



Blackwater Middle

900 East Cox Ferry Road
Conway, S.C. 29526

| | | |
|-----------------------|----------------------|--------------|
| Grades | 6-8 Middle School | |
| Enrollment | 722 Students | |
| Principal | Cynthia V. Thibodeau | 843-903-8440 |
| Superintendent | Dr. Cynthia Elsberry | 843-488-6700 |
| Board Chair | Will Garland | 843-358-8002 |

THE STATE OF SOUTH CAROLINA 2009 ANNUAL SCHOOL REPORT CARD

RATINGS OVER 5-YEAR PERIOD

| YEAR | ABSOLUTE RATING | GROWTH RATING |
|-------------|-----------------|----------------|
| 2009 | Average | Average |
| 2008 | Below Average | At-Risk |
| 2007 | Average | At-Risk |
| 2006 | N/A | N/A |
| 2005 | N/A | N/A |

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

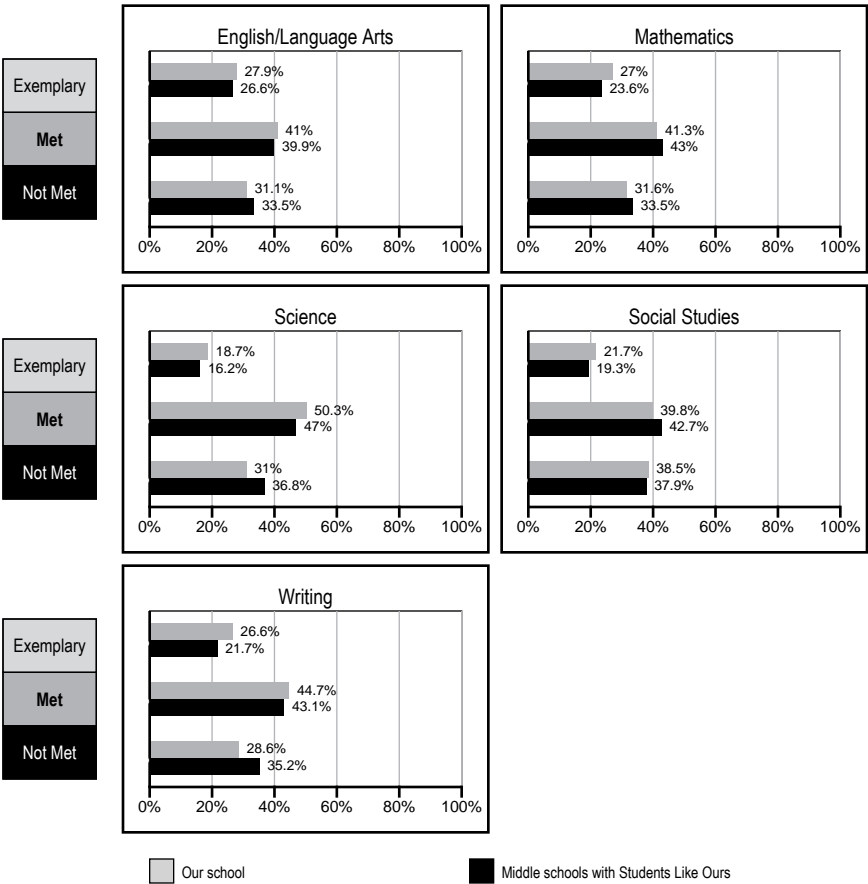
96.2%

ABSOLUTE RATINGS OF MIDDLE SCHOOLS WITH STUDENTS LIKE OURS*

| Excellent | Good | Average | Below Average | At-Risk |
|-----------|------|---------|---------------|---------|
| 0 | 2 | 32 | 8 | 0 |

* Ratings are calculated with data available by 03/16/2010.

Palmetto Assessment of State Standards (PASS)



* 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

| | |
|-----------|---|
| Exemplary | "Exemplary" means the student demonstrated exemplary performance in a 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

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 | 92.2 | 95.8 |
| English 1 | 100.0 | 94.6 |
| Physical Science | N/A | 94.8 |
| US History and the Constitution | N/A | N/A |
| All Subjects | 92.9 | 95.3 |

School Profile

| | Our School | Change from Last Year | Middle Schools with Students Like Ours | Median Middle School |
|--|------------|-----------------------|--|----------------------|
| Students (n=722) | | | | |
| Students enrolled in high school credit courses (grades 7 & 8) | 78.4% | Up from 58.5% | 18.5% | 21.6% |
| Retention rate | 0.7% | Down from 1.1% | 1.6% | 1.2% |
| Attendance rate | 95.1% | Down from 95.2% | 95.6% | 95.9% |
| Eligible for gifted and talented | 24.5% | Up from 22.8% | 14.1% | 14.8% |
| With disabilities other than speech | 19.2% | Up from 18.7% | 13.6% | 12.6% |
| Older than usual for grade | 0.8% | Down from 1.4% | 3.5% | 2.5% |
| Out-of-school suspensions or expulsions for violent and/or criminal offenses | 4.6% | Down from 5.1% | 1.0% | 0.6% |
| Annual dropout rate | 0.0% | No Change | 0.0% | 0.0% |
| Teachers (n=49) | | | | |
| Teachers with advanced degrees | 49.0% | Up from 42.6% | 55.4% | 56.9% |
| Continuing contract teachers | 73.5% | Up from 66.0% | 71.8% | 72.7% |
| Teachers with emergency or provisional certificates | 13.0% | Up from 9.5% | 4.8% | 5.3% |
| Teachers returning from previous year | N/A | N/A | 81.3% | 82.9% |
| Teacher attendance rate | 93.9% | Up from 93.6% | 95.3% | 95.2% |
| Average teacher salary* | \$45,974 | Down 0.7% | \$45,812 | \$46,599 |
| Professional development days/teacher | 19.1 days | Up from 17.6 days | 10.5 days | 10.8 days |
| School | | | | |
| Principal's years at school | 4.0 | Up from 3.0 | 3.0 | 3.0 |
| Student-teacher ratio in core subjects | 22.4 to 1 | Down from 23.5 to 1 | 19.5 to 1 | 20.1 to 1 |
| Prime instructional time | 86.6% | Up from 86.2% | 90.1% | 89.9% |
| Opportunities in the arts | Good | Down from Excellent | Good | Good |
| SACS accreditation | Yes | No Change | Yes | Yes |
| Parents attending conferences | 97.1% | Down from 98.1% | 98.1% | 97.8% |
| Character development program | Excellent | Up from Average | Good | Good |
| Dollars spent per pupil** | \$8,113 | Up 20.4% | \$7,730 | \$7,645 |
| Percent of expenditures for instruction** | 63.5% | Down from 72.3% | 64.3% | 63.4% |
| Percent of expenditures for teacher salaries** | 45.8% | Down from 67.5% | 58.1% | 57.0% |

* Includes current year teachers contracted for 185 or more days.

** 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

During the 2008-09 school year, Black Water Middle School staff identified students who were not being successful in school, according to state assessments, MAP (Measures of Academic Progress) tests, and Science and Social Studies benchmark tests. Individual teachers analyzed the progress of their students on these assessments and devised plans to improve classroom instruction based on those test results. Academic assistance classes, such as READ 180, offered students additional assistance in the area of reading. MAP tests on language arts, reading, and math were given three times during the year to provide teachers data on student progress, enabling teachers to make adjustments in classroom instruction to better meet each student's needs. Extra support was provided to students through a morning tutoring program and an after-school tutoring program. Student achievement results and results from classroom walk-throughs were used to determine the content of teachers' professional development programs throughout the school year. The challenges we face as we continuously strive to see that all of our children meet and exceed state standards include the following: adjusting classroom instruction to meet the needs of a very diverse population; increasing the involvement of parents in the education of their children; motivating our middle-school-aged children to strive to do well academically when their interests often drift away from academics at this age level; continuing professional development of best practices with all teachers; and continuous assessment of student progress with mastery of standards as an end result. Through the work of teachers, students, and parents, we will continue to strengthen our instructional program to ensure the success of all of our students. We would like to thank all of the parents, faculty and staff, community, and businesses for their support as we progress toward our goals. Without your assistance, our continued progress would not be possible. Cynthia V. Thibodeau PhD, 2008-2009 Principal; Ms. Tracy Huggins, School Improvement Council Chairperson

Evaluations by Teachers, Students and Parents

| | Teachers | Students* | Parents* |
|--|----------|-----------|----------|
| Number of surveys returned | 50 | 224 | 61 |
| Percent satisfied with learning environment | 96.0% | 71.2% | 79.7% |
| Percent satisfied with social and physical environment | 98.0% | 70.1% | 77.6% |
| Percent satisfied with school-home relations | 80.0% | 80.6% | 72.9% |

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

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 Adequate Yearly Progress

NO

This school met 21 out of 23 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 | 2.4% | 1.7% |
| Classes in high poverty schools not taught by highly qualified teachers | 3.3% | 5.8% |

| | Our School | State Objective | Met State Objective |
|---|-------------------|------------------------|----------------------------|
| Classes not taught by highly qualified teachers | 4.7% | 0.0% | No |
| Student attendance rate | 95.1% | 94.0%* | Yes |

* Or greater than last year

Abbreviations for Missing Data

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 | 691 | 99.6 | 31.1 | 41.3 | 27.6 | 77.2 | 86.5 | 82.8 | Yes | Yes |
| Gender | | | | | | | | | | |
| Male | 348 | 99.7 | 35.9 | 39.5 | 24.6 | 74.5 | 83.4 | 79.3 | N/A | N/A |
| Female | 343 | 99.4 | 26.2 | 43.2 | 30.6 | 79.9 | 89.7 | 86.5 | N/A | N/A |
| Racial/Ethnic Group | | | | | | | | | | |
| White | 464 | 99.6 | 24.7 | 41.4 | 33.9 | 83.1 | 91 | 89.5 | Yes | Yes |
| African American | 159 | 99.4 | 43.5 | 41.6 | 14.9 | 64.3 | 74.8 | 73.7 | Yes | Yes |
| Asian/Pacific Islander | 9 | I/S | I/S | I/S | I/S | I/S | 87 | 92.3 | I/S | I/S |
| Hispanic | 42 | 100 | 53.8 | 38.5 | 7.7 | 64.1 | 78.4 | 76.5 | I/S | Yes |
| American Indian/Alaskan | 15 | 100 | 23.1 | 69.2 | 7.7 | 76.9 | 87.5 | 82.5 | I/S | I/S |
| Disability Status | | | | | | | | | | |
| Disabled | 130 | 97.7 | 66.7 | 27.4 | 6 | 46.2 | 63.1 | 52 | No | Yes |
| Migrant Status | | | | | | | | | | |
| Migrant | N/A | N/AV | N/A | N/A | N/A | N/A | I/S | 66.1 | N/A | N/A |
| English Proficiency | | | | | | | | | | |
| Limited English Proficient | 31 | 100 | 71.4 | 25 | 3.6 | 42.9 | 74.2 | 75.1 | I/S | I/S |
| Socio-Economic Status | | | | | | | | | | |
| Subsided meals | 459 | 99.4 | 35.7 | 41.6 | 22.7 | 73.6 | 81.6 | 75.5 | Yes | Yes |

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

| | | | | | | | | | | |
|------------------------------|-----|------|------|------|------|------|------|------|-----|-----|
| All Students | 691 | 99.6 | 32.8 | 42.7 | 24.5 | 78.3 | 83.7 | 78.9 | Yes | Yes |
| Gender | | | | | | | | | | |
| Male | 348 | 99.7 | 35.9 | 39.2 | 24.9 | 76.6 | 81.9 | 77 | N/A | N/A |
| Female | 343 | 99.4 | 29.6 | 46.3 | 24.1 | 79.9 | 85.5 | 80.9 | N/A | N/A |
| Racial/Ethnic Group | | | | | | | | | | |
| White | 464 | 99.6 | 24.9 | 45.3 | 29.7 | 83.8 | 89.2 | 87.2 | Yes | Yes |
| African American | 159 | 99.4 | 47.4 | 39.6 | 13 | 68.8 | 68 | 66.7 | Yes | Yes |
| Asian/Pacific Islander | 9 | I/S | I/S | I/S | I/S | I/S | 89.7 | 93 | I/S | I/S |
| Hispanic | 42 | 100 | 61.5 | 30.8 | 7.7 | 59 | 78.1 | 76 | I/S | Yes |
| American Indian/Alaskan | 15 | 100 | 46.2 | 46.2 | 7.7 | 61.5 | 81.9 | 79.5 | I/S | I/S |
| Disability Status | | | | | | | | | | |
| Disabled | 130 | 97.7 | 70.9 | 26.5 | 2.6 | 41.9 | 53.2 | 45.5 | No | Yes |
| Migrant Status | | | | | | | | | | |
| Migrant | N/A | N/AV | N/A | N/A | N/A | N/A | I/S | 75.7 | N/A | N/A |
| English Proficiency | | | | | | | | | | |
| Limited English Proficient | 31 | 100 | N/AV | N/AV | N/AV | 53.6 | 76 | 76.1 | I/S | I/S |
| Socio-Economic Status | | | | | | | | | | |
| Subsided meals | 459 | 99.4 | 35.5 | 44.4 | 20.1 | 75.2 | 77.3 | 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 | 469 | 99.8 | 30.8 | 50.3 | 18.9 | 69.2 | 73.1 | 67.5 |
| Gender | | | | | | | | |
| Male | 235 | 100 | 29.3 | 49.3 | 21.3 | 70.7 | 72.2 | 67 |
| Female | 234 | 99.6 | 32.3 | 51.4 | 16.4 | 67.7 | 73.9 | 68 |
| Racial/Ethnic Group | | | | | | | | |
| White | 312 | 100 | 23.9 | 52.9 | 23.2 | 76.1 | 80.8 | 79.5 |
| African American | 107 | 99.1 | 41.2 | 50 | 8.8 | 58.8 | 51.8 | 50.3 |
| Asian/Pacific Islander | 8 | I/S | I/S | I/S | I/S | I/S | 81.1 | 84.3 |
| Hispanic | 29 | 100 | 60.7 | 35.7 | 3.6 | 39.3 | 60.9 | 60.7 |
| American Indian/Alaskan | 12 | 100 | I/S | I/S | I/S | I/S | 72.9 | 71.2 |
| Disability Status | | | | | | | | |
| Disabled | 78 | 98.7 | 60.8 | 33.8 | 5.4 | 39.2 | 40.3 | 35.6 |
| Migrant Status | | | | | | | | |
| Migrant | N/A | N/AV | N/A | N/A | N/A | N/A | I/S | 46.1 |
| English Proficiency | | | | | | | | |
| Limited English Proficient | 21 | 100 | 80 | 15 | 5 | 20 | 57.3 | 59.6 |
| Socio-Economic Status | | | | | | | | |
| Subsided meals | 324 | 99.7 | 34.4 | 52.1 | 13.4 | 65.6 | 64.3 | 55.1 |
| Social Studies | | | | | | | | |
| All Students | 475 | 99.8 | 38.3 | 40.1 | 21.6 | 61.7 | 76.4 | 72.3 |
| Gender | | | | | | | | |
| Male | 243 | 100 | 37.6 | 37.6 | 24.9 | 62.4 | 75.6 | 71.5 |
| Female | 232 | 99.6 | 39.1 | 42.7 | 18.2 | 60.9 | 77.3 | 73.2 |
| Racial/Ethnic Group | | | | | | | | |
| White | 319 | 100 | 33.4 | 39.8 | 26.8 | 66.6 | 82.4 | 80.7 |
| African American | 115 | 99.1 | 45.9 | 44.1 | 9.9 | 54.1 | 59.2 | 60 |
| Asian/Pacific Islander | 5 | I/S | I/S | I/S | I/S | I/S | 85.7 | 88.5 |
| Hispanic | 29 | 100 | 67.9 | 28.6 | 3.6 | 32.1 | 71.4 | 68 |
| American Indian/Alaskan | 6 | I/S | I/S | I/S | I/S | I/S | 77.5 | 72.2 |
| Disability Status | | | | | | | | |
| Disabled | 94 | 98.9 | 65.1 | 31.3 | 3.6 | 34.9 | 47.9 | 43.5 |
| Migrant Status | | | | | | | | |
| Migrant | N/A | N/AV | N/A | N/A | N/A | N/A | I/S | 50.7 |
| English Proficiency | | | | | | | | |
| Limited English Proficient | 21 | 100 | N/AV | N/AV | N/AV | 25 | 68.3 | 67.9 |
| Socio-Economic Status | | | | | | | | |
| Subsided meals | 316 | 99.7 | 42.5 | 40.1 | 17.3 | 57.5 | 68.7 | 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 | 700 | 97 | 27.7 | 45.3 | 27 | 72.3 | 76.3 | 70.2 | 95.1 | 96 |
| Gender | | | | | | | | | | |
| Male | 355 | 97.2 | 33.5 | 46 | 20.4 | 66.5 | 69.4 | 63.2 | 95 | 96 |
| Female | 345 | 96.8 | 21.8 | 44.5 | 33.6 | 78.2 | 83.3 | 77.5 | 95.3 | 96.1 |
| Racial/Ethnic Group | | | | | | | | | | |
| White | 470 | 97.7 | 23 | 44.6 | 32.3 | 77 | 82.4 | 79.1 | 94.9 | 95.7 |
| African American | 163 | 96.3 | 33.8 | 51 | 15.2 | 66.2 | 59.4 | 57.6 | 95.5 | 96.4 |
| Asian/Pacific Islander | 9 | I/S | I/S | I/S | I/S | I/S | 83.1 | 86.2 | 95.9 | 97.2 |
| Hispanic | 42 | 92.9 | 56.8 | 32.4 | 10.8 | 43.2 | 67.7 | 62.6 | 95.2 | 96.8 |
| American Indian/Alaskan | 14 | 92.9 | 41.7 | 50 | 8.3 | 58.3 | 77.3 | 68.7 | 95.9 | 95.4 |
| Disability Status | | | | | | | | | | |
| Disabled | 132 | 90.2 | 69.1 | 30 | 0.9 | 30.9 | 34.2 | 26.1 | 94.2 | 95.4 |
| Migrant Status | | | | | | | | | | |
| Migrant | N/A | N/AV | N/A | N/A | N/A | N/A | I/S | 54.7 | N/A | 96.6 |
| English Proficiency | | | | | | | | | | |
| Limited English Proficient | 30 | 90 | 60 | 36 | 4 | 40 | 64.6 | 61.2 | 95.2 | 97.1 |
| Socio-Economic Status | | | | | | | | | | |
| Subsidized meals | 472 | 96.6 | 28.5 | 49.5 | 22 | 71.5 | 68.2 | 58.9 | 94.8 | 95.7 |

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 | N/A | N/AV | N/A | N/A | N/A | N/A |
| | 4 | N/A | N/AV | N/A | N/A | N/A | N/A |
| | 5 | N/A | N/AV | N/A | N/A | N/A | N/A |
| | 6 | 191 | 99.5 | 24.7 | 41.8 | 33.5 | 75.3 |
| | 7 | 255 | 99.6 | 36 | 40.6 | 23.4 | 64 |
| | 8 | 245 | 99.6 | 31 | 41.8 | 27.2 | 69 |
| Mathematics | | | | | | | |
| 2009 | 3 | N/A | N/AV | N/A | N/A | N/A | N/A |
| | 4 | N/A | N/AV | N/A | N/A | N/A | N/A |
| | 5 | N/A | N/AV | N/A | N/A | N/A | N/A |
| | 6 | 191 | 99.5 | 25.8 | 43.4 | 30.8 | 74.2 |
| | 7 | 255 | 99.6 | 35.6 | 41.4 | 23 | 64.4 |
| | 8 | 245 | 99.6 | 35.3 | 43.5 | 21.1 | 64.7 |
| Science | | | | | | | |
| 2009 | 3 | N/A | N/AV | N/A | N/A | N/A | N/A |
| | 4 | N/A | N/AV | N/A | N/A | N/A | N/A |
| | 5 | N/A | N/AV | N/A | N/A | N/A | N/A |
| | 6 | 93 | 100 | 30.3 | 58.4 | 11.2 | 69.7 |
| | 7 | 255 | 99.6 | 28.8 | 52.9 | 18.3 | 71.3 |
| | 8 | 121 | 100 | 35.3 | 38.8 | 25.9 | 64.7 |
| Social Studies | | | | | | | |
| 2009 | 3 | N/A | N/AV | N/A | N/A | N/A | N/A |
| | 4 | N/A | N/AV | N/A | N/A | N/A | N/A |
| | 5 | N/A | N/AV | N/A | N/A | N/A | N/A |
| | 6 | 98 | 100 | 20.2 | 67 | 12.8 | 79.8 |
| | 7 | 254 | 99.6 | 48.5 | 27.6 | 23.8 | 51.5 |
| | 8 | 123 | 100 | 31.9 | 44 | 24.1 | 68.1 |
| Writing | | | | | | | |
| 2009 | 3 | N/A | N/AV | N/A | N/A | N/A | N/A |
| | 4 | N/A | N/AV | N/A | N/A | N/A | N/A |
| | 5 | N/A | N/AV | N/A | N/A | N/A | N/A |
| | 6 | 194 | 97.4 | 23.4 | 43.5 | 33.2 | 76.6 |
| | 7 | 257 | 97.7 | 26.2 | 45.6 | 28.3 | 73.8 |
| | 8 | 249 | 96 | 32.9 | 46.5 | 20.6 | 67.1 |

Abbreviations for Missing Data

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