data dives. They also identify trends in the data, particularly recurring standards where students performed poorly. The data is shared at faculty meetings and during the Leadership Team Meetings. Based on the outcome of the data disaggregation, the recurring deficit skills become areas of focus for interventions, remediation, and Teacher Action Plans (RTI). Future common assessments are created according to the targeted skills of focus and the standards that are identified as testable standards in the TLI Curriculum/Pacing Guide during that quarter. The cycle continues every two to three weeks, and both Pre and Post Tests are administered.

Pine Bluff High School made gains in mathematics this quarter. As the data below indicates, Geometry showed overall growth on the Pre- and Post-Unit Assessments of +7 from the Baseline to the Second Quarter. Additionally, the Pre- and Post-Unit Comparison reflects overall growth by +12 on the recurring standards from Baseline to Quarter 2. As the data reflects Algebra I showed overall growth on the Pre- and Post-Unit Assessments of +12 from the baseline of First Quarter and a decrease of 11% of D's and F's on the common assessments.

Overall, we attribute the gains to consistent use of data disaggregation and analyses, common assessments based on focus standards, data- driven intervention plans, collaboration, and progress monitoring. The 9<sup>th</sup> Grade mathematics have committed to Remediation and Enrichment in the Fourth quarter to remediation and enrichment, using Math Facts in a Flash and ACT Aspire exemplars in remediation and enrichment daily prior to the ACT Aspire assessment. The 10<sup>th</sup> Grade mathematics have committed to two-three times weekly in the Third quarter to remediation and enrichment, using Math Facts in a Flash and ACT Aspire exemplars in remediation and enrichment.

The TLI Geometry Module 1 Unit consisted of 23 teaching days with 2 remediation days after testing. The Unit 1 test was administered on September 18, 2015. The TLI Geometry Module 2 Unit consisted of 21 teaching days with 2 remediation days after testing. The Unit 2 test will be administered on October 23, 2015. The TLI Geometry Module 3 Unit consisted of 27 teaching days with 2 remediation days after testing. The Unit 3 test was administered on December 11, 2015.

The TLI Algebra I Module V Unit consisted of 25 teaching days with 3 remediation days after testing. The TLI Module IV was administered on March 15. The Algebra I students made a 12% gain from the baseline on the Pre-test which was given August of 2015. The gains are attributed to consistent use of data disaggregation and analysis, common assessments based on focused standards, data-driven intervention, and collaboration, and progress monitoring.

#### ELA DATA by Quarter for Grades 3-10

Grade Level	Number of students that failed ELA the previous year	Number of students enrolled this quarter	Number of students with D or F in an ELA class per quarter 2015-2016				Number of students assessed on each post-unit assessment for the current quarter				Total number of students assessed on the post-unit test for each grade level (A)	Total number of students with D or F on unit tests in ELA this quarter (B)	Percent of students with D or F on any unit tests in ELA (C) $(B/A) \times 100 = C$			
			1st	2nd	3rd	4th	Unit 1	Unit 2	Unit 3	Unit 4*			1st	2nd	3rd	4th
9th	59	274	107	114	54	1	212	223	186	N/A	621	277	33%	10%	62%	45
10th	63	337	127	100	138	118	252	263	225	N/A	740	196	30%	22%	52%	26





ARKANSAS  
DEPARTMENT  
OF EDUCATION

**DISTRICT: SIATECH**  
**SCHOOL: SIATECH CHARTER HIGH**  
**STATUS: PRIORITY**  
**SITE-BASED SIS: KATIE HATLEY TATUM**  
**EXTERNAL PROVIDER: DR. B. HUNTER COX**  
**ADE SCHOOL IMPROVEMENT SPECIALIST TEAM: DR. TONEY/DR. BREWER**

**SUPERINTENDENT: KATIE HATLEY TATUM**  
**PRINCIPAL: KATIE HATLEY TATUM**

# End of Year Summary Report

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FOURTH QUARTER

2015-2016 School Year



## IMO AREA 1: CHANGE IN TEACHER AND LEADER PRACTICE

### Effective Practice within Category:

Establishing a team structure with specific duties and time for instructional planning (ID01, ID04, ID07)

### Description of full implementation of the Effective Practice and/or Recommendation:

District policy specifies the team structure for all schools which include a description of the teams' purposes and how they are constituted. New school leaders are apprised of this expectation and how the effectiveness of teams is determined. A common team structure for a school consists of (but not limited to) a Leadership Team (consisting of principal and teacher leaders), teacher Instructional Teams (teaching common subject area or grade level), student team (a diverse group of student leaders), management team (campus administrators and other personnel as needed) and a School Community Council (with a majority of members being parents (ID01). Each team has a specific purpose and scheduled time to meet and works from agendas and minutes (ID04).

The Leadership Team meets at least twice a month in regularly scheduled meetings of at least an hour (ID07). They serve as a conduit of communication to the faculty and staff in a way that enables the Leadership Team to receive input from the faculty and staff (ID08). The Leadership Team regularly looks at school performance data and aggregated classroom observation data and uses that data to make decisions about school improvement and professional development (ID10).

### Current reality of effective practice from the beginning of the year:

SIATech continues to use all four measures of data to monitor student achievement and growth. SIATech's focus on the socioeconomically disadvantaged is still priority. SIATech continued to provide staff with training opportunities to meet school goals, engage disadvantaged youth, and enhance school culture with At Risk students. The staff were able to lead PLC meetings with ideas that promoted positive student interaction within the classroom. The SIATech Leadership team brought in Dr. Jesse W. Jackson III to provide training on "Don't Kick Them Out" the 7 step process to address negative classroom behavior and avoid school suspensions.

### Current reality of effective practice:

SIATech will be starting the new school year with two new faculty members in English and Social Studies. Because the school is an anomaly, training will be essential so that these new teachers will be able to effectively meet the needs of each student along with managing the academic, classroom management and navigation of the content that is delivered digitally.

All staff will be retrained on all four measures of data that is used to monitor student achievement. Those four measures are: student achievement, school programs/process data, perception data and demographic data.

## IMO AREA 1: CHANGE IN TEACHER AND LEADER PRACTICE

### **Effective Practice within Category:**

Engaging teachers in assessing and monitoring student mastery (IIB02, IIB04)

### **Description of full implementation of the Effective Practice and/or Recommendation:**

The Instructional Teams develop instructional units based on the curriculum standards and the local curriculum document. This unit typically encompasses three to six weeks of work and includes pre-/post tests administered at two to three week intervals (IIB01). The pre-test and post-test assess the same learning objectives and inform the Instructional Team members' (teachers) plans for differentiated instruction within the unit and/or re-teaching as necessary following the unit (IIB04).

The Instructional Team reviews the results of the pre- and post-tests and uses the information to guide efforts to assure that every student masters the instructional standards taught in the instructional unit (IIB03). The Instructional Team also uses the results from the pre-/post-test analysis to plan for professional development, inform subsequent instructional unit plans and/or make adjustments to the curriculum (IIB02, IIB05).

### **Current reality of effective practice from the beginning of the year:**

SIATech is an open entry/open exit dropout recover/prevention charter school that enrolls new students daily. Learning Support Teams (LST) also known as Instructional Facilitators, meet with core teachers once or twice monthly to provide professional development with curriculum management and assessment trainings for each area. All instructional units/curriculum is developed by the LST and curriculum developers from the National office in California. All instructional units contain pre and post content with remediation sections which can gauge where a student is academically and provide scaffolding methods which will increase skills throughout the unit.

### **Current reality of effective practice:**

SIATech uses a Testing Specialist who test all students upon entry and every six week thereafter on the STAR Reading/Math. Student's gain reports are discussed in the leadership team meeting. The instructional team is then provided with the student's baseline results. The results inform the team the knowledge level of the student and exactly where scaffolding should begin. Teachers will continue to differentiate instruction as needed to meet the needs of the student's academic level.

**IMO AREA 3: STUDENT SAFETY AND DISCIPLINE**

**Effective Practice within Category:**

Expecting and monitoring sound classroom management (IIIC10)

**Description of full implementation of the Effective Practice and/or Recommendation:**

The faculty and staff develop a discipline management plan that guides student behavior throughout the school. Each teacher establishes rituals and routines within the classroom that produces an atmosphere conducive to learning. Each teacher consistently teaches the campus and classroom plans to all students. Each teacher consistently teaches the rules and procedures in their classroom. Each teacher consistently enforces the agreed upon rules and regulations (IIIC10).

**Current reality of effective practice from the beginning of the year:**

Once the teachers were provided with a day of professional development by Dr. Jesse Jackson III, teachers developed classroom rules and routines that maximized a safe and orderly environment. The instructional team relies on the Student Handbook when discipline infractions arise. All rules are enforced daily. Because of the nature of the population, constant redirection is a must. Many of SIATech's students come from juvenile lock up facilities such as: DYS and Juvenile jails. These students have challenges with authority. SIATech has been successful with 90% of these students because of the methods used to develop rapport and respect.

**Current reality of effective practice:**

New teachers will be trained on effective classroom management techniques. SIATech has a Site Mentor who will also provide training to new staff. New Staff members will attend the week long New Staff Orientation in Florida. The ADVANCeD accreditation team was impressed with the routines and procedures used by the teachers. All content area classes have students enrolled in them in 9-12 grade courses. Teachers received extensive training on how to effectively manage the blended learning model.

**IMO AREA 4: FAMILY AND COMMUNITY ENGAGEMENT**

**Effective Practice within Category:**

Defining the purpose, policies, and practices of a school community (IVA01)

**Description of full implementation of the Effective Practice and/or Recommendation:**

No Child Left Behind stipulates that each school in the Title I program develop an agreement, or “compact,” that outlines how parents, school staff, and students will share responsibility for improving academic achievement. Compacts describe how the school and parents can work together to help students achieve the state’s standards.

**Current reality of effective practice from the beginning of the year:**

In the beginning of the year, most of our student population was 18 and over. Around the second quarter, younger students were transferring from their home schools due to discipline problems, bullying (from being bullied to them doing the bullying), seniors who were several credits short of graduation, and attendance issues. Parental engagement has improved with the younger students especially with those who have been incarcerated. We schedule PTC in the evening so that we could get better participation from parents who were employed.

**Current reality of effective practice:**

SIATech will continue to monitor and adjust meeting times for parents. SIATech met with parents and students before school. The teachers made themselves readily available to assist parents. Teachers provided all students and parents with academic reports which contained goal setting and expectation of progress in the program. SIATech will continue to have an open door policy with parents.

IMO AREA 4: FAMILY AND COMMUNITY ENGAGEMENT	
<b>Effective Practice within Category:</b> Post-Secondary School Options (VA01)	
The school has a guidance plan that includes options for students as they plan their college and career opportunities. The school routinely tracks their recent graduates' success at the next level as they pursue their college and career goals.	
<b>ADE will monitor the following:</b> <ul style="list-style-type: none"> <li>• The guidance plan</li> <li>• The process of tracking recent graduates</li> </ul>	
<b>Current reality of effective practice from the beginning of the year:</b> SIATech developed a student tracker for graduates so that we could track all students after they leave the program. SIATech also developed a guidance plan. The plan provided details for the registrar to use and share with all students and their prospective families.	<b>Current reality of effective practice:</b> Registrar used ACT waivers and signed up all seniors who were interested in attending college for the ACT. The student tracker has been updated. Out of the 35 summer graduates, five students decided to go active duty military, four have been accepted in college, and the remainder are working various jobs.



### LEADERSHIP TEAM REFLECTION

Thinking about meetings throughout the year, what have been the most meaningful decisions and actions made by the School Leadership Team this quarter? And what attributed to those changes?

The leadership team decided to schedule dates and times for proficiency test since they have to be proctored. Proficiency tests are options for students who feel they know the content well enough to test (CLEP) out. In the past students were allowed to take the test during a class. The team decided that the students should be allowed to test in the cafeteria with minimal breaks. The team arrived to this decision because of the constant disruption in the classroom with students entering or just simply asking for assistance. Teachers rotated as a proctor. The success rate on proficiency test improved due to the better testing environment. This process will remain in place for the next school term.

If anything, what do you intend to change or modify for the year?

SIATech currently has 192 dropped students. They were dropped after missing 10 consecutive days. Because of the attendance problem, the board of directors adopted a policy that states students who have been dropped due to attendance are placed on a two week probation and may not re-enroll until their probationary period has been met. SIATech will also try to rehire Kareem Moody and use his Marginalized Male Initiative to help with the incarceration rate of students during the school term. SIATech is implementing a reading program along with the Career and College Pathway program. This program will provide access to 21<sup>st</sup> Century Job Skills that will ultimately lead to high skill, high wage employment with hopes of breaking the cycle of poverty.

## SCHOOL LEADERSHIP TEAM'S REPORT FOURTH QUARTER

### STUDENT/ TEACHER DATA by Quarter IMO AREA 2: STUDENT PROGRESS AND ACHIEVEMENT

Grade Level	Number of students enrolled				Number of SWD enrolled as of October 1 <sup>st</sup> per grade level	Number of EL students enrolled as of October 1 <sup>st</sup> per grade level	Number of students with 5 or more referrals				Number of students who have been absent 10 or more days (20% absence rate)			
	1st	2nd	3rd	4th			1st	2nd	3rd	4th	1st	2nd	3rd	4th
9-12				92						0				85

#### Comments/ Clarifications:

*Prior to students missing 10 or more days, they are contacted by phone on the 3<sup>rd</sup> absence, the 7<sup>th</sup> absence and the 10<sup>th</sup> absence. Some students re-enroll and avoid being dropped. The 85 number represent all students who have been dropped with 10 or more days. Many of these are duplicate students.*



Percent of core teachers (Math, Science, Social Studies, ELA) absent 5 or more days (10%)				Number of <i>ELEMENTARY</i> students that are 2 or more years below grade placement in Math as determined by _____ Test on _____/_____(Date)		Number of <i>SECONDARY</i> students that are 3 or more years below grade placement in Math as determined by _____ Test on _____/_____(Date)		Number of <i>ELEMENTARY</i> students that are 2 or more years below grade placement in ELA as determined by _____ Test on _____/_____(Date)		Number of <i>SECONDARY</i> students that are 3 or more years below grade placement in ELA as determined by _____ Test on _____/_____(Date)	
1st	2nd	3rd	4th	1st Quarter	4th Quarter	1st Quarter	4th Quarter	1st Quarter	4th Quarter	1st Quarter	4th Quarter
			1								

Comments/ Clarifications:

**MATH DATA by Quarter for Grades 3-10**

Grade Level	Number of students that failed Math the previous year	Number of students enrolled this quarter	Number of students with D or F in Math class per quarter 2015-2016				Number of students assessed on each post-unit assessment for the current quarter				Total number of students assessed on the post-unit test for each grade level	Total number of students with D or F on unit tests in Math this quarter	Percent of students with D or F on any unit tests in Math			
											(A)	(B)	(C) (B/A) X 100 = C			
			1st	2nd	3rd	4th	Unit 1	Unit 2	Unit 3	Unit 4*			1st	2nd	3rd	4th
9-12		92				1										42%
<b>Example</b>							100	90	95	N/A	285	57	20%			

**Comments/ Clarifications:**

**ELA DATA by Quarter for Grades 3-10**

Grade Level	Number of students that failed ELA the previous year	Number of students enrolled this quarter	Number of students with D or F in an ELA class per quarter 2015-2016				Number of students assessed on each post-unit assessment for the current quarter				Total number of students assessed on the post-unit test for each grade level	Total number of students with D or F on unit tests in ELA this quarter	Percent of students with D or F on any unit tests in ELA  (C)  (B/A) X 100 = C			
											(A)	(B)				
			1st	2nd	3rd	4th	Unit 1	Unit 2	Unit 3	Unit 4*			1st	2nd	3rd	4th
9-12		82				7										11.7
Example							100	90	95	N/A	285	57	20%			

**Comments/ Clarifications:**

*Due to the resignation of the ELA teacher, percent of students with D or F on any unit test in ELA may not be accurate. The 11.7% was derived at by dividing the number of students enrolled in the course by the number of students receiving a D or F.*

***(Optional)***

**Do you have other data sources that support and/or identify that you are making gains in student outcomes (For example: Interim assessments such as ACT Aspire, TLI, etc.)?** *You may include a chart to describe your data.*



ARKANSAS  
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**DISTRICT: STRONG-HUTTIG SCHOOL DISTRICT**

**SCHOOL: STRONG HIGH SCHOOL**

**STATUS: PRIORITY**

**SITE-BASED SIS: SHIRLEY KYLE**

**EXTERNAL PROVIDER: FETTERMAN AND ASSOCIATES**

**ADE SCHOOL IMPROVEMENT SPECIALIST TEAM: TIAH FRAZIER AND LISA KNOEDL**

**SUPERINTENDENT: SAUL LUSK**

**PRINCIPAL: JEFF ALPHIN**

# End of Year Summary Report

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FOURTH QUARTER

2015-2016 School Year

## IMO AREA 1: CHANGE IN TEACHER AND LEADER PRACTICE

### Effective Practice within Category:

Establishing a team structure with specific duties and time for instructional planning (ID01, ID04, ID07)

### Description of full implementation of the Effective Practice and/or Recommendation:

District policy specifies the team structure for all schools which include a description of the teams' purposes and how they are constituted. New school leaders are apprised of this expectation and how the effectiveness of teams is determined. A common team structure for a school consists of (but not limited to) a Leadership Team (consisting of principal and teacher leaders), teacher Instructional Teams (teaching common subject area or grade level), student team (a diverse group of student leaders), management team (campus administrators and other personnel as needed) and a School Community Council (with a majority of members being parents (ID01). Each team has a specific purpose and scheduled time to meet and works from agendas and minutes (ID04).

The Leadership Team meets at least twice a month in regularly scheduled meetings of at least an hour (ID07). They serve as a conduit of communication to the faculty and staff in a way that enables the Leadership Team to receive input from the faculty and staff (ID08). The Leadership Team regularly looks at school performance data and aggregated classroom observation data and uses that data to make decisions about school improvement and professional development (ID10).

ID01 –The school board policy needed to be updated to include all teams.  
 ID04 – The teams needed to shift the focus of agendas to more data driven discussions.  
 ID04 – The teams needed to assign a member to be the recorder at all meetings.  
 ID04 – The recorder needed to keep detailed minutes in Indistar.  
 ID07 – The principal needed to restructure the leadership team with effective team members

### Current reality of effective practice:

- The School Board Policy has been updated and approved.
- The school has a high school leadership team, instructional teams, a parental involvement team, a safety and discipline team, and a student government. Many of the members of the high school leadership team also serve on the district leadership team.
- The principal did restructure all teams at the beginning of the year adding new members. He did make some changes during the year to the high school leadership team when he realized some members were not functioning as true team members but hindering the group.
- The high school leadership team meets twice a month.
- Placing detailed minutes into Indistar is where the school still needs improvements. The team is placing minutes into

Indistar but the minutes are still not detailed enough. Next year the decisions reached will be thoroughly detailed and highlighted in the minutes. The team has discussed that the recorder will have a laptop and keep detailed minutes as the meeting is happening. Taking handwritten notes and trying to come back and place the notes into Indistar does not truly capture everything that happened in the meeting. The minutes need to specifically state **in detail** what decisions and actions were agreed upon by the teams.

<b>IMO AREA 1: CHANGE IN TEACHER AND LEADER PRACTICE</b>	
<b>Effective Practice within Category:</b> Engaging teachers in assessing and monitoring student mastery (IIB02, IIB04)	
<b>Description of full implementation of the Effective Practice and/or Recommendation:</b> The Instructional Teams develop instructional units based on the curriculum standards and the local curriculum document. This unit typically encompasses three to six weeks of work and includes pre-/post tests administered at two to three week intervals (IIB01). The pre-test and post-test assess the same learning objectives and inform the Instructional Team members' (teachers) plans for differentiated instruction within the unit and/or re-teaching as necessary following the unit (IIB04).  The Instructional Team reviews the results of the pre- and post-tests and uses the information to guide efforts to assure that every student masters the instructional standards taught in the instructional unit (IIB03). The Instructional Team also uses the results from the pre-/post-test analysis to plan for professional development, inform subsequent instructional unit plans and/or make adjustments to the curriculum (IIB02, IIB05).	
<b>Current reality of effective practice from the beginning of the year:</b>  IIB02 - Pre tests were given at the beginning of the year as a way for teachers to determine where their students were after the summer. Teachers knew that they were required to give pre tests and post tests throughout the year.  IIB04 - Some teachers are using a web-based program to differentiate instruction while others are providing remediation enrichment activities by placing work in students' folders.	<b>Current reality of effective practice:</b>  IIB02 – All teachers are giving pre and post tests. The leadership team realizes that there is more work to be done on the curriculum documents. The school needs to make sure that all curriculum documents next year have the pre and post tests included. Notebooks will be purchased for all teachers to place their curriculum in for each quarter. These notebooks will be monitored on a rotation basis throughout the quarter and will be turned in to the office at the end of each quarter.  IIB04 – A web-based program was used to differentiate instruction. Differentiation was occurring within the classrooms; however, not to the extent that the leadership team knew should be happening. Therefore, a decision was made that each teacher would be assigned a day each week for remediation/enrichment. Teachers could carry their students to the computer lab or use carts of laptops in their classrooms for this remediation/enrichment. This was put into place at the beginning of the second semester.



After reviewing student progress and getting feedback from teachers, the leadership team decided that the school should possibly look at other web-based programs that will spark more student interest and participation. This idea was brought to the attention of the PLC teams and all teachers agreed. The leadership team then began exploring possible alternatives to the current web-based program. The leadership team decided on two possible programs that will offer the challenges, tiers of remediation, and reports needed by the school. These programs also offered teacher suggestions for helping students that need more intense instruction. Both programs were presented to the PLC teams. Some of the PLC team members were familiar with one program and shed some light on their experiences with the program. The teams asked to have the other company do a phone presentation during one of the PLC team meetings where they could ask questions and compare the two programs. After the phone conversation, the teams discussed the two programs and came to an agreement on the program to purchase for next year. The teachers realize that this program will help them but will not take the place of doing a better job next year of providing differentiation within the classroom.

<b>IMO AREA 3: STUDENT SAFETY AND DISCIPLINE</b>	
<b>Effective Practice within Category:</b> Expecting and monitoring sound classroom management (IIIC10)	
<b>Description of full implementation of the Effective Practice and/or Recommendation:</b> The faculty and staff develop a discipline management plan that guides student behavior throughout the school. Each teacher establishes rituals and routines within the classroom that produces an atmosphere conducive to learning. Each teacher consistently teaches the campus and classroom plans to all students. Each teacher consistently teaches the rules and procedures in their classroom. Each teacher consistently enforces the agreed upon rules and regulations (IIIC10).	
<b>Current reality of effective practice from the beginning of the year:</b> <ul style="list-style-type: none"> <li>Teachers were required to spend time at the beginning of the school year teaching their classroom rules and procedures</li> </ul>	<b>Current reality of effective practice:</b>  The number of major discipline issues has decreased significantly. The school still has issues with tardies and cell phones. Both of these issues have been addressed for next year. The handbook committee has updated the handbook for the 2016-2017 year to better address these issues hoping to lessen the number of offenses. Analyzing discipline data throughout the year identified that the majority of the school's discipline issues occurred after students were out for extended holidays. Because of this realization the principal began having back to school assemblies where he reinforced the rules. Teachers also became more aware of discussions that they heard from the students about possible problems and made the principal aware of these issues so potential major discipline issues could be headed off before they began.

	Also community members were asked to keep the school aware of potential situations that could cause potential problems at school.
<b>IMO AREA 4: FAMILY AND COMMUNITY ENGAGEMENT</b>	
<b>Effective Practice within Category:</b> Defining the purpose, policies, and practices of a school community (IVA01)	
<b>Description of full implementation of the Effective Practice and/or Recommendation:</b> No Child Left Behind stipulates that each school in the Title I program develop an agreement, or “compact,” that outlines how parents, school staff, and students will share responsibility for improving academic achievement. Compacts describe how the school and parents can work together to help students achieve the state’s standards.	
<b>Current reality of effective practice from the beginning of the year:</b> <ul style="list-style-type: none"> <li>The District has a School-Parent Compact but after reviewing the compact the leadership team realized that the compact was generic and did not meet the needs of both the elementary and high schools.</li> </ul>	<b>Current reality of effective practice:</b>  A new compact was written to meet the different needs of both schools. The new compact was mailed to all parents with only about 10% of the compacts being returned to the high school. The second time copies of the compact were sent home with the students with about 23% of the compacts returned. The handbook committee has decided that the new compact will be included in the new handbook for the 2016-2017 year. The schools have had more success getting documents read and returned from the handbook.

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**IMO AREA 4: FAMILY AND COMMUNITY ENGAGEMENT**
**Effective Practice within Category:**

Post-Secondary School Options (VA01)

The school has a guidance plan that includes options for students as they plan their college and career opportunities. The school routinely tracks their recent graduates' success at the next level as they pursue their college and career goals.

**ADE will monitor the following:**

- The guidance plan
- The process of tracking recent graduates

**Current reality of effective practice from the beginning of the year:**

The guidance counselor meets with high school students to help them create their academic plans to meet the needs of graduation and plan for their futures.  
 Each year a financial aid night is held.  
 The Career Coach from Southern Arkansas University meets with high school students throughout the year to help them develop their plans for the future.  
 Students participate in career choice classes at South Arkansas Community College.

**Current reality of effective practice:**

The guidance counselor reviewed the prior year's guidance plan and made revisions to best fit the needs of the current student population.  
 A document has been created by the guidance counselor to help students plan courses that will support their future plans. This document also will be used to track students' progress throughout post-secondary schooling.  
 Southern Arkansas University has applied for a grant that will possibly place a career coach in the Strong-Huttig School District twice a week for the 2016-2017 year. If this grant does not



<p>Students participate in Skills USA to become aware of potential jobs in the construction field.</p> <p>The KUDER is currently being given to eighth graders to help these students decide on career choices.</p> <p>The counselor and career teachers work together to help students plan their careers.</p>	<p>materialize, the school will continue to have access to Southern Arkansas' career coach on an as need basis.</p> <p>The goal for next year is to continue the progress made with the ninth – twelfth grade students in their career planning and move down to students in grades six –eight for career planning.</p> <p>The counselor and career teachers will continue to work together to help students plan.</p>
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### LEADERSHIP TEAM REFLECTION

Thinking about meetings throughout the year, what have been the most meaningful decisions and actions made by the School Leadership Team this quarter? And what attributed to those changes?

#### 1. Meaningful decisions made by the School Leadership Team this quarter.

- The team decided to change what the school uses to help with remediation/enrichment. A new program was decided upon and ordered for the 2016-2017 year.

#### What Attributed to This Change?

- After analyzing student data such as classroom grades, reports from the remediation program used, and The Learning Institute data; it was determined that the current remediation/enrichment program was not giving the school the desired student progress.

#### 2. Meaningful decisions made by the School Leadership Team this quarter.

- The team decided that changes need to be made to the way notes are kept in Indistar. This will be address at the beginning of the 2016-2017 year in the by-laws.

#### **What Attributed to This Change?**

- Reviewing the progress reports in Indistar made the team realize that we were not giving enough details in our minutes and that people outside the groups would not have access to the in-depth discussions and the thought processes going into the decisions. The minutes were not reflecting the true work that is being done.

### **3. Meaningful decisions made by the School Leadership Team this quarter.**

- The team decided that we need to address the way that we notify parents of upcoming events. A new calling system will be in place for the 2016-2107 year.

#### **What Attributed to This Change?**

- After analyzing parent participation data and parent surveys, the team realized that the school must do something to try to reach more parents. Some of the parent surveys stated that the parents were not getting notifications that were sent home and parents wanted to be notified in advance and then again close to the activity.

### **4. Meaningful decisions made by the School Leadership Team this quarter.**

- The team decided that we need to take a different approach next year to student learning. More training to include a book study will be directed toward teachers understanding the culture of the student population of Strong-Huttig. Teachers must realize that the schools' population needs a sense of belonging and shared ownership. We can no longer expect to change the students' and parents' perception of education until we address the above issues.

#### **What Attributed to This Change?**

- After the team reviewed student data and had discussions with teachers, it was determined that the school still is not reaching the student population. The team had a discussion with the Arkansas Department of Education's School Improvement Team that came in May 2016 about this problem. One of the team members brought it to our attention that we could not easily change the students' or parents' perception of education. The first step has to be for the teachers to change their perceptions and make sure students and parents feel valued.

### **5. Meaningful decisions made by the School Leadership Team this quarter.**

- The team decided that there needs to be more work done to the curriculum documents. All teachers will receive notebooks to place curriculum documents in for each quarter in 2016-2017. These notebooks will be reviewed on a rotation basis throughout the quarter. The completed curriculum documents will be collected at the end of each quarter and stored in the principal's office.

Professional development related to curriculum development is included in the 2016-2017 Professional Development Plan.

### **What Attributed to This Change?**

- After teachers' curriculum documents were reviewed, it was determined that some teachers need more assistance and training on what to include in the curriculum notebooks.

If anything, what do you intend to change or modify for the year?

**All of the above decisions will be changed and/or modified for the 2016-2017 year. Many of these decisions were based upon the school's three year Priority Improvement Plan.**

### **Other changes as identified in the school's three year Priority Improvement Plan:**

- An "All Star Parent Program" will be initiated to recognize parents who turn out for academic functions. The school has excellent turn outs for sporting events but poor participation in academic events. Those parents who do attend academic events will be recognized at sporting events as "All Star Parents" and will be rewarded for participation. The reward will be decided upon at the beginning of the 2016-2017 year.
- The incentive program for student achievement will be continued into the 2016-2017 year with new rewards being considered.
- All activity classes will include character education where appropriate behavior will be stressed.
- The handbook will be changed to address critical discipline issues.
- The district will be looking for feedback from stakeholders for promotional activities that can pull students back into the district.
- The school will use the ACT Aspire interim testing for the 2016-2017 year.



SCHOOL LEADERSHIP TEAM’S REPORT FOURTH QUARTER

STUDENT/ TEACHER DATA by Quarter IMO AREA 2: STUDENT PROGRESS AND ACHIEVEMENT

Grade Level	Number of students enrolled				Number of SWD enrolled as of October 1 <sup>st</sup> per grade level	Number of EL students enrolled as of October 1 <sup>st</sup> per grade level	Number of students with 5 or more referrals				Number of students who have been absent 10 or more days (20% absence rate)			
	1st	2nd	3rd	4th			1st	2nd	3rd	4th	1st	2nd	3rd	4th
7	19	19	19	19	1	0	0	0	0	0	0	0	0	0
8	20	23	22	22	3	0	0	0	0	0	1	4	4	2
9	28	29	33	33	5	0	0	0	0	0	0	2	5	6



10	26	26	25	25	0	0	0	1	0	0	2	1	4	2
11	26	23	23	23	4	0	1	0	0	0	1	7	7	2
12	19	19	19	19	1	0	0	0	0	0	1	3	6	1

**Comments/ Clarifications:**

### ***Discipline:***

The number of major discipline issues has decreased significantly. The handbook committee has updated the handbook for the 2016-2017 year to better address these issues hoping to lessen the number of offenses.

Analyzing discipline data throughout the year identified that the majority of the school's discipline issues occurred after students were out for extended holidays. Because of this realization the principal began having back to school assemblies where he reinforced the rules. Teachers also became more aware of discussions that they heard from the students about possible problems and made the principal aware of these issues so potential major discipline issues could be headed off before they began. Also community members were asked to keep the school aware of potential situations that could cause potential problems at school.

### **Student Absentees:**

**8<sup>th</sup> Grade Absentees** –Both had sicknesses with medical excuses

**9<sup>th</sup> Grade Absentees** – One student has major medical issues, three have medical excuses, one student went with his family on an extended trip to visit his family in another country, and one student is a special education student whose IEP states that he may not be able to attend school on a full time basis.

**10<sup>th</sup> Grade Absentees** – One student who has had excessive absentees due to suspensions improved tremendously this quarter. This student was not suspended any this quarter. This student did still have a problem with being tardy for first period. The other student is a student who has major medical problems and also missed due to flooding issues.

**11<sup>th</sup> Grade Absentees** – One of the students is a new mother and misses several days due to her baby. The other student has had some medical issues this quarter and has excuses.

12<sup>th</sup> Grade Absentees – The student missed several days due to flooding.

Percent of core teachers (Math, Science, Social Studies, ELA) absent 5 or more days (10%)				Number of <i>ELEMENTARY</i> students that are 2 or more years below grade placement in Math as determined by _____ Test on _____ / _____ (Date)		Number of <i>SECONDARY</i> students that are 3 or more years below grade placement in Math as determined by Special Education Automation Software Aug. 2015 Student Classroom Grades and TLI Testing		Number of <i>ELEMENTARY</i> students that are 2 or more years below grade placement in ELA as determined by _____ Test on _____ / _____ (Date)		Number of <i>SECONDARY</i> students that are 3 or more years below grade placement in ELA as determined by Special Education Automation Software Aug. 2015 TLI Combined Testing Results May 2016	
1 <sup>st</sup>	2 <sup>nd</sup>	3 <sup>rd</sup>	4 <sup>th</sup>	1 <sup>st</sup> Quarter	4 <sup>th</sup> Quarter	1 <sup>st</sup> Quarter	4 <sup>th</sup> Quarter	1 <sup>st</sup> Quarter	4 <sup>th</sup> Quarter	1 <sup>st</sup> Quarter	4 <sup>th</sup> Quarter
6%	66%	25%	25%			3	3			7	5
						7	6			6	6
						6	6			8	8
						5	3			13	4
						5	5			2	0
						3	3			1	1

**Comments/ Clarifications:**

**Teacher absentees:**

- Grades 7-9 absentees were for the same English teacher who was out several days due to health issues.
- Grades 10-12 absentees were for the same science teacher who was out seven days with 6 ½ days being for school business (testing for ACT Aspire, and AP)

### Three or more years behind in Math:

**We did not give the SEAs test at the end of the year to determine this but used Classroom Grades and TLI testing to determine growth. Next year the test that is given at the beginning of the year will be given as an end of the year post test.**

- Math is the school's weakest area. When the SEAs test was given at the beginning of the year, the new teachers realized that the students did not possess the needed skills to begin the current year's curriculum. The new teachers began the year with intensive interventions to try to build fundamental skills for the curriculum. Math teachers saw a lot of improvement from the beginning of the year to the end of the year, but the students are still behind where they need to be. The elementary is working to help the high school correct this problem by working with students to memorize facts and spending more time on the high school teachers' suggestions of identified areas of weakness.

### Three or more years behind in ELA:

**We did not give the SEAs test at the end of the year to determine this but used TLI combined yearly scores to determine growth. Next year the test that is given at the beginning of the year will be given as an end of the year post test.**

- **7<sup>th</sup> Grade** - Two of the students who were three or more years behind made great progress this year. These two students were in the groups that received intense intervention from the Dyslexia Specialist.
- **8<sup>th</sup> Grade** – Two of these six students are special education students. They have shown some progress but are still behind.
- **9<sup>th</sup> Grade** - There are six students who are special education students. They have shown some progress but are still behind.
- **10<sup>th</sup> Grade** – This group showed tremendous improvements. The improvements are attributed to the intense RTI and high expectations presented by this group's teacher.
- **11<sup>th</sup> Grade** - This group showed tremendous improvements. The improvements are attributed to the intense RTI and high expectations presented by this group's teacher.
- **12<sup>th</sup> Grade** – The one student who was behind was a special education student.

**MATH DATA by Quarter for Grades 3-10**

Grade Level	Number of students that failed Math the previous year	Number of students enrolled this quarter	Number of students with D or F in Math class per quarter 2015-2016				Number of students assessed on each post-unit assessment for the current quarter				Total number of students assessed on the post-unit test for each grade level  (A)	Total number of students with D or F on unit tests in Math this quarter  (B)	Percent of students with D or F on any unit tests in Math  (C)  (B/A) X 100 = C			
			1st	2nd	3rd	4th	Unit 1	Unit 2	Unit 3	Unit 4*			1st	2nd	3rd	4th
7	0	19	6	4	2	2	19	19	19	19	76	10	50%	17%	11%	13 %
8	3	22	1	10	2	4	22	22	22	22	88	9	23%	46%	7%	10 %
9	0	33	6	5	14	18	33	33	33	33	132	22	11%	24%	21%	17 %
10	1	23	3	5	1	2	23	23	23	23	92	11	14%	8%	6%	12 %
11	4	23	4	2	0	0	23	23	23	23	92	7	42%	4%	6%	8%
12	3	14	2	6	0	2	14	14	14	14	56	5	0	23%	8%	9%
<b>Example</b>							100	90	95	N/A	285	57	20%			

Comments/ Clarifications:

**NINTH GRADE**

***The ninth grade Algebra I class was taught through Virtual Arkansas.***

- ***Nine of the 18 students with D's or F's in ninth grade had D's.***
- ***There are six students who are classified as special education.***
- ***One student has an illness with doctors' excuses on file.***
- ***One student went to Mexico for several days and got behind.***
- ***One student spent the first part of the year in a juvenile facility and did not have any algebra background when he came to Strong.***
- ***One student was homebound.***

This ninth grade class is the class that made the leadership team ask questions as to how we can change the students' and parents' values for education. The team had a discussion with the Arkansas Department of Education's School Improvement Team that came in May 2016 about this problem. One of the team members brought it to our attention that we could not easily change the students' or parents' perception of education. The first step has to be for the teachers to change their perceptions and make sure students and parents feel valued.

**ELA DATA by Quarter for Grades 3-10**

Grade Level	Number of students that failed ELA the previous year	Number of students enrolled this quarter	Number of students with D or F in an ELA class per quarter 2015-2016				Number of students assessed on each post-unit assessment for the current quarter				Total number of students assessed on the post-unit test for each grade level	Total number of students with D or F on unit tests in ELA this quarter	Percent of students with D or F on any unit tests in ELA  (C)  (B/A) X 100 = C			
											(A)	(B)				
			1st	2nd	3rd	4th	Unit 1	Unit 2	Unit 3	Unit 4*			1st	2nd	3rd	4th
7	0	19	10	6	9	1	19	19	19	19	76	6	11%	53%	8%	8%
8	3	22	6	10	16	2	22	22	22	22	88	2	5%	45%	16%	2%
9	0	33	14	8	19	17	33	33	33	33	132	3	17%	34%	11%	2%
10	1	24	4	4	3	2	24	24	24	24	96	4	13%	23%	1%	4%
11	4	20	2	12	2	1	20	20	20	20	80	2	0%	40%	5%	3%
12	3	18	0	0	2	0	18	18	18	18	72	0	11%	0%	0%	0%
Example							100	90	95	N/A	285	57	20%			

**Comments/ Clarifications:**

## ***NINTH GRADE***

- There are six students who are classified as special education.
- One student has an illness with doctors' excuses on file.
- One student went to Mexico for several days and got behind.
- One student spent the first part of the year in a juvenile facility and did not have any algebra background when he came to Strong.
- One student was homebound.

This ninth grade class is the class that made the leadership team ask questions as to how we can change the students' and parents' values for education. The team had a discussion with the Arkansas Department of Education's School Improvement Team that came in May 2016 about this problem. One of the team members brought it to our attention that we could not easily change the students' or parents' perception of education. The first step has to be for the teachers to change their perceptions and make sure students and parents feel valued.

***(Optional)***

**Do you have other data sources that support and/or identify that you are making gains in student outcomes (For example: Interim assessments such as ACT Aspire, TLI, etc.)?** *You may include a chart to describe your data.*

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ARKANSAS  
DEPARTMENT  
OF EDUCATION

**DISTRICT:** TEXARKANA ARKANSAS SCHOOL DISTRICT

**SCHOOL:** ARKANSAS HIGH SCHOOL

**STATUS:** PRIORITY

**SITE-BASED SIS:** MATT COLEMAN

**EXTERNAL PROVIDER:** ARKANSAS LEADERSHIP ACADEMY

**ADE SCHOOL IMPROVEMENT SPECIALIST TEAM:** TIAH FRAZIER

**SUPERINTENDENT:** BECKY KESLER

**PRINCIPAL:** EVA NADEAU

# End of Year Summary Report

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## FOURTH QUARTER

2015-2016 School Year

## IMO AREA 1: CHANGE IN TEACHER AND LEADER PRACTICE

### Effective Practice within Category:

Establishing a team structure with specific duties and time for instructional planning (ID01, ID04, ID07)

### Description of full implementation of the Effective Practice and/or Recommendation:

District policy specifies the team structure for all schools which include a description of the teams' purposes and how they are constituted. New school leaders are apprised of this expectation and how the effectiveness of teams is determined. A common team structure for a school consists of (but not limited to) a Leadership Team (consisting of principal and teacher leaders), teacher Instructional Teams (teaching common subject area or grade level), student team (a diverse group of student leaders), management team (campus administrators and other personnel as needed) and a School Community Council (with a majority of members being parents (ID01). Each team has a specific purpose and scheduled time to meet and works from agendas and minutes (ID04).

The Leadership Team meets at least twice a month in regularly scheduled meetings of at least an hour (ID07). They serve as a conduit of communication to the faculty and staff in a way that enables the Leadership Team to receive input from the faculty and staff (ID08). The Leadership Team regularly looks at school performance data and aggregated classroom observation data and uses that data to make decisions about school improvement and professional development (ID10).

### Current reality of effective practice from the beginning of the year:

The beginning of the year, as evidenced by the first quarter report, the focus was on establishing and defining the roles of a leadership team. Although a team had been in place, the campus leadership restructured the team significantly and redefined it as a school improvement team. Meeting schedules were in place, but were in need of refining and more systemic planning in order to properly utilize them. The leadership team had little to no input in scheduling and/or professional development.

### Current reality of effective practice:

All teams are currently in place and running efficiently. The leadership team meets monthly, with a smaller delegation of the leadership team meeting additional times throughout the year. This smaller delegation attended a leadership institute through Arkansas Leadership Academy. In addition to this, the campus administration meets weekly to discuss important issues. The leadership team has also increased the amount of data disaggregation it does regularly, and, as a result, has begun to participate in the planning of summer PD and next year's academic initiatives.

<b>IMO AREA 1: CHANGE IN TEACHER AND LEADER PRACTICE</b>	
<b>Effective Practice within Category:</b> Engaging teachers in assessing and monitoring student mastery (IIB02, IIB04)	
<b>Description of full implementation of the Effective Practice and/or Recommendation:</b> The Instructional Teams develop instructional units based on the curriculum standards and the local curriculum document. This unit typically encompasses three to six weeks of work and includes pre-/post tests administered at two to three week intervals (IIB01). The pre-test and post-test assess the same learning objectives and inform the Instructional Team members' (teachers) plans for differentiated instruction within the unit and/or re-teaching as necessary following the unit (IIB04).  The Instructional Team reviews the results of the pre- and post-tests and uses the information to guide efforts to assure that every student masters the instructional standards taught in the instructional unit (IIB03). The Instructional Team also uses the results from the pre-/post-test analysis to plan for professional development, inform subsequent instructional unit plans and/or make adjustments to the curriculum (IIB02, IIB05).	
<b>Current reality of effective practice from the beginning of the year:</b>  Teachers meet weekly in team meetings called CIA (curriculum, instruction, and assessment). During the meetings, teachers align the curriculum, scope/sequence, instructional practices and assessments. The unit plans are posted to an electronic platform (Build Your Own Curriculum or BYOC). These units include specific details about lessons and assignments so that students in alternative placement or home bound can access the information. The state of common assessments is developing. Core areas are in the process of development but many course instructors have administered pre-tests and are preparing to administer post-tests. These assessments have currently focused on parts of a particular strand of content. The plan for moving forward is to increase the depth of content assessed and the number of classes utilizing common tests.	<b>Current reality of effective practice:</b>  CIA meetings have continued, but have expanded in scale to incorporate digital resources that make more efficient use of teachers' time and include all staff members. BYOC is also being expanded to incorporate more elements of curriculum and move closer to becoming a true documentation of the total curriculum. All English, math, and science teachers are utilizing pre- and post-tests as well as ACT Inspire interim assessments. They analyze data and make teaching adjustments during CIA meetings.

IMO AREA 3: STUDENT SAFETY AND DISCIPLINE	
<b>Effective Practice within Category:</b> Expecting and monitoring sound classroom management (IIIC10)	
<b>Description of full implementation of the Effective Practice and/or Recommendation:</b> The faculty and staff develop a discipline management plan that guides student behavior throughout the school. Each teacher establishes rituals and routines within the classroom that produces an atmosphere conducive to learning. Each teacher consistently teaches the campus and classroom plans to all students. Each teacher consistently teaches the rules and procedures in their classroom. Each teacher consistently enforces the agreed upon rules and regulations (IIIC10).	
<b>Current reality of effective practice from the beginning of the year:</b>  The policies and procedures for the school are published in the form of a Parent/Student Handbook. Receipt of the Handbook is acknowledged by returned signature sheet. The Handbook contains general information about residence requirements, equal educational opportunities, and other legal stipulations. The Handbook also specifically identifies the categories of offenses due to levels of severity and the corrective actions to address violations. Teachers begin the year with an extensive review of the policies and procedures of the school handbook. Timely follow up is provided by individual teachers. Teachers develop and post classroom rules, expectations and/or norms with each class. (upload photos of classroom rules). A respected program (Rachel's Challenge) for student behavior to develop ownership in the positive culture of the school was presented to the student body at the beginning of the year. Follow up has been through the monitoring of referrals for "disrespectful" behavior.	<b>Current reality of effective practice:</b>  Although discipline has decreased, the overall culture of the school still indicates that this is an issue. Measures have been taken to implement PD in the area of classroom management this summer. Also, in a major initiative led by the leadership team, next school year will see two huge changes that are designed to address this issue. First, the ninth grade academy has been purified so that ninth graders will be almost completely isolated (including at lunch) from upper classmen to help with the transition. Secondly, an additional period has been worked into the schedule and designed to help improve teacher-student relationships. Students will have thirty minutes a day to meet with teachers and engage in a variety of highly engaging activities (student and teacher choice). This time can also be used for academic and behavioral RTI.

**IMO AREA 4: FAMILY AND COMMUNITY ENGAGEMENT**

**Effective Practice within Category:**

Defining the purpose, policies, and practices of a school community (IVA01)

**Description of full implementation of the Effective Practice and/or Recommendation:**

No Child Left Behind stipulates that each school in the Title I program develop an agreement, or “compact,” that outlines how parents, school staff, and students will share responsibility for improving academic achievement. Compacts describe how the school and parents can work together to help students achieve the state’s standards.

**Current reality of effective practice from the beginning of the year:**

A “School Parent Compact” is required to be distributed, read, signed and returned to the school with the beginning of the year information packet. The Compact contains pledge agreements for the parent/caregiver, school staff member and student.

**Current reality of effective practice:**

Although the simple goal of distributing parent compacts proved to be much more difficult than it appears on paper, parental communication increased exponentially this year. The amount of weekly communication between the school and parents increased from approximately 100 impressions per week to over 800 impressions per week. The primary reason for this increase was the Weekly Happenings newsletter straight from the principal. This newsletter allowed the campus leadership to routinely communicate information about the school community with parents.

<b>IMO AREA 4: FAMILY AND COMMUNITY ENGAGEMENT</b>	
<b>Effective Practice within Category:</b> Post-Secondary School Options (VA01)	
The school has a guidance plan that includes options for students as they plan their college and career opportunities. The school routinely tracks their recent graduates' success at the next level as they pursue their college and career goals.	
<b>ADE will monitor the following:</b> <ul style="list-style-type: none"> <li>• The guidance plan</li> <li>• The process of tracking recent graduates</li> </ul>	
<b>Current reality of effective practice from the beginning of the year:</b>  <b>CAREER FOLDERS:</b> Career Education and training for students in grades 9 through 12 at Arkansas High School starts in junior high school. During the 8th grade Career Class, students develop long-range plans concerning their proposed high school classes and career choices. These plans along with State and national testing results, 8th grade KUDER results, and other vocational inventories are placed in individual folders. These Career Folders accompany our students to high school. As our students progress in high school, students identify their strengths and weaknesses as they take tests such as PSAT and KUDERs (taken in the 10th grade and 12th grade). Their original long-range plans are updated to electronic plans via KUDER Navigator System in the 10th grade. Also added to the folders are certificates or honors, transcripts, and ASVAB results. KUDER Navigator System gives the students opportunities to develop resumes that are completed as seniors. All this information is contained in the student's individual Career Folder, and upon graduation, the student is given his/her folder. Student Vocational Counseling:	<b>Current reality of effective practice:</b>  Much was being done in this area when the year began, and it continues. Most notably is our Transitions Program for SPED students. The program helps place students in work environments and helps them transition into a plan for post-secondary life. This program has proven to be award winning, including earning our principal the Principal of the Year honor from the Council of Exceptional Students. Our Transitions Program staff have been asked to present state-wide on this program.

Each year students review their Career Folders at the first of the school year, and in the spring when they register for classes. During class talks, grade level presentations, or individual meetings, students are free to ask questions to clarify the meaning of the data in their folders. Students make choices for their next year's schedules with their plans and their data in mind. The plans are not limiting; the student may alter/update the plans as they progress through high school. Counselors and Career Coaches use the data in these Career Folders as tools to assist students and their parents to identify their student's academic and vocational interests. It is our goal that students make the best vocational fit to assure their success in the future.

Our Graduate Trailing Program (GTP) begins the day seniors pick up their diplomas. Currently, graduates document the pathway they intend to pursue while signing for their diplomas. As we refine this process, the students will be urged to sign up on the district's alumni page and to join the alumni association. GTP will continue yearly through electronic surveys such as survey monkey. The questions will be developed to amass long-term data needed to assure academic/vocational success.

Smart Core Informed Consent Forms and Smart Core Waiver Forms are included in the Student Handbook to be read, reviewed and receipt acknowledged by signature with the other beginning of school packet of information.

Meetings with the parents and students (by grade level) are conducted by the counselling staff to provide information concerning course offerings, advanced placement opportunities and scholarship opportunities and requirements.

## LEADERSHIP TEAM REFLECTION

Thinking about meetings throughout the year, what have been the most meaningful decisions and actions made by the School Leadership Team this quarter? And what attributed to those changes?

- Rewards for hard work from students on tests.
- To offer CIA on the computer so I can make use of my conference time to work on student stuff (lesson plans, grade papers, etc)
- To allow departments to meet in CIA without meeting in the CIA room.
- Fewer meetings
- Collecting data for the Reading Strategies and concentrating on how we can implement reading passages with high school students.
- They have decided to support the special education transition programs. Including Taste of Hog Heaven and job searching.
- The back to school bash was a great way to involve the community and come together to meet students in a fun environment.
- BYOC is the most useful tool implemented.
- The most meaningful actions made by school leadership this year has been to at least identify overwhelming problems that teachers face in the classroom, including overcrowded classes, too many lesson preps, and an ineffective policy on cell phones and ear buds.
- Online CIA meetings
- Discipline
- Shared vision and values that have led to a collective commitment of school staff, as well as leading to an ongoing quest for improvement and professional learning.
- AEP improvements. Backing of teachers who are having discipline problems.
- Not sure leadership made this decision but the Transition program is most helpful and necessary.
- Putting a teacher in Alternative and Content Mastery should have been first on my list. Woo hoo for them!
- The splitting of 2 large classes into 4 classes when the addition of a new teacher became possible.
- Our leadership have seemed to be more intentional about including the voices of all stakeholders in the decision-making process.
- The strive to make staff input a factor in the policies of the school.



- The decision to compile information and inform us through survey monkey with us contributing with our thoughts through the surveys.
- Gathering data and information through Monkey Survey.
- Managing content mastery which has allowed to those students who attend to stay caught up on their work while also effectively applying their modifications and accommodations.
- The one thing I have noticed is that leadership at this school has made decisions that enable students to be successful.
- Giving incentives for all grades for doing well on the ACT Aspire, opening Gold cards up for younger grades.
- Unnecessary meetings were not held, showed respect for our time.
- Content mastery has been helpful.

If anything, what do you intend to change or modify for the year?

- Not letting the seniors out so early. Having finals scheduled the same way every time.
- Admin should listen to their staff.
- Discipline Enforcement and Stricter - Students are out of control. Cell phones are a major issue, dress code, disrespect, etc.
- Consistent semester exam schedule. More visible administration.
- Continue CIA on computer :)
- We need to continue to be consistent in disciplining students. We should consider shortening the school day as students get tired and burned out by the end of the day. I would like to see the culture at AHS be improved and for the AHS staff to be a close family instead of distant relatives.
- There would be a Chrome cart in every classroom/
- Class Size
- better communication
- This school is frighteningly understaffed. The students are unable to get the attention they need. If budgets would permit there should be a new teacher in each department, there should also be part time counselors JUST for scheduling and tests freeing up the counselors to actually work with the student's mental health issues that they could not afford to address otherwise.
- Make sure that you include Special Services teachers on you E-mails regularly. We may not have the same conference Period as our core class.
- There needs to be more enforced guidelines for teachers on lesson plans, activities, and BYOC.
- More support from administration for discipline referrals
- School rules in the handbook. If a rule is stated in the handbook it should be enforced. If it is not enforced, what are we teaching our kids? The cell phone policy needs to be revisited.

- More access to the library for the students. It seems it's closed often and the students feel unwelcome there.
- That we need to stick to the same rules all year
- More relevant professional development
- Better support for those teachers who are dedicated to great teaching (not just a "good job, everyone" email. Real actions-- such as a prep period for tested area department heads, could help retain our best.
- Smaller class sizes.
- The culture of the campus needs to be elevated to a culture of academic success. When students arrive at AHS they should have the atmosphere of success, obtaining a meaningful education.
- Consistent disciplinary measures for all students from all administrators.
- Disciplinary, staff morale
- Have freshmen start in foundation courses to get an understanding of the subject instead of skipping ahead to the more in depth courses.
- Start with programs, ideas, etc at the beginning of the year and stick to them all year.
- Continue to inform us through the use of survey monkey.
- Admin needs to be consistent in decisions. Also, ALL faculty should be more involved in decision-making processes instead of just a select few teachers and staff members. We all have ideas that should be heard.
- Consistent testing schedule, consistency in applying discipline policies, and more informational CIA and staff meetings. Meetings should include beneficial content that will help students and staff immediately instead of sessions dominated by asking what are the issues and what seemed like very little response to those issues.
- Better discipline policies or decisions. Possibly changing testing schedules where they are standard, as there is already a lot of stress during this time, without having to worry about constant changing bell schedules. Also, a little more warning for paperwork that may be required from the teacher to turn in, such as the BYOC activities having to be printed and turned in with only a few days notice. The GT program does a wonderful job on this!
- There should be a plan, quite jumping in on any idea that sounds good. Think through the consequences and long term commitment. The major complaint of teachers is the behavior of the students, classroom management training would be good but also, administration needs to be tougher. And above all, they should back the teachers over the students and parents.
- Students should not double up on core classes. The reading program should be implemented next year (Students should have books with them and read whenever they have spare time and for a certain amount of time during the class period).
- Have teacher input before decisions are made.

*\*The Leadership Team elected to put this out as a staff survey. These are the results.*

## SCHOOL LEADERSHIP TEAM'S REPORT FOURTH QUARTER

### STUDENT/ TEACHER DATA by Quarter IMO AREA 2: STUDENT PROGRESS AND ACHIEVEMENT

Grade Level	Number of students enrolled				Number of SWD enrolled as of October 1 <sup>st</sup> per grade level	Number of EL students enrolled as of October 1 <sup>st</sup> per grade level	Number of students with 5 or more referrals				Number of students who have been absent 10 or more days (20% absence rate)			
	1st	2nd	3rd	4th			1st	2nd	3rd	4th	1st	2nd	3rd	4 <sup>th</sup>
9	309	312	316	314	21	4	0	0	0	0	5	24	27	31
10	267	268	263	262	20	1	0	0	0	0	2	19	5	14
11	274	277	263	261	32	1	0	2	0	0	4	41	5	17
12	267	256	241	238	24	5	0	1	0	0	6	21	11	20

#### Comments/ Clarifications:

- *The lack of students with 5 or more referrals reflects sound discipline policies. However, as addressed earlier, the need for further classroom management training is still needed.*
- *The ninth grade absences are being addressed by attempting to make a more pure Freshman Academy next year to assist with student transitions.*

Percent of core teachers (Math, Science, Social Studies, ELA) absent 5 or more days (10%)				Number of <i>ELEMENTARY</i> students that are 2 or more years below grade placement in Math as determined by _____ Test on _____ / _____ (Date)		Number of <i>SECONDARY</i> students that are 3 or more years below grade placement in Math as determined by _____ Test on _____ / _____ (Date)		Number of <i>ELEMENTARY</i> students that are 2 or more years below grade placement in ELA as determined by _____ Test on _____ / _____ (Date)		Number of <i>SECONDARY</i> students that are 3 or more years below grade placement in ELA as determined by _____ Test on _____ / _____ (Date)	
1st	2nd	3rd	4th	1st Quarter	4th Quarter	1st Quarter	4th Quarter	1st Quarter	4th Quarter	1st Quarter	4th Quarter
2	2	2	2			63	63			64	64

**Comments/ Clarifications:**

*According to RTI Arkansas and the resources they provided, there does not exist an instrument in math at the high school level to determine this data (3 or more years below grade level). The data we are submitting instead is the number of students who failed at least one semester of math this school year in 9th and 10th grade. We requested permission to do this from our ADE SIS and it was approved.*

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**MATH DATA by Quarter for Grades 3-10**

Grade Level	Number of students that failed Math the previous year	Number of students enrolled this quarter	Number of students with D or F in Math class per quarter 2015-2016				Number of students assessed on each post-unit assessment for the current quarter				Total number of students assessed on the post-unit test for each grade level	Total number of students with D or F on unit tests in Math this quarter	Percent of students with D or F on any unit tests in Math (C) (B/A) X 100 = C			
			1st	2nd	3rd	4th	Unit 1	Unit 2	Unit 3	Unit 4*	(A)	(B)	1st	2nd	3rd	4th
Algebra I	52 / 44	214	40	69	65	57	206	212	202		620	228	19%	42%	42%	37%
Algebra II	10 / 14	241	65	55	62	58	218	209	101		528	187	35%	40%	39%	35%
Geometry	28 / 20	243	78	74	59	52	222	216	216		654	221	54%	28%	39%	34%
<b>Example</b>							<b>100</b>	<b>90</b>	<b>95</b>	<b>N/A</b>	<b>285</b>	<b>57</b>	<b>20%</b>			

**Comments/ Clarifications:**

**ELA DATA by Quarter for Grades 3-10**

Grade Level	Number of students that failed ELA the previous year	Number of students enrolled this quarter	Number of students with D or F in an ELA class per quarter 2015-2016				Number of students assessed on each post-unit assessment for the current quarter				Total number of students assessed on the post-unit test for each grade level	Total number of students with D or F on unit tests in ELA this quarter	Percent of students with D or F on any unit tests in ELA (C)  (B/A) X 100 = C			
											(A)	(B)				
			1st	2nd	3rd	4th	Unit 1	Unit 2	Unit 3	Unit 4*			1st	2nd	3rd	4th
9	42 / 34	281	84	96	95	98	242	260	253		755	523	67%	79%	73%	69%
10	11 / 12	243	65	57	45	50	221	227	187		635	424	66%	71%	65%	67%
Example							100	90	95	N/A	285	57	20%			

**Comments/ Clarifications:**

\*A plan is in place to incorporate English remediation into the school day next year three days a week.

(Optional)

Do you have other data sources that support and/or identify that you are making gains in student outcomes (For example: Interim assessments such as ACT Aspire, TLI, etc.)? *You may include a chart to describe your data.*

ACT Aspire Interim Data

Interim 1	ENGLISH	READING	SCIENCE	MATHEMATICS
Grade 9	51%	42%	43%	33%
Grade 10	54%	44%	45%	40%

Interim 2	ENGLISH	READING	SCIENCE	MATHEMATICS
Grade 9	50%	43%	41%	28%
Grade 10	51%	44%	43%	33%

Interim 3	ENGLISH	READING	SCIENCE	MATHEMATICS
Grade 9	44%	40%	46%	23%
Grade 10	50%	42%	46%	27%



ARKANSAS  
DEPARTMENT  
OF EDUCATION

**DISTRICT: WATSON CHAPEL SCHOOL DISTRICT**

**SCHOOL: WATSON CHAPEL HIGH SCHOOL**

**STATUS: PRIORITY/ACADEMIC DISTRESS**

**SITE-BASED SIS: KERRI WILLIAMS**

**EXTERNAL PROVIDER: ELBOW TO ELBOW**

**ADE SCHOOL IMPROVEMENT SPECIALIST TEAM: TIAH FRAZIER, LISA KNODEL,**

**SUPERINTENDENT: DR. CONNIE HATHORN**

**PRINCIPAL: MR. JOHN HAYDEN**

# End of Year Summary Report

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## FOURTH QUARTER

2015-2016 School Year



<b>IMO AREA 1: CHANGE IN TEACHER AND LEADER PRACTICE</b>	
<b>Effective Practice within Category:</b> Establishing a team structure with specific duties and time for instructional planning (ID01, ID04, ID07)	
<b>Description of full implementation of the Effective Practice and/or Recommendation:</b>  District policy specifies the team structure for all schools which include a description of the teams' purposes and how they are constituted. New school leaders are apprised of this expectation and how the effectiveness of teams is determined. A common team structure for a school consists of (but not limited to) a Leadership Team (consisting of principal and teacher leaders), teacher Instructional Teams (teaching common subject area or grade level), student team (a diverse group of student leaders), management team (campus administrators and other personnel as needed) and a School Community Council (with a majority of members being parents (ID01). Each team has a specific purpose and scheduled time to meet and works from agendas and minutes (ID04).  The Leadership Team meets at least twice a month in regularly scheduled meetings of at least an hour (ID07). They serve as a conduit of communication to the faculty and staff in a way that enables the Leadership Team to receive input from the faculty and staff (ID08). The Leadership Team regularly looks at school performance data and aggregated classroom observation data and uses that data to make decisions about school improvement and professional development (ID10).	
<b>Current reality of effective practice from the beginning of the year:</b>  All subject areas are broken into hallways with the exception of one teacher (Hubbard) who is on another hallway. The teams meet weekly to discuss subject specific information. Meetings are occurring with agendas prepared for the majority of meetings. The agendas do not get sent prior to the meeting. We have a leadership team that meets every 2nd and 4th Wednesday from 3:40-4:45. Each team member represents each subject area/content of the school.	<b>Current reality of effective practice:</b>  During the school year we lost leadership team committee members. The team has decided to make changes to teacher room for next school year and to include all content area special education classes will be held in the regular education content hallway. History team has not met weekly due to a loss of teachers and changes of teachers during the school year. Department heads will be required to handle more leadership roles within the next school year. They will have a job description that states their role and responsibilities. They will also have a period to complete these responsibilities.

<b>IMO AREA 1: CHANGE IN TEACHER AND LEADER PRACTICE</b>	
<b>Effective Practice within Category:</b> Engaging teachers in assessing and monitoring student mastery (IIB02, IIB04)	
<b>Description of full implementation of the Effective Practice and/or Recommendation:</b> The Instructional Teams develop instructional units based on the curriculum standards and the local curriculum document. This unit typically encompasses three to six weeks of work and includes pre-/post tests administered at two to three week intervals (IIB01). The pre-test and post-test assess the same learning objectives and inform the Instructional Team members' (teachers) plans for differentiated instruction within the unit and/or re-teaching as necessary following the unit (IIB04).  The Instructional Team reviews the results of the pre- and post-tests and uses the information to guide efforts to assure that every student masters the instructional standards taught in the instructional unit (IIB03). The Instructional Team also uses the results from the pre-/post-test analysis to plan for professional development, inform subsequent instructional unit plans and/or make adjustments to the curriculum (IIB02, IIB05).	
<b>Current reality of effective practice from the beginning of the year:</b>  Math, science and literacy all have content-driven pre and post-assessments. Special education teachers' pre and post testing was reading, spelling, and math through the Brigance. The instructional facilitators and external providers are working with teachers to analyze pre and post-test data to determine what instructional strategies to use based on the students' performance. Pre-test are being developed in literacy and math and will be developed in other content areas.	<b>Current reality of effective practice:</b>  The English department had content-driven pre and post assessments. The first semester there was miscommunication with the math and science teams and this was not carried out. The advanced math classes were not tested due to miscommunication as well. Once the communication was clear, all students were tested. Currently, English, math, and science have pre and post-test developed. History will be developed throughout the summer.

**IMO AREA 3: STUDENT SAFETY AND DISCIPLINE**
**Effective Practice within Category:**

Expecting and monitoring sound classroom management (IIIC10)

**Description of full implementation of the Effective Practice and/or Recommendation:**

The faculty and staff develop a discipline management plan that guides student behavior throughout the school. Each teacher establishes rituals and routines within the classroom that produces an atmosphere conducive to learning. Each teacher consistently teaches the campus and classroom plans to all students. Each teacher consistently teaches the rules and procedures in their classroom. Each teacher consistently enforces the agreed upon rules and regulations (IIIC10).

**Current reality of effective practice from the beginning of the year:**

The majority of teachers have given students a syllabus for class at the beginning of the year. Rules and procedures are established and posted in classrooms at the beginning of the year. Some teachers reinforce the rules and procedures consistently throughout the year and revisit them as needed. At the beginning of the year, rules and procedures are discussed and implemented with more rigor than as the year progresses.

**Current reality of effective practice:**

Some teachers became relaxed on the procedures and reminders were needed. Teachers who have great classroom management were consistent throughout the year. Teachers are trying to do the right thing but many of the teachers who did not comply have resigned. We have a high number of substitutes in the building and that causes discipline issues that distract other classes. ALE was closed during the school year and the students were placed back into the regular classes and some caused discipline issues. All teachers were not consistent on providing syllabus to students.

<b>IMO AREA 4: FAMILY AND COMMUNITY ENGAGEMENT</b>	
<b>Effective Practice within Category:</b> Defining the purpose, policies, and practices of a school community (IVA01)	
<b>Description of full implementation of the Effective Practice and/or Recommendation:</b> No Child Left Behind stipulates that each school in the Title I program develop an agreement, or “compact,” that outlines how parents, school staff, and students will share responsibility for improving academic achievement. Compacts describe how the school and parents can work together to help students achieve the state’s standards.	
<b>Current reality of effective practice from the beginning of the year:</b>  Teachers are in communication with parents in regards to students who are failing a course. The school is planning to have parent nights in which data is shared and explained for all students and parents.	<b>Current reality of effective practice:</b>  Some teachers are in communication with parents regarding student success or weak area. Our newly hired dean of students has been working with students using restorative justice. She has also made numerous home visits during the week and on weekends. She has created a relationship with parents and students that is bridging the gap of communication. Data nights were offered for parents and students although the participation was low.

IMO AREA 4: FAMILY AND COMMUNITY ENGAGEMENT	
<b>Effective Practice within Category:</b> Post-Secondary School Options (VA01)	
<p>The school has a guidance plan that includes options for students as they plan their college and career opportunities. The school routinely tracks their recent graduates' success at the next level as they pursue their college and career goals.</p> <p><b>ADE will monitor the following:</b></p> <ul style="list-style-type: none"> <li>• The guidance plan</li> <li>• The process of tracking recent graduates</li> </ul>	
<p><b>Current reality of effective practice from the beginning of the year:</b></p> <p>Currently, there are bulletins, college booklets, test information available to all students. ACT prep classes are offered. Career days and visits from colleges and armed forces are scheduled. Counselors' conference with parents and teachers throughout the year. Free ACT, PSAT, etc. testing is available to students qualified for free or reduced lunch.</p>	<p><b>Current reality of effective practice:</b></p> <p>Currently, there are bulletins, college booklets, test information available to all students. ACT prep classes are offered. Career days and visits from colleges and armed forces are scheduled. Counselors' conference with parents and teachers throughout the year. Free ACT, PSAT, etc. testing is available to students qualified for free or reduced lunch.</p>

## LEADERSHIP TEAM REFLECTION

Thinking about meetings throughout the year, what have been the most meaningful decisions and actions made by the School Leadership Team this quarter? And what attributed to those changes?

1. Teaching students and teachers to track data and their progress using the data
  - This decision made students more accountable and aware of where they are, it created a sense of ownership within the students. It also allowed teachers and students to track progress. Teachers became aware of the students actual level of reading and math which caused various conversations regarding differentiation and instructional strategies.
2. More student discussions – revising student policies with students (student inclusive) (tardy)
  - Some students tried harder because they felt they had a voice. Student buy-in increased cooperation which increased academic achievement.
3. Different modes of writing instruction
  - Students knew the expectation of the test and they were more successful
4. Teacher accountability
  - Inspecting what we expected caused most teachers to do what was required of them. Although not all teachers were accepting of the changes that were implemented, many did work very hard to help increase student achievement. This also allowed team leaders to become more cognizant of the needs of teachers.
5. Meetings with 10<sup>th</sup> graders on expectations for testing and behavior
  - Students were able to understand the importance of the test and decided to take it seriously which showed an increased in STAR math reading and math. The students became aware of the behavioral expectations and some students had a positive influence on peers that were not conforming to the behavioral expectations.

If anything, what do you intend to change or modify for the year?

- Department heads will be required to take more of a leadership role
- Protocols for communication will be put in place for next year and the administrators will follow up with all department heads to ensure communication was made and understood
- Removal of the ALE environment from the campus to an off campus location for next year
- Procedures and protocols will be communicated at the beginning of the year and will remain consistent.
- Investigate ways to restart the discipline policy in order to implement with teacher professional development at the beginning of the year. We only have 4 behavior consequences (detention, ISS, OSS, work detail) for over 100 infractions. Revising the policy will include other methods of consequences.
- Implement and follow through with teachers utilizing the RTI process for behavior issues as well as academic issues as well.
- Employ a school climate coordinator to:
  - To assist with teachers having to shift the mindset to where they are not focused on discipline but on teaching and learning.
  - Teachers have to meet the students at their current ability level and engage them to minimize discipline issues.
  - Bridge the gap between parents and teachers to increase communication and build relationships.
  - Shift the school culture in order for the teachers to focus more on meeting the needs of students at their level
- Employ a Career Coach on campus for the next school year that will assist with career options and various college scholarships.
- Offer more small group session to deliver information to students regarding college applications, scholarships, and work force opportunities

## SCHOOL LEADERSHIP TEAM'S REPORT FOURTH QUARTER

### STUDENT/ TEACHER DATA by Quarter IMO AREA 2: STUDENT PROGRESS AND ACHIEVEMENT

Grade Level	Number of students enrolled				Number of SWD enrolled as of October 1 <sup>st</sup> per grade level	Number of EL students enrolled as of October 1 <sup>st</sup> per grade level	Number of students with 5 or more referrals				Number of students who have been absent 10 or more days (20% absence rate)			
	1st	2nd	3rd	4th			1st	2nd	3rd	4th	1st	2nd	3rd	4th
10	232	234	232	229	30	1	2	12	7	17	2	10	26	12
11	202	198	198	196	18	0	1	7	11	9	7	10	18	9
12	208	207	201	201	20	0	0	4	4	2	2	9	17	16

#### Comments/ Clarifications:

#### Absence Explanation:

2 – 11<sup>th</sup> grade students to have a baby

1 – 12<sup>th</sup> grade student was in a car accident and was placed on homebound

1 – 12<sup>th</sup> grade student had medical complication during her pregnancy and was not able to return to school



Percent of core teachers (Math, Science, Social Studies, ELA) absent 5 or more days (10%)				Number of <i>ELEMENTARY</i> students that are 2 or more years below grade placement in Math as determined by _____ Test on _____/_____(Date)		Number of <i>SECONDARY</i> students that are 3 or more years below grade placement in Math as determined by <u>STAR</u> Test on September/2015 May 2016		Number of <i>ELEMENTARY</i> students that are 2 or more years below grade placement in ELA as determined by _____ Test on _____/_____(Date)		Number of <i>SECONDARY</i> students that are 3 or more years below grade placement in ELA as determined by STAR Test on September/2015 May/2016	
1st	2nd	3rd	4th	1st Quarter	4th Quarter	1st Quarter	4th Quarter	1st Quarter	4th Quarter	1st Quarter	4th Quarter
28	42	45	58			72 (37%)	52 (22%)			139 (64%)	110 (48%)
						49 (29%)	38 (19%)			117 (65%)	107 (54%)
						88 (50%)	46 (22%)			136 (70%)	112 (50%)

**Comments/ Clarifications:**

**MATH DATA by Quarter for Grades 3-10**

Grade Level	Number of students that failed Math the previous year	Number of students enrolled this quarter	Number of students with D or F in Math class per quarter 2015-2016				Number of students assessed on each post-unit assessment for the current quarter				Total number of students assessed on the post-unit test for each grade level	Total number of students with D or F on unit tests in Math this quarter	Percent of students with D or F on any unit tests in Math			
											(A)	(B)	(C) (B/A) X 100 = C			
			1st	2nd	3rd	4th	Unit 1	Unit 2	Unit 3	Unit 4*			1st	2nd	3rd	4th
10	31	229	85	88	59	78	229	229	229	229	916	309	14.6	59.6	34.6	33.7
11	46	196	58	58	55	50	196	196	196	196	784	270	15.3	58.9	42	34.4
12	41	201	16	14	20	18	201	201	201	201	804	174	11.0	53.9	30.2	21.6
Example							100	90	95	N/A	285	57	20%			

**Comments/ Clarifications:**

ELA DATA by Quarter for Grades 3-10

Grade Level	Number of students that failed ELA the previous year	Number of students enrolled this quarter	Number of students with D or F in an ELA class per quarter 2015-2016				Number of students assessed on each post-unit assessment for the current quarter				Total number of students assessed on the post-unit test for each grade level	Total number of students with D or F on unit tests in ELA this quarter	Percent of students with D or F on any unit tests in ELA  (C)  (B/A) X 100 = C			
											(A)	(B)				
			1st	2nd	3rd	4th	Unit 1	Unit 2	Unit 3	Unit 4*			1st	2nd	3rd	4th
10	31	229	57	29	32	33	229	229	229	229	916	121	4.7	17.10	19.8	13.2
11	46	196	63	12	15	2	196	196	196	196	784	49	4.7	14.8	21.7	6.2
12	41	201	11	1	3	12	201	201	201	201	804	89	2.6	0.65	10.4	1.1
Example							100	90	95	N/A	285	57	20%			

Comments/ Clarifications:

(Optional)

**Do you have other data sources that support and/or identify that you are making gains in student outcomes (For example: Interim assessments such as ACT Aspire, TLI, etc.)?** *You may include a chart to describe your data.*

**STAR Growth Report:**

10th Grade: 40.19% (84/209) showed growth from third quarter to fourth  
15.3% (32/209) tested on grade level or above

11th Grade: 33.15% (62/187) showed growth from third to fourth quarter  
25.66% (48/187) tested on grade level or above

**Supplemental Services Report:**

First Semester:

We have 41 students receiving pull out tutoring during the first semester and 33 (80%) made growth in math  
8 students tested out on grade level during the first semester

Second Semester

We have 30 students receiving pull out tutoring during the second semester and 22 (73%) made growth in math  
6 students tested out on grade level during the second semester



ARKANSAS  
DEPARTMENT  
OF EDUCATION

**DISTRICT: WEST MEMPHIS**  
**SCHOOL: WONDER JR HIGH SCHOOL**  
**STATUS: PRIORITY**

**SUPERINTENDENT: JON COLLINS**  
**PRINCIPAL: DR. PALMER QUARRELS**

**SITE-BASED SIS: STEPHANIE HALE**  
**EXTERNAL PROVIDER: E2E SCHOOL IMPROVEMENT SPECIALISTS**  
**ADE SCHOOL IMPROVEMENT SPECIALIST TEAM: DR. ROBERT TONEY**

# End of Year Summary Report

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FOURTH QUARTER

2015-2016 School Year

## IMO AREA 1: CHANGE IN TEACHER AND LEADER PRACTICE

### Effective Practice within Category:

Establishing a team structure with specific duties and time for instructional planning (ID01, ID04, ID07)

### Description of full implementation of the Effective Practice and/or Recommendation:

District policy specifies the team structure for all schools which include a description of the teams' purposes and how they are constituted. New school leaders are apprised of this expectation and how the effectiveness of teams is determined. A common team structure for a school consists of (but not limited to) a Leadership Team (consisting of principal and teacher leaders), teacher Instructional Teams (teaching common subject area or grade level), student team (a diverse group of student leaders), management team (campus administrators and other personnel as needed) and a School Community Council (with a majority of members being parents (ID01). Each team has a specific purpose and scheduled time to meet and works from agendas and minutes (ID04).

The Leadership Team meets at least twice a month in regularly scheduled meetings of at least an hour (ID07). They serve as a conduit of communication to the faculty and staff in a way that enables the Leadership Team to receive input from the faculty and staff (ID08). The Leadership Team regularly looks at school performance data and aggregated classroom observation data and uses that data to make decisions about school improvement and professional development (ID10).

### Current reality of effective practice from the beginning of the year:

Wonder Jr. High has developed and is implementing the following team structures:  
The Administrative Leadership Team consisting of principal, instructional coaches, parent coordinator, technology specialist, media specialist, interventionist, and school counselor serves as a conduit of communication to the faculty and staff. The team shares in decisions of real substance pertaining to curriculum, instruction, and professional development. The Leadership Team meets weekly for 1-½ hours and analyzes school performance data and aggregated classroom observation data. The team uses data to make decisions about school improvement and professional development needs. Current teams maintain meeting agendas and minutes.

### Current reality of effective practice:

Fully implemented:

- District Policy was adopted by school board and specifies each team's purpose
- Leadership Team meets weekly for an hour or more
- District Leadership Team meets twice per month
- Teaming structures allow for Leadership Team members (liaisons) to serve as a conduit of communication to their instructional teams
- School Leaders analyze and utilize multiple sources of data to determine school improvement goals and professional development needs
  - School wide PGP goal developed by Insight Report analysis

Teachers are organized into grade level or subject area Instructional Teams. Instructional Teams utilize PLC meetings to develop and refine units of instruction and review student learning data.

English Language Arts – daily

Math – daily

AVID/Freshman Seminar = 3 times a week

The School Leadership team is comprised of administrative leadership team members and department chairs. The team meets twice a month following faculty meetings.

The Student Leadership team will consist of 4 freshmen, 4 - 8th grade students, and 4 - 7th grade students. The team will meet monthly.

Current teams maintain meeting agendas and minutes.

- Unit pre and post test data used to determine need for curriculum alignment
- Unit pre and post test data used to determine focus areas for re-teaching
- Weekly assessments reviewed and reported – assessment analysis was used to support teachers development of quality assessments
- STAR data supported identification of students for intervention
- STAR data was used to support district needs assessment (and ultimately used to focus district on literacy initiatives)

## IMO AREA 1: CHANGE IN TEACHER AND LEADER PRACTICE

### Effective Practice within Category:

Engaging teachers in assessing and monitoring student mastery (IIB02, IIB04)

### Description of full implementation of the Effective Practice and/or Recommendation:

The Instructional Teams develop instructional units based on the curriculum standards and the local curriculum document. This unit typically encompasses three to six weeks of work and includes pre-/post tests administered at two to three week intervals (IIB01). The pre-test and post-test assess the same learning objectives and inform the Instructional Team members' (teachers) plans for differentiated instruction within the unit and/or re-teaching as necessary following the unit (IIB04).

The Instructional Team reviews the results of the pre- and post-tests and uses the information to guide efforts to assure that every student masters the instructional standards taught in the instructional unit (IIB03). The Instructional Team also uses the results from the

pre-/post-test analysis to plan for professional development, inform subsequent instructional unit plans and/or make adjustments to the curriculum (IIB02, IIB05).

**Current reality of effective practice from the beginning of the year:**

The math department conducts weekly informal pre-assessment driven by grade level standards to create the instructional pacing for the week. The informal assessment is performed through written, verbal, or by an activity that allows students to demonstrate their prior knowledge of standards. In addition, the math teachers administer a weekly written post-test after instruction has been taught using the gradual release of responsibility model.

Literacy teachers utilize a pre-assessment of reading, writing, and language standards prior to the teaching of each of the four instructional modules. The standards that are included on the pre-tests include the standards that will be tested on the TLI summative exam that is given at the end of each module.

**Current reality of effective practice:**

Wonder Jr. High Leadership Team agrees that while this practice is “fully implemented”; it will continue to be a substantial work in progress.

- Indistar training was provided to ELA and Math teams
- ELA and Math curriculum documents have been revised to include units of instruction that will support pre/post testing
- 2016-17 1<sup>st</sup> quarter assessments have been developed for ELA and Math
- ELA and Math teams continue to need support for developing unit assessments and utilizing data for differentiation
- Math unit assessments will be utilized and reported as district assessments in the upcoming school year (coaching structures and protocols are being developed to allow for all junior high schools to review and compile school level unit assessment questions and develop a quarterly district assessment)
- ELA teams will utilize DRA assessment and progress monitoring data to enhance differentiated/individualized instruction - unit assessments will focus on grade level standards but supported through student access to leveled text



**IMO AREA 3: STUDENT SAFETY AND DISCIPLINE**
**Effective Practice within Category:**

Expecting and monitoring sound classroom management (IIIC10)

**Description of full implementation of the Effective Practice and/or Recommendation:**

The faculty and staff develop a discipline management plan that guides student behavior throughout the school. Each teacher establishes rituals and routines within the classroom that produces an atmosphere conducive to learning. Each teacher consistently teaches the campus and classroom plans to all students. Each teacher consistently teaches the rules and procedures in their classroom. Each teacher consistently enforces the agreed upon rules and regulations (IIIC10).

**Current reality of effective practice from the beginning of the year:**

The Student Handbook addresses Student Code of Conduct, which includes school offenses and consequences. Each parent and student at Wonder Jr. High signs a student handbook card acknowledging that they have read and understand everything is the student handbook. During the 2014-15 school year, a school wide PGP goal was developed for 2d - Managing student behavior. All teachers teach classroom rules during the first week of school.

**Current reality of effective practice:**

Fully Implemented – Practices will continue for upcoming school year

- Wonder Jr. High will re-address the importance of teaching rituals routines and procedures during summer retreat
- Each teacher will establish ritual and routines to produce an atmosphere conducive to learning

**IMO AREA 4: FAMILY AND COMMUNITY ENGAGEMENT**
**Effective Practice within Category:**

Defining the purpose, policies, and practices of a school community (IVA01)

**Description of full implementation of the Effective Practice and/or Recommendation:**

No Child Left Behind stipulates that each school in the Title I program develop an agreement, or “compact,” that outlines how parents, school staff, and students will share responsibility for improving academic achievement. Compacts describe how the school and parents can work together to help students achieve the state’s standards.	
<b>Current reality of effective practice from the beginning of the year:</b>  As of August 17, 2015, the parent compact from the previous school year will be revised, in conjunction with parents, faculty, and students.	<b>Current reality of effective practice:</b>  Fully Implemented - Practice will continue for upcoming school year <ul style="list-style-type: none"> <li>All compacts are on file in principal’s office</li> </ul>
<b>IMO AREA 4: FAMILY AND COMMUNITY ENGAGEMENT</b>	
<b>Effective Practice within Category:</b> Post-Secondary School Options (VA01)	
The school has a guidance plan that includes options for students as they plan their college and career opportunities. The school routinely tracks their recent graduates’ success at the next level as they pursue their college and career goals.	
<b>ADE will monitor the following:</b> <ul style="list-style-type: none"> <li>The guidance plan</li> <li>The process of tracking recent graduates</li> </ul>	
<b>Current reality of effective practice from the beginning of the year:</b>  All 9th grade students are required to take Freshman Seminar/AVID. Through this course students are exposed to the	<b>Current reality of effective practice:</b>  Fully Implemented – practice will continue in upcoming school year <ul style="list-style-type: none"> <li>Student interviews for 9<sup>th</sup> grade AVID have been conducted</li> </ul>

three academies and programs of study that are available on the high school campus or at Arkansas State Mid-South campus. This course also links programs of study to careers. Students take interest inventories that may aid in their program of study choice. During freshman orientation, the 10<sup>th</sup> grade counselor speaks to parents and students about AWM expectations. AWM showcases their programs of study by having an Academy Fair for 9<sup>th</sup> grade students. Leading up to pre-registration, students take a tour to ASU-MidSouth to observe the programs offered on their campus. Parent meetings are held to inform parents of the registration process and course offerings. During pre-registration, the 10<sup>th</sup> grade counselor reviews the registration and course-offering book with all 9<sup>th</sup> grade students in a classroom setting. The 10<sup>th</sup> grade school counselor meets one-on-one with each 9<sup>th</sup> grade students to select course for the upcoming school year.

Currently, the Wonder Jr. High Freshman Planning Team meets weekly to discuss high school preparedness and interventions for 9<sup>th</sup> graders.

- Freshman seminar will continue
- ACT prep will continue – student progress will be checked
- All 9<sup>th</sup> grade students have preregistered for high school courses
- Critical reading course will be offered to identified 9<sup>th</sup> grade students
- DRA was given to identified 9<sup>th</sup> grade students – students will be placed in Critical Reading course based on scores
- 9<sup>th</sup> grade AVID and Freshman Seminar students went on vocational tour of ASU –Mid South
- 9<sup>th</sup> grade ACT prep students attended Historically Black College University College Fair and Lion Fever Day at UAPB
- District will provide focused support for freshman seminar and AVID teachers during the upcoming school year

## LEADERSHIP TEAM REFLECTION

Thinking about meetings throughout the year, what have been the most meaningful decisions and actions made by the School Leadership Team this quarter? And what attributed to those changes?

### 1<sup>st</sup> Quarter:

- Instructional team structure was revised to include all faculty in Instructional Teams
- Master schedule revisions were made to support Instructional Teams
- Leadership Team members were assigned as liaisons to Instructional Teams – Liaisons provide instructional support based analysis of school performance and observational data
- Instructional calendar was developed for the school year – calendar includes dates for review of school performance data and instructional team meeting dates
- Plan for providing reading interventions to identified 9<sup>th</sup> grade students was developed and will be implemented 2<sup>nd</sup> quarter

### 2<sup>nd</sup> quarter:

- 1<sup>st</sup> quarter 45-day report data analysis was used to determine a need for monitoring weekly assessments in all classrooms. The instructional leaders for each department are monitoring weekly assessments by requiring the teachers to submit a copy of their current assessments and assignments that will be used for grading and monitoring student progress during the current instructional week. The instructional leaders provide feedback to the teachers, when needed, in the areas of rigor, relevance, and effective grading practices.
- Ron Clark Academy - Five members of the administrative leadership team and seven classroom teachers attended the Ron Clark Academy December. Participants observed live classroom lessons and attended teacher workshops. Academic rigor, student engagement, high expectations, and school climate are major strategies in the Ron Clark Model. Teachers returned and implemented several strategies into their classroom teaching structure. Administrative leadership and school leadership have decided to send several faculty members to the Ron Clark Academy during the second semester. The faculty will implement the Ron Clark model after training.

### 3<sup>rd</sup> Quarter:

- Creating a Culture of Reading – Leadership Team reviewed 6 elements of effective reading instruction. The team discussed each element and determined next steps for developing a school-wide culture of reading. School leaders provided faculty professional development and promoted healthy discussions on developing a school wide focus on reading. All faculty members were encouraged to check out a young adult book from the library. School leaders are recognizing teachers by displaying current books that are being read throughout the building. Teachers are continuously encouraged to promote reading by incorporating elements into daily instruction.
- Priority Improvement Plan Goals/Actions – Leadership Team collaboratively developed goals and actions focused on school needs. The PIP is focused on developing well aligned curriculum/assessments, effectively using school data, fostering a learning environment, and supporting transition both to and from WJHS.

### 4<sup>th</sup> Quarter:

- Wonder Jr. High Reading Initiatives
  - Wonder Junior High School Summer Reading Programs
    - Summer Of Amazing Reading- developed to address 30 students identified below grade level from 6<sup>th</sup>, 7<sup>th</sup> and 8<sup>th</sup> grade
    - Intensive Summer Reading Program – developed to address 18 students identified as significantly below grade level from 6<sup>th</sup>, 7<sup>th</sup>, and 8<sup>th</sup> grade
  - Critical Reading classes will be offered to identified struggling 8<sup>th</sup> grade students during the 2016-17 school year
- District Reading Initiatives
  - West Memphis School District will implement a Literacy Assessment Plan that was introduced to the district administrators and curriculum coaches. The plan includes an outline of districts focus on DRA assessment, student achievement expectations, and data reporting protocols for grade, school, and district level analysis. The assessment plan also includes expectations and protocols to monitor the fidelity of Readers and Writers Workshop implementation.
  - Identified 9<sup>th</sup> grade students were given the DRA – student data was used to determine placement in a new Critical Reading class that will be offered at the high school
- AVID summer training will be provided to selected teachers – WICOR strategies will be included as PD in upcoming faculty summer retreat
- Math, Literacy, and Science utilized Indistar process to revisit and revise curriculum alignment documents

If anything, what do you intend to change or modify for the year?

- Master schedule will be revised to include 7<sup>th</sup> and 8<sup>th</sup> grade literacy a continuous instructional block (90 min)
- 9<sup>th</sup> grade Critical Reading course will be provided for identified struggling students
- AVID class will be offered to a select group of 7<sup>th</sup> grade students – master schedule will be revised to include AVID class
- School wide initiative for integration of RCA, CHAMPS, and AVID – this initiative is focused on both transforming school culture and increased student achievement (professional development for school wide initiative will be provided during summer retreat)
- All students' reading comprehension will be assessed and progress monitored using the DRA – Individualized instruction will be provided based on students needs
- Book room will be developed to include leveled books based on student needs and interests

## SCHOOL LEADERSHIP TEAM'S REPORT FOURTH QUARTER

### STUDENT/ TEACHER DATA by Quarter IMO AREA 2: STUDENT PROGRESS AND ACHIEVEMENT

Grade Level	Number of students enrolled				Number of SWD enrolled as of October 1 <sup>st</sup> per grade level	Number of EL students enrolled as of October 1 <sup>st</sup> per grade level	Number of students with 5 or more referrals				Number of students who have been absent 10 or more days (20% absence rate)			
	1st	2nd	3rd	4th			1st	2nd	3rd	4th	1st	2nd	3rd	4th
7	133	131	132	131	17	0	0	0	6	1	4	8	8	0
8	149	145	147	151	11	0	0	0	3	1	0	8	17	0
9	140	131	137	131	14	0	0	0	1	0	4	8	16	0

#### Comments/ Clarifications:

According to teacher referrals, the majority of the classroom discipline infractions are for talking, not following directions, inappropriate speech or gestures, off task, and/or disruptive behavior.

Interventions that have been used as a result of the infractions are phone calls to parent(s), conference with students and with parent and student, Saturday School, In-School Suspension, corporal punishment, referral to school counselor and Out-of-School Suspension.

The majority of the discipline problems are occurring in the art class.

Grade Level	Percent of core teachers (Math, Science, Social Studies, ELA, Special Education) absent 5 or more days (10%)				Number of <i>ELEMENTARY</i> students that are 2 or more years below grade placement in Math as determined by _____ (Month Determined)		Number of <i>SECONDARY</i> students that are 3 or more years below grade placement in Math as determined by  STAR Sept 1 - 15 May 2 - 20		Number of <i>ELEMENTARY</i> students that are 2 or more years below grade placement in ELA as determined by  _____/_____  (Month Determined)		Number of <i>SECONDARY</i> students that are 3 or more years below grade placement in ELA as determined by  STAR Sept 1 – 15 May 2 - 20	
	1st	2nd	3rd	4th	1st Quarter	4th Quarter	1st Quarter	4th Quarter	1st Quarter	4th Quarter	1st Quarter	4th Quarter
<b>7</b>	0%	42%	50%	8%			23	21			44	32
<b>8</b>	13%	33%	38%	23%			40	30			59	53
<b>9</b>	14%	11%	25%	25%			42	33			75	64

**Comments/ Clarifications:**

1/12 7<sup>th</sup> grade teachers, 3/13 8<sup>th</sup> grade teachers, and 2/8 9<sup>th</sup> grade teachers were absent due to illness.



**MATH DATA by Quarter for Grades 3-10**

Grade Level	Number of students that failed Math the previous year	Number of students enrolled this quarter	Number of students with D or F in Math class per quarter 2015-2016				Number of students assessed on each post-unit assessment for the current quarter				Total number of students assessed on the post-unit tests for each grade level (A)	Total number of students with D or F on unit tests in Math this quarter (B)	Percent of students with D or F on any unit tests in Math (C)  (B/A) X 100 = C			
			1st	2nd	3rd	4th	Unit 1	Unit 2	Unit 3	Unit 4*			1st	2nd	3rd	4th
7	16	131	56	45	35	23	119	114	106		339	154	47%	35%	45%	45%
8	8	151	62	49	42	31	137	147	129		368	152	76%	43%	44%	41%
9	9	131	54	41	47	44	113	115	103		331	171	46%	63%	67%	52%
<b>Example</b>							<b>100</b>	<b>90</b>	<b>95</b>	<b>N/A</b>	<b>285</b>	<b>57</b>	<b>20%</b>			

**Comments/ Clarifications:** The number of 7<sup>th</sup> and 8<sup>th</sup> grade students receiving a D or F for current quarter reflects students taking 2 Math classes (Grade Level Math and Math Skills)

**ELA DATA by Quarter for Grades 3-10**

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Grade Level	Number of students that failed ELA the previous year	Number of students enrolled this quarter	Number of students with D or F in ELA class per quarter 2015-2016				Number of students assessed on each post-unit assessment for the current quarter				Total number of students assessed on the post-unit tests for each grade level	Total number of students with D or F on unit tests in ELA this quarter	Percent of students with D or F on any unit tests in ELA			
			1st	2nd	3rd	4th	Unit 1	Unit 2	Unit 3	Unit 4*			1st	2nd	3rd	4th
7	11	131	64	35	51		115	121	113		349	143	25%	52%	55%	41%
8	17	151	36	11	76		118	118	122		358	111	51%	50%	51%	31%
9	16	131	36	56	41		76	90	91		257	142	40%	59%	40%	55%
<b>Example</b>							<b>100</b>	<b>90</b>	<b>95</b>	<b>N/A</b>	<b>285</b>	<b>57</b>	<b>20%</b>			

**Comments/ Clarifications:**

**Do you have other data sources that support and/or identify that you are making gains in student outcomes (For example: Interim assessments such as ACT Aspire, TLI, etc.)?** *You may include a chart to describe your data.*

## Wonder Jr. High Star Math Data 2015-2016

### 7<sup>th</sup> Grade Star Data 2015-2016

Screening	At or Above Benchmark		On Watch		Intervention		Urgent Intervention		Students Tested
Fall	30%	39	27%	35	22%	28	20%	26	$\frac{128}{131}$
Winter	39%	49	23%	29	20%	26	18%	23	$\frac{127}{130}$
Spring	40%	51	18%	23	21%	27	21%	27	$\frac{128}{129}$

### 8<sup>th</sup> Grade Star Data 2015-2016

Screening	At or Above Benchmark		On Watch		Intervention		Urgent Intervention		Students Tested
Fall	38%	54	21%	30	25%	36	16%	23	$\frac{143}{146}$
Winter	37%	50	19%	25	30%	40	15%	20	$\frac{135}{150}$
Spring	35%	50	17%	25	28%	40	20%	29	$\frac{144}{150}$

### 9<sup>th</sup> Grade Star Data 2015-2016

Screening	At or Above Benchmark		On Watch		Intervention		Urgent Intervention		Students Tested
Fall	47%	60	22%	29	20%	26	11%	14	$\frac{129}{137}$
Winter	54%	65	16%	19	21%	26	9%	11	$\frac{121}{129}$
Spring	48%	58	19%	23	19%	23	15%	18	$\frac{122}{129}$

### Star Math Growth Comparison Chart (SGP 35 or Above)

7 <sup>th</sup> Grade Growth 2015-2016	8 <sup>th</sup> Grade Growth 2015-2016	9 <sup>th</sup> Grade Growth 2015-2016
$\frac{83}{126} = 65.8\%$	$\frac{76}{143} = 53\%$	$\frac{76}{123} = 61\%$
7 <sup>th</sup> Grade Growth 2014-2015	8 <sup>th</sup> Grade Growth 2014-2015	9 <sup>th</sup> Grade Growth 2014-2015
$\frac{73}{120} = 61\%$	$\frac{61}{121} = 50\%$	$\frac{58}{114} = 51\%$
Growth for 2015-2016		59%
Growth for 2014-2015		54%

### Growth for SPED population based on Math Star Data 2015-2016 (at 35 SGP or Above)

7 <sup>th</sup> Grade	8 <sup>th</sup> Grade	9 <sup>th</sup> Grade
5 out of 11 (45%) students showed growth	2 out of 6 (33%) students showed growth	4 out of 9 (44%) students showed growth
<ul style="list-style-type: none"> <li>Out of 26 students tested 11 students showed growth <b>(42%)</b></li> </ul>		

Wonder Jr High  
2015-2016  
STAR Reading Data

7<sup>th</sup> Grade

Screenings	At/Above Benchmark	On Watch	Intervention	Urgent Intervention	Students Tested
Fall	27	22	33	48	130/131
Winter	24	28	39	37	128/130
Spring	17	33	35	44	129/129

8<sup>th</sup> Grade

Screenings	At/Above Benchmark	On Watch	Intervention	Urgent Intervention	Students Tested
Fall	21	24	46	50	147/148
Winter	18	27	54	42	141/150
Spring	22	20	45	58	145/150

9<sup>th</sup> Grade

Screenings	At/Above Benchmark	On Watch	Intervention	Urgent Intervention	Students Tested
Fall	18	15	50	44	133/139
Winter	17	21	38	52	128/131
Spring	16	15	38	55	124/129

222/394 (56%) students showed growth during the 2015-2016 school year.

Growth for SpEd Population based on Star Reading Data

7 <sup>th</sup> Grade	8 <sup>th</sup> Grade	9 <sup>th</sup> Grade
5/8 63%	2/6 33%	3/9 33%

10/23 (43%) SpEd students showed growth during the 2015-2016 school year.

Wonder Jr. High  
Reading Data  
Spring Comparison Results  
2015-2016

Grade Level	At/Above Benchmark		On Watch		Intervention		Urgent Intervention	
	2015	2016	2015	2016	2015	2016	2015	2016
7 <sup>th</sup>								
Percent	14%	13%	16%	26%	40%	27%	31%	34%
Number of Students	19/135	17/129	21/135	33/129	54/135	35/129	42/135	44/129
8 <sup>th</sup>								
Percent	15%	15%	14%	14%	40%	31%	30%	40%
Number of Students	21/138	22/145	20/138	20/145	55/138	45/145	42/138	58/145
9 <sup>th</sup>								
Percent	12%	13%	8%	12%	26%	31%	54%	44%
Number of Students	16/129	16/124	10/129	15/124	33/129	38/124	70/129	55/124



