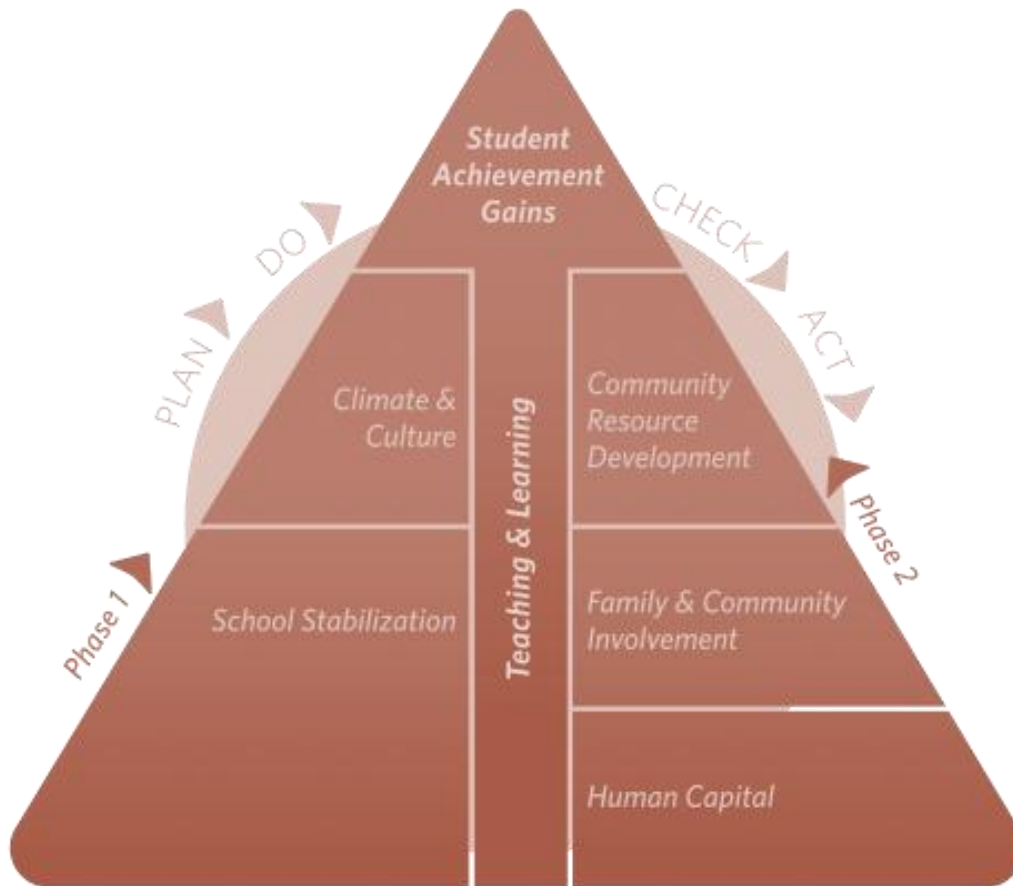




NORTH LAWNDALE
C O L L E G E P R E P

PM Session 6:
Culture and Climate
February 7, 2012
Prepared by: Elizabeth García
Reviewed by: Venetia Colón

Whole School Improvement Model



School Wide Desired Outcomes

KPI 1 (Reading)

- PSAE Reading
- 26% Meets/Exceeds
- 50% Make Expected EPAS Gains

KPI 2 (Math)

- PSAE Mathematics
- 28% Meets/Exceeds
- 50% Make Expected EPAS Gains

KPI 3 (PSAE/EPAS)

- PSAE Composite
- 21% Meets/Exceeds
- 16.5 ACT Composite
- 15% ACT Composite 20+

KPI 4 (Graduation Rate)

- 85% Freshmen Core Pass Rate
- 80% Sophomore Core Pass Rate
- 80% Junior Core Pass Rate
- 65% Graduation Rate
- 95% College Acceptance
- 2.5% One Year Drop-Out Rate

KPI 5a & 5b (School Environment)

- 95% Student Attendance Rate
- 90% Days of Peace

Action Items

| Issue | Description | Owner | Completion Date |
|---------------------|---|------------------------------|-----------------|
| Core Pass Rates | Remediation Plans & Early Warning System. Learning Lab rosters and tracking tools. | Admin | 2/8/12 |
| Interim Assessments | Monitor alignment/realignment of UDIs with Interim results. Update test administration protocol. | Data Team Dept. Chairs | 2/22/12 |
| CARE Team | Establish new student rosters for ThinkFirst and CBITs. | CARE Team | 2/22/12 |
| Post-Secondary KPIs | Implement tracking tools for data collection of college applications and acceptance and FAFSA completion. | DSL Liz García | 1/31/12 |
| Attendance | Establish systemic process for daily attendance corrections. Implement Plasco. | Admin | 2/22/12 |
| Discipline | Establish and implement systematic tracking tools for monitoring levels 4-6 violations. | Deans Liz García | 2/22/12 |
| Drop-Outs | Verify status of students who have transferred out of district. | Admin | 3/20/12 |

Pre-Post Cohort Initiatives

| Initiative | Status | Outcome Metric(s) |
|---|---|--|
| Gathering for Justice | Cohort Unidentified | TBD |
| Phoenix Rising | TBD | HS Grades & Attendance, College Enrollment, Persistence, & Graduation, Program Completion |
| Dual Enrollment | SY 2013-14 | HS Grades & Attendance, College Enrollment, Persistence, & Graduation |
| Summer Bridge Program for Incoming Freshmen | Summer 2012 | Freshmen Core Pass, On-Track and Graduation Rates |
| Read 180 | Cohorts Identified | Reading/English Grades, IA and Lexile Scores |
| System 44 | Cohorts Identified | Reading/English Grades, IA and Lexile Scores |
| CARE Team | 1 Cohort Identified, 2 Cohorts begin March 2012 | TBD |

Key Performance Indicators Stoplight: Christiana

| Core Pass Rate (Goal) | Week 11 | Week 12 | Week 13 | Week 14 | Week 15 | Week 16 | Week 17 | Week 18 | S1: Week 19 | Week 22 | Week 23 | Week 24 |
|--------------------------|---------|---------|---------|---------|---------|---------|---------|---------|-------------|---------|---------|---------|
| 9th Grade (85%) | 49.58% | - | - | - | 36.13% | - | - | - | 57.98% | - | - | 43.48% |
| 10th Grade (80%) | 51.16% | - | - | - | 47.62% | - | - | - | 65.08% | - | - | 54.84% |
| 11th Grade (80%) | 58.72% | - | - | - | 55.14% | - | - | - | 75.96% | - | - | 21.36% |
| 12th Grade | 51.85% | - | - | - | 47.22% | - | - | - | 77.78% | - | - | 53.33% |

| Weekly | Week 11 | Week 12 | Week 13 | Week 14 | Week 15 | Week 16 | Week 17 | Week 18 | S1: Week 19 | Week 22 | Week 23 | Week 24 |
|----------------------------------|---------|---------|---------|---------|---------|---------|---------|---------|-------------|---------|---------|---------|
| One Year Dropout (Goal: 2.5%) | 3.86% | 3.86% | 4.07% | 4.48% | 4.48% | 4.48% | 4.48% | 4.68% | 5.08% | 5.08% | 5.29% | 5.29% |

| Attendance (Goal: 95%) | Week 11 | Week 12 | Week 13 | Week 14 | Week 15 | Week 16 | Week 17 | Week 18 | S1: Week 19 | Week 22 | Week 23 | Week 24 |
|---------------------------|---------|---------|---------|---------|---------|---------|---------|---------|-------------|---------|---------|---------|
| 9th Grade | 93.13% | 92.77% | 93.56% | 90.42% | 87.39% | 90.92% | 89.75% | 92.94% | 88.80% | 86.61% | 86.02% | 90.09% |
| 10th Grade | 92.26% | 88.91% | 95.82% | 94.76% | 63.49% | 92.70% | 93.81% | 93.17% | 92.59% | 94.69% | 91.07% | 92.10% |
| 11th Grade | 89.72% | 88.22% | 90.65% | 90.00% | 84.76% | 88.95% | 88.76% | 92.35% | 87.50% | 87.50% | 90.78% | 88.35% |
| 12th Grade | 92.41% | 88.52% | 95.68% | 90.56% | 97.69% | 91.48% | 90.37% | 90.74% | 82.72% | 86.48% | 88.21% | 91.81% |
| Campuswide | 91.93% | 89.65% | 94.01% | 91.55% | 82.64% | 91.09% | 90.79% | 92.35% | 88.11% | 89.03% | 89.03% | 90.65% |

Key Performance Indicators Stoplight: Christiana

| Cumulative | Week 11 | Week 12 | Week 13 | Week 14 | Week 15 | Week 16 | Week 17 | Week 18 | S1: Week 19 | Week 22 | Week 23 | Week 24 |
|--------------------------------------|---------|---------|---------|---------|---------|---------|---------|---------|-------------|---------|---------|---------|
| Serious Misconducts/ 100 students | 0.21 | 0.42 | 0.42 | 0.42 | 0.42 | 1.90 | 2.11 | 2.11 | 2.11 | 2.11 | 2.11 | 2.11 |
| | | | | | | | | | | | | |
| Cumulative | Week 11 | Week 12 | Week 13 | Week 14 | Week 15 | Week 16 | Week 17 | Week 18 | S1: Week 19 | Week 22 | Week 23 | Week 24 |
| Days of Peace (Goal: 90%) | 96.00% | 92.73% | 93.10% | 92.06% | 90.77% | 91.43% | 92.00% | 92.50% | 92.86% | 93.10% | 92.31% | 91.67% |

| Post-Secondary KPI | Week 24 |
|----------------------------|---------|
| FAFSA Submitted | 12.38% |
| One College Application | 4.76% |
| Two College Applications | 3.81% |
| Three College Applications | 88.57% |
| 1+ College Application(s) | 97.14% |
| College Acceptance | 52.38% |

Key Performance Indicators Stoplight: Collins

| Core Pass Rate (Goal) | Week 11 | Week 12 | Week 13 | Week 14 | Week 15 | Week 16 | Week 17 | Week 18 | S1: Week 19 | Week 22 | Week 23 | Week 24 |
|----------------------------------|---------|---------|---------|---------|---------|---------|---------|---------|-------------|---------|---------|---------|
| 9th Grade (85%) | 36.80% | - | - | - | 44.88% | - | - | - | 65.08% | - | - | 39.68% |
| 10th Grade (80%) | 37.27% | - | - | - | 40.74% | - | - | - | 59.63% | - | - | 59.63% |
| 11th Grade (80%) | 46.59% | - | - | - | 46.59% | - | - | - | 61.36% | - | - | 28.74% |
| 12th Grade (65%) | 72.83% | - | - | - | 65.22% | - | - | - | 86.96% | - | - | 31.87% |
| | | | | | | | | | | | | |
| Weekly | Week 11 | Week 12 | Week 13 | Week 14 | Week 15 | Week 16 | Week 17 | Week 18 | S1: Week 19 | Week 22 | Week 23 | Week 24 |
| One Year Dropout (Goal: 2.5%) | 3.78% | 4.24% | 4.24% | 4.24% | 4.24% | 4.24% | 4.24% | 4.24% | 4.24% | 4.46% | 4.91% | 5.35% |
| | | | | | | | | | | | | |
| Attendance (Goal: 95%) | Week 11 | Week 12 | Week 13 | Week 14 | Week 15 | Week 16 | Week 17 | Week 18 | S1: Week 19 | Week 22 | Week 23 | Week 24 |
| 9th Grade | 87.58% | 88.32% | 96.02% | 92.38% | 97.62% | 92.70% | 93.97% | 94.92% | 94.97% | 86.77% | 93.82% | 87.88% |
| 10th Grade | 90.91% | 92.48% | 97.55% | 91.93% | 97.25% | 92.29% | 90.09% | 93.76% | 94.50% | 87.46% | 90.78% | 88.74% |
| 11th Grade | 90.91% | 87.05% | 93.94% | 90.45% | 100.00% | 89.77% | 92.73% | 93.18% | 96.21% | 79.92% | 90.52% | 89.66% |
| 12th Grade | 92.61% | 88.70% | 96.74% | 95.65% | 98.91% | 93.70% | 92.61% | 93.70% | 96.38% | 86.96% | 90.49% | 89.50% |
| Campuswide | 90.28% | 89.23% | 96.14% | 92.58% | 98.31% | 92.19% | 92.39% | 93.98% | 95.42% | 85.54% | 91.59% | 88.84% |

Key Performance Indicators Stoplight: Collins

| Cumulative | Week 11 | Week 12 | Week 13 | Week 14 | Week 15 | Week 16 | Week 17 | Week 18 | S1:Week 19 | Week 22 | Week 23 | Week 24 |
|--------------------------------------|---------|---------|---------|---------|---------|---------|---------|---------|------------|---------|---------|---------|
| Serious Misconducts/ 100 students | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 |

| Cumulative | Week 11 | Week 12 | Week 13 | Week 14 | Week 15 | Week 16 | Week 17 | Week 18 | S1:Week 19 | Week 22 | Week 23 | Week 24 |
|------------------------------|---------|---------|---------|---------|---------|---------|---------|---------|------------|---------|---------|---------|
| Days of Peace (Goal: 90%) | 96.00% | 92.73% | 93.10% | 93.65% | 93.85% | 92.86% | 93.33% | 93.75% | 92.86% | 94.25% | 94.51% | 94.79% |

| Post-Secondary KPI | Week 24 |
|----------------------------|---------|
| FAFSA Submitted | 7.69% |
| One College Application | 1.10% |
| Two College Applications | 2.20% |
| Three College Applications | 89.01% |
| 1+ College Application(s) | 92.31% |
| College Acceptance | 50.55% |

Assessment Stoplights: Christiana

| GAINS Interim Assessment (% of students who mastered band) | English | IA# 1 | IA #2 | IA #3 | Math | IA# 1 | IA #2 | IA #3 |
|--|------------|---------------------|---------------------|-------|------------|----------------------------------|---|-------|
| | 9th | 56.70% | 48.67% | | 9th | 80.81% | 86.96% | |
| | Band | 13-15 | 13-15 | | Band | 13-15 | L:13-15,16-19,20-23 R: 13-15,16-19,20-23 H: 16-19,20-23,24-27 | |
| | 10th | 68.22% | 59.17% | | 10th | 79.09% | 72.36% | |
| | Band | 13-15 | 13-15 | | Band | L: 13-15 R: 16-19 H: 20-23 | L: 13-15,16-19 R:16-19,20-23 H: 16-19,20-23,24-27 | |
| | 11th | 48.39% | 62.11% | | 11th | 60.67% | 63.27% | |
| | Band | 16-19 | R:13-15 AP:16-19 | | Band | L:13-15 R: 20-23 H:20-23 | L:13-15,16-19,20-23 R:20-23,24-27 H:20-23,24-27 | |
| | Campuswide | 58.25% | 56.40% | | Campuswide | 74.16% | 74.70% | |
| | Reading | IA# 1 | IA #2 | IA #3 | Science | IA# 1 | IA #2 | IA #3 |
| | 9th | 16.04% | 52.00% | | 9th | 69.62% | 64.91% | |
| | Band | 13-15 | 13-15 | | Band | R:13-15 H:16-19 | R:13-15,16-19 H: 16-19 | |
| | 10th | 34.34% | 57.14% | | 10th | 42.24% | 31.40% | |
| | Band | 13-15 | 13-15 | | Band | 16-19 | 16-19,20-23 | |
| | 11th | 40.70% | 60.00% | | 11th | 14.13% | 43.01% | |
| | Band | R:13-15 AP:20-23 | R:13-15 AP:20-23 | | Band | 20-23 | 16-19,20-23 | |
| | Campuswide | 29.55% | 56.35% | | Campuswide | 40.77% | 46.34% | |

- IA #1 taken in October 2011. IA # 2 taken in December 2011.
- **Bold** font indicates the majority of test questions were within this skill range.
- Slide updated with mastery definition from GAINS (originally presented at PM Session 5)

Assessment Stoplights: Collins

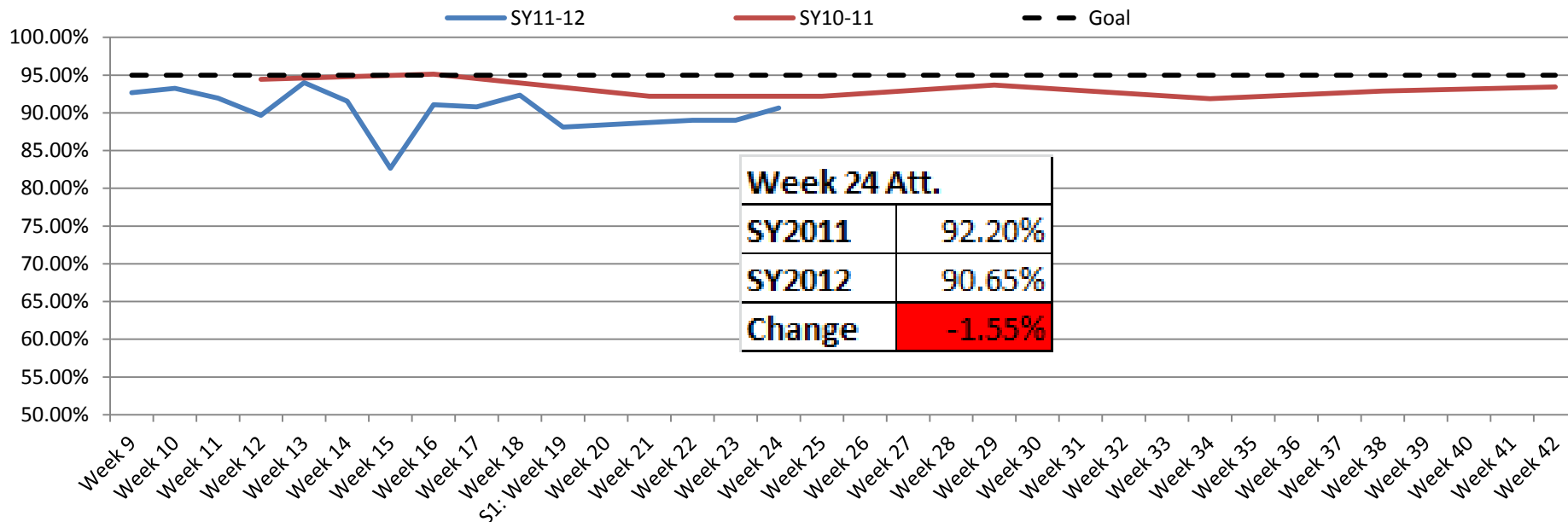
| GAINS Interim Assessment (% of students who mastered band) | English | IA# 1 | IA #2 | IA #3 | Math | IA# 1 | IA #2 | IA #3 |
|--|------------|---------------------|---------------------|-------|------------|----------------------------------|---|-------|
| | 9th | 55.66% | 48.74% | | 9th | 81.48% | 85.83% | |
| | Band | 13-15 | 13-15 | | Band | 13-15 | I:13-15,16-19,20-23 R: 13-15,16-19,20-23 H: 16-19,20-23,24-27 | |
| | 10th | 67.71% | 63.27% | | 10th | 84.85% | 70.87% | |
| | Band | 13-15 | 13-15 | | Band | I: 13-15 R: 16-19 H: 20-23 | I: 13-15,16-19 R:16-19,20-23 H: 16-19,20-23,24-27 | |
| | 11th | 44.16% | 41.77% | | 11th | 62.82% | 55.81% | |
| | Band | 16-19 | R:13-15 AP:16-19 | | Band | I:13-15 R: 20-23 H:20-23 | I:13-15,16-19,20-23 R:20-23,24-27 H:20-23,24-27 | |
| | Campuswide | 56.63% | 51.69% | | Campuswide | 77.54% | 72.49% | |
| | Reading | IA# 1 | IA #2 | IA #3 | Science | IA# 1 | IA #2 | IA #3 |
| | 9th | 35.23% | 49.55% | | 9th | 59.26% | 54.10% | |
| | Band | 13-15 | 13-15 | | Band | R:13-15 H:16-19 | R:13-15,16-19 H: 16-19 | |
| | 10th | 53.75% | 60.81% | | 10th | 46.46% | 40.95% | |
| | Band | 13-15 | 13-15 | | Band | 16-19 | 16-19,20-23 | |
| | 11th | 31.82% | 60.00% | | 11th | 13.16% | 35.90% | |
| | Band | R:13-15 AP:20-23 | R:13-15 AP:20-23 | | Band | 20-23 | 16-19,20-23 | |
| | Campuswide | 40.60% | 55.85% | | Campuswide | 42.40% | 44.92% | |

- IA #1 taken in October 2011. IA # 2 taken in December 2011.
- **Bold** font indicates the majority of test questions were within this skill range.
- Slide updated with mastery definition from GAINS (originally presented at PM Session 5)

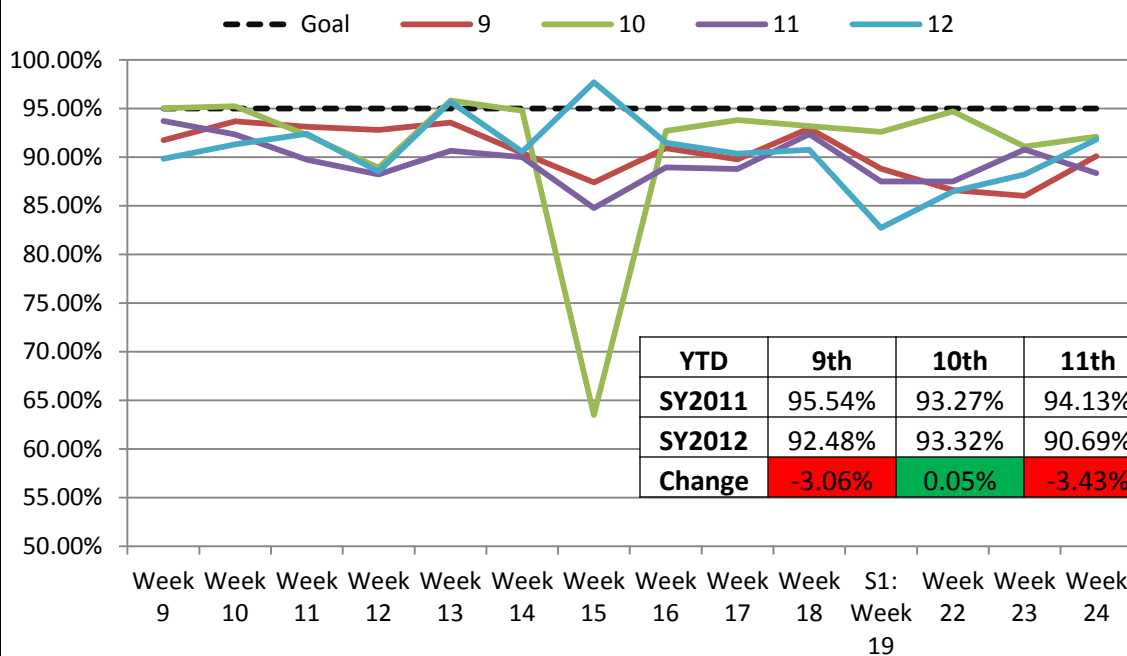
SLT Priorities Map

| | | Owner | Weekly Status | | | | | | | | | | | | |
|--|--|---------------|---------------|---|---|---|---|---|---|---|---|----|----|----|----|
| Weekly Dashboard - Individual Priorities | | | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | 13 |
| 1 | Institute systems, supports, processes, and monitoring to ensure rapid growth in EPAS expected gains & PSAC growth in Reading, ELA, & Science | | | Y | | | | | | | | | | | |
| | Use reading data collection tool to ascertain amount and quality of reading instruction across disciplines. | Nicole Howard | | | R | | | G | G | G | G | Y | Y | R | S |
| | Curriculum Framework Project - English | Mary Beck | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | |
| | Curriculum Framework Project - Math | Mary Beck | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | |
| | Curriculum Framework Project - Science | Mary Beck | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | |
| | Curriculum Framework Project - Social Studies | Mary Beck | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | |
| | Freshman Support Extended Day Learning Lab: Track students who are identified for learning lab, monitor attendance and follow-up with students who miss learning lab. | Tim Bouman | G | S | G | G | G | G | G | G | Y | Y | N | N | N |
| 2 | Institute and enhance sustainable initiatives and systems that improve on-track, reduce one year drop out, and increase graduation rate | | | Y | | | | | R | | | | | | |
| | Wednesday Learning Lab | Mary Beck | Y | G | Y | Y | R | R | R | R | R | R | R | Y | |
| | Work directly with the Freshmen Support Team to ensure teachers, DSL and other staff are establishing and implementing procedures to ensure freshmen on pace rates meet our goals. | Marcus Wright | R | R | | | | | | | | | | | |
| 3 | Institute and enhance sustainable initiatives and systems that improve culture and climate (i.e. attendance, discipline, stakeholder perception) | | | R | | | | | | | | | | | |
| | Track and target chronic disruptive behavior exhibited by specific students through documentation, parent conversations, DSL intervention and bi-weekly reporting sessions with disciplinarians. | Marcus Wright | R | R | | | | | | | | | | | |
| 4 | Institute and enhance sustainable systems and initiatives that improve college enrollment | | | Y | | | | | | | | | | | |
| | Classroom Observations: Complete at least 4 classroom observations each week, using cognitive coaching to help teachers improve instruction, focusing on rigor and skill-based instruction. | Tim Bouman | Y | Y | G | S | Y | G | Y | G | S | Y | N | N | N |
| 5 | Develop & implement general support processes for school improvement and school operations | | | Y | | | | | | | | | | | |
| | Collect, analyze and provide feedback for UDIs. | Nicole Howard | | | Y | Y | G | G | G | G | G | G | G | R | G |
| | Meet with each Dept Chair to discuss coaching visits and teacher progress. | Nicole Howard | G | G | Y | Y | Y | G | S | S | S | S | S | G | G |
| | Classroom observations and teacher conversations are taking place weekly. | Marcus Wright | R | R | | | | | | | | | | | |
| | Data Systems | Mary Beck | G | G | G | G | G | G | G | G | G | Y | G | G | |
| | Integrating PDR as a strategic management tool | Mary Beck | G | G | Y | Y | G | G | Y | Y | Y | Y | Y | Y | |

Christiana: Attendance by Week



Christiana: Attendance by Grade Level

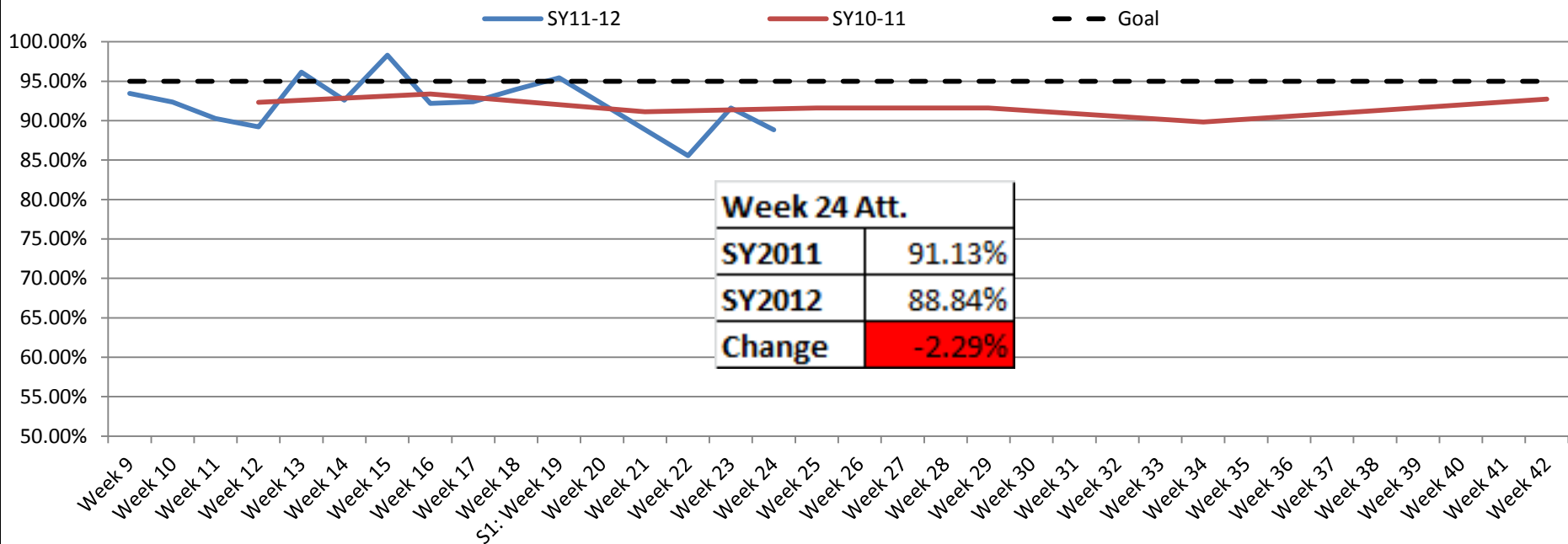


Action Plan

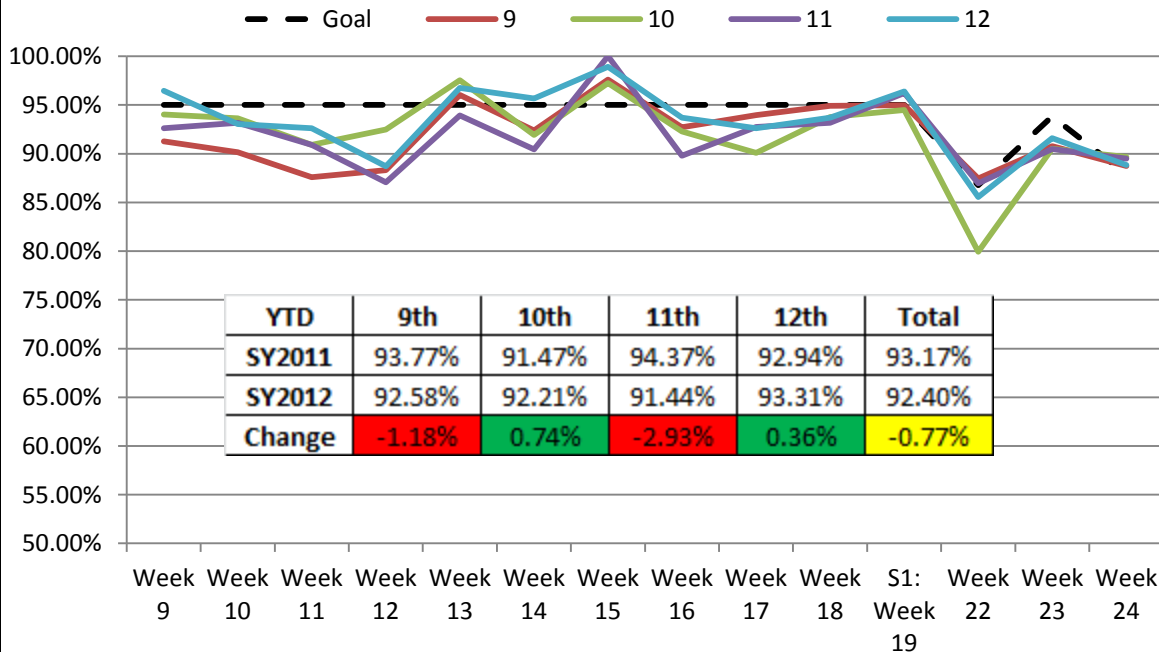
Establish and implement systematic process for attendance corrections.

Implement usage of Plasco to ensure accuracy of attendance within PS.

Collins: Attendance by Week



Collins: Attendance by Grade Level

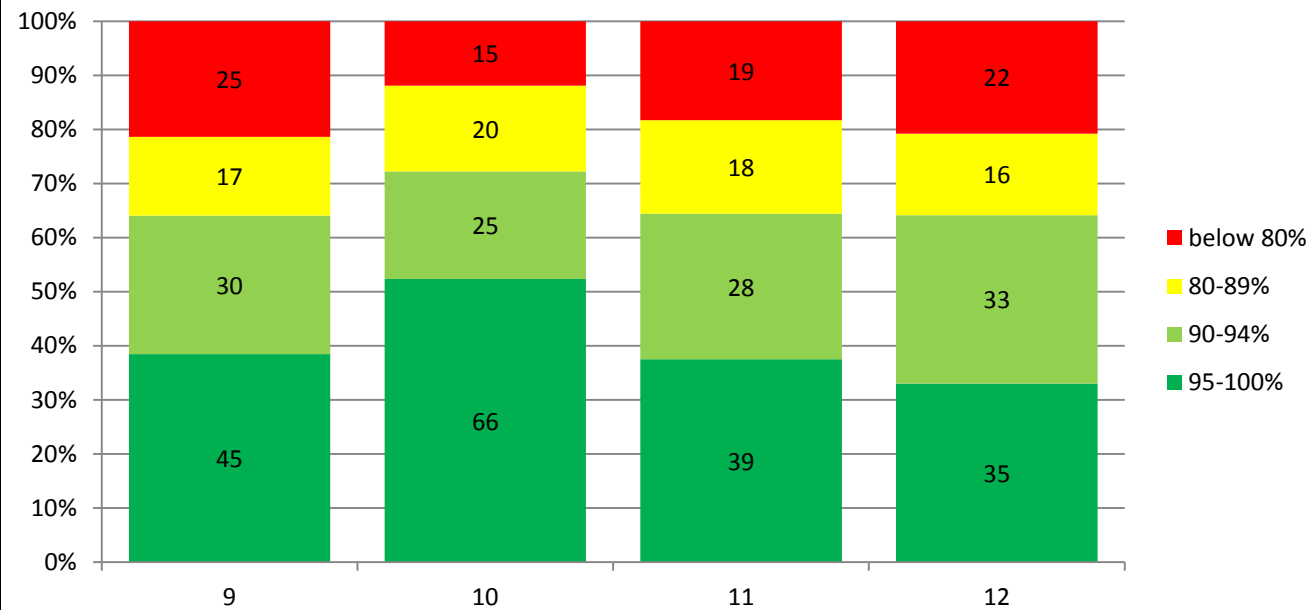


Action Plan

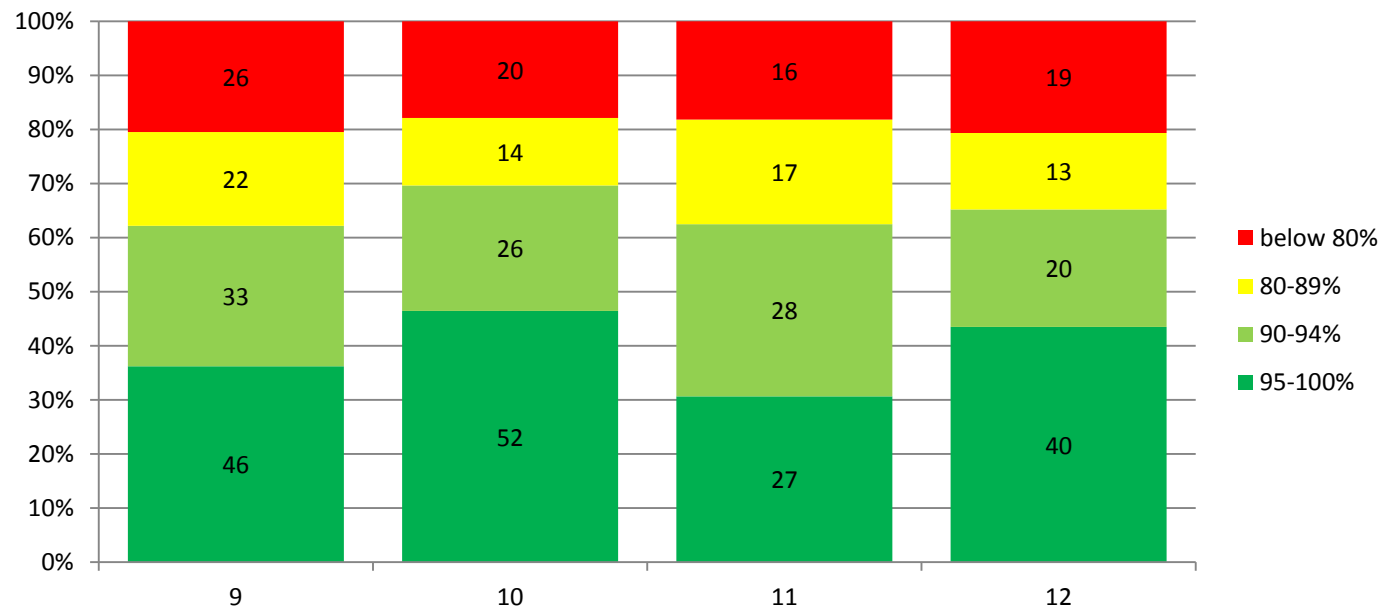
Establish and implement systematic process for attendance corrections.

Implement usage of Plasco to ensure accuracy of attendance within PS.

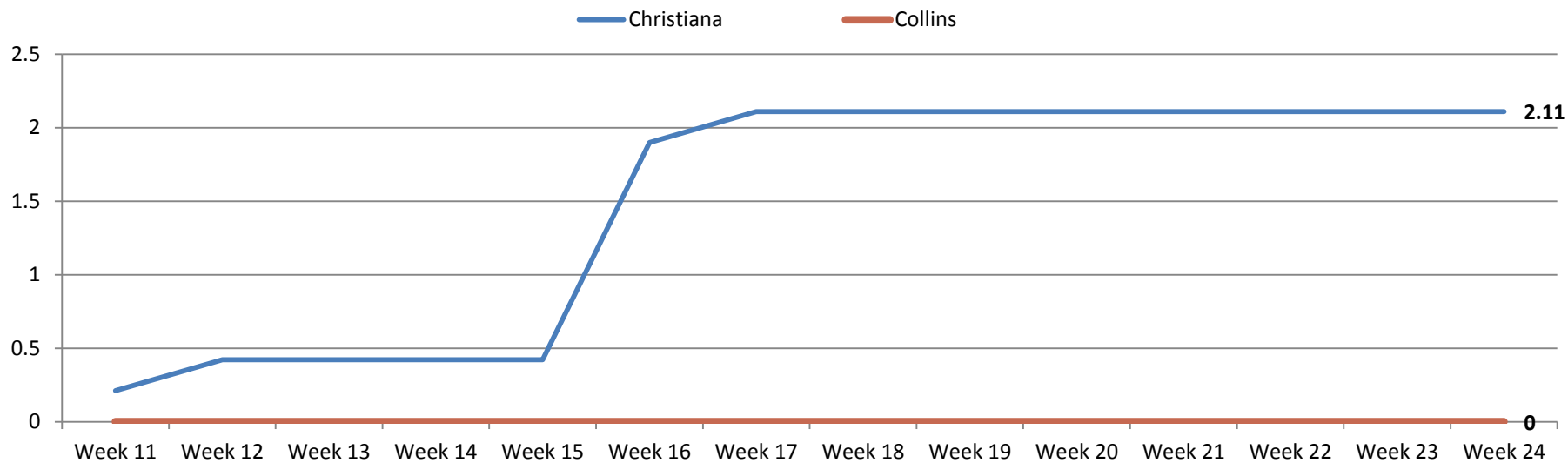
Christiana: YTD Attendance Ranges by Grade Level



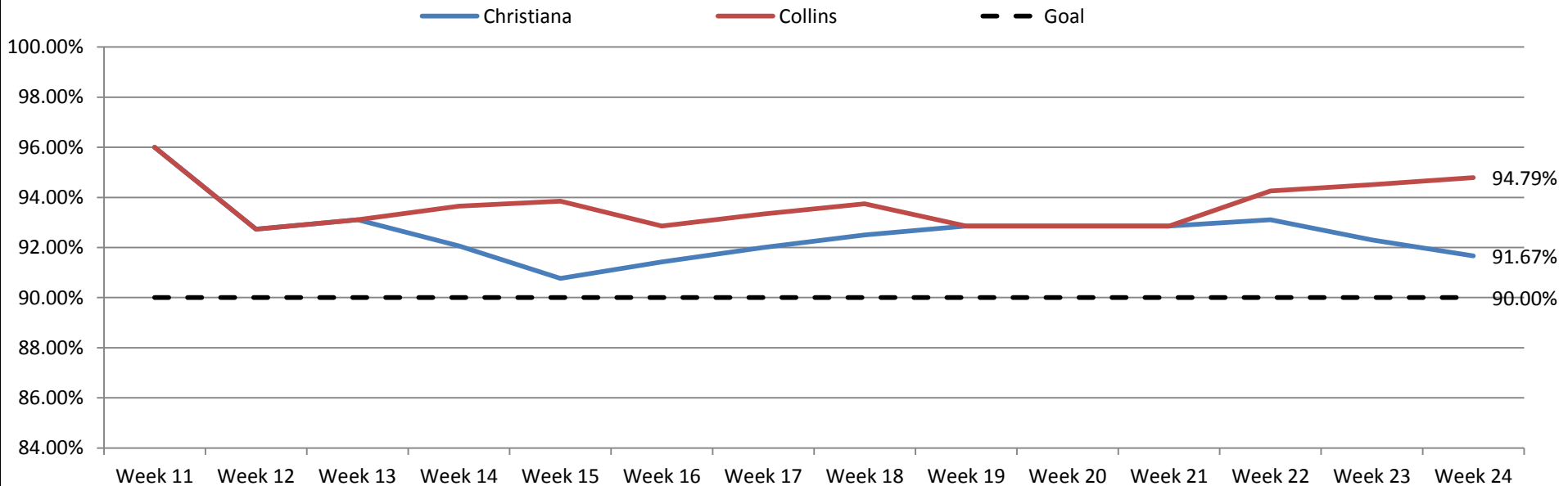
Collins: YTD Attendance Ranges by Grade Level



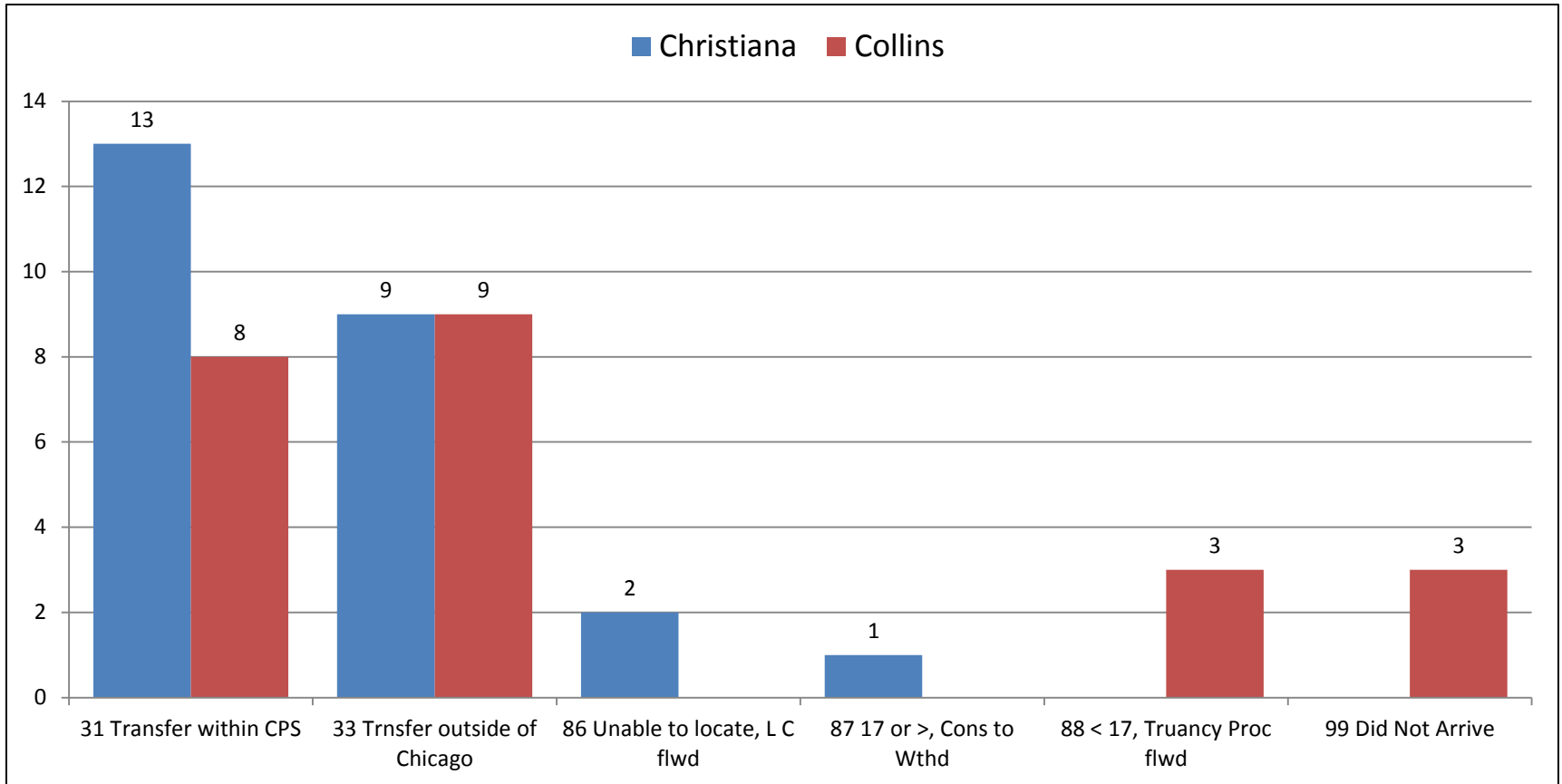
Serious Misconducts Per 100 Students



Days of Peace (%)



One-Year Drop Out Proxy



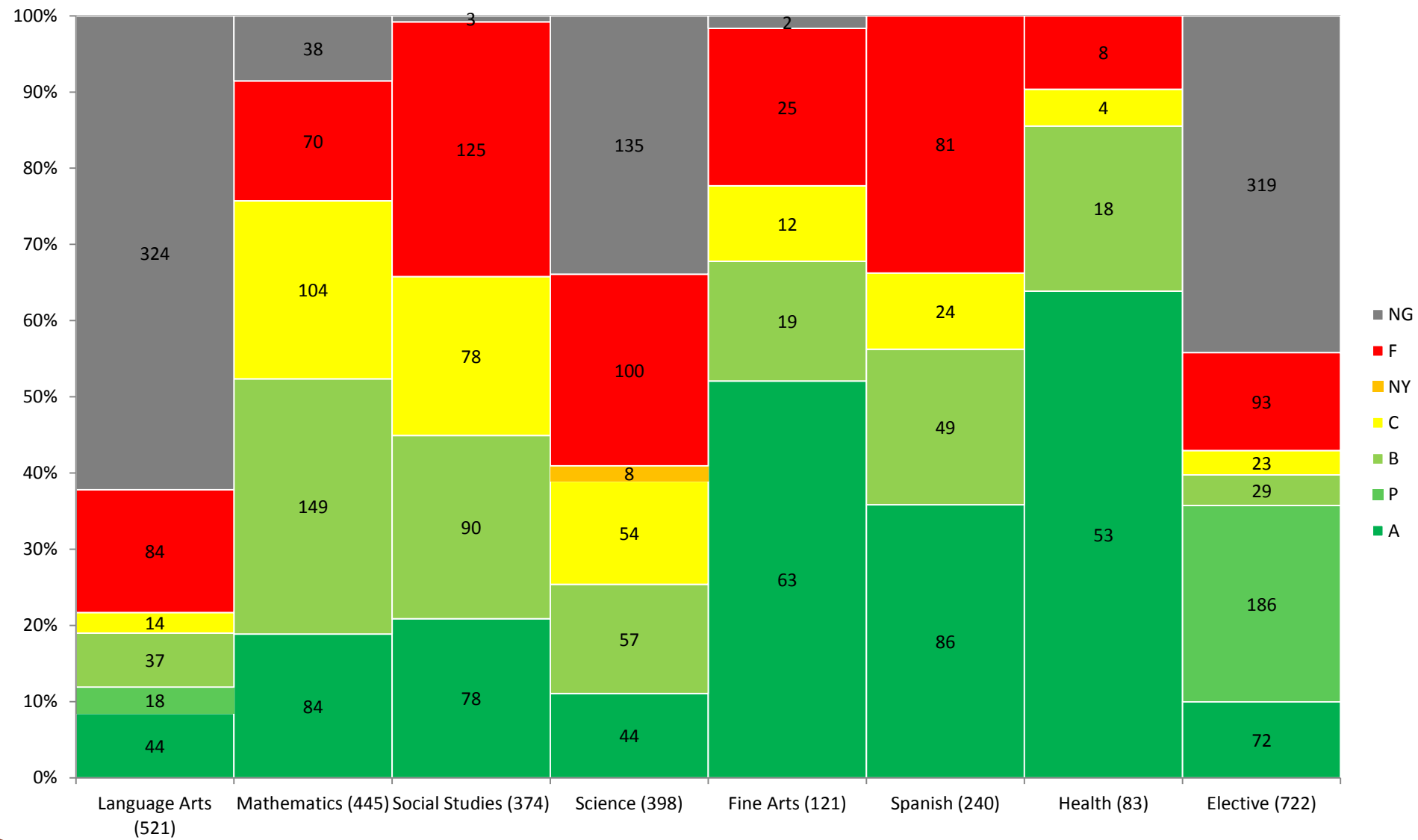
Action Plan

Verify status of students who have transferred out of district.

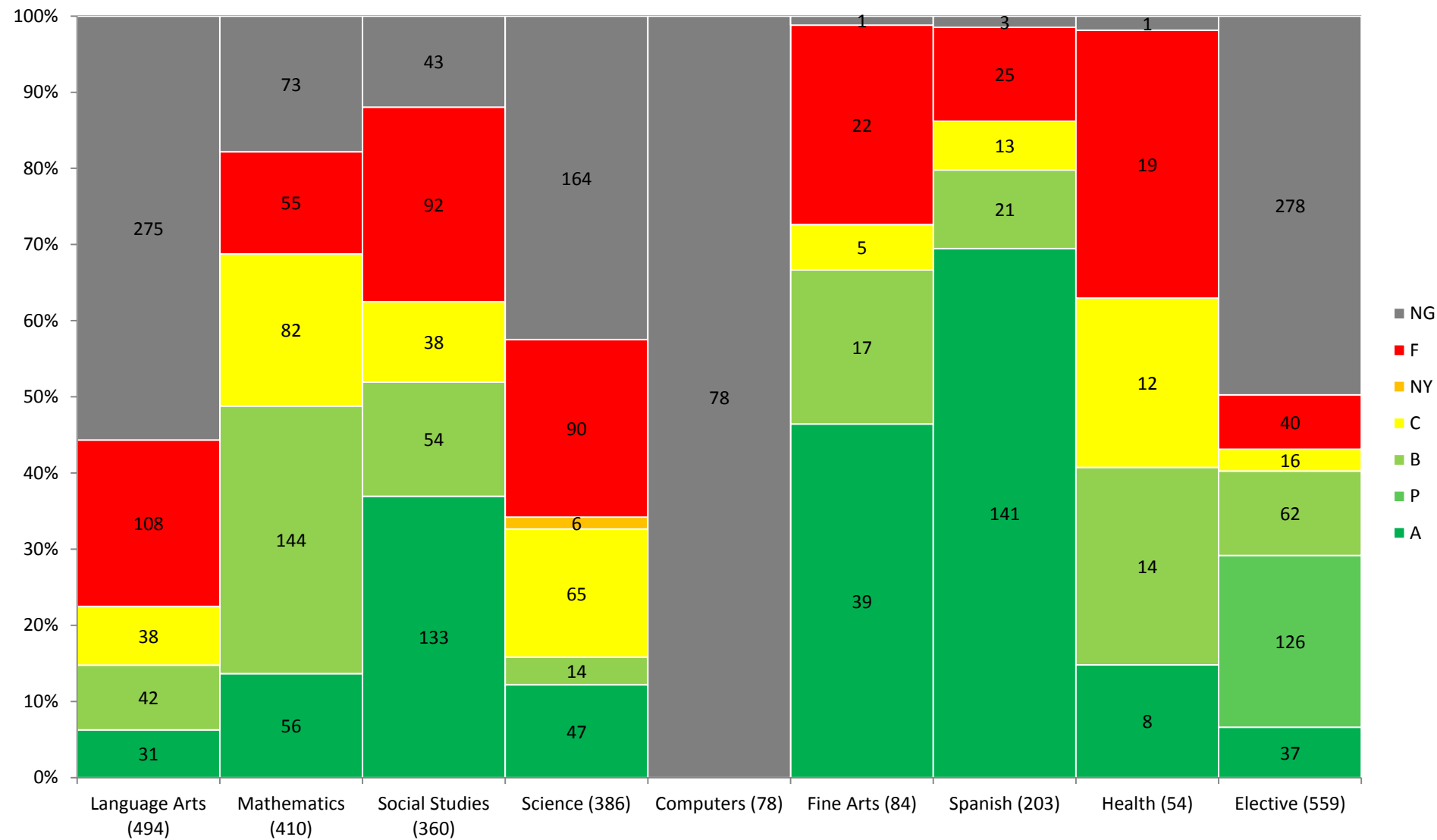
Calculations and Data Sources

- ▶ Passing rates are calculated using PowerSchool>System>DDE>CC Table. This export queries the database for current student schedules. Current grades are exported by Powerschool>System>DDE>PGFinalGrades Table. Vlookup is used to associate student course schedule with current grades. The grades are sorted for only core subjects (Math, English, Science and Social Science) and filtered for F's only. Calculation: Numerator = Count of students in each grade with at least one F in a core subject; Denominator = Total students enrolled in each grade. When passing rates are below 80%, detail of grade distributions are provided.
- ▶ One Year Drop Out proxy is calculated using the SIM in Impact and the DQI from Dashboard. Students coded an 86, 87 or 99 are drop outs. Students coded 31 who are unverified or potential dropouts are currently drop outs. Calculation: Numerator = Total dropouts; Denominator = Currently active students plus dropouts.
- ▶ Serious Misconducts per 100 students is calculated via data provided by Deans from the Collins and Christiana campuses. Deans report total level 4–6 unique misconducts to date. Calculation: (Total 4–6 misconducts to date/20th day enrollment) x 100. Note: As enrollment fluctuates constantly, we use the 20th day enrollment in this calculation.
- ▶ Attendance Rate is calculated using PowerSchool>System Reports>ADA/ADM by Student. The report queries the database for daily attendance data within the specified timeframe. Calculation: Numerator = Total attendance; denominator = total membership.
- ▶ Prior Year Misconduct data can be found on Sharepoint > PM Data > SY2011 data files > SY2011 Transformation School Misconduct Data.
- ▶ Prior Year attendance data can be provided by Mary Beck.

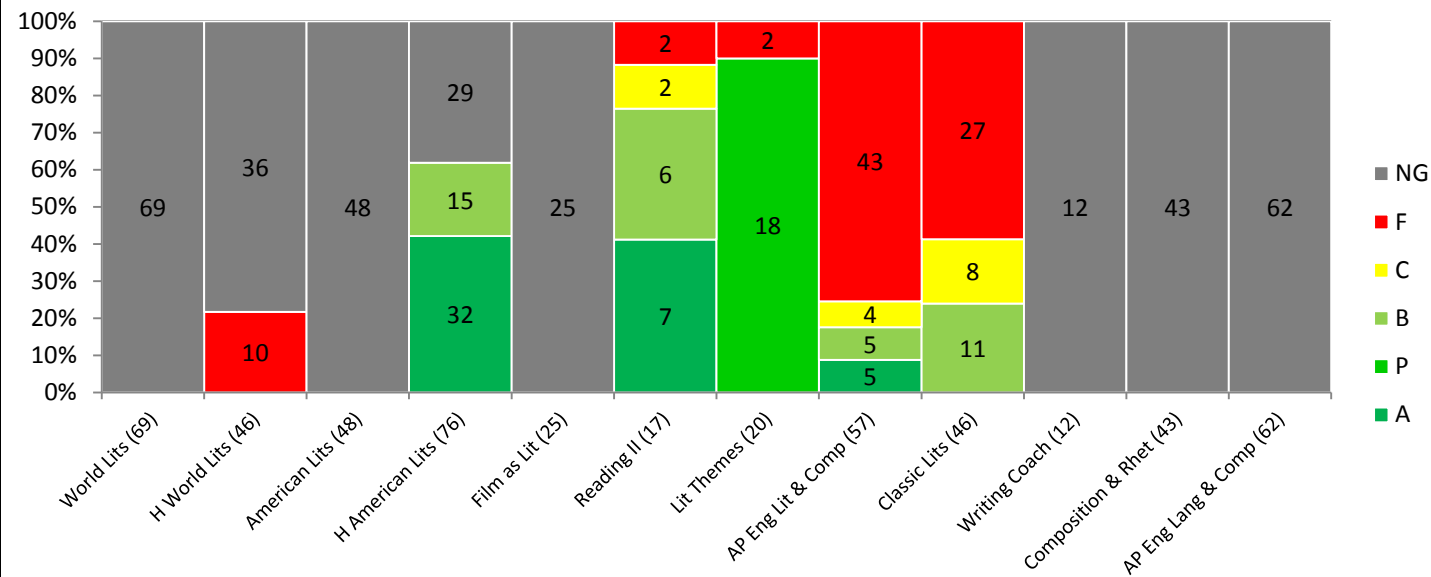
Christiana: Grade Distribution by Credit Type



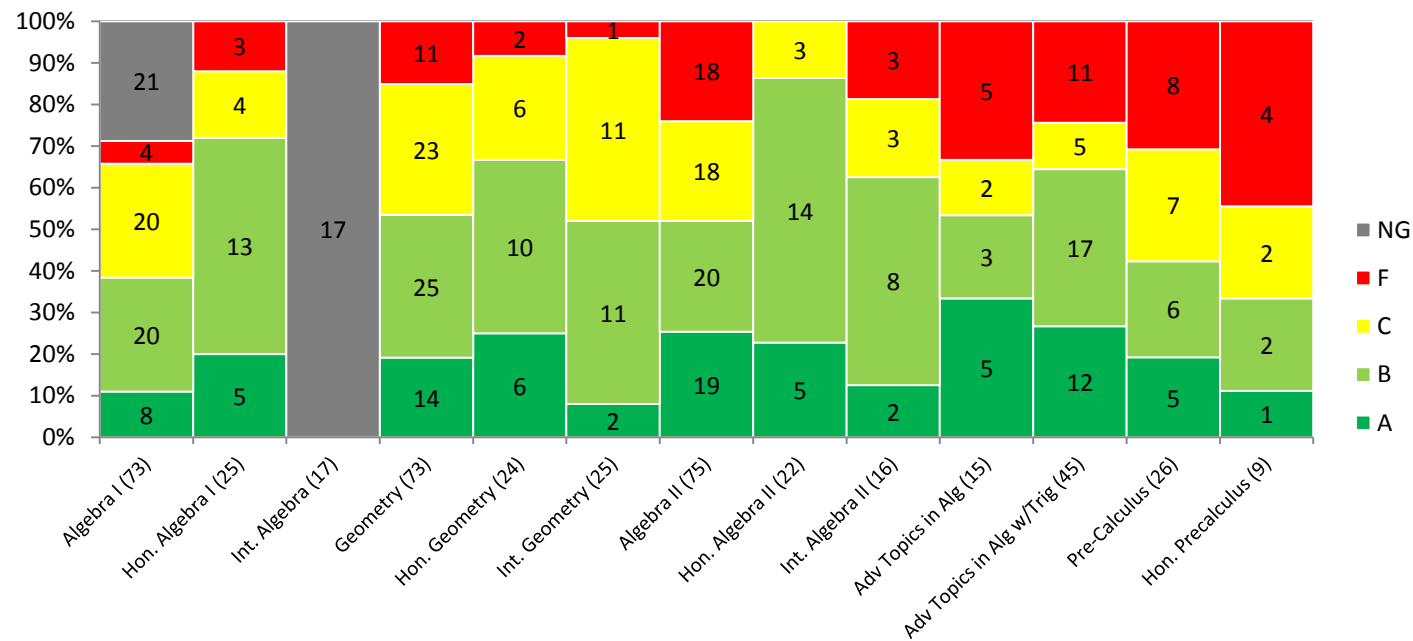
Collins: Grade Distribution by Credit Type



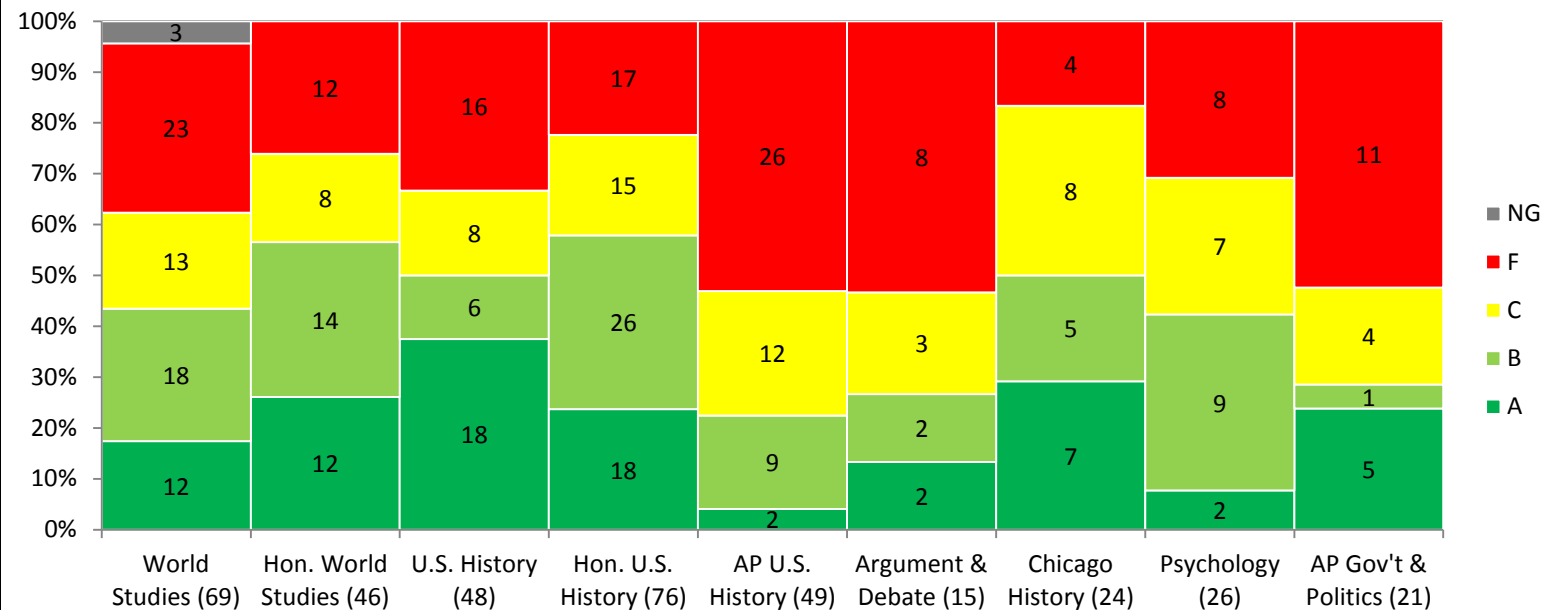
Christiana: Language Arts-Grade Distribution by Course



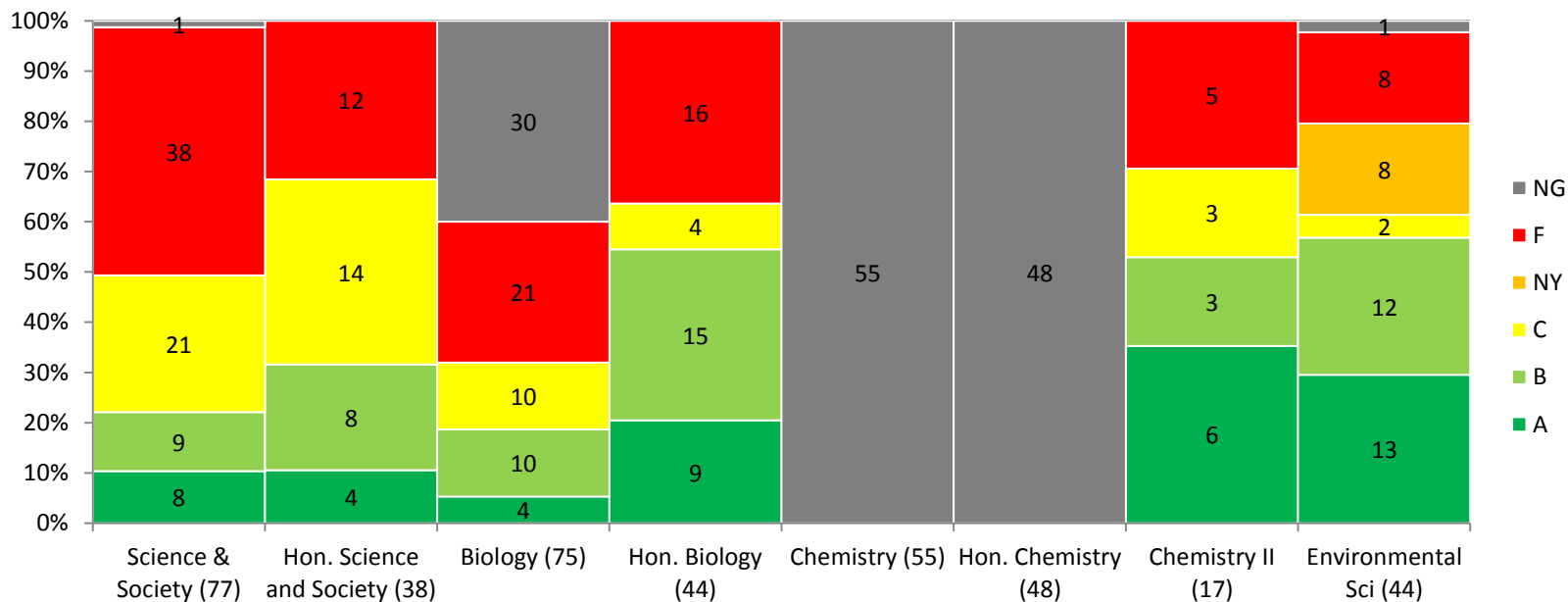
Christiana: Mathematics-Grade Distribution by Course



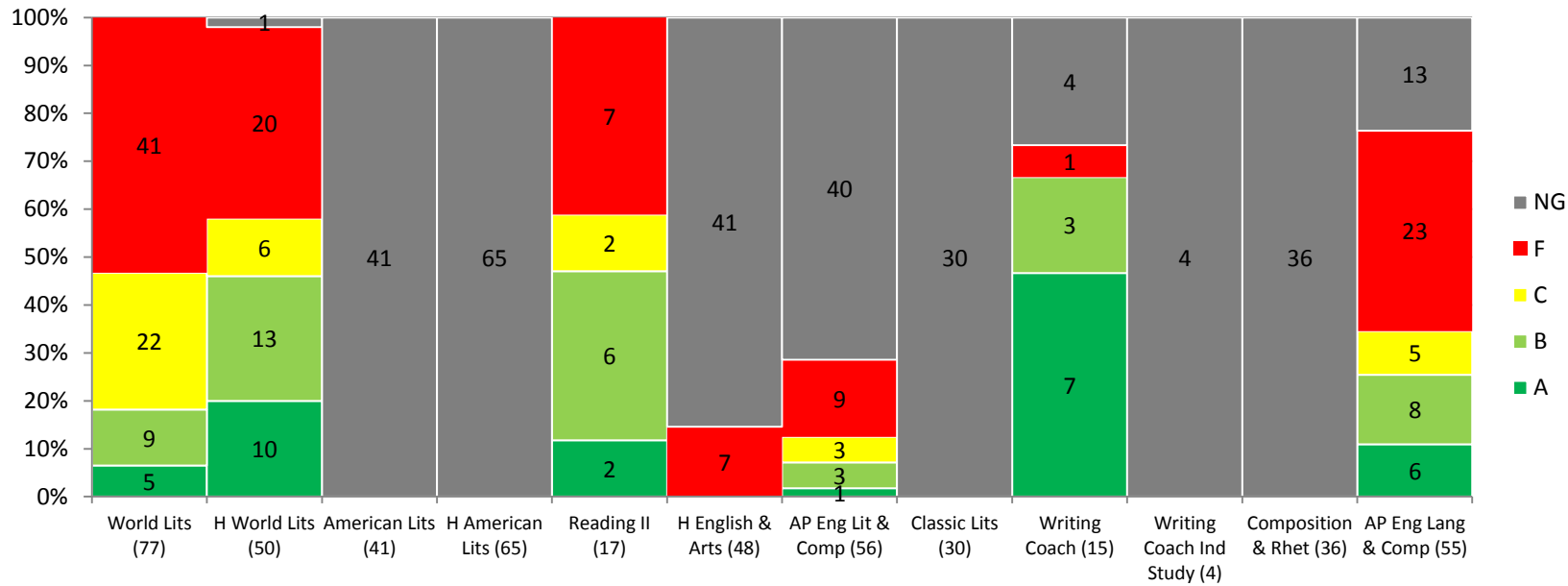
Christiana: Social Studies-Grade Distribution by Course



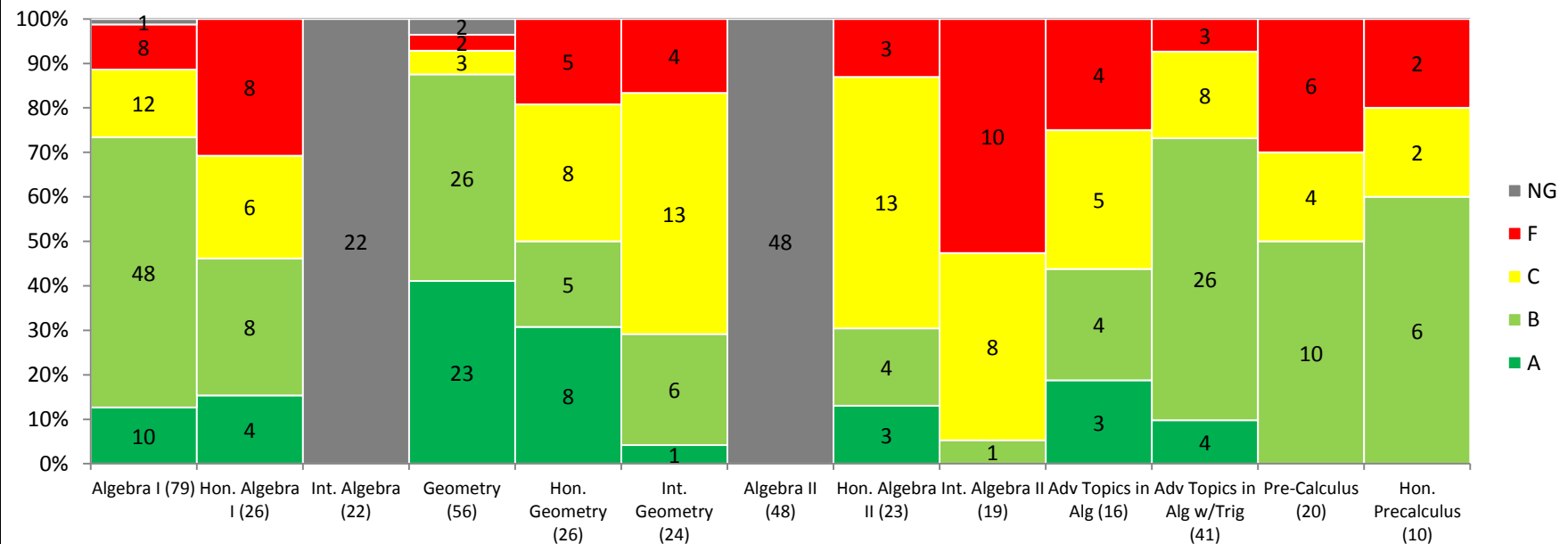
Christiana: Science-Grade Distribution by Course



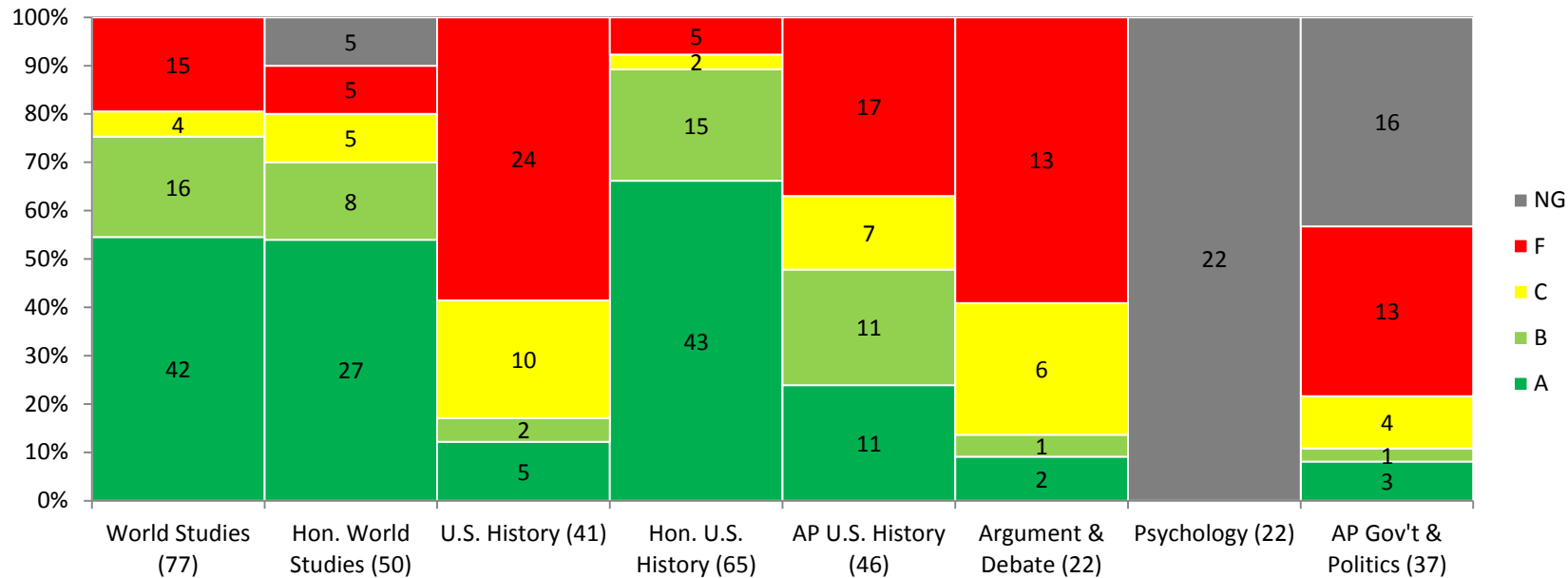
Collins: Language Arts-Grade Distribution by Course



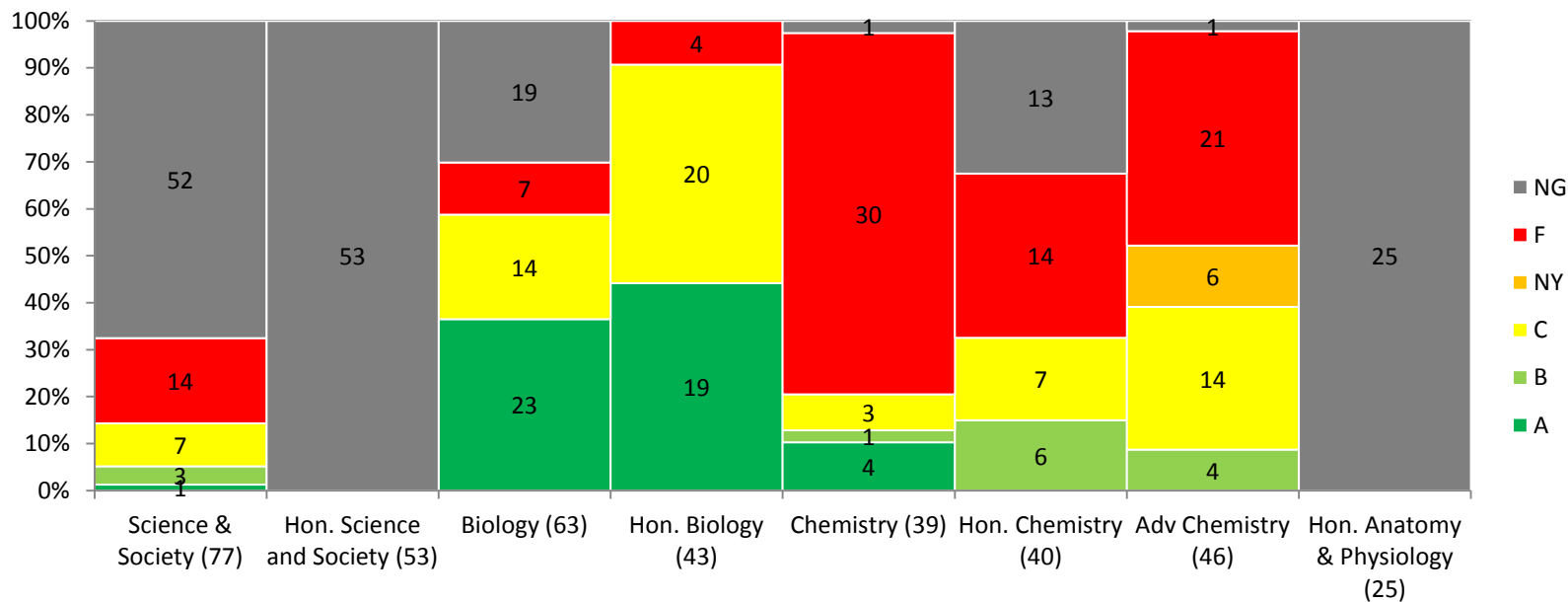
Collins: Mathematics-Grade Distribution by Course



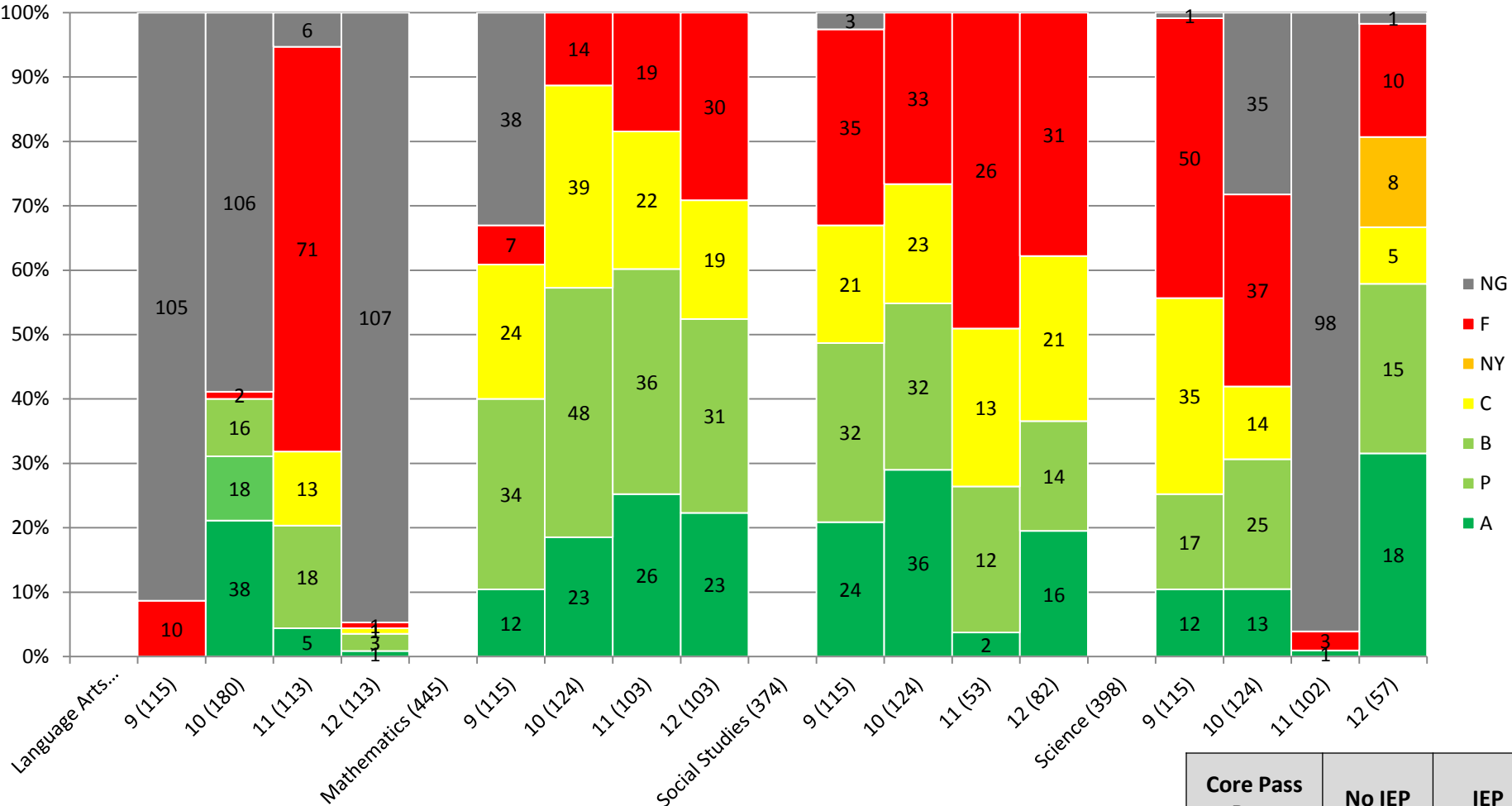
Collins: Social Studies-Grade Distribution by Course



Collins: Science-Grade Distribution by Course



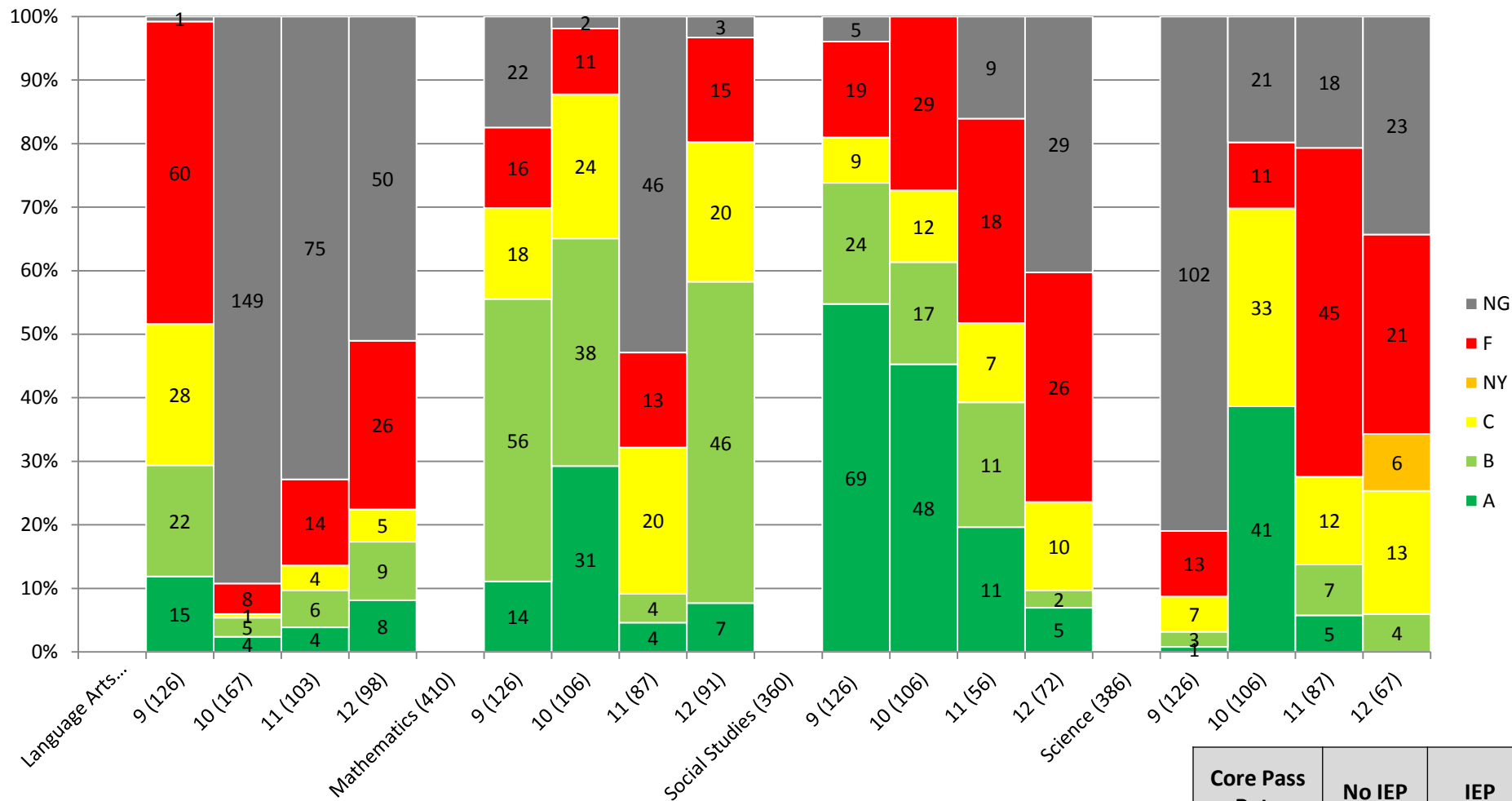
Christiana: Core Subject Grade Distribution by Grade Level



| Action Plan | Owner | Target Date |
|---|-------|-------------|
| Core Pass Rates: Remediation Plans & Early Warning System | Admin | 2/7/12 |
| Core Pass Rates: Learning Lab | Admin | 2/8/12 |

| Core Pass Rate | No IEP | IEP |
|------------------------|--------|--------|
| 9 th Grade | 47.57% | 8.33% |
| 10 th Grade | 54.63% | 56.25% |
| 11 th Grade | 20.00% | 37.50% |
| 12 th Grade | 54.95% | 42.86% |

Collins: Core Subject Grade Distribution by Grade Level



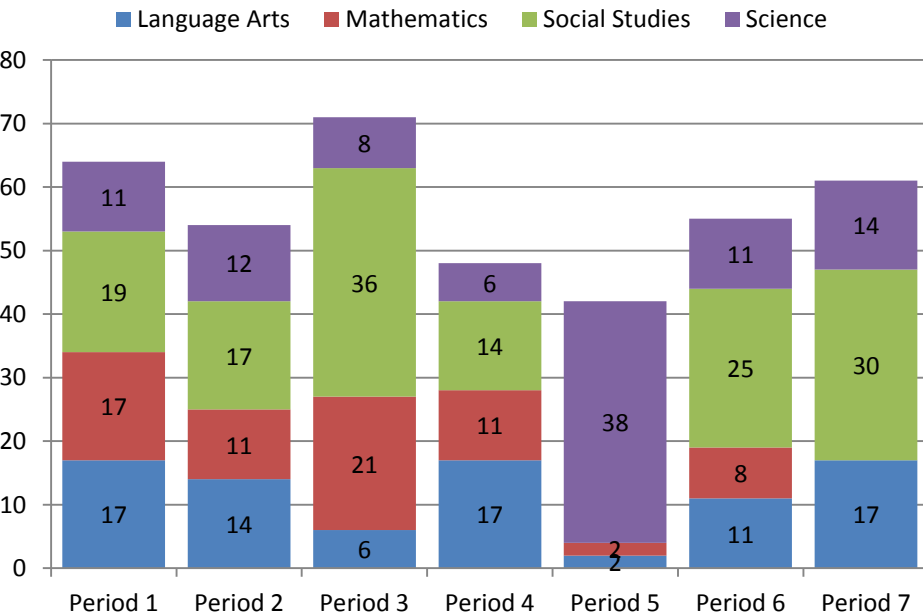
| Action Plan | Owner | Target Date |
|---|-------|-------------|
| Core Pass Rates: Remediation Plans & Early Warning System | Admin | 2/8/12 |
| Core Pass Rates: Learning Lab | Admin | 2/8/12 |

| Core Pass Rate | No IEP | IEP |
|------------------------|--------|--------|
| 9 th Grade | 43.93% | 15.79% |
| 10 th Grade | 63.83% | 33.33% |
| 11 th Grade | 31.17% | 10.00% |
| 12 th Grade | 30.86% | 40.00% |

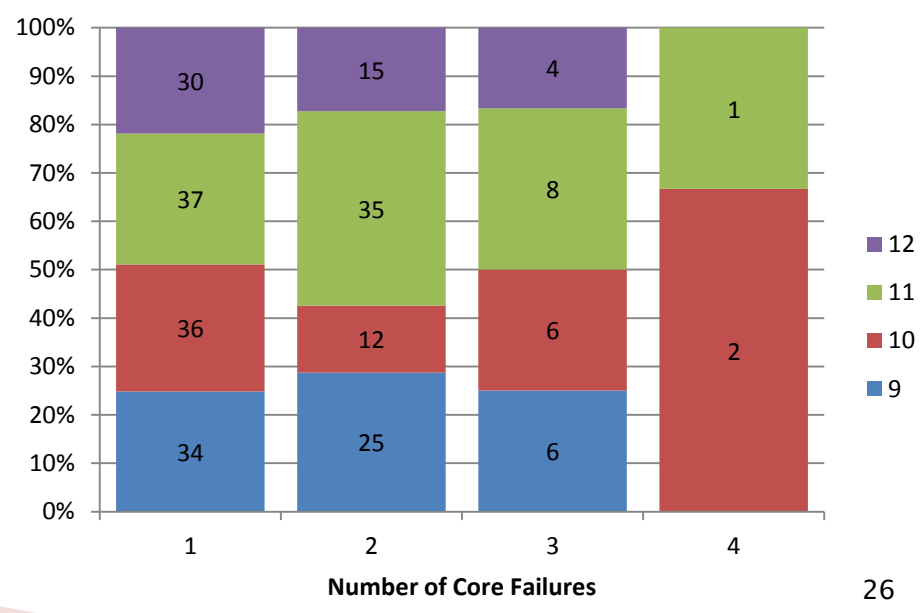
Christiana: Semester 2 Core F's by Semester 2 Attendance Rate

| | 0-50% | 55-60% | 60-65% | 70-75% | 75-80% | 85-90% | 90-95% | 95-100% | Total |
|---------------|-------|--------|--------|--------|--------|--------|--------|---------|-------|
| # of Core F's | | | | | | | | | |
| 1 | 2 | | 1 | 5 | 16 | 28 | 39 | 46 | 137 |
| 2 | 4 | 4 | 5 | 5 | 13 | 18 | 18 | 20 | 87 |
| 3 | 3 | 1 | 2 | 1 | 3 | 4 | 7 | 3 | 24 |
| 4 | 1 | | 1 | | | | 1 | | 3 |
| Total | 10 | 5 | 9 | 11 | 32 | 50 | 65 | 69 | 251 |

Christiana: Core Failures by Period and Credit Type



Christiana: Core Failures by Count and Grade Level



Collins: Semester 2 Core F's by Semester 2 Attendance Rate

| | 0-50% | 55-60% | 60-65% | 70-75% | 75-80% | 85-90% | 90-95% | 95-100% | Total |
|---------------|-------|--------|--------|--------|--------|--------|--------|---------|-------|
| # of Core F's | | | | | | | | | |
| 1 | 4 | | 2 | 7 | 16 | 26 | 38 | 54 | 147 |
| 2 | 3 | 1 | 3 | 4 | 10 | 16 | 23 | 17 | 77 |
| 3 | 3 | 1 | 2 | 2 | | 3 | 4 | 3 | 18 |
| 4 | | | 1 | | | 1 | | | 2 |
| 5 | | | | | | 1 | | | 1 |
| Total | 10 | 2 | 8 | 13 | 26 | 47 | 65 | 74 | 245 |

