

Perceptions Regarding Leadership Orientations of  
Local School Board Chairpersons in the Commonwealth of Virginia

By

Kaye Thomas

Dissertation submitted to the Faculty of  
Virginia Polytechnic Institute and State University  
in partial fulfillment of the requirements for the degree of  
Doctor of Education

in

Educational Leadership and Policy Studies

Approved:

Jennifer Sughrue, Co-chair

Travis Twiford, Co-chair

Lawrence Cross

Cecelia Krill

Claire Cole Curcio

April 2, 2002

Blacksburg, Virginia

Key Words: school boards, leadership orientation, school governance

Copyright 2002. Kaye Thomas

Perceptions Regarding Leadership Orientations of  
Local School Board Chairpersons in the Commonwealth of Virginia

By

Kaye Thomas

**(Abstract)**

Local school boards are complicated governing bodies wrapped in the political tangle of their legal responsibilities, constituents' wishes, and the educational needs of the children. How then do some school board chairpersons unravel this political tangle and move their board forward while others become entrapped in the political web? This concept and question lead to the examination of the leadership orientations of local school board chairpersons in the Commonwealth of Virginia. Literature was reviewed concerning school board leadership. The historical perspective of school boards as well as the legal responsibilities granted them as agents of the state were also reviewed. A questionnaire was sent to all Virginia School Board chairs, superintendents, and school board members in which they rated the chairperson on desirable board characteristics. Based on the responses of the three groups of participants, these characteristics were categorized according to the four leadership orientations described by Bolman and Deal (1984). The lack of validity evidence undermined confidence in drawing inferences about identification of a dominant leadership orientation although modestly higher means were reported for the structural and humanistic orientations. The lack of convergent and discriminate validity evidence in this analysis preempted any meaningful test of the theory advanced by this research concerning local school board chairs in Virginia.

Table of Contents

Abstract ..... ii

List of Tables ..... v

Chapter 1: An Introduction to the Study ..... 1

    Historical Perspective..... 3

    Legal Responsibilities..... 7

    Role of the School Board..... 9

    Local Boards and School Reform..... 11

    Statement of the Problem..... 12

    Purpose of Inquiry ..... 13

    Theoretical Base ..... 13

    Research Questions..... 15

    Organization of the Study ..... 15

Chapter 2: Review of the Literature..... 17

    Indicators of Effective School Board Leadership..... 17

    Characteristics of Effective School Board Members ..... 18

    Effective Leadership Orientations..... 27

    Summary ..... 36

Chapter 3: Methodology..... 38

    Setting and Population of the Study ..... 38

    Instrumentation..... 39

    Data Collection..... 41

Data Analysis.....	44
Conclusion.....	47
Chapter 4: Analysis of Data.....	49
Descriptive Data .....	50
Leadership Orientations .....	50
Classifying Management and Leadership Effectiveness .....	59
Comparison of Findings to Bolman and Deal Studies on Leadership Orientations .....	62
Summary .....	70
Chapter 5: Summary, Conclusions, and Recommendations.....	73
Summary .....	73
Conclusions from this Study.....	77
Conclusions Related to the Process of this Study.....	78
Reflections.....	80
Recommendations for Further Studies.....	80
References.....	83
Appendixes.....	87
Vita.....	179

List of Tables

Table 1 Reliability of the Behavior Section on the Leadership Orientation  
Survey Instrument .....52

Table 2 Correlations, Means, and Standard Deviations Among the Sub-scales  
of the Behavior Leadership Orientations .....53

Table 3 Correlations, Means, and Standard Deviations Among the Sub-scales  
of the Style Leadership Orientations .....55

Table 4 Inter-correlations Among the Sub-scales of the Behavior and Style  
Leadership Orientations .....56

Table 5 A Comparison of Leadership Orientation Means Across Roles .....58

Table 6 Overall Effectiveness Ratings by Leadership Orientation .....61

Table 7 Correlation of Behavior Leadership Orientations with Management  
and Leadership Effectiveness .....63

Table 8 Correlation of Style Leadership Orientations with Management and  
Leadership Effectiveness .....64

Table 9 A Comparison of Leadership Orientations Across Studies .....66

Table 10 Reliability of the Behavior Section on the Leadership Orientations  
Survey Instrument used for Virginia School Board Chairs and Bolman  
and Deal Studies .....68

Table 11 Standard Regression Analysis Coefficients of Effectiveness as a  
Manager and Leader with Leadership Orientations .....69

## Chapter 1

### An Introduction to the Study

*“The strength of a democracy is judged by the quality  
of the services rendered by its citizens.”*

*-Plato*

The enterprise of the local school board in the United States should be of importance to both individuals and society. Responsibility for the quality of education in a community rests largely with the school board. Local school boards are historically America’s way of ensuring that communities have influence over the governance of public schools, an influence that was established as early as 1642 (Dyke, 1965). Local school divisions are governed by elected or appointed board members who have clearly stated roles and responsibilities. Even though often criticized, the school board is a crucial part of the school division’s health and operational well being.

The key to understanding the local school board is to realize that school boards developed directly from the American tradition of representative governance in local communities. The literature traced the governance of education from a time when individuals (parents, guardians, and masters of apprenticeships) were responsible for a child’s schooling, to the 1642 law in Massachusetts that specifically delegated the responsibility for education to an appointed board (Dexler, 1922). In 1647 additional legislation was passed by the Massachusetts Bay Colony that required all towns of a certain size to establish and maintain schools and that authorized those towns to appoint a special committee to look after the schools (Knezevich, 1984). In 1826, the 1647 law was amended to mandate the employment

of a school committee that would oversee school affairs (Reeves, 1954). Collectively, these Massachusetts laws took the responsibility for educating children out of the hands of parents and into the arms of the government.

Two early periods of historical significance to public school governance occurred. The first was in the 1840s with the creation of the office of superintendent of schools. At this time the school boards began to turn over some of their functions to this office. The second period was in the 1890s, climaxing in 1895. The basic issue was whether having the public schools controlled by locally elected officials should be abandoned and the real power turned over to superintendents and their staff (Cistone, 1975). From these and many additional legislative and judicial acts, school boards have been vested with the responsibility, authority, and accountability for the operation of public schools. In carrying out those duties, the board represents and acts on behalf of the people in its locality.

Since their inception local school boards have been the objects of criticism. Parents were outraged over the Massachusetts laws of 1642 and 1647. During the 1890s school boards were criticized by superintendents as not having enough educational knowledge to make decisions concerning the school division. Today local boards of education are again under fire. Some states have now passed or are refining legislation permitting a state takeover of educationally “troubled” local school divisions. In addition, private businesses have recently been formed to operate schools for a profit. To some, these developments mean local school boards are an endangered species. To others, this is a time of excellent opportunity in which divisions can reexamine the kind of effective leadership school boards might provide (Bolman

& Deal, 1992b). Due to these factors the leadership of the local school board chair has become an even more critical factor than ever before.

To this end the chairperson of the local school board will be the focal point of this study. Using a leadership orientation model developed by Drs. Bolman and Deal (1991) the leadership orientations of local school board chairs in the Commonwealth of Virginia will be examined as they are perceived by the superintendent, the chair, and the board.

This chapter will focus on the historical perspective of local school boards, the school boards' legal status, their roles and responsibilities, and what part they have had in the school reform movement. Additionally the study's statement of the problem, purpose, and theoretical base will be examined and the research questions will be defined.

### Historical Perspective

Local school boards have evolved in procedure and in practice since their inception. Knowledge of their evolution as an entity is necessary to fully understand the challenges to school boards.

#### Origins of School Boards

The concept of locally-based school boards is consistent with the ideal of keeping the government of the people, by the people, and for the people. The local school board emerged from the early Americans delegating school and other governmental responsibilities to a group of elected representatives called selectmen (Dyke, 1965). This system of governmental organization grew out of town meetings and was ideally suited to a society where democracy was cherished (Knezevich, 1984).



The early origins of local school boards were drawn from what are regarded as the first two school laws that established formalized schooling as a government function and a local responsibility. These laws viewed children as wards of the government. The first law, The Massachusetts Bay Law of 1642, specifically delegated the responsibility for education to an appointed local board (Freeman, 1990). The second law was drawn from the General Court of the Massachusetts Bay Colony in 1647 and called the “Deluder Satan Act.” Partially because of the neglect of many parents and apprentice masters to do so, it ordered that every town appoint someone to care for the education of the children. This order was established to focus on the student’s ability to read and to understand the principles of religion and the laws of the colony (Dexter, 1922).

In 1693 the Massachusetts Bay Colony enacted a law that jointly charged towns and their selectmen with maintaining schools. This law also allowed the selectmen to levy taxes if approved by voters during town meetings (Knezevich, 1984). As the number of schools increased, the public interest in schools grew. Additionally, the number of non-school problems of local government multiplied. In 1721 the first separate governing board for schools was established. The selectmen of Boston appointed a permanent school visitation committee to report to them and to perform certain duties as assigned. Similar ones, with and without legal status, were appointed in other cities (Reeves, 1954).

These actions were some of the first and served as examples of progress in the development of schools and school boards. They served as a model for other states. These steps represent the process that many states went through as they developed the governance of schools. Eventually, all states adopted a similar pattern of school governance.

Callahan (1975) argued that there have been two periods during which significant changes occurred that influenced local governance of schools. The first period occurred in the 1840s when the first Office of Superintendent of Schools was created in Boston, and the school board began to delegate some of its administrative functions to that person (Cameron, 1987; Freeman, 1990). This concept spread to other states as well. The second period of significant change peaked in the 1890s and addressed the issue of whether public schools should be controlled by locally elected officials or by professional experts in the offices of the superintendency (Cameron, 1987). An open battle over power and influence was fueled by “The Draper Report,” written by Joseph Mayer Draper in 1885. This report did not advocate elimination of school boards, but did recommend turning the operation of schools over to local superintendents (Freeman, 1990). The local superintendents argued for giving them the power, prestige, salary, and security needed to run efficient school divisions (Cameron, 1987). The result was a compromise that gave local superintendents increased authority, but not a clear victory.

In 1938, the question of whether local boards of education should be abolished or reduced in power was addressed by the issuance of the Educational Policies Commission Report (Callahan, 1975). Strayer, the report’s author, stated that “faith in local administration is part of the democratic tradition” (Callahan, 1975, p. 41). While he believed that boards should rely on the advice of experts, he concluded, “The final authority must rest with the board. The schools belong to the people” (p.41).

During the early days of education, the lay board was responsible for administration and management of the schools in a district. With the hiring of local superintendents to be

responsible for the administration of schools, the responsibilities of the school board evolved over the years until the board's responsibilities were molded into the policy-making body of the community for the school division (Dyke, 1965). This move still upheld the basis for a local school board that was to keep the school's representation close to the needs of local citizens.

### Virginia's Beginnings

In 1779 Thomas Jefferson developed a plan for Virginia public education in a bill submitted to the General Assembly entitled, "A Bill for the More General Diffusion of Knowledge." This bill called for the election of local men to serve as aldermen for each county. Their mandate was to guide the formation of the schools in the counties. At many Virginia Assembly meetings, beginning in 1779, legislators considered the bill drafted by Jefferson; however, it was not until 1796 that it passed (Heatwole, 1916). Yet after the bill passed, Jefferson's concept was not enacted because the General Assembly amended the bill to state that enacting the bill was the responsibility of the county courts. The county court judges were of the aristocracy, and they believed the bill would tax the rich to finance schools for poor families who did not pay taxes. As a result, the bill was never decreed.

It was not until 1810, when the Literary Fund was created, that Jefferson's concept of Virginia having a locally controlled educational system came into being (Holmes, 1961). This act ordered the County Court in each county to appoint commissioners, varying in number from 2 to 32, to carry out the function of the Literary Fund. These local commissioners had the authority to license teachers, to supervise instruction, and to provide school buildings and equipment (Heatwole, 1916).

The Virginia Public School System, along with local school boards, was officially established in 1872. The first State Superintendent of Public Instruction was William Henry Ruffner, a man of great energy and ability who had complete devotion to the cause of public education. He supplied the leadership which enabled the newly created local school boards all over the state to lay the foundation of the new system (Holmes, 1961).

### Legal Responsibilities

While the United States Constitution contains no direct reference to education, the Tenth Amendment passed in 1791 clearly states, “That the powers not delegated to the United States by the Constitution, nor prohibited by it to the states, are reserved to the states respectively or to the people.” The implication is that where the U.S. Constitution is silent, such powers automatically are assigned to the state government (Stoops, Rafferty, & Johnson, 1975). This, however, has not prohibited federal executives and Congress from passing rules and regulations and from attaching billions of dollars to these programs in order to ensure localities’ adherence to the guidelines (Brodinsky, 1977).

All state constitutions now have clauses devoted to education that give the state responsibility and authority over the public schools. The state constitution, statutes, and case law on matters relating to education constitute the foundations of the legal status of school boards.

The school board has authority to transact business only within the limits authorized by law and to perform actions necessary to make the laws effective. The school board has no other legal function than to act for the state in providing the kind of education required or permitted by the state within the school district. (Reeves, 1954, p. 65)

If the state does not authorize a particular function as either a mandatory or discretionary basis, it is illegal for the board to assume such authority (Smith & Smittle, 1954). State statutes provide the framework and boundaries within which local school board's function (Campbell, Cunningham, & McPhee, 1965). They outline the mandatory and discretionary functions of local school boards. Mandatory acts are those the board performs in the manner prescribed by law. These are the rules and regulations by which they have no choice but to comply. Discretionary acts are those that involve the use of judgment in fulfilling the legal duties of the board (Campbell et al., 1965).

Each state, except for Hawaii, delegates the responsibility for providing public education to the local school districts by legislative enactments (Edwards, 1955). The locally selected school boards govern the affairs of the school district, as agents of the state, carrying out the delegated mandates of the state legislature. Conflicts, such as the one over raising educational standards, are created when local school boards make judgments dictated by their official role as agents of the state that are in direct conflict with the wishes of their constituents. There are also conflicts over the fiscal responsibility of the schools. Some elected school boards have very limited taxing authority. In a few states, school boards, such as ones in Virginia, are fiscally dependent; that is, they have no taxing authority and must convince city or county governments to fund the school budget.

The Constitution of Virginia emphasizes the importance of education in Article I, Section 15 of the Bill of Rights. The constitution reads that "free government rests, as does all progress, upon the broadest possible diffusion of knowledge," (Virginia School Laws, 1996, p15). Article VIII, Section I of the constitution specifically mandates that "the General

Assembly shall provide for a system of free public elementary and secondary education” (Virginia School Laws, 1996, p. 4). In the same section it also indicates that the educational program must be of high quality. This law clearly puts the burden of providing a quality education on the General Assembly. The General Assembly in return directs the local school boards to meet the standards of quality. Section Seven of Article VIII delegates the supervision of schools in each division to the local school boards stating, “The supervision of schools in each school division shall be vested in a school board, to be composed of members selected in the manner, for the term, possessing the qualifications, and to the number provided by law,” (Virginia School Laws, 1996, p. 7).

In the Code of Virginia, Title 22.1 also deals with education. Chapter Five Article I under General Provisions, Section 22.1-28 states that the supervision of schools in each division is vested in the local school board (Virginia School Laws, 1996). Herein lies the transfer of school governance to the local school boards of Virginia.

#### Role of the School Board

School boards have many functions, roles, and responsibilities. “The school board is charged with the oversight and management of its school district’s affairs, personnel and properties,” (Hyde, 1995, p. 5). As agents of the state, local school boards’ official responsibilities are mired in legal statutes; therefore their role at times seems unclear. There is not a clear delineated listing of responsibilities on which all agree. While many state codes and statutes outline general guidelines, they often do not give specifics as to “tie the hands” of the school board.

The National School Boards Association (NSBA) (1982) established five major functions of school boards. The functions are: (a) policy making, (b) personnel relations, (c) educational programs, (d) school finance, and (e) school plant and services. These functions deliberately lack specificity, allowing for all state statutes to be encompassed in the areas and serving as a guide from which boards can operate.

Smoley (1999), an associate professor of educational leadership at the University of Delaware who provides consulting assistance for the improvement of nonprofit governance, also established a core listing of the school board's role and supported sections of the NSBA listing. He clearly agreed with two of the responsibilities outlined by the NSBA. Smoley and the NSBA saw the school board being charged to attend to personnel matters and school financial issues. Two other areas were aligned but not as clearly. Smoley indicated a difference in oversight of all personnel and the superintendent. He stated that the school board was responsible for choosing, directing, and evaluating the superintendent. While in practice this was the case, it is not outlined clearly in the NSBA guidelines. Smoley also added legal accountability to the fiscal and personnel functions. In carrying out this responsibility the school board would develop suitable policy. Finally NSBA outlined the responsibilities of educational programs and Smoley stated that the school board identified and monitored programs until completion.

Differences did occur between the two lists of responsibilities. NSBA established that a major function of the school board was school plant services; however, Smoley mentioned nothing about the school facilities specifically. He suggested that school boards should

provide support for key projects. Smoley included serving the community as a role of the school board, yet it is not mentioned by the NSBA.

Smoley and NSBA agreed that the manner in which local school boards perform these functions determines the effectiveness of the board. Smoley found that “lack of clarity on the part of the board concerning their responsibilities leads to board members spending time on less essential or even incorrect aspects of their work” (p. 5). According to NSBA the ability to perform these functions was the ability of a school board to be effective.

The Virginia School Boards Association (VSBA) assists and supports local boards as they seek to understand their role and function in the educational process. The association is involved in many avenues of board support. The VSBA is involved in influencing legislation and assists boards with recruitment and placement of superintendents along with many other support functions. While these areas are important to local board business, the VSBA believes their emphasis should be on the vital role of orientation of new members and on professional training of all local school board members. The association is committed to offering quality training institutes that will enable local boards to carry out their jobs more efficiently (B. Coyle, Deputy Executive Director, personal communication, March 8, 2001).

#### Local Boards and School Reform

Much attention during the past two decades has been focused on the quality of education in the United States (Danzberger, 1994). This has resulted in two distinct waves of educational reform (Lawrence, 1989). The first wave had as its objectives the raising of standards and the increasing of accountability of schools. In general, it sought to make education a more rigorous enterprise. The second wave of reform focused on restructuring



schools. In both of these reforms very little attention has been given to local school boards and their leadership role in the improvement of schools (Lawrence, 1989). Corcoran and Wilson (1986) believed that reformers should increase their attention to the local boards of education and school administrators. They state that school boards and superintendents carry the primary responsibility for creating the conditions under which school success and school reform are possible. Cuban (1984) agreed and contended that the reform literature has been too narrowly focused on the principal and the school site. He stated that school reform has ignored implicitly the pivotal role that school boards play in determining the difference between implementation success and failure. School boards are the policy makers and governing agents of public education at the grass roots level. Their leadership is critical in directing the schools that they serve to educational excellence (Lawrence, 1989).

#### Statement of the Problem

Local school boards are empowered by law to influence and direct education within their school divisions so that they are responsive and sensitive to the unique conditions, needs, and differences of the communities they serve (Lawrence, 1989). In other words, the foundation of school governance rests with the local board. It is essential then that boards examine elements that are basic to their effectiveness. Because local boards want to be effective and want to make their district's schools more successful they are seeking ways to improve their services to the schools and the communities they serve (Freeman, 1990).

In searching for a way to better understand school boards, the leadership of the boards, and a key to assist in board improvement, the researcher examined Bolman and Deal's theoretical framework of leadership orientations and effectiveness. During this search the

researcher reflected on the fact that many times an organization is a mirror of its leadership. The researcher then determined that it would be beneficial to seek information about the leadership and effectiveness of the school board chair as a means to assist in school board improvement.

### Purpose of Inquiry

School board leaders must be able to respond to the need for change by adjusting policy to accommodate the change within the school organization. The results of this study will assist school board members and school board chairpersons as they attempt to lead effectively by understanding the dynamics of leadership orientations. The findings will be available for training and preparation of school board chairpersons as they take their leadership position on a board. The results will also be available for administrators and potential administrators to study as they seek to understand their role as it relates to a school board and how they can best understand and work effectively with a board.

### Theoretical Base

School boards in Virginia today are complicated governing bodies wrapped in the political tangle of addressing their legal responsibilities, constituents' wishes, and the children's educational needs. There are multiple characteristics of effectiveness and different methods of achieving this status. Developing effectiveness is not a one-step process. Review of the literature brought forth two prevailing conceptual models from which to view school board effectiveness (see Appendix A).

### Effective School Board Characteristics

The largest portion of the research postulates that effectiveness of a school board is measured on six, specific, prevailing characteristics: 1) distinguishes between policy and administration; 2) uses effective communication; 3) recognizes the expertise of superintendent and administration; 4) establishes and adheres to a code of ethics; 5) understands the importance of teamwork; and 6) develops a decision-making process (Anderson, 1992; Ashby, 1968; Banach, 1989, Campbell & Greene, 1994; Danzberger, et al., 1992; Freeman, 1990, Smoley, 1999). The two characteristics that dominated the research literature were: 1) the ability to distinguish between policy making and administration and 2) the establishment of an effective means of communication. These characteristics are perceived to provide insightful and visionary leadership from local school board members for the successful schools of the future. An in depth analysis of these characteristics follows in chapter 2.

### Leadership Orientations

This research project focuses on Bolman and Deal's model of leadership orientations (1984). Bolman and Deal examined the effectiveness of local school boards from a different viewpoint. This model emphasized that examining issues from a number of different perspectives was the key to effectiveness. Collectively, effective boards viewed issues from the human, structural, political, and symbolic ramifications of policies and decisions. The human resource orientation deals with being supportive and participative; the structural orientation deals with the analytical and organizational skills; the political orientations draws strength on power and political sensitivity; and the symbolic orientation is based on inspiration and charisma. Board members who used multiple perspectives governed school board

business more effectively than members who used a single orientation and were positively influenced concerning challenges and opportunities.

Local school boards now should reexamine and recommit themselves to their powerful and durable function as they serve as both model and catalyst for values such as excellence, caring, justice, and faith. By entrusting themselves with these roles they can regain and reinforce the confidence of constituents, thus allowing their distinctively American tradition to continue and thrive (Bolman & Deal, 1992b).

### Research Questions

The Commonwealth of Virginia is in the midst of educational reform and organizational change. With the introduction of elected school boards, Standards of Learning Assessments, and changes in accreditation standards, effective leadership from the board is essential. For this reason this study will focus on the following research questions:

1. What is the dominant leadership orientation of local school board chairpersons in the Commonwealth of Virginia as perceived by the superintendent, the school board chair, and the school board members?
2. How do the dominant leadership orientations of Virginia School Board chairpersons relate to perceived effectiveness as a leader and a manager of board affairs?
3. How do the results of research questions one and two relate to Bolman and Deal's previous research on leadership orientations and effectiveness?

### Organization of the Study

This study concerns the leadership orientation of Virginia School Board chairpersons and is divided into five chapters. The first chapter addresses the role of the school board in

governing public education and in addressing calls for educational reform. This sets the content for justifying an inquiry on school board leadership and for the proposed research questions. The second chapter examines the existing research on school board effectiveness, creating a conceptual foundation for the study. The third chapter explains the methodology that was used, including the population, instrumentation, data collection procedures, and method of analysis. The fourth chapter analyzes and presents the data. The fifth chapter provides a summary of the research, conclusions derived from the analysis of the data, and recommendations for further study.

## Chapter 2

### Review of the Literature

*“Fellow citizens, why do ye turn and scrape every stone  
to gather wealth, and take so little care of your children,  
to whom one day you must relinquish it all?”*

*-Socrates (468-398 B.C.)*

Although most states enacted sweeping educational reforms in recent years, these initiatives, for the most part, by-passed local school boards. Many school board leaders throughout the United States were only moderately involved in the education reform movements that crossed the nation. Since the national education agenda has been recast, however, the success or failure of these efforts rests squarely with the local school boards, teachers, administrators, and communities.

School boards are charged with making policy and governing public education at the local level. Their capacity to lead determines the long-range success or failure of school improvement efforts (Danzberger et al., 1987). Just as principals are catalysts for individual school improvement, the school boards and superintendents must take the lead in school district improvement. School boards are crucial agents for improvement and can be strengthened to become more effective.

#### Indicators of Effective School Board Leadership

The two prevailing research strands concerning the leadership of school boards are (a) characteristics of effective boards; and (b) leadership orientations (see Appendix A). One strand identified characteristics of effective school boards. Seven studies were retrieved using

this model. This strand proposed that if specific characteristics were present, then the board would be effective. The second strand analyzed the effectiveness of the board leadership by examining perceptions of schools. This research defines four different lenses through which the leadership resolves issues about education and schools. These images of schools are described as structural, political, human, and symbolic. This model will be used as a basis of this study.

### Characteristics of Effective School Board Members

There are common threads among the seven studies characterizing effective school boards. From the seven studies, ranging over a thirty-year time span, six consistent characteristics emerged four or more times: (a) the ability to distinguish between policy-making and administration; (b) the use of effective means of communication; (c) the recognition of the expertise of the superintendent and the school staff; (d) the establishment and adherence to a code of ethics for the board; (e) the understanding of the importance of teamwork; and (f) the development of a decision-making process that included all parties (Anderson, 1992; Ashby, 1968; Banach, 1989; Campbell and Greene, 1994; Danzberger, et al.; 1992; Freeman, 1990; and Smoley, 1999).

#### Distinguish between policy-making and administration

Six studies concluded that effective local school boards were able to distinguish between policy-making and administration and that this characteristic was of central importance (Anderson, 1992; Ashby, 1968; Campbell & Greene, 1994; Danzberger, et al., 1992; Freeman, 1990; Smoley, 1999). Effective school boards had a clear understanding of their duties and of the delineation between their policy-making responsibilities and the

administration of the schools (Campbell & Greene, 1994). In order for local boards to act effectively, they negotiated the delicate balance between exercising authority and supporting the school superintendent's responsibility to administer the school (Smoley, 1999).

Ashby (1968) wrote that the qualities that made a good school board member were similar to those that made for success in any major enterprise. He believed the major key to being a successful school board member was being able to distinguish between the policy making and administration duties. This, in his view, involved seeing clearly and seeing the whole scope of the educational process. He developed, in cooperation with the New Jersey State Federation of District Boards of Education, a set of suggestions to help boards distinguish between policy and administration. He also believed that if they were followed by local school board members many problems would be avoided. These suggestions included understanding the role of the school board and not getting involved in the administration of the system; developing a means of effective communication; finding and hiring a quality superintendent and then supporting his efforts; developing a sense of team among the board members and between the board and the administration; and finally that all involved parties should be included in the decision making process. Effective school boards in his recommendations inherently recognized their responsibility as policy-makers and not as administrators.

#### Effective communication

A second critical element of effective school boards was the establishment of an effective means for two-way communication (Ashby, 1968; Banach, 1989; Campbell & Greene, 1994; Danzberger, et al., 1992; Freeman, 1990). The importance of communication,



whether written or verbal, appeared in five of the studies. All of these stated that open and honest communication among the board members and between the board and administration was essential. An effective board had a comprehensive program for communication with all their constituencies. This program not only included board members and the school administration but also the community, businesses, and the media.

Campbell and Greene (1994) completed research with the California School Board Association and found communications to be an important element to effective boardsmanship. They discovered that effective members understood the importance of open and honest communication with everyone. These board members recognized that clear communication about their expectations and desires was more likely to result in their goals being met, while lack of communication led to mistrust, suspicion, and unmet goals. When effective communication goals were met the school division was the beneficiary.

Campbell and Greene's (1994) research stemmed from the National School Board Association's formation of a task force to study the role of local school boards and to develop a concise definition of the governance responsibilities of school boards. Based on these findings the California School Board Association (CSBA) launched a two-year project to expand the NSBA's (1982) work and to build a comprehensive curriculum for training California school boards. Campbell and Greene led this project and from it evolved committees comprised of staff, respected educational leaders, and business officials. From these committees and from years of numerous interventions with school districts, CSBA identified basic characteristics that effective school board members had in common. Their research evolved from the concept of "citizenship oversight of local government being the

cornerstone of our American democracy,” (1994, p. 391). Campbell and Greene concluded that because boards are so powerful, members need clear role definitions, an understanding of communications, and training to understand the job. “Improving the effectiveness of boards, therefore may need to begin with an acknowledgment that an effective board contributes to the quality of education in the community and that board members, like staff, need and deserve to participate in continuing education” (p. 395).

### Expertise of the superintendent

Additionally, effective local boards recognized the expertise of the superintendent and school staff (Anderson, 1992; Ashby, 1968; Banach, 1989; Campbell & Greene, 1994). These studies found that hiring the right person for the superintendency and then trusting the leadership of this person were important elements to the board’s effectiveness. The studies also found that consulting the administration on policy issues was fundamental. Effective boards drew on the suggestions of the superintendent and the administration to develop policies and to make recommendations. They trusted the superintendent and the administration to carry out the local policies the board had developed.

Anderson (1992) conducted research on effective local school board characteristics by surveying school board chairpersons, district superintendents, and high school principals from 132 school districts throughout Wisconsin. A random sample was drawn from the large (3,260 students), medium (1181 students), and small (472 students) districts. Only school districts with both a superintendent and a high school principal were sampled. He received a 69.6 % return rate on his study.

Anderson (1992) believed that communities should expect high levels of performance from individuals who governed local school boards. A major emphasis of this study was personnel relations and their effect on school board leadership. Anderson (1992) established that a willingness of the board to ensure the superintendent and the administration opportunities to recommend action on policy matters was a strong characteristic of an effective board.

### Importance of teamwork

Understanding the importance of teamwork was a factor found to be significant in four research projects (Ashby, 1968; Banach, 1989; Campbell & Greene, 1994; Smoley, 1999). This characteristic was a critical factor in the effectiveness of the board as a whole. Individual members of the local board might have traits of an effective member, but a school board functions only as a whole. The effectiveness of the team was greatly altered if individual members of the board refused to work together.

One of the major deterrents to teamwork appeared to be the refusal by an individual member of a board to see that his or her actions reflected on the board as a whole. Actions of individual board members particularly affected the relationships members had with one another (Freeman, 1990). Understanding that they function only as a board and not as individual members promoted teamwork. This understanding also minimized conflict between members.

Banach (1989) found teamwork to be the decisive characteristic of an effective school board. He developed what he referred to as the 11 traits of winning school board teams. These traits were based on Banach's observations of boards. Banach sees these 11 traits as the

fundamentals of board teamwork. They are vision; goal driven; results orientation; commitment to excellence; sense of togetherness; open communication; uncompromising quality; inspired leadership; leadership support; external backing; and political savvy. All of these eleven traits, in his view, result in the most important function of a school board, teamwork.

### Code of ethics

In four of the studies, the establishment of a code of ethics for the local board and policies for upholding these codes were important to effective school boards (Anderson, 1992; Campbell & Greene, 1994; Danzberger, 1994; and Freeman, 1990). The ethical behavior of elected and appointed officials had come under increasing scrutiny. It was vital that board members adhere to the highest possible ethical standards. This included following the law and the established board policy and procedures even when faced with difficult or questionable situations. Effective board members were completely ethical and maintained the highest standards of conduct (Freeman, 1990).

Freeman (1990) conducted research on school board effectiveness using a five-part survey. The surveys were sent to 3,744 school board members with a 25.6 % return rate. The confidence level of this survey was 95 % with an error rate of  $\pm 6$  %. This research represented a cross-section of local school board members in all 50 states.

In Freeman's (1990) study, the facet of the school board abiding by a code of ethics was ranked as vital to school board effectiveness by 91.1% of the individuals returning the survey. Freeman (1990) believed this to be a "never ending challenge because of the constantly changing society in which we live," (p. 117). Because the foundation of school

governance rests with the local board, it is essential that it assure its commitment to the ethical responsibilities of the position.

#### Establishment of decision-making process

Effective local boards' realization that policy-making was a difficult and time-consuming process was a characteristic that emerged in four studies (Anderson, 1992; Ashby, 1968; Danzberger, 1994; and Smoley, 1999). Effective boards recognized that policy-making required discipline, and spent a significant amount of time in establishing a strategic policy-making process. Effective local boards took policy-making seriously and carefully embarked upon policy-making in a formal manner.

Smoley (1999) outlined the results of his research on local school board effectiveness in the State of Delaware. Much of his information is an outgrowth of the School Board Effectiveness Project, which he began in 1993, funded by the Good Samaritan Foundation. He interviewed 45 of the 117 school board members, which included at least one member from all but one of the districts in Delaware. He used a structured but open-ended interview protocol and a self-assessment portion survey. Smoley specifically asked the goal of the board in each interview and why the members considered their actions to be effective. His effective school board characteristics were derived from these interviews.

Smoley stated that making rational decisions gave boards power over a range of topics. He further concluded that with power goes the obligation to make the best decisions possible. Smoley found that "decision-making was the lifeblood of a school board" (p. 17). His study indicated that effective boards made rational, informed decisions in which they

considered the merits of alternative courses of action. Ultimately, Smoley defined board effectiveness “as directly related to the board’s role as a policy-making body” (p. 17).

Danzberger et al. (1987) also found policy-making to be of serious concern to the effective school board. Policy-making was not a hit or miss activity and was carried out through a series of careful steps. One major step in the policy-making process was informing the public of major proposals. Other steps leading to more efficient policy-making included: (a) development of written policies on policy-making; (b) inclusion of procedures to govern committee work; and (b) allocation of resources to support these activities.

The Institute for Educational Leadership (IEL) (Danzberger, et al., 1992) conducted the most extensive research on local school board effectiveness. This research was a composite of three studies conducted from 1985 to 1992. It included a survey of school boards in 16 states, and from a total of 128 urban, suburban, and rural school districts. Survey data were collected from more than 400 school board chairs in nine areas across the nation. Included in the research were case studies in the largest school districts in each metropolitan area. IEL teams interviewed more than 300 individuals from various sectors in the districts, as well as all school board members from the districts studied. Survey data also were collected from school board chairs in three rural states: Idaho, Iowa, and Wyoming.

Danzberger (1994) strongly emphasized that systematic reform in public schools would not be accomplished without restructuring of school boards. Reforms must occur because the present system of school boards is not structurally suited to govern effectively in an increasingly divisive society that is facing unprecedented economic and social challenges.

The central element to the restructuring of school boards must be to “redefine the governmental expectations, their role, and their responsibilities,” (p. 372).

### Additional Findings

Although urban, rural, and suburban school districts differ in many ways, school boards in these communities rated themselves similarly on the scale of effectiveness (Danzberger, et al., 1992; Freeman, 1990). Freeman’s (1990) work also indicated this to be true regardless of the size of the locality. Also, board members’ views were generally consistent despite their educational backgrounds (Freeman, 1990).

In Anderson’s (1992) studies few differences existed in the responses concerning the indicators of effectiveness of school boards for the different groups surveyed; school board members, superintendents, and high school principals. All of the groups indicated there were distinguishable differences between the most and least effective board members. Freeman (1990) found similar results with the traits the board members considered to be least essential to their effectiveness; these paralleled their notions of their areas of weakness. This appeared to be a matter of the board members prioritizing their efforts based on what each perceived to be of importance

### Summary of Characteristics

These six characteristics, the ability to distinguish between policy-making and administration; the use of effective means of communication; the recognition of the expertise of the superintendent and the school staff; the establishment and adherence to a code of ethics for the board; the understanding of the importance of teamwork; and the development of a decision-making process which included all parties, were drawn from numerous research

studies considering the effectiveness of school boards (see Appendix B). The studies spanned time and locations that gave a broad perspective concerning the characteristics of an effective school board.

### Effective Leadership Orientations

Bolman and Deal (1984, 1992a, & 1992b) explored an entirely different concept of leadership. Their research on school leadership with administrators in higher education and public school administration, under the auspices of the National Center for Educational Leadership (NCEL) and funded through a grant from the United States Department of Education (DOE), explored the implications of orientations that leaders often used as implicit theories of leadership. Their research suggested four different metaphors of a school as an organization. Bolman and Deal suggested that a person who sees a school as a factory makes decisions and judgements under the structural leadership orientation. These individuals view schooling as a process and that the process should produce the same results for each individual at the end. The individuals who see the school as a family view the leadership of a school division as humanistic. These individuals' primary concern is to care for the children, teachers, and administration. Some individuals view the school as a jungle where everyone has to fight for their part of the resources. These individuals view leadership through the political orientation. The final metaphor is the cathedral. The people who view the school in this manner see leadership through the symbolic orientation. These individuals believe in conserving tradition and faith in the system. These four metaphors of the factory, family, jungle, and cathedral are the structures around which Bolman and Deal built their leadership orientations of structural, humanistic, political, and symbolic.



Bolman and Deal believed each orientation influences a person's perception of a school division, thus functioning as a lens through which a person sees things. Local board members, like all individuals, saw the world through a unique lens. Through their lenses, board members filtered information and found patterns in the complex situations they confronted. These cognitive orientations helped individual members make sense of situations they encountered. "All of us develop our own personal worldviews through many years of education and experience. Without an orientation of reference, stressful situations become overwhelming. Many fractious board meetings result from a war of lens rather than conflict of personalities" (Bolman, Deal, & Rallis, 1995, p. 2).

### Leadership Orientations

Each lens suggested a different view of the leadership role (Bolman & Deal, 1992a). They distilled these theories of organizations into four categories that they labeled orientations. The orientations are: (a) human resource, (b) structural, (c) political, and (d) symbolic.

The human resource orientation. The human resource orientation dealt with two dimensions. One was supportive behavior, where the leader's concern was about the feelings of others and his or her responsiveness to them. The other dimension was participative behavior, where the leader fostered participation and involvement, listened, and was open to new ideas (Strickland, 1992). The human resource orientation was a favorite among building level school administrators. It highlighted the importance of personal needs and held that classrooms work best when individual needs were satisfied in a caring work environment.

Showing concern for others and providing ample opportunities for participation were ways to enlist people's involvement (Bolman, Deal, & Rallis, 1995).

The structural orientation. The structural orientation dealt with the two dimensions of analytic behavior. One dimension was thinking clearly and logically and approaching problems with facts. Attending to detail was important to this type of leader. The other dimension was the leader who was organized by developing clear goals and policies which held people accountable for results (Strickland, 1992). The structural orientation emphasized productivity and assumed that classrooms, schools, and districts work best when the efforts of individual and groups are organized through authority, policies, and rules. Problems arose from confusion or misalignment in the formal system. They are clarified by shifting authority, explanation of roles, restructuring, and policies (Bolman, Deal, & Rallis, 1995).

The political orientation. The political orientation contained two dimensions of powerful behaviors. One dimension was described as persuasive. The leader had the ability to mobilize people and resources. The leader was effective at building alliances and support. Adroit behavior, the other dimension, was behavior of a leader that was political, sensitive, and skillful. The leader was especially skilled as a negotiator in the face of conflict and opposition (Strickland, 1992). The political orientation pointed out the limits of authority and the inevitability that resources are almost always too scarce to fulfill all demands. Districts competed with other public services for resources and schools must then jockey with each other for these limited resources. At times board members got caught up in the vortex of political activity. Goals emerged from bargaining and compromise among different interests

rather than rational analysis or command at the top. Conflict was inevitable. If it was handled properly, it was a source of constant energy and renewal (Bolman, Deal, & Rallis, 1995).

The symbolic orientation. The symbolic orientation consisted of two dimensions. Inspirational behavior was the dimension where the leader inspired others to loyalty and enthusiasm and communicated a strong sense of vision. The other was charismatic behavior. The leader was imaginative. The charismatic dimension emphasized culture and values (Strickland, 1992), The symbolic orientation centered attention on symbols, beliefs, and faith. Schools, like other human organizations, created symbols to cultivate commitment, hope, and loyalty. Symbols governed behavior through informal rules, agreements, and understandings. Stories, metaphors, heroes, ritual, and ceremony added zest and existential buoyancy. The school became a way of life rather than merely a place to work (Bolman, Deal, & Rallis, 1995) (see Appendix C).

#### Understanding of Orientations

The symbolic image was the best predictor of leadership effectiveness, but the structural image was the best predictor of a managerial efficiency. Human resource and political images were moderately associated with effectiveness as both manager and leader. Bolman and Deal also found that men and women were more alike than different in their images of leadership (1992b).

This concept of leadership orientations is important in understanding leadership because the world of human experience is ambiguous. Orientations of reference shaped how situations were defined and determined what actions were taken. Bolman and Deal (1990)

believed these four distinct images existed not only in textbooks, but also in the ways the leaders thought and acted in response to everyday issues and problems.

Bolman and Deal's research (1984, 1992a, & 1992b) did not outline specific characteristics of effective individuals, but found that examining issues from a number of different perspectives was the key to effectiveness. Collectively, if boards viewed issues from human, structural, political, and symbolic perspectives, then decisions were formed in a more equalized manner. It appeared that boards led organizations more effectively using these multiple viewpoints. These images also influenced how board members defined and reacted to situations (Bolman & Deal, 1992a).

Each orientation can be coherent, focused, and powerful; the full array was more comprehensive than any single orientation. Reframing was a conscious effort to size up a situation from multiple angles or view the situation from a different orientation. In times of crisis or overload you tend to feel confused or overwhelmed if you can not re-orientate. Sometimes if you are trapped in the wrong orientation, you are immobilized or you plunge recklessly into a misguided action. To avoid these common traps, boards often need to shift their orientations of reference. (Bolman & Deal, 1995, p. 3)

Bolman and Deal (1991, 1992a, 1992b) conducted four research projects utilizing orientations to investigate how leaders use multiple perspectives and have collaborated on many other projects. The research questions they proposed were, how many orientations do leaders use and which ones do they use most often (Bolman and Deal, 1992b). Cumulatively their projects studied 90 senior corporate managers, 187 higher education administrators, 140 United States school administrators, and 274 Singapore school administrators. The corporate

managers were from a “multinational company which included individuals from more than fifteen different nations including the areas of North America, Latin America, Europe, Asia, and Australia” (Bolman & Deal, 1991, p. 519). All of the corporate managers were working in the field of human resources. The higher education administrators generally held positions of Dean or above. These individuals were all attending a leadership training seminar being conducted at Vanderbilt and lead by Drs. Bolman and Deal. The study of United States school administrators included 50 principals from Florida and 90 principals and central office administrators from Oregon. The study of Singapore administrators included 246 principals and 28 central office administrators.

In addition to rating themselves, the individuals in these studies were rated by colleagues. The 90 corporate managers were rated by 500 colleagues, the higher education administrators were rated by 1,342 colleagues, the 140 United States school administrators were rated by 1,407 colleagues, and the 274 Singapore school administrators were rated by 1,238 colleagues (Bolman & Deal, 1991). Additionally, Bolman and Deal have collected statistics from other researchers who have used their survey.

Bolman and Deal (1992b) used a regression analysis to explore the link between the orientations and effectiveness scores for individuals involved in the research. The scores for the dependent variables were obtained by asking colleagues to rate a manager’s overall effectiveness as a manager and overall effectiveness as a leader. The terms leader and manager were not defined. The independent variables were the four organizational orientations. Through regression analysis Bolman and Deal explained a minimum of 66% of the variance in perceived managerial effectiveness and 74% in leadership effectiveness. Even more

interesting, the array of independent variables associated with effectiveness as a manager was almost the reverse of those associated with effectiveness as a leader. For two of the three samples, the structural orientation was the best predictor of managerial effectiveness but was, for all three, the least dependable method of effectiveness as a leader. The corporate managers were the exception to this finding. The symbolic orientation was consistently the worst predictor of effectiveness as a manager, but was the best predictor of effectiveness as a leader (1992b).

These analyses also showed that the human resource and political orientations were positively related to effectiveness as both manager and leader in every sample, but the political orientation was consistently the more powerful of the two. Also interesting was that, across sectors, the political orientation was usually a better predictor of both manager and leadership effectiveness than was the human resource orientation (1992b).

Bolman and Deal (1991) found that the leaders who were studied “preferred one or two of the leadership orientations, often rejecting the others” (p. 529). Many times leaders disagreed about which images were right and which were wrong. Such disagreement was often the source of unproductive conflict that resulted in less than effective decisions on the part of the board. “All of these perspectives are important, and each can contribute to a board’s effective functioning. Board members need to learn to recognize their own orientations while understanding and appreciating those who see their responsibility in a different light” (Bolman & Deal, 1991, p. 39).

The research also showed that local boards with a shared set of values found the balance between ethical responsibilities and leadership roles easier to reach. Such values

provided a context for ground rules that set standards of effective behavior for the board. The values of excellence, caring, and justice did not always point in the same direction on every issue, but boards who strived to honor all of those values served as effective boards. Bolman and Deal (1991) emphasized that school boards could “regain and reinforce the confidence of constituents, thus allowing a distinctly American tradition to continue and thrive” (p. 39).

Lawrence (1989) of Teachers College, Columbia University, revised Bolman and Deal’s original 1984 questionnaire to study school boards. This is the only study to date that uses an orientation model to study school board leadership. She examined the leadership orientations of school boards in districts recognized as having outstanding schools by the National Department of Education. She found that 271 schools were honored through this program, but due to the fact that several districts earned recognition for more than one school, the population of the study was 249.

Lawrence’s sample consisted of 194 public school districts and 55 private schools. Responses were received from 154 chairs that represented 126 chairpersons of public school boards and 28 presidents of private school boards. This equaled an overall return rate of 62%. The return rate from the public school board chairs was 65% and from the private school board presidents was 51%. The board chairs rated themselves and were not rated by others. The median enrollment of the school divisions studied was 2,766 and the median per pupil expenditure was \$3,820. Nationally the per pupil expenditure for 1984 was \$3,752 (Lawrence 1989).

Lawrence (1989) used only the first 21 questions from the original Bolman and Deal Survey. To determine which leadership orientation was dominant for the school boards that

govern nationally recognized schools, a mean score was obtained. To determine the mean score for each orientation, the mean scores for each of the items related to that orientation were used to compute the overall mean. The scale for Lawrence's instrument was 1 to 10. The structural leadership orientation had a mean score of 8.15 with a standard deviation of 1.35; the human orientation had a mean score of 8.02 with a standard deviation of 1.52; the political orientation had a mean score of 7.83 with a standard deviation of 1.52; and the symbolic orientation had a mean of 8.15 with a standard deviation of 1.53.

The symbolic and human orientations had very similar means, 8.05 and 8.02, respectively. The political dimension had the lowest mean score of 7.83 and the structural orientation had the highest mean, 8.15.

Lawrence found these effective boards, as perceived by the board presidents, were able to examine educational issues from a number of different perspectives. Collectively, board members were able to see the human, structural, political, and symbolic ramifications of decisions. It appeared to Lawrence that the ability of boards to guide schools effectively was influenced by how they defined and reacted to organizational challenges and opportunities. (Bolman & Deal, 1992a)

### Summary of Orientations

Bolman and Deal (1991) believed these orientations were like lenses through which school board members filtered information and found patterns in the complex situations they confronted. Each image suggested a different view of the leadership role of school boards and each also presented a unique set of ethical challenges.



In working with leaders all over the world these researchers have found that people who become more aware of their own perspectives become more effective. It helps to have a manageable set of orientations, each offering a window to different facets of the challenges of school governance. It was also easier to know where your colleagues are coming from if you understand their frames of reference. (Bolman, Deal, & Rallis, 1995, p. 2)

### Summary

Bolman and Deal's research did not outline specific characteristics of effectiveness, but found that leaders viewed situations and decisions from different perspectives. Collectively, effective boards viewed issues from the human, structural, political, and symbolic ramification of policies, decisions, and public deliberations. That point led to this study which will attempt to define if the chair person operates from a specific leadership orientation which is determined effective by the superintendent, other board members and the chair himself.

This literature search therefore characterizes it essential that each local board chairperson use his or her power to effectuate the school division. Gone are the days of business as usual. Gone are the days of leaving improvements up to individual schools. "A school board has considerable autonomy and power" (Anderson, 1992, p.17). Hence, board chairs must guide this power to improve the board's effectiveness in order to improve the performance of the district's schools. School improvement has been mandated in almost every state. As agents of the state it is the school boards' responsibility to carry out these mandates. School reform is no longer rhetoric but reality. The reality is that it will take everyone from

individual school board chairs to the custodians to improve schools and ensure that every child reaches higher levels of achievement as outlined by the states.

## Chapter 3

### Methodology

*“What lies behind us and what lies ahead of us are  
tiny matters compared to what lives within us.”*

*-Oliver Wendell Holmes*

The purpose of this chapter is to explain the research methodology of this study. This includes the setting and population of the study, the data collection instrumentation, data collection procedures, and data analysis procedures. The study involved the analysis of leadership orientations of public school board chairpersons as perceived by the superintendents, the board members, and the chairpersons in the Commonwealth of Virginia. The data analyzed were collected through mailed questionnaires. This questionnaire had three sections.

#### Setting and Population of the Study

The analyses reported in this study are based on 57 (43%) school divisions for which completed instruments were returned by the board chair, the superintendent, and at least two board members. The focus population was 134 individuals who were serving the Virginia public school divisions as school board chairs during April of 2001. The intent of this study was to include perceptions of this focus group by: 134 school board chairpersons, 847 school board members, and 134 superintendents. For a complete profile of the school board members see Appendix D. A letter was sent to all 134 Virginia school division school board chairs inviting them to participate in this study. Following this invitation letter a questionnaire was sent to all divisions for the chair, board members, and superintendent. Only school divisions

with returned questionnaires from the superintendent, school board chair, and at least two school board members were included in this study. There were 57 school divisions that met the criterion established for the study for a participation rate of 43%. Questionnaires were returned from 373 individuals for a return rate of 33%.

### Instrumentation

The Leadership Orientations Instrument developed by Bolman and Deal (1990) was used in this survey. Permission was granted from the authors on August 8, 2000, to use the Leadership Orientation instrument and related tables (see Appendix E). The Bolman and Deal instrument has two forms, one for self rating by the chair (see Appendix F) and the other for use by the board members and the superintendent to rate the chair (see Appendix G). This instrument was incorporated into a bi-fold questionnaire.

Both forms contained 40 items that were divided into three sections referred to hereafter as behaviors, style, and effectiveness. The behavior and style sections represent two approaches to assess the four leadership orientations. The effectiveness section is used to assess the effectiveness as a manager and as a leader. The behavior scale used a list of 32 statements representing leadership behaviors to which the respondents indicated how often the chairperson engaged in these behaviors. A five-point Likert-type response scale ranging from 1=never to 5=always was used to rate how often the described behavior occurred. The 32 statements were grouped into four leadership orientations, which were structural, humanistic, political, and symbolic. The style section consisted of six forced-choice questions with four choices for each question. Each choice represented one of the four leadership orientations: structural, humanistic, political, and symbolic. Respondents were asked to rank the four

choices from 4, the phrase that best described the chair, to 1, the phrase that was least like the chair. The effectiveness section consisted of two items used to rate the chair's effectiveness as a leader and as a manager. A four-point Likert-type response scale ranging from 4 being in the top 25% of all individuals you have known with comparable level of experience and responsibility to 1 being the bottom 25% was used.

Section 1, behaviors, contained 32 items that have a 5-point response scale: (1) never, (2) seldom, (3) occasionally, (4) often, or (5) always. The 32 items on Section 1 of the questionnaire were divided equally into the four leadership orientation categories: human resources, structural, political, and symbolic. Specific items were aligned with the four orientation categories in Appendix H (Durocher, 1996). The following are examples from Section 1:

Leadership version: [ I ] strongly emphasize careful planning and clear time lines.

Peer version: [The chair] strongly emphasizes careful planning and clear time lines.

The second section of this instrument, style, contained six forced-choice items. The options for each question were aligned with the four leadership orientations. In each question, the response options for choices were arranged in the same sequence: structural, human resource, political, and symbolic. In this section the individual was asked to rank the leadership style of the chair using a rating scale from 4 to 1, with 4 being the highest rating. These questions appeared in the following form:

Leadership version: What people are most likely to notice about me is my: (a)

Attention to detail, (b) Concern for people, (c) Ability to succeed, in the face of conflict, (d) Charisma.

Peer Version: What people are most likely to notice about the chair is his / her (a) Attention to detail, (b) Concern for people, (c) Ability to succeed, in the face of conflict, (d) Charisma.

The third section of the Leadership Orientations instrument contained two global ratings of perceived effectiveness: one for overall effectiveness as a manager and one for overall effectiveness as a leader for the participants. Bolman and Deal did not define the terms manager or leader. The individual completing the instrument was requested to rate the chairperson in the following manner:

Overall effectiveness as a manager (1) Bottom 25%, (2) Bottom 25 – 50 %, (3) Top 50 – 75%, (4) Top 25%.

Overall effectiveness as a leader (1) Bottom 25%, (2) Bottom 25 – 50 %, (3) Top 50 – 75%, (4) Top 25%.

This instrument has been used with public school principals and central office administrators both in the United States and Singapore, college presidents, senior administrators in higher education, and corporate managers from the private sector. The instrument is now in its third iteration. Internal consistency reliability was very high. Coefficient alpha for all groups studied by Bolman and Deal ranged between .91 and .93 for section one and ranged between .80 and .84 for section two (Bolman & Deal, 1992a) (see Appendix H).

#### Data Collection

An introductory letter to each school board chair in the Commonwealth of Virginia was mailed to the school board office on March 16, 2001 (see Appendix I). This letter defined

the purpose and the procedures for the questionnaire and requested their participation. It was explained in the introductory letter that the questionnaires for the chair, all board members, and the superintendent would be mailed in a separate packet to the school board chair at the school board office. It was requested that the chair distribute the letters before or after the next board meeting and ask that they be completed and returned in the small white envelopes provided. It was suggested that the members seal the envelope. The chair or the clerk of the board would then collect the envelopes and place them in the large stamped envelope provided to mail to the researcher.

The packet containing all the questionnaires was mailed on April 9, 2001, to all local school board chairpersons in the Commonwealth of Virginia. Each questionnaire was in a sealed white envelope with the school board member's name or the superintendent's name on the front. Inside the white envelope was a questionnaire, and another white envelope for them to place the completed questionnaire in before they returned it to the chair or clerk of the board. A cover letter was incorporated on the front of the bi-fold questionnaire for all participants (see Appendixes F and G). An accompanying request letter for the chair to explain the purpose of the study to the superintendent and board members and distribute the questionnaire as described above was enclosed (see Appendix J). The chair, school board members, and superintendent were to complete the questionnaire and place it in the small white envelope enclosed. They were then to return it to the school board chair or the clerk of the board. A large self-addressed stamped envelope was also enclosed with the questionnaires for return post to the researcher.

Each questionnaire was coded for identification. There was a code number for each school division. In addition each individual receiving a questionnaire had a separate code number and that number also identified the individual as a superintendent, school board chair, or school board member.

To assist the school board chairs who had been sent the original request and the packet of questionnaires, and to increase the rate of return, a follow-up letter was sent to all clerks of the board on April 21, 2001. This letter explained the information that had previously been sent and asked for the clerks to remind the board chairs of the questionnaires and if possible offer assistance in getting the surveys distributed and returned (see Appendix K). On May 6, 2001, an additional reminder letter was mailed to all local school board chairs requesting they have the clerk of the board call if they had not received the original packet (see Appendix L). A final individual mailing was made on June 5, 2001, to each school board chair, school board member, or superintendent in the study who had not returned the survey. At this time they were sent another letter, questionnaire, and self-addressed envelope (see Appendix M). These letters were also mailed to the school board office. Additionally, as was suggested by Dillman (2000), telephone calls were made to individuals who were the single one needed to include the specific county in the study. These calls were made in July and August of 2001.

There was some concern on the part of school board members and superintendents as to the confidentiality of the questionnaire. They expressed concern about the questionnaire being returned to the chair or the clerk even though an envelope was provided to seal the questionnaire. Questions arose from board members and superintendents alike. E-mails were



received from 8 individuals and the researcher received 7 telephone calls to request advice as to how to insure the confidentiality of the information. Three board members decided to e-mail the answers from the questionnaire to the researcher and 23 mailed the questionnaire directly to the researcher from the first round of surveys sent to the boards.

### Data Analysis

In order to be included in the data analysis the school board chair, superintendent, and a minimum of two school board members for the school divisions had to return questionnaires to the researcher. Data were taken from the 3 sets of participants for each school division meeting this criterion and were entered into a database for analysis, using the Statistical Package for the Social Sciences (SPSS).

#### Research question one: Determining leadership orientation

Dominant leadership orientations were established for section one and section two separately. This was done due to the fact that section one used a Likert-type scale of one to five and section two used a forced-choice scale of one to four. The discrepancies between these two assessments led to the fact that they needed to be analyzed separately. The data used were taken from the responses given by the superintendent, chair, and the school board members.

Section 1 of the questionnaire contained 32 items with eight items related to each leadership orientation. See Appendix H for specific items related to each orientation. For Section 1 the mean score for each leadership orientation was determined by adding together all responses related to each specific orientation and dividing by eight. This resulted in a mean score for each of the four leadership orientations measured on Section 1. A mean score for

each orientation was computed for each individual included in the study. Using the mean scores of individuals for each leadership orientation, a mean score was computed for each group of participants: superintendents, chairs, and school board members. This was done for each leadership orientation. In addition, an over all mean score was computed for each leadership orientation using all participant responses. These data were used to establish a dominant leadership orientation for section one by participant group and for the group as a whole.

For Section 2 of the questionnaire there were six forced-choice questions with four responses to each question. Each of the responses related to one of the four leadership orientations. The first response on each question related to the structural orientation, the second related to the humanistic orientation, the third related to the political, and the fourth related to the symbolic orientation. For each of the six questions, respondents were asked to rank the four statements as they related to the chair with four being most like the chair and one being least like the chair. To establish a mean score for the structural orientation the six responses related to the structural orientation were added together and divided by six. The second response under each of the six questions was added together and divided by six to establish a mean score for the humanistic orientation. The third score under each of the 6 questions was added together and divided by six to establish a political orientation mean and the final response under each question was computed to establish the symbolic orientation mean. This was done for each respondent included in the survey. These individual scores for each leadership orientation were then used to establish mean scores for each participant

group: superintendents, chairs, and school board members, and for the research group as a whole.

Cronbach's Alpha was calculated to establish a reliability score for each of the leadership orientations and then for the instrument as a whole. Validity was established by calculating correlations between the different leadership orientations for each section of the questionnaire and among the same orientations for sections one and two of the questionnaire.

#### Research question two: Classifying effectiveness

Section 3 was used to determine the perceived effectiveness rating as a manager and as a leader for Virginia School Board chairs. There was one question related to each measure. Question 39 was used to assess the perception of effectiveness as a manager and question 40 was used to assess the perception of effectiveness as a leader. Correlations were computed between management and leadership effectiveness ratings and orientations.

To determine an overall effectiveness score a sum of the effectiveness ratings as a manager and as a leader was computed for each participant. This summed scale was then established as the overall effectiveness rating. The overall effectiveness rating was then correlated to the mean scores of the four leadership orientations. This was done for the behavior and style portions of the questionnaire.

#### Research question three: Orientations related to effectiveness

Three elements of comparison were made between Bolman and Deal's (1990) research and this study. The first was to compare the leadership orientations of previously studied groups using the Bolman and Deal leadership orientation model and to assess if the dominant orientation of those groups were similar to the dominant leadership orientation of Virginia

School Board chairs. The second comparison was made by using the correlations Bolman and Deal had calculated for the effectiveness as a manager and the effectiveness as a leader with the correlations done on the same variable for the school board chairs. Additionally a regression analysis was used to determine the combination of orientations associated with effectiveness as a manager and effectiveness as a leader. The effectiveness scores were the dependant variables and the leadership orientation scores were the independent variables. These findings also were compared to Bolman and Deal's results.

### Conclusion

This research intended to study the leadership orientations of all local Virginia School Board chairs as perceived by the chair, the superintendent, and the school board members. The survey was sent to 1,115 individuals with a request to complete the leadership orientation questionnaire developed by Bolman and Deal (1990). The questionnaire was used to examine the leadership orientations of the local Virginia School Board chairs and the perceived effectiveness as a manager and a leader. Questionnaires and follow-up letters were mailed to all participants in the Spring of 2001. School divisions that met criteria established were included in the study. Analyses were computed and examined using the data collected. Findings are reported in chapter 4 and conclusions are discussed in chapter 5.

The findings will contribute to the general knowledge concerning school board chairs and their leadership orientations. The more aware the school board chair becomes of his or her leadership role, the more effective he or she might become. This will also contribute to training sessions for school board chairs and the school board as a whole. The understanding of different perceptions of each member on a school board will assist some individuals in

dealing more readily with different opinions, thus enabling the board to focus on the mission of the school division.

## Chapter 4

### Analysis of Data

*“It is not the mountain we conquer, but ourselves.”*

*-Sir Edmund Hillary*

This study was based on Bolman and Deal's (1990) work concerning leadership orientations and the relationship of those orientations to effectiveness as a manager and a leader. There were 1,115 leadership orientation surveys sent to all 134 superintendents, 134 school board chairs, and 847 school board members serving their local school divisions in April of 2001. The data used were obtained from returned surveys.

For this study the researcher examined how the scores for different leadership orientations correlated with each other. To determine discriminant validity the researcher determined correlations between the different leadership orientations in the behavior portion (section 1) and the style portion (section 2) of the questionnaire. Both style and behavior portions of the questionnaire were developed to distinguish between the uses of the different leadership orientations. Convergent validity was examined by determining the convergence among the style and behavior methods designed to measure the same orientations. The means for these two scales were then correlated with an effectiveness score to examine the relationship between leadership orientations and perceived effectiveness. Additionally, findings were compared to findings of other studies using the same questionnaire.

The purpose of this chapter is to present a description of the findings. The chapter is divided into three sections. The first section reports the characteristics of the respondents to

the survey. The second section presents the findings with respect to each research question. The third section presents a summary of the chapter.

### Descriptive Data

During April 2001, 1,115 questionnaires were mailed to each superintendent, chairperson, and school board members of all 134 school divisions in the Commonwealth of Virginia. Of the surveys mailed, 373 were completed and mailed back to the researcher after four months. This is a return rate of 33%. Of the 373 returned, 67 were from superintendents, 68 were from school board chairs, and 238 were from school board members.

It had been established that to be included in the study a school division had to have a returned questionnaire from the superintendent, school board chair, and at least two school board members. Of the 373 questionnaires returned, 314 meet the criterion established. This included 57 superintendents, 57 school board chairs, and 200 school board members. This represented 57 Virginia school divisions for an inclusion rate of 43%. Complete questionnaire data can be found in Appendix N.

### Leadership Orientations

Sections one and two of a three-part survey addressed leadership orientations. Superintendents, school board chairs, and school board members' responses were used to characterize a dominant leadership orientation of local school board chairs in the Commonwealth of Virginia.

Section one of the questionnaire consisted of 32 items with eight items relating to each of the four leadership orientations: structural, humanistic, political, and symbolic. This was referred to as the behavior section of the survey. The respondents used a five-point Likert

scale with five being always and one being never to rate the chair on each of the 32 statements. Section two consisted of six questions that used a four-point forced-choice response. The respondents were to review the four statements in each question and rank the statements from most (4) to least (1) like the chair. This was referred to as the style section of the survey. Separate scores were established for sections one and two due to the different scales used for each section.

### Reliability and Validity

Cronbach's Alpha was used to establish reliability of the behavior orientations ratings in section one. Due to the nature of the forced-choice format in section two, it was not possible to assess reliability. The reliability estimates shown in Table 1 indicate a high degree of consistency in ratings across the items making up each of these orientation scales. This implies that respondents consistently assigned high or low ratings for all items in each scale, depending on whether they viewed the chair positively or less favorably. The .96 reliability score across all items indicated that this consistency of ratings carried across all orientations.

The validity of the behavior and style measures of the four orientations was investigated by examining the correlations among the four orientations within the three response groups. The inter-correlations for the behavior in section one of the questionnaire are presented in Table 2. To the extent that the orientations represent distinct constructs, the coefficients should be modest in magnitude. However, many of the coefficients shown in Table 2 are .80 or higher, suggesting a lack of discrimination among orientations. The lowest correlations across leadership orientations are found in the responses from the chairperson. The weakest correlations are between the structural orientation and the political and symbolic



Table 1

Reliability of the Behavior Section on the Leadership Orientation Survey Instrument

---

Leadership Orientation	Cronbach's Alpha
Structural	.89
Humanistic	.90
Political	.90
Symbolic	.93
Total	.96

---

Table 2

Correlations, Means, and Standard Deviations Among the Sub-scales of the Behavior Leadership Orientations

Role	Behavior			
	Structural	Humanistic	Political	Symbolic
<b>Superintendent</b>				
Structural	1.00	.73	.83	.84
Humanistic	.73	1.00	.70	.84
Political	.83	.70	1.00	.91
Symbolic	.84	.84	.91	1.00
Mean $\pm$ SD	4.13 $\pm$ .73	4.23 $\pm$ .76	3.76 $\pm$ .87	3.75 $\pm$ .93
<b>Chair</b>				
Structural	1.00	.74	.63	.64
Humanistic	.74	1.00	.73	.77
Political	.63	.73	1.00	.84
Symbolic	.64	.77	.84	1.00
Mean $\pm$ SD	4.13 $\pm$ .45	4.24 $\pm$ .43	3.72 $\pm$ .49	3.69 $\pm$ .57
<b>Board</b>				
Structural	1.00	.75	.81	.82
Humanistic	.75	1.00	.70	.82
Political	.81	.70	1.00	.85
Symbolic	.82	.82	.85	1.00
Mean $\pm$ SD	4.08 $\pm$ .63	4.26 $\pm$ .62	3.77 $\pm$ .67	3.80 $\pm$ .78
<b>Total</b>				
Structural	1.00	.74	.80	.80
Humanistic	.74	1.00	.70	.82
Political	.80	.70	1.00	.86
Symbolic	.80	.82	.86	1.00
Mean $\pm$ SD	4.09 $\pm$ .62	4.25 $\pm$ .62	3.76 $\pm$ .68	3.77 $\pm$ .78

orientations and these are .64, .63 and .64 respectively. All others were at a correlation of .70 or higher. This indicates that the instrument did not distinguish between the constructs it was developed to measure which were the four leadership orientations.

Table 3 presents the inter-correlations among the four orientations as measured by the style items in section two. The prevalence of negative coefficients reflects the forced-choice nature of the style section. That is because a higher ranking of one orientation necessitated a lower ranking in the other three orientations. In Table 3 the correlations would range from a perfect correlation of 1 to the lowest correlation being the lowest negative number among the four orientations. For example, across all respondents the highest correlation across the orientations were among the symbolic and humanistic orientations with a correlation of -.09. The two orientations with the lowest correlation were the symbolic and structural with a correlation of -.51.

The behavior and style portions of the survey are both designed to measure the four leadership orientations but using two different methods. Ideally, the correlation between the same orientations measured by different methods (style and behavior) should be higher than when different orientations are measured by the different methods. Table 4 reports the correlation between the items measuring the four leadership orientations using the behavior and style portions of the survey instrument. The behavior and style methods of measuring the same orientations should correlate positively and strongly.

As shown in Table 4 this expectation is not well realized. The diagonal entries on Table 4 that are in bold represent the convergent validity coefficients. These should be higher in value than the off-diagonal (vertical) entries because they are measuring the same

Table 3

Correlations, Means, and Standard Deviations Among the Sub-Scales of the Style Leadership Orientations

Role	Style			
	Structural	Humanistic	Political	Symbolic
Superintendent				
Structural	1.00	-.51	.02	-.57
Humanistic	-.51	1.00	-.54	-.03
Political	.02	-.54	1.00	-.37
Symbolic	-.57	-.03	-.37	1.00
Mean $\pm$ SD	2.80 $\pm$ .75	2.97 $\pm$ .75	2.97 $\pm$ .75	1.92 $\pm$ .67
Chair				
Structural	1.00	-.37	-.33	-.41
Humanistic	-.37	1.00	-.43	-.28
Political	-.33	-.43	1.00	-.17
Symbolic	-.41	-.28	-.17	1.00
Mean $\pm$ SD	2.68 $\pm$ .70	2.89 $\pm$ .69	2.28 $\pm$ .62	2.14 $\pm$ .59
Board				
Structural	1.00	-.44	-.12	-.52
Humanistic	-.44	1.00	-.45	-.06
Political	-.12	-.45	1.00	-.40
Symbolic	-.52	-.06	-.40	1.00
Mean $\pm$ SD	2.84 $\pm$ .73	2.87 $\pm$ .66	2.36 $\pm$ .67	1.93 $\pm$ .69
Total				
Structural	1.00	-.44	-.13	-.51
Humanistic	-.44	1.00	-.47	-.09
Political	-.13	-.47	1.00	-.36
Symbolic	-.51	-.09	-.36	1.00
Mean $\pm$ SD	2.80 $\pm$ .73	2.89 $\pm$ .68	2.34 $\pm$ .65	1.97 $\pm$ .67

Table 4

Inter-correlations Among the Sub-Scales of the Behavior and Style Leadership Orientations

<b>Behavior</b>	<b>Style</b>			
	Structural	Humanistic	Political	Symbolic
		Superintendent		
Structural	<b>.23</b>	-.15	-.18	.32
Humanistic	-.15	<b>.23</b>	-.40	.29
Political	-.16	-.18	<b>.02</b>	.36
Symbolic	-.17	-.04	-.21	<b>.43</b>
		Chair		
Structural	<b>.16</b>	-.31	.03	.13
Humanistic	-.09	<b>-.08</b>	.01	.18
Political	-.10	-.27	<b>.07</b>	.36
Symbolic	-.07	-.18	-.01	<b>.31</b>
		Board		
Structural	<b>.27</b>	-.11	-.18	-.01
Humanistic	.01	<b>.25</b>	-.36	.10
Political	.05	-.11	<b>-.00</b>	.06
Symbolic	-.00	.01	-.28	<b>.26</b>
		Total		
Structural	<b>.20</b>	-.14	-.15	.08
Humanistic	-.04	<b>.20</b>	-.32	.14
Political	-.02	-.15	<b>.01</b>	.16
Symbolic	-.04	-.03	-.22	<b>.30</b>

constructs. For example, across all respondents the structural orientation, as measured on the behavior and style portions of the instrument, is .20. The same measure for the humanistic orientations is .20, political orientations correlate .01, and symbolic orientations correlate at a measure of .30. Some modicum of convergent validity is evident by the relatively higher diagonal coefficients between the style and behavior measures of the same orientation than of different orientations. This pattern is generally true across all responding groups except for the political orientations as perceived by the chair.

#### Determining the Dominant Leadership Orientation

Table 5 reports the means of the four leadership orientations for each respondent group. The mean was to be used to determine the dominant leadership orientation. The means for the behavior scale are presented in the top panel and the means for the style scale are presented in the bottom panel. For each responding group, the behavior means were calculated from the responses to the 5-point Likert scale across the eight items defining each orientation. For each responding group, the behavior means were calculated from the responses on the 5-point Likert scale across the eight items defining each orientation. An example being, for the superintendents the behavior mean for the structural leadership orientation,  $4.14 \pm .73$ , was determined by averaging the superintendents' responses to the eight items pertaining to that orientation. Likewise, means were calculated for each of the other leadership orientations and for all responding groups.

The style ratings were based on the forced-choice responses to six questions, using a 4-1 scale. Each of the six questions had four responses, one for each of the four leadership orientations, that were ranked by that which best describes the chair (4) to that which least (1)

Table 5

A Comparison of Leadership Orientation Means Across Roles

Leadership Orientations					
Role	Structural Mean	Humanistic Mean	Political Mean	Symbolic Mean	N
<u>Behavior</u>					
Super	4.13 ± .73	4.23 ± .76	3.75 ± .87	3.75 ± .93	57
Chair	4.13 ± .45	4.24 ± .43	3.72 ± .49	3.69 ± .57	57
Board	4.08 ± .63	4.26 ± .62	3.77 ± .67	3.80 ± .78	200
Total	4.10 ± .62	4.25 ± .62	3.76 ± .68	3.77 ± .78	314
F Ratio	.20	.05	.13	.49	
F Sig	.82	.95	.88	.61	
Mean Sq.	.39	.38	.47	.60	
Role	Structural Mean	Humanistic Mean	Political Mean	Symbolic Mean	N
<u>Style</u>					
Super	2.80 ± .75	2.97 ± .75	2.31 ± .64	1.92 ± .67	57
Chair	2.68 ± .70	2.89 ± .69	2.28 ± .62	2.14 ± .59	57
Board	2.84 ± .73	2.87 ± .66	2.36 ± .67	1.93 ± .69	200
Total	2.80 ± .73	2.89 ± .68	2.34 ± .65	1.97 ± .67	314
F Ratio	.97	.45	.39	2.46	
F Sig	.37	.64	.68	.09	
Mean Sq.	.53	.47	.43	.44	

describes the chair. For the style means shown in panel two, the 4-1 forced-choice rankings were averaged across the six items defining each leadership orientation. For example the chairs' rankings for the structural orientation were averaged across the six responses related to that orientation and a mean score of  $2.68 \pm .70$  was computed. It should be stated that the structural orientation was always the first response under all six questions. Due to the 4-1 ranking the means are lower for section two than they are for section one.

Comparison of the leadership orientation means across roles shows very modest mean differences. None of the differences are significant as evident by the F-ratios, all of which are less than 1.0 except for the symbolic orientation as measured by the style items. However, generally for purposes of comparison to Bolman and Deal results, it is noted that the political and symbolic means are lower than the structural and humanistic means with the highest humanistic orientation being highest. This was true with all groups of respondents and in both the behavior and style ratings.

#### Classifying Management and Leadership Effectiveness

Section three of the questionnaire was developed to examine perceived effectiveness as a manager and as a leader. Superintendents, chairs, and school board members were asked to rate the school boards chair's effectiveness using two items in this section. The first question addressed effectiveness as a manager and the second addressed effectiveness as a leader. The ratings were made using four options: 4 indicated the chair was in the top 25%; 3 indicated the chair was in the top 50 – 75%; 2 indicated the chair was in the bottom 25 – 50%; and 1 indicated that the chair was in the bottom 25% of all school board chairs the respondent has known.



An examination of the results found the relationship between the two measures of effectiveness extremely high. The overall correlation was .90. Accordingly, these two ratings were combined to form an overall effectiveness rating. The overall effectiveness rating was then computed by multiplying the 1-4 ratings as a leader by the 1-4 ratings as a manager. The result was a scale having a theoretical scale rating from 1 to 16. The calculations generated six overall ratings. In Table 6 these overall effectiveness scores are aligned horizontally with the mean scores of each leadership orientation for both the behavior ratings and the style ratings. To illustrate, for the behavior scale, 10 respondents gave their chair an overall rating of one. This would mean that they rated the chair in the bottom 25% of all chairs they had known both as a manger and as a leader. These same respondents gave ratings in the behavior section of the questionnaire to the chair that provided mean scores in the structural orientation of 2.64; in the humanistic orientation of 2.88; in the political orientation of a 2.39 and in the symbolic orientation of a 2.11. Table 6 indicates that the ratings for the behavior portion of the instrument show that as the effectiveness rating goes up so does the mean score for all the leadership orientations. This is not true for the style portion of the survey. None of the leadership orientations follow the pattern of increased mean as the effectiveness rating increases.

As indicated in Table 6, 44 superintendents, chairs, and board members rated the chairpersons in the bottom 50% of school board chairs and 270 rated them in the top 50% of the school board chairpersons. One hundred and forty rated their chairs in the top 25% of school board chairs in both areas of leadership and management.

Table 6

Overall Effectiveness Ratings by Leadership Orientation

Overall N		Structural	Humanistic	Political	Symbolic
Effectiveness		Mean	Mean	Mean	Mean
Rating					
<u>Behavior Scale: Section 1 of the Questionnaire</u>					
1	10	2.64	2.88	2.39	2.11
4	20	3.44	3.62	3.06	3.01
6	14	3.68	3.61	3.22	2.96
9	105	4.00	4.22	3.65	3.66
12	25	4.19	4.39	3.75	3.85
16	140	4.40	4.50	4.10	4.15
<u>Style Scale: Section 2 of the Questionnaire</u>					
Overall Number		Structural	Humanistic	Political	Symbolic
Rating		Mean	Mean	Mean	Mean
1	10	2.58	2.93	2.65	1.22
4	20	2.68	2.81	2.62	1.53
6	14	3.04	2.50	2.65	2.08
9	105	2.81	3.10	2.30	1.86
12	25	2.81	2.85	2.26	1.67
16	140	2.81	2.80	2.29	2.08
Total	314	2.80	2.89	2.34	1.92

The overall correlation between the effectiveness as a manager and the effectiveness as a leader was high, as shown in Table 7. The highest correlation was found in the responses from the superintendents with a correlation of .94. The correlation in the responses from the school board member was .91. The lowest correlation was found in the responses of the chair with a correlation of .68.

Also illustrated in Table 7 is that these two measures of effectiveness correlate quite strongly with the leadership orientations. For example they correlated the strongest among the responses from the superintendents and least well among the responses from the chairs. What these correlations suggest is that for the most part, the respondents failed to discriminate between the leadership orientations or between the two effectiveness measures. Simply stated, if the respondent viewed the chair favorably, high ratings were given on all orientations and conversely if the chair was viewed less favorably, lower ratings were given.

Unlike the behavior indicators in Table 7, leadership orientation means for the forced-choice style scale in Table 8 did not correlate with overall effectiveness scores in any systematic manner. Most leadership orientations correlated at  $\pm .30$  or less. This is illustrated in the data related to responses from the superintendents in Table 8. The symbolic orientation has the strongest correlation between the effectiveness as a manager and as a leader (.31 and .33 respectively) but has the lowest mean score (1.92) of all in the style section.

#### Comparison of Findings to Bolman and Deal Studies on Leadership Orientations

To assess how the findings of this research compare to the research done by Bolman and Deal, three aspects of the studies were reviewed. The first aspect compared the leadership

Table 7

Correlation of Behavior Leadership Orientations with Management and Leadership Effectiveness

	<u>Behavior</u>				
	Structural	Humanistic	Political	Symbolic	Eff Man
<u>Superintendent</u>					
Eff Manager	.84	.69	.78	.85	
Eff Leader	.81	.70	.80	.82	.94
Mean ± SD	4.13 ± .73	4.23 ± .76	3.76 ± .87	3.75 ± .93	
<u>Chair</u>					
Eff Manager	.35	.19	.29	.22	
Eff Leader	.37	.34	.41	.36	.68
Mean ± SD	4.13 ± .45	4.24 ± .43	3.72 ± .49	3.69 ± .57	
<u>Board</u>					
Eff Manager	.54	.52	.52	.53	
Eff Leader	.55	.56	.53	.56	.91
Mean ± SD	4.08 ± .63	4.26 ± .62	3.77 ± .67	3.80 ± .78	
<u>Total</u>					
Eff Manager	.60	.53	.56	.57	
Eff Leader	.59	.56	.57	.58	.90
Mean ± SD	4.09 ± .62	4.25 ± .62	3.76 ± .68	3.77 ± .78	

Table 8

Correlation of Style Leadership Orientations with Management and Leadership Effectiveness

Role	<u>Style</u>			
	Structural	Humanistic	Political	Symbolic
<u>Superintendent</u>				
Eff Manager	.00	-.10	-.21	.31
Eff Leader	-.30	-.07	-.23	.33
Mean ± SD	2.80 ± .75	2.97 ± .75	2.97 ± .75	1.92 ± .67
<u>Chair</u>				
Eff Manager	-.06	-.23	.05	.29
Eff Leader	-.09	-.12	-.00	.25
Mean ± SD	2.68 ± .70	2.89 ± .69	2.28 ± .62	2.14 ± .59
<u>Board</u>				
Eff Manager	.10	-.07	-.11	.07
Eff Leader	.07	.00	-.17	.08
Mean ± SD	2.84 ± .73	2.87 ± .66	2.36 ± .67	1.93 ± .69
<u>Total</u>				
Eff Manager	.05	-.10	-.12	.15
Eff Leader	.02	-.03	-.16	.17
Mean ± SD	2.80 ± .73	2.89 ± .68	2.34 ± .65	1.97 ± .67

orientations of the groups previously studied to the Virginia School Board chair study. The second compared the correlations of ratings as an effective manager and as an effective leader. The third examined the leadership orientations and analyzed their relationship to the effectiveness ratings.

In the first analysis, the researcher compared the leadership orientations of her study with those of Bolman and Deal. Bolman and Deal studied four groups of individuals for analysis of leadership orientations. The groups were corporate managers, higher education administrators, American school administrators, and Singapore school administrators. While individuals in each group used multiple orientations, three of the four groups emerged with a dominant orientation noted. Corporate managers had two orientations that emerged equally among the individuals who were included in the study. The two dominant leadership orientations for corporate managers were the structural and symbolic. The leadership orientation ascribed to the majority of higher education administrators was the political orientation. According to respondents, the humanistic orientation most accurately described the American and Singapore school administrators. All of these studies used self-assessment and peer assessment to determine the leadership orientation (Bolman & Deal, 1991).

In studying Virginia School Board chairpersons this researcher found the humanistic orientation was rated higher than the other three orientations in both the behavior and the style sections of the survey. Table 9 also shows that the total group means for the leadership orientations conducted from Bolman and Deal's population were similar to total group means for the leadership orientations for Virginia School Board chairs. The table shows that the two orientations with the highest means on both the behavior and style sections of the

Table 9

A Comparison of Leadership Orientations Across Studies

Leadership Orientations					
	Structural Mean	Humanistic Mean	Political Mean	Symbolic Mean	N
<u>Behavior Section</u>					
Va. Chairs	4.10 ± .62	4.25 ± .62	3.76 ± .68	3.77 ± .78	314
B&D studies	4.06 ± .71	4.06 ± .78	3.92 ± .71	3.92 ± .79	1305
<u>Style Section</u>					
Va. Chairs	2.80 ± .73	2.89 ± .68	2.34 ± .65	1.97 ± .67	314
B&D Studies	2.63 ± .83	2.73 ± .80	2.38 ± .79	2.40 ± .77	1225

questionnaire for both populations were the structural and humanistic orientations. The orientations with the lowest means were the political and the symbolic. Bolman and Deal's group means were the same for structural and humanistic (4.06) on the behavior section of the questionnaire. The means were also the same for political and symbolic (3.92) for the same section. The research conducted for the Virginia School Board chairs showed a difference in all means across the orientations on both sections of the survey. On the style section of the survey the humanistic orientation had the highest mean from all studies.

The second comparison relates to the reliability of the items making up each of the leadership orientations from Bolman and Deal's studies and from the study conducted using Virginia School Board chairs. Table 10 shows that reliability is very high for each leadership orientation. The scores from Bolman and Deal's data pool were closely related to the related scores calculated in this study.

The third comparison of Bolman and Deal's research with the study of the Virginia School Board chairs determined if the effectiveness ratings of leader and manager were related to a specific leadership orientation. Bolman and Deal ran a correlation on the two items related to effectiveness as a manager and as a leader. They found the correlation of .80. As noted in Table 7, the correlation of the two effectiveness means found in this study was .90. To determine if there was a relationship between effectiveness as a manager and as a leader with a specific orientation, a regression analysis was computed and is shown in Table 11. The structural and symbolic orientations were the most dominant leadership orientations for both effectiveness as a manager and as a leader with the Virginia School Board chairs. All three K-12 education groups studied had structural orientation as one of the



Table 10

Reliability of the Behavior Section on the Leadership Orientation Survey Instrument used for Virginia School Board Chairs and Bolman and Deal Studies

---

Leadership Orientation	Cronbach's Alpha	
	VA School Board Chair All respondents	Bolman and Deal Research All research groups
Structural	.89	.92
Humanistic	.90	.93
Political	.90	.91
Symbolic	.93	.93

---

Table 11

Standard Regression Analysis Coefficients of Effectiveness as a Manager and Leader with Leadership Orientations

---

Dependent Variable: Effectiveness as a Manager

Orientation	Corp Manag	Higher Ed	US Sch	Sing Sch	VA Chair
Structural	.73	.50	.40	.26	.45
Humanistic	.30	.19	.05	-.13	.27
Political	.40	.30	.14	.15	.33
Symbolic	.12	.04	.32	.64	.33
R-squared	.77	.69	.71	.59	.38

---

Dependent Variable: Effectiveness as a Leader

Orientation	Corp Manag	Higher Ed	US Sch	Sing Sch	VA Chair
Structural	-.28	.12	.01	.08	.42
Humanistic	.31	.18	.10	-.06	.37
Political	.36	.28	.24	.50	.31
Symbolic	.73	.44	.53	.30	.44
R-squared	.87	.73	.72	.62	.40

---

top two leadership orientations for effectiveness as a manager but not as a leader. The corporate managers were the only group who did not have structural orientation as one of the top two significant orientations for effectiveness as a manager. All groups, including the Virginia School Board chairs, had the symbolic orientation as one of the top two orientations as an effective leader. All but the school board chairs had political orientation as a significant orientation for effective leadership.

### Summary

The motive for this study was to determine if there was a dominant leadership orientation for Virginia School Board chairs and to relate the leadership orientations to leadership effectiveness as measured by Bolman and Deal's Leadership Orientation Survey. A preliminary analysis was necessary to establish the reliability and validity of the study. Cronbach's Alpha coefficients for the four orientations were established for the behavior section, but could not be calculated for the style section due to the nature of the forced-choice questions. The reliability for the behavioral section indicated a high degree of consistency in the ratings across the items making up each of the scales. This reflects that consistently high or low ratings were given all items in each scale dependent on whether the chair was viewed positively or less favorably.

Validity of the behavior and style sections of the questionnaire for the four leadership orientations was examined. Correlations were calculated for the style and behavior sections separately for each responding group and for the group as a whole. Then inter-correlations were established among the four leadership orientations of the behavior and style sections. This was also done separately for each responding group and then for the total group. The

researcher should have seen strong positive correlations among the same orientations of the two sections of the questionnaire and weaker correlations across the different orientations; however, this was not the case. It was therefore concluded that the construct validity for one or both of the measures is not valid for this sample. Evaluations of Tables 2, 3, and 4 don't support validity for this sample; therefore, no clear dominant leadership orientation for Virginia School Board chairs could be established within the subgroups surveyed or for the group as a whole. In addition, collectively these tables undermine the integrity of the theory of Bolman and Deal as applied to local school boards in Virginia.

This may also describe in part the reason why scores of the four leadership orientations failed to predict the two efficiency measures. The two items dealing with management and leadership effectiveness correlated quite highly but these measures showed no relationship to specific leadership orientations. Neither did the two items provide an adequate measure to claim a dominant leadership orientation or effectiveness as a manager or leader. Essentially what was found was that most respondents rated their local school board chair high on everything and a few were rated low on everything but there was no differential importance among orientations. Furthermore the statistics didn't show a difference in views across the sample groups.

This chapter presented the research findings on perceptions regarding leadership orientations of local school board chairpersons in the Commonwealth of Virginia using the multiple perspective orientations developed by Bolman and Deal (1990). The chapter presented a description of the response data and the applied statistical techniques used to analyze the data. The chapter was divided into three sections. The first section described the

characteristics of the respondents to the survey. The second section presented the findings with respect to each research question. The data used were obtained from the leadership orientation surveys that were sent to all superintendents, school board chairs, and school board members serving their local school division in April of 2001. The implications of these findings will be discussed in Chapter Five.

## Chapter 5

### Summary, Conclusions, and Recommendations

*“In soloing, as in other activities,  
it is far easier to start something than to finish it.”*

*-Amelia Earhart*

This chapter provides a summary of the study conducted, a statement of conclusions drawn from the study, a reflection from the researcher, and recommendations for further research. The summary includes a review of related literature, the purpose of this study, research methodology employed, a restatement of the research questions, and findings of the data analysis of this study. In addition to the summary, conclusions drawn from the data analysis and recommendations for further study will be presented.

#### Summary

This study was based on the work of Bolman and Deal (1990). They have proposed a theory of leadership that consists of four cognitive orientations: structural, humanistic, political, and symbolic, each of which provides a different view of an organization. The humanistic orientation deals with being supportive and participative; the structural orientation deals with analytical and organizational skills; the political orientation draws strength on power and political sensitivity; and the symbolic orientation is based on inspiration and charisma. Bolman and Deal (1990) theorized that individuals have a dominant leadership orientation and the most able leaders would be able to use their dominant leadership orientation and their understanding of all the leadership orientations to make better decisions concerning complex organizational problems.

With the introduction of elected school boards, Standards of Learning Assessments, and changes in accreditation standards, effective leadership from the local school board is essential. Each year more national educational regulations are imposed on states and localities. School boards are also being flooded with new state standards, all the while having to be concerned with public opinion if they wish to keep their seat on the board. These factors have highlighted the importance of the local school board and its role in education. If local school boards and school board chairs are to be effective, they need to be given the knowledge of what makes an effective school board leader. This led the researcher to develop this study for the purpose of examining the leadership orientations of local school board chairs in the Commonwealth of Virginia as perceived by the chair, the superintendent, and the other board members. The researcher also related the orientations to perceived effectiveness as a manager and as a leader.

In order to accomplish this task the following major questions were investigated: (a) What is the dominant leadership orientation of local school board chairpersons in the Commonwealth of Virginia as perceived by the superintendent, the school board chair, and the school board? (b) How do the dominant leadership orientations of Virginia School Board chairpersons relate to perceived effectiveness as a leader and a manager of board activities? (c) How do the results of research questions one and two relate to Bolman and Deal's previous research on leadership orientations and effectiveness?

The population studied for this survey was the 134 local school board chairs serving the Commonwealth of Virginia in the spring of 2001. The survey instrument included perceptions of the chair by 134 superintendents and 847 school board members, and the 134

chairs themselves. Surveys were sent to all 1,115 local school board chairpersons, superintendents, and school board members. The chairs rated themselves, and the superintendents and board members provided colleague ratings of the chair. Three hundred and seventy three questionnaires were returned for a return rate of 33%. Based on the criteria set that a response from the chair, superintendent and at least two school board members had to be received in order for a division to be included in the study, 57 school divisions were included. This accounted for 43% of all school divisions in the state.

Data were gathered using all three sections of Bolman and Deal's Orientations Questionnaires (Self and Other) for the purpose of assessing the type of orientations used by school board chairs. The chairs' self-reports of their leadership behaviors and styles were compared to those reported by the superintendent and other board members. Effectiveness as a manager and as a leader was examined by comparing the chairs' responses with those given by the superintendent and other board members. Data were examined to determine whether the orientations predicted effectiveness as a manager and as a leader. These results were then compared with the research results of Bolman and Deal.

Data analyses were completed using descriptive methods, regression analysis, analysis of variance, and correlations. All questions from the survey were analyzed and the major findings from this effort are recapitulated. The reliability estimates indicated a high degree of consistency in ratings across the items making up each of the orientations. This questionnaire was designed to discriminate between leadership orientations showing the dominant leadership orientation for an individual or a group. However, in section one of the questionnaire there was a high correlation among all leadership orientations.



Section 2 of the instrument was designed to discriminate between leadership orientations by providing forced-choice responses. Due to the forced-choice nature of this scale a negative correlation was shown between the orientations. This is due to the fact that for each question the respondent was forced to rank order four orientation statements to describe the chair, each of which related to one of the leadership orientations. Therefore, if one orientation was ranked high the other orientations had to be ranked lower.

Correlations between the items measuring the four leadership orientations in the behavior and style portions of the survey were reported. Some convergent validity was evident because there were higher coefficients between the style and behavior measures of the same orientation than of different orientations. This was the pattern across all responding groups except for the political orientation as perceived by the chairs. The means of the behavior and style leadership orientations showed a modest difference. It was generally seen that the structural and humanistic means were higher than the political and symbolic means. This was also true for all responding groups.

Examination of effectiveness in relationship to leadership orientations was employed. A combined leadership effectiveness rating was computed and then compared to the mean scores of each leadership orientation. For the behavior section of the survey it was shown that as the effectiveness rating went up so did the mean score for all leadership orientations. This was not true for the style portion of the survey. Correlation between the effectiveness ratings as a manager and a leader was high.

When comparing this research to other projects using the four leadership orientations it was found that results were similar. The school board chairs' leadership orientation with the

highest overall mean was the humanistic orientation. This was the same dominant leadership orientation for the Singapore and American school administrators studied by Bolman and Deal. The second highest mean for the Virginia School Board chairs was the structural orientation.

A comparison of total results containing all Bolman and Deal studies and the overall mean scores for both the behavior and style sections of the leadership orientations on the Virginia School Board chairs showed that the highest means for both sets were the humanistic and structural orientations. Also the reliability studies on both sets of research showed high reliability estimates, indicating a high degree of consistency in ratings across the items that make up the scales. However, after examination of validity data it was determined that the results failed to show variance across the leadership orientations. To determine if there was a relationship between effectiveness as a manager and a leader with a specific orientation a regression analysis was computed. The structural and visionary orientations were dominant for both effectiveness as a manager and as a leader with the Virginia School Board chairs. In the Bolman and Deal studies the structural orientation was one of the top two orientations for effectiveness as a manager for each group they studied and the symbolic orientation was one of the top two orientations to indicate effectiveness as a leader.

#### Conclusions From This Study

Conclusions from this research and implications for the body of knowledge related to Bolman and Deal's leadership orientations will be discussed in this section. All conclusions are based on the data presented in Chapter 4.

The intent of this study was to identify the dominant leadership orientations of local school board chairs as measured by the behavior and style scales defined by Bolman and Deal. However, reliability was computed for the behavior scales using Cronbach's Alpha and these were quite acceptable ranging from .89 to .93. It was not possible to estimate the reliability of the style items due to their forced-choice nature. However, the construct validity of the behavior and style measures of the four leadership orientations was not supported by the inter-correlations among the orientations. Specifically, there was a lack of discrimination among orientations as measured by the behavior scales and a lack of convergence across the same orientations measured by the behavior and style scales. The lack of validity evidence undermined confidence in drawing inferences about identification of a dominant leadership orientation although modestly higher means were reported for the structural and humanistic orientations. The differences noted were modest and not of any practical importance. Moreover, the means on the orientations did not differ significantly across respondent groups for either the behavior or style measures. Therefore when the scores on the four leadership orientations were correlated with the two effectiveness items, the coefficients were very modest and insignificant.

In sum, the lack of convergent and discriminate validity evidence in this analysis preempted any meaningful test of the theory advanced by this research concerning local school board chairs in the Commonwealth of Virginia.

#### Conclusions Related to the Process of this Study

The researcher learned many lessons concerning the process of this study. The first concerned the distribution of the questionnaires. In trying to do a state-wide study but also

being cautious financially it was decided to mail all surveys to the school board chair in a large brown envelope and to ask that individual to distribute the questionnaires to the board members and superintendent. What the researcher found through personal contacts was that many of the chairs did not distribute the survey at all. Some board members and superintendents had never seen the survey when asked about their lack of participation. This obviously effected the return rate and possibly the results of the study.

The major concern from the participants of the study related to the method of return. It was suggested that the survey be distributed and completed before or after a board meeting and then collected and placed in the large brown envelope for return. In this manner the board members would visually see their survey put into the envelope for return. However, this was not the method many chairs chose and therefore some board members and superintendents were cautious that the chair or clerk would have access to their responses. This possibly led to a lack of return or responses that were less than truthful.

The third lesson which was brought to light during the analysis of this study concerns the participant's lack of discrimination among the questionnaire items. The results of the study were invalid with this group of individuals because as a whole they did not discriminate in their responses between questions related to the four leadership orientations. More than a lesson learned this raised questions for the researcher as to why. Was the questionnaire too long? Was the format of the questionnaire confusing? Did some of the participants simply not take the time to discriminate between the questions, as was requested, because they saw no relevance to their work as a board member?

All lessons and reflections concerning the process will assist the researcher in understanding the results of this and other studies more clearly. The process is many times as important as the product.

### Reflection

Through reflection, the researcher has come to an understanding that all research needs to be viewed in a knowledgeable and evaluative manner. When studying research, a critical eye must watch for consistencies across the research done on a topic or with an instrument. Also a clearer understanding has been found that even though an instrument is reliable with one group studied, it might not produce reliable results for another. Someone once stated to the researcher that statistics are like bikinis; what they reveal is enticing but what they cover up is vital. As a practitioner it is important for the researcher to understand that as she becomes enticed with a research study, it is also important for her to examine it further for the vital information covered within the statistics.

### Recommendations for Further Studies

Based on the results and conclusions of this study of the perceptions regarding leadership orientations of local school board chairpersons in the Commonwealth of Virginia, the following recommendations are made for further study.

A qualitative study to examine leadership orientations should be done with a smaller cross section of school board chairs from around Virginia. The qualitative research could involve observations at school board work sessions and meetings over a given time or when the board is dealing with a specific issue such as the budget. This could also be followed by personal interviews with each board member, superintendent, and chair. From this qualitative

study specific characteristics of the different leadership orientations would be allowed to emerge. A follow-up quantitative study based on the characteristics that emerged could verify the findings of the qualitative research. With a smaller population a personal visit to the school boards being studied might offer an explanation as to the purpose of the quantitative study and the importance of the instrument being distributed. This would possibly increase the study's return rate and reliability.

If this instrument is to be used again with school board members, more development of the leadership orientation constructs and section three on the questionnaire is suggested. Since the instrument did not distinguish between the orientations, significantly more development or refinement needs to be focused on the constructs of the different orientations so respondents more clearly distinguish between them. Possibly a qualitative study should be done and then allow the constructs for a questionnaire to emerge from that study. In section three a definition of a manager and a leader needs to be included and more specific questions need to be developed. This would decrease the confusion caused by respondents not understanding the difference between a manager and a leader. It would also hopefully lower the correlation between the ratings as a manager and a leader.

Since Virginia has both elected and appointed boards, a study of school board leadership could be conducted to compare the leadership orientations of elected school board chairs or member with boards whose members or chairs are appointed. This could be done with a quantitative or qualitative study comparing two boards with like characteristics to see if there were any differences in leadership styles.

In the present study only the leadership orientations of the school board chairs were studied. With a smaller sample population, possibly a single board, each member's leadership orientation could be studied. It would then be of interest to compare leadership orientations and alliances with voting on issues. This could include quantitative and qualitative instruments of measure if the questionnaire was more developed to distinguish between the constructs. An additional objective measure could be used to determine overall effectiveness such as graduation rate, drop out rate, or scores on Standards of Learning Assessments. Would a school board with a majority of members having the same leadership orientation be successful on these or similar measures? Or would they be more successful on these measures if they had a variety of leadership orientations?

## References

- Anderson, C. G. (1992, Summer). Behaviors of most effective and least effective school board members. ERS Spectrum, 10, 15-18.
- Ashby, L.W. (1968). Effective school board member. Danville, IL: The Interstate Printers & Publishers, Inc.
- Banach, W. J. (1989, October). These 11 traits are the hallmarks of winning school board teams. American School Board Journal, 76, 23-24.
- Bolman, L. G. & Deal, T. E. (1984). Modern approaches to understanding and managing organizations. San Francisco: Jossey-Bass.
- Bolman, L. G. & Deal, T. E. (1990). Leadership orientations. Brookline, MA: Leadership Frameworks.
- Bolman, L. G. & Deal, T. E. (1991). Reframing organizations: Artistry, choice, and leadership. San Francisco: Jossey-Bass.
- Bolman, L. G. & Deal, T. E. (1992a, April). Images of leadership. American School Board Journal, 192, 36-38.
- Bolman, L. G. & Deal, T. E. (1992b). Reframing leadership: The effects of leaders' images of leadership. In Clark, K. E., Clard, M. B., and Campbell, D. (Eds.). Impact of Leadership (pp. 269-280). Greensboro, NC: Center for Creative Leadership.
- Bolman, L. G., Deal, T. E. & Rallis, S. F. (1995). Becoming a school board member. Thousand Oaks, CA: Corwin Press, Inc.
- Brodinsky, B. (1977). How a school board operates. Bloomington, IN: Phi Delta Kappan Educational Foundation.



- Callahan, R. E. (1975). The American board of education. MA: Lexington Books, Inc.
- Cameron, B. H. (1987). National study of the selection of school board members. Unpublished doctoral dissertation, Virginia Polytechnic Institute and State University: Blacksburg, VA.
- Campbell, D. W. & Greene, D. (1994, October). Defining the leadership role of school board members in the 21<sup>st</sup> century. Phi Delta Kappan, (75), 391-395.
- Campbell, R. F., Cunningham, L. L., and McPhee, R. F. (1965). Organization and control of American schools. Columbus, OH: Charles E. Merrill Books, Inc.
- Cistone, P. J. (Eds.). (1975). Understanding school boards: Problems and prospects. Lexington, MA: Lexington Books.
- Corcoran, T. B. & Wilson, L. (1986). The search for successful secondary schools: The first three years of the secondary school recognition program. Office of Educational Research and Development. Washington, DC: United States Department of Education.
- Cuban, L. (1984, May). Transforming the frog into a prince: Effective school research, policy, and practice at the district level. Harvard Educational Review, 54, 129-151.
- Danzberger, J. P. (1994, January). Governing the nation's schools: The case for restructuring local school boards. Phi Delta Kappan, 75, 67-73.
- Danzberger, J. P., Carol, L. N., Cunningham, L. L., Kirst, M. W., McCloud, B. A., & Usdan, M. D. (1987, September). School boards: The forgotten players on the educational team. Phi Delta Kappan, 55, 51-59.
- Danzberger, J. P., Kirst, M. W., and Usdan, M.D. (1992). Governing public schools. Washington, D.C.: The Institute for Educational Leadership, Inc.

Dexler, E. G. (1922). History of education in the United States. New York: The MacMillan Co.

Dillman, D. A., (2000). Mail and internet surveys. New York: John Wiley & Sons, Inc.

Durocher, E. A. (1996). Leadership orientations of school administrators: A survey of nationally recognized school leaders. Unpublished doctoral dissertation, Teachers College, Columbia University.

Dyke, A. R. (1965). School board and the superintendent. Illinois: The Interstate Printers and Publishers, Inc.

Edwards, N. (1955). The courts and the public school. Chicago: University of Chicago Press.

Freeman, J. L. (1990). National study of what school board members believe to be most essential to their effectiveness. Unpublished doctoral dissertation, Virginia Polytechnic Institute and State University: Blacksburg, VA.

Heatwole, C. J. (1916). History of education in Virginia. New York: MacMillan Co.

Holmes, G. W. (Ed.). (1961). Virginia school boards. Charlottesville, VA: Virginia School Board Association.

Hyde, G. J., (1995). The school board member handbook. Albany, NY: New York State School Board Association.

Knezevich, S. B. (1984). Administration of public education. New York: R. R. Donnelly & Sons.

Lawrence, M. S. (1989). Characteristics of boards of education that govern nationally recognized successful secondary schools. Unpublished doctoral dissertation, Columbia University Teachers College.

National School Boards Association. (1982). The school board and the instructional program. NSBA Research Report. Washington, D.C.: NSBA.

Reeves, C. E. (1954). School boards. Westport: CT: Greenwood Press, Publishers.

Smith, M. S., & Smittle, W. R. (1954). The board of education and educational policy development. Detroit, MI: Edwards Brothers, Inc.

Smoley, E. R. (1999). Effective school boards. New York: Jossey-Bass Inc., Publishers.

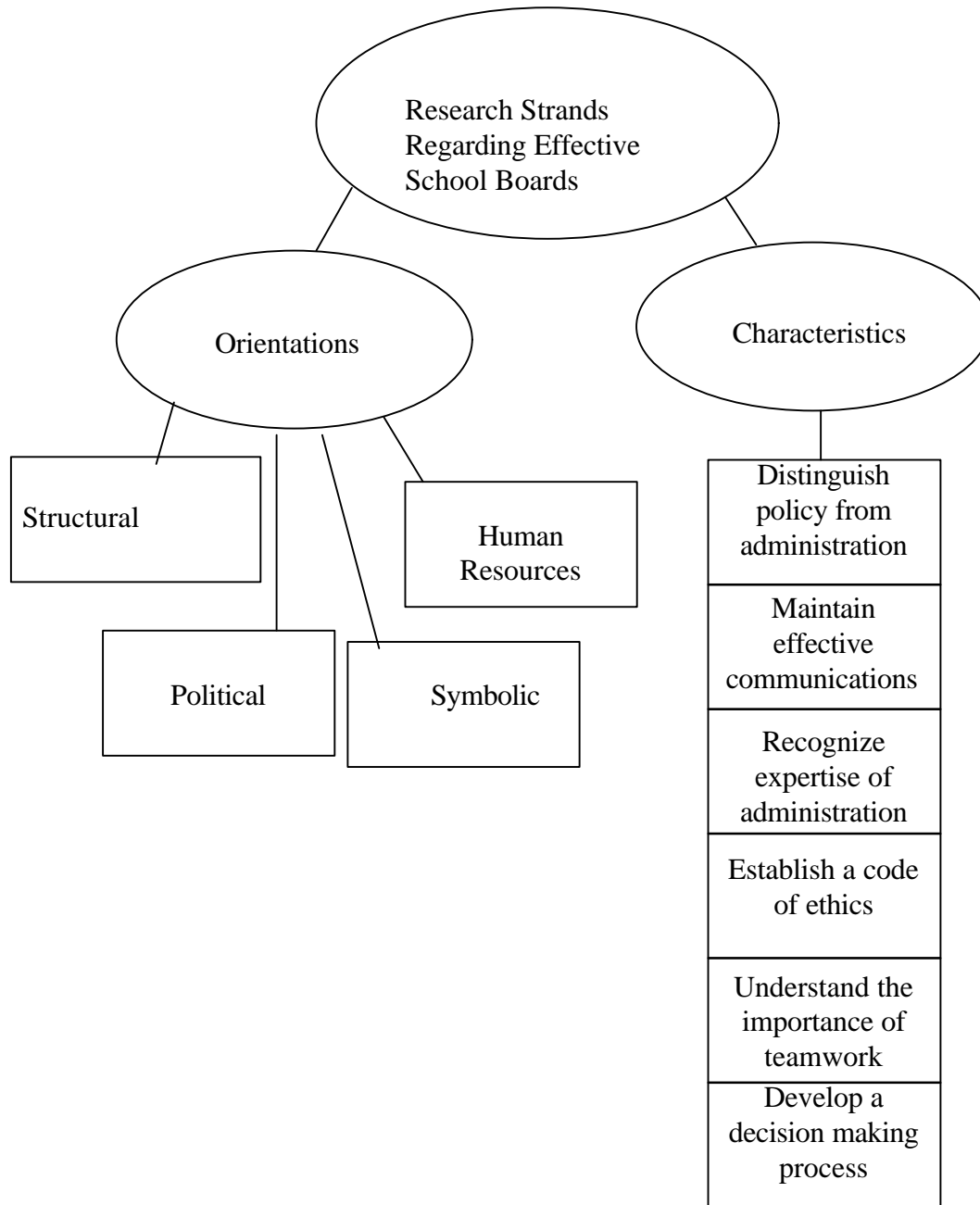
Stoops, E., Rafferty, M., & Johnson, R. E., (1975). Handbook of educational administration, A guide for the practitioner. Boston: Allyn and Bacon, Inc.

Strickland, J. S. (1992). Leadership perspectives of Tennessee school leaders. Unpublished doctoral dissertation, East Tennessee State University: Johnson City, Tennessee.

Virginia School Laws. (1996). Charlottesville, VA: Mitchie (Reprinted from the Code of Virginia of 1950 and 1996 Cumulative Supplement)

## Appendix A

### Two strands of research on effectiveness school board leadership



## Appendix B

Characteristics of effective school boards as cited by specific studies.

	Anderson 1992	Ashby 1968	Blanch 1989	Campbell 1994	Danzberger, et al. 1992	Freeman 1990	Smoley 1999
Policy and administration	X	X		X	X	X	X
Effective communication		X	X	X	X	X	
Expertise of superintendent	X	X	X	X			
Establishes code of ethics	X			X	X	X	
Importance of teamwork		X	X	X			X
Decision-making process	X	X			X		X

## Appendix C

### Bolman and Deal's Leadership Orientation as Related to Job Responsibility

(Bolman and Deal, 1992b).

Orientation:	<u>Structural</u>	<u>Human</u>	<u>Political</u>	<u>Symbolic</u>
Organization is:	factory	family	jungle	cathedral
Role is:	technical	servant	advocate	spiritual
	expert			leader
Ethical	excellence	caring	justice	promoting
responsibility:				faith

Appendix D

2000 – 2001 Virginia School Board Profile Summary

The following is a profile of school board membership as of February 2001

School Board Size and Selection Process

3 members	1	8 members	9	Elected Boards	99
4 members	1	9 members	10	Appointed Boards	33
5 members	67	10 members	1	Boards with both	2
6 members	9	11 members	1		
7 members	37	12 members	1		

Term Lengths for School Boards

2-year term	5	3-year term	21	4-year term	108
Other	1				

Term Limits for School Boards

2-term limit	6	3-term limit	5	4-term limit	2
No term limit	123	Other	1		

For those boards with appointed members, members are appointed by:

Board of Supervisors	7	City Council	17	School Board Selection Committee	9
Combination	4				

Boards members are selected by the following methods:

(more than one category per division may apply)

Appointed / Elected at large	30	By district	72	Combination	35
------------------------------	----	-------------	----	-------------	----

Current Makeup of School Board

Men	526	Nonwhite	167
Women	324	White	645

Years served by school board members

Less than 1 year	157 (19%)	One to 3 Years	187 (22%)
Four to 6 years	296 (35%)	Seven to 9 years	102 (12%)
Over 10 years	104 (12%)		

Boards with nonvoting student members 6

School Division Types

Rural 83 (60%)	Urban 13 (10%)	Suburban 38 (30%)
----------------	----------------	-------------------

School Board Salaries (annually):

No salary	6	up to \$1,000	10	\$1,001 - \$2,000	38
\$2,001 - \$5,000	72	\$5,001 - \$8,000	8		

The researcher notes that the numbers do not calculate to the total school divisions in Virginia or the total number of school board members.

Information provided by the Virginia School Board Association July 2001



Appendix E

Permission to Use Leadership Orientations Survey

August 6, 2000

Professor Lee G. Bolman  
Marion Bloch / Missouri Chair in Leadership  
Bloch School of Business and Public Administration  
University of Missouri ñ Kansas City  
5110 Rockhill Road  
Kansas City, MO 64113

Dear Professor Bolman:

This letter is to request written permission to use and revise the Leadership Orientations Survey Instrument authored by you and Dr. Terrence Deal. This survey will be used to gather data for my dissertation on the leadership orientations of school board chairpersons in the Commonwealth of Virginia.

I want to thank you for all of the information you have shared with me to date concerning the survey. It has been very helpful in the preparation of my methodology chapter. I am presently a practicing principal with Henrico County in Virginia. I am also a doctoral candidate at Virginia Tech, Blacksburg, Virginia.

Please sign the consent request below, and return this letter in the self-addressed envelope. I need this documentation to include in my study.

Sincerely,  
Kaye Thomas

---

Consent Form

Permission is granted for Kaye Thomas to use the Bolman / Deal Leadership Orientations Instrument. A copy of the findings will be forwarded to Dr. Bolman at the conclusion of the project.

8/12/00  
Date

On file  
Signature

Appendix F  
Leadership Orientations Survey (Self)

This questionnaire asks you to describe your leadership and management style. You are asked to indicate how often each of the items below is true for you.

Section 1: Behaviors - Your results will be more helpful if you think about each item and distinguish what you really do all the time from the things that you seldom or never do. Be discriminating!

Please use the following scale:

1=Never 2=Seldom 3=Occasionally

4 = Often 5 = Always

1. \_\_\_\_ Think very clearly and logically.
2. \_\_\_\_ Show high levels of support and concern
3. \_\_\_\_ Have exceptional ability to mobilize people and resources to get things done.
4. \_\_\_\_ Inspire others to do their best.
5. \_\_\_\_ Strongly emphasize careful planning and clear time lines.
6. \_\_\_\_ Build trust through open and collaborative relationships.
7. \_\_\_\_ Am a very skillful and shrewd negotiator.
8. \_\_\_\_ Am highly charismatic.
9. \_\_\_\_ Approach problems through logical analysis and careful thinking.
10. \_\_\_\_ Show high sensitivity and concern for others' needs and feelings.
11. \_\_\_\_ Am unusually persuasive.
12. \_\_\_\_ Am able to be an inspiration to others.
13. \_\_\_\_ Develop and implement clear, logical policies and procedures.
14. \_\_\_\_ Foster high levels of participation and involvement in decisions.
15. \_\_\_\_ Anticipate and deal expertly with organizational conflict.
16. \_\_\_\_ Am highly imaginative and creative.
17. \_\_\_\_ Approach problems with facts.
18. \_\_\_\_ Am consistently very helpful and responsive to others.

19. \_\_\_\_ Am very effective in getting support from people with influence and power.
20. \_\_\_\_ Communicate a strong and challenging sense of vision and mission.
21. \_\_\_\_ Set specific, measurable goals and hold people accountable for results.
22. \_\_\_\_ Listen well and am usually receptive to other people's ideas and input.
23. \_\_\_\_ Am politically very sensitive and skillful.
24. \_\_\_\_ See beyond current realities to generate exciting new opportunities.
25. \_\_\_\_ Have extraordinary attention to detail.
26. \_\_\_\_ Give personal recognition for good work.
27. \_\_\_\_ Develop alliances to build a strong base of support.
28. \_\_\_\_ Generate loyalty and enthusiasm.
29. \_\_\_\_ Strongly believe in clear structure and a chain of command.
30. \_\_\_\_ Am a highly participative manager.
31. \_\_\_\_ Succeed in the face of conflict and opposition.
32. \_\_\_\_ Serve as an influential model of organizational aspirations and values.

Section 2: Style - This section asks you to describe your leadership style. For each item, give the number "4" to the phrase that best describes you, "3" to the item that is next best, and on down to "1" for the item that is least like you.

Example: I am best described as:

- \_\_\_ 3 \_\_\_ An analyst  
 \_\_\_ 4 \_\_\_ A humanist  
 \_\_\_ 1 \_\_\_ A politician  
 \_\_\_ 2 \_\_\_ A visionary

33. My strongest skills are:
- \_\_\_ Analytic skills  
 \_\_\_ Interpersonal skills  
 \_\_\_ Political skills  
 \_\_\_ Ability to excite and motivate

Please continue by turning to the back of the survey.

Reminder: For each item, give the number “4” to the phrase that best describes you, “3” to the item that is next best, and on down to “1” for the item that is least like you.



34. The best way to describe me is:

- Technical expert
- Good listener
- Skilled negotiator
- Inspirational leader

35. What has helped me the most to be successful is my ability to:

- Make good decisions
- Coach and develop people
- Build strong alliances
- Energize and inspire others

36. What people are most likely to notice about me is my:

- Attention to detail
- Concern for people
- Ability to succeed in the face of conflict
- Charisma

37. My most important leadership trait is:

- Clear, logical thinking
- Caring and support for others
- Toughness and aggressiveness
- Imagination and creativity

38. I am best described as:

- An analyst
- A humanist
- A politician
- A visionary

Section 3: Overall Effectiveness– Compared to other individuals that you have known with a comparable level of experience and responsibility, how would you rate yourself on:

39. Over all effectiveness as a manager (Circle One)

- A. Bottom 25 % B. Bottom 25 – 50 %
- C. Top 50 – 75 % D. Top 25 %

40. Over all effectiveness as a leader (Circle One)

- A. Bottom 25 % B. Bottom 25 – 50 %
- C. Top 50 – 75 % D. Top 25 %

Thank you for completing the survey!  
Division ID# \_\_\_\_\_

March, 2001

Dear School Board Chair:

The purpose of the enclosed questionnaire is to survey your leadership style. There are no right or wrong answers. Items have been designed to identify characteristics that you observe in yourself.

Your responses are very important to this study. At present there is a limited number of studies researching school board leadership, yet school boards are vital components to a school division’s effectiveness.

Your responses will be kept confidential. Information will be coded to protect anonymity of individuals and divisions. No identifying information will be used in the report. If you have any questions or comments please feel free to call me or e-mail me at \_\_\_\_\_.

Sincerely,

Kaye Thomas  
Doctoral Candidate  
Educational Leadership and Policy Studies  
Virginia Tech

Jennifer Sughrue, Ph.D.  
Assistant Professor  
Educational Leadership and Policy Studies  
Virginia Tech

Appendix G

Leadership Orientations Survey (Other)

This questionnaire asks you to describe your school board chairperson’s leadership and management style. Section 1: Behaviors - You are asked to indicate how often each of the items below is true for the chair. Be discriminating! The results will be more helpful if you think about each item and distinguish the things that the chair really does all the time from the things that he/she seldom or never does.

Please use the following scale:

1 = Never            2 = Seldom            3 = Occasionally  
4 = Often            5 = Always

- 1. \_\_\_\_ Thinks very clearly and logically.
- 2. \_\_\_\_ Shows high levels of support and concern.
- 3. \_\_\_\_ Shows exceptional ability to mobilize people and resources to get things done.
- 4. \_\_\_\_ Inspires others to do their best.
- 5. \_\_\_\_ Strongly emphasizes careful planning and clear time lines.
- 6. \_\_\_\_ Builds trust through open and collaborative relationships.
- 7. \_\_\_\_ Is a very skillful and shrewd negotiator.
- 8. \_\_\_\_ Is highly charismatic.
- 9. \_\_\_\_ Approaches problems through logical analysis and careful thinking.
- 10. \_\_\_\_ Shows high sensitivity and concern for others’ needs and feelings.
- 11. \_\_\_\_ Is unusually persuasive.
- 12. \_\_\_\_ Is an inspiration to others.
- 13. \_\_\_\_ Develops and implements clear, logical policies and procedures.
- 14. \_\_\_\_ Fosters high levels of participation and involvement in decisions.
- 15. \_\_\_\_ Anticipates and deals expertly with organizational conflict.
- 16. \_\_\_\_ Is highly imaginative and creative.
- 17. \_\_\_\_ Approaches problems with facts.
- 18. \_\_\_\_ Is consistently helpful and responsive and helpful to others.

- 19. \_\_\_\_ Is very effective in getting support from people with influence and power.
- 20. \_\_\_\_ Communicates a strong and challenging sense of vision and mission.
- 21. \_\_\_\_ Sets specific, measurable goals and holds people accountable for results.
- 22. \_\_\_\_ Listens well and is usually receptive to other people’s ideas and input.
- 23. \_\_\_\_ Is politically very sensitive and skillful.
- 24. \_\_\_\_ Sees beyond current realities to generate exciting new opportunities.
- 25. \_\_\_\_ Has extraordinary attention to detail.
- 26. \_\_\_\_ Gives recognition for work well done.
- 27. \_\_\_\_ Develops alliances to build a strong base of support.
- 28. \_\_\_\_ Generates loyalty and enthusiasm.
- 29. \_\_\_\_ Strongly believes in clear structure and a chain of command.
- 30. \_\_\_\_ Is a highly participative manager.
- 31. \_\_\_\_ Succeeds in the face of conflict and opposition.
- 32. \_\_\_\_ Serves as an influential model of organizational aspirations and values.

Section 2: Style - This section asks you to describe the leadership style of the chair. For each item, give the number “4” to the phrase that best describes him/her, “3” to the item that is next best, and on down to “1” for the item that is least like the school board chair.

Example: The chair is best described **as**:

- 3   An analyst
- 4   A humanist
- 1   A politician
- 2   A visionary

- 33. The chair’s strongest skills are:
- \_\_\_\_ Analytic skills
- \_\_\_\_ Interpersonal skills
- \_\_\_\_ Political skills
- \_\_\_\_ Ability to excite and motivate

Please continue by turning to the back of the survey.

Reminder: For each item, give the number “4” to the phrase that best describes him/her, “3” to the item that is next best, and on down to “1” for the item that is least like the school board chair.



34. The best way to describe the chair is:

- Technical expert
- Good listener
- Skilled negotiator
- Inspirational leader

Division ID# \_\_\_\_\_

March, 2001

35. What the chair does best is:

- Makes good decisions
- Coaches and develops people
- Builds strong alliances
- Energizes and inspires others

Dear Superintendent or School Board Member:

The purpose of the enclosed questionnaire is to survey your perceptions of your school board chair’s leadership style. There are no right or wrong answers. Items have been designed to identify characteristics that you observe in your school board chair. Your views are very important to this study. At present there is a limited number of studies researching school board leadership, yet school boards are vital components to a school division’s effectiveness.

36. What people are most likely to notice about the chair is:

- Attention to detail
- Concern for people
- Ability to succeed in the face of conflict
- Charisma

Your responses will be kept confidential. Information will be coded to protect anonymity of individuals and divisions. No identifying information will be used in the report. If you have any questions or comments please feel free to call me or e-mail me at \_\_\_\_\_.

37. The chair’s most important leadership trait:

- Clear, logical thinking
- Caring and support for others
- Toughness and aggressiveness
- Imagination and creativity

38. The chair is best described as:

- An analyst
- A humanist
- A politician
- A visionary

Section 3: Overall Effectiveness – Compared to other individuals that you have known with a comparable level of experience and responsibility, how would you rate your school board chair on:

Sincerely,

39. Over all effectiveness as a manager (Circle One)

- 1 – Bottom 25 %
- 2 – Bottom 25 – 50 %
- 3 – Top 50 – 75 %
- 4 – Top 25 %

Kaye Thomas  
Doctoral Candidate  
Educational Leadership and Policy Studies

40. Over all effectiveness as a leader (Circle One)

- 1 – Bottom 25 %
- 2 – Bottom 25 – 50 %
- 3 – Top 50 – 75 %
- 4 – Top 25 %

Jennifer Sughrue, Ph.D.  
Assistant Professor  
Educational Leadership and Policy Studies

Thank you for completing the survey!

Appendix H  
Reliability and Validity Scores for Bolman and Deal's Leadership Orientation Instrument

Section one of the leadership survey

Data below are based on 1309 colleague ratings for a multisector sample of managers in business and education.

	Statistics for the structural orientation.	Statistics for the human resource orientation.	Statistics for the political orientation.	Statistics for the symbolic orientation.
<b>Leadership Orientations</b>	Items numbered 1, 5, 9, 13, 17, 21, 25, and 29	Items numbered 2, 6, 10, 14, 18, 22, 26, and 30	Items numbered 3, 7, 11, 15, 19, 23, 27, and 31	Items numbered 4, 8, 12, 16, 20, 24, 28, and 32
Mean	32.493	32.458	31.391	31.382
Standard deviation	5.703	6.303	5.739	6.325
Standard error	0.158	0.173	0.161	0.174
Maximum	40.000	40.000	40.000	40.000
Minimum	8.000	8.000	8.000	8.000
Number of cases	1309	1309	1309	1309
Split-half	.875	.867	.837	.882

Spearman-Brown coefficient	.933	.929	.911	.937
Guttman (Rulon) coefficient	.933	.929	.911	.936
Coefficient alpha - all items	.920	.931	.913	.931

Section two of the leadership survey

Data below are based on 1229 colleague ratings for a multisector sample of managers in business and education.

	<b>Statistics for the structural orientation.</b>	<b>Statistics for the human resource orientation.</b>	<b>Statistics for the political orientation.</b>	<b>Statistics for the symbolic orientation.</b>
Mean	15.773	16.369	14.300	14.400
Standard Deviation	4.955	4.852	4.720	5.413
Standard Error	0.141	0.138	0.135	0.155
Maximum	24.000	24.000	24.000	24.000
Minimum	6.000	6.000	6.000	6.000

Number of cases	1229	1229	122	1291
Split-Half correlation	.644	.755	.708	.825
Spearman-Brown coefficient	.783	.861	.829	.904
Guttman (Rulon) coefficient	.780	.856	.824	.892
Coefficient Alpha - all items	.841	.843	.799	.842



Appendix I

March 16, 2001

Dear School Board Chair;

In light of the efforts to improve school quality and school effectiveness I am conducting research on school board leadership across the Commonwealth of Virginia. Specifically, all school board chairs, school board members, and superintendents in Virginia are being surveyed to determine the dominate leadership orientation of the chair. An integral part of this research is gaining insight from all members associated with the chair's work. To this end, I am requesting your assistance.

Sometime in the next few weeks I will be sending you a packet containing the surveys for the study. I would like to request your cooperation in distributing these surveys before or after your next board meeting. Completing the surveys will only take about 10 minutes and can easily be accomplished at that time. For convenience in returning the surveys, there will be a stamped, self-addressed envelope that will be enclosed with your packet.

All information gained through this study will remain strictly confidential and will be reported through a coding process to protect anonymity. The final report will be shared with the Virginia School Board Association. These findings will be helpful in the development of training modules for new and existing boards.

Thank you in advance for your time and willingness to assist with this project. If you have any questions or concerns please feel free to contact me by telephone at \_\_\_\_\_ or through e-mail at \_\_\_\_\_. I sincerely appreciate your consideration regarding this matter.

Respectfully,

Kaye Thomas  
Researcher

Jennifer Sughrue  
Assistant Professor

## Appendix J

April 9, 2001

Dear School Board Chair:

Enclosed are the surveys I referenced in my March 16th letter to you. I would like to request your cooperation in distributing these surveys after your next board meeting. Completing the surveys will only take about 10 minutes and can easily be accomplished at after the meeting. For convenience in returning the surveys, there is also a stamped, self-addressed envelope enclosed.

All information gained through this study will remain strictly confidential and will be reported through a coding process to protect anonymity. The final report will be shared with the Virginia School Board Association.

Thank you in advance for your time and willingness to assist with this project. If you have any questions or concerns please feel free to contact me by telephone at \_\_\_\_\_ or through e-mail at \_\_\_\_\_. I sincerely appreciate your consideration regarding this matter.

Respectfully,

Kaye Thomas  
Researcher

Jennifer Sughrue  
Assistant Professor

## Appendix K

April 21, 2001

Dear Clerk of the Board:

Last week I mailed a packet of surveys to your school board chair. This packet included a survey for each member, a survey for the superintendent, a letter, and a stamped self-addressed return envelope. The information gathered from this survey will be helpful in developing training modules for future boards.

If you could suggest to or remind your board chair to have the board members complete this before or after the next board meeting I would greatly appreciate it. It would be of great assistance if you collected the completed forms and sent them to me in the self-addressed stamped envelope. Approximately ten minutes will be needed to complete the survey and the information is vital to the study.

I appreciate any assistance you can offer with this matter. I truly understand your vital role and influence concerning matters such as this. If you have any questions please feel free to call me at \_\_\_\_\_ or \_\_\_\_\_. If you cannot locate the self addressed envelope you may mail the surveys to me at \_\_\_\_\_.

Sincerely,

Kaye Thomas  
Researcher

Jennifer Sughrue  
Assistant Professor

## Appendix L

May 6, 2001

Dear School Board Chair:

This letter is to advise you that I mailed the survey packet to you on April 14, 2001. If you have not received your packet please have your clerk telephone me at \_\_\_\_\_ or \_\_\_\_\_ . In response, I will send you another packet, immediately.

If your board has completed the surveys or you have planned to complete them after your next meeting let me thank you for your time in attending to this matter so promptly. The survey only will take approximately ten minutes to complete. It will provide vital information that will be useful in the development of training modules for future boards.

Thank you in advance for your time in attending to this matter. As school board chair, you are a vital component to the future of public education. It is my hope that this research project will assist in the growth and development of school boards in the future. If you have any questions please feel free to call me at \_\_\_\_\_ .

Sincerely,

Kaye Thomas  
Researcher

Jennifer Sughrue  
Assistant Professor

## Appendix M

June 5, 2001

Dear School Board Member:

Recently I wrote to you asking for your assistance in studying the leadership style of school board chairs in the Commonwealth of Virginia. A study by the Institute for Educational Research called school boards, “the forgotten players on the education team.” To date little research has been conducted regarding the leadership role of the local school board chair. With your help my research will help address this issue.

The purpose of this questionnaire is to survey your perceptions of the chair’s leadership style based on your experiences. There are no right or wrong answers. Items have been designed to measure eight separate dimensions of leadership.

I am enclosing another copy of the survey I sent previously just in case the original has been misplaced. Please take a few minutes to complete and return it to me in the enclosed self-addressed stamped envelope. All information gained through this study will remain confidential and will be reported through a coding process to protect anonymity. The final report will be shared with the Virginia School Board Association. These findings will be helpful in the development of training modules for new and existing boards.

Thank you in advance for your time and willingness to assist with this project. If you have any questions or concerns please feel free to contact me by telephone at \_\_\_\_\_ or through e-mail at \_\_\_\_\_. I sincerely appreciate your assistance regarding this important matter.

Respectfully,

Kaye Thomas  
Doctoral Candidate  
Educational Leadership and Policy Studies  
Virginia Tech

Travis Twiford, Ed. D.  
Coordinator of Tidewater Doctoral Program  
Educational Leadership and Policy Studies  
Virginia Tech

June 5, 2001

Dear School Board Chair:

Recently I wrote to you asking for your assistance in studying the leadership style of school board chairs in the Commonwealth of Virginia. A study by the Institute for Educational Research called school boards, “the forgotten players on the education team.” To date little research has been conducted regarding the leadership role of the local school board chair. With your help my research will help address this issue.

The purpose of this questionnaire is to survey your perceptions of the chair’s leadership style based on your experiences. There are no right or wrong answers. Items have been designed to measure eight separate dimensions of leadership.

I am enclosing another copy of the survey I sent previously just in case the original has been misplaced. Please take a few minutes to complete and return it to me in the enclosed self-addressed stamped envelope. All information gained through this study will remain confidential and will be reported through a coding process to protect anonymity. The final report will be shared with the Virginia School Board Association. These findings will be helpful in the development of training modules for new and existing boards.

Thank you in advance for your time and willingness to assist with this project. If you have any questions or concerns please feel free to contact me by telephone at \_\_\_\_\_ or through e-mail at \_\_\_\_\_. I sincerely appreciate your assistance regarding this important matter.

Respectfully,

Kaye Thomas  
Doctoral Candidate  
Educational Leadership and Policy Studies  
Virginia Tech

Travis Twiford, Ed. D.  
Coordinator of Tidewater Doctoral Program  
Educational Leadership and Policy Studies  
Virginia Tech

June 5, 2001

Dear Superintendent:

Recently I wrote to you asking for your assistance in studying the leadership style of school board chairs in the Commonwealth of Virginia. A study by the Institute for Educational Research called school boards, “the forgotten players on the education team.” To date little research has been conducted regarding the leadership role of the local school board chair. With your help my research will help address this issue.

The purpose of this questionnaire is to survey your perceptions of the chair’s leadership style based on your experiences. There are no right or wrong answers. Items have been designed to measure eight separate dimensions of leadership.

I am enclosing another copy of the survey I sent previously just in case the original has been misplaced. Please take a few minutes to complete and return it to me in the enclosed self-addressed stamped envelope. All information gained through this study will remain confidential and will be reported through a coding process to protect anonymity. The final report will be shared with the Virginia School Board Association. These findings will be helpful in the development of training modules for new and existing boards.

Thank you in advance for your time and willingness to assist with this project. If you have any questions or concerns please feel free to contact me by telephone at \_\_\_\_\_ or through e-mail at \_\_\_\_\_. I sincerely appreciate your assistance regarding this important matter.

Respectfully,

Kaye Thomas  
Doctoral Candidate  
Educational Leadership and Policy Studies  
Virginia Tech

Travis Twiford, Ed. D.  
Coordinator of Tidewater Doctoral Program  
Educational Leadership and Policy Studies  
Virginia Tech

Appendix N  
Questionnaire Data

SCHDIV	MEM	Q1	Q2	Q3	Q4	Q5	Q6	Q7	Q8
100.00	.00	4.00	5.00	4.00	4.00	5.00	4.00	4.00	2.00
100.00	1.00	5.00	5.00	4.00	4.00	5.00	5.00	4.00	3.00
100.00	2.00	5.00	5.00	5.00	5.00	5.00	5.00	5.00	4.00
100.00	3.00	4.00	5.00	4.00	4.00	4.00	5.00	3.00	3.00
100.00	4.00	5.00	5.00	5.00	5.00	5.00	4.00	5.00	5.00
100.00	5.00	5.00	5.00	4.00	5.00	4.00	4.00	4.00	5.00
100.00	6.00	5.00	4.00	4.00	4.00	3.00	4.00	3.00	4.00
101.00	.00	5.00	5.00	4.00	4.00	5.00	5.00	5.00	4.00
101.00	1.00	4.00	3.00	4.00	5.00	4.00	5.00	4.00	3.00
101.00	2.00	3.00	4.00	3.00	3.00	3.00	3.00	4.00	4.00
101.00	3.00	3.00	4.00	3.00	3.00	4.00	3.00	3.00	2.00
101.00	4.00	4.00	4.00	4.00	4.00	4.00	4.00	3.00	4.00
102.00	.00	5.00	5.00	5.00	5.00	5.00	5.00	5.00	4.00
102.00	1.00	4.00	4.00	4.00	3.00	4.00	5.00	4.00	3.00
102.00	2.00	5.00	5.00	5.00	5.00	5.00	5.00	5.00	5.00
102.00	3.00	5.00	5.00	5.00	5.00	5.00	5.00	5.00	5.00
102.00	4.00	5.00	5.00	5.00	5.00	5.00	5.00	5.00	4.00
103.00	.00	5.00	5.00	5.00	5.00	5.00	5.00	5.00	4.00
103.00	1.00	4.00	4.00	4.00	4.00	4.00	4.00	3.00	3.00
103.00	2.00	4.00	4.00	4.00	4.00	4.00	4.00	4.00	4.00
103.00	3.00	4.00	5.00	4.00	5.00	5.00	4.00	3.00	4.00
103.00	4.00	5.00	5.00	4.00	5.00	5.00	5.00	4.00	4.00
103.00	5.00	4.00	4.00	4.00	3.00	4.00	3.00	4.00	3.00
103.00	6.00	4.00	4.00	3.00	4.00	4.00	4.00	3.00	3.00
103.00	7.00	4.00	4.00	3.00	3.00	3.00	3.00	4.00	3.00
104.00	.00	5.00	5.00	4.00	4.00	5.00	4.00	4.00	3.00
104.00	1.00	4.00	4.00	3.00	4.00	4.00	4.00	3.00	2.00
104.00	2.00	5.00	5.00	4.00	5.00	5.00	4.00	4.00	4.00
104.00	3.00	5.00	5.00	5.00	5.00	5.00	5.00	5.00	5.00
104.00	4.00	5.00	5.00	4.00	5.00	4.00	5.00	3.00	4.00
105.00	.00	5.00	4.00	4.00	4.00	5.00	4.00	4.00	2.00
105.00	1.00	4.00	4.00	3.00	4.00	4.00	3.00	3.00	3.00
105.00	2.00	4.00	5.00	4.00	4.00	5.00	4.00	4.00	4.00
105.00	3.00	4.00	4.00	4.00	4.00	4.00	5.00	4.00	4.00
105.00	4.00	4.00	4.00	3.00	3.00	4.00	4.00	3.00	3.00
105.00	5.00	4.00	4.00	3.00	3.00	4.00	4.00	3.00	2.00
106.00	.00	3.00	3.00	2.00	1.00	2.00	2.00	2.00	2.00
106.00	1.00	4.00	4.00	3.00	4.00	3.00	3.00	3.00	3.00
106.00	2.00	4.00	5.00	4.00	4.00	3.00	4.00	3.00	3.00
106.00	3.00	5.00	4.00	4.00	5.00	5.00	4.00	4.00	3.00
107.00	.00	4.00	4.00	2.00	2.00	3.00	2.00	4.00	3.00
107.00	1.00	5.00	5.00	4.00	5.00	5.00	5.00	3.00	2.00



Q9	Q10	Q11	Q12	Q13	Q14	Q15	Q16	Q17	Q18
4.00	5.00	3.00	4.00	4.00	5.00	4.00	4.00	5.00	5.00
5.00	5.00	4.00	4.00	4.00	5.00	5.00	4.00	5.00	4.00
5.00	5.00	4.00	5.00	4.00	5.00	4.00	5.00	5.00	5.00
4.00	4.00	4.00	3.00	4.00	4.00	3.00	4.00	4.00	5.00
5.00	5.00	4.00	5.00	5.00	5.00	5.00	5.00	5.00	5.00
4.00	5.00	4.00	5.00	4.00	4.00	5.00	4.00	5.00	5.00
3.00	5.00	3.00	4.00	4.00	4.00	4.00	3.00	4.00	5.00
4.00	4.00	4.00	5.00	5.00	4.00	5.00	4.00	4.00	5.00
4.00	3.00	3.00	4.00	3.00	5.00	4.00	3.00	4.00	4.00
3.00	3.00	3.00	3.00	3.00	3.00	3.00	3.00	3.00	4.00
4.00	4.00	3.00	3.00	3.00	4.00	3.00	2.00	4.00	4.00
3.00	4.00	3.00	3.00	4.00	4.00	4.00	3.00	4.00	4.00
5.00	4.00	5.00	5.00	4.00	4.00	5.00	5.00	5.00	4.00
5.00	5.00	4.00	4.00	4.00	5.00	4.00	4.00	5.00	4.00
5.00	5.00	5.00	5.00	5.00	5.00	5.00	5.00	5.00	5.00
5.00	5.00	5.00	5.00	5.00	5.00	5.00	5.00	5.00	5.00
5.00	5.00	2.00	4.00	5.00	5.00	5.00	4.00	5.00	5.00
5.00	5.00	4.00	4.00	5.00	5.00	5.00	5.00	5.00	5.00
5.00	4.00	4.00	3.00	4.00	4.00	4.00	4.00	5.00	5.00
4.00	4.00	4.00	4.00	4.00	4.00	4.00	4.00	4.00	4.00
4.00	5.00	4.00	4.00	4.00	5.00	4.00	3.00	4.00	5.00
3.00	5.00	4.00	5.00	5.00	5.00	4.00	4.00	4.00	5.00
4.00	4.00	3.00	3.00	4.00	4.00	3.00	3.00	4.00	4.00
5.00	4.00	3.00	4.00	4.00	4.00	4.00	3.00	5.00	5.00
4.00	5.00	4.00	4.00	4.00	5.00	3.00	4.00	4.00	5.00
5.00	5.00	4.00	3.00	5.00	5.00	4.00	4.00	5.00	5.00
4.00	4.00	3.00	3.00	3.00	4.00	4.00	3.00	4.00	4.00
5.00	5.00	4.00	4.00	4.00	4.00	4.00	4.00	4.00	5.00
5.00	5.00	5.00	5.00	5.00	5.00	5.00	5.00	5.00	5.00
5.00	5.00	3.00	5.00	4.00	5.00	4.00	3.00	5.00	5.00
5.00	3.00	4.00	3.00	4.00	4.00	5.00	3.00	4.00	4.00
4.00	4.00	3.00	3.00	4.00	4.00	3.00	4.00	4.00	4.00
5.00	4.00	4.00	4.00	4.00	4.00	5.00	4.00	4.00	4.00
4.00	4.00	4.00	4.00	4.00	5.00	4.00	4.00	4.00	4.00
4.00	4.00	3.00	3.00	3.00	5.00	4.00	3.00	4.00	4.00
4.00	4.00	3.00	3.00	4.00	5.00	4.00	3.00	5.00	4.00
2.00	2.00	2.00	1.00	2.00	2.00	2.00	1.00	2.00	3.00
4.00	4.00	3.00	3.00	3.00	3.00	4.00	3.00	5.00	4.00
4.00	4.00	3.00	3.00	4.00	4.00	4.00	4.00	4.00	4.00
4.00	4.00	4.00	4.00	4.00	4.00	3.00	4.00	4.00	4.00
3.00	3.00	3.00	3.00	3.00	2.00	2.00	3.00	4.00	4.00
5.00	5.00	4.00	5.00	5.00	4.00	4.00	3.00	4.00	4.00

Q19	Q20	Q21	Q22	Q23	Q24	Q25	Q26	Q27	Q28
4.00	5.00	4.00	5.00	5.00	4.00	5.00	5.00	2.00	5.00
5.00	5.00	5.00	5.00	5.00	4.00	5.00	5.00	4.00	4.00
4.00	5.00	5.00	5.00	5.00	4.00	5.00	5.00	5.00	5.00
4.00	3.00	3.00	4.00	4.00	3.00	3.00	4.00	4.00	4.00
5.00	5.00	5.00	5.00	5.00	5.00	5.00	5.00	5.00	5.00
4.00	5.00	5.00	5.00	5.00	5.00	5.00	5.00	5.00	5.00
4.00	5.00	3.00	4.00	3.00	3.00	4.00	5.00	5.00	4.00
4.00	4.00	5.00	4.00	5.00	4.00	5.00	4.00	4.00	5.00
4.00	5.00	4.00	5.00	3.00	3.00	5.00	4.00	3.00	3.00
3.00	3.00	2.00	4.00	4.00	2.00	3.00	5.00	3.00	4.00
3.00	3.00	3.00	3.00	3.00	4.00	2.00	5.00	3.00	5.00
3.00	4.00	3.00	5.00	4.00	4.00	4.00	4.00	4.00	3.00
4.00	5.00	5.00	5.00	5.00	5.00	4.00	5.00	4.00	5.00
4.00	4.00	4.00	5.00	4.00	4.00	5.00	5.00	5.00	4.00
5.00	5.00	5.00	5.00	5.00	5.00	5.00	5.00	5.00	5.00
5.00	5.00	5.00	5.00	5.00	5.00	5.00	5.00	5.00	5.00
5.00	5.00	2.00	5.00	3.00	4.00	5.00	4.00	4.00	3.00
4.00	4.00	4.00	5.00	5.00	5.00	5.00	4.00	4.00	4.00
4.00	4.00	4.00	4.00	4.00	4.00	5.00	4.00	4.00	4.00
4.00	4.00	4.00	4.00	4.00	4.00	4.00	4.00	4.00	4.00
5.00	5.00	4.00	5.00	4.00	5.00	4.00	5.00	5.00	4.00
4.00	5.00	4.00	5.00	4.00	4.00	5.00	5.00	4.00	5.00
5.00	4.00	4.00	5.00	3.00	5.00	4.00	5.00	5.00	3.00
4.00	4.00	4.00	5.00	5.00	4.00	4.00	5.00	4.00	4.00
4.00	4.00	4.00	5.00	4.00	4.00	5.00	5.00	4.00	4.00
4.00	4.00	4.00	5.00	4.00	4.00	5.00	5.00	5.00	4.00
2.00	4.00	4.00	4.00	2.00	2.00	4.00	4.00	3.00	4.00
4.00	5.00	4.00	5.00	5.00	4.00	4.00	5.00	5.00	5.00
5.00	5.00	5.00	5.00	5.00	5.00	5.00	5.00	5.00	5.00
3.00	5.00	4.00	5.00	2.00	4.00	4.00	5.00	5.00	5.00
4.00	4.00	4.00	4.00	5.00	4.00	5.00	4.00	4.00	4.00
3.00	3.00	4.00	4.00	4.00	4.00	4.00	3.00	3.00	3.00
4.00	4.00	4.00	4.00	4.00	4.00	4.00	4.00	4.00	4.00
4.00	4.00	4.00	4.00	4.00	4.00	4.00	4.00	4.00	4.00
4.00	4.00	4.00	5.00	4.00	4.00	5.00	4.00	4.00	4.00
3.00	4.00	3.00	5.00	3.00	4.00	3.00	4.00	3.00	3.00
4.00	4.00	3.00	3.00	4.00	3.00	3.00	4.00	4.00	3.00
2.00	2.00	2.00	2.00	3.00	2.00	2.00	2.00	2.00	2.00
3.00	4.00	3.00	3.00	3.00	2.00	4.00	5.00	3.00	3.00
4.00	4.00	4.00	3.00	4.00	4.00	3.00	4.00	4.00	4.00
4.00	4.00	3.00	4.00	3.00	3.00	4.00	5.00	4.00	4.00
3.00	3.00	2.00	3.00	4.00	3.00	4.00	4.00	3.00	3.00
4.00	5.00	4.00	4.00	2.00	4.00	5.00	5.00	5.00	4.00

Q29	Q30	Q31	Q32	Q33A	Q33B	Q33C	Q33D	Q34A	Q34B
5.00	5.00	2.00	2.00	3.00	4.00	1.00	2.00	1.00	4.00
4.00	4.00	5.00	5.00	3.00	4.00	1.00	2.00	1.00	4.00
5.00	5.00	5.00	5.00	3.00	2.00	1.00	4.00	1.00	4.00
4.00	4.00	4.00	4.00	2.00	4.00	3.00	1.00	4.00	3.00
5.00	5.00	5.00	5.00	2.00	4.00	1.00	3.00	1.00	3.00
5.00	5.00	5.00	5.00	3.00	4.00	1.00	2.00	1.00	3.00
4.00	3.00	4.00	4.00	2.00	4.00	1.00	3.00	1.00	4.00
5.00	4.00	5.00	5.00	3.00	1.00	4.00	2.00	4.00	1.00
5.00	4.00	5.00	3.00	4.00	2.00	1.00	3.00	3.00	4.00
4.00	5.00	3.00	2.00	2.00	3.00	4.00	1.00	1.00	4.00
4.00	5.00	4.00	4.00	3.00	2.00	4.00	1.00	4.00	3.00
4.00	4.00	4.00	3.00	3.00	4.00	2.00	1.00	3.00	4.00
5.00	5.00	5.00	5.00	4.00	3.00	2.00	1.00	4.00	1.00
5.00	5.00	4.00	4.00	1.00	2.00	4.00	3.00	4.00	3.00
5.00	5.00	5.00	5.00	2.00	1.00	4.00	3.00	2.00	3.00
5.00	5.00	5.00	5.00	1.00	3.00	2.00	4.00	1.00	2.00
5.00	5.00	4.00	5.00	1.00	4.00	2.00	3.00	1.00	4.00
5.00	5.00	5.00	5.00	4.00	3.00	2.00	1.00	3.00	4.00
5.00	4.00	4.00	4.00	4.00	3.00	2.00	1.00	4.00	1.00
4.00	4.00	4.00	4.00	3.00	2.00	4.00	1.00	3.00	1.00
4.00	5.00	5.00	4.00	4.00	3.00	2.00	1.00	2.00	4.00
5.00	5.00	3.00	5.00	3.00	4.00	2.00	1.00	3.00	4.00
4.00	4.00	5.00	4.00	1.00	3.00	2.00	4.00	2.00	4.00
4.00	4.00	4.00	4.00	4.00	3.00	2.00	1.00	3.00	4.00
4.00	5.00	4.00	4.00	3.00	4.00	1.00	2.00	3.00	4.00
4.00	5.00	4.00	4.00	4.00	3.00	1.00	2.00	3.00	4.00
4.00	4.00	4.00	4.00	4.00	3.00	1.00	2.00	4.00	2.00
5.00	4.00	4.00	5.00	3.00	4.00	1.00	2.00	1.00	4.00
5.00	5.00	5.00	5.00	4.00	3.00	1.00	2.00	3.00	2.00
4.00	4.00	4.00	5.00	2.00	4.00	1.00	3.00	3.00	2.00
5.00	4.00	4.00	5.00	4.00	2.00	3.00	1.00	2.00	3.00
4.00	4.00	4.00	3.00	4.00	2.00	3.00	1.00	4.00	1.00
5.00	4.00	4.00	4.00	4.00	3.00	1.00	2.00	4.00	3.00
5.00	4.00	4.00	4.00	4.00	3.00	2.00	1.00	1.00	4.00
3.00	5.00	3.00	3.00	3.00	4.00	2.00	1.00	3.00	4.00
4.00	5.00	4.00	5.00	3.00	2.00	4.00	1.00	2.00	3.00
3.00	3.00	2.00	1.00	1.00	2.00	4.00	3.00	4.00	3.00
4.00	3.00	4.00	3.00	4.00	3.00	1.00	2.00	4.00	1.00
5.00	4.00	4.00	3.00	4.00	3.00	2.00	1.00	1.00	4.00
5.00	5.00	4.00	5.00	1.00	3.00	2.00	4.00	1.00	2.00
5.00	3.00	2.00	2.00	3.00	2.00	4.00	1.00	4.00	3.00
5.00	4.00	4.00	4.00	2.00	1.00	4.00	3.00	2.00	1.00

Q34C	Q34D	Q35A	Q35B	Q35C	Q35D	Q36A	Q36B	Q36C	Q36D
2.00	3.00	4.00	1.00	3.00	2.00	2.00	4.00	3.00	1.00
2.00	3.00	2.00	3.00	1.00	4.00	4.00	3.00	2.00	1.00
2.00	3.00	3.00	1.00	4.00	2.00	2.00	4.00	3.00	1.00
1.00	2.00	4.00	2.00	3.00	1.00	3.00	4.00	2.00	1.00
2.00	4.00	4.00	1.00	3.00	2.00	3.00	4.00	1.00	2.00
2.00	4.00	3.00	1.00	2.00	4.00	2.00	4.00	3.00	1.00
2.00	3.00	2.00	1.00	4.00	3.00	2.00	4.00	1.00	3.00
2.00	3.00	4.00	2.00	3.00	1.00	2.00	4.00	3.00	1.00
2.00	1.00	4.00	3.00	1.00	2.00	4.00	2.00	3.00	1.00
3.00	2.00	3.00	2.00	4.00	1.00	2.00	4.00	1.00	3.00
2.00	1.00	4.00	2.00	3.00	1.00	4.00	2.00	3.00	1.00
2.00	1.00	2.00	3.00	1.00	4.00	3.00	4.00	1.00	2.00
3.00	2.00	3.00	1.00	2.00	4.00	4.00	2.00	3.00	1.00
1.00	2.00	2.00	3.00	1.00	4.00	4.00	1.00	3.00	2.00
4.00	1.00	4.00	2.00	3.00	1.00	4.00	2.00	3.00	1.00
4.00	3.00	4.00	1.00	3.00	2.00	1.00	3.00	4.00	2.00
2.00	3.00	4.00	3.00	2.00	1.00	1.00	3.00	4.00	2.00
2.00	1.00	4.00	1.00	3.00	2.00	4.00	2.00	3.00	1.00
2.00	3.00	4.00	2.00	3.00	1.00	4.00	3.00	1.00	2.00
2.00	4.00	3.00	1.00	2.00	4.00	3.00	4.00	2.00	1.00
1.00	3.00	4.00	2.00	3.00	1.00	4.00	3.00	2.00	1.00
2.00	1.00	4.00	3.00	2.00	1.00	3.00	4.00	2.00	1.00
3.00	1.00	4.00	1.00	3.00	2.00	2.00	4.00	3.00	1.00
2.00	1.00	4.00	2.00	3.00	1.00	4.00	2.00	3.00	1.00
1.00	2.00	4.00	3.00	2.00	1.00	3.00	4.00	2.00	1.00
2.00	1.00	4.00	3.00	2.00	1.00	3.00	4.00	2.00	1.00
1.00	3.00	4.00	3.00	2.00	1.00	2.00	3.00	4.00	1.00
3.00	2.00	3.00	2.00	4.00	1.00	2.00	4.00	3.00	1.00
1.00	4.00	4.00	2.00	1.00	3.00	2.00	3.00	4.00	1.00
1.00	4.00	3.00	1.00	2.00	4.00	2.00	4.00	3.00	1.00
4.00	1.00	4.00	2.00	3.00	1.00	4.00	2.00	3.00	1.00
2.00	3.00	3.00	4.00	1.00	2.00	3.00	4.00	2.00	1.00
2.00	1.00	4.00	3.00	1.00	2.00	4.00	3.00	2.00	1.00
3.00	2.00	3.00	2.00	4.00	1.00	4.00	3.00	2.00	1.00
2.00	1.00	4.00	3.00	2.00	1.00	4.00	3.00	2.00	1.00
4.00	1.00	3.00	2.00	4.00	1.00	3.00	2.00	4.00	1.00
2.00	1.00	2.00	3.00	4.00	1.00	4.00	2.00	3.00	1.00
2.00	3.00	4.00	3.00	1.00	2.00	4.00	3.00	2.00	1.00
3.00	2.00	4.00	2.00	3.00	1.00	4.00	3.00	2.00	1.00
4.00	3.00	4.00	1.00	2.00	3.00	2.00	4.00	1.00	3.00
2.00	1.00	4.00	2.00	3.00	1.00	2.00	3.00	4.00	1.00
3.00	4.00	1.00	2.00	3.00	4.00	2.00	1.00	3.00	4.00

Q37A	Q37B	Q37C	Q37D	Q38A	Q38B	Q38C	Q38D	Q39	Q40
3.00	4.00	1.00	2.00	3.00	4.00	1.00	2.00	4.00	3.00
3.00	4.00	1.00	2.00	3.00	4.00	1.00	2.00	4.00	4.00
3.00	4.00	1.00	2.00	3.00	4.00	2.00	1.00	3.00	3.00
3.00	4.00	1.00	2.00	2.00	4.00	3.00	1.00	3.00	3.00
3.00	4.00	1.00	2.00	2.00	4.00	1.00	3.00	3.00	3.00
2.00	4.00	1.00	3.00	4.00	2.00	1.00	3.00	4.00	4.00
3.00	4.00	1.00	2.00	2.00	3.00	1.00	4.00	4.00	4.00
3.00	1.00	4.00	2.00	2.00	3.00	4.00	1.00	4.00	4.00
4.00	2.00	3.00	1.00	4.00	1.00	2.00	3.00	3.00	2.00
2.00	3.00	4.00	1.00	1.00	3.00	4.00	2.00	3.00	3.00
2.00	3.00	4.00	1.00	4.00	2.00	3.00	1.00	3.00	3.00
3.00	4.00	2.00	1.00	3.00	1.00	4.00	2.00	3.00	3.00
4.00	2.00	1.00	3.00	4.00	2.00	1.00	3.00	4.00	4.00
4.00	3.00	1.00	2.00	2.00	1.00	3.00	4.00	4.00	4.00
4.00	2.00	3.00	1.00	4.00	3.00	1.00	2.00	2.00	2.00
4.00	2.00	1.00	3.00	3.00	2.00	1.00	4.00	2.00	2.00
4.00	3.00	1.00	2.00	4.00	3.00	1.00	2.00	1.00	1.00
4.00	3.00	2.00	1.00	4.00	2.00	1.00	3.00	4.00	4.00
4.00	3.00	1.00	2.00	4.00	3.00	1.00	2.00	4.00	4.00
4.00	3.00	1.00	2.00	3.00	1.00	4.00	2.00	3.00	3.00
4.00	3.00	1.00	2.00	4.00	1.00	2.00	3.00	4.00	4.00
3.00	4.00	2.00	1.00	3.00	4.00	1.00	2.00	3.00	3.00
3.00	4.00	1.00	2.00	1.00	4.00	3.00	2.00	3.00	3.00
4.00	3.00	2.00	1.00	4.00	2.00	3.00	1.00	3.00	3.00
3.00	4.00	1.00	2.00	3.00	2.00	1.00	4.00	3.00	3.00
4.00	3.00	1.00	2.00	4.00	3.00	1.00	2.00	4.00	4.00
4.00	3.00	1.00	2.00	4.00	2.00	1.00	3.00	4.00	4.00
4.00	3.00	1.00	2.00	3.00	4.00	1.00	2.00	4.00	4.00
3.00	2.00	1.00	4.00	4.00	1.00	3.00	2.00	3.00	3.00
3.00	4.00	1.00	2.00	3.00	4.00	1.00	2.00	4.00	4.00
4.00	3.00	2.00	1.00	4.00	2.00	3.00	1.00	4.00	4.00
3.00	4.00	1.00	2.00	2.00	4.00	3.00	1.00	4.00	4.00
4.00	2.00	3.00	1.00	4.00	2.00	1.00	3.00	4.00	4.00
4.00	3.00	2.00	1.00	4.00	3.00	2.00	1.00	3.00	3.00
3.00	4.00	2.00	1.00	3.00	4.00	2.00	1.00	3.00	3.00
4.00	3.00	2.00	1.00	3.00	2.00	4.00	1.00	4.00	3.00
3.00	2.00	4.00	1.00	3.00	2.00	4.00	1.00	1.00	1.00
4.00	3.00	1.00	2.00	4.00	3.00	1.00	2.00	3.00	3.00
3.00	4.00	2.00	1.00	2.00	4.00	3.00	1.00	4.00	4.00
2.00	1.00	4.00	3.00	3.00	2.00	1.00	4.00	3.00	3.00
4.00	2.00	3.00	1.00	3.00	2.00	4.00	1.00	3.00	3.00
1.00	2.00	4.00	3.00	2.00	1.00	4.00	3.00	4.00	3.00

ROLE	ANALBEH	ANALSTY	HUMANBEH	HUMANSTY	POLITBEH	POLITSTY
1.00	4.50	2.67	4.88	3.50	3.50	1.83
2.00	4.75	2.67	4.75	3.67	4.50	1.33
3.00	4.88	2.50	5.00	3.17	4.63	2.17
3.00	3.75	3.00	4.38	3.50	3.75	2.17
3.00	5.00	2.50	4.88	3.33	4.88	1.50
3.00	4.63	2.50	4.75	3.00	4.50	1.67
3.00	3.75	2.00	4.25	3.33	3.75	1.67
1.00	4.75	3.00	4.38	2.00	4.50	3.33
2.00	4.13	3.83	4.13	2.33	3.75	2.00
3.00	3.00	1.83	3.88	3.17	3.25	3.33
3.00	3.38	3.50	4.00	2.33	3.13	3.17
3.00	3.75	2.83	4.13	3.33	3.63	2.00
1.00	4.75	3.83	4.63	1.83	4.75	2.00
2.00	4.50	2.83	4.75	2.17	4.13	2.17
3.00	5.00	3.33	5.00	2.17	5.00	3.00
3.00	5.00	2.33	5.00	2.17	5.00	2.50
3.00	4.63	2.50	4.88	3.33	4.13	2.00
1.00	4.88	3.83	4.88	2.50	4.63	2.17
2.00	4.50	4.00	4.13	2.50	3.88	1.67
3.00	4.00	3.17	4.00	2.00	4.00	2.50
3.00	4.13	3.67	4.88	2.67	4.25	1.83
3.00	4.50	3.17	5.00	3.83	3.88	1.83
3.00	4.00	2.17	4.13	3.33	4.00	2.50
3.00	4.25	3.83	4.38	2.67	3.75	2.50
3.00	4.00	3.17	4.63	3.50	3.75	1.33
1.00	4.75	3.67	4.88	3.33	4.13	1.50
2.00	3.88	3.67	4.00	2.67	3.00	1.67
3.00	4.50	2.67	4.63	3.50	4.25	2.17
3.00	5.00	3.33	5.00	2.17	5.00	1.83
3.00	4.38	2.67	4.88	3.17	3.50	1.50
1.00	4.63	3.67	3.88	2.33	4.25	3.00
2.00	4.00	3.17	3.75	3.17	3.25	2.00
3.00	4.38	4.00	4.13	2.67	4.13	1.67
3.00	4.25	3.33	4.38	3.00	4.00	2.50
3.00	3.50	3.33	4.38	3.67	3.13	2.00
3.00	3.88	3.00	4.13	2.33	3.63	3.67
1.00	2.25	2.83	2.38	2.33	2.13	3.50
2.00	3.75	4.00	3.63	2.67	3.25	1.33
3.00	3.88	3.00	4.00	3.33	3.75	2.50
3.00	4.25	2.17	4.25	2.17	3.75	2.33
1.00	3.50	3.33	3.13	2.33	2.88	3.33
2.00	4.75	1.67	4.50	1.33	3.75	3.50

VISIOBEH	VISIOSTY	ANALTOT	HUMANTOT	POLITTOT	VISIOTOT
3.75	2.00	3.58	4.19	2.67	2.88
4.13	2.33	3.71	4.21	2.92	3.23
4.75	2.17	3.69	4.08	3.40	3.46
3.50	1.33	3.38	3.94	2.96	2.42
5.00	2.67	3.75	4.10	3.19	3.83
4.88	2.83	3.56	3.88	3.08	3.85
3.88	3.00	2.88	3.79	2.71	3.44
4.38	1.67	3.88	3.19	3.92	3.02
3.63	1.83	3.98	3.23	2.88	2.73
3.00	1.67	2.42	3.52	3.29	2.33
3.25	1.00	3.44	3.17	3.15	2.13
3.50	1.83	3.29	3.73	2.81	2.67
4.88	2.33	4.29	3.23	3.38	3.60
3.75	2.83	3.67	3.46	3.15	3.29
5.00	1.50	4.17	3.58	4.00	3.25
5.00	3.00	3.67	3.58	3.75	4.00
4.25	2.17	3.56	4.10	3.06	3.21
4.50	1.50	4.35	3.69	3.40	3.00
3.75	1.83	4.25	3.31	2.77	2.79
4.00	2.33	3.58	3.00	3.25	3.17
4.25	1.83	3.90	3.77	3.04	3.04
4.63	1.17	3.83	4.42	2.85	2.90
3.50	2.00	3.08	3.73	3.25	2.75
3.75	1.00	4.04	3.52	3.13	2.38
3.75	2.00	3.58	4.06	2.54	2.88
3.75	1.50	4.21	4.10	2.81	2.63
3.25	2.00	3.77	3.33	2.33	2.63
4.50	1.67	3.58	4.06	3.21	3.08
5.00	2.67	4.17	3.58	3.42	3.83
4.50	2.67	3.52	4.02	2.50	3.58
3.63	1.00	4.15	3.10	3.63	2.31
3.38	1.67	3.58	3.46	2.63	2.52
4.00	1.67	4.19	3.40	2.90	2.83
4.00	1.17	3.79	3.69	3.25	2.58
3.25	1.00	3.42	4.02	2.56	2.13
3.25	1.00	3.44	3.23	3.65	2.13
1.50	1.33	2.54	2.35	2.81	1.42
3.13	2.00	3.88	3.15	2.29	2.56
3.63	1.17	3.44	3.67	3.13	2.40
4.00	3.33	3.21	3.21	3.04	3.67
2.75	1.00	3.42	2.73	3.10	1.88
4.00	3.50	3.21	2.92	3.63	3.75

DISTRICT	EFFTOTAL
100.00	12.00
100.00	16.00
100.00	9.00
100.00	9.00
100.00	9.00
100.00	16.00
100.00	16.00
101.00	16.00
101.00	6.00
101.00	9.00
101.00	9.00
101.00	9.00
102.00	16.00
102.00	16.00
102.00	4.00
102.00	4.00
102.00	1.00
103.00	16.00
103.00	16.00
103.00	9.00
103.00	16.00
103.00	9.00
103.00	9.00
103.00	9.00
103.00	9.00
103.00	9.00
104.00	16.00
104.00	16.00
104.00	16.00
104.00	9.00
104.00	16.00
105.00	16.00
105.00	16.00
105.00	16.00
105.00	9.00
105.00	9.00
105.00	12.00
106.00	1.00
106.00	9.00
106.00	16.00
106.00	9.00
107.00	9.00
107.00	12.00



107.00	2.00	4.00	4.00	4.00	3.00	4.00	3.00	3.00	3.00
107.00	3.00	4.00	5.00	4.00	3.00	4.00	3.00	3.00	3.00
107.00	4.00	5.00	5.00	5.00	5.00	5.00	5.00	4.00	5.00
107.00	5.00	4.00	5.00	4.00	3.00	3.00	4.00	3.00	4.00
108.00	2.00	3.00	4.00	3.00	3.00	3.00	4.00	3.00	5.00
108.00	.00	5.00	5.00	3.00	4.00	3.00	5.00	3.00	3.00
108.00	1.00	5.00	5.00	4.00	5.00	5.00	5.00	4.00	4.00
108.00	3.00	3.00	3.00	4.00	3.00	4.00	4.00	3.00	2.00
108.00	4.00	5.00	4.00	2.00	1.00	2.00	1.00	1.00	3.00
109.00	.00	5.00	5.00	4.00	5.00	4.00	5.00	5.00	4.00
109.00	1.00	4.00	5.00	4.00	5.00	3.00	4.00	4.00	4.00
109.00	2.00	5.00	5.00	4.00	4.00	4.00	4.00	4.00	4.00
109.00	3.00	5.00	5.00	4.00	4.00	4.00	5.00	5.00	4.00
109.00	4.00	4.00	5.00	4.00	4.00	4.00	4.00	4.00	4.00
110.00	.00	4.00	5.00	3.00	4.00	4.00	5.00	3.00	3.00
110.00	1.00	4.00	5.00	3.00	4.00	5.00	4.00	3.00	3.00
110.00	2.00	4.00	5.00	3.00	3.00	5.00	5.00	3.00	3.00
110.00	3.00	3.00	4.00	3.00	4.00	3.00	3.00	3.00	3.00
110.00	4.00	4.00	5.00	4.00	4.00	4.00	5.00	4.00	4.00
111.00	.00	5.00	5.00	4.00	5.00	4.00	5.00	5.00	5.00
111.00	1.00	4.00	4.00	3.00	5.00	5.00	5.00	4.00	3.00
111.00	2.00	4.00	4.00	3.00	5.00	2.00	3.00	3.00	3.00
111.00	3.00	5.00	5.00	5.00	4.00	4.00	4.00	4.00	3.00
111.00	4.00	4.00	5.00	4.00	4.00	5.00	4.00	4.00	4.00
111.00	5.00	4.00	5.00	4.00	4.00	3.00	4.00	4.00	5.00
111.00	6.00	4.00	4.00	4.00	4.00	4.00	4.00	4.00	4.00
111.00	7.00	4.00	4.00	3.00	4.00	4.00	3.00	3.00	3.00
111.00	8.00	5.00	5.00	5.00	5.00	5.00	5.00	5.00	5.00
112.00	.00	3.00	4.00	3.00	3.00	4.00	3.00	3.00	2.00
112.00	1.00	5.00	4.00	3.00	5.00	4.00	5.00	3.00	4.00
112.00	2.00	4.00	4.00	3.00	4.00	3.00	4.00	2.00	3.00
112.00	3.00	5.00	5.00	3.00	3.00	3.00	5.00	3.00	5.00
112.00	4.00	1.00	5.00	2.00	2.00	2.00	3.00	1.00	4.00
112.00	5.00	4.00	4.00	3.00	3.00	3.00	3.00	3.00	2.00
113.00	.00	4.00	5.00	4.00	5.00	4.00	5.00	2.00	3.00
113.00	1.00	4.00	4.00	2.00	2.00	4.00	3.00	3.00	2.00
113.00	2.00	4.00	5.00	3.00	3.00	5.00	5.00	4.00	4.00
113.00	3.00	4.00	5.00	4.00	4.00	3.00	4.00	3.00	3.00
113.00	4.00	4.00	4.00	4.00	4.00	4.00	4.00	3.00	4.00
114.00	.00	5.00	5.00	5.00	5.00	5.00	5.00	4.00	5.00
114.00	1.00	4.00	4.00	4.00	4.00	3.00	5.00	4.00	3.00
114.00	2.00	5.00	4.00	4.00	5.00	5.00	5.00	4.00	4.00

4.00	5.00	3.00	3.00	4.00	4.00	4.00	3.00	3.00	4.00
4.00	5.00	4.00	5.00	5.00	5.00	4.00	3.00	5.00	5.00
5.00	5.00	4.00	5.00	4.00	5.00	5.00	4.00	5.00	5.00
4.00	5.00	3.00	3.00	4.00	3.00	4.00	4.00	4.00	4.00
3.00	5.00	3.00	3.00	3.00	5.00	3.00	5.00	4.00	5.00
4.00	5.00	3.00	3.00	3.00	4.00	4.00	5.00	4.00	4.00
5.00	5.00	4.00	5.00	4.00	5.00	5.00	5.00	5.00	5.00
3.00	4.00	2.00	3.00	3.00	3.00	3.00	4.00	4.00	4.00
5.00	4.00	2.00	2.00	2.00	2.00	1.00	1.00	3.00	3.00
5.00	5.00	5.00	4.00	5.00	5.00	5.00	4.00	5.00	5.00
4.00	4.00	2.00	3.00	3.00	4.00	4.00	3.00	5.00	4.00
4.00	4.00	4.00	4.00	4.00	4.00	3.00	3.00	4.00	4.00
5.00	5.00	5.00	5.00	4.00	5.00	5.00	4.00	5.00	5.00
4.00	5.00	4.00	4.00	4.00	5.00	5.00	4.00	4.00	5.00
3.00	3.00	2.00	3.00	4.00	3.00	3.00	2.00	3.00	3.00
5.00	5.00	3.00	3.00	5.00	4.00	4.00	3.00	4.00	5.00
3.00	4.00	2.00	3.00	4.00	3.00	3.00	1.00	3.00	4.00
3.00	3.00	3.00	3.00	3.00	3.00	3.00	3.00	3.00	3.00
4.00	5.00	4.00	5.00	4.00	5.00	5.00	4.00	5.00	5.00
5.00	5.00	4.00	5.00	5.00	5.00	5.00	5.00	5.00	5.00
4.00	4.00	4.00	3.00	4.00	5.00	4.00	4.00	5.00	5.00
4.00	5.00	2.00	3.00	4.00	3.00	3.00	3.00	4.00	4.00
4.00	4.00	4.00	2.00	4.00	4.00	4.00	3.00	4.00	4.00
3.00	5.00	3.00	3.00	4.00	5.00	5.00	5.00	5.00	5.00
4.00	4.00	4.00	3.00	4.00	4.00	4.00	5.00	5.00	4.00
5.00	5.00	4.00	5.00	4.00	5.00	4.00	5.00	5.00	5.00
4.00	4.00	3.00	4.00	4.00	4.00	4.00	3.00	3.00	4.00
5.00	5.00	5.00	5.00	5.00	4.00	5.00	5.00	5.00	4.00
3.00	2.00	2.00	3.00	3.00	3.00	2.00	2.00	3.00	3.00
4.00	5.00	3.00	5.00	4.00	4.00	4.00	4.00	4.00	4.00
3.00	4.00	4.00	3.00	3.00	4.00	3.00	3.00	3.00	4.00
3.00	5.00	3.00	3.00	3.00	3.00	3.00	5.00	5.00	5.00
4.00	4.00	2.00	2.00	3.00	4.00	4.00	3.00	4.00	4.00
4.00	3.00	3.00	3.00	3.00	4.00	3.00	4.00	4.00	4.00
4.00	5.00	4.00	4.00	4.00	5.00	4.00	5.00	4.00	5.00
4.00	4.00	3.00	3.00	4.00	3.00	3.00	3.00	4.00	3.00
5.00	4.00	3.00	3.00	5.00	4.00	4.00	4.00	5.00	5.00
4.00	3.00	3.00	4.00	4.00	4.00	3.00	4.00	4.00	4.00
5.00	4.00	4.00	3.00	4.00	4.00	3.00	3.00	4.00	4.00
5.00	5.00	4.00	5.00	5.00	5.00	5.00	4.00	5.00	5.00
4.00	3.00	3.00	3.00	4.00	5.00	4.00	3.00	4.00	4.00
4.00	5.00	4.00	4.00	4.00	4.00	5.00	4.00	5.00	5.00

3.00	3.00	4.00	4.00	3.00	4.00	3.00	4.00	4.00	4.00
4.00	5.00	4.00	5.00	4.00	5.00	5.00	5.00	5.00	5.00
4.00	5.00	5.00	5.00	4.00	4.00	5.00	5.00	5.00	5.00
3.00	4.00	4.00	5.00	3.00	4.00	3.00	5.00	4.00	4.00
3.00	3.00	2.00	5.00	3.00	4.00	4.00	5.00	3.00	5.00
4.00	5.00	4.00	5.00	4.00	4.00	3.00	3.00	3.00	4.00
5.00	5.00	5.00	5.00	5.00	5.00	4.00	4.00	5.00	5.00
3.00	4.00	4.00	3.00	4.00	4.00	4.00	4.00	4.00	3.00
1.00	2.00	2.00	5.00	3.00	2.00	3.00	4.00	3.00	2.00
5.00	4.00	4.00	5.00	5.00	4.00	4.00	5.00	5.00	5.00
5.00	4.00	4.00	5.00	3.00	3.00	4.00	4.00	4.00	4.00
4.00	4.00	3.00	4.00	4.00	3.00	3.00	4.00	4.00	4.00
5.00	4.00	4.00	5.00	5.00	4.00	5.00	5.00	4.00	4.00
4.00	4.00	4.00	5.00	4.00	3.00	4.00	5.00	4.00	4.00
4.00	3.00	3.00	3.00	3.00	2.00	2.00	4.00	3.00	4.00
4.00	4.00	3.00	4.00	3.00	3.00	4.00	5.00	5.00	4.00
4.00	3.00	3.00	3.00	3.00	2.00	2.00	4.00	3.00	4.00
4.00	3.00	3.00	3.00	3.00	3.00	3.00	3.00	3.00	3.00
4.00	4.00	5.00	5.00	5.00	4.00	4.00	5.00	4.00	5.00
5.00	5.00	5.00	5.00	5.00	5.00	4.00	5.00	5.00	5.00
4.00	4.00	4.00	4.00	4.00	4.00	5.00	5.00	5.00	4.00
3.00	3.00	2.00	4.00	3.00	4.00	4.00	5.00	3.00	4.00
3.00	4.00	4.00	4.00	3.00	4.00	3.00	4.00	3.00	3.00
4.00	5.00	4.00	5.00	5.00	4.00	3.00	4.00	4.00	4.00
3.00	4.00	3.00	3.00	4.00	4.00	3.00	4.00	4.00	4.00
5.00	5.00	4.00	5.00	4.00	5.00	5.00	5.00	5.00	5.00
4.00	4.00	4.00	3.00	3.00	4.00	4.00	4.00	4.00	4.00
5.00	5.00	4.00	5.00	5.00	4.00	5.00	5.00	5.00	5.00
3.00	2.00	2.00	3.00	2.00	3.00	2.00	3.00	2.00	2.00
3.00	4.00	4.00	5.00	4.00	4.00	3.00	5.00	3.00	4.00
3.00	4.00	4.00	4.00	3.00	4.00	4.00	4.00	4.00	4.00
3.00	5.00	3.00	5.00	3.00	5.00	3.00	5.00	3.00	5.00
4.00	3.00	4.00	4.00	4.00	4.00	4.00	4.00	4.00	4.00
3.00	3.00	4.00	3.00	3.00	3.00	4.00	4.00	3.00	3.00
4.00	4.00	2.00	5.00	4.00	4.00	4.00	5.00	4.00	5.00
3.00	3.00	4.00	4.00	3.00	3.00	3.00	3.00	3.00	3.00
3.00	5.00	4.00	5.00	4.00	3.00	4.00	5.00	3.00	4.00
3.00	4.00	3.00	4.00	3.00	3.00	3.00	4.00	4.00	4.00
4.00	4.00	5.00	4.00	5.00	3.00	4.00	5.00	4.00	4.00
5.00	5.00	5.00	5.00	5.00	5.00	5.00	5.00	5.00	5.00
3.00	3.00	3.00	4.00	3.00	3.00	4.00	3.00	3.00	3.00
4.00	5.00	5.00	5.00	5.00	4.00	4.00	5.00	5.00	5.00

4.00	4.00	4.00	4.00	1.00	4.00	3.00	2.00	1.00	4.00
5.00	5.00	5.00	5.00	2.00	4.00	1.00	3.00	2.00	4.00
5.00	5.00	5.00	5.00	4.00	3.00	2.00	1.00	4.00	2.00
3.00	3.00	3.00	4.00	1.00	4.00	3.00	2.00	1.00	4.00
3.00	3.00	3.00	3.00	2.00	1.00	3.00	4.00	3.00	4.00
3.00	4.00	4.00	3.00	4.00	3.00	2.00	1.00	1.00	4.00
5.00	5.00	5.00	5.00	4.00	3.00	1.00	2.00	3.00	1.00
4.00	4.00	4.00	4.00	1.00	4.00	3.00	2.00	3.00	2.00
5.00	2.00	2.00	2.00	4.00	1.00	3.00	2.00	3.00	4.00
5.00	4.00	5.00	4.00	1.00	3.00	4.00	2.00	1.00	4.00
5.00	4.00	4.00	4.00	1.00	3.00	4.00	2.00	1.00	4.00
4.00	4.00	4.00	4.00	2.00	4.00	3.00	1.00	1.00	4.00
4.00	4.00	5.00	4.00	3.00	4.00	2.00	1.00	1.00	4.00
5.00	4.00	4.00	4.00	2.00	4.00	3.00	1.00	1.00	4.00
4.00	3.00	3.00	2.00	1.00	3.00	4.00	2.00	1.00	4.00
5.00	3.00	4.00	4.00	1.00	4.00	2.00	3.00	1.00	3.00
4.00	3.00	3.00	2.00	2.00	4.00	3.00	1.00	2.00	3.00
3.00	3.00	3.00	3.00	1.00	3.00	4.00	2.00	4.00	1.00
5.00	4.00	4.00	5.00	1.00	4.00	3.00	2.00	1.00	4.00
5.00	4.00	5.00	5.00	1.00	4.00	3.00	2.00	1.00	3.00
5.00	5.00	4.00	4.00	4.00	1.00	3.00	2.00	1.00	4.00
4.00	4.00	3.00	4.00	4.00	1.00	2.00	3.00	4.00	3.00
5.00	3.00	3.00	3.00	4.00	3.00	2.00	1.00	3.00	2.00
5.00	4.00	4.00	3.00	2.00	3.00	4.00	1.00	1.00	4.00
5.00	5.00	4.00	4.00	3.00	4.00	1.00	2.00	3.00	1.00
5.00	4.00	5.00	5.00	4.00	3.00	2.00	1.00	4.00	2.00
4.00	4.00	4.00	4.00	2.00	4.00	3.00	1.00	1.00	3.00
5.00	5.00	5.00	5.00	4.00	1.00	3.00	2.00	1.00	2.00
4.00	3.00	3.00	3.00	4.00	3.00	2.00	1.00	3.00	4.00
5.00	4.00	4.00	4.00	3.00	4.00	1.00	2.00	1.00	4.00
3.00	4.00	4.00	4.00	3.00	4.00	1.00	2.00	2.00	4.00
5.00	5.00	3.00	5.00	2.00	4.00	1.00	3.00	1.00	2.00
4.00	3.00	3.00	3.00	1.00	4.00	2.00	3.00	1.00	4.00
4.00	4.00	4.00	3.00	4.00	3.00	2.00	1.00	4.00	3.00
4.00	5.00	4.00	4.00	2.00	4.00	1.00	3.00	1.00	4.00
4.00	3.00	3.00	3.00	4.00	3.00	1.00	2.00	2.00	4.00
4.00	4.00	5.00	4.00	4.00	3.00	2.00	1.00	2.00	4.00
5.00	4.00	4.00	4.00	4.00	2.00	1.00	3.00	3.00	4.00
4.00	5.00	4.00	5.00	4.00	3.00	1.00	2.00	4.00	3.00
4.00	5.00	5.00	5.00	2.00	4.00	1.00	3.00	1.00	4.00
5.00	5.00	3.00	4.00	4.00	3.00	1.00	2.00	1.00	4.00
5.00	5.00	3.00	5.00	4.00	3.00	1.00	2.00	2.00	3.00

3.00	2.00	1.00	4.00	3.00	2.00	3.00	4.00	1.00	2.00
1.00	3.00	4.00	1.00	3.00	2.00	4.00	3.00	2.00	1.00
3.00	1.00	3.00	4.00	1.00	2.00	3.00	4.00	2.00	1.00
3.00	2.00	2.00	4.00	3.00	1.00	1.00	4.00	2.00	3.00
1.00	2.00	3.00	4.00	1.00	2.00	2.00	3.00	4.00	1.00
2.00	3.00	3.00	4.00	2.00	1.00	2.00	4.00	3.00	1.00
4.00	2.00	1.00	2.00	4.00	3.00	3.00	1.00	2.00	4.00
4.00	1.00	1.00	3.00	4.00	2.00	4.00	3.00	2.00	1.00
2.00	1.00	4.00	2.00	3.00	1.00	3.00	4.00	2.00	1.00
3.00	2.00	2.00	1.00	4.00	3.00	1.00	4.00	2.00	3.00
3.00	2.00	4.00	2.00	3.00	1.00	1.00	4.00	3.00	2.00
2.00	3.00	4.00	1.00	3.00	2.00	1.00	4.00	3.00	2.00
3.00	2.00	4.00	2.00	3.00	1.00	2.00	4.00	3.00	1.00
3.00	2.00	4.00	1.00	3.00	2.00	3.00	4.00	2.00	1.00
2.00	3.00	1.00	2.00	3.00	4.00	2.00	4.00	3.00	1.00
4.00	2.00	2.00	3.00	4.00	1.00	2.00	4.00	3.00	1.00
1.00	4.00	1.00	2.00	4.00	3.00	3.00	4.00	2.00	1.00
2.00	3.00	1.00	2.00	3.00	4.00	1.00	4.00	2.00	3.00
2.00	3.00	2.00	1.00	3.00	4.00	2.00	4.00	3.00	1.00
2.00	4.00	2.00	3.00	1.00	4.00	1.00	4.00	3.00	2.00
3.00	2.00	4.00	1.00	3.00	2.00	4.00	3.00	2.00	1.00
1.00	2.00	4.00	3.00	2.00	1.00	3.00	4.00	2.00	1.00
4.00	1.00	4.00	2.00	3.00	1.00	4.00	2.00	3.00	1.00
2.00	3.00	4.00	3.00	1.00	2.00	1.00	3.00	2.00	4.00
2.00	4.00	3.00	2.00	1.00	4.00	1.00	2.00	3.00	4.00
3.00	1.00	3.00	4.00	2.00	1.00	2.00	1.00	4.00	3.00
4.00	2.00	2.00	3.00	4.00	1.00	3.00	4.00	1.00	2.00
4.00	3.00	4.00	1.00	3.00	2.00	3.00	4.00	2.00	1.00
1.00	2.00	3.00	4.00	1.00	2.00	3.00	4.00	1.00	2.00
2.00	3.00	3.00	2.00	1.00	4.00	1.00	4.00	3.00	2.00
1.00	3.00	3.00	4.00	1.00	2.00	3.00	4.00	2.00	1.00
3.00	4.00	3.00	1.00	2.00	4.00	1.00	4.00	2.00	3.00
2.00	3.00	2.00	3.00	4.00	1.00	1.00	4.00	2.00	3.00
2.00	1.00	4.00	1.00	3.00	2.00	4.00	3.00	2.00	1.00
3.00	2.00	4.00	3.00	1.00	2.00	1.00	4.00	2.00	3.00
3.00	1.00	4.00	2.00	1.00	3.00	3.00	4.00	2.00	1.00
3.00	1.00	4.00	3.00	1.00	2.00	3.00	4.00	2.00	1.00
1.00	2.00	4.00	2.00	1.00	3.00	2.00	4.00	3.00	1.00
2.00	1.00	4.00	1.00	3.00	2.00	3.00	4.00	2.00	1.00
3.00	2.00	3.00	2.00	4.00	1.00	1.00	4.00	3.00	2.00
3.00	2.00	4.00	2.00	1.00	3.00	3.00	4.00	2.00	1.00
1.00	4.00	2.00	1.00	4.00	3.00	4.00	3.00	2.00	1.00

2.00	4.00	1.00	3.00	1.00	4.00	3.00	2.00	3.00	3.00
4.00	3.00	1.00	2.00	3.00	4.00	1.00	2.00	4.00	3.00
3.00	2.00	4.00	1.00	4.00	3.00	1.00	2.00	3.00	3.00
2.00	4.00	1.00	3.00	1.00	4.00	2.00	3.00	3.00	3.00
2.00	4.00	1.00	3.00	3.00	4.00	1.00	2.00	2.00	2.00
3.00	4.00	1.00	2.00	3.00	4.00	2.00	1.00	3.00	3.00
2.00	3.00	4.00	1.00	2.00	3.00	4.00	1.00	3.00	4.00
2.00	3.00	4.00	1.00	2.00	3.00	4.00	1.00	2.00	3.00
3.00	4.00	2.00	1.00	3.00	4.00	2.00	1.00	2.00	3.00
3.00	4.00	2.00	1.00	1.00	4.00	3.00	2.00	4.00	4.00
3.00	4.00	2.00	1.00	1.00	4.00	3.00	2.00	4.00	4.00
3.00	4.00	2.00	1.00	3.00	4.00	2.00	1.00	4.00	4.00
3.00	4.00	1.00	2.00	2.00	4.00	3.00	1.00	4.00	4.00
2.00	4.00	3.00	1.00	2.00	4.00	3.00	1.00	2.00	2.00
3.00	4.00	1.00	2.00	1.00	4.00	2.00	3.00	4.00	4.00
2.00	4.00	3.00	1.00	2.00	4.00	3.00	1.00	2.00	2.00
1.00	4.00	3.00	2.00	2.00	4.00	3.00	1.00	2.00	2.00
2.00	4.00	3.00	1.00	2.00	4.00	3.00	1.00	4.00	4.00
2.00	3.00	1.00	4.00	3.00	2.00	1.00	4.00	4.00	4.00
4.00	2.00	1.00	3.00	4.00	2.00	1.00	3.00	4.00	4.00
4.00	3.00	2.00	1.00	4.00	3.00	1.00	2.00	3.00	3.00
4.00	1.00	3.00	2.00	3.00	4.00	2.00	1.00	3.00	3.00
4.00	3.00	2.00	1.00	2.00	4.00	3.00	1.00	3.00	3.00
1.00	4.00	3.00	2.00	1.00	3.00	2.00	4.00	3.00	3.00
1.00	3.00	4.00	2.00	3.00	2.00	4.00	1.00	3.00	3.00
2.00	4.00	3.00	1.00	2.00	4.00	3.00	1.00	3.00	3.00
1.00	2.00	4.00	3.00	4.00	1.00	3.00	2.00	4.00	4.00
2.00	4.00	3.00	1.00	2.00	4.00	3.00	1.00	2.00	2.00
4.00	3.00	1.00	2.00	2.00	4.00	1.00	3.00	3.00	3.00
1.00	4.00	3.00	2.00	2.00	4.00	3.00	1.00	3.00	3.00
2.00	4.00	1.00	3.00	2.00	4.00	1.00	3.00	3.00	3.00
2.00	4.00	1.00	3.00	1.00	4.00	3.00	2.00	2.00	2.00
1.00	2.00	4.00	3.00	4.00	3.00	2.00	1.00	2.00	2.00
4.00	2.00	1.00	3.00	2.00	4.00	1.00	3.00	4.00	4.00
3.00	4.00	1.00	2.00	3.00	4.00	2.00	1.00	3.00	3.00
4.00	3.00	1.00	2.00	3.00	4.00	2.00	1.00	3.00	3.00
3.00	4.00	1.00	2.00	3.00	4.00	1.00	2.00	3.00	3.00
4.00	3.00	1.00	2.00	3.00	4.00	1.00	2.00	4.00	4.00
4.00	3.00	1.00	2.00	4.00	3.00	1.00	2.00	4.00	4.00
3.00	4.00	1.00	2.00	3.00	4.00	1.00	2.00	3.00	3.00
4.00	3.00	1.00	2.00	3.00	4.00	1.00	2.00	3.00	3.00

3.00	3.75	1.50	4.00	4.00	3.50	2.33
3.00	4.50	3.17	4.75	3.17	4.13	1.50
3.00	4.88	3.50	5.00	3.00	4.50	2.17
3.00	3.63	1.33	4.25	4.00	3.38	2.33
3.00	3.13	2.50	4.50	3.33	3.00	1.83
1.00	3.63	2.67	4.38	3.83	3.50	2.00
2.00	4.75	2.50	4.88	2.17	4.63	3.17
3.00	3.63	2.17	3.63	3.00	3.38	3.50
3.00	3.38	3.33	3.13	3.17	1.88	2.33
1.00	4.63	1.50	4.88	3.33	4.88	3.00
2.00	4.00	1.83	4.25	3.33	3.75	3.17
3.00	3.88	2.00	4.13	3.50	3.88	2.67
3.00	4.50	2.67	4.88	3.67	4.75	2.50
3.00	4.13	2.50	4.75	3.50	4.13	2.50
1.00	3.38	1.50	3.63	3.50	3.00	3.00
2.00	4.38	1.67	4.38	3.67	3.63	2.67
3.00	3.50	2.00	3.88	3.50	3.00	2.67
3.00	3.00	1.67	3.13	3.00	3.13	2.83
3.00	4.38	1.67	4.88	3.50	4.25	2.83
1.00	4.75	1.67	4.88	3.17	4.75	1.83
2.00	4.50	3.50	4.63	2.17	4.00	2.17
3.00	3.50	3.83	4.00	2.83	2.88	1.67
3.00	4.13	3.67	4.00	2.33	3.63	2.83
3.00	4.13	2.33	4.63	3.33	4.13	2.33
3.00	3.88	2.00	4.13	2.67	3.88	2.00
3.00	4.50	2.83	4.63	2.50	4.38	3.17
3.00	3.88	2.00	3.75	3.67	3.50	3.00
3.00	4.88	2.83	4.75	1.83	5.00	3.17
1.00	3.00	2.83	3.00	3.83	2.50	1.83
2.00	4.13	2.33	4.50	3.50	3.38	1.50
3.00	3.38	2.33	4.00	4.00	3.25	1.83
3.00	3.75	1.83	4.75	3.17	3.00	1.67
3.00	3.25	1.33	3.88	3.83	3.00	2.33
3.00	3.75	3.50	3.63	2.50	3.13	2.50
1.00	3.75	2.33	5.00	3.50	3.75	1.50
2.00	3.88	3.17	3.38	3.50	2.88	1.67
3.00	4.50	3.33	4.63	3.50	3.63	1.83
3.00	3.75	3.17	4.00	3.33	3.38	1.33
3.00	4.25	3.67	4.25	3.00	3.88	1.67
1.00	4.88	2.50	5.00	3.33	4.75	2.17
2.00	3.88	3.00	4.13	3.50	3.38	1.50
3.00	4.63	3.17	4.75	2.83	4.25	1.67

3.38	2.17	2.63	4.00	2.92	2.77
4.25	2.17	3.83	3.96	2.81	3.21
4.75	1.33	4.19	4.00	3.33	3.04
3.75	2.33	2.48	4.13	2.85	3.04
3.88	2.33	2.81	3.92	2.42	3.10
3.88	1.50	3.15	4.10	2.75	2.69
4.88	2.17	3.63	3.52	3.90	3.52
3.38	1.33	2.90	3.31	3.44	2.35
1.88	1.17	3.35	3.15	2.10	1.52
4.25	2.17	3.06	4.10	3.94	3.21
3.75	1.67	2.92	3.79	3.46	2.71
3.75	1.83	2.94	3.81	3.27	2.79
4.13	1.17	3.58	4.27	3.63	2.65
3.88	1.50	3.31	4.13	3.31	2.69
2.88	2.00	2.44	3.56	3.00	2.44
3.50	2.00	3.02	4.02	3.15	2.75
2.63	1.83	2.75	3.69	2.83	2.23
3.13	2.50	2.33	3.06	2.98	2.81
4.38	2.00	3.02	4.19	3.54	3.19
5.00	3.33	3.21	4.02	3.29	4.17
3.88	2.17	4.00	3.40	3.08	3.02
3.63	1.67	3.67	3.42	2.27	2.65
3.25	1.17	3.90	3.17	3.23	2.21
4.00	2.00	3.23	3.98	3.23	3.00
4.13	3.33	2.94	3.40	2.94	3.73
4.75	1.50	3.67	3.56	3.77	3.13
3.75	1.33	2.94	3.71	3.25	2.54
4.88	2.17	3.85	3.29	4.08	3.52
2.50	1.50	2.92	3.42	2.17	2.00
4.25	2.67	3.23	4.00	2.44	3.46
3.63	1.83	2.85	4.00	2.54	2.73
4.50	3.33	2.79	3.96	2.33	3.92
3.13	2.50	2.29	3.85	2.67	2.81
3.00	1.50	3.63	3.06	2.81	2.25
4.25	2.67	3.04	4.25	2.63	3.46
2.75	1.67	3.52	3.44	2.27	2.21
3.75	1.33	3.92	4.06	2.73	2.54
3.75	2.17	3.46	3.67	2.35	2.96
3.75	1.67	3.96	3.63	2.77	2.71
4.88	2.00	3.69	4.17	3.46	3.44
3.25	2.00	3.44	3.81	2.44	2.63
4.50	2.33	3.90	3.79	2.96	3.42



107.00	9.00
107.00	12.00
107.00	9.00
107.00	9.00
108.00	4.00
108.00	9.00
108.00	12.00
108.00	6.00
108.00	6.00
109.00	16.00
109.00	16.00
109.00	16.00
109.00	16.00
109.00	16.00
110.00	4.00
110.00	16.00
110.00	4.00
110.00	4.00
110.00	16.00
111.00	16.00
111.00	16.00
111.00	9.00
111.00	9.00
111.00	9.00
111.00	9.00
111.00	9.00
111.00	9.00
111.00	16.00
112.00	4.00
112.00	9.00
112.00	9.00
112.00	9.00
112.00	4.00
112.00	4.00
113.00	16.00
113.00	9.00
113.00	9.00
113.00	9.00
113.00	16.00
114.00	16.00
114.00	9.00
114.00	9.00

114.00	3.00	3.00	3.00	3.00	2.00	4.00	2.00	3.00	1.00
114.00	4.00	4.00	5.00	4.00	4.00	4.00	4.00	4.00	5.00
114.00	5.00	3.00	3.00	3.00	3.00	3.00	3.00	3.00	3.00
114.00	6.00	5.00	5.00	4.00	5.00	5.00	4.00	4.00	5.00
114.00	7.00	5.00	5.00	4.00	3.00	5.00	4.00	4.00	3.00
115.00	.00	5.00	5.00	4.00	4.00	4.00	4.00	5.00	4.00
115.00	1.00	5.00	5.00	5.00	4.00	3.00	5.00	5.00	4.00
115.00	2.00	4.00	5.00	5.00	5.00	4.00	5.00	5.00	5.00
115.00	3.00	4.00	3.00	2.00	2.00	3.00	2.00	5.00	2.00
115.00	4.00	4.00	4.00	3.00	3.00	4.00	3.00	4.00	4.00
115.00	5.00	5.00	5.00	5.00	5.00	4.00	5.00	5.00	5.00
116.00	.00	4.00	4.00	3.00	4.00	4.00	4.00	4.00	3.00
116.00	1.00	4.00	5.00	4.00	5.00	5.00	5.00	4.00	4.00
116.00	2.00	4.00	5.00	4.00	4.00	4.00	4.00	4.00	4.00
116.00	3.00	4.00	4.00	4.00	4.00	4.00	4.00	3.00	3.00
116.00	4.00	4.00	5.00	2.00	2.00	3.00	4.00	2.00	1.00
116.00	5.00	5.00	5.00	5.00	5.00	5.00	5.00	4.00	5.00
117.00	.00	5.00	5.00	4.00	5.00	4.00	5.00	5.00	5.00
117.00	1.00	4.00	4.00	4.00	4.00	4.00	4.00	2.00	3.00
117.00	2.00	5.00	5.00	5.00	5.00	5.00	5.00	5.00	5.00
117.00	3.00	5.00	4.00	4.00	5.00	4.00	5.00	5.00	4.00
117.00	4.00	4.00	3.00	4.00	4.00	4.00	3.00	5.00	4.00
117.00	5.00	5.00	5.00	4.00	5.00	5.00	5.00	5.00	5.00
117.00	6.00	5.00	5.00	5.00	5.00	4.00	5.00	5.00	5.00
118.00	.00	4.00	5.00	4.00	3.00	3.00	3.00	3.00	4.00
118.00	1.00	4.00	4.00	3.00	3.00	4.00	4.00	3.00	4.00
118.00	2.00	4.00	4.00	4.00	4.00	4.00	4.00	4.00	4.00
118.00	3.00	4.00	5.00	4.00	5.00	4.00	4.00	1.00	3.00
118.00	4.00	4.00	5.00	4.00	5.00	4.00	4.00	3.00	4.00
118.00	5.00	4.00	4.00	3.00	3.00	3.00	3.00	2.00	2.00
119.00	.00	4.00	5.00	4.00	5.00	5.00	5.00	4.00	4.00
119.00	1.00	4.00	5.00	4.00	4.00	5.00	5.00	4.00	4.00
119.00	2.00	5.00	5.00	5.00	5.00	4.00	5.00	4.00	5.00
119.00	3.00	4.00	4.00	5.00	4.00	4.00	4.00	3.00	4.00
119.00	4.00	5.00	5.00	4.00	4.00	4.00	5.00	5.00	4.00
119.00	5.00	4.00	5.00	4.00	5.00	5.00	4.00	4.00	5.00
119.00	6.00	5.00	5.00	5.00	5.00	5.00	5.00	5.00	5.00
119.00	7.00	5.00	5.00	5.00	5.00	5.00	5.00	5.00	5.00
120.00	.00	4.00	5.00	4.00	4.00	5.00	4.00	4.00	3.00
120.00	1.00	4.00	4.00	5.00	4.00	3.00	5.00	4.00	4.00
120.00	2.00	4.00	5.00	3.00	3.00	4.00	3.00	4.00	3.00
120.00	3.00	3.00	3.00	2.00	1.00	3.00	2.00	2.00	1.00

3.00	3.00	2.00	2.00	2.00	3.00	1.00	2.00	3.00	2.00
4.00	4.00	4.00	4.00	4.00	5.00	4.00	4.00	4.00	4.00
3.00	3.00	5.00	3.00	3.00	3.00	3.00	3.00	3.00	3.00
5.00	5.00	5.00	5.00	5.00	5.00	4.00	4.00	5.00	5.00
5.00	5.00	3.00	5.00	4.00	4.00	3.00	4.00	4.00	4.00
4.00	4.00	4.00	3.00	4.00	4.00	4.00	3.00	5.00	4.00
4.00	5.00	2.00	5.00	4.00	4.00	3.00	3.00	3.00	5.00
5.00	5.00	5.00	5.00	5.00	5.00	4.00	5.00	4.00	5.00
4.00	3.00	2.00	3.00	3.00	3.00	3.00	2.00	3.00	3.00
3.00	4.00	4.00	3.00	4.00	5.00	4.00	4.00	3.00	3.00
5.00	4.00	5.00	5.00	5.00	5.00	5.00	4.00	5.00	5.00
4.00	4.00	3.00	4.00	4.00	5.00	4.00	4.00	5.00	5.00
4.00	4.00	2.00	3.00	4.00	5.00	4.00	3.00	5.00	4.00
4.00	4.00	3.00	4.00	4.00	4.00	4.00	4.00	4.00	5.00
4.00	4.00	4.00	4.00	4.00	4.00	4.00	4.00	4.00	4.00
5.00	3.00	3.00	4.00	3.00	5.00	3.00	2.00	4.00	4.00
5.00	5.00	5.00	5.00	5.00	5.00	5.00	5.00	5.00	5.00
5.00	5.00	5.00	5.00	5.00	5.00	5.00	5.00	5.00	5.00
4.00	4.00	4.00	4.00	3.00	3.00	3.00	3.00	3.00	3.00
5.00	5.00	5.00	5.00	5.00	5.00	5.00	5.00	5.00	5.00
5.00	4.00	4.00	4.00	4.00	5.00	4.00	5.00	5.00	5.00
4.00	2.00	4.00	3.00	4.00	4.00	3.00	3.00	4.00	3.00
5.00	5.00	5.00	4.00	5.00	4.00	5.00	4.00	5.00	5.00
5.00	4.00	4.00	5.00	4.00	5.00	4.00	5.00	5.00	4.00
4.00	3.00	3.00	3.00	2.00	2.00	3.00	3.00	3.00	4.00
3.00	4.00	4.00	4.00	3.00	3.00	3.00	3.00	4.00	5.00
4.00	4.00	4.00	3.00	4.00	4.00	4.00	3.00	4.00	4.00
4.00	4.00	4.00	4.00	4.00	3.00	3.00	4.00	4.00	4.00
4.00	4.00	4.00	4.00	4.00	5.00	4.00	3.00	4.00	5.00
2.00	3.00	2.00	2.00	3.00	3.00	2.00	2.00	3.00	3.00
4.00	5.00	5.00	5.00	4.00	5.00	4.00	5.00	4.00	4.00
5.00	4.00	4.00	4.00	5.00	4.00	4.00	3.00	5.00	4.00
5.00	5.00	5.00	5.00	5.00	5.00	5.00	4.00	5.00	5.00
3.00	4.00	4.00	4.00	3.00	4.00	3.00	5.00	4.00	4.00
4.00	4.00	5.00	5.00	5.00	5.00	4.00	4.00	4.00	5.00
5.00	5.00	5.00	5.00	5.00	5.00	4.00	5.00	5.00	5.00
5.00	5.00	5.00	5.00	5.00	5.00	5.00	5.00	5.00	5.00
4.00	4.00	5.00	5.00	4.00	5.00	5.00	5.00	5.00	5.00
4.00	4.00	4.00	4.00	4.00	5.00	3.00	3.00	5.00	4.00
4.00	5.00	4.00	3.00	3.00	3.00	3.00	5.00	5.00	4.00
4.00	3.00	2.00	3.00	4.00	5.00	4.00	2.00	5.00	3.00
3.00	3.00	3.00	2.00	2.00	3.00	3.00	2.00	3.00	3.00

2.00	2.00	3.00	3.00	3.00	2.00	2.00	4.00	2.00	2.00
4.00	4.00	4.00	4.00	4.00	4.00	4.00	4.00	5.00	4.00
5.00	3.00	3.00	3.00	3.00	3.00	3.00	5.00	3.00	3.00
4.00	5.00	5.00	5.00	4.00	5.00	5.00	5.00	5.00	5.00
4.00	5.00	4.00	5.00	4.00	4.00	5.00	5.00	4.00	5.00
4.00	4.00	4.00	4.00	4.00	4.00	3.00	5.00	4.00	4.00
4.00	5.00	5.00	5.00	5.00	4.00	4.00	3.00	5.00	5.00
4.00	5.00	5.00	5.00	4.00	5.00	5.00	5.00	5.00	5.00
3.00	3.00	3.00	4.00	4.00	2.00	3.00	3.00	2.00	2.00
4.00	4.00	3.00	3.00	4.00	3.00	4.00	4.00	4.00	3.00
5.00	5.00	5.00	5.00	5.00	4.00	4.00	5.00	5.00	4.00
4.00	4.00	4.00	4.00	4.00	4.00	3.00	4.00	4.00	4.00
4.00	5.00	5.00	5.00	4.00	4.00	4.00	5.00	5.00	5.00
4.00	4.00	3.00	5.00	4.00	4.00	4.00	5.00	4.00	4.00
3.00	4.00	4.00	4.00	4.00	4.00	4.00	4.00	4.00	4.00
4.00	3.00	3.00	4.00	4.00	2.00	2.00	4.00	3.00	2.00
5.00	5.00	5.00	5.00	5.00	5.00	5.00	5.00	5.00	5.00
5.00	5.00	4.00	5.00	5.00	4.00	5.00	5.00	5.00	5.00
4.00	4.00	3.00	4.00	4.00	3.00	3.00	4.00	3.00	4.00
5.00	5.00	5.00	5.00	5.00	5.00	5.00	5.00	5.00	5.00
4.00	5.00	4.00	5.00	5.00	4.00	5.00	5.00	4.00	5.00
4.00	3.00	3.00	3.00	4.00	3.00	4.00	4.00	4.00	3.00
4.00	5.00	5.00	5.00	4.00	4.00	5.00	5.00	4.00	4.00
4.00	5.00	4.00	4.00	5.00	4.00	5.00	5.00	5.00	5.00
4.00	3.00	3.00	4.00	3.00	3.00	2.00	4.00	3.00	3.00
4.00	4.00	3.00	4.00	4.00	4.00	4.00	4.00	4.00	3.00
4.00	3.00	4.00	3.00	4.00	2.00	3.00	5.00	4.00	4.00
4.00	4.00	3.00	4.00	3.00	3.00	3.00	5.00	4.00	4.00
3.00	4.00	4.00	5.00	4.00	3.00	4.00	5.00	4.00	5.00
3.00	2.00	2.00	2.00	2.00	2.00	2.00	4.00	3.00	4.00
5.00	5.00	4.00	5.00	4.00	5.00	4.00	5.00	5.00	5.00
4.00	5.00	5.00	4.00	4.00	4.00	4.00	5.00	5.00	4.00
5.00	5.00	5.00	5.00	5.00	5.00	5.00	5.00	5.00	5.00
4.00	4.00	3.00	4.00	4.00	4.00	3.00	5.00	4.00	4.00
5.00	5.00	4.00	4.00	4.00	5.00	5.00	5.00	4.00	5.00
5.00	5.00	4.00	5.00	5.00	4.00	5.00	5.00	5.00	5.00
5.00	5.00	5.00	5.00	5.00	5.00	5.00	5.00	5.00	5.00
5.00	5.00	4.00	4.00	5.00	5.00	3.00	5.00	4.00	4.00
4.00	4.00	5.00	4.00	4.00	3.00	5.00	4.00	4.00	4.00
5.00	3.00	4.00	3.00	5.00	4.00	3.00	4.00	4.00	4.00
4.00	5.00	3.00	2.00	3.00	2.00	4.00	3.00	3.00	2.00
4.00	3.00	1.00	2.00	4.00	2.00	3.00	4.00	2.00	2.00

3.00	2.00	3.00	2.00	4.00	3.00	1.00	2.00	2.00	4.00
4.00	4.00	4.00	5.00	1.00	3.00	2.00	4.00	1.00	4.00
3.00	3.00	3.00	3.00	4.00	3.00	1.00	2.00	2.00	4.00
5.00	5.00	5.00	5.00	4.00	3.00	1.00	2.00	1.00	4.00
5.00	5.00	2.00	4.00	3.00	4.00	1.00	2.00	1.00	2.00
5.00	5.00	4.00	5.00	4.00	3.00	1.00	2.00	1.00	4.00
5.00	3.00	3.00	4.00	4.00	1.00	3.00	2.00	1.00	4.00
4.00	5.00	5.00	5.00	2.00	4.00	1.00	3.00	1.00	3.00
5.00	2.00	1.00	2.00	2.00	3.00	4.00	1.00	4.00	2.00
4.00	4.00	4.00	4.00	1.00	3.00	4.00	2.00	2.00	3.00
5.00	5.00	5.00	4.00	3.00	2.00	4.00	1.00	1.00	3.00
4.00	4.00	4.00	4.00	4.00	3.00	2.00	1.00	1.00	4.00
5.00	5.00	4.00	4.00	2.00	4.00	3.00	1.00	1.00	4.00
4.00	4.00	4.00	4.00	4.00	3.00	1.00	2.00	1.00	4.00
4.00	4.00	4.00	4.00	1.00	2.00	4.00	3.00	1.00	3.00
3.00	3.00	4.00	4.00	3.00	4.00	2.00	1.00	1.00	4.00
5.00	5.00	5.00	5.00	1.00	3.00	2.00	4.00	1.00	3.00
5.00	4.00	4.00	4.00	4.00	3.00	1.00	2.00	1.00	3.00
4.00	4.00	4.00	4.00	4.00	2.00	1.00	3.00	1.00	3.00
5.00	5.00	5.00	5.00	3.00	4.00	1.00	2.00	1.00	3.00
5.00	5.00	4.00	5.00	4.00	3.00	1.00	2.00	3.00	2.00
4.00	4.00	4.00	3.00	4.00	1.00	2.00	3.00	1.00	3.00
5.00	4.00	5.00	5.00	4.00	3.00	2.00	1.00	2.00	3.00
4.00	4.00	5.00	5.00	4.00	2.00	1.00	3.00	1.00	2.00
4.00	2.00	3.00	3.00	3.00	4.00	2.00	1.00	2.00	4.00
4.00	4.00	4.00	3.00	2.00	4.00	3.00	1.00	2.00	4.00
4.00	5.00	3.00	3.00	2.00	3.00	4.00	1.00	2.00	3.00
4.00	4.00	4.00	4.00	4.00	1.00	2.00	3.00	1.00	4.00
5.00	5.00	5.00	4.00	2.00	4.00	1.00	3.00	1.00	4.00
5.00	4.00	3.00	3.00	2.00	3.00	4.00	1.00	4.00	3.00
5.00	4.00	5.00	5.00	1.00	3.00	2.00	4.00	1.00	3.00
5.00	4.00	4.00	5.00	2.00	4.00	3.00	1.00	1.00	2.00
5.00	5.00	5.00	5.00	1.00	4.00	2.00	3.00	1.00	3.00
4.00	3.00	4.00	3.00	1.00	4.00	2.00	3.00	1.00	3.00
4.00	5.00	4.00	5.00	1.00	4.00	3.00	2.00	1.00	4.00
5.00	4.00	4.00	4.00	1.00	4.00	2.00	3.00	1.00	3.00
5.00	5.00	5.00	5.00	3.00	2.00	4.00	1.00	4.00	1.00
5.00	5.00	5.00	5.00	1.00	4.00	3.00	2.00	1.00	2.00
5.00	4.00	4.00	4.00	4.00	1.00	2.00	3.00	4.00	3.00
5.00	4.00	5.00	4.00	3.00	2.00	1.00	4.00	4.00	1.00
5.00	2.00	3.00	4.00	4.00	2.00	3.00	1.00	4.00	3.00
4.00	3.00	4.00	2.00	4.00	2.00	3.00	1.00	4.00	3.00

3.00	1.00	2.00	1.00	3.00	4.00	3.00	1.00	4.00	2.00
2.00	3.00	2.00	3.00	1.00	4.00	3.00	2.00	4.00	1.00
3.00	1.00	2.00	3.00	1.00	4.00	3.00	1.00	4.00	2.00
3.00	2.00	4.00	1.00	2.00	3.00	2.00	4.00	1.00	3.00
3.00	4.00	3.00	2.00	1.00	4.00	3.00	4.00	2.00	1.00
3.00	2.00	4.00	1.00	3.00	2.00	1.00	3.00	4.00	2.00
2.00	3.00	2.00	1.00	3.00	4.00	3.00	4.00	2.00	1.00
4.00	2.00	4.00	2.00	3.00	1.00	1.00	4.00	3.00	2.00
3.00	1.00	4.00	2.00	3.00	1.00	2.00	3.00	4.00	1.00
4.00	1.00	4.00	3.00	1.00	2.00	4.00	3.00	2.00	1.00
4.00	2.00	3.00	2.00	4.00	1.00	1.00	2.00	4.00	3.00
3.00	2.00	4.00	2.00	3.00	1.00	2.00	4.00	3.00	1.00
3.00	2.00	3.00	1.00	4.00	2.00	2.00	3.00	4.00	1.00
2.00	3.00	1.00	2.00	4.00	3.00	4.00	2.00	3.00	1.00
2.00	4.00	4.00	2.00	1.00	3.00	2.00	4.00	3.00	1.00
3.00	2.00	3.00	4.00	1.00	2.00	1.00	4.00	3.00	2.00
2.00	4.00	4.00	2.00	1.00	3.00	2.00	4.00	3.00	1.00
4.00	2.00	4.00	1.00	2.00	3.00	2.00	3.00	1.00	4.00
2.00	4.00	2.00	3.00	1.00	4.00	4.00	2.00	3.00	1.00
4.00	2.00	4.00	2.00	1.00	3.00	1.00	2.00	3.00	4.00
4.00	1.00	4.00	1.00	3.00	2.00	4.00	3.00	1.00	2.00
4.00	2.00	3.00	1.00	4.00	2.00	4.00	1.00	3.00	2.00
4.00	1.00	4.00	3.00	2.00	1.00	3.00	2.00	4.00	1.00
4.00	3.00	4.00	1.00	3.00	2.00	3.00	1.00	4.00	2.00
3.00	1.00	4.00	3.00	2.00	1.00	1.00	3.00	2.00	4.00
3.00	1.00	3.00	2.00	4.00	1.00	2.00	3.00	1.00	4.00
4.00	1.00	3.00	2.00	4.00	1.00	3.00	2.00	4.00	1.00
2.00	3.00	2.00	4.00	3.00	1.00	4.00	2.00	1.00	3.00
3.00	2.00	3.00	2.00	1.00	4.00	3.00	2.00	4.00	1.00
2.00	1.00	3.00	2.00	4.00	1.00	3.00	2.00	4.00	1.00
2.00	4.00	1.00	2.00	3.00	4.00	1.00	3.00	2.00	4.00
4.00	3.00	2.00	1.00	4.00	3.00	2.00	3.00	4.00	1.00
2.00	4.00	3.00	2.00	4.00	1.00	2.00	4.00	3.00	1.00
2.00	4.00	2.00	1.00	3.00	4.00	1.00	4.00	2.00	3.00
2.00	3.00	3.00	1.00	4.00	2.00	1.00	4.00	3.00	2.00
2.00	4.00	3.00	2.00	4.00	1.00	1.00	4.00	3.00	2.00
3.00	2.00	2.00	3.00	4.00	1.00	4.00	1.00	3.00	2.00
4.00	3.00	2.00	1.00	4.00	3.00	2.00	4.00	1.00	3.00
2.00	1.00	4.00	1.00	3.00	2.00	4.00	2.00	3.00	1.00
3.00	2.00	4.00	1.00	3.00	2.00	3.00	1.00	4.00	2.00
2.00	1.00	4.00	3.00	2.00	1.00	4.00	3.00	2.00	1.00
2.00	1.00	3.00	2.00	4.00	1.00	4.00	2.00	3.00	1.00

2.00	1.00	3.00	4.00	2.00	1.00	3.00	4.00	2.00	2.00
1.00	4.00	2.00	3.00	1.00	4.00	2.00	3.00	4.00	4.00
1.00	2.00	3.00	4.00	2.00	1.00	3.00	4.00	2.00	2.00
4.00	3.00	1.00	2.00	4.00	3.00	1.00	2.00	4.00	4.00
4.00	3.00	2.00	1.00	3.00	4.00	1.00	2.00	4.00	4.00
4.00	3.00	1.00	2.00	4.00	3.00	1.00	2.00	4.00	4.00
4.00	3.00	1.00	2.00	1.00	4.00	2.00	3.00	4.00	4.00
4.00	3.00	2.00	1.00	4.00	2.00	3.00	1.00	3.00	3.00
4.00	2.00	1.00	3.00	2.00	1.00	4.00	3.00	2.00	2.00
3.00	1.00	2.00	4.00	1.00	2.00	4.00	3.00	3.00	3.00
4.00	3.00	2.00	1.00	2.00	3.00	4.00	1.00	4.00	4.00
4.00	3.00	2.00	1.00	4.00	3.00	2.00	1.00	4.00	4.00
4.00	1.00	3.00	2.00	2.00	4.00	3.00	1.00	4.00	4.00
4.00	3.00	2.00	1.00	3.00	4.00	2.00	1.00	3.00	3.00
4.00	3.00	2.00	1.00	3.00	4.00	2.00	1.00	3.00	3.00
4.00	3.00	1.00	2.00	3.00	4.00	2.00	1.00	4.00	4.00
4.00	3.00	2.00	1.00	3.00	4.00	2.00	1.00	4.00	4.00
4.00	2.00	3.00	1.00	4.00	3.00	1.00	2.00	4.00	4.00
3.00	2.00	4.00	1.00	2.00	3.00	4.00	1.00	4.00	4.00
4.00	2.00	3.00	1.00	3.00	4.00	1.00	2.00	4.00	4.00
4.00	3.00	2.00	1.00	4.00	3.00	1.00	2.00	4.00	4.00
3.00	1.00	4.00	2.00	4.00	1.00	3.00	2.00	3.00	2.00
4.00	3.00	2.00	1.00	4.00	3.00	1.00	2.00	4.00	4.00
4.00	2.00	3.00	1.00	4.00	2.00	1.00	3.00	3.00	3.00
3.00	4.00	2.00	1.00	2.00	4.00	3.00	1.00	3.00	3.00
3.00	4.00	2.00	1.00	1.00	3.00	4.00	2.00	3.00	3.00
3.00	2.00	4.00	1.00	3.00	2.00	4.00	1.00	3.00	3.00
1.00	3.00	2.00	4.00	3.00	1.00	2.00	4.00	4.00	3.00
4.00	3.00	2.00	1.00	4.00	3.00	2.00	1.00	4.00	4.00
3.00	2.00	4.00	1.00	3.00	2.00	4.00	1.00	2.00	2.00
2.00	4.00	1.00	3.00	1.00	4.00	2.00	3.00	4.00	4.00
3.00	4.00	2.00	1.00	1.00	4.00	2.00	3.00	4.00	4.00
3.00	4.00	1.00	2.00	1.00	4.00	2.00	3.00	4.00	4.00
1.00	3.00	2.00	4.00	1.00	3.00	2.00	4.00	4.00	4.00
3.00	4.00	1.00	2.00	1.00	4.00	2.00	3.00	4.00	4.00
1.00	4.00	2.00	3.00	1.00	2.00	3.00	4.00	4.00	4.00
2.00	1.00	4.00	3.00	2.00	3.00	4.00	1.00	4.00	4.00
2.00	4.00	1.00	3.00	1.00	3.00	4.00	2.00	4.00	4.00
4.00	3.00	1.00	2.00	4.00	1.00	3.00	2.00	4.00	4.00
2.00	1.00	3.00	4.00	2.00	1.00	4.00	3.00	4.00	4.00
4.00	2.00	3.00	1.00	4.00	3.00	2.00	1.00	3.00	3.00
3.00	2.00	4.00	1.00	4.00	2.00	3.00	1.00	3.00	3.00

3.00	2.88	2.50	2.75	1.83	2.38	2.83
3.00	4.00	1.50	4.25	3.33	4.13	2.17
3.00	3.00	2.33	3.25	2.33	3.50	2.50
3.00	5.00	3.17	4.88	3.00	4.38	1.50
3.00	4.63	2.83	4.63	3.17	3.50	1.67
1.00	4.25	3.00	4.38	2.83	4.13	2.17
2.00	4.13	2.50	4.38	2.83	4.00	2.17
3.00	4.50	2.67	5.00	3.00	4.63	2.67
3.00	3.50	3.00	2.88	2.17	2.75	3.17
3.00	3.63	2.50	3.75	2.50	3.88	2.83
3.00	4.75	2.33	4.88	2.50	5.00	3.67
1.00	4.00	3.17	4.25	3.17	3.75	2.50
2.00	4.50	2.33	4.75	2.83	3.88	3.33
3.00	3.88	2.83	4.50	3.00	3.88	2.33
3.00	4.00	2.50	4.00	3.00	3.75	2.33
3.00	3.38	2.50	4.00	3.83	3.13	2.00
3.00	5.00	2.50	5.00	3.17	4.88	2.00
1.00	4.75	3.17	4.88	2.50	4.75	2.00
2.00	3.50	2.67	3.75	2.50	3.50	2.50
3.00	5.00	2.67	5.00	2.83	5.00	2.17
3.00	4.63	3.83	4.75	2.50	4.25	2.00
3.00	3.88	3.17	3.25	1.33	4.00	3.33
3.00	5.00	3.50	4.75	2.83	4.50	2.50
3.00	4.50	3.33	4.50	1.67	4.63	2.67
1.00	3.13	2.50	3.38	3.67	3.25	2.33
2.00	3.63	2.17	4.00	3.33	3.63	2.83
3.00	3.88	2.67	4.13	2.33	3.88	4.00
3.00	3.75	2.50	4.13	2.50	3.38	2.00
3.00	4.13	2.83	4.75	3.00	3.88	2.17
3.00	3.00	3.00	3.25	2.33	2.50	3.67
1.00	4.25	1.17	4.75	3.17	4.50	2.00
2.00	4.75	1.83	4.38	3.00	4.13	3.17
3.00	4.88	1.83	5.00	3.50	4.88	2.33
3.00	3.50	1.17	4.00	3.00	3.88	2.17
3.00	4.38	1.67	4.75	3.50	4.38	2.50
3.00	4.75	1.33	4.75	3.17	4.50	2.67
3.00	5.00	2.83	5.00	1.83	5.00	3.67
3.00	4.38	1.50	4.75	3.00	4.88	2.83
1.00	4.63	4.00	4.25	1.83	3.88	2.33
2.00	3.88	3.00	4.00	1.17	4.38	3.00
3.00	4.13	4.00	3.25	2.67	3.25	2.33
3.00	2.75	3.67	2.88	2.17	3.00	3.17



1.88	2.83	2.69	2.29	2.60	2.35
4.25	3.00	2.75	3.79	3.15	3.63
3.00	2.83	2.67	2.79	3.00	2.92
4.88	2.33	4.08	3.94	2.94	3.60
4.13	2.33	3.73	3.90	2.58	3.23
3.88	2.00	3.63	3.60	3.15	2.94
4.25	2.50	3.31	3.60	3.08	3.38
5.00	1.67	3.58	4.00	3.65	3.33
2.25	1.67	3.25	2.52	2.96	1.96
3.50	2.17	3.06	3.13	3.35	2.83
4.50	1.50	3.54	3.69	4.33	3.00
3.88	1.17	3.58	3.71	3.13	2.52
4.13	1.50	3.42	3.79	3.60	2.81
4.00	1.83	3.35	3.75	3.10	2.92
3.88	2.17	3.25	3.50	3.04	3.02
2.50	1.67	2.94	3.92	2.56	2.08
5.00	2.33	3.75	4.08	3.44	3.67
4.75	2.33	3.96	3.69	3.38	3.54
3.63	2.33	3.08	3.13	3.00	2.98
5.00	2.33	3.83	3.92	3.58	3.67
4.63	1.67	4.23	3.63	3.13	3.15
3.25	2.17	3.52	2.29	3.67	2.71
4.50	1.17	4.25	3.79	3.50	2.83
4.88	2.33	3.92	3.08	3.65	3.60
3.13	1.50	2.81	3.52	2.79	2.31
3.50	1.67	2.90	3.67	3.23	2.58
3.25	1.00	3.27	3.23	3.94	2.13
3.88	3.00	3.13	3.31	2.69	3.44
4.00	2.00	3.48	3.88	3.02	3.00
2.50	1.00	3.00	2.79	3.08	1.75
4.88	3.67	2.71	3.96	3.25	4.27
4.13	2.00	3.29	3.69	3.65	3.06
4.88	2.33	3.35	4.25	3.60	3.60
4.00	3.67	2.33	3.50	3.02	3.83
4.63	2.33	3.02	4.13	3.44	3.48
4.75	2.83	3.04	3.96	3.58	3.79
5.00	1.67	3.92	3.42	4.33	3.33
4.88	2.67	2.94	3.88	3.85	3.77
3.63	1.83	4.31	3.04	3.10	2.73
3.88	2.83	3.44	2.58	3.69	3.35
3.00	1.00	4.06	2.96	2.79	2.00
1.88	1.00	3.21	2.52	3.08	1.44

114.00	4.00
114.00	16.00
114.00	4.00
114.00	16.00
114.00	16.00
115.00	16.00
115.00	16.00
115.00	9.00
115.00	4.00
115.00	9.00
115.00	16.00
116.00	16.00
116.00	16.00
116.00	9.00
116.00	9.00
116.00	16.00
116.00	16.00
117.00	16.00
117.00	16.00
117.00	16.00
117.00	16.00
117.00	6.00
117.00	16.00
117.00	9.00
118.00	9.00
118.00	9.00
118.00	9.00
118.00	12.00
118.00	16.00
118.00	4.00
119.00	16.00
119.00	16.00
119.00	16.00
119.00	16.00
119.00	16.00
119.00	16.00
119.00	16.00
119.00	16.00
120.00	16.00
120.00	16.00
120.00	9.00
120.00	9.00

121.00	.00	4.00	4.00	4.00	4.00	5.00	4.00	3.00	4.00
121.00	1.00	4.00	5.00	4.00	4.00	5.00	4.00	3.00	3.00
121.00	2.00	4.00	4.00	3.00	3.00	3.00	3.00	4.00	3.00
121.00	3.00	4.00	4.00	4.00	3.00	4.00	3.00	3.00	3.00
122.00	.00	4.00	5.00	3.00	3.00	3.00	5.00	3.00	3.00
122.00	1.00	5.00	4.00	4.00	5.00	4.00	5.00	3.00	4.00
122.00	2.00	4.00	5.00	3.00	4.00	3.00	5.00	2.00	3.00
122.00	3.00	5.00	4.00	3.00	3.00	3.00	4.00	3.00	3.00
123.00	.00	5.00	5.00	5.00	5.00	5.00	5.00	4.00	4.00
123.00	1.00	4.00	4.00	4.00	4.00	4.00	4.00	3.00	3.00
123.00	2.00	4.00	4.00	3.00	3.00	3.00	3.00	2.00	3.00
123.00	3.00	5.00	5.00	4.00	5.00	4.00	5.00	4.00	4.00
123.00	4.00	3.00	3.00	3.00	3.00	4.00	2.00	2.00	3.00
124.00	.00	5.00	5.00	5.00	5.00	5.00	5.00	5.00	5.00
124.00	1.00	5.00	4.00	4.00	4.00	4.00	4.00	3.00	5.00
124.00	2.00	5.00	5.00	5.00	5.00	5.00	5.00	4.00	5.00
124.00	3.00	4.00	4.00	4.00	4.00	5.00	5.00	3.00	3.00
125.00	.00	5.00	5.00	4.00	4.00	5.00	5.00	4.00	3.00
125.00	1.00	4.00	4.00	3.00	3.00	4.00	4.00	3.00	2.00
125.00	2.00	4.00	4.00	3.00	3.00	5.00	5.00	3.00	3.00
125.00	3.00	5.00	4.00	4.00	3.00	4.00	4.00	4.00	2.00
125.00	4.00	4.00	5.00	3.00	4.00	3.00	4.00	3.00	4.00
125.00	5.00	4.00	4.00	4.00	3.00	4.00	5.00	3.00	3.00
125.00	6.00	5.00	5.00	4.00	5.00	5.00	5.00	4.00	3.00
125.00	7.00	5.00	5.00	5.00	4.00	4.00	4.00	4.00	3.00
126.00	.00	5.00	5.00	4.00	4.00	4.00	4.00	4.00	4.00
126.00	1.00	4.00	4.00	4.00	3.00	4.00	5.00	4.00	3.00
126.00	2.00	5.00	5.00	4.00	5.00	4.00	5.00	5.00	4.00
126.00	3.00	4.00	4.00	4.00	4.00	4.00	3.00	3.00	3.00
126.00	4.00	4.00	4.00	4.00	5.00	5.00	4.00	4.00	4.00
126.00	5.00	5.00	5.00	4.00	4.00	4.00	5.00	4.00	4.00
127.00	.00	5.00	5.00	5.00	4.00	4.00	4.00	4.00	5.00
127.00	1.00	4.00	4.00	3.00	4.00	4.00	4.00	3.00	2.00
127.00	2.00	4.00	4.00	4.00	5.00	5.00	5.00	4.00	5.00
127.00	3.00	5.00	4.00	4.00	4.00	4.00	4.00	4.00	4.00
127.00	4.00	4.00	3.00	3.00	3.00	4.00	4.00	3.00	3.00
127.00	5.00	4.00	5.00	4.00	4.00	4.00	4.00	4.00	5.00
127.00	6.00	4.00	5.00	3.00	4.00	3.00	4.00	4.00	3.00
128.00	.00	4.00	5.00	5.00	4.00	5.00	4.00	4.00	3.00
128.00	1.00	5.00	5.00	4.00	5.00	4.00	5.00	5.00	3.00
128.00	2.00	4.00	4.00	4.00	3.00	4.00	4.00	4.00	2.00
128.00	3.00	4.00	4.00	5.00	4.00	4.00	4.00	4.00	3.00

4.00	4.00	4.00	4.00	4.00	4.00	4.00	3.00	4.00	4.00
4.00	5.00	4.00	4.00	3.00	4.00	4.00	3.00	5.00	5.00
3.00	3.00	4.00	3.00	3.00	4.00	3.00	2.00	3.00	3.00
4.00	4.00	4.00	4.00	4.00	4.00	4.00	4.00	4.00	3.00
3.00	5.00	3.00	3.00	3.00	4.00	2.00	3.00	3.00	5.00
5.00	5.00	3.00	3.00	4.00	5.00	4.00	4.00	5.00	5.00
4.00	5.00	2.00	3.00	3.00	5.00	4.00	2.00	3.00	5.00
4.00	4.00	3.00	3.00	3.00	3.00	3.00	2.00	3.00	4.00
5.00	5.00	4.00	5.00	4.00	5.00	4.00	4.00	5.00	5.00
4.00	4.00	3.00	3.00	4.00	4.00	3.00	3.00	4.00	5.00
4.00	3.00	2.00	2.00	3.00	3.00	3.00	3.00	4.00	4.00
5.00	5.00	3.00	5.00	5.00	5.00	3.00	4.00	5.00	5.00
3.00	3.00	3.00	3.00	4.00	4.00	2.00	4.00	3.00	3.00
5.00	5.00	5.00	5.00	5.00	5.00	5.00	5.00	5.00	5.00
5.00	4.00	4.00	4.00	5.00	4.00	3.00	4.00	5.00	3.00
5.00	5.00	3.00	5.00	5.00	5.00	4.00	4.00	5.00	5.00
4.00	4.00	4.00	3.00	4.00	5.00	5.00	4.00	4.00	5.00
5.00	4.00	4.00	4.00	4.00	4.00	4.00	4.00	4.00	5.00
4.00	4.00	3.00	3.00	3.00	4.00	3.00	3.00	4.00	4.00
4.00	3.00	4.00	3.00	4.00	3.00	3.00	3.00	4.00	4.00
3.00	2.00	3.00	3.00	4.00	3.00	4.00	2.00	4.00	4.00
4.00	4.00	4.00	4.00	3.00	4.00	4.00	2.00	4.00	4.00
4.00	3.00	3.00	3.00	4.00	4.00	4.00	3.00	4.00	4.00
4.00	5.00	4.00	4.00	4.00	5.00	5.00	4.00	5.00	4.00
4.00	4.00	4.00	4.00	4.00	4.00	4.00	4.00	4.00	4.00
5.00	4.00	4.00	4.00	4.00	4.00	4.00	4.00	4.00	4.00
4.00	3.00	3.00	4.00	4.00	4.00	5.00	3.00	4.00	3.00
4.00	4.00	3.00	4.00	4.00	4.00	5.00	3.00	4.00	4.00
4.00	3.00	3.00	3.00	4.00	5.00	5.00	3.00	4.00	5.00
5.00	4.00	4.00	4.00	4.00	5.00	4.00	5.00	5.00	5.00
5.00	3.00	4.00	3.00	4.00	4.00	3.00	3.00	3.00	3.00
4.00	3.00	5.00	5.00	4.00	3.00	3.00	3.00	5.00	5.00
4.00	3.00	3.00	3.00	4.00	4.00	4.00	2.00	3.00	4.00
5.00	4.00	4.00	5.00	5.00	5.00	5.00	4.00	4.00	5.00
5.00	4.00	4.00	4.00	4.00	4.00	4.00	4.00	4.00	4.00
4.00	4.00	4.00	4.00	4.00	4.00	4.00	3.00	4.00	4.00
5.00	5.00	4.00	5.00	4.00	5.00	5.00	3.00	5.00	5.00
3.00	5.00	4.00	4.00	4.00	3.00	4.00	2.00	5.00	4.00
4.00	3.00	3.00	3.00	4.00	5.00	3.00	4.00	5.00	4.00
5.00	5.00	5.00	5.00	4.00	5.00	4.00	5.00	5.00	5.00
3.00	3.00	3.00	3.00	3.00	4.00	3.00	4.00	4.00	4.00
4.00	3.00	3.00	3.00	4.00	4.00	4.00	4.00	4.00	3.00

4.00	4.00	5.00	4.00	3.00	4.00	3.00	5.00	5.00	4.00
4.00	4.00	4.00	4.00	3.00	3.00	3.00	4.00	4.00	4.00
3.00	3.00	3.00	3.00	3.00	2.00	3.00	4.00	3.00	3.00
3.00	3.00	4.00	4.00	3.00	3.00	3.00	4.00	4.00	4.00
3.00	3.00	5.00	5.00	3.00	3.00	3.00	5.00	4.00	3.00
3.00	3.00	4.00	5.00	4.00	4.00	4.00	5.00	4.00	5.00
4.00	2.00	3.00	5.00	5.00	2.00	3.00	5.00	5.00	4.00
4.00	3.00	3.00	4.00	3.00	3.00	3.00	3.00	3.00	3.00
4.00	5.00	4.00	5.00	4.00	5.00	5.00	5.00	4.00	5.00
3.00	4.00	4.00	4.00	3.00	4.00	3.00	4.00	4.00	4.00
2.00	2.00	3.00	3.00	2.00	3.00	2.00	4.00	3.00	3.00
3.00	5.00	5.00	5.00	3.00	3.00	4.00	5.00	5.00	5.00
2.00	3.00	3.00	4.00	3.00	3.00	3.00	4.00	2.00	3.00
5.00	5.00	5.00	5.00	5.00	5.00	5.00	5.00	5.00	5.00
3.00	4.00	3.00	4.00	3.00	3.00	5.00	4.00	4.00	4.00
4.00	5.00	5.00	5.00	4.00	5.00	4.00	5.00	5.00	5.00
4.00	5.00	3.00	5.00	4.00	5.00	5.00	4.00	3.00	4.00
4.00	4.00	4.00	5.00	4.00	4.00	4.00	4.00	4.00	4.00
3.00	3.00	4.00	4.00	2.00	3.00	3.00	4.00	4.00	3.00
2.00	4.00	4.00	3.00	3.00	4.00	3.00	4.00	4.00	3.00
3.00	3.00	2.00	3.00	4.00	4.00	2.00	5.00	4.00	3.00
3.00	4.00	4.00	4.00	3.00	4.00	3.00	4.00	4.00	5.00
3.00	3.00	4.00	4.00	3.00	3.00	4.00	4.00	4.00	4.00
4.00	5.00	4.00	5.00	4.00	5.00	5.00	5.00	5.00	4.00
4.00	4.00	4.00	4.00	4.00	4.00	4.00	4.00	4.00	4.00
4.00	4.00	4.00	5.00	4.00	4.00	4.00	4.00	4.00	4.00
4.00	4.00	4.00	3.00	3.00	4.00	4.00	4.00	4.00	3.00
5.00	4.00	4.00	5.00	5.00	5.00	3.00	5.00	4.00	4.00
3.00	4.00	3.00	3.00	3.00	3.00	3.00	5.00	5.00	4.00
4.00	5.00	5.00	4.00	4.00	4.00	3.00	5.00	4.00	4.00
4.00	4.00	5.00	4.00	5.00	4.00	5.00	5.00	4.00	3.00
3.00	3.00	4.00	4.00	3.00	2.00	5.00	3.00	3.00	5.00
3.00	4.00	3.00	4.00	3.00	3.00	2.00	5.00	3.00	4.00
4.00	4.00	5.00	4.00	4.00	5.00	4.00	5.00	4.00	4.00
5.00	4.00	4.00	4.00	5.00	4.00	4.00	5.00	4.00	4.00
3.00	3.00	3.00	4.00	3.00	2.00	4.00	4.00	3.00	3.00
4.00	3.00	4.00	5.00	4.00	2.00	4.00	5.00	4.00	5.00
4.00	3.00	3.00	4.00	4.00	2.00	2.00	5.00	3.00	4.00
4.00	4.00	5.00	4.00	4.00	4.00	5.00	4.00	3.00	3.00
5.00	5.00	4.00	5.00	5.00	5.00	4.00	5.00	5.00	5.00
4.00	3.00	4.00	4.00	3.00	3.00	3.00	4.00	4.00	4.00
3.00	4.00	4.00	4.00	3.00	4.00	4.00	4.00	4.00	5.00

5.00	5.00	4.00	4.00	4.00	1.00	2.00	3.00	2.00	4.00
5.00	4.00	4.00	4.00	1.00	4.00	2.00	3.00	1.00	3.00
3.00	3.00	3.00	3.00	2.00	3.00	4.00	1.00	3.00	4.00
4.00	4.00	4.00	4.00	1.00	4.00	2.00	3.00	2.00	3.00
4.00	3.00	3.00	3.00	3.00	4.00	2.00	1.00	3.00	4.00
5.00	3.00	4.00	4.00	1.00	3.00	4.00	2.00	3.00	4.00
5.00	3.00	2.00	2.00	1.00	4.00	3.00	2.00	3.00	4.00
3.00	3.00	3.00	3.00	2.00	3.00	4.00	1.00	1.00	4.00
5.00	3.00	4.00	5.00	3.00	2.00	1.00	4.00	3.00	4.00
4.00	4.00	5.00	4.00	4.00	3.00	2.00	1.00	1.00	4.00
2.00	3.00	3.00	3.00	2.00	1.00	4.00	3.00	2.00	1.00
5.00	4.00	5.00	5.00	2.00	4.00	1.00	3.00	1.00	4.00
3.00	4.00	3.00	3.00	1.00	3.00	2.00	4.00	1.00	4.00
5.00	2.00	5.00	5.00	3.00	4.00	1.00	2.00	1.00	4.00
5.00	5.00	4.00	3.00	4.00	3.00	2.00	1.00	1.00	2.00
5.00	4.00	4.00	5.00	4.00	3.00	1.00	2.00	1.00	2.00
5.00	5.00	5.00	4.00	4.00	1.00	2.00	3.00	4.00	1.00
5.00	5.00	4.00	4.00	2.00	4.00	3.00	1.00	2.00	4.00
4.00	4.00	4.00	3.00	3.00	4.00	1.00	2.00	1.00	4.00
3.00	3.00	4.00	4.00	4.00	2.00	1.00	3.00	4.00	3.00
5.00	4.00	4.00	4.00	1.00	3.00	2.00	4.00	2.00	3.00
4.00	3.00	4.00	4.00	3.00	2.00	4.00	1.00	1.00	4.00
3.00	4.00	4.00	4.00	4.00	1.00	2.00	3.00	3.00	2.00
5.00	5.00	4.00	5.00	3.00	2.00	4.00	1.00	1.00	4.00
4.00	4.00	4.00	4.00	4.00	2.00	1.00	3.00	4.00	3.00
5.00	4.00	4.00	4.00	4.00	3.00	1.00	2.00	4.00	3.00
5.00	5.00	4.00	4.00	3.00	4.00	1.00	2.00	2.00	3.00
5.00	4.00	5.00	4.00	2.00	3.00	4.00	1.00	2.00	3.00
3.00	4.00	4.00	4.00	4.00	3.00	1.00	2.00	2.00	3.00
4.00	4.00	4.00	4.00	2.00	4.00	1.00	3.00	1.00	2.00
5.00	4.00	4.00	4.00	4.00	2.00	3.00	1.00	1.00	4.00
5.00	5.00	5.00	5.00	3.00	2.00	1.00	4.00	3.00	1.00
5.00	4.00	4.00	3.00	3.00	4.00	2.00	1.00	1.00	3.00
5.00	4.00	4.00	5.00	3.00	1.00	2.00	4.00	4.00	2.00
4.00	4.00	5.00	4.00	1.00	2.00	3.00	4.00	1.00	2.00
4.00	4.00	3.00	3.00	2.00	4.00	3.00	1.00	3.00	4.00
5.00	4.00	5.00	4.00	3.00	4.00	2.00	1.00	2.00	4.00
5.00	4.00	4.00	4.00	4.00	3.00	2.00	1.00	1.00	4.00
5.00	5.00	4.00	3.00	3.00	1.00	2.00	4.00	2.00	3.00
4.00	5.00	4.00	5.00	4.00	3.00	2.00	1.00	2.00	4.00
3.00	3.00	3.00	3.00	4.00	3.00	1.00	2.00	4.00	2.00
3.00	4.00	4.00	4.00	4.00	2.00	1.00	3.00	4.00	2.00

1.00	3.00	3.00	1.00	4.00	2.00	3.00	2.00	4.00	1.00
2.00	4.00	3.00	1.00	2.00	4.00	1.00	4.00	3.00	2.00
2.00	1.00	2.00	3.00	4.00	1.00	2.00	4.00	3.00	1.00
4.00	1.00	4.00	2.00	3.00	1.00	2.00	4.00	3.00	1.00
2.00	1.00	2.00	3.00	4.00	1.00	3.00	4.00	1.00	2.00
1.00	2.00	2.00	4.00	3.00	1.00	3.00	4.00	2.00	1.00
2.00	1.00	3.00	2.00	4.00	1.00	3.00	4.00	2.00	1.00
2.00	3.00	4.00	3.00	2.00	1.00	2.00	4.00	3.00	1.00
1.00	2.00	4.00	2.00	1.00	3.00	2.00	4.00	3.00	1.00
3.00	2.00	4.00	2.00	3.00	1.00	1.00	4.00	3.00	2.00
3.00	4.00	1.00	4.00	2.00	3.00	2.00	1.00	3.00	4.00
2.00	3.00	2.00	4.00	3.00	1.00	2.00	4.00	3.00	1.00
2.00	3.00	3.00	4.00	2.00	1.00	1.00	4.00	3.00	2.00
2.00	3.00	4.00	2.00	1.00	3.00	1.00	3.00	4.00	2.00
3.00	4.00	4.00	1.00	2.00	3.00	3.00	1.00	2.00	4.00
3.00	4.00	4.00	2.00	1.00	3.00	3.00	4.00	2.00	1.00
2.00	3.00	4.00	1.00	2.00	3.00	4.00	2.00	3.00	1.00
1.00	3.00	4.00	2.00	3.00	1.00	3.00	4.00	2.00	1.00
3.00	2.00	4.00	2.00	3.00	1.00	2.00	4.00	3.00	1.00
2.00	1.00	4.00	2.00	1.00	3.00	3.00	2.00	4.00	1.00
1.00	4.00	2.00	3.00	1.00	4.00	4.00	1.00	2.00	3.00
3.00	2.00	3.00	2.00	4.00	1.00	3.00	2.00	4.00	1.00
4.00	1.00	3.00	2.00	4.00	1.00	3.00	2.00	4.00	1.00
3.00	2.00	4.00	3.00	2.00	1.00	3.00	4.00	2.00	1.00
1.00	2.00	4.00	1.00	3.00	2.00	3.00	2.00	4.00	1.00
2.00	1.00	3.00	2.00	4.00	1.00	3.00	4.00	2.00	1.00
4.00	1.00	3.00	4.00	2.00	1.00	2.00	3.00	4.00	1.00
4.00	1.00	4.00	2.00	3.00	1.00	2.00	3.00	4.00	1.00
4.00	1.00	4.00	3.00	2.00	1.00	3.00	4.00	1.00	2.00
3.00	4.00	2.00	3.00	1.00	4.00	2.00	3.00	4.00	1.00
3.00	2.00	3.00	2.00	4.00	1.00	1.00	4.00	3.00	2.00
2.00	4.00	3.00	2.00	1.00	4.00	2.00	1.00	3.00	4.00
4.00	2.00	4.00	2.00	3.00	1.00	2.00	3.00	4.00	1.00
1.00	3.00	3.00	4.00	1.00	2.00	4.00	3.00	1.00	2.00
3.00	4.00	3.00	1.00	2.00	4.00	1.00	4.00	3.00	2.00
2.00	1.00	4.00	2.00	3.00	1.00	3.00	4.00	2.00	1.00
3.00	1.00	4.00	2.00	3.00	1.00	1.00	4.00	3.00	2.00
3.00	2.00	4.00	3.00	2.00	1.00	1.00	4.00	3.00	2.00
1.00	4.00	2.00	3.00	1.00	4.00	4.00	3.00	2.00	1.00
3.00	1.00	4.00	1.00	3.00	2.00	2.00	4.00	3.00	1.00
3.00	1.00	4.00	2.00	3.00	1.00	4.00	3.00	2.00	1.00
1.00	3.00	2.00	3.00	1.00	4.00	4.00	2.00	3.00	1.00

4.00	2.00	3.00	1.00	4.00	1.00	2.00	3.00	4.00	4.00
1.00	4.00	2.00	3.00	1.00	4.00	2.00	3.00	4.00	4.00
1.00	2.00	4.00	3.00	1.00	2.00	3.00	4.00	3.00	2.00
4.00	3.00	2.00	1.00	3.00	4.00	2.00	1.00	3.00	3.00
3.00	4.00	2.00	1.00	2.00	4.00	3.00	1.00	2.00	2.00
3.00	4.00	1.00	2.00	2.00	4.00	3.00	1.00	4.00	4.00
3.00	4.00	1.00	2.00	3.00	4.00	2.00	1.00	3.00	3.00
4.00	3.00	2.00	1.00	2.00	3.00	4.00	1.00	3.00	2.00
4.00	3.00	1.00	2.00	3.00	2.00	1.00	4.00	4.00	4.00
3.00	4.00	2.00	1.00	3.00	4.00	1.00	2.00	4.00	4.00
1.00	2.00	3.00	4.00	2.00	1.00	3.00	4.00	3.00	2.00
2.00	4.00	1.00	3.00	2.00	3.00	1.00	4.00	4.00	4.00
1.00	2.00	4.00	3.00	1.00	4.00	3.00	2.00	3.00	3.00
4.00	1.00	2.00	3.00	3.00	2.00	1.00	4.00	4.00	4.00
4.00	1.00	3.00	2.00	4.00	1.00	3.00	2.00	4.00	4.00
4.00	2.00	1.00	3.00	4.00	2.00	1.00	3.00	4.00	4.00
4.00	1.00	2.00	3.00	4.00	2.00	1.00	3.00	4.00	4.00
4.00	3.00	2.00	1.00	2.00	4.00	3.00	1.00	4.00	4.00
4.00	3.00	2.00	1.00	4.00	3.00	2.00	1.00	3.00	3.00
3.00	1.00	4.00	2.00	4.00	1.00	2.00	3.00	4.00	3.00
1.00	2.00	3.00	4.00	1.00	3.00	2.00	4.00	1.00	1.00
2.00	3.00	4.00	1.00	3.00	2.00	1.00	4.00	2.00	2.00
4.00	2.00	3.00	1.00	4.00	3.00	2.00	1.00	4.00	4.00
2.00	3.00	4.00	1.00	4.00	1.00	3.00	2.00	4.00	4.00
3.00	2.00	1.00	4.00	4.00	2.00	1.00	3.00	4.00	4.00
4.00	3.00	2.00	1.00	4.00	3.00	1.00	2.00	4.00	4.00
4.00	3.00	2.00	1.00	4.00	3.00	1.00	2.00	3.00	3.00
4.00	2.00	3.00	1.00	3.00	2.00	4.00	1.00	4.00	4.00
4.00	2.00	3.00	1.00	4.00	2.00	1.00	3.00	4.00	4.00
4.00	3.00	1.00	2.00	3.00	2.00	1.00	4.00	3.00	3.00
4.00	2.00	3.00	1.00	4.00	1.00	3.00	2.00	4.00	4.00
3.00	2.00	4.00	1.00	4.00	2.00	3.00	1.00	4.00	4.00
2.00	3.00	4.00	1.00	2.00	4.00	3.00	1.00	3.00	3.00
1.00	2.00	4.00	3.00	4.00	3.00	1.00	2.00	3.00	3.00
2.00	4.00	3.00	1.00	1.00	4.00	3.00	2.00	4.00	4.00
3.00	4.00	2.00	1.00	3.00	4.00	2.00	1.00	3.00	3.00
3.00	4.00	2.00	1.00	4.00	3.00	2.00	1.00	4.00	3.00
2.00	4.00	3.00	1.00	2.00	4.00	3.00	1.00	3.00	3.00
2.00	1.00	3.00	4.00	4.00	2.00	1.00	3.00	3.00	3.00
4.00	3.00	1.00	2.00	2.00	3.00	1.00	4.00	4.00	4.00
4.00	2.00	1.00	3.00	4.00	2.00	1.00	3.00	3.00	3.00
4.00	1.00	3.00	2.00	4.00	1.00	2.00	3.00	4.00	4.00



1.00	4.25	3.33	4.25	1.83	3.88	2.67
2.00	4.13	1.33	4.38	3.33	3.75	2.17
3.00	3.13	1.83	3.38	3.00	3.25	3.33
3.00	3.88	2.67	3.75	3.33	3.63	2.67
1.00	3.50	2.67	4.63	3.83	3.00	2.33
2.00	4.50	2.33	4.63	3.83	3.63	2.33
3.00	3.50	2.67	4.75	3.67	3.38	2.33
3.00	3.38	2.50	3.63	3.33	3.13	2.83
1.00	4.75	3.17	4.75	2.83	4.13	1.33
2.00	3.88	2.67	4.13	3.50	3.50	2.33
3.00	3.13	1.67	3.38	1.67	2.50	3.00
3.00	4.75	1.83	4.88	3.83	3.75	1.83
3.00	3.25	1.33	3.38	3.50	2.50	2.67
1.00	5.00	2.67	4.63	2.67	5.00	1.83
2.00	4.63	3.33	4.00	1.50	3.50	2.50
3.00	4.88	3.33	4.88	2.50	4.13	1.50
3.00	4.25	4.00	4.63	1.33	4.00	2.00
1.00	4.50	2.83	4.63	3.50	4.00	2.33
2.00	3.75	3.00	4.00	3.33	3.13	2.33
3.00	3.88	3.67	3.63	1.83	3.25	2.33
3.00	3.63	1.83	3.63	2.50	3.75	1.83
3.00	3.63	2.50	4.00	2.50	3.50	3.33
3.00	3.88	3.50	4.00	2.00	3.50	3.17
3.00	4.63	2.83	4.88	2.83	4.25	3.00
3.00	4.13	3.67	4.13	2.00	4.13	1.83
1.00	4.38	3.67	4.25	3.00	4.00	2.00
2.00	4.13	3.00	3.88	3.33	3.88	2.33
3.00	4.13	2.83	4.50	2.50	4.50	3.67
3.00	3.63	3.50	4.00	2.83	3.75	2.00
3.00	4.38	2.33	4.38	2.83	4.00	1.83
3.00	4.50	2.83	4.13	2.50	4.00	3.17
1.00	4.50	3.00	4.00	1.67	3.88	2.33
2.00	3.63	2.33	4.00	3.17	3.25	3.33
3.00	4.63	3.17	4.50	2.50	4.13	1.67
3.00	4.25	1.50	4.13	2.83	4.38	2.83
3.00	3.88	3.00	3.88	3.67	3.25	2.33
3.00	4.38	2.83	4.75	3.50	4.25	2.50
3.00	3.63	2.33	4.25	3.67	3.75	2.67
1.00	4.63	2.83	4.25	2.17	3.75	1.67
2.00	4.38	3.00	5.00	3.00	4.63	2.17
3.00	3.50	4.00	3.75	2.33	3.50	1.83
3.00	3.88	3.67	3.75	1.83	3.75	1.83

3.88	2.17	3.79	3.04	3.27	3.02
3.63	3.17	2.73	3.85	2.96	3.40
2.75	1.83	2.48	3.19	3.29	2.29
3.50	1.33	3.27	3.54	3.15	2.42
3.00	1.17	3.08	4.23	2.67	2.08
4.00	1.50	3.42	4.23	2.98	2.75
2.75	1.33	3.08	4.21	2.85	2.04
2.88	1.33	2.94	3.48	2.98	2.10
4.75	2.67	3.96	3.79	2.73	3.71
3.63	1.50	3.27	3.81	2.92	2.56
2.75	3.67	2.40	2.52	2.75	3.21
4.50	2.50	3.29	4.35	2.79	3.50
3.13	2.50	2.29	3.44	2.58	2.81
5.00	2.83	3.83	3.65	3.42	3.92
3.88	2.67	3.98	2.75	3.00	3.27
4.88	2.67	4.10	3.69	2.81	3.77
4.00	2.67	4.13	2.98	3.00	3.33
3.88	1.33	3.67	4.06	3.17	2.60
2.88	1.33	3.38	3.67	2.73	2.10
3.38	2.17	3.77	2.73	2.79	2.77
3.00	3.83	2.73	3.06	2.79	3.42
3.88	1.67	3.06	3.25	3.42	2.77
3.25	1.33	3.69	3.00	3.33	2.29
4.38	1.33	3.73	3.85	3.63	2.85
3.88	2.50	3.90	3.06	2.98	3.19
4.00	1.33	4.02	3.63	3.00	2.67
3.50	1.33	3.56	3.60	3.10	2.42
4.13	1.00	3.48	3.50	4.08	2.56
3.50	1.67	3.56	3.42	2.88	2.58
4.38	3.00	3.35	3.60	2.92	3.69
3.63	1.50	3.67	3.31	3.58	2.56
4.00	3.00	3.75	2.83	3.10	3.50
3.13	1.17	2.98	3.58	3.29	2.15
4.63	2.67	3.90	3.50	2.90	3.65
4.00	2.83	2.88	3.48	3.60	3.42
3.00	1.00	3.44	3.77	2.79	2.00
3.88	1.17	3.60	4.13	3.38	2.52
3.25	1.33	2.98	3.96	3.21	2.29
3.50	3.33	3.73	3.21	2.71	3.42
4.75	1.83	3.69	4.00	3.40	3.29
3.13	1.83	3.75	3.04	2.67	2.48
3.88	2.67	3.77	2.79	2.79	3.27

121.00	16.00
121.00	16.00
121.00	6.00
121.00	9.00
122.00	4.00
122.00	16.00
122.00	9.00
122.00	6.00
123.00	16.00
123.00	16.00
123.00	6.00
123.00	16.00
123.00	9.00
124.00	16.00
124.00	16.00
124.00	16.00
124.00	16.00
125.00	16.00
125.00	9.00
125.00	12.00
125.00	1.00
125.00	4.00
125.00	16.00
125.00	16.00
125.00	16.00
126.00	16.00
126.00	9.00
126.00	16.00
126.00	16.00
126.00	9.00
126.00	16.00
127.00	16.00
127.00	9.00
127.00	9.00
127.00	16.00
127.00	9.00
127.00	12.00
127.00	9.00
128.00	9.00
128.00	16.00
128.00	9.00
128.00	16.00

128.00	4.00	5.00	5.00	4.00	4.00	5.00	5.00	4.00	4.00
129.00	.00	4.00	4.00	4.00	4.00	4.00	3.00	3.00	3.00
129.00	1.00	4.00	5.00	4.00	3.00	5.00	4.00	4.00	3.00
129.00	2.00	2.00	2.00	3.00	2.00	1.00	1.00	2.00	1.00
129.00	3.00	4.00	4.00	3.00	4.00	4.00	4.00	4.00	3.00
130.00	.00	5.00	5.00	5.00	5.00	5.00	5.00	5.00	5.00
130.00	1.00	4.00	4.00	4.00	3.00	4.00	4.00	4.00	3.00
130.00	2.00	4.00	5.00	3.00	4.00	4.00	4.00	4.00	2.00
130.00	3.00	5.00	4.00	4.00	4.00	5.00	4.00	4.00	3.00
130.00	4.00	5.00	5.00	5.00	5.00	5.00	5.00	5.00	5.00
131.00	.00	5.00	5.00	3.00	4.00	5.00	5.00	3.00	3.00
131.00	1.00	5.00	5.00	4.00	5.00	5.00	5.00	5.00	5.00
131.00	2.00	5.00	5.00	4.00	5.00	4.00	5.00	4.00	4.00
131.00	3.00	5.00	5.00	4.00	4.00	5.00	5.00	4.00	4.00
131.00	4.00	5.00	4.00	4.00	5.00	4.00	4.00	5.00	3.00
131.00	5.00	4.00	5.00	4.00	4.00	4.00	5.00	5.00	5.00
131.00	6.00	4.00	5.00	4.00	4.00	5.00	4.00	4.00	5.00
131.00	7.00	5.00	5.00	4.00	5.00	4.00	3.00	3.00	4.00
132.00	.00	4.00	4.00	4.00	3.00	3.00	4.00	3.00	3.00
132.00	1.00	4.00	5.00	5.00	4.00	3.00	5.00	4.00	5.00
132.00	2.00	3.00	4.00	2.00	3.00	2.00	3.00	2.00	2.00
132.00	3.00	2.00	5.00	3.00	3.00	3.00	4.00	3.00	4.00
133.00	.00	5.00	3.00	4.00	4.00	4.00	2.00	2.00	2.00
133.00	1.00	5.00	5.00	4.00	4.00	4.00	4.00	3.00	4.00
133.00	2.00	4.00	4.00	3.00	3.00	4.00	3.00	3.00	3.00
133.00	3.00	5.00	5.00	3.00	3.00	5.00	3.00	3.00	1.00
133.00	4.00	5.00	5.00	3.00	4.00	5.00	4.00	4.00	3.00
133.00	5.00	4.00	5.00	3.00	3.00	4.00	4.00	4.00	4.00
133.00	6.00	4.00	4.00	3.00	3.00	2.00	3.00	3.00	1.00
134.00	.00	5.00	5.00	5.00	5.00	5.00	5.00	4.00	4.00
134.00	1.00	4.00	4.00	4.00	3.00	4.00	5.00	3.00	3.00
134.00	2.00	4.00	4.00	5.00	4.00	4.00	4.00	3.00	4.00
134.00	3.00	4.00	5.00	3.00	3.00	4.00	5.00	3.00	3.00
135.00	.00	3.00	3.00	1.00	2.00	2.00	2.00	1.00	1.00
135.00	1.00	4.00	5.00	4.00	4.00	4.00	4.00	3.00	3.00
135.00	2.00	5.00	5.00	5.00	5.00	5.00	5.00	5.00	5.00
135.00	3.00	4.00	4.00	3.00	2.00	2.00	3.00	3.00	2.00
136.00	.00	4.00	5.00	4.00	4.00	4.00	4.00	3.00	3.00
136.00	1.00	4.00	5.00	4.00	5.00	4.00	5.00	4.00	3.00
136.00	2.00	5.00	5.00	4.00	5.00	5.00	5.00	4.00	5.00
136.00	3.00	4.00	5.00	3.00	3.00	4.00	4.00	2.00	5.00
137.00	.00	5.00	5.00	4.00	4.00	5.00	4.00	4.00	4.00

4.00	5.00	4.00	5.00	4.00	5.00	4.00	4.00	5.00	5.00
3.00	4.00	3.00	3.00	3.00	3.00	3.00	3.00	4.00	3.00
5.00	5.00	3.00	3.00	4.00	4.00	3.00	3.00	4.00	5.00
3.00	1.00	1.00	2.00	1.00	3.00	2.00	3.00	1.00	1.00
4.00	4.00	3.00	3.00	4.00	4.00	4.00	4.00	4.00	5.00
5.00	5.00	5.00	5.00	5.00	5.00	5.00	5.00	5.00	5.00
4.00	5.00	4.00	3.00	3.00	4.00	3.00	3.00	4.00	4.00
5.00	3.00	3.00	3.00	4.00	4.00	3.00	2.00	4.00	4.00
4.00	4.00	4.00	3.00	4.00	5.00	5.00	4.00	4.00	4.00
4.00	4.00	5.00	5.00	5.00	4.00	4.00	4.00	5.00	5.00
5.00	5.00	3.00	3.00	4.00	5.00	5.00	3.00	5.00	5.00
5.00	5.00	4.00	5.00	5.00	5.00	5.00	4.00	5.00	5.00
5.00	5.00	4.00	5.00	4.00	5.00	4.00	4.00	5.00	5.00
5.00	5.00	4.00	4.00	4.00	4.00	5.00	4.00	5.00	4.00
4.00	4.00	4.00	5.00	4.00	4.00	3.00	4.00	5.00	4.00
4.00	5.00	4.00	4.00	4.00	5.00	4.00	3.00	5.00	3.00
5.00	4.00	4.00	4.00	4.00	5.00	4.00	4.00	5.00	4.00
4.00	4.00	4.00	3.00	4.00	4.00	3.00	3.00	4.00	4.00
3.00	4.00	3.00	2.00	2.00	4.00	3.00	4.00	2.00	4.00
3.00	5.00	5.00	4.00	4.00	5.00	4.00	4.00	4.00	5.00
1.00	4.00	3.00	3.00	2.00	3.00	2.00	3.00	2.00	4.00
1.00	5.00	2.00	3.00	1.00	3.00	3.00	2.00	2.00	5.00
4.00	3.00	3.00	2.00	4.00	2.00	3.00	3.00	4.00	2.00
5.00	5.00	4.00	4.00	4.00	5.00	4.00	4.00	5.00	5.00
4.00	3.00	3.00	3.00	3.00	2.00	2.00	3.00	4.00	3.00
4.00	5.00	3.00	3.00	3.00	4.00	2.00	2.00	4.00	4.00
5.00	5.00	4.00	4.00	5.00	5.00	5.00	4.00	5.00	5.00
5.00	5.00	3.00	4.00	4.00	5.00	4.00	3.00	4.00	5.00
5.00	3.00	2.00	3.00	3.00	3.00	2.00	3.00	5.00	3.00
5.00	5.00	5.00	4.00	5.00	5.00	4.00	4.00	5.00	5.00
3.00	4.00	3.00	3.00	4.00	3.00	3.00	4.00	5.00	4.00
4.00	5.00	3.00	3.00	4.00	4.00	3.00	4.00	4.00	4.00
5.00	5.00	3.00	3.00	3.00	5.00	3.00	3.00	5.00	4.00
1.00	2.00	1.00	2.00	1.00	2.00	1.00	1.00	3.00	4.00
4.00	5.00	3.00	4.00	3.00	3.00	3.00	3.00	4.00	4.00
5.00	5.00	5.00	5.00	5.00	5.00	5.00	5.00	5.00	5.00
3.00	2.00	3.00	3.00	4.00	4.00	3.00	2.00	3.00	3.00
4.00	5.00	3.00	4.00	4.00	5.00	4.00	4.00	5.00	5.00
4.00	5.00	4.00	4.00	5.00	5.00	4.00	4.00	4.00	5.00
5.00	5.00	4.00	5.00	5.00	5.00	4.00	4.00	4.00	5.00
3.00	5.00	2.00	4.00	4.00	5.00	4.00	3.00	3.00	5.00
5.00	4.00	4.00	4.00	5.00	4.00	4.00	4.00	5.00	4.00

4.00	4.00	4.00	4.00	4.00	4.00	5.00	5.00	4.00	4.00
3.00	3.00	3.00	3.00	3.00	3.00	3.00	3.00	3.00	3.00
3.00	3.00	4.00	4.00	3.00	4.00	3.00	4.00	3.00	3.00
2.00	1.00	3.00	1.00	1.00	1.00	2.00	2.00	2.00	1.00
3.00	4.00	5.00	5.00	4.00	4.00	4.00	5.00	4.00	4.00
5.00	5.00	5.00	5.00	5.00	5.00	4.00	5.00	5.00	5.00
4.00	5.00	4.00	4.00	4.00	4.00	3.00	4.00	4.00	4.00
3.00	3.00	4.00	3.00	4.00	2.00	2.00	4.00	4.00	3.00
4.00	3.00	4.00	4.00	4.00	3.00	5.00	5.00	4.00	4.00
5.00	5.00	4.00	4.00	4.00	4.00	4.00	5.00	5.00	4.00
2.00	3.00	4.00	5.00	3.00	3.00	4.00	5.00	3.00	4.00
5.00	5.00	5.00	5.00	5.00	5.00	5.00	5.00	4.00	5.00
4.00	5.00	4.00	5.00	4.00	3.00	4.00	4.00	4.00	4.00
4.00	4.00	4.00	4.00	4.00	4.00	4.00	5.00	4.00	4.00
3.00	4.00	4.00	5.00	3.00	4.00	4.00	5.00	4.00	4.00
4.00	4.00	4.00	5.00	4.00	4.00	4.00	5.00	3.00	5.00
4.00	5.00	5.00	5.00	5.00	4.00	4.00	5.00	5.00	5.00
4.00	3.00	3.00	5.00	4.00	4.00	3.00	5.00	4.00	4.00
4.00	2.00	2.00	4.00	3.00	3.00	2.00	3.00	4.00	3.00
5.00	5.00	3.00	5.00	4.00	4.00	2.00	4.00	5.00	4.00
3.00	3.00	1.00	3.00	2.00	2.00	1.00	2.00	3.00	4.00
3.00	5.00	1.00	5.00	4.00	3.00	1.00	4.00	3.00	4.00
3.00	3.00	3.00	2.00	4.00	2.00	4.00	3.00	3.00	2.00
5.00	4.00	4.00	4.00	5.00	5.00	3.00	5.00	5.00	4.00
3.00	3.00	2.00	4.00	3.00	2.00	4.00	3.00	3.00	2.00
3.00	3.00	2.00	4.00	3.00	2.00	4.00	5.00	4.00	3.00
5.00	5.00	4.00	5.00	4.00	4.00	5.00	5.00	4.00	4.00
5.00	3.00	3.00	5.00	5.00	4.00	5.00	5.00	5.00	5.00
3.00	3.00	2.00	4.00	3.00	3.00	4.00	4.00	3.00	2.00
4.00	5.00	5.00	4.00	4.00	5.00	4.00	5.00	5.00	5.00
3.00	4.00	4.00	3.00	4.00	4.00	3.00	5.00	3.00	4.00
5.00	4.00	3.00	5.00	4.00	4.00	4.00	5.00	5.00	5.00
3.00	5.00	4.00	5.00	5.00	5.00	3.00	5.00	5.00	5.00
3.00	1.00	1.00	3.00	2.00	1.00	3.00	3.00	1.00	1.00
4.00	3.00	4.00	5.00	3.00	3.00	4.00	4.00	4.00	3.00
5.00	5.00	5.00	5.00	5.00	5.00	5.00	5.00	5.00	5.00
3.00	2.00	3.00	4.00	3.00	2.00	4.00	3.00	3.00	3.00
4.00	4.00	4.00	5.00	4.00	4.00	4.00	4.00	4.00	4.00
4.00	4.00	3.00	5.00	3.00	3.00	4.00	5.00	5.00	5.00
5.00	5.00	5.00	5.00	2.00	4.00	5.00	5.00	5.00	5.00
2.00	2.00	3.00	5.00	2.00	2.00	3.00	5.00	2.00	3.00
4.00	4.00	5.00	4.00	5.00	5.00	4.00	5.00	5.00	5.00

4.00	4.00	4.00	5.00	2.00	4.00	1.00	3.00	2.00	4.00
4.00	3.00	4.00	3.00	2.00	3.00	4.00	1.00	4.00	2.00
4.00	4.00	3.00	3.00	3.00	1.00	4.00	2.00	4.00	1.00
1.00	2.00	2.00	1.00	4.00	2.00	3.00	1.00	4.00	3.00
4.00	4.00	4.00	4.00	4.00	2.00	3.00	1.00	1.00	4.00
5.00	4.00	5.00	5.00	1.00	2.00	4.00	3.00	1.00	2.00
5.00	4.00	4.00	4.00	1.00	2.00	4.00	3.00	1.00	3.00
5.00	5.00	4.00	4.00	3.00	1.00	4.00	2.00	3.00	2.00
5.00	4.00	4.00	3.00	3.00	2.00	4.00	1.00	4.00	3.00
5.00	5.00	5.00	4.00	3.00	4.00	1.00	2.00	4.00	2.00
5.00	2.00	2.00	2.00	3.00	4.00	2.00	1.00	3.00	4.00
5.00	4.00	4.00	5.00	3.00	2.00	1.00	4.00	1.00	4.00
5.00	4.00	4.00	4.00	3.00	4.00	1.00	2.00	1.00	4.00
4.00	4.00	4.00	4.00	3.00	4.00	1.00	2.00	1.00	4.00
5.00	4.00	4.00	5.00	3.00	4.00	1.00	2.00	1.00	4.00
5.00	4.00	4.00	5.00	3.00	4.00	1.00	2.00	1.00	4.00
5.00	5.00	5.00	5.00	3.00	4.00	1.00	2.00	1.00	3.00
4.00	4.00	3.00	5.00	3.00	4.00	1.00	2.00	1.00	4.00
2.00	4.00	3.00	2.00	1.00	4.00	3.00	2.00	1.00	4.00
4.00	3.00	3.00	3.00	1.00	4.00	2.00	3.00	1.00	3.00
3.00	2.00	2.00	2.00	1.00	4.00	2.00	3.00	1.00	3.00
3.00	3.00	2.00	2.00	1.00	4.00	2.00	3.00	1.00	4.00
4.00	2.00	3.00	2.00	1.00	4.00	2.00	3.00	1.00	3.00
5.00	5.00	5.00	5.00	4.00	2.00	3.00	1.00	2.00	3.00
3.00	4.00	3.00	3.00	4.00	2.00	3.00	1.00	4.00	3.00
5.00	3.00	4.00	3.00	4.00	3.00	2.00	1.00	3.00	4.00
5.00	5.00	4.00	5.00	4.00	3.00	2.00	1.00	3.00	4.00
4.00	4.00	3.00	4.00	3.00	4.00	2.00	1.00	3.00	4.00
4.00	3.00	2.00	3.00	4.00	3.00	2.00	1.00	4.00	3.00
5.00	5.00	5.00	4.00	3.00	4.00	1.00	2.00	2.00	4.00
4.00	3.00	4.00	3.00	3.00	2.00	4.00	1.00	4.00	1.00
4.00	5.00	5.00	4.00	1.00	4.00	3.00	2.00	2.00	4.00
5.00	3.00	3.00	3.00	1.00	3.00	4.00	2.00	2.00	4.00
2.00	2.00	2.00	2.00	3.00	4.00	2.00	1.00	3.00	4.00
4.00	4.00	4.00	4.00	4.00	3.00	1.00	2.00	2.00	4.00
5.00	5.00	5.00	5.00	2.00	4.00	3.00	1.00	2.00	4.00
4.00	5.00	4.00	3.00	2.00	4.00	3.00	1.00	1.00	4.00
3.00	4.00	4.00	4.00	3.00	4.00	2.00	1.00	3.00	4.00
5.00	4.00	4.00	5.00	2.00	4.00	1.00	3.00	1.00	4.00
5.00	5.00	5.00	5.00	3.00	4.00	1.00	2.00	2.00	4.00
3.00	4.00	2.00	3.00	3.00	4.00	1.00	2.00	2.00	4.00
5.00	4.00	5.00	5.00	4.00	3.00	1.00	2.00	1.00	4.00

1.00	3.00	4.00	3.00	1.00	2.00	3.00	4.00	1.00	2.00
3.00	1.00	3.00	4.00	2.00	1.00	2.00	3.00	4.00	1.00
2.00	3.00	1.00	4.00	2.00	3.00	4.00	1.00	2.00	3.00
2.00	1.00	3.00	4.00	2.00	1.00	1.00	3.00	4.00	2.00
3.00	2.00	3.00	4.00	1.00	2.00	2.00	3.00	4.00	1.00
4.00	3.00	4.00	3.00	2.00	1.00	3.00	4.00	2.00	1.00
4.00	2.00	3.00	1.00	4.00	2.00	2.00	4.00	3.00	1.00
4.00	1.00	3.00	2.00	4.00	1.00	4.00	2.00	3.00	1.00
2.00	1.00	3.00	2.00	4.00	1.00	3.00	4.00	2.00	1.00
3.00	1.00	3.00	2.00	4.00	1.00	3.00	1.00	4.00	2.00
1.00	2.00	4.00	3.00	2.00	1.00	3.00	4.00	2.00	1.00
2.00	3.00	4.00	3.00	1.00	2.00	3.00	4.00	2.00	1.00
2.00	3.00	4.00	1.00	3.00	2.00	3.00	4.00	1.00	2.00
2.00	3.00	4.00	1.00	2.00	3.00	3.00	4.00	1.00	2.00
3.00	2.00	4.00	3.00	1.00	2.00	4.00	3.00	2.00	1.00
3.00	2.00	4.00	1.00	3.00	2.00	2.00	4.00	1.00	3.00
2.00	4.00	4.00	2.00	1.00	3.00	2.00	3.00	1.00	4.00
2.00	3.00	4.00	3.00	1.00	2.00	2.00	4.00	1.00	3.00
2.00	3.00	2.00	1.00	4.00	3.00	1.00	4.00	2.00	3.00
2.00	4.00	1.00	2.00	4.00	3.00	1.00	4.00	2.00	3.00
2.00	4.00	1.00	3.00	2.00	4.00	1.00	4.00	2.00	3.00
2.00	3.00	2.00	3.00	1.00	4.00	1.00	4.00	2.00	3.00
2.00	4.00	2.00	3.00	1.00	4.00	1.00	4.00	2.00	3.00
1.00	4.00	3.00	1.00	2.00	4.00	1.00	3.00	2.00	4.00
2.00	1.00	4.00	2.00	3.00	1.00	4.00	3.00	2.00	1.00
2.00	1.00	4.00	3.00	2.00	1.00	3.00	4.00	2.00	1.00
2.00	1.00	4.00	3.00	2.00	1.00	3.00	4.00	2.00	1.00
2.00	1.00	3.00	2.00	4.00	1.00	3.00	4.00	1.00	2.00
2.00	1.00	4.00	3.00	2.00	1.00	4.00	3.00	2.00	1.00
3.00	1.00	2.00	4.00	3.00	1.00	2.00	4.00	3.00	1.00
2.00	3.00	3.00	2.00	1.00	4.00	3.00	4.00	1.00	2.00
1.00	3.00	3.00	1.00	4.00	2.00	1.00	3.00	2.00	4.00
3.00	1.00	3.00	1.00	4.00	2.00	1.00	4.00	2.00	3.00
2.00	1.00	4.00	2.00	3.00	1.00	3.00	4.00	2.00	1.00
3.00	1.00	3.00	2.00	4.00	1.00	3.00	4.00	2.00	1.00
3.00	1.00	3.00	2.00	4.00	1.00	2.00	4.00	3.00	1.00
2.00	3.00	4.00	1.00	3.00	2.00	2.00	4.00	3.00	1.00
2.00	1.00	4.00	3.00	2.00	1.00	3.00	4.00	2.00	1.00
2.00	3.00	2.00	1.00	4.00	3.00	3.00	4.00	2.00	1.00
1.00	3.00	3.00	4.00	2.00	1.00	2.00	4.00	1.00	3.00
1.00	3.00	4.00	2.00	1.00	3.00	2.00	4.00	1.00	3.00
2.00	3.00	4.00	1.00	3.00	2.00	1.00	3.00	4.00	2.00



2.00	4.00	1.00	3.00	3.00	4.00	1.00	2.00	4.00	4.00
2.00	4.00	3.00	1.00	3.00	2.00	4.00	1.00	3.00	3.00
3.00	1.00	4.00	2.00	2.00	1.00	4.00	3.00	3.00	3.00
3.00	2.00	4.00	1.00	1.00	4.00	3.00	2.00	1.00	1.00
2.00	3.00	4.00	1.00	1.00	3.00	4.00	2.00	3.00	3.00
3.00	2.00	4.00	1.00	1.00	2.00	4.00	3.00	4.00	4.00
4.00	2.00	3.00	1.00	1.00	2.00	4.00	3.00	3.00	3.00
3.00	2.00	4.00	1.00	4.00	2.00	3.00	1.00	3.00	3.00
3.00	2.00	4.00	1.00	2.00	4.00	3.00	1.00	3.00	3.00
3.00	2.00	4.00	1.00	2.00	4.00	1.00	3.00	4.00	4.00
3.00	4.00	1.00	2.00	3.00	4.00	1.00	2.00	3.00	4.00
4.00	3.00	1.00	2.00	4.00	2.00	1.00	3.00	4.00	4.00
3.00	4.00	1.00	2.00	3.00	4.00	1.00	2.00	4.00	4.00
4.00	3.00	1.00	2.00	4.00	3.00	1.00	2.00	3.00	3.00
4.00	2.00	3.00	1.00	4.00	2.00	1.00	3.00	4.00	4.00
4.00	3.00	1.00	2.00	3.00	4.00	1.00	2.00	3.00	3.00
4.00	3.00	2.00	1.00	2.00	4.00	1.00	3.00	4.00	4.00
4.00	3.00	1.00	2.00	3.00	4.00	1.00	2.00	3.00	3.00
1.00	4.00	2.00	3.00	4.00	1.00	2.00	3.00	2.00	3.00
2.00	4.00	1.00	3.00	1.00	4.00	2.00	3.00	3.00	4.00
1.00	3.00	2.00	4.00	2.00	4.00	3.00	1.00	1.00	1.00
1.00	4.00	2.00	3.00	1.00	4.00	2.00	3.00	3.00	3.00
1.00	4.00	2.00	3.00	1.00	4.00	2.00	3.00	3.00	3.00
4.00	2.00	1.00	3.00	4.00	3.00	1.00	2.00	4.00	4.00
4.00	3.00	1.00	2.00	4.00	2.00	3.00	1.00	2.00	2.00
3.00	4.00	2.00	1.00	3.00	4.00	2.00	1.00	3.00	2.00
3.00	4.00	1.00	2.00	3.00	4.00	1.00	2.00	4.00	4.00
3.00	4.00	2.00	1.00	3.00	4.00	2.00	1.00	4.00	3.00
4.00	3.00	1.00	2.00	4.00	3.00	1.00	2.00	3.00	3.00
3.00	4.00	2.00	1.00	2.00	4.00	1.00	3.00	4.00	4.00
3.00	4.00	1.00	2.00	3.00	4.00	2.00	1.00	3.00	4.00
2.00	3.00	4.00	1.00	1.00	4.00	3.00	2.00	4.00	4.00
4.00	3.00	2.00	1.00	1.00	4.00	3.00	2.00	4.00	3.00
2.00	4.00	3.00	1.00	3.00	4.00	2.00	1.00	1.00	1.00
3.00	4.00	1.00	2.00	2.00	4.00	1.00	3.00	3.00	3.00
3.00	4.00	2.00	1.00	2.00	4.00	3.00	1.00	3.00	3.00
3.00	4.00	2.00	1.00	2.00	4.00	3.00	1.00	3.00	3.00
3.00	4.00	1.00	2.00	3.00	4.00	1.00	2.00	4.00	4.00
3.00	4.00	1.00	2.00	2.00	4.00	1.00	3.00	3.00	3.00
3.00	4.00	1.00	2.00	3.00	4.00	1.00	2.00	4.00	4.00
2.00	4.00	1.00	3.00	3.00	4.00	2.00	1.00	2.00	2.00
3.00	4.00	2.00	1.00	2.00	4.00	1.00	3.00	4.00	4.00

3.00	4.50	2.67	4.75	3.83	4.00	1.00
1.00	3.50	2.67	3.25	3.00	3.25	3.33
2.00	4.13	2.83	4.38	1.50	3.25	3.00
3.00	1.75	2.67	1.63	3.00	1.88	3.00
3.00	4.13	2.17	4.38	3.17	3.63	3.17
1.00	4.88	2.17	4.88	2.50	5.00	3.33
2.00	3.88	2.00	4.13	2.33	3.88	3.67
3.00	4.00	3.33	4.00	1.83	3.50	3.67
3.00	4.50	3.00	4.25	2.83	4.13	3.17
3.00	4.63	3.00	4.63	2.50	4.75	2.83
1.00	4.63	3.17	4.63	3.83	3.00	1.50
2.00	5.00	3.17	4.88	3.00	4.50	1.33
3.00	4.50	2.83	4.75	3.50	4.00	1.50
3.00	4.50	3.17	4.50	3.17	4.13	1.33
3.00	4.38	3.33	4.25	3.00	3.75	1.83
3.00	4.25	2.83	4.63	3.33	4.00	1.67
3.00	4.63	2.67	4.63	3.17	4.38	1.33
3.00	3.88	2.83	4.25	3.67	3.63	1.17
1.00	2.50	1.67	3.88	3.00	3.38	2.50
2.00	3.38	1.17	4.63	3.50	4.38	2.17
3.00	1.88	1.17	3.13	3.50	2.38	2.17
3.00	1.75	1.17	4.25	3.83	2.88	1.83
1.00	4.00	1.17	2.38	3.67	3.13	1.83
2.00	4.38	3.00	4.75	2.33	4.38	1.67
3.00	3.50	4.00	3.25	2.50	2.88	2.33
3.00	4.00	3.33	4.13	3.67	3.13	2.00
3.00	4.88	3.33	4.88	3.67	4.13	1.67
3.00	4.13	3.00	4.75	3.67	4.00	2.17
3.00	3.63	4.00	3.38	3.00	2.63	1.67
1.00	4.88	2.33	4.88	4.00	4.50	2.17
2.00	3.88	3.17	3.88	2.83	3.38	1.83
3.00	3.88	1.67	4.50	3.17	4.13	2.83
3.00	4.13	2.00	4.63	3.17	3.50	3.00
1.00	2.00	3.00	2.63	3.67	1.50	2.33
2.00	3.88	2.83	4.25	3.50	3.50	2.00
3.00	5.00	2.33	5.00	3.67	5.00	3.00
3.00	3.38	2.33	3.50	3.50	3.13	2.67
1.00	4.00	3.17	4.63	3.83	3.75	1.67
2.00	4.13	2.17	4.88	3.50	4.00	1.83
3.00	4.88	2.67	5.00	4.00	4.13	1.17
3.00	3.38	2.67	4.75	3.67	2.38	1.17
1.00	4.88	2.50	4.25	3.17	4.38	2.17

4.25	2.50	3.58	4.29	2.50	3.38
3.13	1.00	3.08	3.13	3.29	2.06
3.13	2.67	3.48	2.94	3.13	2.90
1.50	1.33	2.21	2.31	2.44	1.42
3.75	1.50	3.15	3.77	3.40	2.63
5.00	2.00	3.52	3.69	4.17	3.50
3.63	2.00	2.94	3.23	3.77	2.81
2.88	1.17	3.67	2.92	3.58	2.02
3.38	1.00	3.75	3.54	3.65	2.19
4.50	1.67	3.81	3.56	3.79	3.08
3.13	1.50	3.90	4.23	2.25	2.31
4.88	2.50	4.08	3.94	2.92	3.69
4.25	2.17	3.67	4.13	2.75	3.21
4.00	2.33	3.83	3.83	2.73	3.17
4.25	1.83	3.85	3.63	2.79	3.04
4.25	2.17	3.54	3.98	2.83	3.21
4.50	2.83	3.65	3.90	2.85	3.67
3.88	2.33	3.35	3.96	2.40	3.10
2.75	2.83	2.08	3.44	2.94	2.79
4.13	3.17	2.27	4.06	3.27	3.65
2.75	3.17	1.52	3.31	2.27	2.96
3.25	3.17	1.46	4.04	2.35	3.21
2.50	3.33	2.58	3.02	2.48	2.92
4.25	3.00	3.69	3.54	3.02	3.63
2.75	1.17	3.75	2.88	2.60	1.96
2.50	1.00	3.67	3.90	2.56	1.75
4.13	1.33	4.10	4.27	2.90	2.73
3.75	1.17	3.56	4.21	3.08	2.46
2.63	1.33	3.81	3.19	2.15	1.98
4.50	1.50	3.60	4.44	3.33	3.00
3.50	2.17	3.52	3.35	2.60	2.83
4.00	2.33	2.77	3.83	3.48	3.17
3.75	1.83	3.06	3.90	3.25	2.79
1.38	1.00	2.50	3.15	1.92	1.19
3.38	1.67	3.35	3.88	2.75	2.52
5.00	1.00	3.67	4.33	4.00	3.00
2.38	1.50	2.85	3.50	2.90	1.94
3.88	1.33	3.58	4.23	2.71	2.60
4.13	2.50	3.15	4.19	2.92	3.31
4.75	2.17	3.77	4.50	2.65	3.46
3.13	2.50	3.02	4.21	1.77	2.81
4.38	2.17	3.69	3.71	3.27	3.27

128.00	16.00
129.00	9.00
129.00	9.00
129.00	1.00
129.00	9.00
130.00	16.00
130.00	9.00
130.00	9.00
130.00	9.00
130.00	16.00
131.00	12.00
131.00	16.00
131.00	16.00
131.00	9.00
131.00	16.00
131.00	9.00
131.00	16.00
131.00	9.00
132.00	6.00
132.00	12.00
132.00	1.00
132.00	9.00
133.00	9.00
133.00	16.00
133.00	4.00
133.00	6.00
133.00	16.00
133.00	12.00
133.00	9.00
134.00	16.00
134.00	12.00
134.00	16.00
134.00	12.00
135.00	1.00
135.00	9.00
135.00	9.00
135.00	9.00
136.00	16.00
136.00	9.00
136.00	16.00
136.00	4.00
137.00	16.00

137.00	1.00	4.00	5.00	3.00	5.00	4.00	5.00	3.00	5.00
137.00	2.00	4.00	5.00	4.00	4.00	4.00	5.00	4.00	5.00
137.00	3.00	5.00	5.00	4.00	5.00	4.00	5.00	5.00	4.00
137.00	4.00	5.00	5.00	5.00	5.00	5.00	5.00	5.00	5.00
137.00	5.00	4.00	5.00	4.00	4.00	5.00	5.00	4.00	4.00
137.00	6.00	4.00	4.00	4.00	4.00	4.00	4.00	4.00	5.00
138.00	.00	5.00	4.00	3.00	5.00	4.00	4.00	3.00	4.00
138.00	1.00	5.00	4.00	4.00	3.00	5.00	4.00	4.00	4.00
138.00	2.00	5.00	5.00	4.00	4.00	5.00	4.00	3.00	3.00
138.00	3.00	5.00	4.00	4.00	4.00	5.00	4.00	5.00	4.00
139.00	.00	4.00	4.00	4.00	3.00	5.00	3.00	5.00	3.00
139.00	1.00	4.00	5.00	4.00	5.00	5.00	4.00	4.00	2.00
139.00	2.00	5.00	5.00	5.00	4.00	5.00	4.00	5.00	4.00
139.00	3.00	4.00	5.00	5.00	3.00	4.00	4.00	5.00	4.00
139.00	4.00	5.00	5.00	5.00	5.00	5.00	5.00	5.00	5.00
139.00	5.00	4.00	4.00	4.00	5.00	4.00	5.00	5.00	5.00
140.00	.00	5.00	5.00	4.00	4.00	5.00	5.00	4.00	3.00
140.00	1.00	5.00	5.00	3.00	4.00	4.00	5.00	4.00	3.00
140.00	2.00	5.00	5.00	4.00	5.00	5.00	3.00	4.00	3.00
140.00	3.00	5.00	5.00	5.00	5.00	5.00	5.00	3.00	3.00
140.00	4.00	5.00	5.00	4.00	4.00	4.00	4.00	3.00	2.00
141.00	.00	5.00	5.00	5.00	5.00	5.00	5.00	5.00	4.00
141.00	1.00	5.00	5.00	4.00	4.00	5.00	5.00	5.00	4.00
141.00	2.00	5.00	5.00	3.00	3.00	4.00	4.00	2.00	2.00
141.00	3.00	4.00	5.00	4.00	4.00	5.00	5.00	1.00	3.00
142.00	.00	5.00	5.00	5.00	5.00	5.00	5.00	5.00	5.00
142.00	1.00	4.00	4.00	3.00	3.00	4.00	3.00	2.00	2.00
142.00	2.00	5.00	5.00	5.00	5.00	5.00	5.00	5.00	5.00
142.00	3.00	1.00	5.00	5.00	5.00	4.00	4.00	3.00	2.00
142.00	4.00	5.00	5.00	4.00	4.00	5.00	5.00	3.00	4.00
143.00	.00	4.00	5.00	5.00	5.00	4.00	5.00	5.00	4.00
143.00	1.00	4.00	4.00	2.00	4.00	3.00	4.00	3.00	2.00
143.00	2.00	4.00	4.00	3.00	3.00	4.00	4.00	3.00	3.00
143.00	3.00	4.00	4.00	4.00	4.00	5.00	4.00	1.00	3.00
143.00	4.00	4.00	4.00	3.00	4.00	3.00	3.00	3.00	4.00
143.00	5.00	4.00	4.00	2.00	2.00	2.00	3.00	3.00	1.00
144.00	.00	3.00	2.00	2.00	1.00	3.00	2.00	3.00	2.00
144.00	1.00	4.00	4.00	4.00	4.00	3.00	4.00	4.00	4.00
144.00	2.00	5.00	5.00	5.00	5.00	4.00	5.00	5.00	5.00
144.00	3.00	3.00	2.00	2.00	1.00	4.00	2.00	3.00	3.00
145.00	.00	5.00	5.00	4.00	4.00	4.00	4.00	4.00	4.00
145.00	1.00	4.00	4.00	4.00	5.00	4.00	4.00	4.00	4.00

3.00	5.00	5.00	5.00	3.00	4.00	4.00	3.00	4.00	5.00
4.00	5.00	4.00	4.00	4.00	5.00	4.00	5.00	5.00	5.00
5.00	5.00	4.00	5.00	5.00	4.00	5.00	5.00	5.00	5.00
5.00	5.00	5.00	5.00	5.00	5.00	5.00	5.00	5.00	5.00
4.00	4.00	4.00	4.00	4.00	5.00	5.00	5.00	5.00	5.00
4.00	4.00	3.00	4.00	4.00	4.00	4.00	4.00	4.00	4.00
5.00	5.00	3.00	4.00	4.00	4.00	4.00	3.00	5.00	4.00
5.00	4.00	4.00	4.00	5.00	5.00	4.00	3.00	5.00	4.00
3.00	5.00	3.00	4.00	4.00	3.00	3.00	2.00	4.00	4.00
4.00	4.00	4.00	4.00	4.00	4.00	5.00	4.00	4.00	4.00
4.00	2.00	4.00	3.00	4.00	4.00	3.00	3.00	4.00	3.00
5.00	3.00	3.00	4.00	4.00	5.00	4.00	4.00	5.00	5.00
5.00	4.00	4.00	4.00	5.00	5.00	4.00	5.00	5.00	4.00
4.00	3.00	4.00	3.00	4.00	5.00	4.00	4.00	4.00	5.00
5.00	5.00	1.00	4.00	5.00	5.00	5.00	5.00	5.00	5.00
4.00	4.00	4.00	5.00	4.00	4.00	4.00	5.00	4.00	5.00
5.00	4.00	4.00	4.00	4.00	4.00	5.00	4.00	5.00	5.00
5.00	4.00	3.00	3.00	3.00	5.00	4.00	3.00	5.00	4.00
4.00	3.00	3.00	3.00	4.00	5.00	3.00	3.00	5.00	3.00
5.00	3.00	3.00	3.00	3.00	5.00	5.00	4.00	4.00	3.00
5.00	2.00	3.00	3.00	4.00	4.00	4.00	4.00	5.00	4.00
5.00	5.00	3.00	5.00	4.00	5.00	5.00	4.00	5.00	5.00
5.00	5.00	4.00	5.00	4.00	5.00	4.00	4.00	5.00	5.00
4.00	4.00	3.00	3.00	3.00	4.00	3.00	2.00	4.00	4.00
5.00	3.00	1.00	3.00	4.00	4.00	1.00	3.00	4.00	5.00
5.00	5.00	5.00	5.00	5.00	5.00	5.00	5.00	5.00	5.00
4.00	3.00	2.00	3.00	3.00	3.00	2.00	2.00	4.00	3.00
5.00	4.00	5.00	5.00	5.00	5.00	5.00	4.00	5.00	5.00
5.00	4.00	2.00	5.00	4.00	5.00	3.00	3.00	5.00	5.00
4.00	4.00	3.00	4.00	3.00	4.00	3.00	3.00	4.00	5.00
5.00	5.00	5.00	5.00	5.00	5.00	5.00	4.00	5.00	5.00
4.00	3.00	2.00	2.00	3.00	4.00	2.00	2.00	4.00	4.00
4.00	4.00	2.00	3.00	3.00	4.00	2.00	3.00	4.00	4.00
4.00	4.00	3.00	3.00	4.00	4.00	4.00	2.00	4.00	4.00
4.00	4.00	3.00	3.00	3.00	4.00	4.00	3.00	4.00	4.00
1.00	3.00	1.00	1.00	2.00	2.00	2.00	1.00	3.00	2.00
2.00	1.00	2.00	2.00	3.00	2.00	2.00	2.00	4.00	2.00
4.00	4.00	3.00	3.00	3.00	4.00	4.00	3.00	4.00	4.00
5.00	4.00	2.00	4.00	4.00	5.00	5.00	5.00	4.00	4.00
3.00	1.00	2.00	1.00	3.00	2.00	2.00	2.00	1.00	1.00
5.00	4.00	4.00	4.00	4.00	4.00	4.00	4.00	5.00	5.00
4.00	4.00	4.00	4.00	4.00	4.00	4.00	3.00	4.00	5.00

4.00	5.00	4.00	3.00	5.00	4.00	5.00	4.00	5.00	5.00
4.00	4.00	4.00	3.00	4.00	4.00	3.00	5.00	4.00	4.00
4.00	5.00	4.00	5.00	4.00	5.00	5.00	5.00	4.00	5.00
5.00	5.00	5.00	5.00	5.00	5.00	5.00	5.00	5.00	5.00
4.00	5.00	5.00	5.00	4.00	4.00	5.00	5.00	4.00	5.00
4.00	4.00	4.00	4.00	4.00	4.00	4.00	4.00	3.00	4.00
4.00	4.00	4.00	4.00	4.00	4.00	5.00	5.00	4.00	4.00
4.00	4.00	4.00	5.00	5.00	4.00	3.00	4.00	5.00	4.00
4.00	5.00	4.00	4.00	4.00	3.00	5.00	5.00	4.00	4.00
4.00	5.00	4.00	4.00	5.00	4.00	4.00	4.00	4.00	4.00
4.00	4.00	3.00	3.00	4.00	3.00	5.00	4.00	4.00	3.00
5.00	5.00	5.00	4.00	5.00	5.00	5.00	5.00	5.00	5.00
4.00	5.00	5.00	4.00	5.00	5.00	5.00	5.00	4.00	4.00
4.00	5.00	5.00	4.00	5.00	4.00	5.00	4.00	4.00	4.00
5.00	5.00	5.00	5.00	5.00	4.00	5.00	5.00	5.00	5.00
4.00	4.00	5.00	4.00	3.00	4.00	5.00	4.00	4.00	5.00
3.00	4.00	5.00	5.00	3.00	4.00	5.00	5.00	4.00	3.00
4.00	4.00	4.00	4.00	3.00	3.00	4.00	4.00	4.00	4.00
4.00	4.00	4.00	4.00	4.00	4.00	5.00	5.00	4.00	4.00
4.00	5.00	5.00	4.00	3.00	5.00	5.00	5.00	3.00	3.00
3.00	4.00	4.00	4.00	2.00	3.00	3.00	3.00	3.00	3.00
4.00	5.00	4.00	5.00	5.00	4.00	4.00	5.00	5.00	5.00
5.00	5.00	5.00	5.00	4.00	5.00	5.00	5.00	5.00	4.00
2.00	3.00	3.00	4.00	3.00	3.00	3.00	4.00	4.00	3.00
4.00	3.00	1.00	5.00	5.00	3.00	3.00	5.00	4.00	4.00
5.00	5.00	5.00	5.00	5.00	5.00	5.00	5.00	5.00	5.00
3.00	3.00	3.00	4.00	2.00	2.00	2.00	4.00	4.00	4.00
5.00	5.00	5.00	4.00	5.00	5.00	5.00	5.00	5.00	5.00
3.00	5.00	5.00	5.00	3.00	3.00	3.00	5.00	4.00	5.00
5.00	3.00	5.00	5.00	3.00	4.00	3.00	5.00	3.00	5.00
5.00	5.00	5.00	5.00	5.00	5.00	4.00	5.00	5.00	5.00
4.00	3.00	3.00	4.00	3.00	2.00	2.00	4.00	3.00	4.00
2.00	3.00	3.00	4.00	3.00	4.00	3.00	5.00	4.00	4.00
4.00	3.00	3.00	4.00	4.00	4.00	2.00	5.00	4.00	4.00
4.00	3.00	3.00	4.00	4.00	3.00	3.00	5.00	4.00	4.00
2.00	2.00	2.00	2.00	4.00	2.00	2.00	4.00	3.00	1.00
2.00	2.00	3.00	2.00	3.00	2.00	3.00	3.00	3.00	2.00
4.00	4.00	4.00	4.00	4.00	4.00	5.00	4.00	4.00	5.00
4.00	4.00	5.00	4.00	4.00	4.00	5.00	5.00	5.00	4.00
3.00	3.00	3.00	1.00	3.00	2.00	3.00	2.00	4.00	1.00
4.00	4.00	4.00	4.00	4.00	4.00	4.00	5.00	4.00	4.00
4.00	4.00	5.00	4.00	4.00	4.00	3.00	4.00	4.00	4.00

5.00	4.00	4.00	4.00	4.00	1.00	3.00	2.00	1.00	3.00
4.00	4.00	3.00	4.00	2.00	4.00	1.00	3.00	2.00	1.00
5.00	4.00	4.00	5.00	4.00	2.00	1.00	3.00	1.00	4.00
5.00	5.00	5.00	5.00	3.00	4.00	1.00	2.00	4.00	3.00
5.00	5.00	4.00	5.00	3.00	4.00	2.00	1.00	2.00	4.00
4.00	4.00	4.00	4.00	2.00	4.00	3.00	1.00	1.00	2.00
4.00	4.00	4.00	4.00	1.00	2.00	4.00	3.00	3.00	4.00
5.00	4.00	4.00	4.00	1.00	2.00	3.00	4.00	1.00	3.00
4.00	3.00	4.00	4.00	3.00	4.00	1.00	2.00	2.00	4.00
5.00	4.00	4.00	4.00	3.00	4.00	2.00	1.00	1.00	4.00
4.00	4.00	3.00	3.00	3.00	2.00	4.00	1.00	3.00	2.00
5.00	5.00	4.00	4.00	2.00	1.00	3.00	4.00	4.00	1.00
4.00	5.00	4.00	4.00	4.00	1.00	3.00	2.00	3.00	2.00
5.00	5.00	4.00	4.00	3.00	1.00	4.00	2.00	2.00	1.00
5.00	5.00	5.00	5.00	4.00	2.00	3.00	1.00	4.00	2.00
4.00	4.00	4.00	4.00	4.00	2.00	1.00	3.00	4.00	1.00
5.00	4.00	4.00	5.00	4.00	3.00	2.00	1.00	1.00	4.00
4.00	4.00	4.00	4.00	4.00	3.00	2.00	1.00	2.00	4.00
5.00	5.00	5.00	5.00	4.00	2.00	3.00	1.00	4.00	3.00
4.00	4.00	4.00	4.00	4.00	1.00	2.00	3.00	2.00	3.00
4.00	3.00	4.00	3.00	4.00	3.00	1.00	2.00	4.00	3.00
4.00	5.00	5.00	5.00	1.00	4.00	2.00	3.00	1.00	4.00
5.00	5.00	4.00	5.00	1.00	3.00	2.00	4.00	1.00	3.00
4.00	2.00	2.00	2.00	1.00	2.00	3.00	4.00	2.00	1.00
5.00	4.00	4.00	4.00	2.00	4.00	3.00	1.00	1.00	4.00
5.00	5.00	5.00	5.00	4.00	3.00	1.00	2.00	1.00	3.00
2.00	3.00	3.00	3.00	4.00	3.00	1.00	2.00	1.00	4.00
5.00	5.00	5.00	5.00	4.00	2.00	3.00	1.00	2.00	3.00
5.00	5.00	3.00	5.00	4.00	3.00	1.00	2.00	3.00	2.00
5.00	5.00	4.00	4.00	1.00	2.00	3.00	4.00	1.00	2.00
4.00	4.00	5.00	5.00	1.00	4.00	3.00	2.00	2.00	4.00
4.00	3.00	3.00	3.00	4.00	3.00	2.00	1.00	3.00	4.00
3.00	4.00	3.00	4.00	4.00	3.00	1.00	2.00	3.00	4.00
4.00	4.00	4.00	4.00	4.00	2.00	3.00	1.00	2.00	4.00
5.00	3.00	4.00	3.00	2.00	3.00	4.00	1.00	2.00	3.00
3.00	3.00	3.00	1.00	3.00	2.00	4.00	1.00	4.00	2.00
3.00	2.00	2.00	1.00	4.00	2.00	3.00	1.00	4.00	3.00
4.00	4.00	4.00	4.00	3.00	2.00	4.00	1.00	4.00	3.00
4.00	4.00	4.00	5.00	2.00	3.00	1.00	4.00	1.00	2.00
1.00	1.00	2.00	2.00	2.00	1.00	4.00	3.00	4.00	2.00
5.00	4.00	4.00	5.00	4.00	3.00	2.00	1.00	3.00	2.00
4.00	5.00	5.00	4.00	1.00	4.00	2.00	3.00	1.00	3.00



2.00	4.00	3.00	2.00	1.00	4.00	2.00	4.00	1.00	3.00
3.00	4.00	2.00	1.00	3.00	4.00	1.00	4.00	2.00	3.00
2.00	3.00	3.00	2.00	1.00	4.00	1.00	4.00	2.00	3.00
2.00	1.00	4.00	3.00	1.00	2.00	3.00	4.00	2.00	1.00
1.00	3.00	4.00	2.00	3.00	1.00	4.00	3.00	2.00	1.00
4.00	3.00	4.00	3.00	1.00	2.00	2.00	1.00	4.00	3.00
2.00	1.00	4.00	3.00	1.00	2.00	4.00	2.00	3.00	1.00
2.00	4.00	3.00	1.00	2.00	4.00	1.00	3.00	2.00	4.00
1.00	3.00	1.00	2.00	3.00	4.00	4.00	3.00	2.00	1.00
2.00	3.00	4.00	2.00	1.00	3.00	3.00	4.00	2.00	1.00
4.00	1.00	3.00	2.00	4.00	1.00	4.00	1.00	3.00	2.00
3.00	2.00	4.00	1.00	3.00	2.00	4.00	2.00	3.00	1.00
4.00	1.00	4.00	1.00	3.00	2.00	4.00	2.00	3.00	1.00
4.00	3.00	3.00	1.00	4.00	2.00	4.00	1.00	3.00	2.00
3.00	1.00	4.00	3.00	2.00	1.00	3.00	4.00	2.00	1.00
2.00	3.00	3.00	1.00	4.00	2.00	4.00	1.00	3.00	2.00
3.00	2.00	4.00	1.00	3.00	2.00	2.00	3.00	4.00	1.00
3.00	1.00	4.00	1.00	3.00	2.00	3.00	2.00	4.00	1.00
2.00	1.00	4.00	2.00	3.00	1.00	3.00	2.00	4.00	1.00
4.00	1.00	4.00	1.00	2.00	3.00	3.00	2.00	4.00	1.00
2.00	1.00	4.00	2.00	3.00	1.00	4.00	2.00	3.00	1.00
2.00	3.00	3.00	2.00	1.00	4.00	2.00	4.00	3.00	1.00
2.00	4.00	4.00	2.00	3.00	1.00	2.00	4.00	3.00	1.00
3.00	4.00	1.00	3.00	2.00	4.00	1.00	2.00	3.00	4.00
2.00	3.00	4.00	2.00	3.00	1.00	3.00	4.00	2.00	1.00
4.00	2.00	4.00	3.00	2.00	1.00	3.00	2.00	4.00	1.00
3.00	2.00	2.00	1.00	4.00	3.00	1.00	4.00	3.00	2.00
4.00	1.00	3.00	2.00	4.00	1.00	3.00	1.00	4.00	2.00
1.00	4.00	4.00	1.00	3.00	2.00	3.00	4.00	1.00	2.00
3.00	4.00	4.00	1.00	3.00	2.00	1.00	4.00	3.00	2.00
3.00	1.00	1.00	4.00	3.00	2.00	2.00	4.00	3.00	1.00
2.00	1.00	4.00	2.00	1.00	3.00	1.00	4.00	2.00	3.00
2.00	1.00	4.00	1.00	3.00	2.00	3.00	4.00	1.00	2.00
3.00	1.00	4.00	3.00	2.00	1.00	2.00	4.00	3.00	1.00
4.00	1.00	2.00	3.00	4.00	1.00	1.00	3.00	4.00	2.00
3.00	1.00	2.00	3.00	4.00	1.00	2.00	4.00	3.00	1.00
2.00	1.00	3.00	2.00	4.00	1.00	4.00	2.00	3.00	1.00
2.00	1.00	4.00	2.00	3.00	1.00	4.00	2.00	1.00	3.00
4.00	3.00	4.00	1.00	2.00	3.00	1.00	3.00	4.00	2.00
3.00	1.00	1.00	3.00	4.00	2.00	4.00	1.00	3.00	2.00
4.00	1.00	4.00	2.00	3.00	1.00	4.00	2.00	3.00	1.00
4.00	2.00	4.00	1.00	3.00	2.00	1.00	4.00	3.00	2.00

1.00	4.00	2.00	3.00	1.00	4.00	3.00	2.00	4.00	4.00
2.00	4.00	1.00	3.00	2.00	4.00	1.00	3.00	4.00	4.00
3.00	2.00	1.00	4.00	3.00	2.00	1.00	4.00	4.00	4.00
4.00	3.00	2.00	1.00	3.00	4.00	1.00	2.00	3.00	3.00
1.00	4.00	3.00	2.00	4.00	3.00	2.00	1.00	4.00	4.00
1.00	2.00	4.00	3.00	2.00	1.00	3.00	4.00	4.00	3.00
4.00	3.00	2.00	1.00	4.00	3.00	1.00	2.00	4.00	4.00
3.00	4.00	1.00	2.00	1.00	4.00	3.00	2.00	4.00	4.00
4.00	3.00	1.00	2.00	4.00	3.00	1.00	2.00	4.00	4.00
4.00	2.00	1.00	3.00	2.00	3.00	1.00	4.00	3.00	3.00
3.00	1.00	4.00	2.00	3.00	1.00	4.00	2.00	3.00	3.00
3.00	1.00	4.00	2.00	4.00	1.00	2.00	3.00	3.00	3.00
4.00	1.00	3.00	2.00	4.00	1.00	3.00	2.00	4.00	4.00
2.00	1.00	4.00	3.00	3.00	1.00	4.00	2.00	4.00	4.00
2.00	3.00	4.00	1.00	3.00	2.00	1.00	4.00	3.00	3.00
3.00	1.00	4.00	2.00	4.00	2.00	1.00	3.00	4.00	4.00
3.00	2.00	4.00	1.00	4.00	2.00	1.00	3.00	3.00	3.00
4.00	2.00	3.00	1.00	4.00	3.00	1.00	2.00	3.00	4.00
3.00	2.00	4.00	1.00	4.00	3.00	1.00	2.00	4.00	4.00
3.00	1.00	4.00	2.00	4.00	1.00	2.00	3.00	4.00	4.00
3.00	1.00	4.00	2.00	4.00	3.00	1.00	2.00	3.00	2.00
2.00	4.00	1.00	3.00	1.00	4.00	2.00	3.00	3.00	3.00
3.00	4.00	2.00	1.00	2.00	3.00	1.00	4.00	4.00	4.00
1.00	2.00	4.00	3.00	1.00	2.00	3.00	4.00	4.00	4.00
3.00	4.00	2.00	1.00	2.00	4.00	3.00	1.00	3.00	3.00
4.00	2.00	1.00	3.00	4.00	2.00	1.00	3.00	4.00	4.00
4.00	3.00	1.00	2.00	1.00	4.00	3.00	2.00	4.00	3.00
4.00	2.00	3.00	1.00	4.00	1.00	2.00	3.00	4.00	4.00
4.00	3.00	2.00	1.00	4.00	3.00	1.00	2.00	3.00	3.00
4.00	3.00	1.00	2.00	3.00	2.00	1.00	4.00	4.00	4.00
4.00	3.00	2.00	1.00	1.00	4.00	3.00	2.00	3.00	3.00
3.00	4.00	2.00	1.00	3.00	4.00	1.00	2.00	3.00	3.00
4.00	2.00	1.00	3.00	4.00	2.00	1.00	3.00	4.00	4.00
4.00	2.00	3.00	1.00	4.00	3.00	1.00	2.00	3.00	3.00
3.00	4.00	2.00	1.00	2.00	3.00	4.00	1.00	3.00	3.00
3.00	4.00	2.00	1.00	3.00	2.00	4.00	1.00	1.00	1.00
4.00	1.00	3.00	2.00	3.00	2.00	4.00	1.00	2.00	2.00
4.00	3.00	1.00	2.00	4.00	1.00	2.00	3.00	4.00	4.00
4.00	1.00	3.00	2.00	1.00	3.00	2.00	4.00	4.00	4.00
3.00	1.00	4.00	2.00	3.00	2.00	4.00	1.00	1.00	1.00
4.00	2.00	1.00	3.00	4.00	3.00	1.00	2.00	4.00	3.00
3.00	4.00	1.00	2.00	1.00	4.00	3.00	2.00	3.00	3.00

2.00	4.00	2.00	4.38	3.00	4.13	2.00
3.00	4.00	1.83	4.63	3.00	3.88	1.83
3.00	4.75	2.50	4.75	2.67	4.25	1.33
3.00	5.00	3.50	5.00	3.50	5.00	1.50
3.00	4.63	3.00	4.88	3.33	4.13	2.17
3.00	4.00	2.00	4.00	2.17	3.75	3.17
1.00	4.50	3.33	4.25	2.83	3.63	2.17
2.00	4.63	1.67	4.25	2.83	4.25	2.17
3.00	4.25	3.00	4.13	3.17	3.63	1.50
3.00	4.38	2.83	4.00	3.17	4.38	1.50
1.00	4.13	3.17	3.38	1.50	3.88	3.83
2.00	4.75	3.50	4.50	1.17	4.25	3.00
3.00	4.88	3.83	4.50	1.33	4.38	3.17
3.00	4.38	2.83	4.38	1.00	4.38	3.83
3.00	5.00	3.33	5.00	2.67	4.50	2.50
3.00	4.25	3.67	4.25	1.33	4.00	2.50
1.00	4.88	3.00	4.63	2.50	3.88	2.83
2.00	4.25	3.50	4.38	2.50	3.63	2.67
3.00	4.63	3.67	4.13	2.33	3.88	2.83
3.00	4.50	3.33	4.25	1.50	3.75	3.00
3.00	4.25	3.83	3.63	2.33	3.25	2.33
1.00	4.50	1.67	5.00	3.67	4.63	1.83
2.00	4.88	2.17	5.00	3.17	4.38	2.17
3.00	3.75	1.17	3.88	2.00	2.75	3.00
3.00	3.88	2.50	4.50	3.67	3.00	2.50
1.00	5.00	3.33	5.00	2.50	5.00	2.17
2.00	3.25	2.17	3.38	3.17	2.63	2.50
3.00	5.00	3.33	4.75	1.83	5.00	3.33
3.00	4.00	3.67	4.75	2.67	3.25	1.50
3.00	4.25	2.33	4.75	2.33	3.50	2.33
1.00	4.50	1.83	4.88	3.83	5.00	2.83
2.00	3.38	3.00	3.75	3.50	2.75	1.67
3.00	3.50	3.67	4.13	2.67	2.75	1.50
3.00	3.75	3.33	4.13	3.00	3.50	2.50
3.00	3.63	2.00	3.88	3.17	3.63	3.67
3.00	2.38	2.83	2.88	2.83	2.50	3.33
1.00	3.00	3.67	2.00	2.00	2.38	3.17
2.00	3.88	3.83	4.00	2.17	3.88	2.17
3.00	4.50	2.17	4.50	2.17	4.25	2.67
3.00	2.63	2.83	1.50	1.67	2.63	3.67
1.00	4.50	3.83	4.38	2.33	4.00	2.33
2.00	4.00	1.83	4.25	3.33	4.13	2.67

4.50	3.00	3.00	3.69	3.06	3.75
4.25	3.33	2.92	3.81	2.85	3.79
4.88	3.50	3.63	3.71	2.79	4.19
5.00	1.50	4.25	4.25	3.25	3.25
4.50	1.50	3.81	4.10	3.15	3.00
4.13	2.67	3.00	3.08	3.46	3.40
4.00	1.67	3.92	3.54	2.90	2.83
3.75	3.33	3.15	3.54	3.21	3.54
3.63	2.33	3.63	3.65	2.56	2.98
4.13	2.50	3.60	3.58	2.94	3.31
3.13	1.50	3.65	2.44	3.85	2.31
4.25	2.33	4.13	2.83	3.63	3.29
4.38	1.67	4.35	2.92	3.77	3.02
3.88	2.33	3.60	2.69	4.10	3.10
4.75	1.50	4.17	3.83	3.50	3.13
4.63	2.50	3.96	2.79	3.25	3.56
3.88	1.67	3.94	3.56	3.35	2.77
3.50	1.33	3.88	3.44	3.15	2.42
3.88	1.17	4.15	3.23	3.35	2.52
4.00	2.17	3.92	2.88	3.38	3.08
3.25	1.50	4.04	2.98	2.79	2.38
4.63	2.83	3.08	4.33	3.23	3.73
4.50	2.50	3.52	4.08	3.27	3.50
2.63	3.83	2.46	2.94	2.88	3.23
3.38	1.33	3.19	4.08	2.75	2.35
5.00	2.00	4.17	3.75	3.58	3.50
2.75	2.17	2.71	3.27	2.56	2.46
4.88	1.50	4.17	3.29	4.17	3.19
4.13	2.17	3.83	3.71	2.38	3.15
3.88	3.00	3.29	3.54	2.92	3.44
4.75	1.50	3.17	4.35	3.92	3.13
2.75	1.83	3.19	3.63	2.21	2.29
3.38	2.17	3.58	3.40	2.13	2.77
3.38	1.17	3.54	3.56	3.00	2.27
3.38	1.17	2.81	3.52	3.65	2.27
1.38	1.00	2.60	2.85	2.92	1.19
1.75	1.17	3.33	2.00	2.77	1.46
3.88	1.83	3.85	3.08	3.02	2.85
4.50	3.00	3.33	3.33	3.46	3.75
1.88	1.83	2.73	1.58	3.15	1.85
4.13	1.50	4.17	3.35	3.17	2.81
4.00	2.17	2.92	3.79	3.40	3.08

137.00	16.00
137.00	16.00
137.00	16.00
137.00	9.00
137.00	16.00
137.00	12.00
138.00	16.00
138.00	16.00
138.00	16.00
138.00	9.00
139.00	9.00
139.00	9.00
139.00	16.00
139.00	16.00
139.00	9.00
139.00	16.00
140.00	9.00
140.00	12.00
140.00	16.00
140.00	16.00
140.00	6.00
141.00	9.00
141.00	16.00
141.00	16.00
141.00	9.00
142.00	16.00
142.00	12.00
142.00	16.00
142.00	9.00
142.00	16.00
143.00	9.00
143.00	9.00
143.00	16.00
143.00	9.00
143.00	9.00
143.00	1.00
144.00	4.00
144.00	16.00
144.00	16.00
144.00	1.00
145.00	12.00
145.00	9.00

145.00	2.00	5.00	4.00	3.00	4.00	5.00	4.00	5.00	3.00
145.00	3.00	4.00	5.00	4.00	2.00	4.00	4.00	5.00	1.00
145.00	4.00	5.00	3.00	2.00	3.00	5.00	1.00	4.00	2.00
146.00	.00	4.00	4.00	2.00	2.00	3.00	4.00	1.00	1.00
146.00	1.00	4.00	4.00	4.00	5.00	4.00	4.00	3.00	3.00
146.00	2.00	4.00	3.00	3.00	3.00	2.00	2.00	3.00	3.00
146.00	3.00	4.00	5.00	4.00	4.00	5.00	5.00	4.00	4.00
147.00	.00	5.00	5.00	3.00	4.00	3.00	5.00	3.00	4.00
147.00	1.00	4.00	4.00	4.00	4.00	3.00	4.00	3.00	3.00
147.00	2.00	5.00	5.00	4.00	5.00	5.00	4.00	4.00	5.00
147.00	3.00	5.00	5.00	4.00	4.00	4.00	4.00	3.00	3.00
147.00	4.00	5.00	5.00	5.00	5.00	5.00	5.00	5.00	4.00
148.00	.00	5.00	5.00	3.00	4.00	4.00	5.00	4.00	4.00
148.00	1.00	4.00	4.00	4.00	4.00	4.00	5.00	3.00	4.00
148.00	2.00	5.00	5.00	4.00	5.00	5.00	5.00	4.00	4.00
148.00	3.00	4.00	5.00	3.00	4.00	4.00	4.00	2.00	5.00
148.00	4.00	5.00	5.00	5.00	5.00	4.00	5.00	4.00	5.00
149.00	.00	5.00	5.00	5.00	4.00	5.00	5.00	4.00	4.00
149.00	1.00	5.00	5.00	4.00	4.00	4.00	4.00	3.00	2.00
149.00	2.00	5.00	5.00	4.00	4.00	4.00	4.00	4.00	4.00
149.00	3.00	4.00	3.00	3.00	3.00	4.00	3.00	4.00	3.00
149.00	4.00	4.00	4.00	3.00	3.00	3.00	4.00	3.00	3.00
149.00	5.00	4.00	4.00	4.00	4.00	4.00	3.00	4.00	3.00
150.00	.00	5.00	5.00	4.00	5.00	4.00	5.00	3.00	4.00
150.00	1.00	4.00	5.00	4.00	4.00	4.00	4.00	3.00	2.00
150.00	2.00	4.00	5.00	4.00	4.00	4.00	4.00	3.00	4.00
150.00	3.00	5.00	5.00	3.00	3.00	4.00	5.00	3.00	3.00
150.00	4.00	4.00	4.00	3.00	3.00	4.00	3.00	3.00	3.00
150.00	5.00	5.00	5.00	4.00	4.00	4.00	4.00	5.00	4.00
150.00	6.00	4.00	5.00	5.00	5.00	5.00	5.00	4.00	4.00
151.00	.00	4.00	4.00	3.00	3.00	4.00	5.00	2.00	2.00
151.00	1.00	4.00	4.00	4.00	3.00	4.00	4.00	4.00	2.00
151.00	2.00	5.00	4.00	4.00	4.00	4.00	3.00	4.00	3.00
151.00	3.00	4.00	4.00	5.00	5.00	4.00	4.00	4.00	4.00
151.00	4.00	4.00	5.00	5.00	4.00	4.00	5.00	3.00	2.00
151.00	5.00	4.00	5.00	4.00	3.00	4.00	4.00	4.00	2.00
152.00	.00	4.00	5.00	3.00	4.00	4.00	4.00	3.00	2.00
152.00	1.00	5.00	5.00	4.00	4.00	5.00	5.00	4.00	4.00
152.00	2.00	4.00	5.00	4.00	5.00	3.00	5.00	5.00	3.00
152.00	3.00	4.00	5.00	3.00	3.00	4.00	3.00	3.00	2.00
152.00	4.00	4.00	4.00	4.00	4.00	5.00	5.00	4.00	4.00
152.00	5.00	5.00	5.00	4.00	5.00	5.00	5.00	3.00	3.00

5.00	4.00	4.00	3.00	1.00	4.00	5.00	3.00	5.00	4.00
4.00	4.00	3.00	2.00	4.00	3.00	3.00	3.00	5.00	4.00
4.00	3.00	3.00	2.00	4.00	2.00	4.00	3.00	5.00	3.00
3.00	4.00	2.00	2.00	2.00	2.00	1.00	2.00	3.00	3.00
4.00	4.00	3.00	4.00	4.00	5.00	4.00	3.00	4.00	4.00
4.00	3.00	3.00	3.00	3.00	5.00	2.00	3.00	3.00	3.00
4.00	5.00	3.00	4.00	4.00	5.00	4.00	3.00	5.00	5.00
5.00	5.00	4.00	4.00	3.00	3.00	5.00	4.00	4.00	5.00
4.00	4.00	4.00	4.00	4.00	4.00	3.00	3.00	4.00	4.00
5.00	5.00	4.00	5.00	5.00	5.00	3.00	4.00	4.00	5.00
4.00	5.00	4.00	4.00	4.00	4.00	3.00	4.00	4.00	5.00
5.00	5.00	5.00	5.00	4.00	5.00	5.00	4.00	5.00	5.00
5.00	5.00	4.00	5.00	4.00	5.00	3.00	4.00	5.00	5.00
4.00	4.00	3.00	3.00	4.00	4.00	4.00	3.00	4.00	4.00
5.00	5.00	3.00	5.00	5.00	5.00	3.00	4.00	5.00	5.00
4.00	5.00	2.00	3.00	3.00	4.00	3.00	3.00	4.00	5.00
5.00	5.00	4.00	5.00	4.00	4.00	4.00	4.00	4.00	5.00
5.00	5.00	4.00	4.00	5.00	5.00	5.00	5.00	4.00	4.00
5.00	5.00	4.00	4.00	5.00	5.00	4.00	4.00	4.00	4.00
4.00	4.00	4.00	4.00	4.00	5.00	4.00	3.00	4.00	4.00
3.00	4.00	4.00	4.00	3.00	3.00	4.00	3.00	4.00	4.00
4.00	3.00	3.00	4.00	4.00	4.00	4.00	3.00	4.00	4.00
4.00	3.00	3.00	3.00	4.00	4.00	4.00	4.00	4.00	4.00
5.00	5.00	4.00	5.00	4.00	4.00	3.00	4.00	5.00	5.00
5.00	4.00	4.00	4.00	3.00	5.00	4.00	3.00	5.00	4.00
5.00	5.00	4.00	4.00	4.00	5.00	4.00	4.00	4.00	5.00
5.00	5.00	3.00	3.00	4.00	5.00	4.00	3.00	4.00	5.00
4.00	3.00	3.00	3.00	4.00	4.00	3.00	3.00	4.00	3.00
4.00	5.00	4.00	4.00	4.00	4.00	4.00	4.00	4.00	4.00
4.00	5.00	4.00	5.00	5.00	5.00	5.00	4.00	4.00	5.00
4.00	4.00	3.00	3.00	4.00	4.00	4.00	3.00	4.00	4.00
4.00	3.00	3.00	3.00	4.00	4.00	3.00	3.00	4.00	4.00
5.00	4.00	3.00	4.00	4.00	3.00	4.00	3.00	4.00	4.00
5.00	3.00	3.00	3.00	4.00	4.00	4.00	3.00	4.00	3.00
4.00	4.00	4.00	4.00	4.00	5.00	4.00	3.00	4.00	5.00
4.00	4.00	3.00	2.00	4.00	4.00	3.00	4.00	4.00	4.00
4.00	5.00	3.00	3.00	4.00	4.00	2.00	2.00	4.00	5.00
5.00	5.00	4.00	4.00	5.00	5.00	4.00	4.00	5.00	4.00
5.00	5.00	3.00	4.00	5.00	4.00	4.00	3.00	5.00	5.00
3.00	4.00	3.00	3.00	4.00	4.00	3.00	3.00	3.00	4.00
4.00	4.00	3.00	4.00	4.00	4.00	4.00	4.00	4.00	4.00
5.00	5.00	2.00	3.00	5.00	5.00	5.00	3.00	5.00	5.00

4.00	5.00	1.00	5.00	5.00	3.00	5.00	4.00	4.00	4.00
4.00	5.00	3.00	4.00	4.00	3.00	5.00	5.00	3.00	4.00
3.00	3.00	4.00	2.00	3.00	3.00	5.00	3.00	2.00	2.00
1.00	2.00	3.00	3.00	2.00	2.00	1.00	3.00	1.00	3.00
4.00	4.00	3.00	5.00	3.00	4.00	4.00	5.00	4.00	4.00
3.00	3.00	3.00	2.00	2.00	3.00	3.00	3.00	3.00	3.00
4.00	4.00	4.00	5.00	5.00	4.00	4.00	5.00	4.00	5.00
4.00	4.00	4.00	4.00	4.00	4.00	3.00	4.00	3.00	4.00
4.00	4.00	3.00	4.00	1.00	4.00	3.00	4.00	4.00	4.00
4.00	4.00	4.00	5.00	4.00	4.00	5.00	5.00	5.00	5.00
5.00	5.00	4.00	4.00	3.00	5.00	4.00	5.00	4.00	4.00
4.00	4.00	4.00	4.00	2.00	5.00	4.00	4.00	3.00	4.00
3.00	4.00	4.00	5.00	4.00	3.00	3.00	5.00	4.00	5.00
4.00	4.00	4.00	5.00	4.00	3.00	4.00	4.00	4.00	4.00
4.00	5.00	5.00	5.00	4.00	5.00	4.00	5.00	5.00	5.00
2.00	3.00	3.00	4.00	2.00	3.00	4.00	5.00	3.00	3.00
4.00	4.00	4.00	5.00	4.00	4.00	4.00	5.00	4.00	5.00
4.00	5.00	5.00	5.00	4.00	4.00	4.00	5.00	4.00	5.00
5.00	5.00	4.00	5.00	3.00	4.00	3.00	4.00	4.00	4.00
4.00	4.00	4.00	5.00	4.00	3.00	3.00	4.00	4.00	4.00
4.00	4.00	4.00	3.00	3.00	3.00	3.00	4.00	4.00	3.00
4.00	4.00	4.00	3.00	4.00	4.00	4.00	4.00	3.00	3.00
4.00	4.00	4.00	4.00	3.00	4.00	5.00	4.00	4.00	4.00
3.00	4.00	3.00	5.00	4.00	4.00	4.00	5.00	4.00	5.00
4.00	4.00	4.00	4.00	3.00	4.00	5.00	4.00	4.00	5.00
4.00	4.00	3.00	5.00	4.00	4.00	4.00	5.00	4.00	4.00
4.00	4.00	3.00	5.00	4.00	4.00	5.00	5.00	4.00	4.00
3.00	3.00	4.00	3.00	3.00	3.00	4.00	4.00	3.00	4.00
5.00	4.00	3.00	4.00	5.00	3.00	3.00	4.00	5.00	4.00
4.00	4.00	3.00	5.00	4.00	4.00	4.00	5.00	4.00	5.00
3.00	3.00	3.00	5.00	5.00	3.00	3.00	3.00	4.00	3.00
3.00	3.00	3.00	4.00	4.00	3.00	4.00	4.00	3.00	3.00
4.00	4.00	4.00	3.00	3.00	4.00	4.00	4.00	3.00	4.00
4.00	4.00	4.00	3.00	4.00	3.00	4.00	4.00	4.00	4.00
4.00	4.00	4.00	5.00	4.00	4.00	4.00	4.00	3.00	3.00
3.00	3.00	4.00	5.00	4.00	4.00	4.00	3.00	3.00	3.00
3.00	3.00	4.00	5.00	2.00	3.00	5.00	5.00	3.00	3.00
4.00	5.00	5.00	5.00	4.00	4.00	5.00	5.00	4.00	5.00
4.00	4.00	5.00	5.00	4.00	5.00	4.00	5.00	5.00	4.00
2.00	3.00	4.00	3.00	3.00	1.00	3.00	4.00	3.00	3.00
4.00	4.00	4.00	4.00	4.00	4.00	5.00	5.00	4.00	4.00
3.00	4.00	5.00	5.00	5.00	2.00	5.00	5.00	3.00	4.00



5.00	5.00	5.00	5.00	4.00	2.00	3.00	1.00	4.00	2.00
5.00	5.00	4.00	3.00	4.00	2.00	3.00	1.00	2.00	4.00
4.00	5.00	4.00	2.00	4.00	1.00	3.00	2.00	4.00	1.00
4.00	3.00	2.00	1.00	4.00	3.00	1.00	2.00	4.00	3.00
5.00	4.00	4.00	3.00	3.00	4.00	1.00	2.00	2.00	4.00
3.00	3.00	3.00	3.00	2.00	4.00	3.00	1.00	1.00	4.00
5.00	5.00	4.00	5.00	4.00	3.00	1.00	2.00	1.00	4.00
4.00	4.00	4.00	5.00	3.00	4.00	2.00	1.00	1.00	4.00
4.00	4.00	3.00	4.00	2.00	4.00	1.00	3.00	1.00	4.00
5.00	5.00	4.00	5.00	3.00	4.00	1.00	2.00	2.00	4.00
5.00	5.00	4.00	5.00	4.00	3.00	1.00	2.00	3.00	2.00
3.00	3.00	4.00	4.00	3.00	4.00	1.00	2.00	1.00	4.00
5.00	3.00	4.00	5.00	1.00	4.00	2.00	3.00	1.00	4.00
4.00	4.00	4.00	4.00	1.00	4.00	2.00	3.00	2.00	4.00
5.00	5.00	5.00	5.00	2.00	4.00	1.00	3.00	2.00	4.00
5.00	4.00	3.00	2.00	3.00	4.00	1.00	2.00	3.00	4.00
5.00	4.00	4.00	5.00	3.00	4.00	2.00	1.00	1.00	4.00
5.00	4.00	4.00	4.00	4.00	2.00	3.00	1.00	3.00	1.00
5.00	4.00	4.00	4.00	4.00	3.00	1.00	2.00	1.00	4.00
4.00	4.00	4.00	4.00	4.00	3.00	2.00	1.00	1.00	2.00
4.00	3.00	4.00	4.00	4.00	2.00	3.00	1.00	2.00	3.00
4.00	4.00	4.00	4.00	4.00	2.00	3.00	1.00	4.00	1.00
4.00	4.00	4.00	4.00	4.00	3.00	1.00	2.00	4.00	3.00
5.00	3.00	4.00	5.00	4.00	3.00	1.00	2.00	3.00	4.00
4.00	3.00	4.00	4.00	2.00	4.00	1.00	3.00	2.00	4.00
4.00	4.00	4.00	4.00	4.00	3.00	1.00	2.00	4.00	3.00
5.00	4.00	3.00	3.00	3.00	4.00	2.00	1.00	4.00	3.00
4.00	5.00	3.00	3.00	4.00	1.00	3.00	2.00	4.00	2.00
3.00	3.00	4.00	4.00	2.00	3.00	4.00	1.00	1.00	3.00
3.00	3.00	4.00	4.00	2.00	4.00	1.00	3.00	1.00	4.00
2.00	5.00	5.00	4.00	4.00	3.00	2.00	1.00	3.00	4.00
4.00	3.00	3.00	3.00	3.00	2.00	4.00	1.00	1.00	3.00
4.00	4.00	4.00	4.00	4.00	2.00	3.00	1.00	4.00	3.00
4.00	4.00	3.00	4.00	4.00	2.00	3.00	1.00	1.00	2.00
5.00	5.00	3.00	5.00	4.00	3.00	2.00	1.00	2.00	3.00
4.00	5.00	3.00	4.00	4.00	2.00	3.00	1.00	4.00	2.00
4.00	3.00	3.00	4.00	4.00	3.00	1.00	2.00	3.00	4.00
5.00	4.00	4.00	5.00	3.00	4.00	1.00	2.00	2.00	4.00
5.00	5.00	4.00	5.00	4.00	3.00	2.00	1.00	4.00	3.00
4.00	3.00	4.00	4.00	3.00	4.00	1.00	2.00	3.00	2.00
5.00	5.00	4.00	5.00	4.00	3.00	2.00	1.00	4.00	3.00
5.00	5.00	5.00	5.00	2.00	4.00	3.00	1.00	2.00	4.00

3.00	1.00	4.00	2.00	3.00	1.00	4.00	2.00	3.00	1.00
3.00	1.00	4.00	2.00	3.00	1.00	2.00	3.00	4.00	1.00
3.00	2.00	4.00	2.00	3.00	1.00	4.00	2.00	3.00	1.00
2.00	1.00	4.00	3.00	2.00	1.00	3.00	4.00	2.00	1.00
3.00	1.00	4.00	3.00	1.00	2.00	2.00	3.00	4.00	1.00
3.00	2.00	3.00	1.00	4.00	2.00	2.00	4.00	1.00	3.00
2.00	3.00	4.00	2.00	3.00	1.00	1.00	4.00	3.00	2.00
2.00	3.00	3.00	4.00	1.00	2.00	2.00	4.00	3.00	1.00
2.00	3.00	1.00	4.00	2.00	3.00	1.00	4.00	3.00	2.00
1.00	3.00	3.00	1.00	2.00	4.00	3.00	2.00	1.00	4.00
1.00	4.00	3.00	2.00	1.00	4.00	3.00	4.00	2.00	1.00
2.00	3.00	4.00	2.00	1.00	3.00	2.00	3.00	4.00	1.00
2.00	3.00	1.00	3.00	2.00	4.00	1.00	4.00	2.00	3.00
3.00	1.00	3.00	2.00	4.00	1.00	2.00	4.00	1.00	3.00
1.00	3.00	4.00	1.00	3.00	2.00	3.00	4.00	2.00	1.00
2.00	1.00	4.00	2.00	1.00	3.00	2.00	4.00	1.00	3.00
2.00	3.00	4.00	1.00	3.00	2.00	1.00	4.00	3.00	2.00
4.00	2.00	1.00	4.00	2.00	3.00	1.00	3.00	2.00	4.00
2.00	3.00	4.00	1.00	3.00	2.00	2.00	4.00	3.00	1.00
4.00	3.00	4.00	3.00	2.00	1.00	2.00	4.00	3.00	1.00
4.00	1.00	4.00	2.00	3.00	1.00	2.00	3.00	4.00	1.00
3.00	2.00	3.00	2.00	4.00	1.00	4.00	2.00	3.00	1.00
2.00	1.00	4.00	1.00	3.00	2.00	4.00	2.00	3.00	1.00
1.00	2.00	3.00	2.00	1.00	4.00	3.00	4.00	1.00	2.00
1.00	3.00	4.00	2.00	1.00	3.00	4.00	3.00	2.00	1.00
1.00	2.00	4.00	1.00	3.00	2.00	3.00	4.00	2.00	1.00
1.00	2.00	4.00	3.00	2.00	1.00	3.00	4.00	1.00	2.00
3.00	1.00	4.00	2.00	3.00	1.00	4.00	2.00	3.00	1.00
4.00	2.00	3.00	1.00	4.00	2.00	1.00	4.00	3.00	2.00
2.00	3.00	2.00	4.00	1.00	3.00	1.00	4.00	2.00	3.00
1.00	2.00	3.00	2.00	4.00	1.00	2.00	3.00	4.00	1.00
4.00	2.00	3.00	2.00	4.00	1.00	3.00	2.00	4.00	1.00
1.00	2.00	3.00	1.00	4.00	2.00	4.00	2.00	3.00	1.00
3.00	4.00	2.00	4.00	3.00	1.00	3.00	4.00	2.00	1.00
4.00	1.00	4.00	3.00	2.00	1.00	3.00	4.00	2.00	1.00
3.00	1.00	4.00	2.00	3.00	1.00	4.00	3.00	2.00	1.00
1.00	2.00	4.00	3.00	2.00	1.00	3.00	4.00	2.00	1.00
3.00	1.00	4.00	2.00	3.00	1.00	3.00	4.00	2.00	1.00
2.00	1.00	4.00	2.00	3.00	1.00	3.00	4.00	2.00	1.00
1.00	4.00	4.00	2.00	1.00	3.00	3.00	4.00	2.00	1.00
2.00	1.00	4.00	2.00	3.00	1.00	4.00	3.00	2.00	1.00
3.00	1.00	4.00	2.00	3.00	1.00	4.00	3.00	2.00	1.00

4.00	3.00	2.00	1.00	4.00	1.00	3.00	2.00	4.00	3.00
4.00	2.00	3.00	1.00	4.00	2.00	3.00	1.00	4.00	4.00
4.00	1.00	3.00	2.00	4.00	1.00	3.00	2.00	3.00	2.00
3.00	2.00	4.00	1.00	4.00	3.00	1.00	2.00	1.00	1.00
4.00	3.00	1.00	2.00	3.00	2.00	1.00	4.00	3.00	3.00
3.00	2.00	1.00	4.00	1.00	4.00	3.00	2.00	3.00	3.00
4.00	3.00	1.00	2.00	3.00	4.00	1.00	2.00	3.00	3.00
3.00	4.00	1.00	2.00	2.00	3.00	1.00	4.00	4.00	4.00
2.00	4.00	1.00	3.00	2.00	4.00	1.00	3.00	3.00	4.00
4.00	3.00	1.00	2.00	2.00	4.00	1.00	3.00	3.00	4.00
3.00	4.00	1.00	2.00	2.00	3.00	1.00	4.00	3.00	4.00
2.00	3.00	4.00	1.00	2.00	4.00	1.00	3.00	4.00	4.00
2.00	4.00	3.00	1.00	1.00	4.00	2.00	3.00	4.00	4.00
3.00	4.00	1.00	2.00	3.00	4.00	2.00	1.00	3.00	3.00
3.00	4.00	1.00	2.00	3.00	4.00	1.00	2.00	4.00	4.00
3.00	4.00	1.00	2.00	3.00	4.00	1.00	2.00	3.00	3.00
3.00	4.00	1.00	2.00	3.00	4.00	1.00	2.00	4.00	4.00
1.00	3.00	4.00	2.00	1.00	4.00	3.00	2.00	4.00	4.00
4.00	3.00	1.00	2.00	4.00	3.00	1.00	2.00	3.00	4.00
4.00	1.00	3.00	2.00	4.00	3.00	1.00	2.00	3.00	4.00
3.00	2.00	4.00	1.00	2.00	4.00	3.00	1.00	4.00	4.00
4.00	2.00	3.00	1.00	4.00	2.00	3.00	1.00	3.00	3.00
4.00	1.00	3.00	2.00	4.00	2.00	1.00	3.00	3.00	2.00
4.00	3.00	1.00	2.00	3.00	4.00	1.00	2.00	4.00	4.00
4.00	3.00	2.00	1.00	4.00	3.00	2.00	1.00	4.00	3.00
4.00	3.00	1.00	2.00	3.00	4.00	1.00	2.00	4.00	4.00
3.00	4.00	1.00	2.00	3.00	4.00	2.00	1.00	3.00	3.00
4.00	2.00	1.00	3.00	4.00	1.00	2.00	3.00	3.00	2.00
2.00	4.00	1.00	3.00	1.00	3.00	4.00	2.00	4.00	4.00
3.00	4.00	1.00	2.00	2.00	4.00	1.00	3.00	4.00	4.00
3.00	4.00	1.00	2.00	4.00	3.00	2.00	1.00	2.00	3.00
3.00	2.00	4.00	1.00	3.00	1.00	4.00	2.00	4.00	4.00
4.00	3.00	1.00	2.00	4.00	3.00	1.00	2.00	4.00	4.00
2.00	4.00	3.00	1.00	3.00	4.00	2.00	1.00	3.00	3.00
4.00	3.00	2.00	1.00	4.00	3.00	2.00	1.00	4.00	4.00
4.00	3.00	1.00	2.00	3.00	2.00	4.00	1.00	4.00	4.00
3.00	4.00	2.00	1.00	3.00	4.00	2.00	1.00	3.00	3.00
4.00	2.00	1.00	3.00	4.00	1.00	2.00	3.00	3.00	4.00
3.00	4.00	2.00	1.00	3.00	4.00	1.00	2.00	4.00	4.00
4.00	3.00	2.00	1.00	3.00	4.00	1.00	2.00	3.00	3.00
4.00	3.00	2.00	1.00	4.00	3.00	2.00	1.00	3.00	3.00
3.00	4.00	2.00	1.00	1.00	4.00	3.00	2.00	3.00	3.00

3.00	4.00	4.00	4.25	2.00	4.38	2.83
3.00	4.25	3.33	4.25	2.50	3.75	3.17
3.00	4.50	4.00	2.75	1.33	3.13	3.00
1.00	2.88	3.67	3.25	3.00	1.50	2.00
2.00	4.00	3.00	4.38	3.17	3.63	1.83
3.00	3.13	2.00	3.00	3.17	2.75	2.50
3.00	4.38	2.83	5.00	3.33	4.00	1.83
1.00	3.88	2.33	4.38	3.83	3.75	1.67
2.00	3.63	1.50	4.00	4.00	3.25	1.67
3.00	4.75	2.83	4.88	3.00	4.00	1.17
3.00	4.25	3.00	4.63	3.00	3.75	1.17
3.00	4.38	2.33	4.50	3.33	4.13	2.17
1.00	4.38	1.17	4.75	3.83	3.63	2.17
2.00	4.00	2.33	4.25	3.67	3.75	2.17
3.00	4.88	2.83	5.00	3.50	4.00	1.50
3.00	3.88	3.00	4.50	3.67	2.50	1.17
3.00	4.38	2.50	4.75	3.50	4.13	2.00
1.00	4.75	1.83	4.75	2.83	4.25	3.00
2.00	4.38	3.17	4.50	3.00	3.88	1.83
3.00	4.00	3.17	4.38	2.67	4.00	2.50
3.00	3.63	2.83	3.38	2.67	3.75	3.50
3.00	3.88	3.83	3.75	1.83	3.50	3.17
3.00	4.13	4.00	3.75	2.00	3.75	2.17
1.00	4.38	3.33	4.63	3.33	3.63	1.00
2.00	4.25	3.33	4.13	3.17	3.75	1.50
3.00	4.00	3.67	4.75	3.00	3.88	1.50
3.00	4.38	3.33	4.88	3.67	3.50	1.50
3.00	4.00	4.00	3.63	1.67	3.00	2.50
3.00	3.75	1.67	4.13	3.00	4.50	3.33
3.00	4.00	1.83	4.75	4.00	4.25	1.33
1.00	3.50	3.17	4.25	3.17	3.63	2.33
2.00	3.88	2.67	3.75	2.00	3.38	4.00
3.00	4.25	3.83	3.63	2.33	3.63	2.17
3.00	4.13	2.50	3.63	3.33	3.88	2.67
3.00	4.13	3.50	4.75	3.17	3.75	2.33
3.00	4.00	3.83	4.25	2.33	3.38	2.67
1.00	4.13	3.33	4.50	3.67	2.75	1.67
2.00	5.00	3.33	4.75	2.83	4.00	2.00
3.00	4.50	3.50	4.88	3.33	4.13	2.00
3.00	3.63	3.33	3.75	3.17	3.00	1.33
3.00	4.38	4.00	4.38	2.83	3.88	2.17
3.00	5.00	2.67	5.00	3.50	3.75	2.67

3.75	1.17	4.00	3.13	3.60	2.46
2.88	1.00	3.79	3.38	3.46	1.94
2.50	1.67	4.25	2.04	3.06	2.08
1.88	1.33	3.27	3.13	1.75	1.60
3.75	2.00	3.50	3.77	2.73	2.88
3.00	2.33	2.56	3.08	2.63	2.67
4.13	2.00	3.60	4.17	2.92	3.06
4.13	2.17	3.10	4.10	2.71	3.15
3.75	2.83	2.56	4.00	2.46	3.29
4.63	3.00	3.79	3.94	2.58	3.81
4.25	2.83	3.63	3.81	2.46	3.54
4.38	2.17	3.35	3.92	3.15	3.27
4.25	2.83	2.77	4.29	2.90	3.54
3.63	1.83	3.17	3.96	2.96	2.73
4.75	2.17	3.85	4.25	2.75	3.46
3.25	2.17	3.44	4.08	1.83	2.71
4.63	2.00	3.44	4.13	3.06	3.31
4.38	2.33	3.29	3.79	3.63	3.35
3.88	2.00	3.77	3.75	2.85	2.94
3.75	1.67	3.58	3.52	3.25	2.71
3.38	1.00	3.23	3.02	3.63	2.19
3.50	1.17	3.85	2.79	3.33	2.33
3.75	1.83	4.06	2.88	2.96	2.79
4.50	2.33	3.85	3.98	2.31	3.42
3.75	2.00	3.79	3.65	2.63	2.88
4.00	1.83	3.83	3.88	2.69	2.92
3.38	1.50	3.85	4.27	2.50	2.44
3.13	1.83	4.00	2.65	2.75	2.48
3.88	2.00	2.71	3.56	3.92	2.94
4.38	2.83	2.92	4.38	2.79	3.60
3.00	1.33	3.33	3.71	2.98	2.17
2.88	1.33	3.27	2.88	3.69	2.10
3.75	1.67	4.04	2.98	2.90	2.71
3.75	1.50	3.31	3.48	3.27	2.63
3.63	1.00	3.81	3.96	3.04	2.31
3.13	1.17	3.92	3.29	3.02	2.15
3.00	1.33	3.73	4.08	2.21	2.17
4.38	1.83	4.17	3.79	3.00	3.10
4.13	1.17	4.00	4.10	3.06	2.65
2.75	2.17	3.48	3.46	2.17	2.46
4.13	1.00	4.19	3.60	3.02	2.56
3.63	1.17	3.83	4.25	3.21	2.40

145.00	12.00
145.00	16.00
145.00	6.00
146.00	1.00
146.00	9.00
146.00	9.00
146.00	9.00
147.00	16.00
147.00	12.00
147.00	12.00
147.00	12.00
147.00	16.00
148.00	16.00
148.00	9.00
148.00	16.00
148.00	9.00
148.00	16.00
149.00	16.00
149.00	12.00
149.00	12.00
149.00	16.00
149.00	9.00
149.00	6.00
150.00	16.00
150.00	12.00
150.00	16.00
150.00	9.00
150.00	6.00
150.00	16.00
150.00	16.00
151.00	6.00
151.00	16.00
151.00	16.00
151.00	9.00
151.00	16.00
151.00	16.00
152.00	9.00
152.00	12.00
152.00	16.00
152.00	9.00
152.00	9.00
152.00	9.00

153.00	.00	5.00	5.00	4.00	3.00	3.00	5.00	4.00	4.00
153.00	1.00	4.00	4.00	3.00	3.00	3.00	4.00	2.00	2.00
153.00	2.00	5.00	5.00	3.00	4.00	5.00	5.00	5.00	5.00
153.00	3.00	4.00	5.00	3.00	5.00	4.00	4.00	4.00	3.00
153.00	4.00	5.00	4.00	4.00	3.00	3.00	5.00	4.00	3.00
153.00	5.00	5.00	5.00	2.00	4.00	4.00	5.00	4.00	3.00
154.00	.00	4.00	5.00	5.00	5.00	4.00	5.00	4.00	5.00
154.00	1.00	4.00	3.00	4.00	3.00	3.00	3.00	4.00	2.00
154.00	2.00	5.00	5.00	4.00	5.00	5.00	5.00	5.00	5.00
154.00	3.00	5.00	4.00	5.00	5.00	5.00	5.00	5.00	4.00
154.00	4.00	5.00	5.00	5.00	5.00	5.00	3.00	5.00	5.00
154.00	5.00	5.00	4.00	4.00	3.00	4.00	4.00	4.00	3.00
155.00	.00	4.00	4.00	2.00	5.00	3.00	5.00	2.00	3.00
155.00	1.00	5.00	5.00	3.00	2.00	5.00	5.00	3.00	2.00
155.00	2.00	4.00	3.00	2.00	2.00	2.00	2.00	1.00	2.00
155.00	3.00	4.00	5.00	4.00	4.00	4.00	4.00	2.00	2.00
156.00	.00	4.00	3.00	3.00	2.00	3.00	3.00	3.00	2.00
156.00	1.00	5.00	4.00	4.00	4.00	5.00	4.00	4.00	3.00
156.00	2.00	5.00	5.00	4.00	4.00	5.00	4.00	4.00	5.00
156.00	3.00	5.00	4.00	5.00	5.00	5.00	5.00	4.00	2.00

4.00	5.00	4.00	4.00	3.00	5.00	3.00	3.00	4.00	5.00
3.00	4.00	3.00	3.00	3.00	2.00	2.00	2.00	3.00	3.00
4.00	4.00	3.00	4.00	4.00	4.00	4.00	4.00	5.00	5.00
4.00	5.00	2.00	3.00	4.00	5.00	4.00	3.00	5.00	5.00
5.00	5.00	3.00	4.00	5.00	5.00	5.00	4.00	5.00	4.00
5.00	5.00	2.00	5.00	5.00	5.00	4.00	4.00	5.00	5.00
4.00	4.00	4.00	4.00	5.00	4.00	5.00	5.00	4.00	5.00
4.00	3.00	4.00	3.00	3.00	3.00	4.00	3.00	4.00	3.00
5.00	4.00	3.00	5.00	5.00	5.00	5.00	4.00	5.00	5.00
5.00	4.00	3.00	5.00	5.00	5.00	5.00	4.00	5.00	5.00
5.00	4.00	5.00	5.00	5.00	4.00	5.00	5.00	5.00	4.00
5.00	3.00	4.00	4.00	4.00	3.00	4.00	3.00	5.00	5.00
4.00	5.00	3.00	5.00	3.00	4.00	2.00	2.00	3.00	5.00
4.00	5.00	3.00	3.00	4.00	3.00	4.00	2.00	5.00	5.00
2.00	3.00	2.00	2.00	2.00	2.00	2.00	1.00	2.00	3.00
4.00	4.00	3.00	4.00	3.00	4.00	3.00	3.00	4.00	5.00
4.00	2.00	2.00	2.00	3.00	3.00	3.00	3.00	3.00	2.00
5.00	4.00	4.00	3.00	5.00	5.00	4.00	4.00	4.00	5.00
5.00	4.00	1.00	4.00	5.00	5.00	4.00	4.00	5.00	5.00
4.00	3.00	3.00	3.00	3.00	4.00	5.00	3.00	4.00	4.00



3.00	2.00	2.00	4.00	4.00	3.00	3.00	4.00	2.00	3.00
3.00	3.00	3.00	4.00	3.00	3.00	3.00	3.00	3.00	3.00
4.00	4.00	4.00	5.00	4.00	3.00	3.00	5.00	4.00	5.00
5.00	3.00	3.00	5.00	3.00	2.00	4.00	5.00	4.00	5.00
4.00	5.00	4.00	5.00	4.00	4.00	4.00	4.00	4.00	4.00
4.00	5.00	1.00	5.00	3.00	2.00	5.00	5.00	4.00	4.00
5.00	5.00	4.00	4.00	5.00	5.00	5.00	5.00	5.00	5.00
4.00	4.00	3.00	3.00	2.00	2.00	2.00	2.00	3.00	3.00
5.00	5.00	5.00	4.00	5.00	5.00	5.00	5.00	5.00	5.00
5.00	5.00	4.00	5.00	4.00	5.00	5.00	5.00	5.00	5.00
5.00	5.00	5.00	4.00	5.00	5.00	5.00	5.00	5.00	5.00
5.00	4.00	4.00	4.00	5.00	5.00	4.00	5.00	4.00	4.00
1.00	3.00	3.00	5.00	2.00	2.00	3.00	5.00	3.00	4.00
3.00	3.00	3.00	4.00	3.00	3.00	3.00	5.00	2.00	2.00
1.00	1.00	1.00	4.00	1.00	1.00	3.00	3.00	2.00	2.00
3.00	3.00	3.00	4.00	2.00	3.00	1.00	5.00	3.00	5.00
2.00	3.00	3.00	3.00	3.00	2.00	4.00	3.00	2.00	2.00
3.00	4.00	5.00	5.00	4.00	4.00	4.00	5.00	5.00	4.00
4.00	5.00	4.00	5.00	4.00	5.00	5.00	4.00	5.00	4.00
2.00	4.00	4.00	5.00	2.00	3.00	4.00	5.00	5.00	4.00

5.00	4.00	3.00	3.00	1.00	4.00	3.00	2.00	3.00	4.00
4.00	3.00	3.00	2.00	2.00	4.00	3.00	1.00	1.00	4.00
5.00	5.00	5.00	5.00	4.00	3.00	1.00	2.00	1.00	4.00
5.00	3.00	3.00	3.00	3.00	4.00	2.00	1.00	2.00	4.00
5.00	3.00	4.00	4.00	4.00	3.00	2.00	1.00	3.00	4.00
5.00	3.00	5.00	5.00	3.00	4.00	2.00	1.00	3.00	4.00
4.00	4.00	5.00	4.00	4.00	2.00	3.00	1.00	3.00	1.00
4.00	5.00	4.00	2.00	1.00	3.00	2.00	4.00	4.00	2.00
5.00	5.00	5.00	4.00	4.00	1.00	3.00	2.00	4.00	3.00
5.00	5.00	5.00	5.00	4.00	2.00	3.00	1.00	4.00	1.00
5.00	4.00	5.00	5.00	4.00	2.00	3.00	1.00	4.00	3.00
5.00	4.00	4.00	4.00	4.00	2.00	3.00	1.00	4.00	1.00
5.00	5.00	2.00	4.00	3.00	4.00	2.00	1.00	2.00	4.00
5.00	3.00	4.00	1.00	2.00	4.00	3.00	1.00	1.00	4.00
3.00	3.00	1.00	2.00	2.00	4.00	3.00	1.00	3.00	4.00
4.00	3.00	4.00	1.00	4.00	3.00	2.00	1.00	1.00	4.00
2.00	3.00	2.00	3.00	4.00	1.00	2.00	3.00	4.00	1.00
4.00	5.00	4.00	3.00	4.00	2.00	1.00	3.00	4.00	3.00
5.00	5.00	4.00	5.00	4.00	2.00	1.00	3.00	4.00	2.00
5.00	4.00	4.00	4.00	4.00	3.00	2.00	1.00	4.00	2.00

2.00	1.00	4.00	3.00	1.00	2.00	1.00	4.00	2.00	3.00
2.00	3.00	4.00	3.00	2.00	1.00	2.00	4.00	3.00	1.00
3.00	2.00	4.00	1.00	3.00	2.00	1.00	4.00	2.00	3.00
3.00	1.00	2.00	4.00	3.00	1.00	1.00	4.00	2.00	3.00
2.00	1.00	4.00	3.00	2.00	1.00	4.00	3.00	2.00	1.00
1.00	2.00	4.00	1.00	3.00	2.00	4.00	2.00	3.00	1.00
4.00	2.00	3.00	1.00	4.00	2.00	3.00	2.00	4.00	1.00
1.00	3.00	1.00	3.00	2.00	4.00	3.00	2.00	1.00	4.00
1.00	2.00	1.00	4.00	3.00	2.00	3.00	4.00	1.00	2.00
3.00	2.00	4.00	2.00	3.00	1.00	4.00	2.00	3.00	1.00
2.00	1.00	4.00	2.00	3.00	1.00	4.00	3.00	2.00	1.00
3.00	2.00	4.00	3.00	2.00	1.00	3.00	1.00	4.00	2.00
1.00	3.00	4.00	3.00	1.00	2.00	1.00	4.00	3.00	2.00
2.00	3.00	4.00	2.00	1.00	3.00	3.00	4.00	2.00	1.00
2.00	1.00	1.00	3.00	4.00	2.00	3.00	4.00	1.00	2.00
2.00	3.00	4.00	1.00	3.00	2.00	2.00	4.00	3.00	1.00
3.00	2.00	4.00	1.00	3.00	2.00	4.00	2.00	3.00	1.00
2.00	1.00	3.00	4.00	1.00	2.00	4.00	2.00	3.00	1.00
3.00	1.00	4.00	2.00	1.00	3.00	4.00	3.00	2.00	1.00
3.00	1.00	3.00	2.00	4.00	1.00	4.00	2.00	3.00	1.00

3.00	4.00	2.00	1.00	3.00	4.00	2.00	1.00	3.00	3.00
3.00	4.00	2.00	1.00	3.00	4.00	2.00	1.00	2.00	2.00
4.00	3.00	1.00	2.00	4.00	3.00	1.00	2.00	4.00	4.00
3.00	4.00	2.00	1.00	4.00	3.00	2.00	1.00	3.00	3.00
4.00	3.00	2.00	1.00	4.00	3.00	2.00	1.00	3.00	3.00
4.00	2.00	3.00	1.00	4.00	1.00	2.00	3.00	4.00	4.00
4.00	1.00	3.00	2.00	3.00	1.00	4.00	2.00	4.00	4.00
1.00	3.00	2.00	4.00	1.00	4.00	3.00	2.00	4.00	4.00
1.00	2.00	3.00	4.00	3.00	1.00	4.00	2.00	4.00	4.00
3.00	2.00	4.00	1.00	4.00	1.00	3.00	2.00	4.00	4.00
4.00	1.00	3.00	2.00	4.00	1.00	3.00	2.00	4.00	4.00
4.00	2.00	3.00	1.00	4.00	1.00	3.00	2.00	4.00	4.00
3.00	4.00	1.00	2.00	3.00	4.00	1.00	2.00	3.00	3.00
4.00	3.00	2.00	1.00	1.00	4.00	2.00	3.00	4.00	4.00
2.00	4.00	3.00	1.00	4.00	2.00	3.00	1.00	1.00	1.00
3.00	4.00	2.00	1.00	3.00	4.00	1.00	2.00	3.00	3.00
3.00	1.00	4.00	2.00	4.00	2.00	3.00	1.00	2.00	2.00
2.00	3.00	4.00	1.00	4.00	1.00	3.00	2.00	4.00	4.00
4.00	3.00	1.00	2.00	4.00	2.00	1.00	3.00	4.00	4.00
3.00	2.00	4.00	1.00	4.00	1.00	2.00	3.00	3.00	3.00

1.00	3.63	2.50	4.63	3.83	3.38	2.00
2.00	3.25	2.50	3.38	3.83	2.75	2.33
3.00	4.38	3.00	4.75	3.00	4.00	1.83
3.00	4.13	2.50	4.63	3.83	3.50	2.33
3.00	4.50	3.83	4.38	3.17	4.00	2.00
3.00	4.38	3.67	4.75	2.33	3.50	2.33
1.00	4.25	3.33	4.50	1.33	4.75	3.67
2.00	3.38	1.83	3.13	2.83	3.63	1.83
3.00	5.00	2.67	4.75	2.50	4.63	2.50
3.00	4.88	3.83	4.75	1.67	4.63	3.17
3.00	5.00	4.00	4.13	2.00	5.00	2.67
3.00	4.50	3.83	4.00	1.67	4.25	3.00
1.00	3.50	2.67	4.75	3.83	2.13	1.50
2.00	4.25	2.50	4.38	3.50	3.13	2.00
3.00	2.38	2.50	2.88	3.50	1.50	2.67
3.00	3.38	2.83	4.25	3.33	3.00	2.17
1.00	3.25	3.83	2.75	1.33	2.50	3.00
2.00	4.63	3.50	4.63	2.50	4.00	2.33
3.00	4.88	4.00	4.63	2.33	3.75	1.50
3.00	4.25	3.67	4.25	2.00	3.75	3.00

3.13	1.67	3.06	4.23	2.69	2.40
2.63	1.33	2.88	3.60	2.54	1.98
4.25	2.17	3.69	3.88	2.92	3.21
3.38	1.33	3.31	4.23	2.92	2.35
3.88	1.00	4.17	3.77	3.00	2.44
4.00	1.67	4.02	3.54	2.92	2.83
4.75	1.67	3.79	2.92	4.21	3.21
2.75	3.50	2.60	2.98	2.73	3.13
4.75	2.33	3.83	3.63	3.56	3.54
4.75	1.33	4.35	3.21	3.90	3.04
5.00	1.33	4.50	3.06	3.83	3.17
3.75	1.50	4.17	2.83	3.63	2.63
3.50	2.00	3.08	4.29	1.81	2.75
2.25	2.00	3.38	3.94	2.56	2.13
1.63	1.33	2.44	3.19	2.08	1.48
3.13	1.67	3.10	3.79	2.58	2.40
2.38	1.83	3.54	2.04	2.75	2.10
3.63	1.67	4.06	3.56	3.17	2.65
4.50	2.17	4.44	3.48	2.63	3.33
3.50	1.33	3.96	3.13	3.38	2.42

153.00	9.00
153.00	4.00
153.00	16.00
153.00	9.00
153.00	9.00
153.00	16.00
154.00	16.00
154.00	16.00
154.00	16.00
154.00	16.00
154.00	16.00
154.00	16.00
154.00	16.00
155.00	9.00
155.00	16.00
155.00	1.00
155.00	9.00
156.00	4.00
156.00	16.00
156.00	16.00
156.00	9.00

VITA  
**Kaye Midkiff Thomas**

Education:

- 1997-2002 Virginia Polytechnic Institute and State University. Blacksburg, Virginia.  
**Educational Doctorate**, Concentration: Educational Leadership and Policy Studies
- 1989-1990 Appalachian State University, Boone, North Carolina.  
**Specialist in Education**, Major: Educational Information Science
- 1980-198 Longwood College, Farmville, Virginia.  
**Master of Science** Major: Administration and Supervision
- 1976-1979 Longwood College, Farmville, Virginia.  
**Bachelor of Science** Major: Early Childhood Education

Work Experience:

- 2002 - Present **Assistant Superintendent:** Caroline County Public Schools, Bowling Green, VA
- 1998 – 2002 **Principal Baker Elementary School:** Henrico County Schools, Richmond, VA
- 1996 - 1998 **Educational Specialist for Information Services:** Henrico County Public Schools, Richmond, VA.
- 1995 - 1996 **Educational Specialist for Staff Development:** Henrico County Public Schools, Richmond, Virginia.
- 1994 - 1995 **Resource Teacher:** Sandston Elementary School, Henrico County Schools Richmond, VA.
- 1992 - 1994 **Media Specialist:** Chamberlayne Elementary School, Richmond, Virginia.
- 1991 - 1992 **Assistant Principal:** Newton-Conover High School, Newton, North Carolina.
- 1989 – 1991 **Assistant Principal:** St. Stephens High School, Hickory, North Carolina.
- 1986 - 1989 **Instructor:** St. Stephens High School, Hickory, North Carolina.
- 1985 - 1986 **Instructor:** Catawba Middle School, Catawba, North Carolina.
- 1981 - 1985 **Reading Coordinator & Instructor:** Poquoson Middle School, Poquoson, VA.
- 1979 - 1981 **Instructor:** Linkhorne Middle School, Lynchburg, Virginia.

Professional Presentations and Honors:

- 2002 Virginia's Representative to the National Education Summit, NY, NY.
- 2002 PBS Frontline Special, Standardized Testing Accountability, The Marrow Report, NY, NY.



- 2001 Henrico County's Instructional Leader of the Year, Richmond, VA
- 2000 National Education Goals 2000 Panel, National Teleconference, Washington, DC. Presentation: Rising to the Test with Governor Tommy Thompson.