



Starr Elementary

400 Professor Brown Lane
Starr, S.C. 29684

| | | |
|-----------------------|------------------------|--------------|
| Grades | PK-5 Elementary School | |
| Enrollment | 743 Students | |
| Principal | Valerie Neal | 864-352-6154 |
| Superintendent | L. Hugh Smith | 864-348-6196 |
| Board Chair | Curtis Wiles | 864-348-6196 |

THE STATE OF SOUTH CAROLINA 2008 ANNUAL SCHOOL REPORT CARD

RATINGS OVER 5-YEAR PERIOD

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

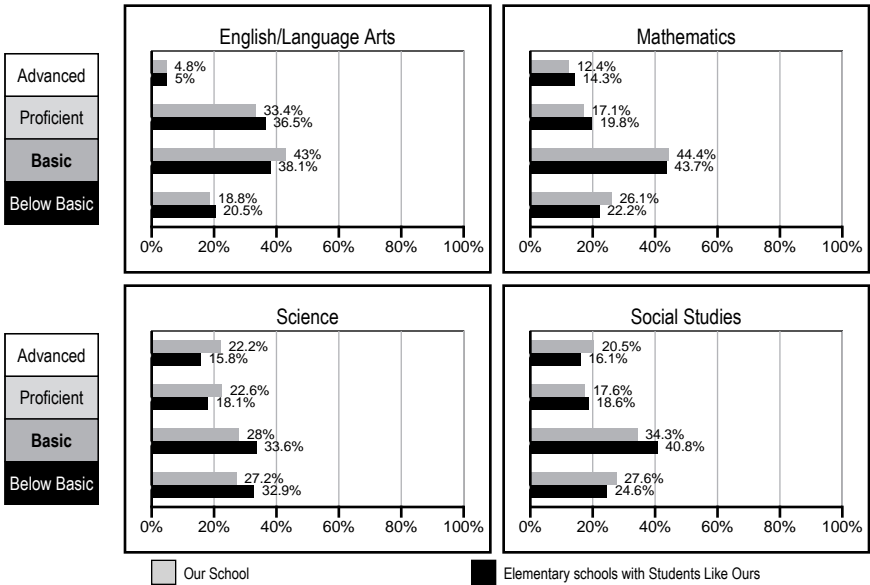
Percent of students tested in 2007-08 whose 2006-07 test scores were located | 98.3%

ABSOLUTE RATINGS OF ELEMENTARY SCHOOLS WITH STUDENTS LIKE OURS*

| Excellent | Good | Average | Below Average | At-Risk |
|-----------|------|---------|---------------|---------|
| 0 | 8 | 54 | 28 | 1 |

* 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=743) | | | | |
| First graders who attended full-day kindergarten | 98.4% | Down from 99.1% | 100.0% | 100.0% |
| Retention rate | 7.3% | Up from 4.3% | 2.7% | 2.3% |
| Attendance rate | 95.9% | Down from 96.3% | 96.2% | 96.3% |
| Eligible for gifted and talented | 11.9% | Up from 10.2% | 9.7% | 10.4% |
| With disabilities other than speech | 9.6% | Up from 8.9% | 8.7% | 7.5% |
| Older than usual for grade | 1.9% | Up from 1.4% | 0.7% | 0.6% |
| Out-of-school suspensions or expulsions for violent &/or criminal offenses | 0.0% | No Change | 0.0% | 0.0% |
| Teachers (n=47) | | | | |
| Teachers with advanced degrees | 48.9% | Up from 44.7% | 57.9% | 56.7% |
| Continuing contract teachers | 83.0% | No Change | 80.4% | 77.3% |
| Teachers with emergency or provisional certificates | 0.0% | No Change | 0.0% | 0.0% |
| Teachers returning from previous year | 93.2% | Down from 94.9% | 87.1% | 86.4% |
| Teacher attendance rate | 94.0% | Up from 93.4% | 94.8% | 94.9% |
| Average teacher salary | \$45,509 | Up 6.7% | \$45,347 | \$45,345 |
| Professional development days/teacher | 19.9 days | Up from 15.3 days | 12.5 days | 12.6 days |
| School | | | | |
| Principal's years at school | 1.0 | Down from 6.0 | 4.0 | 4.0 |
| Student-teacher ratio in core subjects | 19.8 to 1 | Up from 19.3 to 1 | 18.5 to 1 | 18.5 to 1 |
| Prime instructional time | 88.6% | No Change | 89.5% | 89.8% |
| Opportunities in the arts | Good | No Change | Good | Good |
| SACS accreditation | Yes | No Change | Yes | Yes |
| Parents attending conferences | 100.0% | Up from 98.9% | 100.0% | 100.0% |
| Character development program | Excellent | No Change | Excellent | Excellent |
| Dollars spent per pupil* | \$6,434 | Down 3.3% | \$6,890 | \$7,052 |
| Percent of expenditures for instruction* | 70.8% | Up from 69.9% | 68.4% | 69.1% |
| Percent of expenditures for teacher salaries* | 66.0% | Up from 63.8% | 64.8% | 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

The 2007-08 school year at Starr Elementary has been extremely motivating for all of our school members. Our focus has been to continue to maintain our high expectations in line with state standards developed by the Department of Education. Our mission is focused on goals that each child will learn and develop their highest potential enabling them to become responsible, self-motivated, lifelong learners by fostering parent involvement, embracing diversity, providing challenging, accountable, and innovative educational opportunities in a safe and caring atmosphere.

At the present time we have 747 students who attend Starr Elementary. We are very proud of their accomplishments. The students here at Starr Elementary work extremely hard as is seen by the achievements noted in many areas, including a student who was recognized by the Lt. Governor for the Governor's Citizenship award and one student who won first place in a Clemson University Martin Luther King Celebration 2008 poster contest. Starr Elementary also celebrated the following: four students who received two gold medals and two students who received silver medals at the Regional Science Fair at Clemson University; a Spelling Bee winner who won 3rd place in the Regional Spelling Bee; Terrific Kids; Awards Day; Honor Roll; Attendance Awards; Accelerated Reader Awards; After School Program; APPLE Academics; and the Starr Student Award. We have involved the students in various opportunities such as APPLE Art, Fifth Grade Chorus, St. Jude's fundraiser that collected over \$5000.00, and Jump Rope for Heart that raised over \$7000.00. Students also brought in 5004 cans of food for disadvantaged community members.

The faculty and staff continue to provide a safe and nurturing environment for learning. In order to expand their knowledge skills, they have been involved in many endeavors such as taking a class on poverty as well as SMART board instruction. They also attended many conferences to become more knowledgeable in their content areas. We have also initiated the "Writing to Win," program. The faculty also administered Dibels and the Ohio Assessment, as well as PACT. All of these endeavors have allowed teachers to use test data to help analyze student progress and needs.

Special congratulations go to Mrs. Heather Smith who was selected as the Starr Elementary School Teacher of the Year.

Valerie Neal, Principal
Melissa Davis, SIC Chair

Evaluations by Teachers, Students and Parents

| | Teachers | Students* | Parents* |
|--|----------|-----------|----------|
| Number of surveys returned | 52 | 107 | 78 |
| Percent satisfied with learning environment | 96.2% | 87.6% | 77.6% |
| Percent satisfied with social and physical environment | 100.0% | 88.7% | 75.3% |
| Percent satisfied with school-home relations | 96.2% | 84.1% | 70.1% |

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

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School Adequate Yearly Progress

NO

This school met 16 out of 19 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 | N/A | 1.8% |
| Classes in high poverty schools not taught by highly qualified teachers | N/A | 6.8% |

| | Our School | State Objective | Met State Objective |
|---|------------|-----------------|---------------------|
| Classes not taught by highly qualified teachers | 0.0% | 0.0% | Yes |
| Student attendance rate | 95.9% | 94.0% | Yes |

* Or greater than last year

Abbreviations for Missing Data

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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 | 378 | 100 | 18.8 | 43 | 33.4 | 4.8 | 51.4 | 47.6 | 48.2 | Yes | Yes |
| Gender | | | | | | | | | | | |
| Male | 202 | 100 | 21.8 | 47.3 | 27.7 | 3.2 | 45.7 | 42.4 | 41.7 | N/A | N/A |
| Female | 176 | 100 | 15.5 | 38.1 | 39.9 | 6.5 | 57.7 | 53.4 | 55 | N/A | N/A |
| Racial/Ethnic Group | | | | | | | | | | | |
| White | 330 | 100 | 18.2 | 40.4 | 36.6 | 4.8 | 54.1 | 49.5 | 60 | Yes | Yes |
| African American | 40 | 100 | 27 | 59.5 | 8.1 | 5.4 | 27 | 34.6 | 31.7 | I/S | Yes |
| Asian/Pacific Islander | 1 | I/S | I/S | I/S | I/S | I/S | I/S | I/S | 70.4 | I/S | I/S |
| Hispanic | 6 | I/S | I/S | I/S | I/S | I/S | I/S | I/S | 38.4 | I/S | I/S |
| American Indian/Alaskan | 1 | I/S | I/S | I/S | I/S | I/S | I/S | I/S | 47 | I/S | I/S |
| Disability Status | | | | | | | | | | | |
| Disabled | 70 | 100 | 57.1 | 33.3 | 9.5 | 0 | 14.3 | 12.9 | 16 | No | Yes |
| Migrant Status | | | | | | | | | | | |
| Migrant | N/A | I/S | I/S | I/S | I/S | I/S | I/S | N/A | 38.1 | N/A | N/A |
| English Proficiency | | | | | | | | | | | |
| Limited English Proficient | 8 | I/S | I/S | I/S | I/S | I/S | I/S | I/S | 36.9 | I/S | I/S |
| Socio-Economic Status | | | | | | | | | | | |
| Subsided meals | 223 | 100 | 23.6 | 47.3 | 25.6 | 3.4 | 40.9 | 40.5 | 34 | Yes | Yes |

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

| | | | | | | | | | | | |
|------------------------------|-----|-----|------|------|------|------|------|------|------|-----|-----|
| All Students | 378 | 100 | 26.1 | 44.4 | 17.1 | 12.4 | 42.4 | 41.4 | 45.8 | Yes | Yes |
| Gender | | | | | | | | | | | |
| Male | 202 | 100 | 24.5 | 44.1 | 16.5 | 14.9 | 44.7 | 43.8 | 45.6 | N/A | N/A |
| Female | 176 | 100 | 28 | 44.6 | 17.9 | 9.5 | 39.9 | 38.7 | 45.9 | N/A | N/A |
| Racial/Ethnic Group | | | | | | | | | | | |
| White | 330 | 100 | 22.9 | 45.2 | 17.8 | 14 | 45.5 | 44.3 | 59 | Yes | Yes |
| African American | 40 | 100 | 51.4 | 40.5 | 8.1 | 0 | 16.2 | 20.5 | 26.9 | I/S | Yes |
| Asian/Pacific Islander | 1 | I/S | I/S | I/S | I/S | I/S | I/S | I/S | 71.3 | I/S | I/S |
| Hispanic | 6 | I/S | I/S | I/S | I/S | I/S | I/S | I/S | 38.1 | I/S | I/S |
| American Indian/Alaskan | 1 | I/S | I/S | I/S | I/S | I/S | I/S | I/S | 46.2 | I/S | I/S |
| Disability Status | | | | | | | | | | | |
| Disabled | 70 | 100 | 68.3 | 23.8 | 4.8 | 3.2 | 14.3 | 10.5 | 17.1 | No | Yes |
| Migrant Status | | | | | | | | | | | |
| Migrant | N/A | I/S | I/S | I/S | I/S | I/S | I/S | N/A | 32.5 | N/A | N/A |
| English Proficiency | | | | | | | | | | | |
| Limited English Proficient | 8 | I/S | I/S | I/S | I/S | I/S | I/S | I/S | 38.7 | I/S | I/S |
| Socio-Economic Status | | | | | | | | | | | |
| Subsided meals | 223 | 100 | 33.5 | 46.8 | 14.3 | 5.4 | 34 | 32 | 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 | 255 | 100 | 27.2 | 28 | 22.6 | 22.2 | 44.8 | 39.4 | 35.7 | 95.9 | 95.5 |
| Gender | | | | | | | | | | | |
| Male | 134 | 100 | 29.3 | 21.1 | 25.2 | 24.4 | 49.6 | 42 | 37.4 | 96 | 95.4 |
| Female | 121 | 100 | 25 | 35.3 | 19.8 | 19.8 | 39.7 | 36.7 | 33.8 | 95.9 | 95.6 |
| Racial/Ethnic Group | | | | | | | | | | | |
| White | 221 | 100 | 25.7 | 26.7 | 23.3 | 24.3 | 47.6 | 42.3 | 49.2 | 95.9 | 95.4 |
| African American | 28 | 100 | 38.5 | 38.5 | 15.4 | 7.7 | 23.1 | 21.5 | 17 | 96.3 | 96.2 |
| Asian/Pacific Islander | N/A | I/S | I/S | I/S | I/S | I/S | I/S | I/S | 58 | 96.8 | 95.6 |
| Hispanic | 5 | I/S | I/S | I/S | I/S | I/S | I/S | I/S | 24.9 | 95.8 | 95.9 |
| American Indian/Alaskan | 1 | I/S | I/S | I/S | I/S | I/S | I/S | I/S | 37.4 | 98.9 | 95.3 |
| Disability Status | | | | | | | | | | | |
| Disabled | 50 | 100 | 60 | 22.2 | 11.1 | 6.7 | 17.8 | 13.7 | 14 | 95.4 | 94.4 |
| Migrant Status | | | | | | | | | | | |
| Migrant | N/A | I/S | I/S | I/S | I/S | I/S | I/S | N/A | 21.9 | N/A | N/A |
| English Proficiency | | | | | | | | | | | |
| Limited English Proficient | 6 | I/S | I/S | I/S | I/S | I/S | I/S | I/S | 24.4 | 96.1 | 96.4 |
| Socio-Economic Status | | | | | | | | | | | |
| Subsided meals | 147 | 100 | 35.3 | 32.3 | 20.3 | 12 | 32.3 | 29.9 | 21.1 | 95.3 | 94.8 |
| Social Studies | | | | | | | | | | | |
| All Students | 254 | 100 | 27.6 | 34.3 | 17.6 | 20.5 | 38.1 | 36.5 | 34 | 95.9 | 95.5 |
| Gender | | | | | | | | | | | |
| Male | 133 | 100 | 30.9 | 28.5 | 17.9 | 22.8 | 40.7 | 40.3 | 36.6 | 96 | 95.4 |
| Female | 121 | 100 | 24.1 | 40.5 | 17.2 | 18.1 | 35.3 | 32.3 | 31.3 | 95.9 | 95.6 |
| Racial/Ethnic Group | | | | | | | | | | | |
| White | 221 | 100 | 27 | 32.7 | 17.5 | 22.7 | 40.3 | 37.9 | 44.5 | 95.9 | 95.4 |
| African American | 26 | 100 | 33.3 | 50 | 12.5 | 4.2 | 16.7 | 25.7 | 19.1 | 96.3 | 96.2 |
| Asian/Pacific Islander | 1 | I/S | I/S | I/S | I/S | I/S | I/S | I/S | 58.9 | 96.8 | 95.6 |
| Hispanic | 6 | I/S | I/S | I/S | I/S | I/S | I/S | I/S | 27.5 | 95.8 | 95.9 |
| American Indian/Alaskan | N/A | I/S | I/S | I/S | I/S | I/S | I/S | I/S | 32.7 | 98.9 | 95.3 |
| Disability Status | | | | | | | | | | | |
| Disabled | 42 | 100 | 63.2 | 26.3 | 10.5 | 0 | 10.5 | 14 | 14.4 | 95.4 | 94.4 |
| Migrant Status | | | | | | | | | | | |
| Migrant | N/A | I/S | I/S | I/S | I/S | I/S | I/S | N/A | 22.6 | N/A | N/A |
| English Proficiency | | | | | | | | | | | |
| Limited English Proficient | 6 | I/S | I/S | I/S | I/S | I/S | I/S | I/S | 27.3 | 96.1 | 96.4 |
| Socio-Economic Status | | | | | | | | | | | |
| Subsided meals | 152 | 100 | 32.6 | 39.1 | 14.5 | 13.8 | 28.3 | 28.2 | 21 | 95.3 | 94.8 |

* 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 | 118 | 100 | 11.6 | 24.1 | 58 | 6.3 | 64.3 |
| | 4 | 119 | 99.2 | 33.6 | 40.2 | 24.3 | 1.9 | 26.2 |
| | 5 | 105 | 99.1 | 25 | 53.1 | 20.8 | 1 | 21.9 |
| | 6 | N/A | 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 |
| | 8 | N/A | N/AV | N/AV | N/AV | N/AV | N/AV | N/AV |
| 2008 | 3 | 138 | 100 | 10.6 | 37.1 | 44.7 | 7.6 | 52.3 |
| | 4 | 131 | 100 | 17.2 | 42.6 | 34.4 | 5.7 | 40.2 |
| | 5 | 109 | 100 | 31.4 | 51 | 17.6 | 0 | 17.6 |
| | 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 | 118 | 100 | 17 | 48.2 | 19.6 | 15.2 | 34.8 |
| | 4 | 119 | 100 | 36.4 | 39.3 | 13.1 | 11.2 | 24.3 |
| | 5 | 105 | 99.1 | 19.8 | 49 | 22.9 | 8.3 | 31.3 |
| | 6 | N/A | 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 |
| | 8 | N/A | N/AV | N/AV | N/AV | N/AV | N/AV | N/AV |
| 2008 | 3 | 138 | 100 | 25 | 43.9 | 18.2 | 12.9 | 31.1 |
| | 4 | 131 | 100 | 20.5 | 45.9 | 18.9 | 14.8 | 33.6 |
| | 5 | 109 | 100 | 34.3 | 43.1 | 13.7 | 8.8 | 22.5 |
| | 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 | 60 | 100 | 21.4 | 32.1 | 21.4 | 25 | 46.4 |
| | 4 | 118 | 100 | 41.5 | 34 | 14.2 | 10.4 | 24.5 |
| | 5 | 53 | 100 | 31.3 | 33.3 | 16.7 | 18.8 | 35.4 |
| | 6 | N/A | 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 |
| | 8 | N/A | N/AV | N/AV | N/AV | N/AV | N/AV | N/AV |
| 2008 | 3 | 69 | 100 | 15.2 | 33.3 | 31.8 | 19.7 | 51.5 |
| | 4 | 131 | 100 | 27.9 | 29.5 | 18 | 24.6 | 42.6 |
| | 5 | 55 | 100 | 41.2 | 17.6 | 21.6 | 19.6 | 41.2 |
| | 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 | 58 | 100 | 5.4 | 41.1 | 39.3 | 14.3 | 53.6 |
| | 4 | 118 | 100 | 36.8 | 38.7 | 11.3 | 13.2 | 24.5 |
| | 5 | 53 | 98.1 | 46.8 | 29.8 | 14.9 | 8.5 | 23.4 |
| | 6 | N/A | 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 |
| | 8 | N/A | N/AV | N/AV | N/AV | N/AV | N/AV | N/AV |
| 2008 | 3 | 69 | 100 | 10.6 | 34.8 | 27.3 | 27.3 | 54.5 |
| | 4 | 131 | 100 | 31.1 | 32.8 | 17.2 | 18.9 | 36.1 |
| | 5 | 54 | 100 | 41.2 | 37.3 | 5.9 | 15.7 | 21.6 |
| | 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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