



E B Ellington Elementary

5600 Ellington School
Ravenel, SC 29470

| | | |
|-----------------------|------------------------|--------------|
| Grades | PK-5 Elementary School | |
| Enrollment | 238 Students | |
| Principal | Karen M. Hollinshead- | 843-889-9411 |
| Superintendent | Dr. Nancy J. McGinley | 843-937-6319 |
| Board Chair | Mr. Hillery Douglas | 843-767-0740 |

THE STATE OF SOUTH CAROLINA 2008 ANNUAL SCHOOL REPORT CARD

RATINGS OVER 5-YEAR PERIOD

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

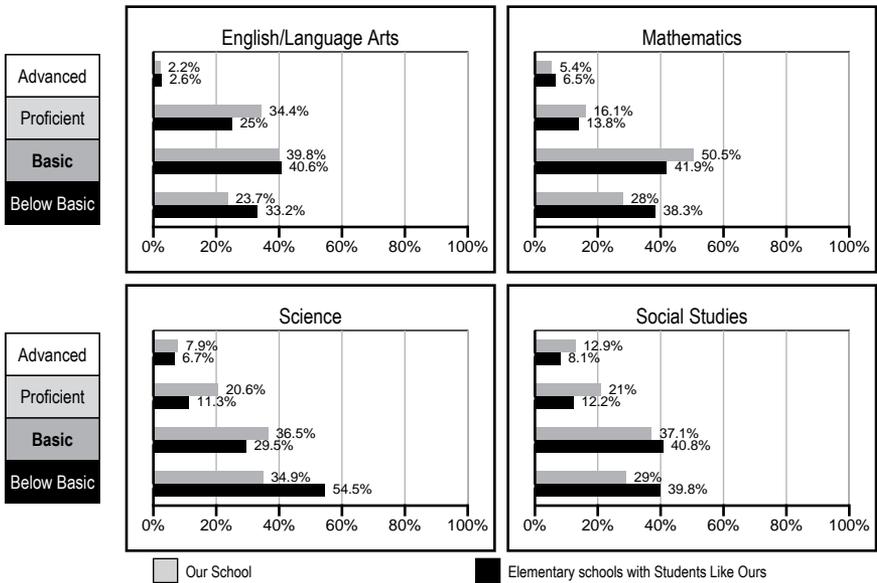
Percent of students tested in 2007-08 whose 2006-07 test scores were located | 97.1%

ABSOLUTE RATINGS OF ELEMENTARY SCHOOLS WITH STUDENTS LIKE OURS*

| Excellent | Good | Average | Below Average | At-Risk |
|-----------|------|---------|---------------|---------|
| 0 | 4 | 7 | 53 | 61 |

* 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=238) | | | | |
| First graders who attended full-day kindergarten | 100.0% | No Change | 100.0% | 100.0% |
| Retention rate | 1.4% | Down from 4.3% | 3.1% | 2.3% |
| Attendance rate | 96.2% | Up from 95.8% | 96.0% | 96.3% |
| Eligible for gifted and talented | 2.0% | Down from 4.0% | 3.1% | 10.4% |
| With disabilities other than speech | 5.8% | Up from 3.9% | 7.8% | 7.5% |
| Older than usual for grade | 0.6% | Down from 1.2% | 1.3% | 0.6% |
| Out-of-school suspensions or expulsions for violent &/or criminal offenses | 3.4% | Up from 0.9% | 0.0% | 0.0% |
| Teachers (n=18) | | | | |
| Teachers with advanced degrees | 55.6% | Down from 57.1% | 53.8% | 56.7% |
| Continuing contract teachers | 72.2% | Up from 71.4% | 69.0% | 77.3% |
| Teachers with emergency or provisional certificates | 0.0% | No Change | 0.0% | 0.0% |
| Teachers returning from previous year | 85.5% | Up from 82.0% | 82.8% | 86.4% |
| Teacher attendance rate | 97.1% | Up from 90.8% | 95.0% | 94.9% |
| Average teacher salary | \$47,042 | Up 17.3% | \$43,655 | \$45,345 |
| Professional development days/teacher | 15.9 days | Up from 14.7 days | 13.5 days | 12.6 days |
| School | | | | |
| Principal's years at school | 15.0 | Up from 14.0 | 3.0 | 4.0 |
| Student-teacher ratio in core subjects | 15.4 to 1 | Up from 15.2 to 1 | 16.5 to 1 | 18.5 to 1 |
| Prime instructional time | 92.8% | Up from 86.1% | 89.3% | 89.8% |
| Opportunities in the arts | Good | No Change | Good | Good |
| SACS accreditation | No | No Change | Yes | Yes |
| Parents attending conferences | 93.0% | Down from 100.0% | 100.0% | 100.0% |
| Character development program | Excellent | No Change | Excellent | Excellent |
| Dollars spent per pupil* | \$9,366 | Up 7.6% | \$8,158 | \$7,052 |
| Percent of expenditures for instruction* | 61.9% | Up from 61.8% | 68.5% | 69.1% |
| Percent of expenditures for teacher salaries* | 46.3% | Down from 55.3% | 61.1% | 64.2% |

* Prior year audited financial data are reported.

Abbreviations for Missing Data

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Report of Principal and School Improvement Council

With the valuable assistance from the staff and the School Improvement Council, this report has been developed to share with you our challenges and our successes. To address our concerns in the area of reading, we will continue to implement Pat Cunningham's Four Blocks Instructional Model and provide trade books for all students in order to help build home libraries and promote reading. We will also continue to utilize the Accelerated Reader Program, Reading Soul Mates, and home reading programs as school-wide initiatives for our students. In order to show gains in math, our teachers will receive continuous training in our math series, which aligns the state standards to our curriculum. To help our students improve in their writing skills, all teachers received training in the Write Traits + 1 Model, which is implemented across the curriculum.

In addition to implementing the strategies described above, Ellington was assigned a teacher's coach to work with the staff on a regular basis. An instructional resource teacher will be hired to provide services to the staff for the current school year. The primary responsibility of the coach is to help teachers analyze data, plan instruction, implement the coherent curriculum, develop common assessments, and provide professional development. Finally, the teachers are provided with methods and strategies that are based on scientific research. We are confident that our students will continue to show gains on PACT because of our instructional focus and our rigorous staff development opportunities that are conducted throughout the year.

We are encouraged by parental support. We ask that you continue to encourage your child to do his or her best. Please support us by making sure homework is completed and returned, students come to school with the proper supplies, and you have discussed with your child what they did in school each day. Read to your child daily, let your child read to you, and also let them write about what they've read. It will make a difference. It takes all of us working together to make a difference in your child's education. Call or come by to see us in action. Our doors are always open, and you are always welcome.

Karen M. Hollinshead-Brown, Ed.S., Principal
Vivian Porter, SIC Chairman

Evaluations by Teachers, Students and Parents

| | Teachers | Students* | Parents* |
|--|----------|-----------|----------|
| Number of surveys returned | 17 | 36 | 26 |
| Percent satisfied with learning environment | 94.1% | 85.7% | 96.2% |
| Percent satisfied with social and physical environment | 82.4% | 77.8% | 88.5% |
| Percent satisfied with school-home relations | 47.1% | 88.9% | 92.3% |

* 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

NO

This school met 8 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

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 | 2.7% | 1.8% |
| Classes in high poverty schools not taught by highly qualified teachers | 8.7% | 6.8% |

| | Our School | State Objective | Met State Objective |
|---|------------|-----------------|---------------------|
| Classes not taught by highly qualified teachers | 0.0% | 0.0% | Yes |
| Student attendance rate | 96.2% | 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 | 99 | 100 | 23.7 | 39.8 | 34.4 | 2.2 | 46.2 | 53.5 | 48.2 | Yes | Yes |
| Gender | | | | | | | | | | | |
| Male | 43 | 100 | 34.2 | 36.8 | 26.3 | 2.6 | 39.5 | 47.3 | 41.7 | N/A | N/A |
| Female | 56 | 100 | 16.4 | 41.8 | 40 | 1.8 | 50.9 | 59.9 | 55 | N/A | N/A |
| Racial/Ethnic Group | | | | | | | | | | | |
| White | 19 | 100 | 5.6 | 50 | 44.4 | 0 | 61.1 | 77.6 | 60 | I/S | I/S |
| African American | 75 | 100 | 30 | 35.7 | 31.4 | 2.9 | 42.9 | 32.1 | 31.7 | No | Yes |
| Asian/Pacific Islander | N/A | I/S | I/S | I/S | I/S | I/S | I/S | 75.1 | 70.4 | I/S | I/S |
| Hispanic | 5 | I/S | I/S | I/S | I/S | I/S | I/S | 41.9 | 38.4 | I/S | I/S |
| American Indian/Alaskan | N/A | I/S | I/S | I/S | I/S | I/S | I/S | 73.2 | 47 | I/S | I/S |
| Disability Status | | | | | | | | | | | |
| Disabled | 11 | 100 | 72.7 | 9.1 | 18.2 | 0 | 18.2 | 20.4 | 16 | I/S | I/S |
| Migrant Status | | | | | | | | | | | |
| Migrant | N/A | I/S | I/S | I/S | I/S | I/S | I/S | 36.4 | 38.1 | N/A | N/A |
| English Proficiency | | | | | | | | | | | |
| Limited English Proficient | 5 | I/S | I/S | I/S | I/S | I/S | I/S | 40 | 36.9 | I/S | I/S |
| Socio-Economic Status | | | | | | | | | | | |
| Subsidized meals | 90 | 100 | 23.8 | 41.7 | 32.1 | 2.4 | 42.9 | 33 | 34 | No | Yes |
| Mathematics - State Performance Objective = 57.8% (Proficient and Advanced) | | | | | | | | | | | |
| All Students | 99 | 100 | 28 | 50.5 | 16.1 | 5.4 | 35.5 | 49.7 | 45.8 | No | Yes |
| Gender | | | | | | | | | | | |
| Male | 43 | 100 | 34.2 | 44.7 | 13.2 | 7.9 | 39.5 | 49.5 | 45.6 | N/A | N/A |
| Female | 56 | 100 | 23.6 | 54.5 | 18.2 | 3.6 | 32.7 | 49.9 | 45.9 | N/A | N/A |
| Racial/Ethnic Group | | | | | | | | | | | |
| White | 19 | 100 | 16.7 | 61.1 | 11.1 | 11.1 | 33.3 | 75.6 | 59 | I/S | I/S |
| African American | 75 | 100 | 32.9 | 44.3 | 18.6 | 4.3 | 34.3 | 26.2 | 26.9 | No | Yes |
| Asian/Pacific Islander | N/A | I/S | I/S | I/S | I/S | I/S | I/S | 78.9 | 71.3 | I/S | I/S |
| Hispanic | 5 | I/S | I/S | I/S | I/S | I/S | I/S | 40.3 | 38.1 | I/S | I/S |
| American Indian/Alaskan | N/A | I/S | I/S | I/S | I/S | I/S | I/S | 61 | 46.2 | I/S | I/S |
| Disability Status | | | | | | | | | | | |
| Disabled | 11 | 100 | 72.7 | 18.2 | 0 | 9.1 | 18.2 | 20.2 | 17.1 | I/S | I/S |
| Migrant Status | | | | | | | | | | | |
| Migrant | N/A | I/S | I/S | I/S | I/S | I/S | I/S | 45.5 | 32.5 | N/A | N/A |
| English Proficiency | | | | | | | | | | | |
| Limited English Proficient | 5 | I/S | I/S | I/S | I/S | I/S | I/S | 40.1 | 38.7 | I/S | I/S |
| Socio-Economic Status | | | | | | | | | | | |
| Subsidized meals | 90 | 100 | 27.4 | 54.8 | 14.3 | 3.6 | 33.3 | 28.3 | 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 | 68 | 100 | 34.9 | 36.5 | 20.6 | 7.9 | 28.6 | 39.2 | 35.7 | 96.2 | 96 |
| Gender | | | | | | | | | | | |
| Male | 26 | 100 | 36.4 | 40.9 | 18.2 | 4.5 | 22.7 | 40.8 | 37.4 | 95.8 | 95.8 |
| Female | 42 | 100 | 34.1 | 34.1 | 22 | 9.8 | 31.7 | 37.6 | 33.8 | 96.5 | 96.1 |
| Racial/Ethnic Group | | | | | | | | | | | |
| White | 16 | 100 | 13.3 | 53.3 | 26.7 | 6.7 | 33.3 | 66.4 | 49.2 | 94.2 | 96.1 |
| African American | 48 | 100 | 45.5 | 27.3 | 18.2 | 9.1 | 27.3 | 15.3 | 17 | 96.7 | 95.8 |
| Asian/Pacific Islander | N/A | I/S | I/S | I/S | I/S | I/S | I/S | 63.5 | 58 | N/A | 97.3 |
| Hispanic | 4 | I/S | I/S | I/S | I/S | I/S | I/S | 26 | 24.9 | 96.7 | 96.2 |
| American Indian/Alaskan | N/A | I/S | I/S | I/S | I/S | I/S | I/S | 66.7 | 37.4 | N/A | 95.7 |
| Disability Status | | | | | | | | | | | |
| Disabled | 7 | I/S | I/S | I/S | I/S | I/S | I/S | 16.6 | 14 | 95.4 | 94.7 |
| Migrant Status | | | | | | | | | | | |
| Migrant | N/A | I/S | I/S | I/S | I/S | I/S | I/S | I/S | 21.9 | 98.8 | 96.2 |
| English Proficiency | | | | | | | | | | | |
| Limited English Proficient | 4 | I/S | I/S | I/S | I/S | I/S | I/S | 26.5 | 24.4 | 96.7 | 96.3 |
| Socio-Economic Status | | | | | | | | | | | |
| Subsidized meals | 64 | 100 | 33.9 | 37.3 | 22 | 6.8 | 28.8 | 17.1 | 21.1 | 96 | 95.5 |
| Social Studies | | | | | | | | | | | |
| All Students | 66 | 100 | 29 | 37.1 | 21 | 12.9 | 33.9 | 40.2 | 34 | 96.2 | 96 |
| Gender | | | | | | | | | | | |
| Male | 32 | 100 | 37.9 | 24.1 | 20.7 | 17.2 | 37.9 | 42 | 36.6 | 95.8 | 95.8 |
| Female | 34 | 100 | 21.2 | 48.5 | 21.2 | 9.1 | 30.3 | 38.3 | 31.3 | 96.5 | 96.1 |
| Racial/Ethnic Group | | | | | | | | | | | |
| White | 13 | 100 | 8.3 | 41.7 | 33.3 | 16.7 | 50 | 63.3 | 44.5 | 94.2 | 96.1 |
| African American | 49 | 100 | 34.8 | 34.8 | 17.4 | 13 | 30.4 | 19.1 | 19.1 | 96.7 | 95.8 |
| Asian/Pacific Islander | N/A | I/S | I/S | I/S | I/S | I/S | I/S | 74.3 | 58.9 | N/A | 97.3 |
| Hispanic | 4 | I/S | I/S | I/S | I/S | I/S | I/S | 29.3 | 27.5 | 96.7 | 96.2 |
| American Indian/Alaskan | N/A | I/S | I/S | I/S | I/S | I/S | I/S | 40 | 32.7 | N/A | 95.7 |
| Disability Status | | | | | | | | | | | |
| Disabled | 8 | I/S | I/S | I/S | I/S | I/S | I/S | 18.2 | 14.4 | 95.4 | 94.7 |
| Migrant Status | | | | | | | | | | | |
| Migrant | N/A | I/S | I/S | I/S | I/S | I/S | I/S | I/S | 22.6 | 98.8 | 96.2 |
| English Proficiency | | | | | | | | | | | |
| Limited English Proficient | 4 | I/S | I/S | I/S | I/S | I/S | I/S | 31.9 | 27.3 | 96.7 | 96.3 |
| Socio-Economic Status | | | | | | | | | | | |
| Subsidized meals | 58 | 100 | 29.6 | 37 | 20.4 | 13 | 33.3 | 20.1 | 21 | 96 | 95.5 |

* 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 | 36 | 100 | 14.7 | 41.2 | 41.2 | 2.9 | 44.1 | |
| | 4 | 34 | 100 | 19.4 | 22.6 | 54.8 | 3.2 | 58.1 | |
| | 5 | 27 | 100 | 20.8 | 41.7 | 37.5 | 0 | 37.5 | |
| | 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 | 26 | 100 | 8.3 | 29.2 | 54.2 | 8.3 | 62.5 | |
| | 4 | 35 | 100 | 15.6 | 43.8 | 40.6 | 0 | 40.6 | |
| | 5 | 38 | 100 | 40.5 | 43.2 | 16.2 | 0 | 16.2 | |
| | 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 | |
| Mathematics | | | | | | | | | |
| 2007 | 3 | 36 | 100 | 29.4 | 50 | 17.6 | 2.9 | 20.6 | |
| | 4 | 34 | 100 | 19.4 | 32.3 | 29 | 19.4 | 48.4 | |
| | 5 | 27 | 100 | 8.3 | 75 | 12.5 | 4.2 | 16.7 | |
| | 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 | 26 | 100 | 16.7 | 50 | 25 | 8.3 | 33.3 | |
| | 4 | 35 | 100 | 28.1 | 53.1 | 15.6 | 3.1 | 18.8 | |
| | 5 | 38 | 100 | 35.1 | 48.6 | 10.8 | 5.4 | 16.2 | |
| | 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 | 17 | 100 | 88.2 | 11.8 | 0 | 0 | 0 | |
| | 4 | 34 | 100 | 58.1 | 32.3 | 9.7 | 0 | 9.7 | |
| | 5 | 12 | 100 | 36.4 | 45.5 | 18.2 | 0 | 18.2 | |
| | 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 | 14 | 100 | 0 | 25 | 58.3 | 16.7 | 75 | |
| | 4 | 35 | 100 | 25 | 50 | 18.8 | 6.3 | 25 | |
| | 5 | 19 | 100 | 73.7 | 21.1 | 0 | 5.3 | 5.3 | |
| | 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 | 19 | 100 | 17.6 | 82.4 | 0 | 0 | 0 | |
| | 4 | 34 | 100 | 25.8 | 64.5 | 9.7 | 0 | 9.7 | |
| | 5 | 15 | 100 | 84.6 | 15.4 | 0 | 0 | 0 | |
| | 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 | 12 | 100 | 16.7 | 25 | 33.3 | 25 | 58.3 | |
| | 4 | 35 | 100 | 15.6 | 46.9 | 21.9 | 15.6 | 37.5 | |
| | 5 | 19 | 100 | 61.1 | 27.8 | 11.1 | 0 | 11.1 | |
| | 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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