



Denmark-Olar Middle

45 Green Street
Denmark, South Carolina

| | | |
|-----------------------|--------------------|--------------|
| Grades | 6-8 Middle School | |
| Enrollment | 224 Students | |
| Principal | Randy Mack | 803-793-3383 |
| Superintendent | Dr. Secaida Howell | 803-793-3346 |
| Board Chair | Alvin Maynor | 803-368-3006 |

THE STATE OF SOUTH CAROLINA 2008 ANNUAL SCHOOL REPORT CARD

RATINGS OVER 5-YEAR PERIOD

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

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

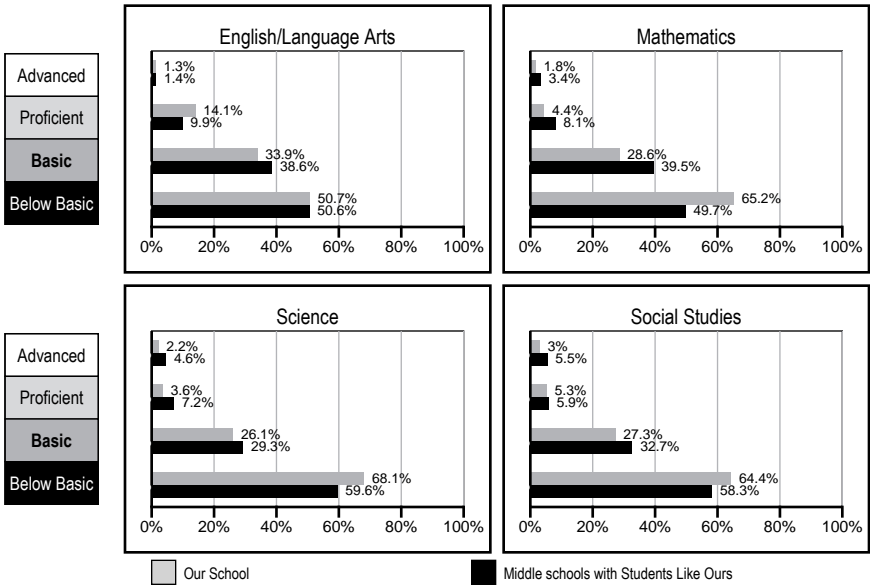
Percent of students tested in 2007-08 whose 2006-07 test scores were located | 98.5%

ABSOLUTE RATINGS OF MIDDLE SCHOOLS WITH STUDENTS LIKE OURS*

| Excellent | Good | Average | Below Average | At-Risk |
|-----------|------|---------|---------------|---------|
| 0 | 0 | 0 | 4 | 35 |

* Ratings are calculated with data available by September 30.

Palmetto Achievement Challenge Tests (PACT)



* Middle schools with Students Like Ours are Middle schools with Poverty indices of no more than 5% above or below the index for the School.

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

End of Course Tests

| Percent of tests with scores of 70 or above on: | Our Middle School | Middle Schools with Students Like Ours* |
|---|-------------------|---|
| Algebra 1/Math for the Technologies 2 | 68.2 | 83.9 |
| English 1 | 81.8 | 82.7 |
| Physical Science | 0 | 39.5 |
| All Subjects | 75.0 | 80.5 |

School Profile

| | Our School | Change from Last Year | Middle Schools with Students Like Ours | Median Middle School |
|--|------------|-----------------------|--|----------------------|
| Students (n=224) | | | | |
| Students enrolled in high school credit courses (grades 7 & 8) | 15.3% | Down from 30.0% | 11.5% | 19.4% |
| Retention rate | 1.4% | Up from 0.5% | 3.4% | 1.8% |
| Attendance rate | 97.3% | Down from 98.0% | 95.1% | 95.8% |
| Eligible for gifted and talented | 7.7% | Down from 11.5% | 4.8% | 15.3% |
| With disabilities other than speech | 9.5% | Down from 11.0% | 13.9% | 12.9% |
| Older than usual for grade | 2.7% | Up from 2.0% | 6.3% | 3.0% |
| Out-of-school suspensions or expulsions for violent &/or criminal offenses | 9.8% | Up from 0.5% | 0.7% | 0.7% |
| Annual dropout rate | 0.0% | No Change | 0.0% | 0.0% |
| Teachers (n=15) | | | | |
| Teachers with advanced degrees | 60.0% | Down from 61.1% | 53.5% | 55.0% |
| Continuing contract teachers | 60.0% | Up from 22.2% | 54.4% | 70.6% |
| Teachers with emergency or provisional certificates | 57.1% | Up from 46.7% | 19.3% | 5.4% |
| Teachers returning from previous year | 73.9% | No Change | 76.4% | 83.4% |
| Teacher attendance rate | 92.9% | Up from 92.5% | 94.8% | 94.9% |
| Average teacher salary | \$43,224 | Up 5.9% | \$43,090 | \$44,706 |
| Professional development days/teacher | 11.6 days | Up from 11.3 days | 12.6 days | 11.8 days |
| School | | | | |
| Principal's years at school | 1.0 | No Change | 2.0 | 3.0 |
| Student-teacher ratio in core subjects | 17.4 to 1 | Up from 15.9 to 1 | 15.9 to 1 | 20.1 to 1 |
| Prime instructional time | 88.8% | Down from 89.0% | 88.9% | 89.3% |
| Opportunities in the arts | Good | Up from Poor | Good | Good |
| SACS accreditation | No | No Change | Yes | Yes |
| Parents attending conferences | 40.1% | Down from 57.4% | 96.8% | 98.0% |
| Character development program | Average | Down from Excellent | Good | Good |
| Dollars spent per pupil* | \$9,574 | Down 16.0% | \$8,870 | \$7,097 |
| Percent of expenditures for instruction* | 58.9% | Up from 56.6% | 62.4% | 64.4% |
| Percent of expenditures for teacher salaries* | 54.1% | Up from 47.2% | 54.7% | 59.4% |

* 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

In the fall of 2007, Denmark-Olar Middle School received an unsatisfactory rating on the annual School Report Card. The faculty and staff of DOMS are not pleased with this rating, and have worked very hard during the 2007-2008 school year to improve our scores.

Strategies implemented during the 2007-2008 school were increased class time for students and a decreased student-teacher ratio. Additional faculty and staff were added, as well as an Enrichment Period. This time was set for teachers to place emphasis on test-taking strategies and possible missed concepts in the regular class setting. Instructional Coaches were hired to ensure implementation of the newly purchased curriculum and that all of the state standards were taught. Full implementation of the MAP benchmark-testing program began at the start of the school year. This assessment identifies student strengths and weaknesses and assists teachers in developing lesson plans that will meet the needs of our students. DOMS continues to offer academic assistance through our after-school tutorial program and our summer academic assistance program.

The Denmark-Olar Middle School family seeks your continued support, encouragement, and commitment as we chart our course toward academic excellence.

Randy Mack, Principal

Evaluations by Teachers, Students and Parents

| | Teachers | Students* | Parents* |
|--|-----------------|------------------|-----------------|
| Number of surveys returned | 12 | 56 | 4 |
| Percent satisfied with learning environment | 63.6% | 48.2% | I/S |
| Percent satisfied with social and physical environment | 100.0% | 67.3% | I/S |
| Percent satisfied with school-home relations | 50.0% | 64.8% | I/S |

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

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School Adequate Yearly Progress

NO

This school met 7 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

Restructure

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 | 10.6% | 6.8% |

| | Our School | State Objective | Met State Objective |
|---|------------|-----------------|---------------------|
| Classes not taught by highly qualified teachers | 12.7% | 0.0% | No |
| Student attendance rate | 97.3% | 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 | 210 | 96.7 | 48.5 | 36.5 | 14.5 | 0.5 | 19 | 22.7 | 48.2 | No | Yes |
| Gender | | | | | | | | | | | |
| Male | 120 | 95 | 56.8 | 29.7 | 13.5 | 0 | 18 | 20.3 | 41.7 | N/A | N/A |
| Female | 90 | 98.9 | 38.2 | 44.9 | 15.7 | 1.1 | 20.2 | 25.6 | 55 | N/A | N/A |
| Racial/Ethnic Group | | | | | | | | | | | |
| White | 3 | I/S | I/S | I/S | I/S | I/S | I/S | I/S | 60 | I/S | I/S |
| African American | 201 | 97.5 | 49 | 36.1 | 14.4 | 0.5 | 19.1 | 22.9 | 31.7 | No | Yes |
| Asian/Pacific Islander | N/A | I/S | I/S | I/S | I/S | I/S | I/S | N/A | 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 | N/A | I/S | I/S | I/S | I/S | I/S | I/S | I/S | 47 | I/S | I/S |
| Disability Status | | | | | | | | | | | |
| Disabled | 24 | 95.8 | 95.5 | 4.5 | 0 | 0 | 0 | 3.4 | 16 | I/S | I/S |
| Migrant Status | | | | | | | | | | | |
| Migrant | 4 | I/S | I/S | I/S | I/S | I/S | I/S | I/S | 38.1 | N/A | N/A |
| English Proficiency | | | | | | | | | | | |
| Limited English Proficient | 6 | 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 | 191 | 96.3 | 51.4 | 37 | 11 | 0.6 | 16 | 19.5 | 34 | No | Yes |

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

| | | | | | | | | | | | |
|------------------------------|-----|------|------|------|-----|-----|------|------|------|-----|-----|
| All Students | 210 | 97.6 | 61 | 32 | 5 | 2 | 14.5 | 15.4 | 45.8 | No | Yes |
| Gender | | | | | | | | | | | |
| Male | 120 | 97.5 | 60.7 | 31.3 | 5.4 | 2.7 | 17.9 | 16.3 | 45.6 | N/A | N/A |
| Female | 90 | 97.8 | 61.4 | 33 | 4.5 | 1.1 | 10.2 | 14.4 | 45.9 | N/A | N/A |
| Racial/Ethnic Group | | | | | | | | | | | |
| White | 3 | I/S | I/S | I/S | I/S | I/S | I/S | I/S | 59 | I/S | I/S |
| African American | 201 | 97.5 | 61.3 | 32 | 4.6 | 2.1 | 13.9 | 15.4 | 26.9 | No | Yes |
| Asian/Pacific Islander | N/A | I/S | I/S | I/S | I/S | I/S | I/S | N/A | 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 | N/A | I/S | I/S | I/S | I/S | I/S | I/S | I/S | 46.2 | I/S | I/S |
| Disability Status | | | | | | | | | | | |
| Disabled | 24 | 100 | 91.3 | 8.7 | 0 | 0 | 0 | 5.1 | 17.1 | I/S | I/S |
| Migrant Status | | | | | | | | | | | |
| Migrant | 4 | I/S | I/S | I/S | I/S | I/S | I/S | I/S | 32.5 | N/A | N/A |
| English Proficiency | | | | | | | | | | | |
| Limited English Proficient | 6 | 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 | 191 | 97.4 | 63.5 | 30.4 | 5 | 1.1 | 12.2 | 12.4 | 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 | 142 | 98.6 | 67.6 | 26.5 | 3.7 | 2.2 | 5.9 | 7.1 | 35.7 | 97.3 | 98.3 |
| Gender | | | | | | | | | | | |
| Male | 86 | 97.7 | 62.5 | 32.5 | 2.5 | 2.5 | 5 | 6.9 | 37.4 | 96.7 | 97.9 |
| Female | 56 | 100 | 75 | 17.9 | 5.4 | 1.8 | 7.1 | 7.4 | 33.8 | 98.2 | 98.7 |
| Racial/Ethnic Group | | | | | | | | | | | |
| White | 3 | I/S | I/S | I/S | I/S | I/S | I/S | I/S | 49.2 | 86.4 | 93.7 |
| African American | 136 | 98.5 | 68.9 | 26.5 | 2.3 | 2.3 | 4.5 | 6.6 | 17 | 97.4 | 98.3 |
| Asian/Pacific Islander | N/A | I/S | I/S | I/S | I/S | I/S | I/S | N/A | 58 | N/A | N/A |
| Hispanic | 3 | I/S | I/S | I/S | I/S | I/S | I/S | I/S | 24.9 | 99.9 | 99.7 |
| American Indian/Alaskan | N/A | I/S | I/S | I/S | I/S | I/S | I/S | I/S | 37.4 | N/A | 98.9 |
| Disability Status | | | | | | | | | | | |
| Disabled | 15 | 100 | 85.7 | 14.3 | 0 | 0 | 0 | 2.6 | 14 | 96.7 | 97.9 |
| Migrant Status | | | | | | | | | | | |
| Migrant | 2 | I/S | I/S | I/S | I/S | I/S | I/S | I/S | 21.9 | 99.9 | 99.7 |
| English Proficiency | | | | | | | | | | | |
| Limited English Proficient | 3 | I/S | I/S | I/S | I/S | I/S | I/S | I/S | 24.4 | 97.3 | 98.3 |
| Socio-Economic Status | | | | | | | | | | | |
| Subsidized meals | 132 | 98.5 | 69.8 | 25.4 | 4 | 0.8 | 4.8 | 5.2 | 21.1 | 97.2 | 98.2 |
| Social Studies | | | | | | | | | | | |
| All Students | 136 | 97.8 | 63.8 | 27.7 | 5.4 | 3.1 | 8.5 | 8.2 | 34 | 97.3 | 98.3 |
| Gender | | | | | | | | | | | |
| Male | 77 | 96.1 | 63.4 | 26.8 | 7 | 2.8 | 9.9 | 10.6 | 36.6 | 96.7 | 97.9 |
| Female | 59 | 100 | 64.4 | 28.8 | 3.4 | 3.4 | 6.8 | 5.4 | 31.3 | 98.2 | 98.7 |
| Racial/Ethnic Group | | | | | | | | | | | |
| White | 3 | I/S | I/S | I/S | I/S | I/S | I/S | I/S | 44.5 | 86.4 | 93.7 |
| African American | 127 | 98.4 | 64.5 | 28.2 | 4.8 | 2.4 | 7.3 | 7.7 | 19.1 | 97.4 | 98.3 |
| Asian/Pacific Islander | N/A | I/S | I/S | I/S | I/S | I/S | I/S | N/A | 58.9 | N/A | N/A |
| Hispanic | 6 | I/S | I/S | I/S | I/S | I/S | I/S | I/S | 27.5 | 99.9 | 99.7 |
| American Indian/Alaskan | N/A | I/S | I/S | I/S | I/S | I/S | I/S | I/S | 32.7 | N/A | 98.9 |
| Disability Status | | | | | | | | | | | |
| Disabled | 17 | 100 | 87.5 | 12.5 | 0 | 0 | 0 | 2.6 | 14.4 | 96.7 | 97.9 |
| Migrant Status | | | | | | | | | | | |
| Migrant | 4 | I/S | I/S | I/S | I/S | I/S | I/S | I/S | 22.6 | 99.9 | 99.7 |
| English Proficiency | | | | | | | | | | | |
| Limited English Proficient | 6 | I/S | I/S | I/S | I/S | I/S | I/S | I/S | 27.3 | 97.3 | 98.3 |
| Socio-Economic Status | | | | | | | | | | | |
| Subsidized meals | 123 | 97.6 | 66.7 | 25.6 | 5.1 | 2.6 | 7.7 | 7.6 | 21 | 97.2 | 98.2 |

* 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 | N/A | N/AV | N/AV | N/AV | N/AV | N/AV | N/AV |
| | 4 | N/A | N/AV | N/AV | N/AV | N/AV | N/AV | N/AV |
| | 5 | N/A | N/AV | N/AV | N/AV | N/AV | N/AV | N/AV |
| | 6 | 75 | 96 | 64.7 | 22.1 | 10.3 | 2.9 | 13.2 |
| | 7 | 69 | 100 | 50 | 33.8 | 16.2 | 0 | 16.2 |
| | 8 | 61 | 98.4 | 39.7 | 50 | 10.3 | 0 | 10.3 |
| 2008 | 3 | N/A | I/S | I/S | I/S | I/S | I/S | I/S |
| | 4 | N/A | I/S | I/S | I/S | I/S | I/S | I/S |
| | 5 | N/A | I/S | I/S | I/S | I/S | I/S | I/S |
| | 6 | 77 | 100 | 53.9 | 32.9 | 13.2 | 0 | 13.2 |
| | 7 | 70 | 94.3 | 40.6 | 43.8 | 14.1 | 1.6 | 15.6 |
| | 8 | 63 | 95.2 | 50 | 33.3 | 16.7 | 0 | 16.7 |
| Mathematics | | | | | | | | |
| 2007 | 3 | N/A | N/AV | N/AV | N/AV | N/AV | N/AV | N/AV |
| | 4 | N/A | N/AV | N/AV | N/AV | N/AV | N/AV | N/AV |
| | 5 | N/A | N/AV | N/AV | N/AV | N/AV | N/AV | N/AV |
| | 6 | 75 | 96 | 65.2 | 20.3 | 7.2 | 7.2 | 14.5 |
| | 7 | 69 | 100 | 58.8 | 35.3 | 5.9 | 0 | 5.9 |
| | 8 | 61 | 98.4 | 56.9 | 39.7 | 1.7 | 1.7 | 3.4 |
| 2008 | 3 | N/A | I/S | I/S | I/S | I/S | I/S | I/S |
| | 4 | N/A | I/S | I/S | I/S | I/S | I/S | I/S |
| | 5 | N/A | I/S | I/S | I/S | I/S | I/S | I/S |
| | 6 | 77 | 100 | 60.5 | 30.3 | 7.9 | 1.3 | 9.2 |
| | 7 | 70 | 95.7 | 54.7 | 34.4 | 6.3 | 4.7 | 10.9 |
| | 8 | 63 | 96.8 | 68.3 | 31.7 | 0 | 0 | 0 |
| Science | | | | | | | | |
| 2007 | 3 | N/A | N/AV | N/AV | N/AV | N/AV | N/AV | N/AV |
| | 4 | N/A | N/AV | N/AV | N/AV | N/AV | N/AV | N/AV |
| | 5 | N/A | N/AV | N/AV | N/AV | N/AV | N/AV | N/AV |
| | 6 | 38 | 94.7 | 76.5 | 17.6 | 5.9 | 0 | 5.9 |
| | 7 | 69 | 100 | 73.5 | 19.1 | 5.9 | 1.5 | 7.4 |
| | 8 | 30 | 100 | 69 | 27.6 | 0 | 3.4 | 3.4 |
| 2008 | 3 | N/A | I/S | I/S | I/S | I/S | I/S | I/S |
| | 4 | N/A | I/S | I/S | I/S | I/S | I/S | I/S |
| | 5 | N/A | I/S | I/S | I/S | I/S | I/S | I/S |
| | 6 | 40 | 97.5 | 76.3 | 18.4 | 2.6 | 2.6 | 5.3 |
| | 7 | 70 | 98.6 | 62.1 | 31.8 | 3 | 3 | 6.1 |
| | 8 | 32 | 100 | 68.8 | 25 | 6.3 | 0 | 6.3 |
| Social Studies | | | | | | | | |
| 2007 | 3 | N/A | N/AV | N/AV | N/AV | N/AV | N/AV | N/AV |
| | 4 | N/A | N/AV | N/AV | N/AV | N/AV | N/AV | N/AV |
| | 5 | N/A | N/AV | N/AV | N/AV | N/AV | N/AV | N/AV |
| | 6 | 37 | 97.3 | 54.3 | 40 | 2.9 | 2.9 | 5.7 |
| | 7 | 69 | 100 | 66.2 | 25 | 7.4 | 1.5 | 8.8 |
| | 8 | 31 | 96.8 | 37.9 | 51.7 | 10.3 | 0 | 10.3 |
| 2008 | 3 | N/A | I/S | I/S | I/S | I/S | I/S | I/S |
| | 4 | N/A | I/S | I/S | I/S | I/S | I/S | I/S |
| | 5 | N/A | I/S | I/S | I/S | I/S | I/S | I/S |
| | 6 | 37 | 100 | 45.9 | 40.5 | 8.1 | 5.4 | 13.5 |
| | 7 | 70 | 95.7 | 70.8 | 20 | 6.2 | 3.1 | 9.2 |
| | 8 | 29 | 100 | 71.4 | 28.6 | 0 | 0 | 0 |

Abbreviations for Missing Data

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