

Kelly Miller Elementary

255 Kelly Miller Road
Winnsboro, South Carolina

| | | |
|-----------------------|------------------------|--------------|
| Grades | PK-6 Elementary School | |
| Enrollment | 306 Students | |
| Principal | Lillian Potter-Arnold | 803-635-2961 |
| Superintendent | Dr. Samantha J. Ingram | 803-635-4607 |
| Board Chair | Mr. Harold C. Heath | 803-635-5775 |

THE STATE OF SOUTH CAROLINA 2008 ANNUAL SCHOOL REPORT CARD

RATINGS OVER 5-YEAR PERIOD

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

* The School's 2008 Growth Rating was raised one level because of substantial improvement in the achievement of students belonging to historically underachieving groups of students. The Growth Rating may or may not have been affected by the performance of these groups in prior years.

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

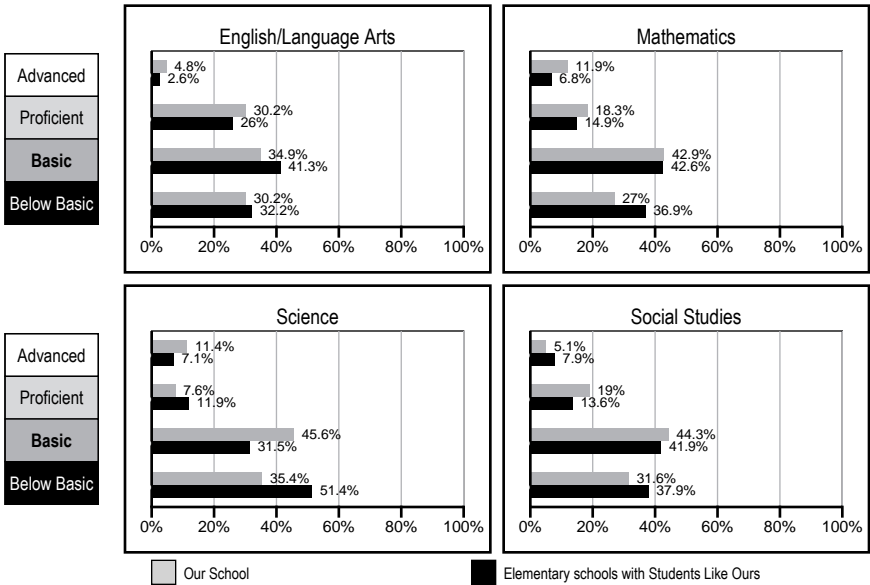
99%

ABSOLUTE RATINGS OF ELEMENTARY SCHOOLS WITH STUDENTS LIKE OURS*

| Excellent | Good | Average | Below Average | At-Risk |
|-----------|------|---------|---------------|---------|
| 0 | 0 | 11 | 59 | 42 |

* 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=306) | | | | |
| First graders who attended full-day kindergarten | 100.0% | No Change | 100.0% | 100.0% |
| Retention rate | 0.4% | Down from 3.3% | 3.0% | 2.3% |
| Attendance rate | 96.7% | Up from 96.6% | 96.0% | 96.3% |
| Eligible for gifted and talented | 15.4% | Up from 13.4% | 3.8% | 10.4% |
| With disabilities other than speech | 5.0% | Up from 4.5% | 7.9% | 7.5% |
| Older than usual for grade | 0.9% | Up from 0.5% | 1.3% | 0.6% |
| Out-of-school suspensions or expulsions for violent &/or criminal offenses | 3.9% | Up from 0.3% | 0.0% | 0.0% |
| Teachers (n=27) | | | | |
| Teachers with advanced degrees | 40.7% | Down from 47.6% | 54.8% | 56.7% |
| Continuing contract teachers | 40.7% | Down from 57.1% | 70.3% | 77.3% |
| Teachers with emergency or provisional certificates | 5.9% | Down from 6.7% | 0.0% | 0.0% |
| Teachers returning from previous year | 77.0% | Up from 76.4% | 83.5% | 86.4% |
| Teacher attendance rate | 97.1% | Up from 95.9% | 95.0% | 94.9% |
| Average teacher salary | \$41,440 | Down 3.1% | \$43,988 | \$45,345 |
| Professional development days/teacher | 17.0 days | Up from 8.2 days | 13.2 days | 12.6 days |
| School | | | | |
| Principal's years at school | 3.0 | Up from 2.0 | 3.0 | 4.0 |
| Student-teacher ratio in core subjects | 15.4 to 1 | Down from 17.9 to 1 | 16.8 to 1 | 18.5 to 1 |
| Prime instructional time | 92.6% | Up from 90.6% | 89.2% | 89.8% |
| Opportunities in the arts | Good | No Change | Good | Good |
| SACS accreditation | Yes | No Change | Yes | Yes |
| Parents attending conferences | 92.1% | Down from 100.0% | 100.0% | 100.0% |
| Character development program | Excellent | Up from Good | Excellent | Excellent |
| Dollars spent per pupil* | \$8,304 | Up 0.3% | \$7,884 | \$7,052 |
| Percent of expenditures for instruction* | 67.5% | Up from 67.2% | 69.1% | 69.1% |
| Percent of expenditures for teacher salaries* | 62.7% | Up from 58.5% | 62.8% | 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

Kelly Miller is located in a rural community of Fairfield County. The mission of Kelly Miller Elementary school is to provide a nurturing, safe, and orderly environment, while promoting high expectations for academics and social achievement in a diverse society. Therefore, we believe every student has the right and responsibility to learn; families, communities, and schools should work collaboratively to ensure the success of all students; individuals should be treated with respect and fairness; and each student should be provided with opportunities to receive an education that meets individual needs.

The commitment of parents, students, and staff is evident in the accomplishments achieved this year. We approached the new initiatives with enthusiasm. This year, our students were introduced to criterion referenced testing (CRT) quarterly. This test offered students an opportunity to address all standards recommended. The rigor, relevance, and relationships required to enhance better performance from students have brought inspiration to our students and staff in teaching and learning. Students made gains in MAP benchmarks assessment. The students engaged in MAP assessment twice during the school year. The gains made were significant; however, we are working diligently to improve our level of performance at the proficient and advanced levels.

Our staff and students received accolades for their accomplishments through the media, school board meetings, and the school. Several teachers are pursuing a master's or doctoral degree. The accomplishments of the students were exceedingly great as well. One of the students received the Lt. Governor's Writing Award for the district; one student received the Governor's Citizenship Award. One student participated in USC's Region II Science Fair; several students were recognized for achieving 80% or better in one or more CRT's. Our students participated in the State Read-In, KMES Read-In and the District-Read-In. We also won the District Read-In competition. Students traveled on several fieldtrips, including Disney on Ice, Riverbanks Zoo, and Augusta Baker. Students participated in the district writing and spelling bee. The students made achievements in both areas.

Our students and staff continue to participate in community service projects. Students are collecting pennies for the Children's Miracle Network. Staff contributed to the United Way and the United Negro College Fund.

We are consistently exposing our students to new and innovative methods to improve themselves allowing them to become well-rounded individuals. Our motto "KMES captivates minds essential for success," is a commitment from staff and students to excel.

Jacqueline Beaver, School Improvement Council President
Brenda P. Gilchrist, Principal

Evaluations by Teachers, Students and Parents

| | Teachers | Students* | Parents* |
|--|----------|-----------|----------|
| Number of surveys returned | 25 | 27 | 8 |
| Percent satisfied with learning environment | 56.0% | 77.8% | I/S |
| Percent satisfied with social and physical environment | 76.0% | 48.1% | I/S |
| Percent satisfied with school-home relations | 58.3% | 74.1% | I/S |

* 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 13 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 | N/A | 1.8% |
| Classes in high poverty schools not taught by highly qualified teachers | 4.1% | 6.8% |

| | Our School | State Objective | Met State Objective |
|---|------------|-----------------|---------------------|
| Classes not taught by highly qualified teachers | 3.6% | 0.0% | No |
| Student attendance rate | 96.7% | 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 | 131 | 100 | 30.2 | 34.9 | 30.2 | 4.8 | 47.6 | 29.9 | 48.2 | Yes | Yes |
| Gender | | | | | | | | | | | |
| Male | 68 | 100 | 38.8 | 35.8 | 20.9 | 4.5 | 38.8 | 24.7 | 41.7 | N/A | N/A |
| Female | 63 | 100 | 20.3 | 33.9 | 40.7 | 5.1 | 57.6 | 34.8 | 55 | N/A | N/A |
| Racial/Ethnic Group | | | | | | | | | | | |
| White | N/A | I/S | I/S | I/S | I/S | I/S | I/S | 33.3 | 60 | I/S | I/S |
| African American | 130 | 100 | 30.4 | 34.4 | 30.4 | 4.8 | 47.2 | 29.2 | 31.7 | Yes | Yes |
| Asian/Pacific Islander | N/A | I/S | I/S | I/S | I/S | I/S | I/S | I/S | 70.4 | I/S | I/S |
| Hispanic | 1 | I/S | I/S | I/S | I/S | I/S | I/S | 42.1 | 38.4 | I/S | I/S |
| American Indian/Alaskan | N/A | I/S | I/S | I/S | I/S | I/S | I/S | N/A | 47 | I/S | I/S |
| Disability Status | | | | | | | | | | | |
| Disabled | 11 | 100 | 81.8 | 18.2 | 0 | 0 | 0 | 8.7 | 16 | I/S | I/S |
| 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 | 1 | I/S | I/S | I/S | I/S | I/S | I/S | 31.6 | 36.9 | I/S | I/S |
| Socio-Economic Status | | | | | | | | | | | |
| Subsidized meals | 110 | 100 | 32.4 | 37.1 | 28.6 | 1.9 | 43.8 | 27.6 | 34 | Yes | Yes |

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

| | | | | | | | | | | | |
|------------------------------|-----|-----|------|------|------|------|------|------|------|-----|-----|
| All Students | 131 | 100 | 27 | 42.9 | 18.3 | 11.9 | 42.1 | 28.5 | 45.8 | Yes | Yes |
| Gender | | | | | | | | | | | |
| Male | 68 | 100 | 29.9 | 34.3 | 20.9 | 14.9 | 44.8 | 25.9 | 45.6 | N/A | N/A |
| Female | 63 | 100 | 23.7 | 52.5 | 15.3 | 8.5 | 39 | 31.1 | 45.9 | N/A | N/A |
| Racial/Ethnic Group | | | | | | | | | | | |
| White | N/A | I/S | I/S | I/S | I/S | I/S | I/S | 34.3 | 59 | I/S | I/S |
| African American | 130 | 100 | 26.4 | 43.2 | 18.4 | 12 | 42.4 | 27.3 | 26.9 | Yes | Yes |
| Asian/Pacific Islander | N/A | I/S | I/S | I/S | I/S | I/S | I/S | I/S | 71.3 | I/S | I/S |
| Hispanic | 1 | I/S | I/S | I/S | I/S | I/S | I/S | 50 | 38.1 | I/S | I/S |
| American Indian/Alaskan | N/A | I/S | I/S | I/S | I/S | I/S | I/S | N/A | 46.2 | I/S | I/S |
| Disability Status | | | | | | | | | | | |
| Disabled | 11 | 100 | 63.6 | 36.4 | 0 | 0 | 9.1 | 9.9 | 17.1 | I/S | I/S |
| 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 | 1 | I/S | I/S | I/S | I/S | I/S | I/S | 45 | 38.7 | I/S | I/S |
| Socio-Economic Status | | | | | | | | | | | |
| Subsidized meals | 110 | 100 | 29.5 | 44.8 | 16.2 | 9.5 | 40 | 26.6 | 31.4 | Yes | 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 | 82 | 100 | 35.4 | 45.6 | 7.6 | 11.4 | 19 | 14.9 | 35.7 | 96.7 | 95.8 |
| Gender | | | | | | | | | | | |
| Male | 47 | 100 | 28.3 | 45.7 | 10.9 | 15.2 | 26.1 | 15.9 | 37.4 | 97 | 95.5 |
| Female | 35 | 100 | 45.5 | 45.5 | 3 | 6.1 | 9.1 | 13.9 | 33.8 | 96.4 | 96 |
| Racial/Ethnic Group | | | | | | | | | | | |
| White | N/A | I/S | I/S | I/S | I/S | I/S | I/S | 25 | 49.2 | 88.3 | 94.6 |
| African American | 81 | 100 | 34.6 | 46.2 | 7.7 | 11.5 | 19.2 | 12.9 | 17 | 96.8 | 96 |
| Asian/Pacific Islander | N/A | I/S | I/S | I/S | I/S | I/S | I/S | I/S | 58 | N/A | N/A |
| Hispanic | 1 | I/S | I/S | I/S | I/S | I/S | I/S | 26.7 | 24.9 | 84.4 | 95.3 |
| American Indian/Alaskan | N/A | I/S | I/S | I/S | I/S | I/S | I/S | N/A | 37.4 | N/A | N/A |
| Disability Status | | | | | | | | | | | |
| Disabled | 6 | I/S | I/S | I/S | I/S | I/S | I/S | 6.2 | 14 | 96.1 | 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 | 1 | I/S | I/S | I/S | I/S | I/S | I/S | 14.3 | 24.4 | 85.5 | 95 |
| Socio-Economic Status | | | | | | | | | | | |
| Subsided meals | 71 | 100 | 36.8 | 47.1 | 7.4 | 8.8 | 16.2 | 13.5 | 21.1 | 96.6 | 95.6 |
| Social Studies | | | | | | | | | | | |
| All Students | 81 | 100 | 31.6 | 44.3 | 19 | 5.1 | 24.1 | 16.3 | 34 | 96.7 | 95.8 |
| Gender | | | | | | | | | | | |
| Male | 44 | 100 | 36.4 | 43.2 | 13.6 | 6.8 | 20.5 | 15.4 | 36.6 | 97 | 95.5 |
| Female | 37 | 100 | 25.7 | 45.7 | 25.7 | 2.9 | 28.6 | 17.1 | 31.3 | 96.4 | 96 |
| Racial/Ethnic Group | | | | | | | | | | | |
| White | N/A | I/S | I/S | I/S | I/S | I/S | I/S | 22.2 | 44.5 | 88.3 | 94.6 |
| African American | 80 | 100 | 30.8 | 44.9 | 19.2 | 5.1 | 24.4 | 15.5 | 19.1 | 96.8 | 96 |
| Asian/Pacific Islander | N/A | I/S | I/S | I/S | I/S | I/S | I/S | I/S | 58.9 | N/A | N/A |
| Hispanic | 1 | I/S | I/S | I/S | I/S | I/S | I/S | 15.4 | 27.5 | 84.4 | 95.3 |
| American Indian/Alaskan | N/A | I/S | I/S | I/S | I/S | I/S | I/S | N/A | 32.7 | N/A | N/A |
| Disability Status | | | | | | | | | | | |
| Disabled | 8 | I/S | I/S | I/S | I/S | I/S | I/S | 6.4 | 14.4 | 96.1 | 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 | 1 | I/S | I/S | I/S | I/S | I/S | I/S | 7.7 | 27.3 | 85.5 | 95 |
| Socio-Economic Status | | | | | | | | | | | |
| Subsided meals | 68 | 100 | 36.4 | 45.5 | 15.2 | 3 | 18.2 | 14.4 | 21 | 96.6 | 95.6 |

* 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 | 37 | 97.3 | 35.3 | 35.3 | 26.5 | 2.9 | 29.4 | |
| | 4 | 37 | 100 | 34.4 | 34.4 | 31.3 | 0 | 31.3 | |
| | 5 | 33 | 97 | 29 | 48.4 | 22.6 | 0 | 22.6 | |
| | 6 | 37 | 100 | 20 | 40 | 34.3 | 5.7 | 40 | |
| | 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 | 32 | 100 | 23.3 | 43.3 | 30 | 3.3 | 33.3 | |
| | 4 | 32 | 100 | 46.9 | 28.1 | 21.9 | 3.1 | 25 | |
| | 5 | 36 | 100 | 20.6 | 41.2 | 35.3 | 2.9 | 38.2 | |
| | 6 | 31 | 100 | 30 | 26.7 | 33.3 | 10 | 43.3 | |
| | 7 | N/A | I/S | 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 | I/S |
| Mathematics | | | | | | | | | |
| 2007 | 3 | 37 | 100 | 22.9 | 62.9 | 5.7 | 8.6 | 14.3 | |
| | 4 | 37 | 100 | 34.4 | 40.6 | 21.9 | 3.1 | 25 | |
| | 5 | 33 | 100 | 25 | 59.4 | 3.1 | 12.5 | 15.6 | |
| | 6 | 37 | 100 | 17.1 | 34.3 | 37.1 | 11.4 | 48.6 | |
| | 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 | 32 | 100 | 30 | 53.3 | 10 | 6.7 | 16.7 | |
| | 4 | 32 | 100 | 28.1 | 34.4 | 18.8 | 18.8 | 37.5 | |
| | 5 | 36 | 100 | 23.5 | 35.3 | 29.4 | 11.8 | 41.2 | |
| | 6 | 31 | 100 | 26.7 | 50 | 13.3 | 10 | 23.3 | |
| | 7 | N/A | I/S | 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 | I/S |
| Science | | | | | | | | | |
| 2007 | 3 | 18 | 100 | 29.4 | 52.9 | 11.8 | 5.9 | 17.6 | |
| | 4 | 37 | 100 | 53.1 | 28.1 | 15.6 | 3.1 | 18.8 | |
| | 5 | 16 | 100 | 53.3 | 40 | 6.7 | 0 | 6.7 | |
| | 6 | 18 | 100 | 55.6 | 38.9 | 0 | 5.6 | 5.6 | |
| | 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 | 16 | 100 | 28.6 | 64.3 | 7.1 | 0 | 7.1 | |
| | 4 | 32 | 100 | 37.5 | 40.6 | 6.3 | 15.6 | 21.9 | |
| | 5 | 18 | 100 | 27.8 | 44.4 | 11.1 | 16.7 | 27.8 | |
| | 6 | 16 | 100 | 46.7 | 40 | 6.7 | 6.7 | 13.3 | |
| | 7 | N/A | I/S | 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 | I/S |
| Social Studies | | | | | | | | | |
| 2007 | 3 | 19 | 100 | 44.4 | 55.6 | 0 | 0 | 0 | |
| | 4 | 37 | 97.3 | 32.3 | 58.1 | 9.7 | 0 | 9.7 | |
| | 5 | 17 | 100 | 29.4 | 64.7 | 0 | 5.9 | 5.9 | |
| | 6 | 19 | 100 | 11.8 | 64.7 | 23.5 | 0 | 23.5 | |
| | 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 | 16 | 100 | 12.5 | 43.8 | 43.8 | 0 | 43.8 | |
| | 4 | 32 | 100 | 37.5 | 43.8 | 12.5 | 6.3 | 18.8 | |
| | 5 | 18 | 100 | 31.3 | 50 | 12.5 | 6.3 | 18.8 | |
| | 6 | 15 | 100 | 40 | 40 | 13.3 | 6.7 | 20 | |
| | 7 | N/A | I/S | 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 | I/S |

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