



Leavelle-McCampbell Middle

82 Canal Street
Graniteville, SC 29829

| | | |
|-----------------------|-----------------------|--------------|
| Grades | 6-8 Middle School | |
| Enrollment | 423 Students | |
| Principal | Jacquelyn S. Barnwell | 803-663-4300 |
| 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 | Below Average | Below Average |
| 2007 | Average | Below Average |
| 2006 | Below Average | Below Average |
| 2005 | Below Average | At-Risk |
| 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

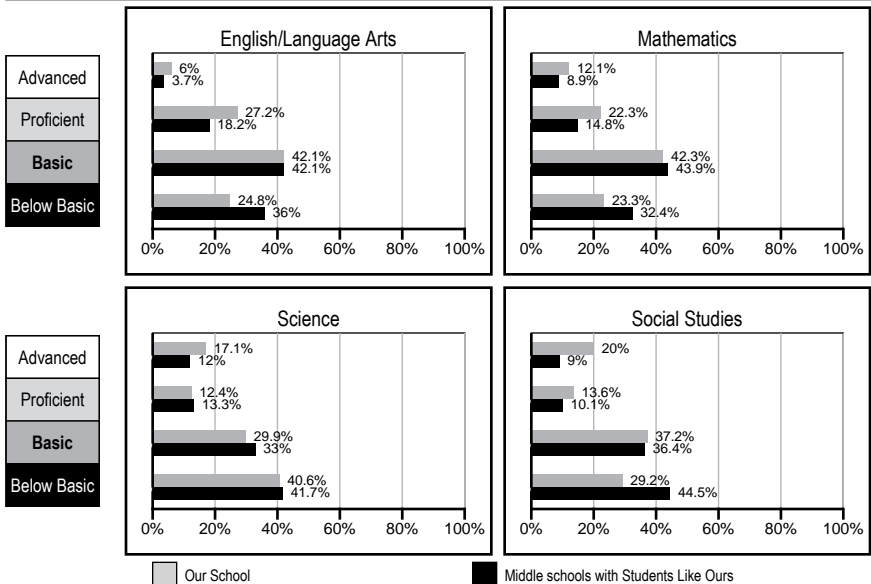
Percent of students tested in 2007-08 whose 2006-07 test scores were located | 98.1%

ABSOLUTE RATINGS OF MIDDLE SCHOOLS WITH STUDENTS LIKE OURS*

| Excellent | Good | Average | Below Average | At-Risk |
|-----------|------|---------|---------------|---------|
| 0 | 0 | 1 | 21 | 16 |

* 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 | 100.0 | 94.1 |
| English 1 | 95.6 | 94.1 |
| Physical Science | 0 | 0 |
| All Subjects | 97.4 | 92.2 |

School Profile

| | Our School | Change from Last Year | Middle Schools with Students Like Ours | Median Middle School |
|--|------------|-----------------------|--|----------------------|
| Students (n=423) | | | | |
| Students enrolled in high school credit courses (grades 7 & 8) | 45.6% | Up from 15.9% | 15.8% | 19.4% |
| Retention rate | 2.8% | Down from 3.7% | 2.2% | 1.8% |
| Attendance rate | 95.5% | Up from 95.1% | 95.6% | 95.8% |
| Eligible for gifted and talented | 19.7% | Down from 23.4% | 12.3% | 15.3% |
| With disabilities other than speech | 11.1% | Up from 9.5% | 14.1% | 12.9% |
| Older than usual for grade | 5.0% | Up from 4.3% | 4.0% | 3.0% |
| Out-of-school suspensions or expulsions for violent &/or criminal offenses | 9.9% | Up from 5.2% | 1.0% | 0.7% |
| Annual dropout rate | 0.6% | Up from 0.0% | 0.0% | 0.0% |
| Teachers (n=28) | | | | |
| Teachers with advanced degrees | 21.4% | Down from 27.3% | 53.6% | 55.0% |
| Continuing contract teachers | 50.0% | Down from 63.6% | 66.7% | 70.6% |
| Teachers with emergency or provisional certificates | 8.7% | Up from 7.4% | 6.9% | 5.4% |
| Teachers returning from previous year | 74.5% | Down from 84.7% | 79.7% | 83.4% |
| Teacher attendance rate | 93.2% | Down from 95.2% | 94.9% | 94.9% |
| Average teacher salary | \$43,412 | Down 0.1% | \$43,979 | \$44,706 |
| Professional development days/teacher | 7.5 days | Up from 5.9 days | 11.6 days | 11.8 days |
| School | | | | |
| Principal's years at school | 1.0 | No Change | 2.0 | 3.0 |
| Student-teacher ratio in core subjects | 20.1 to 1 | Down from 21.2 to 1 | 20.6 to 1 | 20.1 to 1 |
| Prime instructional time | 87.6% | Down from 88.9% | 89.0% | 89.3% |
| Opportunities in the arts | Good | No Change | Good | Good |
| SACS accreditation | Yes | No Change | Yes | Yes |
| Parents attending conferences | 98.4% | Up from 93.2% | 97.9% | 98.0% |
| Character development program | Average | No Change | Good | Good |
| Dollars spent per pupil* | \$7,086 | Up 18.9% | \$6,983 | \$7,097 |
| Percent of expenditures for instruction* | 63.2% | Down from 63.9% | 64.2% | 64.4% |
| Percent of expenditures for teacher salaries* | 58.8% | Down from 59.7% | 59.2% | 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

Leavelle McCampbell Middle School has continued to work toward raising academic excellence for students, involving parents and working closely with the community and local businesses. A cooperative approach has been used to improve the overall school climate. We have the continued support of the Business/ Community Partnership. These members have been instrumental in helping our school improve the physical plant of our building, through donations and human resources. With the support of individual business partners, we have been able to fully fund our Synergistic lab. The lab is scheduled to open in the fall of 2008.

Our School vision focuses on the belief that every child should progress at an academic pace that is challenging and will prepare them for full citizenship and career opportunities. Through MAP testing, we identified student's academic strengths and weaknesses. Once we identify these areas, students work on their identified skills daily through Extended Learning Time. Career Counseling helps students to make choices for career goals. This school year as part of raising academic achievement, our goal is to focus on four distinct reading strategies schoolwide. These strategies are geared to help improve reading in the content areas and across the curriculum. Administrators and teachers will participate in professional staff development to enhance reading achievement. The staff will work in conjunction with the University of South Carolina Aiken's department of Education to fully implement the strategies.

The Read 180 lab has provided reading support for struggling students in Reading and Language Arts. The Lexile Reading levels of these students have increased and their writing skills have grown stronger as measured by standardized tests. Students will continue to participate in Advisor- Advisee, support groups, intramurals, and more student clubs and interest groups.

Jacquelyn S. Barnwell, Principal
Becky Cook, SIC Chairperson

Evaluations by Teachers, Students and Parents

| | Teachers | Students* | Parents* |
|--|----------|-----------|----------|
| Number of surveys returned | 26 | 113 | 37 |
| Percent satisfied with learning environment | 92.3% | 70.5% | 66.7% |
| Percent satisfied with social and physical environment | 96.2% | 74.3% | 64.9% |
| Percent satisfied with school-home relations | 76.9% | 83.0% | 59.5% |

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

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No Child Left Behind

School Adequate Yearly Progress

NO

This school met 14 out of 21 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

Corrective Action

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 | 6.5% | 0.0% | No |
| Student attendance rate | 95.5% | 94.0% | Yes |

* Or greater than last year

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* | Performance Objective Met | Participation Objective Met |
|--|-------------------------------|----------|---------------|---------|--------------|------------|-----------------------------------|-------------------------------------|----------------------------------|---------------------------|-----------------------------|
|--|-------------------------------|----------|---------------|---------|--------------|------------|-----------------------------------|-------------------------------------|----------------------------------|---------------------------|-----------------------------|

English/Language Arts - State Performance Objective = 58.8% (Proficient and Advanced)

| | | | | | | | | | | | |
|------------------------------|-----|------|------|------|------|-----|------|------|------|-----|-----|
| All Students | 412 | 99.3 | 25.3 | 42.7 | 27.4 | 4.6 | 44.3 | 49.8 | 48.2 | No | Yes |
| Gender | | | | | | | | | | | |
| Male | 212 | 98.6 | 28.9 | 47.1 | 20.3 | 3.7 | 34.8 | 43.8 | 41.7 | N/A | N/A |
| Female | 200 | 100 | 21.5 | 38.1 | 34.8 | 5.5 | 54.1 | 56.3 | 55 | N/A | N/A |
| Racial/Ethnic Group | | | | | | | | | | | |
| White | 268 | 99.3 | 17.1 | 43.8 | 33.3 | 5.8 | 52.1 | 59.8 | 60 | Yes | Yes |
| African American | 121 | 99.2 | 40.6 | 41.5 | 16 | 1.9 | 30.2 | 33.8 | 31.7 | No | Yes |
| Asian/Pacific Islander | 2 | I/S | I/S | I/S | I/S | I/S | I/S | 75 | 70.4 | I/S | I/S |
| Hispanic | 21 | 100 | 40 | 40 | 15 | 5 | 25 | 39.7 | 38.4 | I/S | I/S |
| American Indian/Alaskan | N/A | I/S | I/S | I/S | I/S | I/S | I/S | 75 | 47 | I/S | I/S |
| Disability Status | | | | | | | | | | | |
| Disabled | 51 | 98 | 81.4 | 14 | 4.7 | 0 | 4.7 | 15.2 | 16 | No | Yes |
| 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 | 18 | 100 | 47.1 | 35.3 | 11.8 | 5.9 | 23.5 | 43 | 36.9 | I/S | I/S |
| Socio-Economic Status | | | | | | | | | | | |
| Subsided meals | 303 | 99 | 31.4 | 45.5 | 20.1 | 3 | 36 | 35.8 | 34 | No | Yes |

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

| | | | | | | | | | | | |
|------------------------------|-----|------|------|------|------|------|------|------|------|-----|-----|
| All Students | 412 | 99.8 | 24.3 | 45.1 | 21.4 | 9.2 | 44.3 | 46.9 | 45.8 | Yes | Yes |
| Gender | | | | | | | | | | | |
| Male | 212 | 99.5 | 27 | 40.2 | 22.8 | 10.1 | 43.9 | 47.9 | 45.6 | N/A | N/A |
| Female | 200 | 100 | 21.5 | 50.3 | 19.9 | 8.3 | 44.8 | 45.7 | 45.9 | N/A | N/A |
| Racial/Ethnic Group | | | | | | | | | | | |
| White | 268 | 100 | 19.8 | 43.8 | 23.6 | 12.8 | 50.8 | 57.2 | 59 | Yes | Yes |
| African American | 121 | 99.2 | 34.9 | 46.2 | 17 | 1.9 | 31.1 | 29.7 | 26.9 | No | Yes |
| Asian/Pacific Islander | 2 | I/S | I/S | I/S | I/S | I/S | I/S | 78.3 | 71.3 | I/S | I/S |
| Hispanic | 21 | 100 | 25 | 55 | 20 | 0 | 35 | 40.1 | 38.1 | I/S | I/S |
| American Indian/Alaskan | N/A | I/S | I/S | I/S | I/S | I/S | I/S | 62.5 | 46.2 | I/S | I/S |
| Disability Status | | | | | | | | | | | |
| Disabled | 51 | 100 | 77.3 | 20.5 | 2.3 | 0 | 2.3 | 15.8 | 17.1 | No | Yes |
| 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 | 18 | 100 | 23.5 | 52.9 | 23.5 | 0 | 35.3 | 42.9 | 38.7 | I/S | I/S |
| Socio-Economic Status | | | | | | | | | | | |
| Subsided meals | 303 | 99.7 | 30.1 | 48.5 | 16.5 | 4.9 | 35.3 | 32.8 | 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 | 277 | 99.6 | 40.4 | 30 | 12.4 | 17.2 | 29.6 | 34.1 | 35.7 | 95.5 | 95.9 |
| Gender | | | | | | | | | | | |
| Male | 139 | 99.3 | 44 | 27.2 | 8 | 20.8 | 28.8 | 36.6 | 37.4 | 95.4 | 95.8 |
| Female | 138 | 100 | 36.8 | 32.8 | 16.8 | 13.6 | 30.4 | 31.3 | 33.8 | 95.6 | 96.1 |
| Racial/Ethnic Group | | | | | | | | | | | |
| White | 185 | 100 | 35.9 | 28.2 | 13.5 | 22.4 | 35.9 | 45.2 | 49.2 | 95.1 | 95.9 |
| African American | 81 | 98.8 | 51.4 | 31.4 | 11.4 | 5.7 | 17.1 | 16.4 | 17 | 96 | 95.9 |
| Asian/Pacific Islander | N/A | I/S | I/S | I/S | I/S | I/S | I/S | 55.9 | 58 | 98.1 | 97.6 |
| Hispanic | 11 | 100 | 40 | 50 | 0 | 10 | 10 | 24 | 24.9 | 96.4 | 96.2 |
| American Indian/Alaskan | N/A | I/S | I/S | I/S | I/S | I/S | I/S | 58.8 | 37.4 | N/A | 95.8 |
| Disability Status | | | | | | | | | | | |
| Disabled | 34 | 100 | 86.2 | 13.8 | 0 | 0 | 0 | 12.8 | 14 | 94.1 | 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 | 8 | I/S | I/S | I/S | I/S | I/S | I/S | 28 | 24.4 | 96.4 | 96.5 |
| Socio-Economic Status | | | | | | | | | | | |
| Subsided meals | 206 | 99.5 | 46.4 | 32.2 | 9.3 | 12 | 21.3 | 20.4 | 21.1 | 94.8 | 95.2 |
| Social Studies | | | | | | | | | | | |
| All Students | 277 | 99.6 | 28.9 | 37.3 | 13.7 | 20.1 | 33.7 | 30.3 | 34 | 95.5 | 95.9 |
| Gender | | | | | | | | | | | |
| Male | 149 | 99.3 | 27.8 | 33.8 | 13.5 | 24.8 | 38.3 | 33.8 | 36.6 | 95.4 | 95.8 |
| Female | 128 | 100 | 30.2 | 41.4 | 13.8 | 14.7 | 28.4 | 26.5 | 31.3 | 95.6 | 96.1 |
| Racial/Ethnic Group | | | | | | | | | | | |
| White | 181 | 100 | 25 | 31.7 | 16.5 | 26.8 | 43.3 | 38.6 | 44.5 | 95.1 | 95.9 |
| African American | 79 | 98.7 | 36.2 | 47.8 | 8.7 | 7.2 | 15.9 | 17 | 19.1 | 96 | 95.9 |
| Asian/Pacific Islander | 2 | I/S | I/S | I/S | I/S | I/S | I/S | 56.1 | 58.9 | 98.1 | 97.6 |
| Hispanic | 15 | 100 | 42.9 | 50 | 0 | 7.1 | 7.1 | 20.3 | 27.5 | 96.4 | 96.2 |
| American Indian/Alaskan | N/A | I/S | I/S | I/S | I/S | I/S | I/S | 53.3 | 32.7 | N/A | 95.8 |
| Disability Status | | | | | | | | | | | |
| Disabled | 34 | 100 | 78.6 | 17.9 | 3.6 | 0 | 3.6 | 10.7 | 14.4 | 94.1 | 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 | 15 | 100 | 35.7 | 50 | 7.1 | 7.1 | 14.3 | 23.9 | 27.3 | 96.4 | 96.5 |
| Socio-Economic Status | | | | | | | | | | | |
| Subsided meals | 203 | 99.5 | 35.4 | 37.1 | 13.5 | 14 | 27.5 | 18.6 | 21 | 94.8 | 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 | 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 | 147 | 100 | 23.7 | 45.8 | 24.4 | 6.1 | 30.5 |
| | 7 | 139 | 99.3 | 33.3 | 34.1 | 28.6 | 4 | 32.5 |
| | 8 | 162 | 99.4 | 25.7 | 52 | 22.3 | 0 | 22.3 |
| 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 | 131 | 99.2 | 23.3 | 44 | 30.2 | 2.6 | 32.8 |
| | 7 | 142 | 99.3 | 22.5 | 43.4 | 30.2 | 3.9 | 34.1 |
| | 8 | 139 | 99.3 | 30.1 | 40.7 | 22 | 7.3 | 29.3 |
| 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 | 147 | 100 | 14.5 | 38.9 | 29 | 17.6 | 46.6 |
| | 7 | 139 | 99.3 | 22.2 | 46 | 18.3 | 13.5 | 31.7 |
| | 8 | 162 | 99.4 | 23 | 52.7 | 18.2 | 6.1 | 24.3 |
| 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 | 131 | 100 | 23.9 | 36.8 | 31.6 | 7.7 | 39.3 |
| | 7 | 142 | 99.3 | 24 | 43.4 | 16.3 | 16.3 | 32.6 |
| | 8 | 139 | 100 | 25 | 54.8 | 16.9 | 3.2 | 20.2 |
| 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 | 74 | 98.7 | 25.4 | 36.5 | 17.5 | 20.6 | 38.1 |
| | 7 | 139 | 99.3 | 38.1 | 34.9 | 11.9 | 15.1 | 27 |
| | 8 | 81 | 100 | 45.3 | 40 | 9.3 | 5.3 | 14.7 |
| 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 | 64 | 100 | 57.9 | 24.6 | 12.3 | 5.3 | 17.5 |
| | 7 | 142 | 99.3 | 30.2 | 31 | 11.6 | 27.1 | 38.8 |
| | 8 | 71 | 100 | 45.3 | 32.8 | 14.1 | 7.8 | 21.9 |
| 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 | 73 | 100 | 20.9 | 49.3 | 10.4 | 19.4 | 29.9 |
| | 7 | 139 | 99.3 | 37.3 | 35.7 | 9.5 | 17.5 | 27 |
| | 8 | 81 | 98.8 | 34.2 | 57.5 | 8.2 | 0 | 8.2 |
| 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 | 67 | 100 | 13.3 | 40 | 25 | 21.7 | 46.7 |
| | 7 | 142 | 99.3 | 35.7 | 31 | 7.8 | 25.6 | 33.3 |
| | 8 | 68 | 100 | 30 | 48.3 | 15 | 6.7 | 21.7 |

Abbreviations for Missing Data

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