



Tigerville Elementary

25 Tigerville Elementary
Taylors, SC 29687

| | | |
|-----------------------|------------------------|--------------|
| Grades | PK-5 Elementary School | |
| Enrollment | 344 Students | |
| Principal | Regina M. Urueta | 864-355-4610 |
| Superintendent | Dr. Phinnize J. Fisher | 864-355-8860 |
| Board Chair | Dr. Keith Ray | 864-288-0476 |

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 | At-Risk |
| 2006 | Average | Average |
| 2005 | Average | At-Risk |
| 2004 | Good | At-Risk |

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

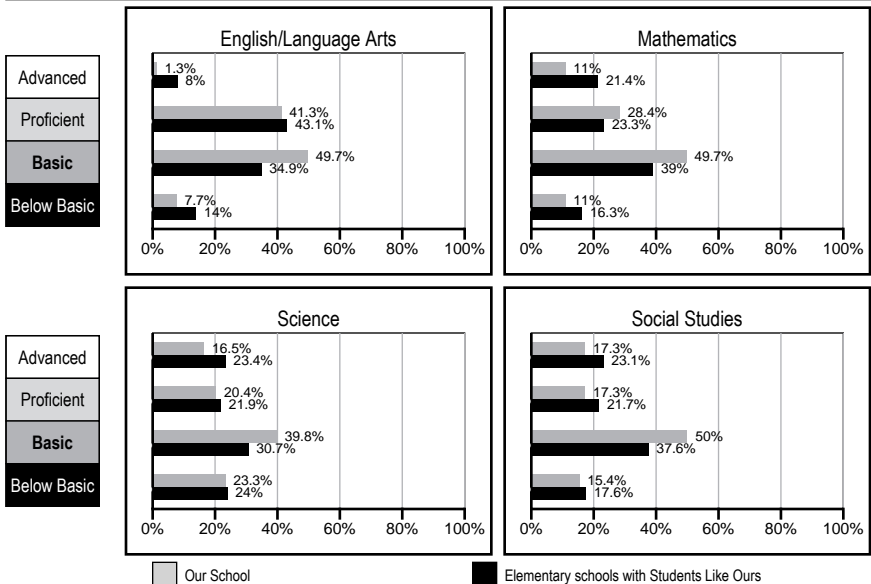
Percent of students tested in 2007-08 whose 2006-07 test scores were located | 97.3%

ABSOLUTE RATINGS OF ELEMENTARY SCHOOLS WITH STUDENTS LIKE OURS*

| Excellent | Good | Average | Below Average | At-Risk |
|-----------|------|---------|---------------|---------|
| 2 | 33 | 55 | 3 | 0 |

* 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=344) | | | | |
| First graders who attended full-day kindergarten | 98.0% | Down from 98.4% | 100.0% | 100.0% |
| Retention rate | 2.7% | Down from 3.4% | 1.9% | 2.3% |
| Attendance rate | 96.3% | Down from 96.4% | 96.4% | 96.3% |
| Eligible for gifted and talented | 9.7% | Up from 5.7% | 15.5% | 10.4% |
| With disabilities other than speech | 15.4% | Up from 15.2% | 6.9% | 7.5% |
| Older than usual for grade | 0.7% | Down from 1.1% | 0.4% | 0.6% |
| Out-of-school suspensions or expulsions for violent &/or criminal offenses | 0.0% | Down from 0.3% | 0.0% | 0.0% |
| Teachers (n=26) | | | | |
| Teachers with advanced degrees | 42.3% | Down from 45.8% | 59.6% | 56.7% |
| Continuing contract teachers | 80.8% | Down from 87.5% | 80.6% | 77.3% |
| Teachers with emergency or provisional certificates | 0.0% | No Change | 0.0% | 0.0% |
| Teachers returning from previous year | 90.5% | Up from 90.2% | 89.4% | 86.4% |
| Teacher attendance rate | 94.6% | Down from 94.8% | 94.7% | 94.9% |
| Average teacher salary | \$43,998 | Up 4.5% | \$46,466 | \$45,345 |
| Professional development days/teacher | 20.3 days | Up from 15.9 days | 13.2 days | 12.6 days |
| School | | | | |
| Principal's years at school | 10.0 | Up from 9.0 | 5.0 | 4.0 |
| Student-teacher ratio in core subjects | 19.1 to 1 | Up from 17.3 to 1 | 19.5 to 1 | 18.5 to 1 |
| Prime instructional time | 88.8% | No Change | 89.9% | 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 99.1% | 100.0% | 100.0% |
| Character development program | Average | No Change | Excellent | Excellent |
| Dollars spent per pupil* | \$7,616 | Up 20.5% | \$6,441 | \$7,052 |
| Percent of expenditures for instruction* | 61.5% | Up from 61.4% | 69.8% | 69.1% |
| Percent of expenditures for teacher salaries* | 56.9% | Up from 55.9% | 65.3% | 64.2% |

* Prior year audited financial data are reported.

Abbreviations for Missing Data

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Report of Principal and School Improvement Council

Strategic plans for determining school direction in the areas of curriculum and instruction, student achievement, and facilities are developed by all stakeholders at Tigerville. Yearly, the plan is revisited, updated, and changed to meet the needs of the students. Teachers, parents, administrators, and community members set school goals that correlate with Greenville County Schools' Education Plan as follows: Goal 1) Raise the Academic Challenge/Performance of Each Student; Goal 2) Ensure Quality Personnel in all Positions; Goal 3) Provide a School Environment Supportive of Learning; Goal 4) Effectively Manage and Further Develop Necessary Financial Resources; and Goal 5) Improve Understanding and Support of Public Schools.

During the 2007-08 school year, a before school tutoring program was provided and instructional materials were purchased to assist students scoring in Below Basic in ELA, Math, Science, or Social Studies on PACT. A graduate course was provided for all staff members focusing on "Teaching Reading Strategies to Enhance Comprehension and Understanding." Focus learning groups were created based on individual student skill analysis determined by MAP RIT scores in Reading and Math deficit areas. Specific instruction was then given to the students on a weekly basis.

PTA and SIC members worked closely with the school to evaluate the programs that were utilized for academics and character education. Discussions and cooperative planning between the two parent groups was phenomenal and is working to benefit all students in the school. We implemented a "Disabilities Awareness Day" with a grant written and obtained by these parent/school groups.

Our mission to provide quality educational experiences tailored to meet the individual needs of students is constantly revisited by staff members, parents, and community volunteers. We believe learning must include instruction that is aligned with state standards, integrated, and includes opportunities for the use of technology and writing. The instruction is multi-level, takes place in individual, small, and large groups, and addresses the diverse learning styles of our students. A variety of assessments inform our instruction--MAP testing, rubrics, benchmarks, observation, and peer and student evaluations. Our school has a community atmosphere in a bright, child-centered facility with high expectations, supportive administration, and a highly qualified and collegial staff. We envision a school with mutual respect, responsibility, and cooperation among the home/school community, the curriculum meets the needs of all students, and the environment is safe and inviting to all.

Leann Corbin, SIC Chairperson
Regina Urueta, Principal

Evaluations by Teachers, Students and Parents

| | Teachers | Students* | Parents* |
|--|----------|-----------|----------|
| Number of surveys returned | 25 | 55 | 44 |
| Percent satisfied with learning environment | 100.0% | 94.4% | 95.3% |
| Percent satisfied with social and physical environment | 100.0% | 96.2% | 97.7% |
| Percent satisfied with school-home relations | 100.0% | 90.7% | 95.3% |

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

Abbreviations for Missing Data

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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. 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 | 1.9% | 1.8% |
| Classes in high poverty schools not taught by highly qualified teachers | 2.4% | 6.8% |

| | Our School | State Objective | Met State Objective |
|---|------------|-----------------|---------------------|
| Classes not taught by highly qualified teachers | 0.0% | 0.0% | Yes |
| Student attendance rate | 96.3% | 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 | 160 | 100 | 7.7 | 49.7 | 41.3 | 1.3 | 61.9 | 52.4 | 48.2 | Yes | Yes |
| Gender | | | | | | | | | | | |
| Male | 77 | 100 | 11.8 | 50 | 36.8 | 1.3 | 61.8 | 46.1 | 41.7 | N/A | N/A |
| Female | 83 | 100 | 3.8 | 49.4 | 45.6 | 1.3 | 62 | 59.1 | 55 | N/A | N/A |
| Racial/Ethnic Group | | | | | | | | | | | |
| White | 155 | 100 | 8 | 49.3 | 41.3 | 1.3 | 62 | 62.3 | 60 | Yes | Yes |
| African American | 2 | I/S | I/S | I/S | I/S | I/S | I/S | 31.7 | 31.7 | I/S | I/S |
| Asian/Pacific Islander | 1 | I/S | I/S | I/S | I/S | I/S | I/S | 74.9 | 70.4 | I/S | I/S |
| Hispanic | 2 | I/S | I/S | I/S | I/S | I/S | I/S | 36.7 | 38.4 | I/S | I/S |
| American Indian/Alaskan | N/A | I/S | I/S | I/S | I/S | I/S | I/S | 58.7 | 47 | I/S | I/S |
| Disability Status | | | | | | | | | | | |
| Disabled | 46 | 100 | 22.2 | 53.3 | 24.4 | 0 | 42.2 | 20.3 | 16 | Yes | Yes |
| Migrant Status | | | | | | | | | | | |
| Migrant | N/A | I/S | I/S | I/S | I/S | I/S | I/S | 25 | 38.1 | N/A | N/A |
| English Proficiency | | | | | | | | | | | |
| Limited English Proficient | 3 | I/S | I/S | I/S | I/S | I/S | I/S | 36.1 | 36.9 | I/S | I/S |
| Socio-Economic Status | | | | | | | | | | | |
| Subsided meals | 72 | 100 | 11.9 | 55.2 | 31.3 | 1.5 | 50.7 | 34.3 | 34 | Yes | Yes |

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

| | | | | | | | | | | | |
|------------------------------|-----|-----|------|------|------|------|------|------|------|-----|-----|
| All Students | 160 | 100 | 11 | 49.7 | 28.4 | 11 | 56.8 | 49.5 | 45.8 | Yes | Yes |
| Gender | | | | | | | | | | | |
| Male | 77 | 100 | 10.5 | 50 | 27.6 | 11.8 | 60.5 | 49.9 | 45.6 | N/A | N/A |
| Female | 83 | 100 | 11.4 | 49.4 | 29.1 | 10.1 | 53.2 | 49 | 45.9 | N/A | N/A |
| Racial/Ethnic Group | | | | | | | | | | | |
| White | 155 | 100 | 10 | 50 | 29.3 | 10.7 | 57.3 | 59.4 | 59 | Yes | Yes |
| African American | 2 | I/S | I/S | I/S | I/S | I/S | I/S | 27.2 | 26.9 | I/S | I/S |
| Asian/Pacific Islander | 1 | I/S | I/S | I/S | I/S | I/S | I/S | 75.3 | 71.3 | I/S | I/S |
| Hispanic | 2 | I/S | I/S | I/S | I/S | I/S | I/S | 37.4 | 38.1 | I/S | I/S |
| American Indian/Alaskan | N/A | I/S | I/S | I/S | I/S | I/S | I/S | 52.4 | 46.2 | I/S | I/S |
| Disability Status | | | | | | | | | | | |
| Disabled | 46 | 100 | 24.4 | 53.3 | 15.6 | 6.7 | 46.7 | 20.1 | 17.1 | Yes | Yes |
| Migrant Status | | | | | | | | | | | |
| Migrant | N/A | I/S | I/S | I/S | I/S | I/S | I/S | 30 | 32.5 | N/A | N/A |
| English Proficiency | | | | | | | | | | | |
| Limited English Proficient | 3 | I/S | I/S | I/S | I/S | I/S | I/S | 38.4 | 38.7 | I/S | I/S |
| Socio-Economic Status | | | | | | | | | | | |
| Subsided meals | 72 | 100 | 14.9 | 61.2 | 17.9 | 6 | 47.8 | 32.2 | 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 | 107 | 100 | 23.3 | 39.8 | 20.4 | 16.5 | 36.9 | 39.3 | 35.7 | 96.3 | 96.5 |
| Gender | | | | | | | | | | | |
| Male | 56 | 100 | 18.2 | 36.4 | 23.6 | 21.8 | 45.5 | 41.6 | 37.4 | 96.3 | 96.4 |
| Female | 51 | 100 | 29.2 | 43.8 | 16.7 | 10.4 | 27.1 | 36.9 | 33.8 | 96.2 | 96.6 |
| Racial/Ethnic Group | | | | | | | | | | | |
| White | 106 | 100 | 22.5 | 40.2 | 20.6 | 16.7 | 37.3 | 49.7 | 49.2 | 96.3 | 96.4 |
| African American | N/A | I/S | I/S | I/S | I/S | I/S | I/S | 18.2 | 17 | 95.2 | 96.4 |
| Asian/Pacific Islander | N/A | I/S | I/S | I/S | I/S | I/S | I/S | 60.9 | 58 | 97.1 | 97.7 |
| Hispanic | 1 | I/S | I/S | I/S | I/S | I/S | I/S | 23.7 | 24.9 | 95.2 | 96.9 |
| American Indian/Alaskan | N/A | I/S | I/S | I/S | I/S | I/S | I/S | 34.2 | 37.4 | N/A | 95.3 |
| Disability Status | | | | | | | | | | | |
| Disabled | 35 | 100 | 35.3 | 38.2 | 17.6 | 8.8 | 26.5 | 16.3 | 14 | 96 | 95.5 |
| Migrant Status | | | | | | | | | | | |
| Migrant | N/A | I/S | I/S | I/S | I/S | I/S | I/S | 20 | 21.9 | N/A | 96.4 |
| English Proficiency | | | | | | | | | | | |
| Limited English Proficient | 1 | I/S | I/S | I/S | I/S | I/S | I/S | 22.6 | 24.4 | 95.2 | 97.2 |
| Socio-Economic Status | | | | | | | | | | | |
| Subsided meals | 48 | 100 | 31.8 | 43.2 | 11.4 | 13.6 | 25 | 21.3 | 21.1 | 95.5 | 95.8 |
| Social Studies | | | | | | | | | | | |
| All Students | 107 | 100 | 15.4 | 50 | 17.3 | 17.3 | 34.6 | 38.1 | 34 | 96.3 | 96.5 |
| Gender | | | | | | | | | | | |
| Male | 55 | 100 | 13 | 42.6 | 20.4 | 24.1 | 44.4 | 41 | 36.6 | 96.3 | 96.4 |
| Female | 52 | 100 | 18 | 58 | 14 | 10 | 24 | 35 | 31.3 | 96.2 | 96.6 |
| Racial/Ethnic Group | | | | | | | | | | | |
| White | 103 | 100 | 15 | 50 | 17 | 18 | 35 | 46.1 | 44.5 | 96.3 | 96.4 |
| African American | 2 | I/S | I/S | I/S | I/S | I/S | I/S | 20.5 | 19.1 | 95.2 | 96.4 |
| Asian/Pacific Islander | 1 | I/S | I/S | I/S | I/S | I/S | I/S | 60.2 | 58.9 | 97.1 | 97.7 |
| Hispanic | 1 | I/S | I/S | I/S | I/S | I/S | I/S | 27.7 | 27.5 | 95.2 | 96.9 |
| American Indian/Alaskan | N/A | I/S | I/S | I/S | I/S | I/S | I/S | 28.3 | 32.7 | N/A | 95.3 |
| Disability Status | | | | | | | | | | | |
| Disabled | 30 | 100 | 23.3 | 56.7 | 6.7 | 13.3 | 20 | 17.1 | 14.4 | 96 | 95.5 |
| Migrant Status | | | | | | | | | | | |
| Migrant | N/A | I/S | I/S | I/S | I/S | I/S | I/S | 28.6 | 22.6 | N/A | 96.4 |
| English Proficiency | | | | | | | | | | | |
| Limited English Proficient | 2 | I/S | I/S | I/S | I/S | I/S | I/S | 27.6 | 27.3 | 95.2 | 97.2 |
| Socio-Economic Status | | | | | | | | | | | |
| Subsided meals | 50 | 100 | 27.7 | 48.9 | 10.6 | 12.8 | 23.4 | 22.8 | 21 | 95.5 | 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 | 60 | 100 | 12.3 | 26.3 | 59.6 | 1.8 | 61.4 | |
| | 4 | 56 | 100 | 7.4 | 42.6 | 44.4 | 5.6 | 50 | |
| | 5 | 40 | 100 | 37.1 | 60 | 2.9 | 0 | 2.9 | |
| | 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 | 47 | 100 | 2.2 | 48.9 | 46.7 | 2.2 | 48.9 | |
| | 4 | 54 | 100 | 13.5 | 32.7 | 51.9 | 1.9 | 53.8 | |
| | 5 | 59 | 100 | 6.9 | 65.5 | 27.6 | 0 | 27.6 | |
| | 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 | 60 | 100 | 12.3 | 50.9 | 26.3 | 10.5 | 36.8 | |
| | 4 | 56 | 100 | 11.1 | 51.9 | 16.7 | 20.4 | 37 | |
| | 5 | 40 | 100 | 40 | 54.3 | 5.7 | 0 | 5.7 | |
| | 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 | 47 | 100 | 11.1 | 60 | 20 | 8.9 | 28.9 | |
| | 4 | 54 | 100 | 5.8 | 42.3 | 38.5 | 13.5 | 51.9 | |
| | 5 | 59 | 100 | 15.5 | 48.3 | 25.9 | 10.3 | 36.2 | |
| | 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 | |
| Science | | | | | | | | | |
| 2007 | 3 | 31 | 100 | 27.6 | 37.9 | 24.1 | 10.3 | 34.5 | |
| | 4 | 56 | 100 | 13 | 42.6 | 31.5 | 13 | 44.4 | |
| | 5 | 19 | 100 | 66.7 | 26.7 | 6.7 | 0 | 6.7 | |
| | 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 | 23 | 100 | 18.2 | 40.9 | 31.8 | 9.1 | 40.9 | |
| | 4 | 54 | 100 | 17.3 | 40.4 | 21.2 | 21.2 | 42.3 | |
| | 5 | 30 | 100 | 37.9 | 37.9 | 10.3 | 13.8 | 24.1 | |
| | 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 | 29 | 100 | 3.6 | 32.1 | 39.3 | 25 | 64.3 | |
| | 4 | 56 | 100 | 9.3 | 51.9 | 22.2 | 16.7 | 38.9 | |
| | 5 | 21 | 100 | 60 | 25 | 10 | 5 | 15 | |
| | 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 | 24 | 100 | 4.3 | 60.9 | 17.4 | 17.4 | 34.8 | |
| | 4 | 54 | 100 | 13.5 | 42.3 | 19.2 | 25 | 44.2 | |
| | 5 | 29 | 100 | 27.6 | 55.2 | 13.8 | 3.4 | 17.2 | |
| | 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 | |

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