

Aynor Middle

400 Frye Road
Galivants Ferry, SC 29544

| | | |
|-----------------------|-------------------|--------------|
| Grades | 6–8 Middle School | |
| Enrollment | 525 Students | |
| Principal | Milton Frink | 843–358–6000 |
| Superintendent | Dr. Bobby Nalley | 843–488–6700 |
| Board Chair | Will Garland | 843–358–8002 |

THE STATE OF SOUTH CAROLINA 2007 ANNUAL SCHOOL REPORT CARD

RATINGS OVER 5-YEAR PERIOD

| Year | Absolute Rating | Improvement Rating |
|-------------|-----------------|-----------------------|
| 2007 | Average | Unsatisfactory |
| 2006 | Average | Unsatisfactory |
| 2005 | Average | Below Average |
| 2004 | Average | Unsatisfactory |
| 2003 | N/A | N/A |

DEFINITIONS OF SCHOOL RATING TERMS

- Excellent – School performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal
- Good – School performance exceeds the standards for progress toward the 2010 SC Performance Goal
- Average – School performance meets the standards for progress toward the 2010 SC Performance Goal
- Below Average – School is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal
- Unsatisfactory – School 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 2006-07 whose 2005-06 test scores were located.

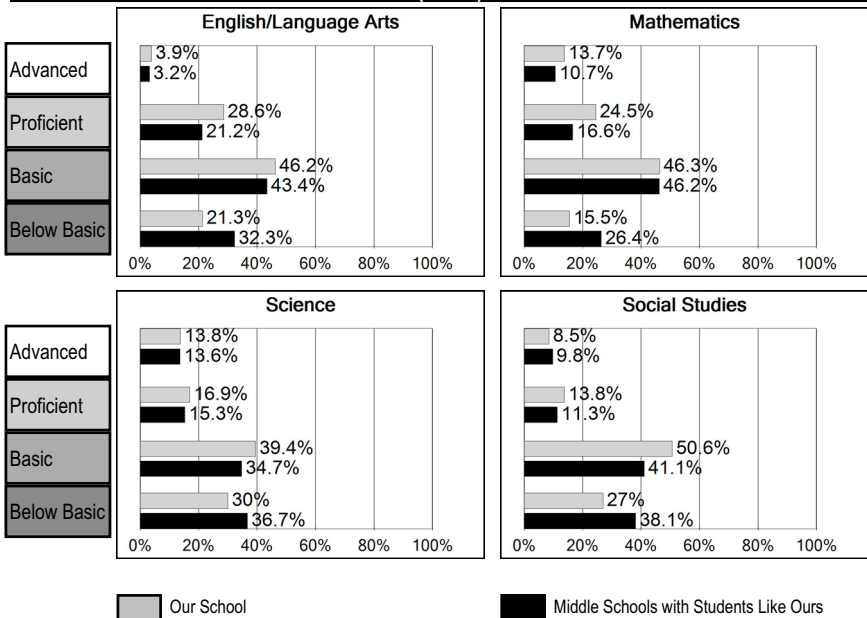
95.5%

ABSOLUTE RATING OF MIDDLE SCHOOLS WITH STUDENTS LIKE OURS*

| Excellent | Good | Average | Below Average | Unsatisfactory |
|-----------|------|---------|---------------|----------------|
| 0 | 0 | 18 | 30 | 3 |

* 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 this school.

DEFINITION OF CRITICAL TERMS

| | |
|--------------------|---|
| Advanced | Very high score; very well prepared to work at next grade level; exceeded expectations |
| Proficient | Well prepared to work at next grade level; met expectations |
| 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 **NAV** Not Available **N/C** Not Collected **N/R** Not Reported **I/S** Insufficient Sample

END OF COURSE TESTS

| Percent of students scoring 70 or above on: | Our School | Middle Schools with Students Like Ours |
|---|------------|--|
| Algebra 1/Math for the Technologies 2 | 100.0 | 95.7 |
| English 1 | 100.0 | 92.0 |
| Physical Science | N/A | 52.0 |
| All Tests | 100.0 | 93.6 |

SCHOOL PROFILE

| | Our School | Change from Last Year | Middle Schools with Students Like Ours | Median Middle School |
|--|------------|-----------------------|--|----------------------|
| Students (n= 525) | | | | |
| Students enrolled in high school credit courses (grades 7 & 8) | 12.3% | Down from 34.2% | 20.6% | 18.2% |
| Retention rate | 2.6% | Up from 1.9% | 2.0% | 2.2% |
| Attendance rate | 95.4% | Up from 94.8% | 95.7% | 95.7% |
| Eligible for gifted and talented | 30.9% | Up from 30.1% | 16.7% | 14.6% |
| With disabilities other than speech | 14.9% | Up from 11.6% | 12.5% | 11.7% |
| Older than usual for grade | 0.6% | Down from 5.7% | 2.2% | 2.3% |
| Out-of-school suspensions or expulsions for violent &/or criminal offenses | 1.7% | Down from 2.8% | 0.4% | 0.7% |
| Annual dropout rate | 0.0% | Down from 0.3% | 0.0% | 0.0% |
| Teachers (n= 36) | | | | |
| Teachers with advanced degrees | 50.0% | No change | 51.3% | 53.6% |
| Continuing contract teachers | 72.2% | | 75.0% | 73.3% |
| Teachers with emergency or provisional certificates | 10.7% | Up from 6.5% | 4.0% | 5.0% |
| Teachers returning from previous year | 88.2% | N/A | 84.2% | 83.3% |
| Teacher attendance rate | 96.8% | Up from 94.6% | 95.3% | 95.1% |
| Average teacher salary | \$47,318 | Up 6.4% | \$43,375 | \$43,485 |
| Prof. development days/teacher | 10.7 days | Down from 11.1 days | 13.0 days | 12.4 days |
| School | | | | |
| Principal's years at school | 3.0 | Up from 2.0 | 3.0 | 3.0 |
| Student-teacher ratio in core subjects | 24.0 to 1 | Down from 24.9 to 1 | 19.9 to 1 | 20.5 to 1 |
| Prime instructional time | 90.6% | Up from 88.1% | 89.1% | 89.3% |
| Opportunities in the arts | Excellent | No change | Good | Good |
| SACS accreditation | Yes | No change | Yes | Yes |
| Parents attending conferences | 100.0% | Up from 98.2% | 97.9% | 97.7% |
| Character development | Good | Up from Average | Good | Good |
| Dollars spent per pupil* | \$7,021 | Down 3.9% | \$6,256 | \$6,602 |
| Percent of expenditures for instruction* | 63.1% | Down from 63.7% | 63.9% | 64.8% |
| Percent of expenditures for teacher salaries* | 59.9% | Up from 59.6% | 60.6% | 60.0% |

* 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

Aynor Middle School had a wonderful and exciting school year in 2006-07. We continued to make progress in challenging and engaging students for instruction. Teachers have spent many hours in professional development activities that enhanced learning. Evidence of these accomplishments was revealed in our MAP data results from fall to spring. Our overall growth was above the district average. This could not have been done without the support and encouragement of our district office administration, parents, community, and business partners.

To address the needs of our children, we have continued implementation and improvement in the following programs and/or strategies:

- Literacy First strategies in all subject areas
- Monitoring Independent Reading Practice (MIRP)
- Read 180 and Math 180 programs for all students needing academic assistance
- Implementation of the Enterprise Program for the first time in grade six
- After-school tutorial program provided for students two days a week
- Added geometry and ninth grade ELA to grade eight curriculum
- All teachers continued to review and analyze MAP testing data for math, language arts, and reading to determine the progress of their students. Based upon this data and the use of DesCartes Learning, students were provided with intensive instruction in areas of their weakness. As a result, our students showed improvement on MAP test scores.
- Staff development was based upon student achievement results from PACT and MAP, as well as other district initiatives for the school year.
- Continued scheduling of parent-teacher conferences quarterly

Aynor Middle School students continued to receive recognition and many different awards. Among these were the following: two hundred fifty students made the Superintendent's Reading Honor Roll; one hundred eighty-three students were recognized for the Pelicans' Reading Program; one student was recognized as a Duke TIP Scholar, and ten students were recognized as Junior Scholars. Thirty-six students out of approximately 100 were chosen to be in the All-County Chorus. For the third year in a row, AMS' chorus received a superior rating at a music festival, and the band received second place and they performed at Williamsburg, Va. The art department had six students to receive awards for the Voices of South Carolina Children's Picasso Projects. AMS received third place for recycling telephone books as part of an HTC program which encompassed Horry and Georgetown counties. Also, AMS won first place in Horry County's Young Writers' contest.

AMS, an evolving community deeply rooted in rural values and beliefs, tries to empower each student to be a positive, productive member of society through innovative education that focuses on the individual development of each student. We will continue our pursuit of excellence for all children.

Milton Frink, Principal

Phillip Hendrick, School Improvement Council Chairperson 2006-07

EVALUATIONS BY TEACHERS, STUDENTS, AND PARENTS

| | Teachers | Students* | Parents* |
|--|----------|-----------|----------|
| Number of surveys returned | 37 | 173 | 99 |
| Percent satisfied with learning environment | 97.3% | 89.0% | 87.1% |
| Percent satisfied with social and physical environment | 97.3% | 92.4% | 77.6% |
| Percent satisfied with school-home relations | 94.6% | 94.1% | 79.2% |

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

NO CHILD LEFT BEHIND

SCHOOL ADEQUATE YEARLY PROGRESS

NO

This school met 20 out of 21 objectives. The objectives included performance and participation of students in various groups.

* 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.

TEACHER QUALITY AND STUDENT ATTENDANCE

| | Our District | State |
|---|--------------|-------|
| Classes in low poverty schools not taught by highly qualified teachers | 4.1% | 2.6% |
| Classes in high poverty schools not taught by highly qualified teachers | 4.4% | 9.0% |

| | Our School | State Objective | Met State Objective |
|---|------------|-----------------|---------------------|
| Classes not taught by highly qualified teachers | 3.7% | 0.0% | No |
| Student attendance | 95.4% | 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 1 st Day of Testing | % Tested | % Below Basic | % Basic | % Proficient | % Advanced | School % Proficient and Advanced (Adj)* | District % Proficient and Advanced (Adj)* | State % Proficient and Advanced (Adj)* | Performance Objective Met | Participation Objective Met |
|--|--|----------|---------------|---------|--------------|------------|---|---|--|------------------------------|--------------------------------|
| English/Language Arts – State Performance Objective = 38.2% | | | | | | | | | | | |
| All Students | 514 | 99.8 | 21.1 | 46.3 | 28.7 | 3.9 | 45.9 | 56.2 | 46.8 | Yes | Yes |
| Gender | | | | | | | | | | | |
| Male | 261 | 99.6 | 28.5 | 46.6 | 22.9 | 2.0 | 39.0 | 49.1 | 40.1 | N/A | N/A |
| Female | 253 | 100.0 | 13.4 | 46.0 | 34.7 | 5.9 | 53.1 | 63.5 | 53.8 | N/A | N/A |
| Racial/Ethnic Group | | | | | | | | | | | |
| White | 449 | 99.8 | 20.0 | 45.9 | 29.8 | 4.2 | 47.8 | 64.2 | 58.7 | Yes | Yes |
| African American | 53 | 100.0 | 32.7 | 46.9 | 18.4 | 2.0 | 28.6 | 34.2 | 30.3 | Yes | Yes |
| Asian/Pacific Islander | 1 | N/AV | N/AV | N/AV | N/AV | N/AV | N/AV | 71.0 | 69.0 | I/S | I/S |
| Hispanic | 6 | N/AV | N/AV | N/AV | N/AV | N/AV | N/AV | 41.5 | 35.7 | I/S | I/S |
| American Indian/Alaskan | 3 | N/AV | N/AV | N/AV | N/AV | N/AV | N/AV | 55.4 | 45.8 | I/S | I/S |
| Disability Status | | | | | | | | | | | |
| Disabled | 89 | 100.0 | 58.5 | 37.8 | 3.7 | 0.0 | 8.5 | 22.0 | 15.9 | Yes | Yes |
| Migrant Status | | | | | | | | | | | |
| Migrant | N/A | N/AV | N/AV | N/AV | N/AV | N/AV | N/AV | N/A | 26.6 | N/A | N/A |
| English Proficiency | | | | | | | | | | | |
| Limited English Proficient | 5 | N/AV | N/AV | N/AV | N/AV | N/AV | N/AV | 35.1 | 33.1 | I/S | I/S |
| Socio-Economic Status | | | | | | | | | | | |
| Subsidized meals | 312 | 100.0 | 27.9 | 50.3 | 20.3 | 1.4 | 34.8 | 44.1 | 32.3 | Yes | Yes |

Mathematics – State Performance Objective = 36.7%

| | | | | | | | | | | | |
|------------------------------|-----|-------|------|------|------|------|------|------|------|-----|-----|
| All Students | 514 | 99.8 | 15.2 | 46.5 | 24.6 | 13.7 | 52.5 | 44.1 | 32.3 | Yes | Yes |
| Gender | | | | | | | | | | | |
| Male | 261 | 99.6 | 18.5 | 42.2 | 24.5 | 14.9 | 53.8 | 44.1 | 32.3 | N/A | N/A |
| Female | 253 | 100.0 | 11.7 | 51.0 | 24.7 | 12.6 | 51.0 | 44.1 | 32.3 | N/A | N/A |
| Racial/Ethnic Group | | | | | | | | | | | |
| White | 449 | 99.8 | 12.6 | 47.3 | 25.4 | 14.7 | 54.5 | 44.1 | 32.3 | Yes | Yes |
| African American | 53 | 100.0 | 40.8 | 38.8 | 16.3 | 4.1 | 30.6 | 44.1 | 32.3 | No | Yes |
| Asian/Pacific Islander | 1 | N/AV | N/AV | N/AV | N/AV | N/AV | N/AV | 44.1 | 32.3 | I/S | I/S |
| Hispanic | 6 | N/AV | N/AV | N/AV | N/AV | N/AV | N/AV | 44.1 | 32.3 | I/S | I/S |
| American Indian/Alaskan | 3 | N/AV | N/AV | N/AV | N/AV | N/AV | N/AV | 44.1 | 32.3 | I/S | I/S |
| Disability Status | | | | | | | | | | | |
| Disabled | 89 | 100.0 | 41.5 | 47.6 | 6.1 | 4.9 | 18.3 | 44.1 | 32.3 | Yes | Yes |
| Migrant Status | | | | | | | | | | | |
| Migrant | N/A | N/AV | N/AV | N/AV | N/AV | N/AV | N/AV | 44.1 | 32.3 | N/A | N/A |
| English Proficiency | | | | | | | | | | | |
| Limited English Proficient | 5 | N/AV | N/AV | N/AV | N/AV | N/AV | N/AV | 44.1 | 32.3 | I/S | I/S |
| Socio-Economic Status | | | | | | | | | | | |
| Subsidized meals | 312 | 100.0 | 21.0 | 51.4 | 19.0 | 8.6 | 40.3 | 44.1 | 32.3 | 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 1 st 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 | 336 | 99.1 | 30.0 | 39.4 | 16.9 | 13.8 | 30.6 | 37.0 | 33.0 | 95.4 | 95.9 |
| Gender | | | | | | | | | | | |
| Male | 164 | 99.4 | 34.0 | 29.6 | 20.1 | 16.4 | 36.5 | 39.0 | 34.0 | 95.2 | 95.9 |
| Female | 172 | 98.8 | 26.1 | 49.1 | 13.7 | 11.2 | 24.8 | 34.0 | 31.0 | 95.5 | 96.0 |
| Racial/Ethnic Group | | | | | | | | | | | |
| White | 293 | 99.0 | 27.5 | 40.7 | 16.4 | 15.4 | 31.8 | 45.0 | 45.0 | 95.3 | 95.7 |
| African American | 36 | 100.0 | 50.0 | 23.5 | 23.5 | 2.9 | 26.5 | 15.0 | 15.0 | 95.8 | 96.5 |
| Asian/Pacific Islander | N/A | N/AV | N/AV | N/AV | N/AV | N/AV | N/AV | 61.0 | 55.0 | N/A | 96.8 |
| Hispanic | 3 | N/AV | N/AV | N/AV | N/AV | N/AV | N/AV | 21.0 | 22.0 | N/A | 96.3 |
| American Indian/Alaskan | 3 | N/AV | N/AV | N/AV | N/AV | N/AV | N/AV | 25.0 | 33.0 | N/A | 94.9 |
| Disability Status | | | | | | | | | | | |
| Disabled | 62 | 100.0 | 66.7 | 25.0 | 5.0 | 3.3 | 8.3 | 13.0 | 13.0 | 94.1 | 95.5 |
| Migrant Status | | | | | | | | | | | |
| Migrant | N/A | N/AV | N/AV | N/AV | N/AV | N/AV | N/AV | N/A | 11.0 | N/A | N/A |
| English Proficiency | | | | | | | | | | | |
| Limited English Proficient | 3 | N/AV | N/AV | N/AV | N/AV | N/AV | N/AV | 15.0 | 21.0 | N/A | 96.3 |
| Socio-Economic Status | | | | | | | | | | | |
| Subsidized meals | 209 | 99.0 | 39.0 | 39.5 | 10.3 | 11.3 | 21.5 | 25.0 | 19.0 | 94.5 | 95.6 |
| Social Studies | | | | | | | | | | | |
| All Students | 336 | 99.4 | 27.0 | 50.6 | 13.8 | 8.5 | 22.3 | 34.0 | 30.0 | 95.4 | 95.9 |
| Gender | | | | | | | | | | | |
| Male | 175 | 98.9 | 28.7 | 46.1 | 13.8 | 11.4 | 25.1 | 37.0 | 32.0 | 95.2 | 95.9 |
| Female | 161 | 100.0 | 25.2 | 55.6 | 13.9 | 5.3 | 19.2 | 31.0 | 28.0 | 95.5 | 96.0 |
| Racial/Ethnic Group | | | | | | | | | | | |
| White | 293 | 99.3 | 25.6 | 50.2 | 15.3 | 8.9 | 24.2 | 41.0 | 40.0 | 95.3 | 95.7 |
| African American | 34 | 100.0 | 46.7 | 46.7 | 3.3 | 3.3 | 6.7 | 15.0 | 16.0 | 95.8 | 96.5 |
| Asian/Pacific Islander | 1 | N/AV | N/AV | N/AV | N/AV | N/AV | N/AV | 58.0 | 54.0 | N/A | 96.8 |
| Hispanic | 6 | N/AV | N/AV | N/AV | N/AV | N/AV | N/AV | 27.0 | 23.0 | N/A | 96.3 |
| American Indian/Alaskan | 1 | N/AV | N/AV | N/AV | N/AV | N/AV | N/AV | 38.0 | 31.0 | N/A | 94.9 |
| Disability Status | | | | | | | | | | | |
| Disabled | 57 | 98.3 | 64.7 | 27.5 | 3.9 | 3.9 | 7.8 | 14.0 | 14.0 | 94.1 | 95.5 |
| Migrant Status | | | | | | | | | | | |
| Migrant | N/A | N/AV | N/AV | N/AV | N/AV | N/AV | N/AV | N/A | 16.0 | N/A | N/A |
| English Proficiency | | | | | | | | | | | |
| Limited English Proficient | 5 | N/AV | N/AV | N/AV | N/AV | N/AV | N/AV | 22.0 | 23.0 | N/A | 96.3 |
| Socio-Economic Status | | | | | | | | | | | |
| Subsidized meals | 200 | 99.0 | 37.3 | 46.5 | 11.4 | 4.9 | 16.2 | 24.0 | 18.0 | 94.5 | 95.6 |

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 1 st Day of Testing | % Tested | % Below Basic | % Basic | % Proficient | % Advanced | % Proficient & Advanced |
|------------------------------|-------|--|----------|---------------|---------|--------------|------------|----------------------------|
| English/Language Arts | | | | | | | | |
| 2006 | 3 | N/A | N/A | N/A | N/A | N/A | N/A | N/A |
| | 4 | N/A | N/A | N/A | N/A | N/A | N/A | N/A |
| | 5 | N/A | N/A | N/A | N/A | N/A | N/A | N/A |
| | 6 | 160 | 98.8 | 27.6 | 42.8 | 22.1 | 7.6 | 29.7 |
| | 7 | 183 | 98.4 | 22.8 | 49.7 | 25.1 | 2.3 | 27.5 |
| | 8 | 172 | 98.8 | 34.4 | 43.9 | 19.1 | 2.5 | 21.7 |
| 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 | 167 | 100.0 | 26.7 | 43.5 | 24.8 | 5.0 | 29.8 |
| | 7 | 158 | 100.0 | 24.5 | 43.0 | 27.8 | 4.6 | 32.5 |
| | 8 | 189 | 99.5 | 13.1 | 51.7 | 33.0 | 2.3 | 35.2 |

| Mathematics | | | | | | | | |
|--------------------|---|-----|-------|------|------|------|------|------|
| 2006 | 3 | N/A | N/A | N/A | N/A | N/A | N/A | N/A |
| | 4 | N/A | N/A | N/A | N/A | N/A | N/A | N/A |
| | 5 | N/A | N/A | N/A | N/A | N/A | N/A | N/A |
| | 6 | 160 | 99.4 | 13.0 | 44.5 | 28.8 | 13.7 | 42.5 |
| | 7 | 183 | 98.4 | 18.7 | 37.4 | 22.8 | 21.1 | 43.9 |
| | 8 | 172 | 98.3 | 28.8 | 42.3 | 18.6 | 10.3 | 28.8 |
| 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 | 167 | 100.0 | 8.7 | 38.5 | 34.8 | 18.0 | 52.8 |
| | 7 | 158 | 100.0 | 15.9 | 49.7 | 19.9 | 14.6 | 34.4 |
| | 8 | 189 | 99.5 | 20.5 | 51.1 | 19.3 | 9.1 | 28.4 |

| Science | | | | | | | | |
|----------------|---|-----|-------|------|------|------|------|------|
| 2006 | 3 | N/A | N/A | N/A | N/A | N/A | N/A | N/A |
| | 4 | N/A | N/A | N/A | N/A | N/A | N/A | N/A |
| | 5 | N/A | N/A | N/A | N/A | N/A | N/A | N/A |
| | 6 | 160 | 98.8 | 52.4 | 25.5 | 11.7 | 10.3 | 22.1 |
| | 7 | 183 | 97.8 | 35.9 | 36.5 | 18.2 | 9.4 | 27.6 |
| | 8 | 172 | 98.3 | 43.6 | 42.3 | 6.4 | 7.7 | 14.1 |
| 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 | 84 | 100.0 | 42.0 | 25.9 | 17.3 | 14.8 | 32.1 |
| | 7 | 158 | 99.4 | 30.0 | 40.0 | 16.0 | 14.0 | 30.0 |
| | 8 | 94 | 97.9 | 19.1 | 50.6 | 18.0 | 12.4 | 30.3 |

| Social Studies | | | | | | | | |
|-----------------------|---|-----|-------|------|------|------|------|------|
| 2006 | 3 | N/A | N/A | N/A | N/A | N/A | N/A | N/A |
| | 4 | N/A | N/A | N/A | N/A | N/A | N/A | N/A |
| | 5 | N/A | N/A | N/A | N/A | N/A | N/A | N/A |
| | 6 | 160 | 98.8 | 33.8 | 36.6 | 14.5 | 15.2 | 29.7 |
| | 7 | 183 | 98.4 | 48.5 | 33.3 | 5.8 | 12.3 | 18.1 |
| | 8 | 172 | 98.8 | 31.8 | 42.7 | 15.9 | 9.6 | 25.5 |
| 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 | 83 | 98.8 | 18.8 | 60.0 | 16.3 | 5.0 | 21.3 |
| | 7 | 158 | 100.0 | 34.4 | 42.4 | 11.3 | 11.9 | 23.2 |
| | 8 | 95 | 99.0 | 21.8 | 56.3 | 16.1 | 5.7 | 21.8 |

Abbreviations for Missing Data

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