



Bridgewater Academy Charter

316 Bush Drive
Myrtle Beach, South

| | | |
|-----------------------|----------------------|--------------|
| Grades | K-8 Middle School | |
| Enrollment | 146 Students | |
| Principal | Carol J. Merrill | 843-236-3689 |
| 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 | Below Average | Average |
| 2008 | Below Average | Below Average |
| 2007 | Average | At-Risk |
| 2006 | Average | Average |
| 2005 | Average | Average |

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

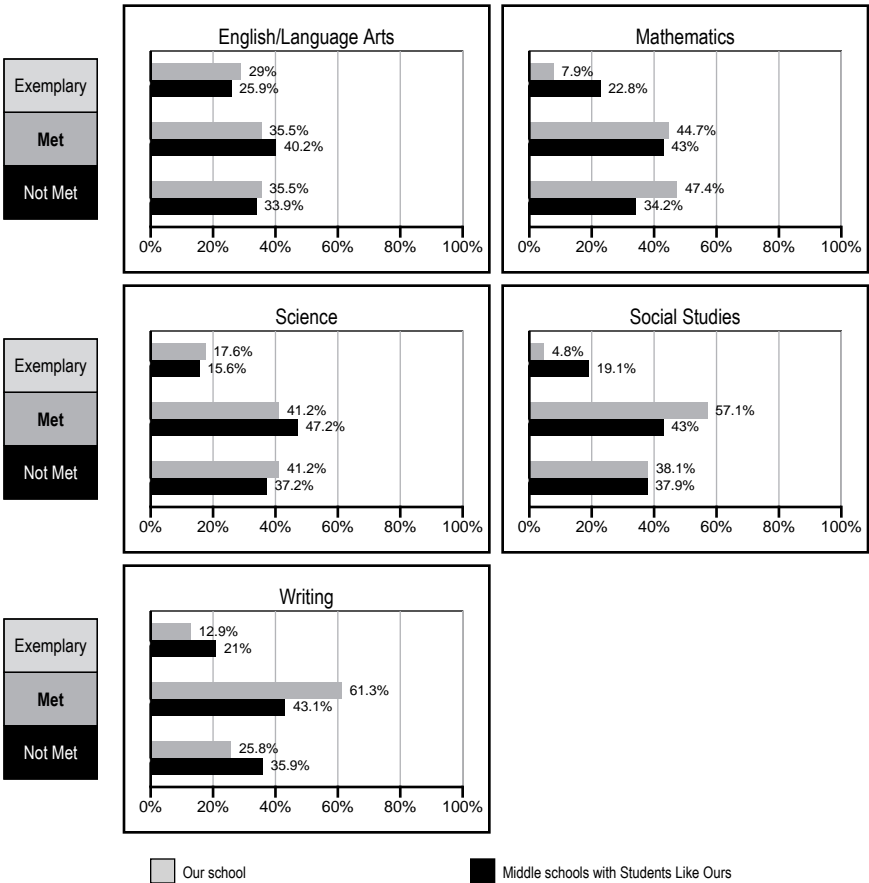
Percent of students tested in 2008-09 whose 2007-08 test scores were located | 98.4%

ABSOLUTE RATINGS OF MIDDLE SCHOOLS WITH STUDENTS LIKE OURS*

| Excellent | Good | Average | Below Average | At-Risk |
|-----------|------|---------|---------------|---------|
| 0 | 2 | 33 | 9 | 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 | 100.0 | 95.0 |
| English 1 | N/A | 93.9 |
| Physical Science | N/A | 94.8 |
| US History and the Constitution | N/A | N/A |
| All Subjects | 100.0 | 94.5 |

School Profile

| | Our School | Change from Last Year | Middle Schools with Students Like Ours | Median Middle School |
|--|------------|-----------------------|--|----------------------|
| Students (n=146) | | | | |
| Students enrolled in high school credit courses (grades 7 & 8) | 54.5% | Down from 60.9% | 18.3% | 21.6% |
| Retention rate | 4.5% | Up from 4.1% | 1.6% | 1.2% |
| Attendance rate | 96.2% | Down from 97.5% | 95.5% | 95.9% |
| Eligible for gifted and talented | 8.6% | Down from 11.8% | 14.3% | 14.8% |
| With disabilities other than speech | 15.4% | Up from 11.5% | 13.6% | 12.6% |
| Older than usual for grade | 3.1% | Up from 1.5% | 3.5% | 2.5% |
| Out-of-school suspensions or expulsions for violent and/or criminal offenses | 0.7% | Up from 0.0% | 1.0% | 0.6% |
| Annual dropout rate | 0.0% | No Change | 0.0% | 0.0% |
| Teachers (n=15) | | | | |
| Teachers with advanced degrees | N/A | N/A | 55.6% | 56.9% |
| Continuing contract teachers | N/A | N/A | 71.8% | 72.7% |
| Teachers with emergency or provisional certificates | N/A | N/A | 4.8% | 5.3% |
| Teachers returning from previous year | N/A | N/A | 80.5% | 82.9% |
| Teacher attendance rate | N/R | N/R | 95.3% | 95.2% |
| Average teacher salary* | N/A | N/A | \$45,812 | \$46,599 |
| Professional development days/teacher | 10.0 days | Down from 11.4 days | 10.8 days | 10.8 days |
| School | | | | |
| Principal's years at school | 6.0 | Up from 5.0 | 3.0 | 3.0 |
| Student-teacher ratio in core subjects | 13.8 to 1 | Up from 13.6 to 1 | 19.8 to 1 | 20.1 to 1 |
| Prime instructional time | N/R | N/R | 90.1% | 89.9% |
| Opportunities in the arts | Good | No Change | Good | Good |
| SACS accreditation | No | No Change | Yes | Yes |
| Parents attending conferences | 100.0% | Up from 65.7% | 98.1% | 97.8% |
| Character development program | Average | Up from Below Average | Good | Good |
| Dollars spent per pupil** | \$7,433 | Up 15.0% | \$7,730 | \$7,645 |
| Percent of expenditures for instruction** | 58.0% | Up from 56.0% | 64.0% | 63.4% |
| Percent of expenditures for teacher salaries** | 56.4% | Up from 54.8% | 56.6% | 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

Bridgewater Academy is the first and only Charter School in Horry County. Our structured curriculum has always been academically challenging, giving students a strong foundation in the basics and building on skills. We give each child the opportunity to learn, accepting students from a diverse population with the promise that every child will show some growth and improvement each year. Our philosophy is to instill in the students the desire to learn and excel. We do whatever we have to, as educators, to help students achieve, including adding extra school hours and days, a high-content rigorous academic program, flexibility, an emphasis on personal responsibility for the students, and accountability by teachers with no short cuts and no excuses policy. Bridgewater Academy continues to attain growth and improvement in all areas of the curriculum. Due to the numbers of students tested in certain areas of PASS, our scores cannot be calculated to show this growth. All parents attended a conference with their child's teacher, and following the California Achievement Tests, we received recognition by the SC Education Oversight Committee for significantly improving the performance of students from differing economic, racial, and ethnic groups. BWA met 100 percent of its objectives for Adequate Yearly Progress as defined by No Child Left Behind. Bridgewater Academy has a state of the art Technology Lab and Program that all students K-8 participate in. We have a TSA Club for students interested in Technology. They competed in the Science and Technology Day at South Carolina State University. There were three winners in the CO2 Dragster Car Competition and won monies totaling \$900.00. Our Drama Club put on the musical Annie this school year that was well attended. This activity gives students the opportunity for exposure in the Arts, and several of our graduates have gone on to major in Theater due to this experience. Our school participated in the Christian League for sports this year. We had a coed soccer team and girls volleyball team in the fall and boys and girls basketball teams in the winter. Although no titles were won this year, students learned the importance of team play. Several students were inducted into the National Beta Club. Students earned Service Credits by organizing and running the Shoe Box for Kids overseas at Christmas, volunteering for the Special Olympics in the spring, and the school wide recycling project that took place during the school year. One student received the Governor's Citizenship Award. BWA and Horry County have signed a five year contract enabling our school to continue serving students in Horry County with the district as our sponsor. We are privileged to have this opportunity. We thank our parents and students who have been supportive in this effort. Carol J. Merrill, Principal

Evaluations by Teachers, Students and Parents

| | Teachers | Students* | Parents* |
|--|----------|-----------|----------|
| Number of surveys returned | 12 | 22 | 16 |
| Percent satisfied with learning environment | 83.3% | 95.5% | 93.8% |
| Percent satisfied with social and physical environment | 91.7% | 86.4% | 86.7% |
| Percent satisfied with school-home relations | 100.0% | 90.9% | 100.0% |

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

Abbreviations for Missing Data

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No Child Left Behind

School Adequate Yearly Progress

NO

This school met 12 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. 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 | 46.3% | 0.0% | No |
| Student attendance rate | 96.2% | 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 | 85 | 100 | 19.5 | 37.7 | 42.9 | 87 | 86.5 | 82.8 | Yes | Yes |
| Gender | | | | | | | | | | |
| Male | 51 | 100 | 23.9 | 43.5 | 32.6 | 84.8 | 83.4 | 79.3 | N/A | N/A |
| Female | 34 | 100 | 12.9 | 29 | 58.1 | 90.3 | 89.7 | 86.5 | N/A | N/A |
| Racial/Ethnic Group | | | | | | | | | | |
| White | 39 | 100 | 12.5 | 31.3 | 56.3 | 96.9 | 91 | 89.5 | I/S | I/S |
| African American | 41 | 100 | 27.5 | 47.5 | 25 | 77.5 | 74.8 | 73.7 | Yes | Yes |
| Asian/Pacific Islander | 4 | I/S | I/S | I/S | I/S | I/S | 87 | 92.3 | I/S | I/S |
| Hispanic | 1 | I/S | I/S | I/S | I/S | I/S | 78.4 | 76.5 | I/S | I/S |
| American Indian/Alaskan | N/A | N/AV | N/A | N/A | N/A | N/A | 87.5 | 82.5 | I/S | I/S |
| Disability Status | | | | | | | | | | |
| Disabled | 23 | 100 | 36.4 | 36.4 | 27.3 | 81.8 | 63.1 | 52 | I/S | I/S |
| 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 | N/A | N/AV | N/A | N/A | N/A | N/A | 74.2 | 75.1 | I/S | I/S |
| Socio-Economic Status | | | | | | | | | | |
| Subsided meals | 53 | 100 | 22.9 | 45.8 | 31.3 | 83.3 | 81.6 | 75.5 | Yes | Yes |

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

| | | | | | | | | | | |
|------------------------------|-----|------|------|------|------|------|------|------|-----|-----|
| All Students | 85 | 100 | 37.7 | 45.5 | 16.9 | 71.4 | 83.7 | 78.9 | Yes | Yes |
| Gender | | | | | | | | | | |
| Male | 51 | 100 | 41.3 | 43.5 | 15.2 | 67.4 | 81.9 | 77 | N/A | N/A |
| Female | 34 | 100 | 32.3 | 48.4 | 19.4 | 77.4 | 85.5 | 80.9 | N/A | N/A |
| Racial/Ethnic Group | | | | | | | | | | |
| White | 39 | 100 | 28.1 | 46.9 | 25 | 84.4 | 89.2 | 87.2 | I/S | I/S |
| African American | 41 | 100 | 50 | 45 | 5 | 57.5 | 68 | 66.7 | No | Yes |
| Asian/Pacific Islander | 4 | I/S | I/S | I/S | I/S | I/S | 89.7 | 93 | I/S | I/S |
| Hispanic | 1 | I/S | I/S | I/S | I/S | I/S | 78.1 | 76 | I/S | I/S |
| American Indian/Alaskan | N/A | N/AV | N/A | N/A | N/A | N/A | 81.9 | 79.5 | I/S | I/S |
| Disability Status | | | | | | | | | | |
| Disabled | 23 | 100 | 63.6 | 31.8 | 4.5 | 45.5 | 53.2 | 45.5 | I/S | I/S |
| 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 | N/A | N/AV | N/A | N/A | N/A | N/A | 76 | 76.1 | I/S | I/S |
| Socio-Economic Status | | | | | | | | | | |
| Subsided meals | 53 | 100 | 45.8 | 37.5 | 16.7 | 62.5 | 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 | 57 | 100 | 27.5 | 49 | 23.5 | 72.5 | 73.1 | 67.5 |
| Gender | | | | | | | | |
| Male | 30 | 100 | 33.3 | 44.4 | 22.2 | 66.7 | 72.2 | 67 |
| Female | 27 | 100 | 20.8 | 54.2 | 25 | 79.2 | 73.9 | 68 |
| Racial/Ethnic Group | | | | | | | | |
| White | 24 | 100 | 10.5 | 42.1 | 47.4 | 89.5 | 80.8 | 79.5 |
| African American | 29 | 100 | 42.9 | 53.6 | 3.6 | 57.1 | 51.8 | 50.3 |
| Asian/Pacific Islander | 3 | I/S | I/S | I/S | I/S | I/S | 81.1 | 84.3 |
| Hispanic | 1 | I/S | I/S | I/S | I/S | I/S | 60.9 | 60.7 |
| American Indian/Alaskan | N/A | N/AV | N/A | N/A | N/A | N/A | 72.9 | 71.2 |
| Disability Status | | | | | | | | |
| Disabled | 12 | 100 | N/AV | N/AV | N/AV | 36.4 | 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 | N/A | N/AV | N/A | N/A | N/A | N/A | 57.3 | 59.6 |
| Socio-Economic Status | | | | | | | | |
| Subsized meals | 35 | 100 | 38.7 | 41.9 | 19.4 | 61.3 | 64.3 | 55.1 |
| Social Studies | | | | | | | | |
| All Students | 58 | 100 | 25.9 | 51.9 | 22.2 | 74.1 | 76.4 | 72.3 |
| Gender | | | | | | | | |
| Male | 36 | 100 | 27.3 | 54.5 | 18.2 | 72.7 | 75.6 | 71.5 |
| Female | 22 | 100 | 23.8 | 47.6 | 28.6 | 76.2 | 77.3 | 73.2 |
| Racial/Ethnic Group | | | | | | | | |
| White | 27 | 100 | 21.7 | 52.2 | 26.1 | 78.3 | 82.4 | 80.7 |
| African American | 26 | 100 | 34.6 | 57.7 | 7.7 | 65.4 | 59.2 | 60 |
| Asian/Pacific Islander | 4 | I/S | I/S | I/S | I/S | I/S | 85.7 | 88.5 |
| Hispanic | 1 | I/S | I/S | I/S | I/S | I/S | 71.4 | 68 |
| American Indian/Alaskan | N/A | N/AV | N/A | N/A | N/A | N/A | 77.5 | 72.2 |
| Disability Status | | | | | | | | |
| Disabled | 16 | 100 | 43.8 | 50 | 6.3 | 56.3 | 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 | N/A | N/AV | N/A | N/A | N/A | N/A | 68.3 | 67.9 |
| Socio-Economic Status | | | | | | | | |
| Subsized meals | 35 | 100 | 33.3 | 57.6 | 9.1 | 66.7 | 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 | 86 | 100 | 17.9 | 53.8 | 28.2 | 82.1 | 76.3 | 70.2 | 96.2 | 96 |
| Gender | | | | | | | | | | |
| Male | 52 | 100 | 21.7 | 56.5 | 21.7 | 78.3 | 69.4 | 63.2 | 95.6 | 96 |
| Female | 34 | 100 | 12.5 | 50 | 37.5 | 87.5 | 83.3 | 77.5 | 97.1 | 96.1 |
| Racial/Ethnic Group | | | | | | | | | | |
| White | 40 | 100 | 9.1 | 54.5 | 36.4 | 90.9 | 82.4 | 79.1 | 95 | 95.7 |
| African American | 41 | 100 | 27.5 | 57.5 | 15 | 72.5 | 59.4 | 57.6 | 97.3 | 96.4 |
| Asian/Pacific Islander | 4 | I/S | I/S | I/S | I/S | I/S | 83.1 | 86.2 | 98.3 | 97.2 |
| Hispanic | 1 | I/S | I/S | I/S | I/S | I/S | 67.7 | 62.6 | 98.3 | 96.8 |
| American Indian/Alaskan | N/A | N/AV | N/A | N/A | N/A | N/A | 77.3 | 68.7 | N/A | 95.4 |
| Disability Status | | | | | | | | | | |
| Disabled | 23 | 100 | 45.5 | 45.5 | 9.1 | 54.5 | 34.2 | 26.1 | 96.4 | 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 | N/A | N/AV | N/A | N/A | N/A | N/A | 64.6 | 61.2 | N/A | 97.1 |
| Socio-Economic Status | | | | | | | | | | |
| Subsided meals | 54 | 100 | 22.4 | 57.1 | 20.4 | 77.6 | 68.2 | 58.9 | 96.1 | 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 | 14 | 100 | N/AV | N/AV | N/AV | 100 |
| | 4 | 21 | 100 | 4.8 | 28.6 | 66.7 | 95.2 |
| | 5 | 15 | 100 | 27.3 | 54.5 | 18.2 | 72.7 |
| | 6 | 14 | 100 | 28.6 | 35.7 | 35.7 | 71.4 |
| | 7 | 9 | I/S | I/S | I/S | I/S | I/S |
| | 8 | 12 | 100 | I/S | I/S | I/S | I/S |
| Mathematics | | | | | | | |
| 2009 | 3 | 14 | 100 | 35.7 | 21.4 | 42.9 | 64.3 |
| | 4 | 21 | 100 | 19 | 61.9 | 19 | 81 |
| | 5 | 15 | 100 | 45.5 | 45.5 | 9.1 | 54.5 |
| | 6 | 14 | 100 | 50 | 35.7 | 14.3 | 50 |
| | 7 | 9 | I/S | I/S | I/S | I/S | I/S |
| | 8 | 12 | 100 | I/S | I/S | I/S | I/S |
| Science | | | | | | | |
| 2009 | 3 | 7 | I/S | I/S | I/S | I/S | I/S |
| | 4 | 21 | 100 | 14.3 | 57.1 | 28.6 | 85.7 |
| | 5 | 8 | I/S | I/S | I/S | I/S | I/S |
| | 6 | 6 | I/S | I/S | I/S | I/S | I/S |
| | 7 | 9 | I/S | I/S | I/S | I/S | I/S |
| | 8 | 6 | I/S | I/S | I/S | I/S | I/S |
| Social Studies | | | | | | | |
| 2009 | 3 | 7 | I/S | I/S | I/S | I/S | I/S |
| | 4 | 21 | 100 | 14.3 | 42.9 | 42.9 | 85.7 |
| | 5 | 7 | I/S | I/S | I/S | I/S | I/S |
| | 6 | 8 | I/S | I/S | I/S | I/S | I/S |
| | 7 | 9 | I/S | I/S | I/S | I/S | I/S |
| | 8 | 6 | I/S | I/S | I/S | I/S | I/S |
| Writing | | | | | | | |
| 2009 | 3 | 14 | 100 | 14.3 | 42.9 | 42.9 | 85.7 |
| | 4 | 22 | 100 | 9.1 | 40.9 | 50 | 90.9 |
| | 5 | 15 | 100 | 18.2 | 72.7 | 9.1 | 81.8 |
| | 6 | 14 | 100 | 28.6 | 57.1 | 14.3 | 71.4 |
| | 7 | 9 | I/S | I/S | I/S | I/S | I/S |
| | 8 | 12 | 100 | I/S | I/S | I/S | I/S |

Abbreviations for Missing Data

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