



Aiken Elementary

2050 Pine Log Road
Aiken, SC 29803

| | | |
|-----------------------|------------------------|--------------|
| Grades | PK-5 Elementary School | |
| Enrollment | 912 Students | |
| Principal | Sharon Foret Cagle | 803-641-2740 |
| Superintendent | Dr. Elizabeth Everitt | 803-641-2428 |
| Board Chair | Dr. Christine Sanders | 803-663-1703 |

THE STATE OF SOUTH CAROLINA 2008 ANNUAL SCHOOL REPORT CARD

RATINGS OVER 5-YEAR PERIOD

| Year | Absolute Rating | Growth Rating |
|-------------|-----------------|----------------|
| 2008 | Good | Average |
| 2007 | Good | Average |
| 2006 | Excellent | Good |
| 2005 | Excellent | Good |
| 2004 | Excellent | 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

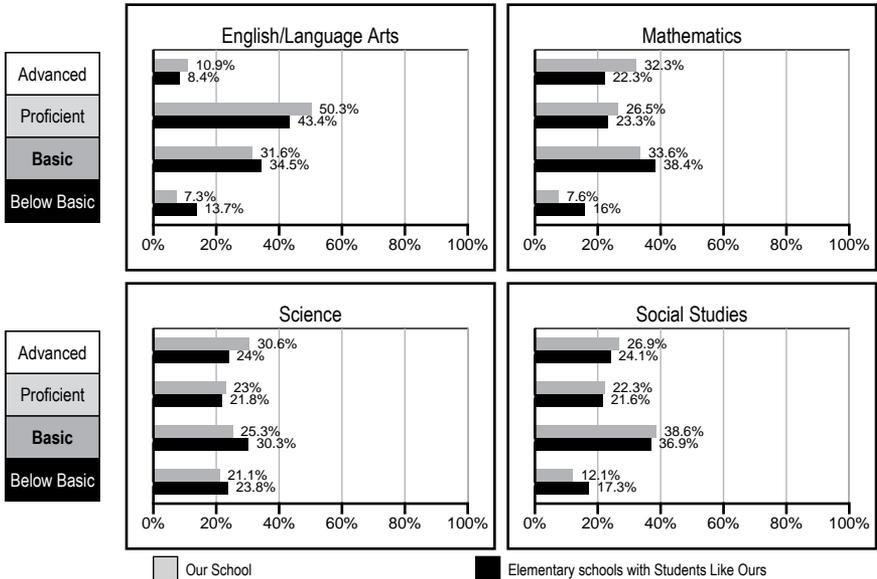
Percent of students tested in 2007-08 whose 2006-07 test scores were located | 96.4%

ABSOLUTE RATINGS OF ELEMENTARY SCHOOLS WITH STUDENTS LIKE OURS*

| Excellent | Good | Average | Below Average | At-Risk |
|-----------|------|---------|---------------|---------|
| 4 | 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=912) | | | | |
| First graders who attended full-day kindergarten | 89.7% | Down from 100.0% | 100.0% | 100.0% |
| Retention rate | 3.0% | No Change | 1.8% | 2.3% |
| Attendance rate | 96.8% | Up from 96.3% | 96.5% | 96.3% |
| Eligible for gifted and talented | 22.5% | Down from 24.3% | 17.0% | 10.4% |
| With disabilities other than speech | 4.7% | Up from 4.1% | 6.6% | 7.5% |
| Older than usual for grade | 0.9% | Down from 1.1% | 0.3% | 0.6% |
| Out-of-school suspensions or expulsions for violent &/or criminal offenses | 0.0% | No Change | 0.0% | 0.0% |
| Teachers (n=57) | | | | |
| Teachers with advanced degrees | 54.4% | Down from 58.2% | 60.7% | 56.7% |
| Continuing contract teachers | 73.7% | Down from 85.5% | 81.1% | 77.3% |
| Teachers with emergency or provisional certificates | 0.0% | No Change | 0.0% | 0.0% |
| Teachers returning from previous year | 87.9% | Down from 90.0% | 88.0% | 86.4% |
| Teacher attendance rate | 98.4% | Up from 95.7% | 94.8% | 94.9% |
| Average teacher salary | \$44,368 | Up 0.8% | \$46,714 | \$45,345 |
| Professional development days/teacher | 13.5 days | Up from 10.8 days | 13.3 days | 12.6 days |
| School | | | | |
| Principal's years at school | 10.0 | Up from 9.0 | 4.0 | 4.0 |
| Student-teacher ratio in core subjects | 18.8 to 1 | Down from 21.5 to 1 | 19.5 to 1 | 18.5 to 1 |
| Prime instructional time | 95.3% | Up from 91.9% | 90.2% | 89.8% |
| Opportunities in the arts | Good | No Change | Good | Good |
| SACS accreditation | Yes | No Change | Yes | Yes |
| Parents attending conferences | 100.0% | No Change | 100.0% | 100.0% |
| Character development program | Excellent | No Change | Excellent | Excellent |
| Dollars spent per pupil* | \$5,132 | Down 5.4% | \$6,578 | \$7,052 |
| Percent of expenditures for instruction* | 74.7% | Up from 71.6% | 69.9% | 69.1% |
| Percent of expenditures for teacher salaries* | 69.7% | Up from 66.6% | 66.7% | 64.2% |

* Prior year audited financial data are reported.

Abbreviations for Missing Data

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Report of Principal and School Improvement Council

This past school year has been marked by many significant events. We are extremely proud of the successes of our students, faculty and staff. Aiken Elementary is an award winning school recognized at both the state and national levels. In 2005, Aiken Elementary was named a "National Blue Ribbon School" by the United States Department of Education and named a Carolina First Palmetto's Finest School in 2008 having been a finalist for this prestigious award in 2007.

Our students exceeded the District and State PACT results in all areas tested and met the national NCLB standards for AYP (annual yearly progress).

Our Report Card absolute rating dropped from excellent to good. We are working diligently to make adjustments in our curriculum and instructional methodologies as "the bar" moves up higher and higher.

A few highlights of our year are as follows:

A fourth grade teacher was chosen Environmental Teacher of the Year; our teachers wrote and received grants totaling more than \$45,000; a 2nd grader won 3rd place in the Primary Division for video production in the State PTA Reflections Program; a 1st grade student's artwork graced the cover of a recent issue of Park Bench, a city publication; two 5th graders received honorable mention in the 2007 WSRC Safety Art Contest; a 5th grader was a national winner in the Arthur Ashe Essay Contest; awarded the 2007 SRS Safety Art Contest's most participation award for 1st and 2nd grade; a 4th grader was District winner for Red Ribbon Essay; two students earned awards at the CSRA Regional Science Fair; Knowledge Master Team scored 2nd in the state and 98th out of 398 participating schools.

Our school successes are based on excellent academic programs, data-driven decision making, excellent home-school relations, professional development programs, teacher collaboration and teamwork. Our continued goal is to ensure that each child is prepared academically, socially, and emotionally for the 21st century. We accept the challenge to strive for continued academic excellence and to meet the needs of our diverse student body.

Sharon Foret Cagle, Principal

Evaluations by Teachers, Students and Parents

| | Teachers | Students* | Parents* |
|--|----------|-----------|----------|
| Number of surveys returned | 62 | 113 | 79 |
| Percent satisfied with learning environment | 87.1% | 85.8% | 98.7% |
| Percent satisfied with social and physical environment | 95.2% | 82.6% | 90.9% |
| Percent satisfied with school-home relations | 95.1% | 82.9% | 85.9% |

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

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No Child Left Behind

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 | 0.4% | 1.8% |
| Classes in high poverty schools not taught by highly qualified teachers | 1.0% | 6.8% |

| | Our School | State Objective | Met State Objective |
|---|------------|-----------------|---------------------|
| Classes not taught by highly qualified teachers | 0.0% | 0.0% | Yes |
| Student attendance rate | 96.8% | 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 | 419 | 100 | 7.3 | 31.4 | 50 | 11.3 | 73.6 | 49.8 | 48.2 | Yes | Yes |
| Gender | | | | | | | | | | | |
| Male | 202 | 100 | 6.8 | 32.5 | 51.3 | 9.4 | 72.3 | 43.8 | 41.7 | N/A | N/A |
| Female | 217 | 100 | 7.7 | 30.4 | 48.8 | 13 | 74.9 | 56.3 | 55 | N/A | N/A |
| Racial/Ethnic Group | | | | | | | | | | | |
| White | 249 | 100 | 2.5 | 23.5 | 58.4 | 15.6 | 84 | 59.8 | 60 | Yes | Yes |
| African American | 144 | 100 | 17.4 | 47 | 32.6 | 3 | 51.5 | 33.8 | 31.7 | Yes | Yes |
| Asian/Pacific Islander | 9 | I/S | I/S | I/S | I/S | I/S | I/S | 75 | 70.4 | I/S | I/S |
| Hispanic | 9 | I/S | I/S | I/S | I/S | I/S | I/S | 39.7 | 38.4 | I/S | I/S |
| American Indian/Alaskan | 2 | I/S | I/S | I/S | I/S | I/S | I/S | 75 | 47 | I/S | I/S |
| Disability Status | | | | | | | | | | | |
| Disabled | 24 | 100 | 31.8 | 27.3 | 27.3 | 13.6 | 45.5 | 15.2 | 16 | I/S | I/S |
| Migrant Status | | | | | | | | | | | |
| Migrant | N/A | 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 | 13 | 100 | 0 | 27.3 | 54.5 | 18.2 | 81.8 | 43 | 36.9 | I/S | I/S |
| Socio-Economic Status | | | | | | | | | | | |
| Subsided meals | 158 | 100 | 15.6 | 46.1 | 35.5 | 2.8 | 54.6 | 35.8 | 34 | Yes | Yes |

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

| | | | | | | | | | | | |
|------------------------------|-----|-----|------|------|------|------|------|------|------|-----|-----|
| All Students | 419 | 100 | 7.5 | 33.4 | 26.9 | 32.2 | 70.9 | 46.9 | 45.8 | Yes | Yes |
| Gender | | | | | | | | | | | |
| Male | 202 | 100 | 7.9 | 31.4 | 21.5 | 39.3 | 72.3 | 47.9 | 45.6 | N/A | N/A |
| Female | 217 | 100 | 7.2 | 35.3 | 31.9 | 25.6 | 69.6 | 45.7 | 45.9 | N/A | N/A |
| Racial/Ethnic Group | | | | | | | | | | | |
| White | 249 | 100 | 2.1 | 22.2 | 31.3 | 44.4 | 84 | 57.2 | 59 | Yes | Yes |
| African American | 144 | 100 | 18.2 | 56.1 | 19.7 | 6.1 | 43.9 | 29.7 | 26.9 | Yes | Yes |
| Asian/Pacific Islander | 9 | I/S | I/S | I/S | I/S | I/S | I/S | 78.3 | 71.3 | I/S | I/S |
| Hispanic | 9 | I/S | I/S | I/S | I/S | I/S | I/S | 40.1 | 38.1 | I/S | I/S |
| American Indian/Alaskan | 2 | I/S | I/S | I/S | I/S | I/S | I/S | 62.5 | 46.2 | I/S | I/S |
| Disability Status | | | | | | | | | | | |
| Disabled | 24 | 100 | 31.8 | 36.4 | 22.7 | 9.1 | 36.4 | 15.8 | 17.1 | I/S | I/S |
| Migrant Status | | | | | | | | | | | |
| Migrant | N/A | 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 | 13 | 100 | 9.1 | 0 | 27.3 | 63.6 | 90.9 | 42.9 | 38.7 | I/S | I/S |
| Socio-Economic Status | | | | | | | | | | | |
| Subsided meals | 158 | 100 | 14.9 | 51.1 | 19.9 | 14.2 | 50.4 | 32.8 | 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 | 281 | 100 | 21 | 25.1 | 22.8 | 31.1 | 53.9 | 34.1 | 35.7 | 96.8 | 95.9 |
| Gender | | | | | | | | | | | |
| Male | 134 | 100 | 18.9 | 19.7 | 22 | 39.4 | 61.4 | 36.6 | 37.4 | 96.7 | 95.8 |
| Female | 147 | 100 | 22.9 | 30 | 23.6 | 23.6 | 47.1 | 31.3 | 33.8 | 96.9 | 96.1 |
| Racial/Ethnic Group | | | | | | | | | | | |
| White | 171 | 100 | 10.1 | 20.8 | 28 | 41.1 | 69 | 45.2 | 49.2 | 97 | 95.9 |
| African American | 90 | 100 | 47.6 | 32.9 | 14.6 | 4.9 | 19.5 | 16.4 | 17 | 96.5 | 95.9 |
| Asian/Pacific Islander | 6 | I/S | I/S | I/S | I/S | I/S | I/S | 55.9 | 58 | 98.5 | 97.6 |
| Hispanic | 7 | I/S | I/S | I/S | I/S | I/S | I/S | 24 | 24.9 | 96.7 | 96.2 |
| American Indian/Alaskan | 2 | I/S | I/S | I/S | I/S | I/S | I/S | 58.8 | 37.4 | 96.9 | 95.8 |
| Disability Status | | | | | | | | | | | |
| Disabled | 17 | 100 | 43.8 | 25 | 18.8 | 12.5 | 31.3 | 12.8 | 14 | 96.1 | 94.9 |
| Migrant Status | | | | | | | | | | | |
| Migrant | N/A | I/S | I/S | I/S | I/S | I/S | I/S | I/S | 21.9 | N/A | 96.5 |
| English Proficiency | | | | | | | | | | | |
| Limited English Proficient | 9 | I/S | I/S | I/S | I/S | I/S | I/S | 28 | 24.4 | 97.1 | 96.5 |
| Socio-Economic Status | | | | | | | | | | | |
| Subsidized meals | 103 | 100 | 40.7 | 33 | 14.3 | 12.1 | 26.4 | 20.4 | 21.1 | 96.1 | 95.2 |
| Social Studies | | | | | | | | | | | |
| All Students | 279 | 100 | 12.1 | 38.5 | 22.6 | 26.8 | 49.4 | 30.3 | 34 | 96.8 | 95.9 |
| Gender | | | | | | | | | | | |
| Male | 134 | 100 | 11.1 | 34.9 | 20.6 | 33.3 | 54 | 33.8 | 36.6 | 96.7 | 95.8 |
| Female | 145 | 100 | 12.9 | 41.7 | 24.5 | 20.9 | 45.3 | 26.5 | 31.3 | 96.9 | 96.1 |
| Racial/Ethnic Group | | | | | | | | | | | |
| White | 157 | 100 | 5.9 | 32.7 | 29.4 | 32 | 61.4 | 38.6 | 44.5 | 97 | 95.9 |
| African American | 102 | 100 | 24.2 | 48.4 | 15.8 | 11.6 | 27.4 | 17 | 19.1 | 96.5 | 95.9 |
| Asian/Pacific Islander | 6 | I/S | I/S | I/S | I/S | I/S | I/S | 56.1 | 58.9 | 98.5 | 97.6 |
| Hispanic | 7 | I/S | I/S | I/S | I/S | I/S | I/S | 20.3 | 27.5 | 96.7 | 96.2 |
| American Indian/Alaskan | 1 | I/S | I/S | I/S | I/S | I/S | I/S | 53.3 | 32.7 | 96.9 | 95.8 |
| Disability Status | | | | | | | | | | | |
| Disabled | 18 | 100 | 37.5 | 37.5 | 12.5 | 12.5 | 25 | 10.7 | 14.4 | 96.1 | 94.9 |
| Migrant Status | | | | | | | | | | | |
| Migrant | N/A | I/S | I/S | I/S | I/S | I/S | I/S | I/S | 22.6 | N/A | 96.5 |
| English Proficiency | | | | | | | | | | | |
| Limited English Proficient | 12 | 100 | 0 | 30 | 10 | 60 | 70 | 23.9 | 27.3 | 97.1 | 96.5 |
| Socio-Economic Status | | | | | | | | | | | |
| Subsidized meals | 112 | 100 | 21.6 | 48 | 15.7 | 14.7 | 30.4 | 18.6 | 21 | 96.1 | 95.2 |

* 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 | 157 | 100 | 12.9 | 15 | 62.6 | 9.5 | 72.1 | |
| | 4 | 142 | 100 | 5.7 | 28.6 | 57.1 | 8.6 | 65.7 | |
| | 5 | 116 | 100 | 9.7 | 43.4 | 42.5 | 4.4 | 46.9 | |
| | 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 | 129 | 100 | 2.4 | 26.8 | 52 | 18.7 | 70.7 | |
| | 4 | 142 | 100 | 11.1 | 24.4 | 57.8 | 6.7 | 64.4 | |
| | 5 | 148 | 100 | 7.9 | 42.1 | 40.7 | 9.3 | 50 | |
| | 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 | 157 | 100 | 17.7 | 34.7 | 28.6 | 19 | 47.6 | |
| | 4 | 142 | 100 | 7.9 | 32.1 | 23.6 | 36.4 | 60 | |
| | 5 | 116 | 100 | 14.2 | 33.6 | 20.4 | 31.9 | 52.2 | |
| | 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 | 129 | 100 | 4.9 | 40.7 | 24.4 | 30.1 | 54.5 | |
| | 4 | 142 | 100 | 6.7 | 27.4 | 25.9 | 40 | 65.9 | |
| | 5 | 148 | 100 | 10.7 | 32.9 | 30 | 26.4 | 56.4 | |
| | 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 | 79 | 100 | 23 | 32.4 | 27 | 17.6 | 44.6 | |
| | 4 | 142 | 100 | 22.9 | 25.7 | 22.1 | 29.3 | 51.4 | |
| | 5 | 58 | 100 | 27.6 | 25.9 | 17.2 | 29.3 | 46.6 | |
| | 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 | 65 | 100 | 21.3 | 27.9 | 32.8 | 18 | 50.8 | |
| | 4 | 142 | 100 | 16.3 | 23.7 | 24.4 | 35.6 | 60 | |
| | 5 | 74 | 100 | 29.6 | 25.4 | 11.3 | 33.8 | 45.1 | |
| | 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 | 78 | 100 | 9.6 | 38.4 | 27.4 | 24.7 | 52.1 | |
| | 4 | 142 | 100 | 12.1 | 38.6 | 20.7 | 28.6 | 49.3 | |
| | 5 | 58 | 100 | 14.5 | 36.4 | 20 | 29.1 | 49.1 | |
| | 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 | 64 | 100 | 9.7 | 51.6 | 17.7 | 21 | 38.7 | |
| | 4 | 141 | 100 | 14.9 | 40.3 | 21.6 | 23.1 | 44.8 | |
| | 5 | 74 | 100 | 8.7 | 23.2 | 29 | 39.1 | 68.1 | |
| | 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 | |

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