



Socastee Elementary

4950 Socastee Boulevard
Myrtle Beach, South

| | | |
|-----------------------|------------------------|--------------|
| Grades | PK-5 Elementary School | |
| Enrollment | 650 Students | |
| Principal | Judy Bratcher | 843-650-2606 |
| Superintendent | Dr. Cynthia Elsberry | 843-488-6700 |
| Board Chair | Will Garland | 843-358-8002 |

THE STATE OF SOUTH CAROLINA 2009 ANNUAL SCHOOL REPORT CARD



RATINGS OVER 5-YEAR PERIOD

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

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

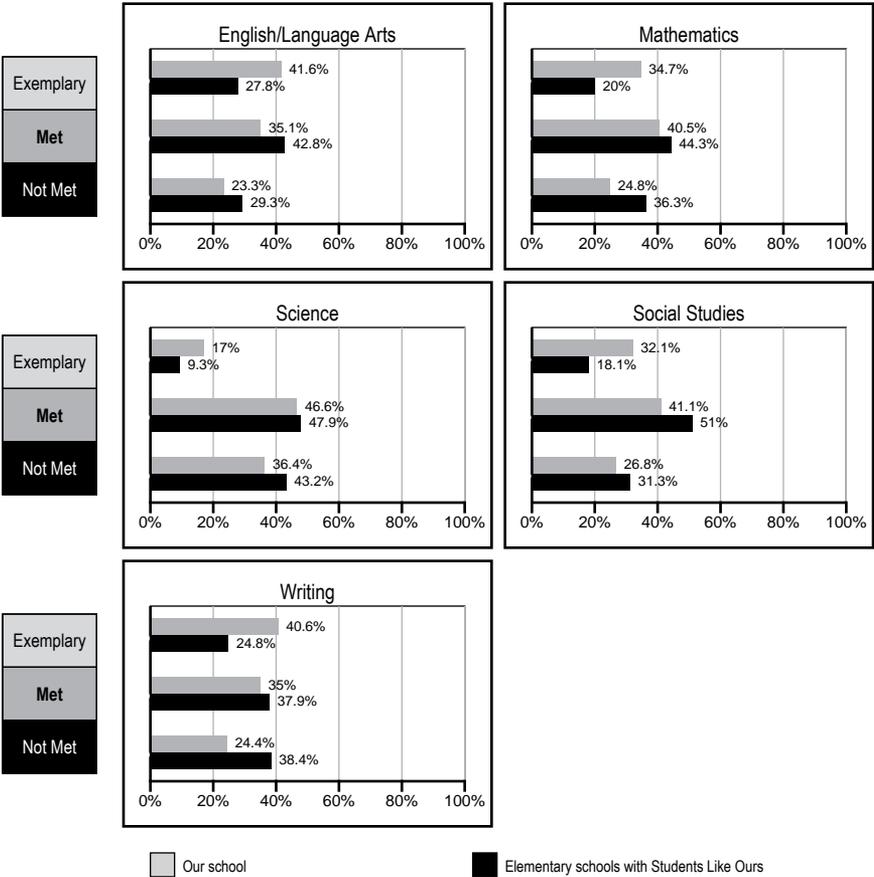
Percent of students tested in 2008-09 whose 2007-08 test scores were located | 96.5%

ABSOLUTE RATINGS OF ELEMENTARY SCHOOLS WITH STUDENTS LIKE OURS*

| Excellent | Good | Average | Below Average | At-Risk |
|-----------|------|---------|---------------|---------|
| 0 | 5 | 82 | 28 | 4 |

* 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=650) | | | | |
| First graders who attended full-day kindergarten | 100.0% | No Change | 100.0% | 100.0% |
| Retention rate | 1.3% | Up from 1.1% | 2.5% | 1.9% |
| Attendance rate | 96.1% | Down from 96.2% | 96.0% | 96.3% |
| Eligible for gifted and talented | 17.8% | Up from 16.3% | 6.2% | 10.0% |
| With disabilities other than speech | 10.9% | Up from 10.0% | 9.0% | 7.7% |
| Older than usual for grade | 0.2% | Up from 0.0% | 0.7% | 0.5% |
| Out-of-school suspensions or expulsions for violent and/or criminal offenses | 0.0% | No Change | 0.0% | 0.0% |
| Teachers (n=43) | | | | |
| Teachers with advanced degrees | 48.8% | No Change | 57.1% | 59.4% |
| Continuing contract teachers | 79.1% | Down from 85.4% | 76.9% | 80.0% |
| Teachers with emergency or provisional certificates | 0.0% | No Change | 0.0% | 0.0% |
| Teachers returning from previous year | 88.2% | No Change | 84.8% | 85.9% |
| Teacher attendance rate | 95.8% | Up from 94.1% | 95.0% | 95.1% |
| Average teacher salary* | \$48,660 | Up 4.3% | \$46,058 | \$47,149 |
| Professional development days/teacher | 19.2 days | Down from 35.4 days | 11.7 days | 11.1 days |
| School | | | | |
| Principal's years at school | 3.0 | Up from 2.0 | 4.0 | 4.0 |
| Student-teacher ratio in core subjects | 21.1 to 1 | Up from 19.7 to 1 | 18.0 to 1 | 18.8 to 1 |
| Prime instructional time | 88.5% | Up from 88.4% | 89.9% | 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 99.5% | 100.0% | 100.0% |
| Character development program | Excellent | No Change | Excellent | Excellent |
| Dollars spent per pupil** | \$8,775 | Up 6.6% | \$7,752 | \$7,458 |
| Percent of expenditures for instruction** | 66.5% | Down from 69.1% | 68.1% | 68.8% |
| Percent of expenditures for teacher salaries** | 48.1% | Down from 63.5% | 62.3% | 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

2008-09 was a growing year for Socastee Elementary School. The school was recognized as an AYP school, SACS accredited school and is a Red Carpet school. Socastee Elementary worked with students, parents, and community to raise money for March of Dimes, Cancer Society, and American Heart Association Jump Rope for Heart, and other charities. Our Caring Club provided leadership and community service for various school projects, worked at a local assisted living center. Construction of 6 new classrooms and various other renovations were completed. Strategies employed to improve student achievement were literacy teachers, a Reading Recovery teacher, and child development and kindergarten teacher assistants. The staff implemented the Imagine It! phonics program and literacy stations to provide more time for small group instruction and practice of reading skills. Selected 5th grade math students took Pre-Algebra. Students were able to participate in Boys and Girls Only Reading Clubs. Students were engaged in many computer assisted instruction through Raz-Kids, Headsprout, BrainPOP, Larson's Math for Math and ELA. Students in grades 3-5 participated in technology classes and learned to use several computer application programs, such as Word, PowerPoint, and Publisher, while integrating Social Studies concepts. Two ESOL teachers and an assistant worked with ESOL students and their parents. Translations and interpretations were provided to improve communication. Title I funded several parenting programs facilitated by the school counselor. An interpreter and childcare was provided at all parent meetings and parent teacher conferences. A major challenge our staff and students face is the issue of high mobility for students. Socastee Elementary has between a 23-25% school-wide turnover with some classes as high as 35%. The PTO and the School Improvement/Title One council continued their support for the staff and students. Numerous business and organizations provided gifts and support to the school. CCU mentors worked with over 20 students regularly. The revised mission of the school is to provide students with a stable quality learning environment that models the responsive classroom principles and students can achieve. Judy Bratcher, Principal, 2008-09; Anna Weaver, School Improvement Council Chair 2008-09

Evaluations by Teachers, Students and Parents

| | Teachers | Students* | Parents* |
|--|----------|-----------|----------|
| Number of surveys returned | 39 | 89 | 64 |
| Percent satisfied with learning environment | 92.3% | 91.0% | 93.7% |
| Percent satisfied with social and physical environment | 97.4% | 87.5% | 90.3% |
| Percent satisfied with school-home relations | 87.2% | 94.3% | 81.3% |

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

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No Child Left Behind

School Adequate Yearly Progress

NO

This school met 26 out of 27 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 | 2.4% | 1.7% |
| Classes in high poverty schools not taught by highly qualified teachers | 3.3% | 5.8% |

| | Our School | State Objective | Met State Objective |
|---|------------|-----------------|---------------------|
| Classes not taught by highly qualified teachers | 0.0% | 0.0% | Yes |
| Student attendance rate | 96.1% | 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 | 301 | 99.7 | 22.9 | 35.3 | 41.7 | 86.1 | 86.5 | 82.8 | Yes | Yes |
| Gender | | | | | | | | | | |
| Male | 154 | 99.4 | 30.1 | 35.3 | 34.6 | 81.2 | 83.4 | 79.3 | N/A | N/A |
| Female | 147 | 100 | 15.8 | 35.3 | 48.9 | 91 | 89.7 | 86.5 | N/A | N/A |
| Racial/Ethnic Group | | | | | | | | | | |
| White | 189 | 100 | 15.7 | 32.6 | 51.7 | 91.9 | 91 | 89.5 | Yes | Yes |
| African American | 41 | 100 | 32.4 | 47.1 | 20.6 | 85.3 | 74.8 | 73.7 | I/S | Yes |
| Asian/Pacific Islander | N/A | N/AV | N/A | N/A | N/A | N/A | 87 | 92.3 | I/S | I/S |
| Hispanic | 62 | 98.4 | 44.2 | 34.6 | 21.2 | 65.4 | 78.4 | 76.5 | Yes | Yes |
| American Indian/Alaskan | N/A | N/AV | N/A | N/A | N/A | N/A | 87.5 | 82.5 | I/S | I/S |
| Disability Status | | | | | | | | | | |
| Disabled | 49 | 100 | 45.2 | 42.9 | 11.9 | 69 | 63.1 | 52 | Yes | Yes |
| Migrant Status | | | | | | | | | | |
| Migrant | N/A | N/AV | N/A | N/A | N/A | N/A | I/S | 66.1 | N/A | N/A |
| English Proficiency | | | | | | | | | | |
| Limited English Proficient | 58 | 98.3 | 44.9 | 34.7 | 20.4 | 63.3 | 74.2 | 75.1 | Yes | Yes |
| Socio-Economic Status | | | | | | | | | | |
| Subsided meals | 204 | 100 | 30.4 | 36.8 | 32.7 | 80.1 | 81.6 | 75.5 | Yes | Yes |

Mathematics - State Performance Objective = 57.8% (Met or Exemplary)

| | | | | | | | | | | |
|------------------------------|-----|------|------|------|------|------|------|------|-----|-----|
| All Students | 301 | 100 | 24.1 | 41.4 | 34.6 | 81.2 | 83.7 | 78.9 | Yes | Yes |
| Gender | | | | | | | | | | |
| Male | 154 | 100 | 28.6 | 38.3 | 33.1 | 77.4 | 81.9 | 77 | N/A | N/A |
| Female | 147 | 100 | 19.5 | 44.4 | 36.1 | 85 | 85.5 | 80.9 | N/A | N/A |
| Racial/Ethnic Group | | | | | | | | | | |
| White | 189 | 100 | 17.4 | 39 | 43.6 | 87.2 | 89.2 | 87.2 | Yes | Yes |
| African American | 41 | 100 | 35.3 | 47.1 | 17.6 | 70.6 | 68 | 66.7 | I/S | Yes |
| Asian/Pacific Islander | N/A | N/AV | N/A | N/A | N/A | N/A | 89.7 | 93 | I/S | I/S |
| Hispanic | 62 | 100 | 38.5 | 48.1 | 13.5 | 67.3 | 78.1 | 76 | Yes | Yes |
| American Indian/Alaskan | N/A | N/AV | N/A | N/A | N/A | N/A | 81.9 | 79.5 | I/S | I/S |
| Disability Status | | | | | | | | | | |
| Disabled | 49 | 100 | 59.5 | 33.3 | 7.1 | 50 | 53.2 | 45.5 | No | Yes |
| Migrant Status | | | | | | | | | | |
| Migrant | N/A | N/AV | N/A | N/A | N/A | N/A | I/S | 75.7 | N/A | N/A |
| English Proficiency | | | | | | | | | | |
| Limited English Proficient | 58 | 100 | 40.8 | 46.9 | 12.2 | 69.4 | 76 | 76.1 | Yes | Yes |
| Socio-Economic Status | | | | | | | | | | |
| Subsided meals | 204 | 100 | 29.2 | 43.3 | 27.5 | 77.2 | 77.3 | 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 | 199 | 100 | 35.6 | 46.3 | 18.1 | 64.4 | 73.1 | 67.5 |
| Gender | | | | | | | | |
| Male | 100 | 100 | 37.8 | 47.8 | 14.4 | 62.2 | 72.2 | 67 |
| Female | 99 | 100 | 33.3 | 44.8 | 21.8 | 66.7 | 73.9 | 68 |
| Racial/Ethnic Group | | | | | | | | |
| White | 128 | 100 | 28.8 | 48.3 | 22.9 | 71.2 | 80.8 | 79.5 |
| African American | 29 | 100 | 45.8 | 41.7 | 12.5 | 54.2 | 51.8 | 50.3 |
| Asian/Pacific Islander | N/A | N/AV | N/A | N/A | N/A | N/A | 81.1 | 84.3 |
| Hispanic | 36 | 100 | 53.3 | 43.3 | 3.3 | 46.7 | 60.9 | 60.7 |
| American Indian/Alaskan | N/A | N/AV | N/A | N/A | N/A | N/A | 72.9 | 71.2 |
| Disability Status | | | | | | | | |
| Disabled | 32 | 100 | 62.1 | 31 | 6.9 | 37.9 | 40.3 | 35.6 |
| Migrant Status | | | | | | | | |
| Migrant | N/A | N/AV | N/A | N/A | N/A | N/A | I/S | 46.1 |
| English Proficiency | | | | | | | | |
| Limited English Proficient | 35 | 100 | 58.6 | 37.9 | 3.4 | 41.4 | 57.3 | 59.6 |
| Socio-Economic Status | | | | | | | | |
| Subsided meals | 134 | 100 | 39.5 | 42.1 | 18.4 | 60.5 | 64.3 | 55.1 |
| Social Studies | | | | | | | | |
| All Students | 199 | 100 | 26.6 | 42.2 | 31.2 | 73.4 | 76.4 | 72.3 |
| Gender | | | | | | | | |
| Male | 105 | 100 | 30 | 44.4 | 25.6 | 70 | 75.6 | 71.5 |
| Female | 94 | 100 | 22.9 | 39.8 | 37.3 | 77.1 | 77.3 | 73.2 |
| Racial/Ethnic Group | | | | | | | | |
| White | 124 | 100 | 17.3 | 44.5 | 38.2 | 82.7 | 82.4 | 80.7 |
| African American | 27 | 100 | 43.5 | 39.1 | 17.4 | 56.5 | 59.2 | 60 |
| Asian/Pacific Islander | N/A | N/AV | N/A | N/A | N/A | N/A | 85.7 | 88.5 |
| Hispanic | 43 | 100 | 44.4 | 38.9 | 16.7 | 55.6 | 71.4 | 68 |
| American Indian/Alaskan | N/A | N/AV | N/A | N/A | N/A | N/A | 77.5 | 72.2 |
| Disability Status | | | | | | | | |
| Disabled | 37 | 100 | 45.2 | 51.6 | 3.2 | 54.8 | 47.9 | 43.5 |
| Migrant Status | | | | | | | | |
| Migrant | N/A | N/AV | N/A | N/A | N/A | N/A | I/S | 50.7 |
| English Proficiency | | | | | | | | |
| Limited English Proficient | 39 | 100 | 48.5 | 33.3 | 18.2 | 51.5 | 68.3 | 67.9 |
| Socio-Economic Status | | | | | | | | |
| Subsided meals | 133 | 100 | 33.3 | 45.4 | 21.3 | 66.7 | 68.7 | 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 | 297 | 98.7 | 24.4 | 35 | 40.6 | 75.6 | 76.3 | 70.2 | 96.1 | 96 |
| Gender | | | | | | | | | | |
| Male | 151 | 97.4 | 34.4 | 36.6 | 29 | 65.6 | 69.4 | 63.2 | 96.3 | 96 |
| Female | 146 | 100 | 14.8 | 33.3 | 51.9 | 85.2 | 83.3 | 77.5 | 95.9 | 96.1 |
| Racial/Ethnic Group | | | | | | | | | | |
| White | 184 | 98.9 | 19.3 | 31.6 | 49.1 | 80.7 | 82.4 | 79.1 | 95.7 | 95.7 |
| African American | 40 | 97.5 | 44.1 | 38.2 | 17.6 | 55.9 | 59.4 | 57.6 | 96.5 | 96.4 |
| Asian/Pacific Islander | N/A | N/AV | N/A | N/A | N/A | N/A | 83.1 | 86.2 | N/A | 97.2 |
| Hispanic | 64 | 98.4 | 32.1 | 45.3 | 22.6 | 67.9 | 67.7 | 62.6 | 96.6 | 96.8 |
| American Indian/Alaskan | N/A | N/AV | N/A | N/A | N/A | N/A | 77.3 | 68.7 | N/A | 95.4 |
| Disability Status | | | | | | | | | | |
| Disabled | 49 | 93.9 | 73.2 | 19.5 | 7.3 | 26.8 | 34.2 | 26.1 | 95.9 | 95.4 |
| Migrant Status | | | | | | | | | | |
| Migrant | N/A | N/AV | N/A | N/A | N/A | N/A | I/S | 54.7 | N/A | 96.6 |
| English Proficiency | | | | | | | | | | |
| Limited English Proficient | 60 | 98.3 | 36 | 36 | 28 | 64 | 64.6 | 61.2 | 96.7 | 97.1 |
| Socio-Economic Status | | | | | | | | | | |
| Subsided meals | 205 | 99 | 30.7 | 36.4 | 33 | 69.3 | 68.2 | 58.9 | 96 | 95.7 |

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 | 106 | 100 | 29.8 | 27.7 | 42.6 | 70.2 |
| | 4 | 98 | 100 | 21.2 | 35.3 | 43.5 | 78.8 |
| | 5 | 97 | 99 | 17.2 | 43.7 | 39.1 | 82.8 |
| | 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 |
| Mathematics | | | | | | | |
| 2009 | 3 | 106 | 100 | 31.9 | 40.4 | 27.7 | 68.1 |
| | 4 | 98 | 100 | 17.6 | 35.3 | 47.1 | 82.4 |
| | 5 | 97 | 100 | 21.8 | 48.3 | 29.9 | 78.2 |
| | 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 |
| Science | | | | | | | |
| 2009 | 3 | 53 | 100 | 46.9 | 38.8 | 14.3 | 53.1 |
| | 4 | 97 | 100 | 29.8 | 45.2 | 25 | 70.2 |
| | 5 | 49 | 100 | 34.1 | 56.8 | 9.1 | 65.9 |
| | 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 |
| Social Studies | | | | | | | |
| 2009 | 3 | 53 | 100 | 40 | 37.8 | 22.2 | 60 |
| | 4 | 98 | 100 | 18.8 | 45.9 | 35.3 | 81.2 |
| | 5 | 48 | 100 | 27.9 | 39.5 | 32.6 | 72.1 |
| | 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 | 103 | 100 | 21.3 | 30.9 | 47.9 | 78.7 |
| | 4 | 97 | 96.9 | 24.7 | 41.2 | 34.1 | 75.3 |
| | 5 | 97 | 99 | 27.6 | 33.3 | 39.1 | 72.4 |
| | 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 |

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