



Ninety Six Elementary

810 Johnston Road
Ninety Six, SC 29666

| | | |
|-----------------------|-----------------------|--------------|
| Grades | 3-5 Elementary School | |
| Enrollment | 383 Students | |
| Principal | Jane T. Calhoun | 864-543-4995 |
| Superintendent | Dr. Mark Petersen | 864-543-3100 |
| Board Chair | Mr. Sam Corley | 864-223-2082 |

THE STATE OF SOUTH CAROLINA 2009 ANNUAL SCHOOL REPORT CARD

RATINGS OVER 5-YEAR PERIOD

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

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

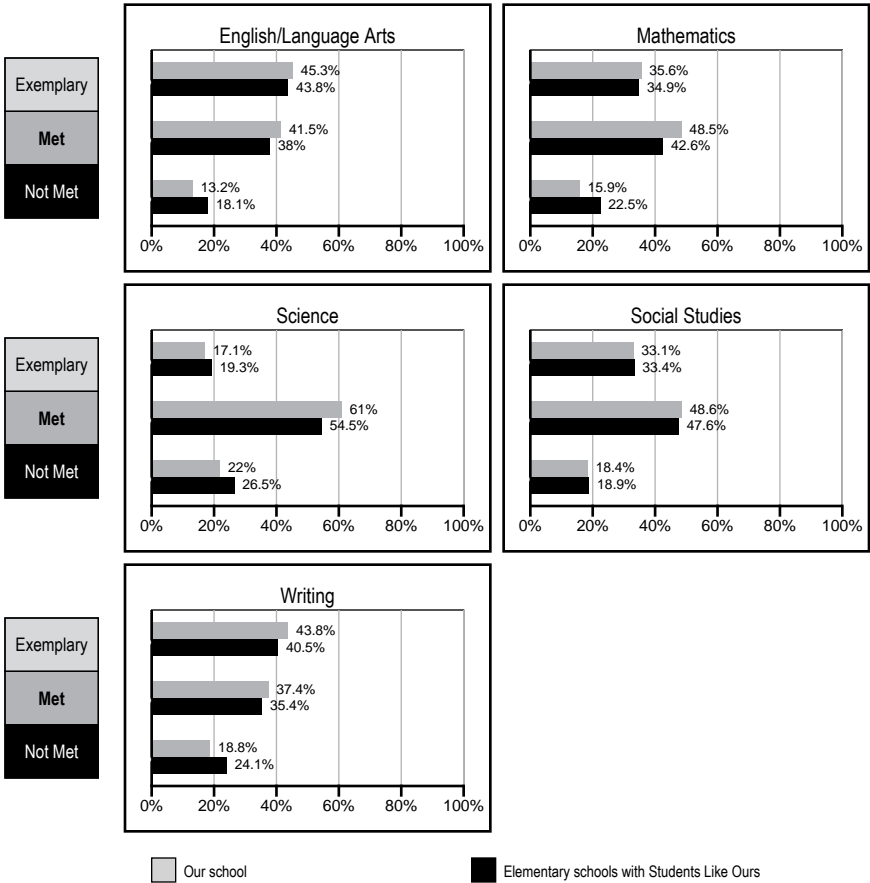
Percent of students tested in 2008-09 whose 2007-08 test scores were located | 98.1%

ABSOLUTE RATINGS OF ELEMENTARY SCHOOLS WITH STUDENTS LIKE OURS*

| Excellent | Good | Average | Below Average | At-Risk |
|-----------|------|---------|---------------|---------|
| 17 | 28 | 40 | 0 | 0 |

* 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=383) | | | | |
| First graders who attended full-day kindergarten | N/R | N/R | 100.0% | 100.0% |
| Retention rate | 0.0% | Down from 0.5% | 1.8% | 1.9% |
| Attendance rate | 96.7% | Down from 97.3% | 96.3% | 96.3% |
| Eligible for gifted and talented | 14.1% | Down from 17.0% | 14.1% | 10.0% |
| With disabilities other than speech | 7.0% | Up from 5.6% | 7.4% | 7.7% |
| Older than usual for grade | 0.0% | No Change | 0.3% | 0.5% |
| Out-of-school suspensions or expulsions for violent and/or criminal offenses | 0.0% | No Change | 0.0% | 0.0% |
| Teachers (n=23) | | | | |
| Teachers with advanced degrees | 69.6% | No Change | 60.4% | 59.4% |
| Continuing contract teachers | 100.0% | Up from 91.3% | 81.8% | 80.0% |
| Teachers with emergency or provisional certificates | 0.0% | No Change | 0.0% | 0.0% |
| Teachers returning from previous year | 94.1% | Up from 90.6% | 88.5% | 85.9% |
| Teacher attendance rate | 91.6% | Down from 94.9% | 95.2% | 95.1% |
| Average teacher salary* | \$48,386 | Up 5.2% | \$47,669 | \$47,149 |
| Professional development days/teacher | 8.4 days | Down from 9.7 days | 11.4 days | 11.1 days |
| School | | | | |
| Principal's years at school | 9.0 | Up from 8.0 | 5.0 | 4.0 |
| Student-teacher ratio in core subjects | 20.9 to 1 | Up from 20.1 to 1 | 19.1 to 1 | 18.8 to 1 |
| Prime instructional time | 87.2% | Down from 90.9% | 90.4% | 90.4% |
| Opportunities in the arts | Good | No Change | Good | Good |
| SACS accreditation | Yes | No Change | Yes | Yes |
| Parents attending conferences | 98.2% | Down from 99.4% | 100.0% | 100.0% |
| Character development program | Good | No Change | Excellent | Excellent |
| Dollars spent per pupil** | \$6,972 | Up 11.7% | \$6,972 | \$7,458 |
| Percent of expenditures for instruction** | 66.7% | Up from 66.5% | 69.1% | 68.8% |
| Percent of expenditures for teacher salaries** | 55.5% | Down from 57.9% | 63.0% | 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

The 2008-2009 school year opened with an "All-Star Cast" of 376 students directed by our "All-Star Crew" as we began our journey of learning. Star Students were recognized each month for "star" achievement and character. The Accelerated Reader Program rewarded the Star Readers monthly, beginning with a visit to our nearby high school to meet the High School Stars—athletes who encouraged us to be good readers. Our entire school traveled to the Greenwood Community Theater to see local "stars" and classmates perform in the production "Tales of a Fourth Grade Nothing." "All Star" artistic pieces created by students were featured on the worldwide kids art museum, Artsonia.

The "All-Star Cast" participated in many service-oriented projects during the year. Activities during Red Ribbon Week, the PE sponsored Jump Rope for Heart activity, and our annual canned food drive involved every child and adult in our school. The fourth and fifth grade Honors Chorus performed at our county-wide student talent show, "In the Spotlight," as well as in the county Memorial Day Service. The gifted and talented (PLUS) students participated in the Invention Convention in Greenville, and our fourth grade students and teachers "traveled back in time" during the Living History Day at Star Fort, our local National Park.

Our faculty increased this school year with an additional teacher at fifth grade and a half-time resource teacher. The faculty received training in "Thinking Maps: A Language for Learning" and implemented the program across all grade levels in every subject area. We participated in the Compass Learning Odyssey training throughout the year to better utilize the computer-assisted instructional program and interpret the student assessments in a more meaningful way. Additional help was given for our teachers to improve their use of the Promethean Boards during instruction, and our instructional delivery for math continued to be inquiry-based. Students were administered the Measures of Academic Progress (MAP) assessments in the Fall and Spring, and results were used to improve instruction and to identify individual strengths and weaknesses.

Looking for ways to continually improve what we are doing is always a priority here at Ninety Six Elementary School. Our faculty and staff work diligently to make learning exciting and meaningful, and we will continue to encourage our "stars" of tomorrow by maintaining a strong commitment to academics, citizenship, and character-building.

Jane T. Calhoun, Principal
Tonya Allison, SIC

Evaluations by Teachers, Students and Parents

| | Teachers | Students* | Parents* |
|--|----------|-----------|----------|
| Number of surveys returned | 26 | 130 | 121 |
| Percent satisfied with learning environment | 100.0% | 85.8% | 96.7% |
| Percent satisfied with social and physical environment | 100.0% | 86.0% | 92.4% |
| Percent satisfied with school-home relations | 100.0% | 86.8% | 89.9% |

* 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 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. 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 | N/A | 1.7% |
| Classes in high poverty schools not taught by highly qualified teachers | N/A | 5.8% |

| | Our School | State Objective | Met State Objective |
|---|-------------------|------------------------|----------------------------|
| Classes not taught by highly qualified teachers | 0.0% | 0.0% | Yes |
| Student attendance rate | 96.7% | 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 | 378 | 100 | 13.4 | 41.4 | 45.2 | 92.2 | 88.4 | 82.8 | Yes | Yes |
| Gender | | | | | | | | | | |
| Male | 197 | 100 | 19.3 | 38 | 42.7 | 87.5 | 83.9 | 79.3 | N/A | N/A |
| Female | 181 | 100 | 7.2 | 45 | 47.8 | 97.2 | 93.3 | 86.5 | N/A | N/A |
| Racial/Ethnic Group | | | | | | | | | | |
| White | 296 | 100 | 11.3 | 39.9 | 48.8 | 93.2 | 91.6 | 89.5 | Yes | Yes |
| African American | 78 | 100 | 22.7 | 48 | 29.3 | 88 | 77.7 | 73.7 | Yes | Yes |
| Asian/Pacific Islander | N/A | N/AV | N/A | N/A | N/A | N/A | I/S | 92.3 | I/S | I/S |
| Hispanic | 4 | I/S | I/S | I/S | I/S | I/S | I/S | 76.5 | I/S | I/S |
| American Indian/Alaskan | N/A | N/AV | N/A | N/A | N/A | N/A | N/A | 82.5 | I/S | I/S |
| Disability Status | | | | | | | | | | |
| Disabled | 34 | 100 | 81.8 | 12.1 | 6.1 | 33.3 | 32.8 | 52 | I/S | I/S |
| Migrant Status | | | | | | | | | | |
| Migrant | N/A | N/AV | N/A | N/A | N/A | N/A | N/A | 66.1 | N/A | N/A |
| English Proficiency | | | | | | | | | | |
| Limited English Proficient | 1 | I/S | I/S | I/S | I/S | I/S | I/S | 75.1 | I/S | I/S |
| Socio-Economic Status | | | | | | | | | | |
| Subsided meals | 182 | 100 | 22.6 | 42.9 | 34.5 | 87 | 80.7 | 75.5 | Yes | Yes |

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

| | | | | | | | | | | |
|------------------------------|-----|------|------|------|------|------|------|------|-----|-----|
| All Students | 378 | 100 | 15.9 | 48.7 | 35.5 | 91.1 | 85.7 | 78.9 | Yes | Yes |
| Gender | | | | | | | | | | |
| Male | 197 | 100 | 19.8 | 43.2 | 37 | 88 | 82 | 77 | N/A | N/A |
| Female | 181 | 100 | 11.7 | 54.4 | 33.9 | 94.4 | 89.6 | 80.9 | N/A | N/A |
| Racial/Ethnic Group | | | | | | | | | | |
| White | 296 | 100 | 12.6 | 45.7 | 41.6 | 93.5 | 89.7 | 87.2 | Yes | Yes |
| African American | 78 | 100 | 29.3 | 57.3 | 13.3 | 81.3 | 72.3 | 66.7 | Yes | Yes |
| Asian/Pacific Islander | N/A | N/AV | N/A | N/A | N/A | N/A | I/S | 93 | I/S | I/S |
| Hispanic | 4 | I/S | I/S | I/S | I/S | I/S | I/S | 76 | I/S | I/S |
| American Indian/Alaskan | N/A | N/AV | N/A | N/A | N/A | N/A | N/A | 79.5 | I/S | I/S |
| Disability Status | | | | | | | | | | |
| Disabled | 34 | 100 | 72.7 | 21.2 | 6.1 | 45.5 | 36.2 | 45.5 | I/S | I/S |
| Migrant Status | | | | | | | | | | |
| Migrant | N/A | N/AV | N/A | N/A | N/A | N/A | N/A | 75.7 | N/A | N/A |
| English Proficiency | | | | | | | | | | |
| Limited English Proficient | 1 | I/S | I/S | I/S | I/S | I/S | I/S | 76.1 | I/S | I/S |
| Socio-Economic Status | | | | | | | | | | |
| Subsided meals | 182 | 100 | 22 | 52 | 26 | 85.3 | 78.6 | 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 | 253 | 100 | 22.3 | 60.7 | 17 | 77.7 | 71.5 | 67.5 |
| Gender | | | | | | | | |
| Male | 127 | 100 | 25.4 | 59 | 15.6 | 74.6 | 68.7 | 67 |
| Female | 126 | 100 | 19.2 | 62.4 | 18.4 | 80.8 | 74.2 | 68 |
| Racial/Ethnic Group | | | | | | | | |
| White | 199 | 100 | 19.9 | 60.7 | 19.4 | 80.1 | 79 | 79.5 |
| African American | 52 | 100 | 32.7 | 59.2 | 8.2 | 67.3 | 46.5 | 50.3 |
| Asian/Pacific Islander | N/A | N/AV | N/A | N/A | N/A | N/A | I/S | 84.3 |
| Hispanic | 2 | I/S | I/S | I/S | I/S | I/S | I/S | 60.7 |
| American Indian/Alaskan | N/A | N/AV | N/A | N/A | N/A | N/A | N/A | 71.2 |
| Disability Status | | | | | | | | |
| Disabled | 27 | 100 | 69.2 | 23.1 | 7.7 | 30.8 | 24.4 | 35.6 |
| Migrant Status | | | | | | | | |
| Migrant | N/A | N/AV | N/A | N/A | N/A | N/A | N/A | 46.1 |
| English Proficiency | | | | | | | | |
| Limited English Proficient | 1 | I/S | I/S | I/S | I/S | I/S | I/S | 59.6 |
| Socio-Economic Status | | | | | | | | |
| Subsided meals | 128 | 100 | 29.3 | 61.8 | 8.9 | 70.7 | 59.8 | 55.1 |

Social Studies

| | | | | | | | | |
|------------------------------|-----|------|------|------|------|------|------|------|
| All Students | 249 | 100 | 18.3 | 48.8 | 32.9 | 81.7 | 74.6 | 72.3 |
| Gender | | | | | | | | |
| Male | 136 | 100 | 21.6 | 41.8 | 36.6 | 78.4 | 72.9 | 71.5 |
| Female | 113 | 100 | 14.3 | 57.1 | 28.6 | 85.7 | 76.6 | 73.2 |
| Racial/Ethnic Group | | | | | | | | |
| White | 199 | 100 | 14.1 | 51 | 34.8 | 85.9 | 79.7 | 80.7 |
| African American | 47 | 100 | 37.8 | 37.8 | 24.4 | 62.2 | 55.3 | 60 |
| Asian/Pacific Islander | N/A | N/AV | N/A | N/A | N/A | N/A | I/S | 88.5 |
| Hispanic | 3 | I/S | I/S | I/S | I/S | I/S | I/S | 68 |
| American Indian/Alaskan | N/A | N/AV | N/A | N/A | N/A | N/A | N/A | 72.2 |
| Disability Status | | | | | | | | |
| Disabled | 22 | 100 | N/AV | N/AV | N/AV | 38.1 | 37.1 | 43.5 |
| Migrant Status | | | | | | | | |
| Migrant | N/A | N/AV | N/A | N/A | N/A | N/A | N/A | 50.7 |
| English Proficiency | | | | | | | | |
| Limited English Proficient | N/A | N/AV | N/A | N/A | N/A | N/A | I/S | 67.9 |
| Socio-Economic Status | | | | | | | | |
| Subsided meals | 115 | 100 | 27.7 | 54.5 | 17.9 | 72.3 | 63.8 | 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 | 378 | 100 | 18.8 | 37.4 | 43.8 | 81.2 | 76.5 | 70.2 | 96.7 | 96.5 |
| Gender | | | | | | | | | | |
| Male | 196 | 100 | 27.1 | 38.5 | 34.4 | 72.9 | 69 | 63.2 | 96.6 | 96.6 |
| Female | 182 | 100 | 10 | 36.1 | 53.9 | 90 | 84.4 | 77.5 | 96.8 | 96.4 |
| Racial/Ethnic Group | | | | | | | | | | |
| White | 298 | 100 | 17.1 | 35.5 | 47.4 | 82.9 | 80 | 79.1 | 96.5 | 96.4 |
| African American | 76 | 100 | 26.7 | 44 | 29.3 | 73.3 | 64.1 | 57.6 | 97.3 | 97 |
| Asian/Pacific Islander | N/A | N/AV | N/A | N/A | N/A | N/A | I/S | 86.2 | N/A | 95.6 |
| Hispanic | 4 | I/S | I/S | I/S | I/S | I/S | I/S | 62.6 | 97.9 | 97.6 |
| American Indian/Alaskan | N/A | N/AV | N/A | N/A | N/A | N/A | N/A | 68.7 | N/A | 96.1 |
| Disability Status | | | | | | | | | | |
| Disabled | 35 | 100 | 75.8 | 15.2 | 9.1 | 24.2 | 17.2 | 26.1 | 95.4 | 95.7 |
| Migrant Status | | | | | | | | | | |
| Migrant | N/A | N/AV | N/A | N/A | N/A | N/A | N/A | 54.7 | N/A | N/A |
| English Proficiency | | | | | | | | | | |
| Limited English Proficient | 1 | I/S | I/S | I/S | I/S | I/S | I/S | 61.2 | 96.2 | 97.2 |
| Socio-Economic Status | | | | | | | | | | |
| Subsidized meals | 181 | 100 | 29 | 39.8 | 31.3 | 71 | 65.1 | 58.9 | 96.2 | 96.1 |

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 Grade Level

| | Grade | Enrollment 1st Day of Testing | % Tested | % Not Met | % Met | % Exemplary | % Met or Exemplary |
|------------------------------|-------|-------------------------------|----------|-----------|-------|-------------|--------------------|
| English/Language Arts | | | | | | | |
| 2009 | 3 | 118 | 100 | 7.8 | 32.2 | 60 | 92.2 |
| | 4 | 124 | 100 | 21.5 | 40.5 | 38 | 78.5 |
| | 5 | 136 | 100 | 11 | 50 | 39 | 89 |
| | 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 | 118 | 100 | 13.9 | 48.7 | 37.4 | 86.1 |
| | 4 | 124 | 100 | 19 | 41.3 | 39.7 | 81 |
| | 5 | 136 | 100 | 14.7 | 55.1 | 30.1 | 85.3 |
| | 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 | 61 | 100 | 29.3 | 44.8 | 25.9 | 70.7 |
| | 4 | 124 | 100 | 22.3 | 62.8 | 14.9 | 77.7 |
| | 5 | 68 | 100 | 16.2 | 70.6 | 13.2 | 83.8 |
| | 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 |
| Social Studies | | | | | | | |
| 2009 | 3 | 57 | 100 | 7 | 50.9 | 42.1 | 93 |
| | 4 | 124 | 100 | 19 | 53.7 | 27.3 | 81 |
| | 5 | 68 | 100 | 26.5 | 38.2 | 35.3 | 73.5 |
| | 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 | 117 | 100 | 15.7 | 32.2 | 52.2 | 84.3 |
| | 4 | 124 | 100 | 24 | 43 | 33.1 | 76 |
| | 5 | 137 | 100 | 16.9 | 36.8 | 46.3 | 83.1 |
| | 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 |

Abbreviations for Missing Data

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