

District Name:	School Name:	School Code:	Year:
Wilson County	Vick Elementary School	357	2015-2016
Principal Name (or Designee)	Tonja S Harris	Principal Name (or Designee) Email	tonja.harris@wilsonschoolsnc.net
School Mission	Our mission at Vick Elementary School is to create an environment where every adult enters our building eager to give students the tools they need to succeed in a global economy and where every student accepts responsibility for their own learning.		
School Vision	Vick Elementary School is a place where teachers, parents, and community volunteers work together to provide support, encouragement, and guidance to our students ensuring they reach their full potential and become lifelong learners prepared to compete in a global economy.		
Data Analysis: Give a brief description of the data sources your team analyzed and the root causes uncovered during the analysis. What was learned from the data review? How did these data inform decisions for school improvement initiatives? (to include TWC, EOG/EOC results, attendance, graduation rates, among other sources of data)			
<p><i>Samuel H. Vick (Vick) Elementary School is located in Wilson, North Carolina and has a rich history, given the school is on the site of Wilson Colored High School, which was established in 1921. The school once served as Darden Senior High and later Darden-Vick Middle School. Samuel H. Vick Elementary school serves approximately 355 students in grades pre-kindergarten through five. Our student population is 69% African American, 25% Hispanic and 3% White. Approximately 100% of our students are eligible for free or reduced lunch. The Exceptional Children's program serves approximately 12% of the students and includes a cross-categorical multi-aged classroom. Approximately 9% of the students are identified as Limited English Proficient, and there are no identified AIG students. The principal is in her second year of leadership at the school. There is a half-time assistant principal in her second year of leadership as well. Our school has twenty-nine highly qualified teachers and 24% of the staff hold advanced degrees. Vick has a turnover rate of 9%.</i></p> <p><i>Vick Elementary did not meet expected growth in the 2014-2015 school year as measured by NC EOG. Third, fourth, and fifth grade Reading dropped 4.4% from the previous year and Math dropped 8.9% from the previous year. This school has 3 subgroups, Black, Economically Disadvantaged, and ALL students. There is not a recognizable achievement gap between these three subgroups. The Black and Economically Disadvantaged students are performing at the same rate. Our three year cohort trends by grade level show a drastic decline in EOY results for all grade levels with the exception of fourth grade Reading. Our daily student attendance rate is 95%. Last year Vick had 58 discipline referrals, down from 134 the previous year. Suspensions dropped from 109 in 2013-2014 to 43 in 2014-2015.</i></p> <p><i>Our team analyzed EOG, EVAAS, Discipline Data, Parent Surveys and attendance data to develop our school improvement plan. This year our school is using our discipline data to drill down the location, time, and type of infraction. We found the root causes to be lack of effective instruction due to teacher's need for professional development on the standards. We also noted lack of engaging lessons as a cause as evident by most of the referrals being classroom disruptions. Lastly, we noted teacher attendance as a cause for the scores dropping due to inconsistency in effective lesson delivery.</i></p>			

District Name:	School Name:	School Code:	Year:
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GOAL #1: (SMART - Specific, Measurable, Attainable, Realistic, Time-Bound)	Currently third grade reading proficiency on the NC EOG is 10.5%. By June 2016, third grade reading proficiency on the NC EOG will increase by 9.5% to 20% proficiency.		
	SBE Goal Alignment:	Goal 1: Every student in the NC Public School System graduates from high school prepared for work, further education and citizenship.	
	LEA Goal Alignment:	Every Wilson County Schools student receives a personalized education in order to graduate from high school prepared for work, further education, and citizenship	
	Indistar Indicator: (if applicable)		
Progress:	Progress Monitoring Status:	Has Begun	
GOAL #2: (SMART - Specific, Measurable, Attainable, Realistic, Time-Bound)	By June 2016 we will increase by 12.5% to 22.6% of students who are College and Career Ready. Currently our students in grades 3-5 are 10.1% overall on the NC EOG in Reading and Math.		
	SBE Goal Alignment:	Goal 1: Every student in the NC Public School System graduates from high school prepared for work, further education and citizenship.	
	LEA Goal Alignment:	Every Wilson County Schools student receives a personalized education in order to graduate from high school prepared for work, further education, and citizenship	
	Indistar Indicator: (if applicable)		
Progress:	Progress Monitoring Status:	Has Begun	
GOAL #3: (SMART - Specific, Measurable, Attainable, Realistic, Time-Bound)	By June 2016 we will increase the number of students who are Grade Level Proficient by 5.7% to 25% of our students being proficient as measured by the NC State Standards of levels 3, 4's, and 5's. Currently 19.3% of our students are showing Grade Level Proficiency overall.		
	SBE Goal Alignment:	Goal 1: Every student in the NC Public School System graduates from high school prepared for work, further education and citizenship.	
	LEA Goal Alignment:	Every Wilson County Schools student receives a personalized education in order to graduate from high school prepared for work, further education, and citizenship	
	Indistar Indicator: (if applicable)		
Progress:	Progress Monitoring Status:	Has Begun	

District Name:	School Name:	School Code:	Year:
Wilson County	Vick Elementary School	357	2015-2016
GOAL #1:	<i>Currently third grade reading proficiency on the NC EOG is 10.5%. By June 2016, third grade reading proficiency on the NC EOG will increase by 9.5% to 20% proficiency.</i>		
Strategy #1: Describe the strategy that will support this goal	<i>Provide professional development for all grades K-3 staff in utilizing READ 3D data to improve Reading instruction.</i>		
Progress:	Progress Monitoring Status:	Partially Implemented	
Tasks/Action Steps: Describe the action steps that will be taken to support this strategy.	<i>Analyze READ 3D data during PLC's and develop a plan for addressing the deficits. We will schedule professional development sessions with Instructional Services and RITS teachers.</i>		
	Evidence: (Identify documents and artifacts)	PLC Agendas, Data Charts, PD Logs	
	Person(s) Responsible:	Administration, RITS teachers, Classroom Teachers	
	Timeline:	September-June; Monitoring- Monthly	
	Budge Amount: (if applicable)	Na	Budget Source: (if applicable)
Strategy #2: Describe the strategy that will support this goal	<i>Develop Intervention lessons to atack deficits in READ 3D benchmarks, and progress monitoring data.</i>		
Progress:	Progress Monitoring Status:	Has Begun	
Tasks/Action Steps: Describe the action steps that will be taken to support this strategy.	<i>The bottom 5% of the grade level is pulled by RITS (Literacy Specialists).</i>		
	Evidence: (Identify documents and artifacts)	RITS Schedule and lesson plans	
	Person(s) Responsible:	Sherry Joseph and Allyson Smith	
	Timeline:	October-June; Monitoring Monthly	

	Budge Amount: (if applicable)	NA	Budget Source: (if applicable)	NA
Strategy #3: Describe the strategy that will support this goal	<i>Share progress with students and parents through conferencing and information sessions.</i>			
Progress:	Progress Monitoring Status:	Has Begun		
Tasks/Action Steps: Describe the action steps that will be taken to support this strategy.	<i>Schedule conferences with students and parents. Prepare an explicit plan for what parents can do to help. Continue to schedule follow up meetings to share progress until the deficit is mastered.</i>			
	Evidence: (Identify documents and artifacts)	Conference Schedule and Minutes		
	Person(s) Responsible:	Classroom Teachers		
	Timeline:	October-June; Monitoring Monthly		
	Budge Amount: (if applicable)	NA	Budget Source: (if applicable)	NA

District Name:	School Name:	School Code:	Year:
Wilson County	Vick Elementary School	357	2015-2016
GOAL #2:	<i>By June 2016 we will increase by 12.5% to 22.6% of students who are College and Career Ready. Currently our students in grades 3-5 are 10.1% overall on the NC EOG in Reading and Math.</i>		
Strategy #1: Describe the strategy that will support this goal	<i>Provide professional development in utilizing SchoolNet data to impact instructional planning.</i>		
Progress:	Progress Monitoring Status:	Has Begun	
Tasks/Action Steps: Describe the action steps that will be taken to support this strategy.	<i>Schedule professional development with WCS District SchoolNet Trainer. Teachers share and discuss data from SchoolNet during PLC's, monitor the use of SchoolNet in all classrooms, chart data based on SchoolNet to monitor growth, share SchoolNet results with students and parents through conferencing and "Status of the School" assemblies.</i>		
	Evidence: (Identify documents and artifacts)	SchoolNet Data, Data Charts, parent conference sign-in and minutes, Status of the School presentations	
	Person(s) Responsible:	Administration, All Classroom teachers	
	Timeline:	September-June; Monitoring monthly	
	Budge Amount: (if applicable)	NA	Budget Source: (if applicable)
Strategy #2: Describe the strategy that will support this goal	<i>Utilize Instructional Assistants for flexible grouping in grades 3-5.</i>		
Progress:	Progress Monitoring Status:	Has Begun	
Tasks/Action Steps: Describe the action steps that will be taken to support this strategy.	<i>Teachers create lesson plans for small groups based on data, Assistants pull small intervention groups to improve skill, students are assessed for mastery of skill, and new skill groups are created.</i>		
	Evidence: (Identify documents and artifacts)	Flexible grouping lesson plans, Schedule for Instructional Assistants	
	Person(s) Responsible:	Classroom Teachers, Instructional Assistants, Administration	
	Timeline:	October; Monitored monthly	

	Budge Amount: (if applicable)	NA	Budget Source: (if applicable)	NA
Strategy #3: Describe the strategy that will support this goal	<i>Curriculum nights will be aligned with the instructional focus based on need as identified by data from EOG, READ 3D, SchoolNet, Homework, Classwork, and EOY Math Assessments.</i>			
Progress:	Progress Monitoring Status:	Partially Implemented		
Tasks/Action Steps: Describe the action steps that will be taken to support this strategy.	<i>Analyze data and prepare parent night that addresses the need. Curriculum Committee creates the guidelines and theme for the night. Market to all parents using all forms of social media, flyers, and Blackboard connect. Give Parents a survey to complete at the end of the night. Assess Parent Feedback from surveys.</i>			
	Evidence: (Identify documents and artifacts)	Data, Committee Minutes, Flyers, Blackboard Connect Announcements, Program from Parent Night, Copy of parent survey, and parent survey feedback report		
	Person(s) Responsible:	Curriculum Committee		
	Timeline:	October; Monitored monthly		
	Budge Amount: (if applicable)	Title 1	Budget Source: (if applicable)	Title 1

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Wilson County	Vick Elementary School	357	2015-2016
GOAL #3:	<i>By June 2016 we will increase the number of students who are Grade Level Proficient by 5.7% to 25% of our students being proficient as measured by the NC State Standards of levels 3, 4's, and 5's. Currently 19.3% of our students are showing Grade Level Proficiency overall as measured by the state.</i>		
Strategy #1: Describe the strategy that will support this goal	<i>Provide professional development for staff to ensure students are taught lessons that incorporate a high level of questioning.</i>		
Progress:	Progress Monitoring Status:	Has Begun	
Tasks/Action Steps: Describe the action steps that will be taken to support this strategy.	<i>All teachers complete Thinking Maps Modules and incorporate Thinking Maps into their lessons</i>		
	Evidence: (Identify documents and artifacts)	Thinking Maps Module completion reports, student maps in all content areas	
	Person(s) Responsible:	Tonja Harris- Principal; Melissa Wilber- School level Instructional Coach; Elizabeth Dollar- Professional Development Administator	
	Timeline:	September; Monitoring Monthly	
	Budge Amount: (if applicable)		Budget Source: (if applicable)
Strategy #2: Describe the strategy that will support this goal	<i>Students will be assigned a staff member to monitor their level of questioning.</i>		
Progress:	Progress Monitoring Status:	Has Begun	
Tasks/Action Steps: Describe the action steps that will be taken to support this strategy.	<i>Students will be assigned mentors to monitor their grades. Staff members will use a goal planning sheet to help students create SMART Goals and monitor them. A celebration will be held for students who meet or exceed their goal sponsored by a Community Partner.</i>		
	Evidence: (Identify documents and artifacts)	Mentor Assignment Chart, Calendar of Mentor Dates	
	Person(s) Responsible:	Karen Stephenson	
	Timeline:	October; Monitored Monthly	

	Budge Amount: (if applicable)	NA	Budget Source: (if applicable)	NA
Strategy #3: Describe the strategy that will support this goal	<i>Instruction is differentiated for all students.</i>			
Progress:	Progress Monitoring Status:	Has Begun		
Tasks/Action Steps: Describe the action steps that will be taken to support this stratgegy.	<i>EC, ESL, and AIG teachers present best practices during Staff Development Day. EC, ESL, and AIG teachers participate in PLC's to share best practices.</i>			
	Evidence: (Identify documents and artifacts)	Staff Meeting and PLC Agendas and Minutes		
	Person(s) Responsible:	Crystal Dermer AIG , Jennifer Watford- ESL, Mary Ellen Joyner-EC		
	Timeline:	September; Monitoring Monthly		
	Budge Amount: (if applicable)	NA	Budget Source: (if applicable)	NA

Vick	All (1.5)		E.D.		Not E.D.		Black		Hispanic		White		WCS	WCS E.D.	WCS-Not E.D.	WCS-Black	WCS-Hisp.	WCS-White
	158	Off the WCS Mark	125	Off the WCS Mark	93	Off the WCS Mark	111	Off the WCS Mark	139	Off the WCS Mark	111	Off the WCS Mark						
BOTH Reading and Math Proficiency																		
3rd - 5th Reading and Math													3rd - 5th Reading and Math					
2011	63.0	(7.1)	63.4	2.0	-	-	63.3	6.9	65.2	(4.8)	-	-	75.1	65.4	66.9	64.4	70.0	66.3
2012	54.8	(13.5)	53.6	(8.9)	-	-	53.9	(8.3)	60.9	(8.3)	-	-	66.9	59.6	67.7	61.4	69.2	64.1
2013	52.2	(15.5)	52.5	(5.4)	-	-	52.9	5.9	57.9	(15.9)	-	-	72.7	54.7	66.6	58.8	62.6	63.5
2014		0.0		0.0			0.0	0.0	0.0	0.0			0.0					
2015		0.0		0.0			0.0	0.0	0.0	0.0			0.0					
Reading Proficiency																		
3rd - 5th Reading = 158													3rd - 5th Reading					
2011	67.4	(6.2)	67.9	3.7	-	-	68.8	6.9	65.2	(7.2)	-	-	73.6	66.2	68.0	61.9	72.4	67.8
2012	58.7	(13.1)	57.6	(6.3)	-	-	58.6	(1.9)	60.9	(10.4)	-	-	71.6	63.9	69.9	60.2	71.8	66.2
2013	14.6	(23.0)	14.0	(12.4)	-	-	15.3	(7.0)	11.8	(22.1)	-	-	37.6	28.4	36.0	29.3	38.0	38.4
2014	16.4	(21.9)	15.4	(12.2)	-	-	16.2	(7.1)	13.0	(22.0)	5.0	(51.7)	38.9	27.6	31.8	28.3	39.0	38.7
2015	12.0	(24.4)	11.1	(14.0)			0.0	9.0	(11.7)	(16.1)	5.0	(51.9)	36.4	29.1		28.7	34.8	36.4
3rd Reading = 57																		
2011	77.6	11.8	77.6	19.1	-	-	82.9	27.7	50.0	(14.8)	-	-	57.9	54.5	61.1	55.2	64.6	60.0
2012	58.9	(6.9)	58.2	(0.3)	-	-	64.6	9.6	28.6	(19.5)	-	-	65.4	58.1	63.2	58.0	64.1	70.2
2013	18.9	(24.6)	18.8	(0.8)	-	-	16.2	(6.0)	14.3	(22.6)	-	-	40.9	30.9	33.6	25.2	39.3	38.1
2014	18.8	(24.8)	19.9	(11.4)	-	-	17.9	(18.8)	5.0	(27.7)	5.0	(57.36)	39.1	27.5	36.4	29.7	39.2	42.4
2015	10.5	(26.9)	8.7	(12.4)			0.0	7.9	(12.4)	21.5	(12.4)	5.0	37.4	21.1		28.1	39.9	38.8
4th Reading = 49																		
2011	65.9	(11.3)	69.2	(4.7)	-	-	61.3	(5.4)	67.5	6.3	-	-	79.0	73.9	80.7	67.7	81.2	80.0
2012	56.6	(13.8)	54.9	(10.8)	-	-	59.8	(9.8)	62.5	(17.3)	5.0	(51.5)	79.5	63.9	69.5	60.9	68.2	83.9
2013	26.9	(18.6)	26.9	(4.0)	-	-	21.6	0.1	20.0	(8.7)	-	-	36.6	24.9	33.9	21.5	29.7	38.2
2014	15.4	(27.1)	15.4	(0.1)	-	-	13.8	(0.1)	20.0	(20.0)	5.0	(50.4)	39.0	30.5	33.9	21.9	28.9	39.5
2015	14.3	(24.5)	18.4	(10.8)			0.0	11.4	(10.7)	9.1	(16.4)	5.0	37.4	28.4		21.1	34.6	38.8
5th Reading = 52																		
2011	57.8	(20.8)	55.8	(16.4)	-	-	54.5	(8.3)	67.1	(17.7)	-	-	76.8	71.6	80.1	67.8	74.8	80.3
2012	60.9	(14.7)	60.0	(8.4)	-	-	78.9	11.0	27.0	0.1	-	-	65.1	66.4	69.9	62.4	81.2	80.2
2013	7.0	(24.5)	5.0	(14.8)	-	-	8.1	(6.0)	5.0	(22.1)	-	-	31.6	28.8	29.4	28.0	24.8	25.6
2014	15.1	(17.0)	15.1	(6.8)	-	-	16.3	(5.3)	12.5	(12.5)	5.0	(47.3)	32.6	23.7	26.6	26.6	23.0	32.7
2015	11.5	(21.8)	7.3	(14.2)			0.0	7.9	(8.1)	21.4	(10.8)	5.0	34.1	23.8		28.2	36.1	38.7
Math Proficiency																		
3rd - 5th Math = 158													3rd - 5th Math					
2011	82.2	(4.0)	82.4	1.1	-	-	83.5	4.8	82.6	(3.4)	-	-	86.2	81.9	86.0	78.7	88.0	85.0
2012	80.0	(5.1)	79.5	(0.8)	-	-	78.9	1.0	87.0	0.1	-	-	85.1	80.1	85.0	77.0	86.9	83.9
2013	19.2	(12.5)	18.6	(3.4)	-	-	19.8	3.5	11.8	(22.1)	-	-	41.9	22.6	28.8	22.3	31.0	40.1
2014	17.1	(15.4)	18.2	(6.1)	-	-	14.4	(1.9)	30.4	(4.6)	5.0	(46.3)	32.9	22.9	24.9	16.3	30.0	51.3
2015	8.2	(24.1)	8.8	(12.1)			0.0	6.3	(10.6)	12.8	(10.9)	5.0	38.9	21.9		24.9	39.7	39.8
3rd Math = 57																		
2011	89.8	8.8	89.8	13.1	-	-	90.2	18.8	87.5	4.6	-	-	91.0	78.7	81.7	71.4	82.0	87.4
2012	71.4	(19.0)	70.9	(5.8)	-	-	72.9	(6.4)	71.4	(13.6)	-	-	81.4	76.7	81.6	73.3	86.0	80.1
2013	4.1	(29.8)	4.1	(20.3)	-	-	48.9	(4.0)	5.0	(27.8)	-	-	38.4	29.8	37.7	27.8	40.8	38.6
2014	14.6	(22.1)	11.4	(14.8)	-	-	12.8	(18.8)	20.0	(20.4)	5.0	(51.46)	36.7	28.1	38.2	28.6	38.1	40.4
2015	5.0	(24.2)	5.0	(22.5)			0.0	5.0	(19.8)	7.1	(11.5)	5.0	36.1	23.1		28.8	38.8	36.1
4th Math = 49																		
2011	80.5	(8.7)	82.1	(3.5)	-	-	80.5	(2.3)	87.5	(1.9)	-	-	89.0	85.6	90.0	82.9	89.9	89.0
2012	86.8	(5.8)	86.3	2.7	-	-	86.4	5.3	87.5	0.6	-	-	86.5	83.6	86.0	81.9	86.9	89.0
2013	27.9	(18.6)	27.9	0.9	-	-	27.0	7.4	48.0	4.0	-	-	36.6	27.0	38.1	28.6	36.0	55.8
2014	17.9	(21.8)	17.9	(0.1)	-	-	13.8	(1.0)	30.0	(10.1)	5.0	(52.4)	36.9	28.6	36.2	27.7	40.5	57.6
2015	14.3	(24.7)	15.8	(10.6)			0.0	11.4	(6.0)	18.2	(10.2)	5.0	34.6	24.8		21.9	37.6	36.6
5th Math = 52																		
2011	75.6	(11.8)	74.4	(8.3)	-	-	78.4	(1.3)	71.4	(17.3)	-	-	87.4	82.9	84.8	79.6	88.8	86.0
2012	82.6	(2.5)	82.2	1.9	-	-	77.8	2.3	85.0	4.3	-	-	85.1	80.3	86.6	80.1	91.3	88.2
2013	28.9	(18.8)	19.0	(11.8)	-	-	21.6	(10.1)	5.0	(16.4)	-	-	40.9	30.8	38.1	28.9	41.4	50.1
2014	18.9	(14.8)	18.9	(11.3)	-	-	16.3	(7.8)	37.5	(4.4)	5.0	(43.36)	40.9	30.5	39.2	24.1	31.0	40.4
2015	7.7	(26.8)	7.3	(25.1)			0.0	5.3	(10.9)	14.3	(10.8)	5.0	44.6	31.4		28.6	38.9	37.4
Science Proficiency																		
5th Science = 52													5th Science					
2011	82.2	(19.3)	80.5	(8.9)	-	-	82.6	(8.4)	82.9	(10.2)	-	-	81.7	75.2	82.5	71.0	81.1	85.4
2012	58.7	(11.6)	60.0	(9.1)	-	-	60.0	(9.7)	87.5	1.4	-	-	72.1	69.9	82.9	69.2	86.1	83.1
2013	37.2	1.7	35.7	9.5	-	-	40.5	19.9	5.0	(28.1)	-	-	35.6	28.2	37.7	28.6	38.1	58.4
2014	28.3	(18.8)	28.3	(6.1)	-	-	25.6	(9.6)	37.5	(18.8)	5.0	(60.0)	44.1	34.4	41.1	28.2	41.3	60.0
2015	4.6	(21.8)	3.8	(20.4)			0.0	7.9	(12.6)	24.9	(20.4)	5.0	51.4	36.1		28.9	39.7	71.1

NC	NC E.D.	NC-Not E.D.	NC-Black	NC-Hisp.	NC-White
3rd - 5th Reading and Math					
67.6	53.3	62.8	48.5	64.4	70.0
67.6	54.2	61.1	49.4	55.1	73.3
52.8	17.4	49.8	46.2	38.1	63.5
0.0	0.0				
0.0	0.0				
3rd - 5th Reading					
79.7	58.2	69.2	54.3	57.7	83.9
71.9	59.1	69.4	59.3	56.5	82.2
43.9	28.7	42.5	25.6	28.8	38.4
48.7	29.1	43.7	28.3	39.2	37.8
46.1	29.7		26.7	28.9	38.4
3rd Reading					
67.6	54.8	63.9	51.4	51.7	70.8
68.8	56.2	63.7	52.8	53.3	80.5
45.9	29.0	40.7	27.1	28.1	38.1
47.7	29.7	47.4	28.4	31.9	41.1
46.5	31.8		29.2	30.1	40.3
4th Reading					
71.6	59.7	69.5	55.4	58.3	83.0
71.6	59.9	67.4	56.9	56.1	82.9
43.7	28.3	43.3	21.7	24.9	36.7
44.1	29.0	44.3	21.6	28.9	37.9
47.1	31.2		28.0	28.8	40.7
4th Reading					
73.3	60.3	66.4	57.0	59.1	82.9
73.3	60.9	67.2	59.2	58.2	82.7
29.6	24.4	30.5	20.0	23.6	32.6
30.9	23.0	30.5	20.2	24.1	33.1
42.3	28.2		28.2	28.4	36.2
3rd - 5th Math					
82.4	74.2	81.8	69.0	78.5	89.0
82.8	73.0	82.5	70.0	78.3	89.7
41.9	27.7	40.1	22.2	26.7	33.8
43.1	28.2	41.3	22.9	31.5	34.8
44.1	29.1		24.3	24.6	36.1
3rd Math					
91.1	78.3	91.1	67.8	77.6	90.9
82.8	75.0	83.2	69.0	78.9	90.2
48.9	31.4	43.3	21.4	25.8	38.6
48.1	34.6	47.1	21.1	31.1	40.4
48.8	34.8		29.7	38.3	41.1
4th Math					
83.8	78.4	82.8	71.2	81.0	90.7
86.1	78.4	84.1	71.6	81.4	91.6