



VICTORIAN CURRICULUM
AND ASSESSMENT AUTHORITY

**VCAA Senior Secondary Curriculum
and
Assessment Committee Statistical
Report**

**Special Provision in VCE External
Assessments**

2013 - 2018

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Victorian Curriculum and Assessment Authority**

Introduction

This report provides statistical information on Special Provision related to VCE external assessments for the period from 2013 to 2018. This includes information on applications for Special Examination Arrangements (SEA) and Derived Examination Score (DES).

The statistics for SEA exclude students with three examinations timetabled on one day.

The statistics for DES are based on individual applications and exclude cases where a DES was approved due to either three examinations timetabled on one day or irregularities¹.

The statistical information presented in this report is based on snapshots taken from the VCAA Assessment Processing System (APS). Figures extracted from snapshots provide more comparable statistical information over time. The 2018 figures are based on a snapshot as at 4 January 2019.

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¹Irregularities are events which materially interrupt and adversely impact a student's performance in an examination and which are outside the student's control.

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Executive Summary

Overview of Special Provision related to VCE external assessments

- A high proportion of students who apply for Special Examination Arrangements (SEA) have provisions approved.
- A high proportion of examinations for which a Derived Examination Score (DES) was requested were approved.

Special Examination Arrangements (SEA) student applications and approvals (see page 4)

- The overall number of students who applied for SEA has been increasing. In 2018, 5,484 students applied for SEA, an increase of 63.2% from 3,360 in 2013. Between 2017 and 2018, the number of students who applied for SEA increased by 8.8%.
- The overall number of students with approved SEA has been steadily increasing. In 2018, there were 5,255 students with approved SEA, an increase of 63.1% from 3,221 in 2013. Between 2017 and 2018 the percentage of students with approved SEA increased by 8.1%.
- A high proportion (> 95%) of the applications submitted by students have had provisions approved. The percentage of approvals has been relatively stable since 2013.

Breakdown of Special Provision categories for SEA applications (see page 7)

- The most common category of approved SEA in 2018 is Mental Health Condition followed by Health Impairment.
- Of the approved SEA in 2018, 33.8% were accounted for by Mental Health Condition and 29.2% by Health Impairment.

Derived Examination Score (DES) applications and approvals (see page 14)

- The number of examinations for which a DES was requested has been decreasing yearly from 2013 to 2018 (see Table 5) except in 2017 where it increased. In 2018, there was a 14.1% decrease on the 2017 figure.
- The proportion of approvals had been increasing from 2013 to 2017, but decreased by 18.3% in 2018. In 2018, there were 2,231 (77.1%) DES approvals.

Breakdown of Special Provision categories for DES applications (see page 16)

- The most common categories² of applications for a DES are acute illness/circumstances and chronic illness/circumstances, which combined accounted for 72.9% of all applications in 2018.

²Please refer to Section 5, Table 8 for further details on the specific DES categories (for example, acute illness/circumstances).

1 Overview of Special Provision related to VCE external assessments

This section provides background information on Special Provision related specifically to VCE external assessments.

1.1 Background

The VCAA Special Provision Policy aims to provide students in defined circumstances with the opportunity to participate in and complete their secondary level studies.

The underlying principle of the VCAA Special Provision Policy is to ensure that the most appropriate, fair and reasonable arrangements and options are available for students to demonstrate their capabilities if their learning and assessment programs are affected by illness, impairment or personal circumstances.

Special Provision should provide equivalent, alternative arrangements for students but not confer an advantage to any student over other students.

There are two types of Special Provision available to students completing VCE external assessments:

- Special Examination Arrangements (SEA)
- Derived Examination Score (DES)

The VCAA is responsible for determining eligibility and for granting approval for both SEA and DES application processes.

This report provides statistical information on the SEA and DES application processes.

2 Overview of the Special Examination Arrangements application process

This section provides background information on the Special Examination Arrangements (SEA) application process.

2.1 Background

SEA may be approved to meet the needs of students who have disabilities, illnesses or other circumstances that would affect their ability to access a VCE external assessment.

The VCAA recognises that some students with a disability, as defined in the Commonwealth *Disability Discrimination Act 1992*, or illness, may require SEA to enable them to access the examination/test questions and communicate their responses in a timed VCE external assessment.

In designing and approving SEA, the VCAA is mindful of the need to balance the competing demands of providing students with the opportunity to perform at their optimum with the need to preserve the academic integrity of the assessment process.

The VCAA considers each application for SEA on the basis of the independent medical and/or educational assessments, any history of school-based Special Provision and recommendations provided with the application, and the VCAA's own assessment.

The fact that a student has a disability and/or illness does not automatically entitle them to SEA.

The prime consideration is the impact of that disability and/or illness on the student's capacity to undertake their VCE external assessments and, if necessary, what reasonable adjustments can be made to enable the student to complete their VCE external assessments on the same basis as students who do not have a disability and/or illness.

SEA are available for VCE external assessments and the General Achievement Test (GAT), although only a small number of applications are received for the GAT.

2.2 Eligibility for SEA

Students are eligible for SEA if it can be demonstrated that their capacity to access a VCE external assessment is impaired due to a:

- Mental Health condition (e.g. anxiety disorders, depression)
- Health Impairment (e.g. Diabetes, chronic fatigue syndrome)
- Physical Disability
- Specific Learning Disorder

- Language Disorder
- Hearing Impairment
- Vision Impairment

2.3 Types of SEA

SEA may take the form of:

- extra working time (extra reading and/or writing time) not exceeding 10 minutes per hour and to be used in addition to the 'scheduled writing time' of the VCE external assessment. In specific or exceptional circumstances, the VCAA may approve 'extra working time' in excess of 10 minutes per hour
- rest breaks not exceeding 10 minutes per hour of the 'total examination writing time' (the scheduled writing time plus any 'extra working time' approved for the VCE external assessment). In exceptional circumstances, the VCAA may approve 'unlimited rest breaks' to facilitate management of a significant medical or physical condition. Students may decide how to manage their allocation, and decide when and how long each break will be, with the supervisor noting the start and end times on the Special Examination Arrangements Rest Break Log Sheet. The rest break allocation displayed on the Victorian Assessment Software System (VASS) Special Examination Arrangements Advice Slip should not be exceeded. Students must be offered the full allocation of writing time in addition to the time taken for rest breaks
- alternative format examination papers such as enlarged print, electronic text and Braille (students with vision impairment may be eligible to apply for an exemption from the GAT because Braille and some other alternative format papers are not available for that VCE external assessment)
- permission to use technological aids such as a computer or Microlink assistive technology for a student with hearing impairment
- a reader and/or a scribe
- a clarifier, if the student has hearing impairment or severe language disorder
- an alternative examination venue, such as a separate room, a home or a hospital

3 Special Examination Arrangements statistics

This section provides information on the number of students who applied for SEA and the number that had provisions approved, as well as a breakdown on categories for SEA. The statistics for SEA exclude students with three examinations timetabled on one day. Information on sector is based on the student's home school or home provider.

3.1 Number of students with applications and approvals

The overall number of students who applied for SEA has been increasing (see Table 1).

In 2018, 5,484 students applied for SEA, an increase of 63.2% from 3,360 in 2013. Between 2017 and 2018, the percentage of students who applied for SEA increased by 8.8%.

The increase in the number of students submitting applications over the past six years may be attributed to one or more of the following reasons:

- greater awareness among schools, students and parents as to the provisions available to support students with special needs while they undertake their VCE
- improved support mechanisms within and outside schools
- greater numbers of students presenting with issues that potentially require special provision. This may be due to there being less stigma associated with students making their school, and potentially peers, aware of their specific health issues and/or personal circumstances

The overall number of students with approved SEA has been steadily increasing (see Table 2).

In 2018, there were 5,255 students with approved SEA, an increase of 63.1% from 3,221 in 2013. Between 2017 and 2018 the percentage of students with approved SEA increased by 8.1%.

From 2013 to 2018, there have been large increases in the number of students with approved SEA across the three major sectors (that is, the Catholic, government and independent sectors).

The increase in the number of students with approved SEA over this period is most likely attributed to similar reasons to those outlined above in relation to the increasing number of applications. In essence, schools are more likely to be better informed and equipped to manage the application process for their students, ensuring applications are only submitted where appropriate and all required evidence is provided.

Table 1: Number of students with SEA applications and approvals by sector, 2013-2018

SECTOR	Number of students with applications						Number of students with approvals						Percentage of students approved					
	2013	2014	2015	2016	2017	2018	2013	2014	2015	2016	2017	2018	2013	2014	2015	2016	2017	2018
Adult	98	79	75	74	71	56	97	78	75	73	71	56	99.0	98.7	100.0	98.6	100.0	100.0
Catholic	832	920	1,046	1,094	1,209	1,396	809	896	1,032	1,062	1,168	1,357	97.2	97.4	98.7	97.1	96.6	97.2
Government	1,342	1,496	1,640	1,927	2,085	2,154	1,289	1,449	1,593	1,851	2,030	2,070	96.1	96.9	97.1	96.1	97.4	96.1
Independent	1,087	1,229	1,324	1,543	1,676	1,878	1,025	1,173	1,257	1,452	1,589	1,772	94.3	95.4	94.9	94.1	94.8	94.4
Other Providers	1	0	0	1	1	0	1	0	0	1	1	0	100.0	0.0	0.0	100.0	100.0	0.0
Total	3,360	3,724	4,085	4,639	5,042	5,484	3,221	3,596	3,957	4,439	4,859	5,255	95.9	96.6	96.9	95.7	96.4	95.8

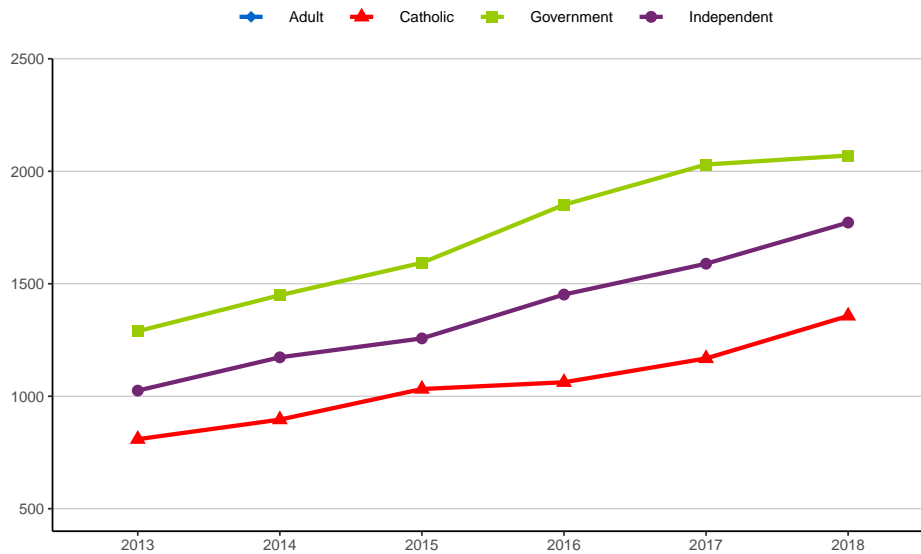


Figure 1: Number of students approved SEA by sector, 2013-2018

3.2 Percentage of students with approvals

A high proportion of the applications submitted by students had provisions approved (see Table 1). The percentage of approvals has been relatively stable from 2013 to 2018.

In 2018, the overall proportion of applications with provisions approved was 95.8%, a decrease of 0.04 percentage points from 2013. The proportion of approvals is similar in the Catholic and government sectors and slightly lower in the independent sector. Although the adult sector has a high proportion of approvals, the number of students applying is much smaller than the other sectors. In the figure below, other providers have not been included.

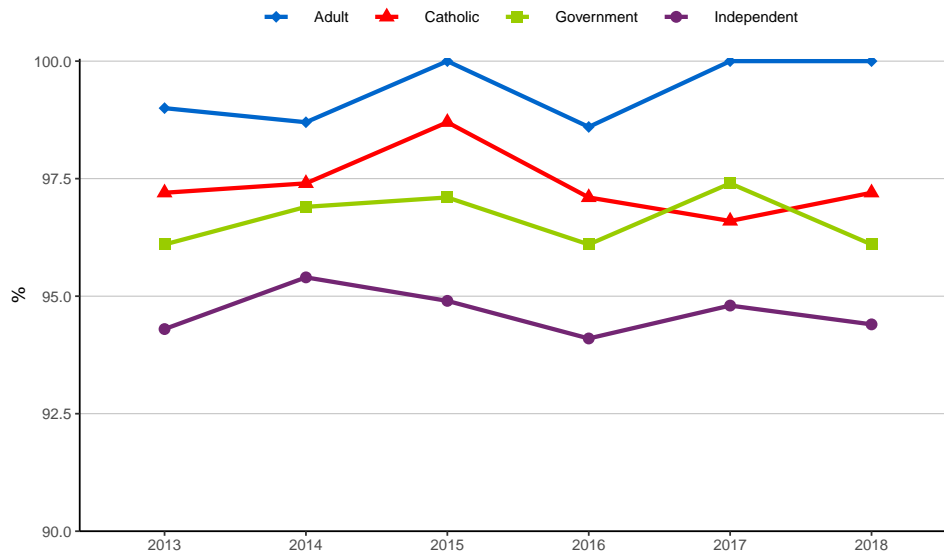


Figure 2: Percentage of students with approved SEA by sector, 2013-2018

3.3 Breakdown of Special Provision categories for SEA applications

The most common categories with approved SEA were Mental Health conditions followed by Health Impairment (see Table 2).

Up until 2018, SEA applications submitted on the basis of a Mental Health condition were included under the category of Health Impairment. From 2019, statistics on Mental Health conditions are reported as a separate category. As a result, the number of students in 2018 with an approved SEA for Health Impairment is significantly lower when compared to previous years.

Emergency applications relate to SEA applications that are submitted on the basis of students experiencing a sudden illness, accident or personal trauma immediately before or during an assessment period.

Table 2: Number of students with approved SEA by category and percentage distribution across categories, 2013-2018

CATEGORY	2013	2014	2015	2016	2017	2018
Number of students with approved SEA						
Mental Health Condition						1,778
Health Impairment	1,861	2,100	2,591	2,915	3,172	1,532
Physical Disability	62	112	83	55	55	63
Specific Learning Disorder	368	361	457	574	667	786
Language Disorder	9	25	12	23	26	50
Hearing Impairment	57	46	52	46	67	63
Vision Impairment	69	62	74	69	73	87
Emergency Application	795	890	688	757	799	896
Total	3,221	3,596	3,957	4,439	4,859	5,255
Percentage of students with approved SEA across categories						
Mental Health Condition						33.8
Health Impairment	57.8	58.4	65.5	65.7	65.3	29.2
Physical Disability	1.9	3.1	2.1	1.2	1.1	1.2
Specific Learning Disorder	11.4	10.0	11.5	12.9	13.7	15.0
Language Disorder	0.3	0.7	0.3	0.5	0.5	1.0
Hearing Impairment	1.8	1.3	1.3	1.0	1.4	1.2
Vision Impairment	2.1	1.7	1.9	1.6	1.5	1.7
Emergency Application	24.7	24.7	17.4	17.1	16.4	17.1
Total	100	100	100	100	100	100

Table 3 presents the number of students with a SEA application, the number of students with a SEA approval and the percentage of students with an approval within each SEA category from 2013 to 2018. Overall, 95.8% students with SEA applications were approved in 2018. The category with the highest proportion of students approved in 2018 was Vision Impairment (100%) followed by Emergency Application (99.9%) and Mental Health Condition (99.6%). The category with the lowest proportion of students approved in 2018 was Specific Learning Disorder (80.1%) followed by Language Disorder (82%). Figure 3 presents the proportion of students approved within each category. The proportion of students approved has remained fairly stable over the six year period across all categories except for Language Disorder, where there has been a 32% increase in the number of students with an approved application, and Specific Learning Disorder, where there has been an increase of 5.5%. The overall rate of students approved has been fairly stable with an average of 96.2% of students approved per year over the last six years.

Table 3: Number of students with SEA applications, approvals and percentage distribution of students approved by category, 2013-2018

CATEGORY	Number of students with applications						Number of students with approvals						Percentage of students approved					
	2013	2014	2015	2016	2017	2018	2013	2014	2015	2016	2017	2018	2013	2014	2015	2016	2017	2018
Mental Health Condition	0	0	0	0	0	1,786	0	0	0	0	0	1,778						99.6
Health Impairment	1,864	2,101	2,595	2,931	3,192	1,542	1,861	2,100	2,591	2,915	3,172	1,532	99.8	100	99.8	99.5	99.4	99.4
Physical Disability	62	112	83	55	55	64	62	112	83	55	55	63	100	100	100	100	100	98.4
Specific Learning Disorder	493	479	572	746	825	981	368	361	457	574	667	786	74.6	75.4	79.9	76.9	80.8	80.1
Language Disorder	18	34	20	31	27	61	9	25	12	23	26	50	50.0	73.5	60.0	74.2	96.3	82.0
Hearing Impairment	59	46	53	47	70	66	57	46	52	46	67	63	96.6	100	98.1	97.9	95.7	95.5
Vision Impairment	69	62	74	72	74	87	69	62	74	69	73	87	100	100	100	95.8	98.6	100
Emergency Application	795	890	688	757	799	897	795	890	688	757	799	896	100	100	100	100	100	99.9
Total	3,360	3,724	4,085	4,639	5,042	5,484	3,221	3,596	3,957	4,439	4,859	5,255	95.9	96.6	96.9	95.7	96.4	95.8

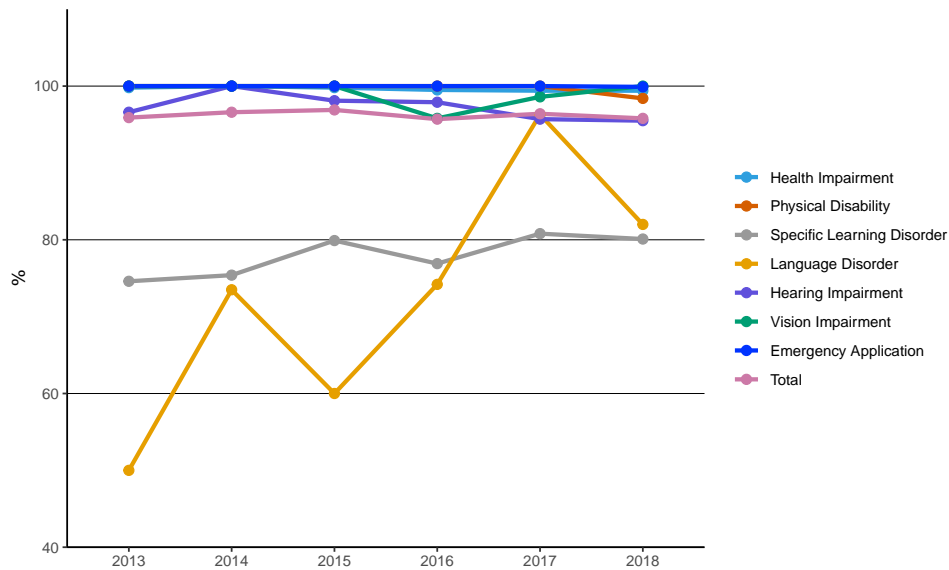


Figure 3: Percentage of students with approved SEA applications by category, 2013-2018

3.4 Breakdown of Special Provision Applications by Category and Sector

The largest growth in the number of student applications from 2013 to 2018 has been in the Specific Learning Disorder category with applications from the Government and Catholic sectors accounting for most of the increase (see Table 4). The Mental Health conditions category, although only reported as a separate category from 2018, is expected to represent the largest growth category in the coming years.

Table 4: Number of students applications by Special Provision category and school sector, 2013-2018

CATEGORY	SECTOR	2013	2014	2015	2016	2017	2018
Mental Health Condition	Adult						27
	Catholic						431
	Government						759
	Independent						569
	Total						1,786
Health Impairment	Adult	76	70	64	61	57	18
	Catholic	467	540	693	710	778	455
	Government	754	841	1,048	1,258	1,409	602
	Independent	567	650	790	902	947	467
	Other Providers	0	0	0	0	1	0
	Total	1,864	2,101	2,595	2,931	3,192	1,542
Physical Disability	Adult	2	0	1	1	1	0
	Catholic	15	30	20	14	14	22
	Government	24	51	37	26	23	26
	Independent	21	31	25	14	17	16
	Total	62	112	83	55	55	64
Specific Learning Disorder	Adult	10	6	7	8	9	6
	Catholic	96	87	83	121	145	181
	Government	185	176	228	268	273	339
	Independent	202	210	254	349	398	455
	Total	493	479	572	746	825	981
Language Disorder	Catholic	6	15	9	13	7	21
	Government	5	4	4	11	13	14
	Independent	7	15	7	7	7	26
	Total	18	34	20	31	27	61
Hearing Impairment	Adult	0	1	1	0	1	0
	Catholic	15	11	11	11	17	20
	Government	30	25	27	27	32	29
	Independent	14	9	14	9	20	17
	Total	59	46	53	47	70	66
Vision Impairment	Adult	4	0	0	1	1	0
	Catholic	16	16	14	11	13	28
	Government	36	34	39	39	37	39
	Independent	13	12	21	21	23	20
	Total	69	62	74	72	74	87
Emergency Application	Adult	6	2	2	3	2	5
	Catholic	217	221	216	214	235	238
	Government	308	365	257	298	298	346
	Independent	263	302	213	241	264	308
	Other Providers	1	0	0	1	0	0
	Total	795	890	688	757	799	897
Grand Total		3,360	3,724	4,085	4,639	5,042	5,484

The drop in the number of applications in the Health Impairment category in 2018 is due to the formation of a new category called Mental Health condition which was previously reported under the Health Impairment category.

4 Overview of the Derived Examination Score (DES) application process

This section provides background information on the Derived Examination Score (DES) application process.

4.1 Background

Students who are ill or affected by other personal circumstances at the time of a VCE external assessment and whose result is unlikely to be a fair or accurate indication of their learning or achievement in the study may apply for a DES.

The purpose of a DES is to ensure that a student's final result on a VCE external assessment reflects as accurately as possible the level of achievement that would be expected based on the learning and achievement the student has demonstrated in the study over the year. The DES is designed for students who have completed the course leading to the VCE external assessment but perform below expectations or cannot attend due to adverse circumstances.

A DES is not available for the GAT, Music Style and Composition Externally-assessed Task or Extended Investigation Externally-assessed Task written report.

4.2 Eligibility for a DES

Students are only eligible for a DES for a VCE external assessment if they meet all of the following criteria:

1. They have completed the course of study leading to the VCE external assessment, and have a result for at least one other graded assessment in the same study.
2. They experience the onset of an illness or the occurrence of an injury, personal trauma or serious intervening event in the period before or during a VCE external assessment, that has either prevented them from attending or affected their performance during the VCE external assessment.
3. They provide independent professional written evidence that demonstrates the illness, injury, personal trauma or serious intervening event has affected their performance in or has prevented them from attending the external assessment.

A 'personal trauma' may include, but is not limited to, the death or serious illness of a family member, or family break-up.

A 'serious intervening event' may include, but is not limited to, an accident on the way to or at an examination, attendance at a funeral of a family member or other person of close relationship, or the required attendance at a court proceeding.

4.3 DES versus achieved VCE external assessment score

For each approved application for a specific VCE external assessment, the VCAA will:

- calculate a range of possible DES scores, which will be calculated statistically from the student's other assessments, including:
 - moderated School-based Assessments
 - GAT scores
 - other examination scores if applicable
 - indicative grades provided by the school
- record the DES as the final score if the highest possible DES is greater than the achieved VCE external assessment score
- use this final score to determine the grade for the VCE external assessment
- use this final score to calculate the study score

Therefore, for approved applications the student will receive the score from either the DES or VCE external assessment, whichever is more favourable.

5 Derived Examination Score statistics

This section provides information on student applications and applications approved for a Derived Examination Score (DES). The DES statistics are based on individual applications and exclude students with three examinations timetabled on one day and irregularities. Information on sector is based on the student's home school or home provider.

5.1 Number of examinations where a DES was requested and number of approvals

The number of examinations where a DES was requested has been decreasing yearly from 2013 to 2018 (see Table 5) except in 2017 where it increased. In 2018, requests decreased by 14.1% on the 2017 figure.

The number of applications approved for a DES remained relatively unchanged from 2013 to 2017 but dropped significantly in 2018. In 2018, there were 2,231 approvals for a DES, a decrease of 499 applications on 2017.

5.2 Percentage of approvals

From 2013 to 2017, the proportion of applications approved for a DES increased from 70.4% to 81.1%. In 2018, however, the proportion of applications decreased by 3.9 percentage points to 77.1% (see Figure 4).

Table 5: Number of examinations where a DES was requested, number of approvals and Percentage of DES approvals, by sector, 2013-2018

SECTOR	Number of examinations where a DES was requested						Number of examinations where DES request was approved						Percentage of DES approval					
	2013	2014	2015	2016	2017	2018	2013	2014	2015	2016	2017	2018	2013	2014	2015	2016	2017	2018
Adult	61	33	38	19	32	40	47	24	29	8	19	26	77.0	72.7	76.3	42.1	59.4	65.0
Catholic	1,002	1,048	933	839	875	742	675	812	727	725	749	583	67.4	77.5	77.9	86.4	85.6	78.6
Government	1,796	1,618	1,616	1,472	1,469	1,239	1,263	1,208	1,237	1,159	1,165	971	70.3	74.7	76.5	78.7	79.3	78.4
Independent	1,097	1,018	811	884	990	863	800	738	643	706	796	643	72.9	72.5	79.3	79.9	80.4	74.5
Other Providers	0	0	1	1	2	8	0	0	1	1	1	8	0	0	100	100	50.0	100
Total	3,956	3,717	3,399	3,215	3,368	2,892	2,785	2,782	2,637	2,599	2,730	2,231	70.4	74.8	77.6	80.8	81.1	77.1

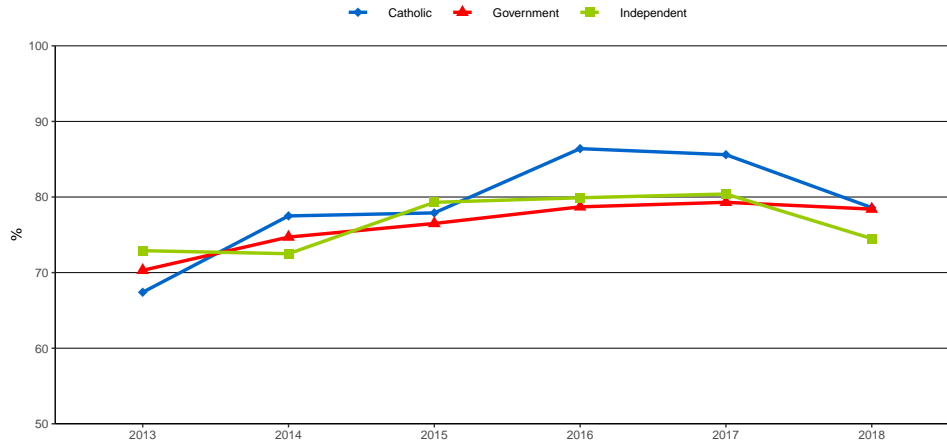


Figure 4: Percentage of approvals by sector, 2013-2018

5.3 Number of students with DES applications and approvals

With the exception of 2017, the number of students with one or more DES applications has been decreasing, with 2018 having had the least in the last six years (see Table 6).

Some students are applying for a DES for more than one examination, however, they may not have all of these approved.

Table 6: Number of students with DES applications and approvals by sector, 2013-2018

SECTOR	Number of students with DES application						Number of students with approval					
	2013	2014	2015	2016	2017	2018	2013	2014	2015	2016	2017	2018
Adult	26	17	19	9	15	13	20	12	16	6	11	7
Catholic	364	359	327	306	363	281	286	303	288	285	320	241
Government	641	647	612	574	604	535	502	517	508	484	508	441
Independent	442	411	331	362	398	348	346	322	274	312	351	285
Other Providers	0	0	1	1	2	3	0	0	1	1	1	3
Total	1,473	1,434	1,290	1,252	1,382	1,180	1,154	1,154	1,087	1,088	1,191	977

5.4 Breakdown of DES categories

The most common categories of applications for a DES are Mental Health Condition and Health Impairment, which combined, accounted for 72.9% of all applications in 2018 (see Table 8).

All applications specifically related to the illness/trauma of family/close friend that met the eligibility criteria were approved.

Table 7: Description of DES Categories

CATEGORY	DESCRIPTION
Acute illness/circumstances	First onset or flare-up of illness, flus, colds, headaches, migraines, hospitalisation during exams
Chronic illness/circumstances	Illness diagnosed longer than a month, family breakdown, homeless
Death ¹	Family member/close friend before or during exams
Family	Illness/trauma of family/close friend
Psychological	Newly diagnosed psychological illnesses
Other	Exam irregularities, fire, flood, etc

¹ Each case is assessed individually

Table 8: Number of examinations where DES was requested and percentage of examinations where DES was approved, by category, 2013-2018

CATEGORY	2013	2014	2015	2016	2017	2018
Number of examinations where DES was requested						
Acute illness/circumstances	1,917	1,813	1,733	1,654	1,763	1,554
Chronic illness/circumstances	817	849	748	531	607	555
Death	660	665	536	600	482	454
Family	490	335	270	324	444	255
Psychological	61	31	93	70	51	49
Other	11	24	19	36	21	25
Total	3,956	3,717	3,399	3,215	3,368	2,892
Percentage of examinations where DES was approved						
Acute illness/circumstances	48.5	48.8	51	51.4	52.3	53.7
Chronic illness/circumstances	20.7	22.8	22	16.5	18	19.2
Death	16.7	17.9	15.8	18.7	14.3	15.7
Family	12.4	9	7.9	10.1	13.2	8.8
Psychological	1.5	0.8	2.7	2.2	1.5	1.7
Other	0.3	0.6	0.6	1.1	0.6	0.9
Total	100	100	100	100	100	100

Table 9: Number of examinations where DES was requested and number of examinations where DES was approved, by category, 2013-2018

CATEGORY	Number of examinations where DES was requested						Number of of examinations where DES was approved						Percentage of of examinations where DES requested was approved					
	2013	2014	2015	2016	2017	2018	2013	2014	2015	2016	2017	2018	2013	2014	2015	2016	2017	2018
Acute illness/circumstances	1,917	1,813	1,733	1,654	1,763	1,554	1,307	1,313	1,372	1,301	1,412	1,206	68.2	72.4	79.2	78.7	80.1	77.6
Chronic illness/circumstances	817	849	748	531	607	555	438	542	476	378	399	342	53.6	63.8	63.6	71.2	65.7	61.6
Death	660	665	536	600	482	454	592	628	476	533	461	410	89.7	94.4	88.8	88.8	95.6	90.3
Family	490	335	270	324	444	255	403	255	234	303	400	226	82.2	76.1	86.7	93.5	90.1	88.6
Psychological	61	31	93	70	51	49	36	22	63	56	39	27	59.0	71.0	67.7	80.0	76.5	55.1
Other	11	24	19	36	21	25	9	22	16	28	19	20	81.8	91.7	84.2	77.8	90.5	80.0
Total	3,956	3,717	3,399	3,215	3,368	2,892	2,785	2,782	2,637	2,599	2,730	2,231	70.4	74.8	77.6	80.8	81.1	77.1