



Mill Creek Elementary

925 Universal Drive
Columbia, South Carolina

| | | |
|-----------------------|------------------------|--------------|
| Grades | PK-5 Elementary School | |
| Enrollment | 340 Students | |
| Principal | Steve E. Cannon | 803-783-5553 |
| Superintendent | Dr. Percy Mack | 803-231-7500 |
| Board Chair | Wendy Brawley | 803-231-7556 |

THE STATE OF SOUTH CAROLINA 2008 ANNUAL SCHOOL REPORT CARD

RATINGS OVER 5-YEAR PERIOD

| Year | Absolute Rating | Growth Rating |
|-------------|-----------------|----------------|
| 2008 | At-Risk | At-Risk |
| 2007 | Below Average | Good |
| 2006 | Below Average | At-Risk |
| 2005 | Average | At-Risk |
| 2004 | Average | Below Average |

DEFINITIONS OF DISTRICT RATING TERMS

- Excellent – District performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal
- Good – District performance exceeds the standards for progress toward the 2010 SC Performance Goal
- Average – District performance meets the standards for progress toward the 2010 SC Performance Goal
- Below Average – District is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal
- At-Risk – District performance fails to meet the standards for progress toward the 2010 SC Performance Goal

SOUTH CAROLINA PERFORMANCE GOAL

By 2010, South Carolina's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

Percent of Student PACT Records Matched for Purposes of Computing Improvement Rating

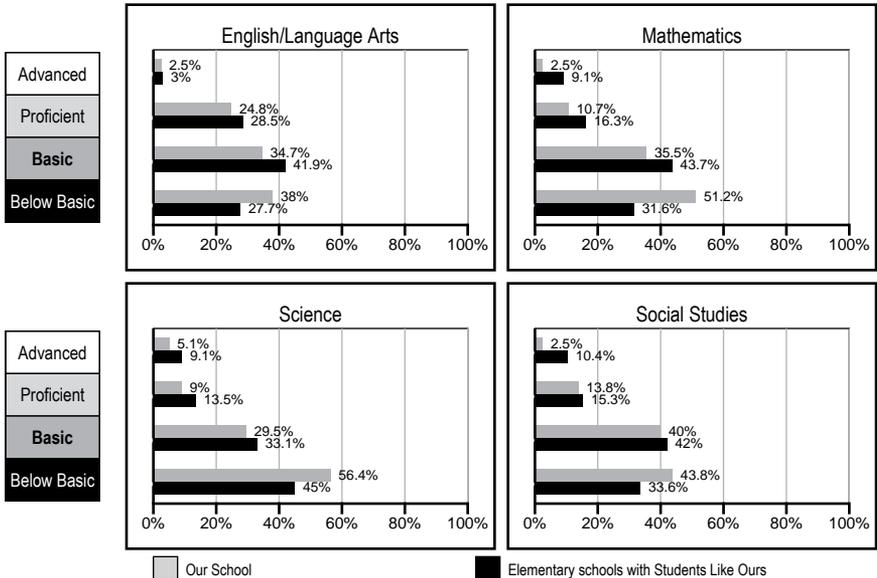
Percent of students tested in 2007-08 whose 2006-07 test scores were located | 97%

ABSOLUTE RATINGS OF ELEMENTARY SCHOOLS WITH STUDENTS LIKE OURS*

| Excellent | Good | Average | Below Average | At-Risk |
|-----------|------|---------|---------------|---------|
| 0 | 0 | 18 | 63 | 13 |

* Ratings are calculated with data available by September 30.

Palmetto Achievement Challenge Tests (PACT)



* Elementary schools with Students Like Ours are Elementary schools with Poverty indices of no more than 5% above or below the index for the

Definition of Critical Terms

| | |
|-------------|---|
| Advanced | Exceeded expectations, Very high score, very well prepared to work at next grade level |
| Proficient | Met expectations, Well prepared to work at next grade level |
| Basic | Met standards, Minimally prepared, can go to next grade level |
| Below Basic | Did not meet standards, must have an academic assistance plan, the local board policy determines progress to the next grade level |

Abbreviations for Missing Data

N/A–Not Applicable | N/AV–Not Available | N/C–Not Collected | N/R–Not Reported | I/S–Insufficient Sample

School Profile

| | Our School | Change from Last Year | Elementary Schools with Students Like Ours | Median Elementary School |
|--|------------|-----------------------|--|--------------------------|
| Students (n=340) | | | | |
| First graders who attended full-day kindergarten | 98.1% | Down from 100.0% | 100.0% | 100.0% |
| Retention rate | 1.2% | Down from 3.7% | 3.0% | 2.3% |
| Attendance rate | 95.5% | Down from 96.3% | 96.0% | 96.3% |
| Eligible for gifted and talented | 5.5% | Up from 3.7% | 6.2% | 10.4% |
| With disabilities other than speech | 12.9% | Up from 11.3% | 8.9% | 7.5% |
| Older than usual for grade | 1.2% | Down from 1.3% | 1.0% | 0.6% |
| Out-of-school suspensions or expulsions for violent &/or criminal offenses | 1.2% | Up from 0.3% | 0.0% | 0.0% |
| Teachers (n=28) | | | | |
| Teachers with advanced degrees | 60.7% | Up from 55.6% | 54.8% | 56.7% |
| Continuing contract teachers | 89.3% | Down from 96.3% | 72.9% | 77.3% |
| Teachers with emergency or provisional certificates | 0.0% | No Change | 0.0% | 0.0% |
| Teachers returning from previous year | 95.2% | Up from 91.4% | 85.4% | 86.4% |
| Teacher attendance rate | 95.3% | Up from 95.1% | 94.8% | 94.9% |
| Average teacher salary | \$50,840 | Up 3.1% | \$44,395 | \$45,345 |
| Professional development days/teacher | 12.8 days | Down from 16.8 days | 12.8 days | 12.6 days |
| School | | | | |
| Principal's years at school | 8.0 | Up from 7.0 | 4.0 | 4.0 |
| Student-teacher ratio in core subjects | 16.5 to 1 | Down from 19.6 to 1 | 17.8 to 1 | 18.5 to 1 |
| Prime instructional time | 87.6% | Down from 89.0% | 88.9% | 89.8% |
| Opportunities in the arts | Good | No Change | Good | Good |
| SACS accreditation | Yes | No Change | Yes | Yes |
| Parents attending conferences | 100.0% | No Change | 100.0% | 100.0% |
| Character development program | Good | No Change | Excellent | Excellent |
| Dollars spent per pupil* | \$9,083 | Up 6.2% | \$7,508 | \$7,052 |
| Percent of expenditures for instruction* | 78.1% | Up from 75.9% | 69.0% | 69.1% |
| Percent of expenditures for teacher salaries* | 74.9% | Up from 72.8% | 63.1% | 64.2% |

* Prior year audited financial data are reported.

Abbreviations for Missing Data

N/A–Not Applicable N/AV–Not Available N/C–Not Collected N/R–Not Reported I/S–Insufficient Sample

Report of Principal and School Improvement Council

Mill Creek Elementary continues to strive to provide students with the best educational experience possible. We continue to implement the Reading First Program for our kindergarten through third grade students. This is our fourth year of involvement with Reading First. We continue to offer CRP (Comprehensive Remediation Program) for our third through fifth grade students.

The Early Bird Computer Classes continued this year and we have gotten some good results from this program. Students report to the computer lab after eating breakfast and get more practice with math and reading skills. The Early Bird Class allows students the opportunity to improve their ability level in areas where low achievement has been demonstrated. Our students continue to use the Accelerated Reader Program as well.

We continue to experience academic challenges at Mill Creek. Poor performance on the PACT assessment in the areas of math, science, English language arts, and social studies are areas of concern. To address these challenges we are utilizing the services of retired teachers to provide additional tutoring during the day. We have seen positive results from the March benchmark assessments in English language arts and math instruction.

Our PACT data did indicate that our students are making some academic progress. Because of our teachers' and students' efforts, the State Department of Education awarded Mill Creek Elementary the Palmetto Silver Award for improvements made on the PACT.

Our students received several awards and certificates for the district's VLF (Visual Literacy Festival) contest. Our students continue to support Meals on Wheels, Jump Rope for Heart, and St. Jude's Children Hospital. Our students continue to bring in Box Tops for Education which raises money for school supplies.

We continue to foster the district's longest school business partnership with Westinghouse nuclear energy plant.

Mr. Chris Allen, SIC Chairperson
 Mr. Steven E. Cannon, Principal

Evaluations by Teachers, Students and Parents

| | Teachers | Students* | Parents* |
|--|----------|-----------|----------|
| Number of surveys returned | 30 | 31 | 8 |
| Percent satisfied with learning environment | 93.3% | 71.0% | I/S |
| Percent satisfied with social and physical environment | 86.7% | 87.1% | I/S |
| Percent satisfied with school-home relations | 56.7% | 87.1% | I/S |

* Only students at the highest elementary school grade level and their parents were included.

Abbreviations for Missing Data

No Child Left Behind

School Adequate Yearly Progress

NO

This school met 7 out of 13 objectives. The objectives included student performance, graduation rate or student attendance, and participation in the state testing program.

* Definition: As required by the United States Department of Education, Adequate Yearly Progress specifies that the statewide target is met for "All Students" and for the following subgroups: Racial/Ethnic, Subsidized Meals, Disability, and Limited English Proficiency in the areas of English/Language Arts and Mathematics, as well as meeting the statewide target for "All Students" for attendance or graduation rate.

School Improvement Status

School Improvement Key

| | |
|-------|---|
| NI | Newly Identified-The school missed adequate yearly progress (AYP) for two years. Sanction: Offer school choice. |
| CSI | Continuing School Improvement-The school missed AYP for three years. Sanctions: Continue school choice and implement supplemental services. |
| CA | Corrective Action-The school missed AYP for four years. Sanction: Continue school choice and supplemental services. The school district takes a corrective action. |
| RP | Plan to Restructure-Sanctions: Continue school choice and supplemental services. Develop a plan to restructure. If the school misses AYP the next year, the school implements the restructuring plan. |
| R | Restructure-The school missed AYP after two years of corrective action. Sanction: Implement the restructuring plan. |
| DELAY | The school met AYP in all subgroups and the indicator for one year, thus the delay provision applies. The school remains in the same status as last year and is referred to as in "Delay." |
| HOLD | The school made progress for one year in the subject area that identified the school for school improvement. The school remains in the same status as last year and is referred to as in "Hold." |

Teacher Quality and Student Attendance

| | Our District | State |
|---|--------------|-------|
| Classes in low poverty schools not taught by highly qualified teachers | 1.5% | 1.8% |
| Classes in high poverty schools not taught by highly qualified teachers | 3.2% | 6.8% |

| | Our School | State Objective | Met State Objective |
|---|------------|-----------------|---------------------|
| Classes not taught by highly qualified teachers | 0.0% | 0.0% | Yes |
| Student attendance rate | 95.5% | 94.0% | Yes |

* Or greater than last year

Abbreviations for Missing Data

N/A–Not Applicable N/AV–Not Available N/C–Not Collected N/R–Not Reported I/S–Insufficient Sample

PACT Performance By Group

| | Enrollment 1st Day of Testing | % Tested | % Below Basic | % Basic | % Proficient | % Advanced | School % Proficient and Advanced* | District % Proficient and Advanced* | State % Proficient and Advanced* | Performance Objective Met | Participation Objective Met |
|--|-------------------------------|----------|---------------|---------|--------------|------------|-----------------------------------|-------------------------------------|----------------------------------|---------------------------|-----------------------------|
|--|-------------------------------|----------|---------------|---------|--------------|------------|-----------------------------------|-------------------------------------|----------------------------------|---------------------------|-----------------------------|

English/Language Arts - State Performance Objective = 58.8% (Proficient and Advanced)

| | | | | | | | | | | | |
|------------------------------|-----|------|------|------|------|-----|------|------|------|-----|-----|
| All Students | 140 | 98.6 | 37.5 | 35 | 25 | 2.5 | 39.2 | 41.2 | 48.2 | No | Yes |
| Gender | | | | | | | | | | | |
| Male | 68 | 98.5 | 43.6 | 34.5 | 20 | 1.8 | 32.7 | 35 | 41.7 | N/A | N/A |
| Female | 72 | 98.6 | 32.3 | 35.4 | 29.2 | 3.1 | 44.6 | 47.5 | 55 | N/A | N/A |
| Racial/Ethnic Group | | | | | | | | | | | |
| White | 11 | 90.9 | 22.2 | 33.3 | 44.4 | 0 | 44.4 | 73 | 60 | I/S | I/S |
| African American | 124 | 99.2 | 40.6 | 35.8 | 20.8 | 2.8 | 36.8 | 33.3 | 31.7 | No | Yes |
| Asian/Pacific Islander | 3 | I/S | I/S | I/S | I/S | I/S | I/S | 77.6 | 70.4 | I/S | I/S |
| Hispanic | 1 | I/S | I/S | I/S | I/S | I/S | I/S | 42.7 | 38.4 | I/S | I/S |
| American Indian/Alaskan | N/A | I/S | I/S | I/S | I/S | I/S | I/S | I/S | 47 | I/S | I/S |
| Disability Status | | | | | | | | | | | |
| Disabled | 32 | 96.9 | 60 | 28 | 12 | 0 | 20 | 14.1 | 16 | I/S | I/S |
| Migrant Status | | | | | | | | | | | |
| Migrant | N/A | I/S | I/S | I/S | I/S | I/S | I/S | 43.4 | 38.1 | N/A | N/A |
| English Proficiency | | | | | | | | | | | |
| Limited English Proficient | 1 | I/S | I/S | I/S | I/S | I/S | I/S | 42.2 | 36.9 | I/S | I/S |
| Socio-Economic Status | | | | | | | | | | | |
| Subsidized meals | 111 | 99.1 | 40.4 | 35.1 | 22.3 | 2.1 | 35.1 | 31.2 | 34 | No | Yes |

Mathematics - State Performance Objective = 57.8% (Proficient and Advanced)

| | | | | | | | | | | | |
|------------------------------|-----|------|------|------|------|------|------|------|------|-----|-----|
| All Students | 140 | 99.3 | 51.2 | 35.5 | 10.7 | 2.5 | 23.1 | 34.9 | 45.8 | No | Yes |
| Gender | | | | | | | | | | | |
| Male | 68 | 98.5 | 49.1 | 32.7 | 16.4 | 1.8 | 21.8 | 33.8 | 45.6 | N/A | N/A |
| Female | 72 | 100 | 53 | 37.9 | 6.1 | 3 | 24.2 | 35.9 | 45.9 | N/A | N/A |
| Racial/Ethnic Group | | | | | | | | | | | |
| White | 11 | 90.9 | 22.2 | 44.4 | 11.1 | 22.2 | 44.4 | 71.2 | 59 | I/S | I/S |
| African American | 124 | 100 | 56.1 | 34.6 | 8.4 | 0.9 | 19.6 | 25.8 | 26.9 | No | Yes |
| Asian/Pacific Islander | 3 | I/S | I/S | I/S | I/S | I/S | I/S | 74.6 | 71.3 | I/S | I/S |
| Hispanic | 1 | I/S | I/S | I/S | I/S | I/S | I/S | 37.9 | 38.1 | I/S | I/S |
| American Indian/Alaskan | N/A | I/S | 46.2 | I/S | I/S |
| Disability Status | | | | | | | | | | | |
| Disabled | 32 | 96.9 | 76 | 20 | 0 | 4 | 8 | 12.2 | 17.1 | I/S | I/S |
| Migrant Status | | | | | | | | | | | |
| Migrant | N/A | I/S | I/S | I/S | I/S | I/S | I/S | 26.2 | 32.5 | N/A | N/A |
| English Proficiency | | | | | | | | | | | |
| Limited English Proficient | 1 | I/S | I/S | I/S | I/S | I/S | I/S | 36.3 | 38.7 | I/S | I/S |
| Socio-Economic Status | | | | | | | | | | | |
| Subsidized meals | 111 | 100 | 58.9 | 28.4 | 10.5 | 2.1 | 18.9 | 24.6 | 31.4 | No | Yes |

* Adj - Adjusted to account for natural variation in performance.

Abbreviations for Missing Data

N/A--Not Applicable N/AV--Not Available N/C--Not Collected N/R--Not Reported I/S--Insufficient Sample

PACT Performance By Group

| | Enrollment 1st Day of Testing | % Tested | % Below Basic | % Basic | % Proficient | % Advanced | School % Proficient and Advanced* | District % Proficient and Advanced* | State % Proficient and Advanced* | School Attendance Rate | District Attendance Rate |
|------------------------------|-------------------------------|----------|---------------|---------|--------------|------------|-----------------------------------|-------------------------------------|----------------------------------|------------------------|--------------------------|
| Science | | | | | | | | | | | |
| All Students | 91 | 97.8 | 55.3 | 30.3 | 9.2 | 5.3 | 14.5 | 25.3 | 35.7 | 95.5 | 96.1 |
| Gender | | | | | | | | | | | |
| Male | 46 | 97.8 | 58.3 | 27.8 | 8.3 | 5.6 | 13.9 | 26 | 37.4 | 95.3 | 95.8 |
| Female | 45 | 97.8 | 52.5 | 32.5 | 10 | 5 | 15 | 24.6 | 33.8 | 95.7 | 96.3 |
| Racial/Ethnic Group | | | | | | | | | | | |
| White | 3 | I/S | I/S | I/S | I/S | I/S | I/S | 61.9 | 49.2 | 94.1 | 96.3 |
| African American | 84 | 98.8 | 57.1 | 30 | 8.6 | 4.3 | 12.9 | 16.4 | 17 | 95.6 | 96 |
| Asian/Pacific Islander | 3 | I/S | I/S | I/S | I/S | I/S | I/S | 56.8 | 58 | 95.6 | 96 |
| Hispanic | N/A | I/S | I/S | I/S | I/S | I/S | I/S | 25.7 | 24.9 | 95.3 | 96.4 |
| American Indian/Alaskan | N/A | I/S | I/S | I/S | I/S | I/S | I/S | I/S | 37.4 | N/A | 94.6 |
| Disability Status | | | | | | | | | | | |
| Disabled | 18 | 100 | 60 | 33.3 | 6.7 | 0 | 6.7 | 8.9 | 14 | 94.3 | 95.1 |
| Migrant Status | | | | | | | | | | | |
| Migrant | N/A | I/S | I/S | I/S | I/S | I/S | I/S | 16.7 | 21.9 | N/A | 96.9 |
| English Proficiency | | | | | | | | | | | |
| Limited English Proficient | N/A | I/S | I/S | I/S | I/S | I/S | I/S | 25.2 | 24.4 | 98.3 | 96.7 |
| Socio-Economic Status | | | | | | | | | | | |
| Subsized meals | 75 | 98.7 | 58.1 | 25.8 | 9.7 | 6.5 | 16.1 | 15.1 | 21.1 | 95.4 | 95.8 |
| Social Studies | | | | | | | | | | | |
| All Students | 91 | 98.9 | 43 | 40.5 | 13.9 | 2.5 | 16.5 | 27.2 | 34 | 95.5 | 96.1 |
| Gender | | | | | | | | | | | |
| Male | 43 | 97.7 | 41.7 | 41.7 | 13.9 | 2.8 | 16.7 | 28.1 | 36.6 | 95.3 | 95.8 |
| Female | 48 | 100 | 44.2 | 39.5 | 14 | 2.3 | 16.3 | 26.2 | 31.3 | 95.7 | 96.3 |
| Racial/Ethnic Group | | | | | | | | | | | |
| White | 9 | I/S | I/S | I/S | I/S | I/S | I/S | 60.9 | 44.5 | 94.1 | 96.3 |
| African American | 80 | 98.8 | 43.5 | 43.5 | 10.1 | 2.9 | 13 | 18.2 | 19.1 | 95.6 | 96 |
| Asian/Pacific Islander | N/A | I/S | I/S | I/S | I/S | I/S | I/S | 64.9 | 58.9 | 95.6 | 96 |
| Hispanic | 1 | I/S | I/S | I/S | I/S | I/S | I/S | 33.3 | 27.5 | 95.3 | 96.4 |
| American Indian/Alaskan | N/A | I/S | I/S | I/S | I/S | I/S | I/S | I/S | 32.7 | N/A | 94.6 |
| Disability Status | | | | | | | | | | | |
| Disabled | 21 | 100 | 58.8 | 35.3 | 5.9 | 0 | 5.9 | 9.7 | 14.4 | 94.3 | 95.1 |
| Migrant Status | | | | | | | | | | | |
| Migrant | N/A | I/S | I/S | I/S | I/S | I/S | I/S | 20.7 | 22.6 | N/A | 96.9 |
| English Proficiency | | | | | | | | | | | |
| Limited English Proficient | 1 | I/S | I/S | I/S | I/S | I/S | I/S | 36.4 | 27.3 | 98.3 | 96.7 |
| Socio-Economic Status | | | | | | | | | | | |
| Subsized meals | 72 | 98.6 | 47.5 | 39.3 | 9.8 | 3.3 | 13.1 | 16.8 | 21 | 95.4 | 95.8 |

* Adj - Adjusted to account for natural variation in performance.

Abbreviations for Missing Data

N/A–Not Applicable N/AV–Not Available N/C–Not Collected N/R–Not Reported I/S–Insufficient Sample

PACT Performance By Grade Level

| | Grade | Enrollment 1st Day of Testing | % Tested | % Below Basic | % Basic | % Proficient | % Advanced | % Proficient and Advanced* | |
|------------------------------|-------|-------------------------------|----------|---------------|---------|--------------|------------|----------------------------|------|
| English/Language Arts | | | | | | | | | |
| 2007 | 3 | 50 | 100 | 13.3 | 57.8 | 26.7 | 2.2 | 28.9 | |
| | 4 | 42 | 100 | 20 | 40 | 40 | 0 | 40 | |
| | 5 | 39 | 100 | 28.1 | 53.1 | 18.8 | 0 | 18.8 | |
| | 6 | N/A | N/AV | N/AV | N/AV | N/AV | N/AV | N/AV | N/AV |
| | 7 | N/A | N/AV | N/AV | N/AV | N/AV | N/AV | N/AV | N/AV |
| | 8 | N/A | N/AV | N/AV | N/AV | N/AV | N/AV | N/AV | N/AV |
| 2008 | 3 | 65 | 96.9 | 25.9 | 38.9 | 29.6 | 5.6 | 35.2 | |
| | 4 | 43 | 100 | 51.4 | 27 | 21.6 | 0 | 21.6 | |
| | 5 | 32 | 100 | 41.4 | 37.9 | 20.7 | 0 | 20.7 | |
| | 6 | N/A | I/S | I/S | I/S | I/S | I/S | I/S | |
| | 7 | N/A | I/S | I/S | I/S | I/S | I/S | I/S | |
| | 8 | N/A | I/S | I/S | I/S | I/S | I/S | I/S | |
| Mathematics | | | | | | | | | |
| 2007 | 3 | 50 | 100 | 35.6 | 60 | 4.4 | 0 | 4.4 | |
| | 4 | 42 | 100 | 28.6 | 48.6 | 22.9 | 0 | 22.9 | |
| | 5 | 39 | 100 | 31.3 | 56.3 | 9.4 | 3.1 | 12.5 | |
| | 6 | N/A | N/AV | N/AV | N/AV | N/AV | N/AV | N/AV | N/AV |
| | 7 | N/A | N/AV | N/AV | N/AV | N/AV | N/AV | N/AV | N/AV |
| | 8 | N/A | N/AV | N/AV | N/AV | N/AV | N/AV | N/AV | N/AV |
| 2008 | 3 | 65 | 98.5 | 49.1 | 40 | 10.9 | 0 | 10.9 | |
| | 4 | 43 | 100 | 51.4 | 32.4 | 10.8 | 5.4 | 16.2 | |
| | 5 | 32 | 100 | 55.2 | 31 | 10.3 | 3.4 | 13.8 | |
| | 6 | N/A | I/S | I/S | I/S | I/S | I/S | I/S | |
| | 7 | N/A | I/S | I/S | I/S | I/S | I/S | I/S | |
| | 8 | N/A | I/S | I/S | I/S | I/S | I/S | I/S | |
| Science | | | | | | | | | |
| 2007 | 3 | 27 | 100 | 41.7 | 54.2 | 4.2 | 0 | 4.2 | |
| | 4 | 42 | 100 | 40 | 31.4 | 22.9 | 5.7 | 28.6 | |
| | 5 | 19 | 100 | 26.7 | 46.7 | 20 | 6.7 | 26.7 | |
| | 6 | N/A | N/AV | N/AV | N/AV | N/AV | N/AV | N/AV | N/AV |
| | 7 | N/A | N/AV | N/AV | N/AV | N/AV | N/AV | N/AV | N/AV |
| | 8 | N/A | N/AV | N/AV | N/AV | N/AV | N/AV | N/AV | N/AV |
| 2008 | 3 | 33 | 97 | 53.8 | 30.8 | 11.5 | 3.8 | 15.4 | |
| | 4 | 43 | 97.7 | 44.4 | 36.1 | 11.1 | 8.3 | 19.4 | |
| | 5 | 15 | 100 | 85.7 | 14.3 | 0 | 0 | 0 | |
| | 6 | N/A | I/S | I/S | I/S | I/S | I/S | I/S | |
| | 7 | N/A | I/S | I/S | I/S | I/S | I/S | I/S | |
| | 8 | N/A | I/S | I/S | I/S | I/S | I/S | I/S | |
| Social Studies | | | | | | | | | |
| 2007 | 3 | 23 | 100 | 19 | 66.7 | 9.5 | 4.8 | 14.3 | |
| | 4 | 42 | 100 | 37.1 | 40 | 17.1 | 5.7 | 22.9 | |
| | 5 | 20 | 100 | 35.3 | 64.7 | 0 | 0 | 0 | |
| | 6 | N/A | N/AV | N/AV | N/AV | N/AV | N/AV | N/AV | N/AV |
| | 7 | N/A | N/AV | N/AV | N/AV | N/AV | N/AV | N/AV | N/AV |
| | 8 | N/A | N/AV | N/AV | N/AV | N/AV | N/AV | N/AV | N/AV |
| 2008 | 3 | 31 | 100 | 35.7 | 46.4 | 17.9 | 0 | 17.9 | |
| | 4 | 43 | 97.7 | 44.4 | 44.4 | 5.6 | 5.6 | 11.1 | |
| | 5 | 17 | 100 | 53.3 | 20 | 26.7 | 0 | 26.7 | |
| | 6 | N/A | I/S | I/S | I/S | I/S | I/S | I/S | |
| | 7 | N/A | I/S | I/S | I/S | I/S | I/S | I/S | |
| | 8 | N/A | I/S | I/S | I/S | I/S | I/S | I/S | |

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