



Spann Elementary

901 John McKissick Way
Summerville, South

| | | |
|-----------------------|------------------------|--------------|
| Grades | PK-5 Elementary School | |
| Enrollment | 881 Students | |
| Principal | Wanda Carroll-Williams | 843-873-3050 |
| Superintendent | Joseph R. Pye | 843-873-2901 |
| Board Chair | Bufort "Bo" Blanton | 843-873-8454 |

THE STATE OF SOUTH CAROLINA 2009 ANNUAL SCHOOL REPORT CARD



RATINGS OVER 5-YEAR PERIOD

| YEAR | ABSOLUTE RATING | GROWTH RATING |
|-------------|-----------------|----------------|
| 2009 | Good | Average |
| 2008 | Average | At-Risk |
| 2007 | Average | At-Risk |
| 2006 | Good | At-Risk |
| 2005 | Good | Good |

DEFINITIONS OF SCHOOL RATING TERMS

- Excellent – School performance substantially exceeds the standards for progress toward the 2020 SC Performance Vision
- Good – School performance exceeds the standards for progress toward the 2020 SC Performance Vision
- Average – School performance meets the standards for progress toward the 2020 SC Performance Vision
- Below Average – School is in jeopardy of not meeting the standards for progress toward the 2020 SC Performance Vision
- At-Risk – School performance fails to meet the standards for progress toward the 2020 SC Performance Vision

SOUTH CAROLINA PERFORMANCE GOAL

By 2010, SC'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.

SOUTH CAROLINA PERFORMANCE VISION

By 2020 all students will graduate with the knowledge and skills necessary to compete successfully in the global economy, participate in a democratic society and contribute positively as members of families and communities.

Percent of Student PASS Records Matched for Purpose of Computing Growth Rating

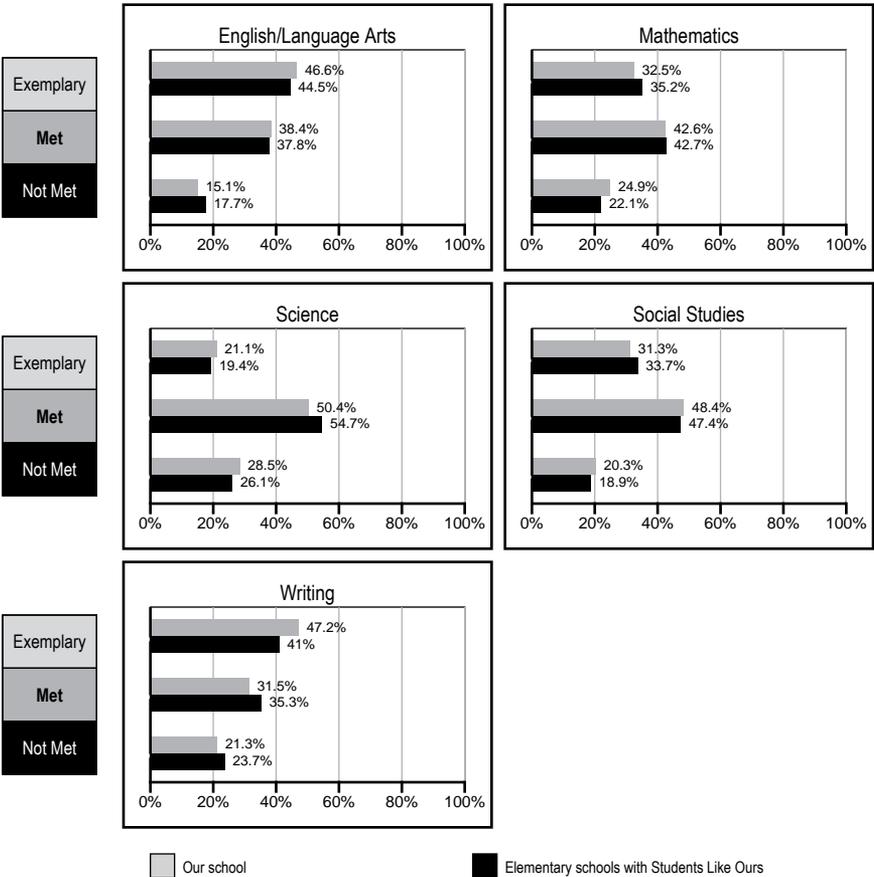
Percent of students tested in 2008-09 whose 2007-08 test scores were located | 95.6%

ABSOLUTE RATINGS OF ELEMENTARY SCHOOLS WITH STUDENTS LIKE OURS*

| Excellent | Good | Average | Below Average | At-Risk |
|-----------|------|---------|---------------|---------|
| 19 | 34 | 41 | 0 | 0 |

* Ratings are calculated with data available by 06/01/2010.

Palmetto Assessment of State Standards (PASS)



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

Definition of Critical Terms

| | |
|-----------|---|
| Exemplary | "Exemplary" means the student demonstrated exemplary performance in meeting the grade level standard. |
| Met | "Met" means the student met the grade level standard. |
| Not Met | "Not Met" means that the student did not meet the grade level standard. |

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=881) | | | | |
| First graders who attended full-day kindergarten | 100.0% | No Change | 100.0% | 100.0% |
| Retention rate | 1.3% | Down from 2.4% | 1.7% | 1.9% |
| Attendance rate | 96.4% | No Change | 96.4% | 96.3% |
| Eligible for gifted and talented | 13.8% | Down from 14.1% | 15.0% | 10.0% |
| With disabilities other than speech | 5.8% | Up from 4.9% | 7.2% | 7.7% |
| Older than usual for grade | 0.3% | Up from 0.0% | 0.3% | 0.5% |
| Out-of-school suspensions or expulsions for violent and/or criminal offenses | 0.2% | Down from 0.8% | 0.0% | 0.0% |
| Teachers (n=61) | | | | |
| Teachers with advanced degrees | 54.1% | Up from 47.5% | 61.2% | 59.4% |
| Continuing contract teachers | 86.9% | Up from 79.7% | 83.4% | 80.0% |
| Teachers with emergency or provisional certificates | 0.0% | No Change | 0.0% | 0.0% |
| Teachers returning from previous year | 87.2% | Up from 86.3% | 88.8% | 85.9% |
| Teacher attendance rate | 95.7% | Down from 95.8% | 95.1% | 95.1% |
| Average teacher salary* | \$47,362 | Up 6.7% | \$48,160 | \$47,149 |
| Professional development days/teacher | 26.2 days | Up from 18.7 days | 11.3 days | 11.1 days |
| School | | | | |
| Principal's years at school | 3.0 | Up from 2.0 | 5.0 | 4.0 |
| Student-teacher ratio in core subjects | 17.8 to 1 | Down from 18.5 to 1 | 19.4 to 1 | 18.8 to 1 |
| Prime instructional time | 91.4% | Up from 90.2% | 90.5% | 90.4% |
| Opportunities in the arts | Good | No Change | Good | Good |
| SACS accreditation | Yes | No Change | Yes | Yes |
| Parents attending conferences | 100.0% | Up from 97.7% | 100.0% | 100.0% |
| Character development program | Excellent | No Change | Excellent | Excellent |
| Dollars spent per pupil** | \$7,406 | Up 4.8% | \$6,977 | \$7,458 |
| Percent of expenditures for instruction** | 65.0% | Down from 68.1% | 69.1% | 68.8% |
| Percent of expenditures for teacher salaries** | 61.3% | Down from 62.0% | 62.2% | 63.2% |

* Includes current year teachers contracted for 185 or more days.

** Prior year audited financial data are reported.

Abbreviations for Missing Data

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Report of Principal and School Improvement Council

Each year at Spann Elementary is a new beginning and a new opportunity for change and growth! No matter the focus, we have learned together that it takes the alignment of clear vision, clear goals, trusting relationships, courageous conversations, and action to get the results that we desire for all of our children. We have worked diligently to create a "culture of mutual respect" between students, parents, staff, and administrators and cultivated a "habitat for learning" that fosters student achievement.

The entire school family shares responsibility for student learning at Spann. We begin each day by clearly communicating our school mission and vision via the morning message: "We have High expectations. We Aspire for greater knowledge. We are Proud of what we know and can do. We are Prepared to be productive. We Yearn to give our best, and we are getting better, too!" The Administrative and Instructional Management Team (AIM Team) sets the standard by establishing these daily outcomes in alignment with the Dorchester School District Two vision for "leading the way...every child...every day." Office staff and non-classroom-based teachers are strategically assigned to areas around the building to ensure safety and to greet children and parents as they arrive. Teachers are prepared to engage children immediately as they enter their rooms. Classes begin with a review of the outcomes and essential questions for each lesson. Our instructional leaders frequently monitor grade level, classroom, and individual objectives. Parents and Community Partners volunteer countless hours to support our total school program. Building services and cafeteria staff all join us in communicating expectations for learning and behavior through the school-wide Positive Behavioral Interventions and Supports (PBIS). Our PBIS motto, Proud to the C.O.R.E (Caring, Orderly, Responsible, and Expect the best) encourages our children to demonstrate strong character traits and skills for success. The rave this year has been to earn Mrs. Marcoff's Restaurant Style Luncheon by reaching the class goal for C.O.R.E. credits. The energy at Spann is contagious!

The true measure of our success is reflected in commitment to students' learning. We are celebrating the renewal of our Red Carpet School status through the year 2011. Our "Surpassing Yourself" goals for academics and character growth are celebrated at quarterly Expectations Town Meetings. We communicate our pride, highlight small successes, and share relevant information throughout the year via in-school and home-to-school newsletters and WebPages (<http://spann.ddtwo.org>).

This year, we have responded to our district's "Call to Action" by developing a "Good to Great" action plan. We will meet the charge with goals to "raise the bar," "close the gaps," and "grade for learning." Our greatest challenge is to realize these goals by differentiating instruction to meet the needs of the accelerated, the average, and the at-risk child. We will meet these challenges head-on with renewed commitment as a Professional Learning Community (PLC) and Professional Development School (PDS), while engaging in action research of best practices to stretch ourselves, involve our parents, and educate our children beyond belief.

Wanda Carroll-Williams, Principal
Brandi Chambers, SIC Chairperson

Evaluations by Teachers, Students and Parents

| | Teachers | Students* | Parents* |
|--|----------|-----------|----------|
| Number of surveys returned | 58 | 140 | 125 |
| Percent satisfied with learning environment | 96.6% | 85.7% | 95.2% |
| Percent satisfied with social and physical environment | 98.3% | 81.9% | 93.5% |
| Percent satisfied with school-home relations | 94.7% | 90.0% | 86.8% |

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

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School Adequate Yearly Progress

YES

This school met 17 out of 17 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. Sanctions: Implement the restructuring plan. Continue school choice and supplemental services. |
| 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 | 0.2% | 1.7% |
| Classes in high poverty schools not taught by highly qualified teachers | N/A | 5.8% |

| | Our School | State Objective | Met State Objective |
|---|-------------------|------------------------|----------------------------|
| Classes not taught by highly qualified teachers | 0.0% | 0.0% | Yes |
| Student attendance rate | 96.4% | 94.0%* | Yes |

* Or greater than last year

Abbreviations for Missing Data

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PASS Performance By Group

| | Enrollment 1st Day of Testing | % Tested | % Not Met | % Met | % Exemplary | School % Met or Exemplary* | District % Met or Exemplary* | State % Met or Exemplary* | Performance Objective Met | Participation Objective Met |
|---|-------------------------------|----------|-----------|-------|-------------|----------------------------|------------------------------|---------------------------|---------------------------|-----------------------------|
| English/Language Arts - State Performance Objective = 58.8% (Met or Exemplary) | | | | | | | | | | |
| All Students | 405 | 99.8 | 15.1 | 38.4 | 46.6 | 92.3 | 89.3 | 82.8 | Yes | Yes |
| Gender | | | | | | | | | | |
| Male | 199 | 99.5 | 18.7 | 38.5 | 42.8 | 88.8 | 86.4 | 79.3 | N/A | N/A |
| Female | 206 | 100 | 11.5 | 38.2 | 50.3 | 95.8 | 92.2 | 86.5 | N/A | N/A |
| Racial/Ethnic Group | | | | | | | | | | |
| White | 237 | 100 | 11.4 | 34.5 | 54.1 | 94.8 | 92.9 | 89.5 | Yes | Yes |
| African American | 134 | 99.3 | 21.4 | 51.3 | 27.4 | 89.7 | 82.3 | 73.7 | Yes | Yes |
| Asian/Pacific Islander | 16 | 100 | N/AV | N/AV | N/AV | 100 | 93.3 | 92.3 | I/S | I/S |
| Hispanic | 16 | 100 | 40 | 26.7 | 33.3 | 66.7 | 82.7 | 76.5 | I/S | I/S |
| American Indian/Alaskan | 2 | I/S | I/S | I/S | I/S | I/S | 92.8 | 82.5 | I/S | I/S |
| Disability Status | | | | | | | | | | |
| Disabled | 28 | 100 | 58.3 | 25 | 16.7 | 66.7 | 59.6 | 52 | I/S | I/S |
| Migrant Status | | | | | | | | | | |
| Migrant | N/A | N/AV | N/A | N/A | N/A | N/A | N/A | 66.1 | N/A | N/A |
| English Proficiency | | | | | | | | | | |
| Limited English Proficient | 14 | 100 | 25 | 33.3 | 41.7 | 83.3 | 77.7 | 75.1 | I/S | I/S |
| Socio-Economic Status | | | | | | | | | | |
| Subsided meals | 171 | 100 | 27.2 | 42.2 | 30.6 | 83.7 | 81.9 | 75.5 | Yes | Yes |
| Mathematics - State Performance Objective = 57.8% (Met or Exemplary) | | | | | | | | | | |
| All Students | 405 | 99.8 | 24.9 | 42.6 | 32.5 | 83.3 | 85.8 | 78.9 | Yes | Yes |
| Gender | | | | | | | | | | |
| Male | 199 | 99.5 | 21.4 | 46.5 | 32.1 | 86.6 | 85.2 | 77 | N/A | N/A |
| Female | 206 | 100 | 28.3 | 38.7 | 33 | 80.1 | 86.4 | 80.9 | N/A | N/A |
| Racial/Ethnic Group | | | | | | | | | | |
| White | 237 | 100 | 16.6 | 43.2 | 40.2 | 90.4 | 91.5 | 87.2 | Yes | Yes |
| African American | 134 | 99.3 | 40.2 | 44.4 | 15.4 | 70.1 | 74.4 | 66.7 | Yes | Yes |
| Asian/Pacific Islander | 16 | 100 | 6.7 | 33.3 | 60 | 93.3 | 91.8 | 93 | I/S | I/S |
| Hispanic | 16 | 100 | 53.3 | 33.3 | 13.3 | 66.7 | 80.4 | 76 | I/S | I/S |
| American Indian/Alaskan | 2 | I/S | I/S | I/S | I/S | I/S | 94.2 | 79.5 | I/S | I/S |
| Disability Status | | | | | | | | | | |
| Disabled | 28 | 100 | 66.7 | 29.2 | 4.2 | 45.8 | 57.1 | 45.5 | I/S | I/S |
| Migrant Status | | | | | | | | | | |
| Migrant | N/A | N/AV | N/A | N/A | N/A | N/A | N/A | 75.7 | N/A | N/A |
| English Proficiency | | | | | | | | | | |
| Limited English Proficient | 14 | 100 | 41.7 | 33.3 | 25 | 75 | 76.6 | 76.1 | I/S | I/S |
| Socio-Economic Status | | | | | | | | | | |
| Subsided meals | 171 | 100 | 38.8 | 44.9 | 16.3 | 74.1 | 76.5 | 70.2 | Yes | Yes |

* 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

PASS Performance By Group

| | Enrollment 1st Day of Testing | % Tested | % Not Met | % Met | % Exemplary | School % Met or Exemplary | District % Met or Exemplary | State % Met or Exemplary |
|------------------------------|-------------------------------|----------|-----------|-------|-------------|---------------------------|-----------------------------|--------------------------|
| Science | | | | | | | | |
| All Students | 265 | 100 | 28.5 | 50.4 | 21.1 | 71.5 | 75.3 | 67.5 |
| Gender | | | | | | | | |
| Male | 135 | 100 | 23.6 | 51.2 | 25.2 | 76.4 | 75 | 67 |
| Female | 130 | 100 | 33.6 | 49.6 | 16.8 | 66.4 | 75.8 | 68 |
| Racial/Ethnic Group | | | | | | | | |
| White | 157 | 100 | 17.9 | 56.3 | 25.8 | 82.1 | 83.8 | 79.5 |
| African American | 87 | 100 | 52 | 38.7 | 9.3 | 48 | 57 | 50.3 |
| Asian/Pacific Islander | 8 | I/S | I/S | I/S | I/S | I/S | 86.4 | 84.3 |
| Hispanic | 11 | 100 | I/S | I/S | I/S | I/S | 70.5 | 60.7 |
| American Indian/Alaskan | 2 | I/S | I/S | I/S | I/S | I/S | 83.3 | 71.2 |
| Disability Status | | | | | | | | |
| Disabled | 13 | 100 | I/S | I/S | I/S | I/S | 42.2 | 35.6 |
| Migrant Status | | | | | | | | |
| Migrant | N/A | N/AV | N/A | N/A | N/A | N/A | N/A | 46.1 |
| English Proficiency | | | | | | | | |
| Limited English Proficient | 10 | I/S | I/S | I/S | I/S | I/S | 66.7 | 59.6 |
| Socio-Economic Status | | | | | | | | |
| Subsided meals | 110 | 100 | 47.8 | 43.5 | 8.7 | 52.2 | 59.9 | 55.1 |
| Social Studies | | | | | | | | |
| All Students | 265 | 100 | 20.3 | 48.4 | 31.3 | 79.7 | 81.2 | 72.3 |
| Gender | | | | | | | | |
| Male | 129 | 100 | 22.1 | 48.4 | 29.5 | 77.9 | 80.9 | 71.5 |
| Female | 136 | 100 | 18.5 | 48.4 | 33.1 | 81.5 | 81.4 | 73.2 |
| Racial/Ethnic Group | | | | | | | | |
| White | 151 | 100 | 13.9 | 49.3 | 36.8 | 86.1 | 86.7 | 80.7 |
| African American | 88 | 100 | 30.8 | 47.4 | 21.8 | 69.2 | 69.9 | 60 |
| Asian/Pacific Islander | 13 | 100 | 8.3 | 50 | 41.7 | 91.7 | 91.5 | 88.5 |
| Hispanic | 12 | 100 | 45.5 | 36.4 | 18.2 | 54.5 | 73.6 | 68 |
| American Indian/Alaskan | 1 | I/S | I/S | I/S | I/S | I/S | 95.2 | 72.2 |
| Disability Status | | | | | | | | |
| Disabled | 18 | 100 | 53.3 | 40 | 6.7 | 46.7 | 53.1 | 43.5 |
| Migrant Status | | | | | | | | |
| Migrant | N/A | N/AV | N/A | N/A | N/A | N/A | N/A | 50.7 |
| English Proficiency | | | | | | | | |
| Limited English Proficient | 9 | I/S | I/S | I/S | I/S | I/S | 74.6 | 67.9 |
| Socio-Economic Status | | | | | | | | |
| Subsided meals | 113 | 100 | 30.5 | 48.4 | 21.1 | 69.5 | 70.6 | 62.1 |

Abbreviations for Missing Data

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

PASS Performance By Group

| | Enrollment 1st Day of Testing | % Tested | % Not Met | % Met | % Exemplary | School % Met or Exemplary | District % Met or Exemplary | State % Met or Exemplary | School Attendance Rate | District Attendance Rate |
|------------------------------|-------------------------------|----------|-----------|-------|-------------|---------------------------|-----------------------------|--------------------------|------------------------|--------------------------|
| Writing | | | | | | | | | | |
| All Students | 410 | 99.3 | 21.1 | 31.6 | 47.3 | 78.9 | 81.7 | 70.2 | 96.4 | 96.2 |
| Gender | | | | | | | | | | |
| Male | 202 | 99.5 | 28.5 | 34.2 | 37.3 | 71.5 | 76 | 63.2 | 96.2 | 96.1 |
| Female | 208 | 99 | 13.8 | 29.1 | 57.1 | 86.2 | 87.5 | 77.5 | 96.5 | 96.3 |
| Racial/Ethnic Group | | | | | | | | | | |
| White | 242 | 99.6 | 15.6 | 34.2 | 50.2 | 84.4 | 86.9 | 79.1 | 96.3 | 96 |
| African American | 132 | 98.5 | 29.7 | 28 | 42.4 | 70.3 | 70.9 | 57.6 | 96.6 | 96.4 |
| Asian/Pacific Islander | 16 | 100 | 6.7 | 33.3 | 60 | 93.3 | 88.6 | 86.2 | 96.7 | 97.1 |
| Hispanic | 18 | 100 | 52.9 | 17.6 | 29.4 | 47.1 | 78.9 | 62.6 | 96 | 96.4 |
| American Indian/Alaskan | 2 | I/S | I/S | I/S | I/S | I/S | 88.4 | 68.7 | 95.6 | 95.8 |
| Disability Status | | | | | | | | | | |
| Disabled | 37 | 97.3 | 66.7 | 24.2 | 9.1 | 33.3 | 37.7 | 26.1 | 95.4 | 95.1 |
| Migrant Status | | | | | | | | | | |
| Migrant | N/A | N/AV | N/A | N/A | N/A | N/A | N/A | 54.7 | N/A | 98.1 |
| English Proficiency | | | | | | | | | | |
| Limited English Proficient | 16 | 100 | 42.9 | 21.4 | 35.7 | 57.1 | 70.2 | 61.2 | 96.5 | 96.3 |
| Socio-Economic Status | | | | | | | | | | |
| Subsidized meals | 173 | 98.3 | 33.3 | 32 | 34.6 | 66.7 | 70.2 | 58.9 | 95.8 | 95.5 |

Abbreviations for Missing Data

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

PASS Performance By Grade Level

| | Grade | Enrollment 1st Day of Testing | % Tested | % Not Met | % Met | % Exemplary | % Met or Exemplary |
|------------------------------|-------|-------------------------------|----------|-----------|-------|-------------|--------------------|
| English/Language Arts | | | | | | | |
| 2009 | 3 | 134 | 99.3 | 11.8 | 22 | 66.1 | 88.2 |
| | 4 | 126 | 100 | 17.5 | 43.9 | 38.6 | 82.5 |
| | 5 | 145 | 100 | 16.1 | 48.9 | 35 | 83.9 |
| | 6 | N/A | N/AV | N/A | N/A | N/A | N/A |
| | 7 | N/A | N/AV | N/A | N/A | N/A | N/A |
| | 8 | N/A | N/AV | N/A | N/A | N/A | N/A |
| Mathematics | | | | | | | |
| 2009 | 3 | 134 | 99.3 | 21.3 | 33.1 | 45.7 | 78.7 |
| | 4 | 126 | 100 | 24.6 | 46.5 | 28.9 | 75.4 |
| | 5 | 145 | 100 | 28.5 | 48.2 | 23.4 | 71.5 |
| | 6 | N/A | N/AV | N/A | N/A | N/A | N/A |
| | 7 | N/A | N/AV | N/A | N/A | N/A | N/A |
| | 8 | N/A | N/AV | N/A | N/A | N/A | N/A |
| Science | | | | | | | |
| 2009 | 3 | 66 | 100 | 20.6 | 49.2 | 30.2 | 79.4 |
| | 4 | 126 | 100 | 28.9 | 51.8 | 19.3 | 71.1 |
| | 5 | 73 | 100 | 34.8 | 49.3 | 15.9 | 65.2 |
| | 6 | N/A | N/AV | N/A | N/A | N/A | N/A |
| | 7 | N/A | N/AV | N/A | N/A | N/A | N/A |
| | 8 | N/A | N/AV | N/A | N/A | N/A | N/A |
| Social Studies | | | | | | | |
| 2009 | 3 | 67 | 100 | 20.3 | 35.9 | 43.8 | 79.7 |
| | 4 | 126 | 100 | 21.1 | 56.1 | 22.8 | 78.9 |
| | 5 | 72 | 100 | 19.1 | 47.1 | 33.8 | 80.9 |
| | 6 | N/A | N/AV | N/A | N/A | N/A | N/A |
| | 7 | N/A | N/AV | N/A | N/A | N/A | N/A |
| | 8 | N/A | N/AV | N/A | N/A | N/A | N/A |
| Writing | | | | | | | |
| 2009 | 3 | 137 | 100 | 23.9 | 21.6 | 54.5 | 76.1 |
| | 4 | 127 | 99.2 | 21.2 | 35.6 | 43.2 | 78.8 |
| | 5 | 146 | 98.6 | 18.2 | 38 | 43.8 | 81.8 |
| | 6 | N/A | N/AV | N/A | N/A | N/A | N/A |
| | 7 | N/A | N/AV | N/A | N/A | N/A | N/A |
| | 8 | N/A | N/AV | N/A | N/A | N/A | N/A |

Abbreviations for Missing Data

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