

Cypress-Fairbanks Independent School District

Rennell Elementary School







2023-2024



Mission Statement

"To perform better today than we did yesterday"

Vision

 <p>RENNELL REDHAWKS</p> <p>To Perform Better Today Than We Did Yesterday</p>	 <p>CULTURE</p> <p>A collaborative culture in which we value each others' strengths</p>
 <p>ACHIEVEMENT</p> <p>Eliminate gaps between student populations and work to add value to all students</p>	 <p>TECHNOLOGY</p> <p>Purposeful technology integration in the classroom</p>
 <p>COMMUNICATION</p> <p>Positive and professional communication using multiple platforms to reach stakeholders</p>	 <p>LEADERSHIP</p> <p>Grow and develop leaders who grow others</p>

Comprehensive Needs Assessment

Needs Assessment Overview

Needs Assessment Overview Summary

Student Achievement

Student Achievement Strengths

The following strengths were identified based on a review of the 2022-23 data.

READING:

- Fourth grade Reading scored above the set target
- The Special Education subpopulations was at 90% for 4th grade Reading. This was 15% above the district in reading.
- Our 5th grade Economically Disadvantage subpopulation scored 93% which was 11 points above the target and 15 points above the district.
- 99% of 4th grade white students passed the STAAR test at the approaches level.
- A large percentage of our students mastered their STAAR Reading test: 40% of 3rd graders, 41% of 4th graders, and 55% of 5th graders.

MATH:

- All grade levels performed higher than the district average.
- 100% of our 5th grade African American students passed the STAAR test.
- We grew from 2022 to 2023 in all areas.
- A large percentage of our students mastered their STAAR Math test: 34% of 3rd graders, 36% of 4th graders, and 45% of 5th graders.

SCIENCE:

- 32% of our 5th graders mastered the Science STAAR test.
- We closed many achievement gaps with very few populations having gaps larger than 10% between subpopulations.

Problem Statements Identifying Student Achievement Needs

Problem Statement 1: RLA: Our Economically Disadvantaged and Hispanic subpopulations performed lower than other subpopulations. **Root Cause:** RLA: Rennell needs more ESL certified teachers to implement ESL strategies consistently within the classroom.

Problem Statement 2: Math: There were unanticipated gaps between subpopulations especially in 4th grade. **Root Cause:** Math: Lack of training for incoming 4th grade teachers, including ESL training.

Problem Statement 3: Science: Hispanic and Emergent Bilingual populations scored over 10% lower than all students. **Root Cause:** Science: Accommodation and differentiation are not being used consistently and purposefully.

Problem Statement 4: Students are beginning the 2023-24 school year with learning gaps. **Root Cause:** The onset of COVID-19 in the spring of 2020 and the implications of modified instructional methods necessitated by the need for immediate remote learning.

School Culture and Climate

School Culture and Climate Strengths

The following are strengths of the campus in regard to school culture and climate.

- Staff report a positive environment and friendly colleagues.
- A great deal of parental support.
- Praise and recognition is built into the school culture.
- High standards for student and staff behavior and performance.

Problem Statements Identifying School Culture and Climate Needs

Problem Statement 1: Administrators are not spending enough time in classrooms. **Root Cause:** More and more students and teachers have been added to our campus due to the growth of the community, but no additional administrators have been added.

Staff Quality, Recruitment, and Retention

Staff Quality, Recruitment, and Retention Strengths

The following are strengths of the campus in regard to staff quality, recruitment, and retention.

- Rennell has a very low turnover rate of teachers as compared to the district and the state.
- Rennell attracts highly qualified, experienced teachers.
- Rennell plans and facilitates on campus training to continue to grow our teachers throughout the year including bringing in consultants, #EachOneTeachOne in which teachers share their expertise with their peers, and weekly blog posts with instructional strategies to help grow the staff.

Problem Statements Identifying Staff Quality, Recruitment, and Retention Needs

Problem Statement 1: Teacher/Paraprofessional Attendance: Teacher and paraprofessional absence rates are higher than student absence rates. **Root Cause:** Teacher/Paraprofessional Attendance: Staff feel overworked and want to be able to take their days off when they want to. There is not an incentive to not use days off.

Parent and Community Engagement

Parent and Community Engagement Strengths

The following are strengths of the campus in regard to parent and community engagement.

- Rennell is incredibly blessed to have extremely active, supportive, engaged parents and guardians overall.
- We have numerous parent volunteer opportunities on our campus including:
 - Junior Achievement
 - Watch DOGS
 - Library Volunteers
 - Garden Day Volunteers
 - PTO
 - Parent Readings

Problem Statements Identifying Parent and Community Engagement Needs







Problem Statement 1: Very few parents attend our curriculum parent nights at the school. **Root Cause:** The information is not provided at a time or in a format that is appealing to parents.










Goals

Goal 1: Academic Achievement: The district will ensure academic performance and achievement levels that reflect excellence in learning and attainment of both high expectations and high standards for all students.

Performance Objective 1: Curriculum and Instruction & Accountability: By the end of the current school year, students will meet or exceed the STAAR performance targets as noted on the attached CIP data table.

Evaluation Data Sources: STAAR RLA, Math, and Science








Strategy 1 Details	Formative Reviews		
<p>Strategy 1: RLA: Teachers will focus on providing students with the foundational reading skills needed to decode words. Data from adaptive practice software, M-class, MAP, classroom and district assessments will be utilized to provide differentiated and targeted small group instruction.</p> <p>Additionally, a writing consultant will work with 1st-5th grade teachers to provide research-proven strategies to improve writing and a phonics consultant will work with Kindergarten-3rd grade teachers to improve instruction in foundational reading skills.</p> <p>Strategy's Expected Result/Impact: Meet or exceed the targets on the attached CIP target tables.</p> <p>Staff Responsible for Monitoring: Principal, Assistant Principals, ISs, Teachers</p>	Formative		
	Nov	Feb	May
			
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: Math: Data from adaptive practice software, classroom assessments, and district assessments will be used to provide differentiated and targeted small group instruction during the school day.</p> <p>Strategy's Expected Result/Impact: Meet or exceed the targets on the attached CIP target tables.</p> <p>Staff Responsible for Monitoring: Principal, Assistant Principals, ISs, Teachers</p>	Formative		
	Nov	Feb	May
			
Strategy 3 Details	Formative Reviews		
<p>Strategy 3: Science: Teachers will plan one lesson per week which includes a highly rigorous application of science concepts.</p> <p>Strategy's Expected Result/Impact: Meet or exceed the targets on the attached CIP target tables.</p> <p>Staff Responsible for Monitoring: Principal, Assistant Principals, ISs, Teachers</p>	Formative		
	Nov	Feb	May
			








Strategy 4 Details	Formative Reviews		
<p>Strategy 4: Students will receive lessons covering nutrition and fitness and will participate in fitness related events at the campus and district levels.</p> <p>Strategy's Expected Result/Impact: Improved understanding of nutrition and fitness</p> <p>Staff Responsible for Monitoring: Principal</p>	Formative		
	Nov	Feb	May
			
Strategy 5 Details	Formative Reviews		
<p>Strategy 5: Eliminate the Learning Gap and Increase the Amount of Quality Learning Time: The campus will provide 30 minutes of targeted instruction each day that includes small group instruction targeted at specific needs of students.</p> <p>Strategy's Expected Result/Impact: Meet or exceed the targets on the attached CIP target tables.</p> <p>Staff Responsible for Monitoring: Principal, Assistant Principals, ISs, Teachers, paraprofessionals</p>	Formative		
	Nov	Feb	May
			
 No Progress  Accomplished  Continue/Modify  Discontinue			

Goal 1: Academic Achievement: The district will ensure academic performance and achievement levels that reflect excellence in learning and attainment of both high expectations and high standards for all students.

Performance Objective 2: ESSER III: Throughout the current school year, use the supplemental ESSER III funds to respond to the pandemic and to address student learning loss as a result of COVID-19.

Evaluation Data Sources: STAAR and Locally Developed Assessments











Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Before/After School Program: Redhawk Math and Science Camps - tutoring programs led by Instructional Specialists and teachers to close gaps in learning in small group instruction based on student data.</p> <p>Strategy's Expected Result/Impact: Students attending Redhawk Camps during the 2023-24 school year will increase their scores on their grade level math checkpoints by 10 points from the first checkpoint given compared to a checkpoint toward the end or after Redhawk Camps end.</p> <p>Staff Responsible for Monitoring: Principal, ISs</p>	Formative		
	Nov	Feb	May
			
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: Extended Instructional Time (Closing the Gaps): Temporary Worker will be hired to work with students to improve their academic performance.</p> <p>Strategy's Expected Result/Impact: Students receiving a reading intervention provided by the contract worker during the 2023-24 school year will increase their reading RIT score by at least 10 points from the beginning of the year to the end of the year AND students receiving Math intervention provided by a temporary worker during the 2023-24 school year will increase their math benchmark scores by at least 10 points from the beginning of the year to the end of the school year.</p> <p>Staff Responsible for Monitoring: Principal</p>	Formative		
	Nov	Feb	May
			
Strategy 3 Details	Formative Reviews		
<p>Strategy 3: Professional Staffing: Core Content Area Specialist in Primary Core Content Area will be hired to plan, model, and co-teach lessons with teachers and pull small groups of students during Closing the Gap time for Pre-K, Kinder, and 1st Grade for the first half of the year. The second half of the year, our ELAR IS and temporary workers will pull small groups.</p> <p>Strategy's Expected Result/Impact: By the end of the 2023-24 school year, 90% or more of students in all grade levels will be performing at approaches (or passing in the lower grades) on all STAAR or EOY Benchmark assessments because of the added interventions provided by both ISs, the Primary Core Content Specialist, and temporary workers.</p> <p>Staff Responsible for Monitoring: Principal</p>	Formative		
	Nov	Feb	May
			

Strategy 4 Details	Formative Reviews		
Strategy 4: Professional Development: Shonda Guthrie Phonics training Strategy's Expected Result/Impact: As a result of Shonda Guthrie Phonics training, by the end of the 2023-24 school year, 90% or more of students in K-3 will be reading on level at the end of the school year. Staff Responsible for Monitoring: Principal	Formative		
	Nov	Feb	May
			
 No Progress  Accomplished  Continue/Modify  Discontinue			

Goal 2: Safe and Healthy Learning Environment: The district will provide a safe, disciplined, and healthy environment conducive to student learning.

Performance Objective 1: Student Safety: By the end of the current school year, 100% of the district's safety practices will be implemented.











Evaluation Data Sources: Record of safety drills and other required safety actions

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Campus Safety: Train staff, students, and parents on our safety practices such as drills, check-in and check-out procedures, car rider line procedures, emergency procedures, etc. so that we continue to maintain a high level of safety and security and are prepared in the event of an emergency.</p> <p>Strategy's Expected Result/Impact: By the end of the current school year, multiple lessons on safety will be taught in the classrooms, safety information will be shared with families, information on drills will be shared with families, there will be ongoing safety training with staff at staff meetings throughout the year to keep information at the forefront of all of our minds resulting in a consistently safe and secured learning environment.</p> <p>Staff Responsible for Monitoring: Principal, Assistant Principals, ISs, Teachers</p>	Formative		
	Nov	Feb	May
			
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: Conduct Emergency Safety Drills: Fire, Evacuate (non-fire), Lockdown, Secure, Shelter (Weather), and Shelter (Hazmat) throughout the year.</p> <p>Strategy's Expected Result/Impact: By the end of the current school year, 100% of Emergency Operating Procedure (EOP) safety drills will be conducted by scheduled deadlines resulting in students, staff, and families feeling prepared if an emergency situation was to arise on campus.</p> <p>Staff Responsible for Monitoring: Principal, EOP Representative</p>	Formative		
	Nov	Feb	May
			
 No Progress  Accomplished  Continue/Modify  Discontinue			

Goal 2: Safe and Healthy Learning Environment: The district will provide a safe, disciplined, and healthy environment conducive to student learning.

Performance Objective 2: Student Attendance: By the end of the current school year, student attendance will be at 95% or higher.









Evaluation Data Sources: Student attendance records

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Implement a campus attendance action plan that supports incremental growth toward a 95% overall attendance rate. This plan will include an incentive for students with one or less absence each nine weeks.</p> <p>Strategy's Expected Result/Impact: 95% overall attendance rate</p> <p>Staff Responsible for Monitoring: Principal</p>	Formative		
	Nov	Feb	May
			
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: Implement a school-wide multi-tiered framework to address patterns of non-attendance (excused and unexcused absences). This plan will include teacher contact at 7 absences.</p> <p>Strategy's Expected Result/Impact: 95% overall attendance rate</p> <p>Staff Responsible for Monitoring: Principal</p>	Formative		
	Nov	Feb	May
			
 No Progress  Accomplished  Continue/Modify  Discontinue			

Goal 2: Safe and Healthy Learning Environment: The district will provide a safe, disciplined, and healthy environment conducive to student learning.

Performance Objective 3: Restorative Discipline: The campus will use restorative discipline practices.







Evaluation Data Sources: Discipline reports

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Violence Prevention: Teachers and students will participate in programming and monthly lessons that emphasize positive character traits. They will also engage in proactive, preventative measures aimed to teach rules, procedures, and expectations that create a positive school climate. Assistant Principals will continue to reinforce training on Restorative Practice techniques and brainstorm natural consequences and replacement behaviors for specific student needs. Teachers and APS will work to reteach appropriate school behaviors and keep students in class and on our campus.</p> <p>Strategy's Expected Result/Impact: Violent incidents will continue to be 0%.</p> <p>Staff Responsible for Monitoring: Teachers, APs, Principal</p>	Formative		
	Nov	Feb	May
			
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: Restorative Discipline: Staff will be trained on restorative practices and are encouraged to use those strategies to help students contribute to the positive classroom/school environment. We will hold class meetings each week to teach and reinforce campus expectations, set behavior goals as a class, team build, and work through problems as a class. Additionally, district character lessons will be taught and reinforced.</p> <p>Strategy's Expected Result/Impact: Students will be equipped with self-management strategies.</p> <p>Staff Responsible for Monitoring: Teachers, ISs, APs, Principal</p>	Formative		
	Nov	Feb	May
			
 No Progress  Accomplished  Continue/Modify  Discontinue			

Goal 3: Human Capital: The district will recruit, develop, and retain highly qualified and effective personnel reflective of our student demographics.

Performance Objective 1: Teacher/Paraprofessional Attendance: By the end of the current school year, teacher/paraprofessional attendance will increase by 1%.







Evaluation Data Sources: Teacher/Paraprofessional Attendance Reports

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Teacher/Paraprofessional Attendance: We will share the importance of teacher attendance at multiple staff meetings and celebrate with the entire staff each time we have 100% staff attendance.</p> <p>Strategy's Expected Result/Impact: Teacher/paraprofessional attendance will increase by 1%.</p> <p>Staff Responsible for Monitoring: APs, Principal</p>	Formative		
	Nov	Feb	May
			
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>			

Goal 3: Human Capital: The district will recruit, develop, and retain highly qualified and effective personnel reflective of our student demographics.

Performance Objective 2: Ensure that Teachers are Receiving High-Quality Professional Development: By the end of the current school year, 100% of teachers will receive job targeted professional development based on identified needs.







Evaluation Data Sources: Classroom implementation of professional learning
Walk-throughs
Lesson Plans

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: High-Quality Professional Development: #EachOneTeachOne on-campus professional development where teacher leaders teach others and teachers self-select what they need to learn - happening twice per semester. Redhawk Reflection staff blog - staff members take turns sharing best practices in our weekly staff blog. CFISD's Digital Learning Conference, Writing Consultant for 2-5 and phonics consultant for K-3.</p> <p>Strategy's Expected Result/Impact: Application should be seen in teacher practice, lesson plans, and technology implementation in the classroom.</p> <p>Staff Responsible for Monitoring: Teachers, ISs, APs, Principal</p>	Formative		
	Nov	Feb	May
			
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>			

Goal 4: Family and Community Engagement: Increase parent engagement on the campus and the methods of communication used to engage parents in school activities.

Performance Objective 1: By the end of the current school year, parent and family engagement will remain extremely high.

Evaluation Data Sources: Parent Survey
Volunteer sign-in data

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Parent and Family Engagement: We will offer face-to-face events during the school day for parents to see their children's academic work at school.</p> <p>Strategy's Expected Result/Impact: Parent and family engagement will increase by 1%.</p> <p>Staff Responsible for Monitoring: Teachers, ISs, APs, Principal</p>	Formative		
	Nov	Feb	May
			
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>			

2023-2024 CPOC

Committee Role	Name	Position
Principal	Meredith Akers	Principal
Teacher #1	Mary Garcia	Teacher #1
Teacher #2	Shirley McMorris	Teacher #2
Teacher #3	Kasey Sample	Teacher #3
Teacher #4	Tara Myers	Teacher #4
Teacher #5	Abby Phariss	Teacher #5
Teacher #6	Alyssa Odneal	Teacher #6
Teacher #7	Jamie Grein	Teacher #7
Teacher #8	Jodi Ng	Teacher #8
Other School Leader (Nonteaching Professional) #1	AnnDrea Searby	Other School Leader (Nonteaching Professional) #1
Other School Leader (Nonteaching Professional) #2	Cherise Garcia	Other School Leader (Nonteaching Professional) #2
Other School Leader (Nonteaching Professional) #3	Molly Harris	Other School Leader (Nonteaching Professional) #3
Parent #1	Tracy Roberson	Parent #1
Parent #2	Randi Koopmans	Parent #2
Community Member #1	Talia Barnes	Community Member #1
Community Member #2	Sandeep Perhar	Community Member #2
Business Representative #1	Lauren Rud	Business Representative #1
Business Representative #2	Scott Baxter	Business Representative #2
Other School Leader (Nonteaching Professional) #4	Rebecca James	Other School Leader (Nonteaching Professional) #4
Other School Leader (Nonteaching Professional)	Kelsey French	Instructional Specialist
Other School Leader (Nonteaching Professional)	Carmen Walker	Instructional Specialist
Other School Leader (Nonteaching Professional)	Kelli Smith	Instructional Coach
District-level Professional	Karen Smith	CFO

Addendums

The targets listed below meet minimum expectations. Campuses are responsible for meeting the CIP targets as well as state and federal accountability targets.

Content	Gr.	Campus	2023 Cluster	Student Group	Tested	2023: Approaches Grade Level		2024 Approaches Incremental Growth Target	% Approaches Growth Needed	2023: Meets Grade Level		2024 Meets Incremental Growth Target	% Meets Growth Needed	2023: Masters Grade Level		2024 Masters Incremental Growth Target	% Masters Growth Needed
					2023	#	%	%		#	%	%		#	%	%	
					#	#	%	%		#	%	%		#	%	%	
Reading	3	Rennell	ES 1	All	205	186	91%	92%	1%	152	74%	75%	1%	82	40%	41%	1%
Reading	3	Rennell	ES 1	Hispanic	48	41	85%	87%	2%	32	67%	68%	1%	12	25%	26%	1%
Reading	3	Rennell	ES 1	Am. Indian	1	*	*	*	*	*	*	*	*	*	*	*	*
Reading	3	Rennell	ES 1	Asian	56	53	95%	95%	0%	48	86%	86%	0%	34	61%	61%	0%
Reading	3	Rennell	ES 1	African Am.	19	18	95%	95%	0%	13	68%	69%	1%	5	26%	27%	1%
Reading	3	Rennell	ES 1	Pac. Islander	0	*	*	*	*	*	*	*	*	*	*	*	*
Reading	3	Rennell	ES 1	White	66	59	89%	90%	1%	48	73%	74%	1%	27	41%	41%	0%
Reading	3	Rennell	ES 1	Two or More	15	14	93%	93%	0%	10	67%	68%	1%	*	*	*	*
Reading	3	Rennell	ES 1	Eco. Dis.	38	34	89%	90%	1%	22	58%	59%	1%	8	21%	22%	1%
Reading	3	Rennell	ES 1	LEP Current	20	15	75%	77%	2%	9	45%	46%	1%	*	*	*	*
Reading	3	Rennell	ES 1	At-Risk	54	40	74%	76%	2%	28	52%	53%	1%	11	20%	21%	1%
Reading	3	Rennell	ES 1	SPED	22	14	64%	70%	6%	9	41%	42%	1%	*	*	*	*
Reading	4	Rennell	ES 1	All	193	180	93%	94%	1%	144	75%	76%	1%	80	41%	42%	1%
Reading	4	Rennell	ES 1	Hispanic	46	38	83%	85%	2%	22	48%	49%	1%	12	26%	27%	1%
Reading	4	Rennell	ES 1	Am. Indian	0	*	*	*	*	*	*	*	*	*	*	*	*
Reading	4	Rennell	ES 1	Asian	47	45	96%	96%	0%	36	77%	77%	0%	25	53%	53%	0%
Reading	4	Rennell	ES 1	African Am.	24	22	92%	93%	1%	18	75%	76%	1%	8	33%	34%	1%
Reading	4	Rennell	ES 1	Pac. Islander	0	*	*	*	*	*	*	*	*	*	*	*	*
Reading	4	Rennell	ES 1	White	73	72	99%	99%	0%	65	89%	89%	0%	33	45%	45%	0%
Reading	4	Rennell	ES 1	Two or More	3	*	*	*	*	*	*	*	*	*	*	*	*
Reading	4	Rennell	ES 1	Eco. Dis.	40	33	83%	85%	2%	24	60%	61%	1%	10	25%	26%	1%
Reading	4	Rennell	ES 1	LEP Current	27	22	81%	83%	2%	11	41%	42%	1%	6	22%	23%	1%
Reading	4	Rennell	ES 1	At-Risk	55	44	80%	82%	2%	26	47%	48%	1%	11	20%	21%	1%
Reading	4	Rennell	ES 1	SPED	10	9	90%	91%	1%	6	60%	61%	1%	*	*	*	*
Reading	5	Rennell	ES 1	All	199	182	91%	92%	1%	158	79%	80%	1%	110	55%	56%	1%
Reading	5	Rennell	ES 1	Hispanic	49	43	88%	90%	2%	37	76%	77%	1%	24	49%	50%	1%
Reading	5	Rennell	ES 1	Am. Indian	0	*	*	*	*	*	*	*	*	*	*	*	*
Reading	5	Rennell	ES 1	Asian	54	52	96%	96%	0%	46	85%	85%	0%	37	69%	69%	0%
Reading	5	Rennell	ES 1	African Am.	25	24	96%	96%	0%	21	84%	84%	0%	14	56%	56%	0%
Reading	5	Rennell	ES 1	Pac. Islander	2	*	*	*	*	*	*	*	*	*	*	*	*
Reading	5	Rennell	ES 1	White	65	57	88%	90%	2%	49	75%	76%	1%	33	51%	52%	1%
Reading	5	Rennell	ES 1	Two or More	4	*	*	*	*	*	*	*	*	*	*	*	*
Reading	5	Rennell	ES 1	Eco. Dis.	28	26	93%	93%	0%	19	68%	69%	1%	14	50%	51%	1%
Reading	5	Rennell	ES 1	LEP Current	28	21	75%	77%	2%	16	57%	58%	1%	7	25%	26%	1%
Reading	5	Rennell	ES 1	At-Risk	89	73	82%	84%	2%	53	60%	61%	1%	27	30%	31%	1%
Reading	5	Rennell	ES 1	SPED	11	5	45%	55%	10%	*	*	*	*	*	*	*	*
Math	3	Rennell	ES 1	All	203	180	89%	90%	1%	132	65%	66%	1%	70	34%	35%	1%
Math	3	Rennell	ES 1	Hispanic	48	41	85%	87%	2%	28	58%	59%	1%	11	23%	24%	1%
Math	3	Rennell	ES 1	Am. Indian	1	*	*	*	*	*	*	*	*	*	*	*	*
Math	3	Rennell	ES 1	Asian	55	55	100%	100%	0%	47	85%	85%	0%	34	62%	62%	0%

